The University of Sydney

Faculty of Health Sciences Postgraduate Handbook 2003

Faculty dates

Health Sciences semester and vacation dates 2003

Summer School	
Lectures begin	Monday 6 January
Lectures ends	Friday 21 February
Semester 1	
Lectures begin	Monday 3 March
Easter recess:	
Last day of lectures	Thursday 17 April
Lectures resume	Monday 28 April
Study vacation: 1 week beginning	Monday 9 June
Examinations commence	Monday 16 June
Lectures end	Saturday 28 June
Semester 2	
Lectures begin	Monday 11 August
Mid-semester recess:	
Last day of lectures	Friday 26 September
Lectures resume	Tuesday 7 October
Study vacation: 1 week beginning	Monday 17 November
Examinations commence	Monday 24 November
Lectures end	Saturday 6 December

Last dates for withdrawal or discontinuation 2003

Semester 1 units of study	
Last day to add a unit	Monday 31 March
Last day for withdrawal	Monday 31 March
Last day to discontinue without failure (DNF)	Thursday 17 April
Last day to discontinue (Discontinued - Fail)	Friday 6 June
Semester 2 units of study	
Last day to add a unit	Friday 29 August
Last day for withdrawal	Friday 29 August
Last day to discontinue without failure (DNF)	Friday 26 September
Last day to discontinue (Discontinued - Fail)	Friday 14 November
Full Year units of study	
Last day for withdrawal	Monday 31 March
Last day to discontinue without failure (DNF)	Friday 8 August
Last day to discontinue (Discontinued - Fail)	Friday 14 November

(Semester and vacation dates for faculties other than Health Sciences are listed in an Acrobat PDF document which can be downloaded from policy.rms.usyd.edu.au/000004e.pdf)

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NSW 2006
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The University of Sydney Faculty of Health Sciences
Postgraduate Handbook 2003

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The information in this handbook is subject to approval and/or change by the appropriate faculty of the University. Students should always check the accuracy of the information with faculty staff.

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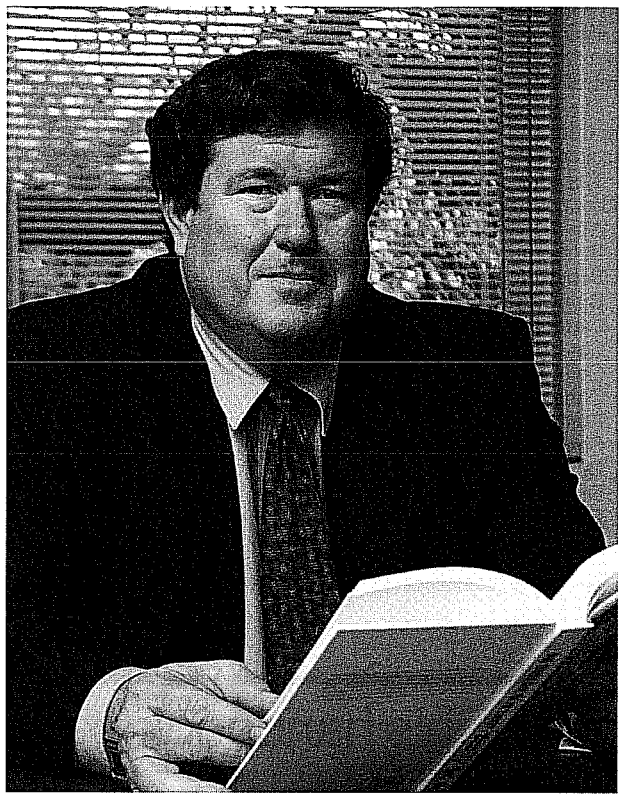
Message from the Dean



Welcome to the Faculty of Health Sciences! 2003 will mark a new and special beginning for you and I hope it will be an important milestone in your postgraduate development.

If you are a new student, I welcome you to a particularly exciting phase in the development of our postgraduate coursework and related advancement of Faculty research programs. You may be enrolling in one of our newer programs such as the Doctor of Health Science, graduate studies in Developmental Disability, graduate entry programs in Health Information Management, Physiotherapy and Occupational Therapy or one of our specialised streams in a wide range of professions and fields.

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

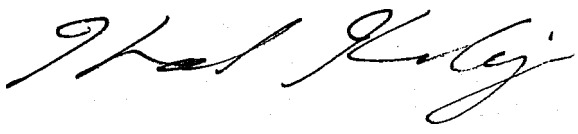
The Faculty of Health Sciences aims to provide a stimulating and progressive postgraduate environment. Students in coursework programs will have the opportunity to enhance their professional expertise and move towards more satisfaction and advancement in the workplace. Research students will be assisted in making a worthwhile contribution to the knowledge-base of their field with the support of dedicated researchers at the fore-front of research activity in the health sciences. We have invested significantly in research infrastructure in recent years, including dedicated research facihties, and we are endeavoring to improve our programs through ongoing quality assurance.

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

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

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

Best wishes in your academic, professional and personal journey through 2003.



Professor Hal Kendig, Dean

Introduction

This handbook is the official guide to the postgraduate courses offered in the Faculty of Health Sciences located at the Cumberland campus of The University of Sydney. The handbook was prepared in advance of the 2003 academic year to maximize its usefulness as a reference to students, staff, and to the many associates of the Faculty, particularly those who contribute to the clinical education of students.

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

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

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

Use of this handbook

Course outlines

The course outline tables in a school chapter set out the required units of study to be undertaken by students in each year of their enrolled course.

See your course coordinator or year adviser if you require clarification on course outlines.

Units of study

The units of study section set out at the end of each School chapter follows the course outline tables in alphabetical order by unit code (eg, BACH 1152). The section provides details of units such as description of content, credit points, semester offered, assessment (see explanation below) for the units offered in each relevant course for the current academic year.

Clinical Education

Most courses include Clinical Education/Professional Practice as a requirement for completion of a course. Information regarding Clinical Education can be found in chapter 21.

Explanation of unit of study listings

Note: See the 'Glossary' section for official definition of terminology currently in use at the University.

Unit **code:** listed first on the line, used to identify unit.
Unit name: printed after unit code, in bold in units of study listings.
Old code: as part of the transition to the University's new student information system, this handbook contains 'old' codes, still used by the Faculty. The Old Code should be included in all enquiries, or in reference to any variations to student enrolments.
Credit points: a measure of value indicating the contribution each unit of study provides towards meeting course completion requirements stated as a total credit point value.
Staff: coordinator or lecturer names may be listed after the credit points.
Semester: shows the semester in which the unit of study is taught.
Classes: how the unit is taught and the attendance requirements.
Assumed knowledge: for some units of study, a student is assumed to have passed a relevant subject at HSC level. 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.
Qualifyier: a mandatory (compulsory) prerequisite unit of study which must have a grade of Pass or better.
Prerequisite: a unit of study that is required to be completed before this unit of study can be attempted.
Corequisite: a unit of study which must be taken in the same semester or year as this unit of study (or which has already been completed).
Assessment: the process of measuring the performance of students in the unit of study.
NB: any important notes concerning the unit of study (text in italics).
Description: shows the aims, outcomes and content of the unit of study.
Practical: lists any practical component such as fieldwork.
Textbooks: any textbooks, references or recommended reading are listed at the end of the unit of study.

BACH 9999 Health, Social Inquiry and Illness

Old code 251B6.6 credit points. Dr Smith. **Semester: 1. Classes:** On campus, 30 hours. **Assumed knowledge:** HSC Biology. **Qualifyier:** BACH 9912 Health and Social Inquiry 1. **Prerequisite:** BACH 9910 Health and Illness. **Corequisite:** BACH 9998 Illness, Social Inquiry and Health. **Assessment:** Written assignments and examination.

NB: Not offered in part-time mode.

This unit provides students with the sociological tools (theory and method) that are required to achieve social literacy in the domain of health and illness, and with opportunities to apply their sociological knowledge in practice. It will develop within the student a sociological imagination, a quality of mind that will be used to scrutinise everyday assumptions regarding health and illness.

Practical: 2 days fieldwork

Textbooks

Unit reference manual will be issued at commencement of semester.

1 Staff

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

Note

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

■ Schools and centres

School of Applied Vision Sciences

Phone: (02) 9351 9250
Fax: (02) 9351 9359
Email: avsinfo@fhs.usyd.edu.au
Web: www.fhs.usyd.edu.au/avs/
Head of School: Mrs Neryla Jolly

School of Behavioural and Community Health Sciences

Phone: (02) 9351 9228
Fax: (02) 9351 9540
Email: p.harrington@fhs.usyd.edu.au
Web: www.fhs.usyd.edu.au/bach
Head of School: Associate Professor Ross G Menzies

School of Biomedical Sciences

Phone: (02) 9351 9455
Fax: (02) 9351 9520
Email: bioenquiries@fhs.usyd.edu.au
Web: www.fhs.usyd.edu.au/bio
Head of School: Dr A Bulent Turman

School of Communication Sciences and Disorders

Phone: (02) 9351 9450
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Email: csd.hos.secretary@fhs.usyd.edu.au
Web: www.fhs.usyd.edu.au/csd
Head of School: Dr Kerrie Lee

School of Exercise and Sport Science

Phone: (02) 9351 9612
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Email: l.burke@fhs.usyd.edu.au
Web: www.fhs.usyd.edu.au/ESS
Head of School: Dr Margaret Torode

School of Health Information Management

Phone: (02) 9351 9494
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Email: himinfo@fhs.usyd.edu.au
Web: www.fhs.usyd.edu.au/him
Head of School: Ms Joanne Callen

School of Medical Radiation Sciences

Phone: (02) 9351 9640
Fax: (02) 9351 9146
Email: mrsinfo@fhs.usyd.edu.au
Web: www.fhs.usyd.edu.au/mrs
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School of Occupation and Leisure Sciences

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Web: www.ot.fhs.usyd.edu.au
Head of School: Ms Jane Gamble

School of Physiotherapy

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

Yooroang Garang: School of Indigenous Health Studies

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Web: www.yg.fhs.usyd.edu.au
Acting Head of School: Dr Trevor Cook

Australian Stuttering Research Centre

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Web: www.fhs.usyd.edu.au/asrc
Director: Professor Mark Onslow

National Centre for Classification in Health

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Fax: (02) 9351 9603
Email: ncchadmin@fhs.usyd.edu.au
Web: www.fhs.usyd.edu.au/ncch
Director: Associate Professor Rosemary Roberts AM

Rehabilitation Research Centre

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Email: g.davis@fhs.usyd.edu.au
Web: www.fhs.usyd.edu.au/rrc
Director: Associate Professor Glen Davis

Education Connections

Phone: (02) 9351 9343
Fax: (02) 9351 9663
Email: cpe@fhs.usyd.edu.au
Web: www.fhs.usyd.edu.au/faculty/edcon.htm
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Hoang Tran-Dinh, MD *Saigon* DipAnat *ASANZ,* AMC *Canb*
Patricia D C Woodman, MSc PhD
Lecturers
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Peter K Knight, BVSc PhD MBA *CSU* AIMM
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Dana Strain, BS *Purdue* MSc DipTertEd *NE*
Meg Stuart, BAppSc *Cumb* MSc *UNSW*
Gilbert J Vella, BSc PhD *UNSW* DipEd *STC*
Svetlana Warton, MSc *Moscow State* PhD *USSRAcadSciMoscow*
Patricia Weerakoon, MB BS *Ceyl* MS *Hawaii* MHPEd *UNSW*
Catherine Willis, MSc MVSWDipPhty *Cumb* DipTertEd *NE*
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Jan Douglas-Morris, BSc MHPEd *UNSW* GradDipPhty *Cumb*
Deepika Mahajan, MSc *Gndu* MPhil PhD *PU*
Laboratory Manager
Louise Hayes, BSc *Macq* MAppSc *UTS*
Technical Staff
Gautham Jayachandran, BSc *UNSW*
David Lockwood, BSc *Macq*
Tuyet Nguyen, BSc *Saigon*
Janelle Parbery
Margret Robinson, AssDip(Med Lab Tech)
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Ruth Rinot
Administrative Staff
Ann Korabelnikoff
Nadia Soliman

School of Communication Sciences and Disorders

Head of School
Kerrie Lee, BA *N'cle(NSW)* MA PhD *Macq*

Professor
Vicki Anne Reed, BS *Northwestern* MA *Denver* EdD *NColorado,* FASH A. Appointed 1994
Honorary Professor
Chris Code, MA *Essex* PhD *Wales* DipCST, AFBPsS C Psychol
Senior Lecturers
Susan Balandin, MA PhD *Macq* DipSpTherapy *WestEndHospSpTherapySch UK*
Michelle Lincoln, BAppSc *Cumb* PhD
William Thorpe, BEng PhD *Cant*
Lecturers
Elise Baker, BAppSc PhD
Linda S Hand, BA *Cant* MA *Iowa* DipT(SpTher) DipEd *Auck*
Belinda Kenny, MAppSc
Patricia McCabe, BAppSc PhD
Cate Madill, BAppSc
Alison A Purcell, MAppSc *Cumb*
Christine Sheard, MAppSc *Cumb*
Postdoctoral Fellow
Leanne Togher, BAppSc *Cumb* PhD
Clinical Educators
Teena Caithness, BAppSc *La Trobe*
Annie Chan, BAppSc
Catherine Devaney, BA *Dub*
Geraldine Katz, BA(Sp&HTherapy) *Witwatersrand*
Alice Lans, BAppSc
Carl Sokkar, BAppSc
Donna Thomas, BAppSc
Christine Vila, BAppSc
Honorary Research Associates
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Jan van Doom, BSc Adel PhD UNSW
Honorary Teaching Associates
Teresa M Anderson, BAppSc *Cumb* PhD *Macq*
Jacqueline Roberts, BA *Cant* BAppSc *Cumb* BA PhD *Macq* GradDip *CCTeachColl*
Honorary Clinical Associates
Alison Anderson, BAppSc *Cumb*
Maria Berducci, BAppSc *QLD*
Linda Clarke, BAppSc
Belinda Crofts, BAppSc *Cumb*
Ann Deane, BAppSc
Kerry Ann Gilsenan, BAppSc *Cumb* BA DipEd *SydTeachColl*
Bronwyn Hemsley, BAppSc *Cumb*
Monika Kaatzke-McDonald, BAppSc *Cumb* MAppSc
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Valerie Lim, BSpPath MAppSc *La Trobe*
Eva Nemeth, BAppSc *Cumb* DipMusic *NSWConsMusic*
Emma Power, BAppSc
Sue Radovich, BAppSc *Cumb*
Magdalen Rozsa, BAppSc *Cumb*
Alison Sweep, BAppSc *Cumb*
Christine Taylor, BAppSc *Cumb*
Johan Thomson, BAppSc *SAustCAE*
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Fiona Garniss
Administrative Assistants
Sunil Chand
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School of Exercise and Sport Science

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John Sutton Chair of Exercise and Sport Science.
Maria Fiatarone Singh, MD *Calif*
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Chin M Chow, MSc *Otago* PhD
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Michael S Lee, BE *UNSW* BAppSc *Cumb* MBiomedE *UNSW*
Helen T O'Connor, BSc *UNSW Dip ND* PhD
Rhonda Orr, BPharm MEx&SpSc
Jacqueline Raymond, BAppSc *W'gong* PhD
Peter J Sinclair, BPE MEd *WAust* PhD
Honorary Research Fellows
Grace J Bryant, GradDipEx&SpSc *Cumb,* MBBS
Grahame M Budd, MB BS MD, FRACP
Barry V Holcombe, PhD *UNSW*
Adele R Weston, BPhEd *Otago,* MSc *Lond* PhD *CapeT*
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PatriciaARuell.BSc
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Administrative staff
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School of Health Information Management

Head of School
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Professor
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Honorary Professor
Phyllis Watson AM, MSc NY
Honorary Associate Professor
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Vera Dimitropoulos, BAppSc(MRA) *Cumb*
Joe Huang, MBBS *Sun Yat-Sen* Dip of Computing *BusinessCollNSW* GradDipHIM PhD
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Research staff
Jean Mcintosh
Administrative staff
Jane Alanthwaite
Raksha Chand, BAppSc(Chem) *SAust*
Sheree Crick
Anne Marks, AssDipMRA *Cumb*

School of Medical Radiation Sciences

Head of School
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Alastair Davison, BSc PhD *Melb*
Donald McLean, BSc *UNSW* MAppSc *QITVhD QUT* DipEd *Canb*
Ann Poulos, BA DipEd *Macq* DipRad *UK* PhD
Lecturers
Edwina Adams, CertNucMed *STC* BAppSc
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Rachael Beldham-Collins, BAppSc *N'cle(NSW)* MHlthScEd
Edward Caruana, BAppSc *Cumb* AssDipMedRad *STC* GradDip Mgt *UTS* BAppSc MEd, RN FCN FIR
Barrie Egerton, BSc *Wales* MSc *Salf*
Nikki Field, BAppSc MHlthScEd
Jane Fonda, CertRad *RMIT DMU ASUM* BAppSc
Peter Kench, BAppSc GradCertHlthScEd
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Sarah Lewis, BAppSc
Danielle Milinkovic, BAppSc MHlthScEd
Dennis Nelson, DCR *Lond* DMU(General) DMU(Vascular) *ASUM*
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John Robinson, CertRad *STC* BAppSc

Associate Lecturer
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Postgraduate Coursework Administrative Coordinator
Kerrie McLean, BEd *UTS* GradCertEd, MCES
Assistant to Head of School
Hong Wu
Technical Officers
Eric Gutherie
Graeme Roberts

School of Occupation and Leisure Sciences

Head of School
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Sesquicentenary Chair of Occupation and Leisure Sciences
Gwynnyth M Llewellyn, BA Med DipContEd *NE* DipOT PhD. Appointed 2002
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Anita Bundy, BSc(OT) *WMich* MSc ScD(Therapeutic Studies) *Boston,* OTR FAOTA. Appointed 2002
Senior Lecturers
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Maureen H Fitzgerald, BIS *GMU* PhD *Hawaii,* RN
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Kirsty Thompson, BAppSc (OT)
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Colleen Mullavey-O'Byrne, MA *Macq* DipOT, ATCL
Driver Rehabilitation
Trinity Glendenning, BAppSc(OT) *Cumb*
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Anthea Rogers, BOccTh BA *Qld*
Secretary
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ARC Post-Doctoral Fellow & Research Manager
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Imelda Burgman, MA(MovSc) *Col* GradDipSc(AnatSc) *Qld* BAppSc(OT)
Katherine Gray, BSW *UNSW*
Special Projects Officer
Cheryl Bates, DipTeach(Nursing) *SCAE,* RN CM
Resource Officer
Marilyn Duncan
Secretary to the Head of School
Catherine O'Keeffe
Stores Manager
Maree Schell
Fieldwork Administration Officer
Ruinga Matiu
Undergraduate Officers
Paula Rae
Sharon Woods
Flexible Learning Administration Officer
Catherine Maramara, BAppSc(L&H) *Cumb* EN

School of Physiotherapy

Head of School
Associate Professor Jack Crosbie, MSc PhD *Strath* GradDipPhys *Glas* DipTP *Edin*
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Associate Professors
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Honorary Associate Professor
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Roger Adams, *BA Adel* PhD *UNSW*
Jennifer Alison, DipPhty MSc *Lond* PhD
Cathy Dean, BAppSc(Phty) *Cumb* MA *Col* PhD
Elizabeth R Ellis, BSc *UNSW MSc Boston* GradDipPhty *Cumb* MHL PhD
Robert D Herbert, BAppSc(Phty) *Cumb* MAppSc PhD *UNSW*
Sharon L Kilbreath, BScPT *Qu* MCISc *WOnt* PhD *UNSW*
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Lecturers
Robert A Boland, BAppSc PhD GradDipAppSc(ManipTher) *Cumb*
Jane Butler, MEd *UNSW* DipPhty *Auck* GradDipAppSc(PaedPhty) *Cumb*
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Genevieve Dwyer, BAppSc(Phty) *Cumb* GradCert(AdultEd) *NE* GradDipAppSc(PaedPhty-Hydro) *Curtin* MAppSc(Phty)
Virginia Fowler, BAppSc *Lincoln* MAppSc(Phty)
Carolyn Gates, MAppSc(Phty) *Cumb*
Gordon Waddington, BSc BAppSc(Physio) MEx&SpSc MAppSc(SportsPhysio) PhD
Cheryl Hobbs, MAppSc GradDipMgtHlthSci *SAust* DipP&OT *Tor*
Adrienne E Hunt, MBiomedE *UNSW* GradDipPhys *Lond* GradDipPaedPhty *Cumb* PhD
Dale Larsen, BAppSc GradDipManipTher *Cumb* MAppSc(ManipPhty)
Martin Mackey, BAppSc(Phty) *Cumb* MSafSc *UNSW BEc*
Lyndal Maxwell, BAppSc(Phty) *Lincoln* GradDipAppSc(Cardiothoracic) LarMAppSc(Phty)
Bredge McCarren, BSc *UNSW* GradDipPhty *Cumb* GradDipAppSc(Cardiothoracic) *LaT* MAppSc(Phty)
Joanne Munn, MAppSc GradCert(Ed)
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Eva Schonstein, BAppSc(Phty) *Cumb* MHPEd *UNSW*
Debra Shirley, BSc *UNSW* GradDipPhty GradDipManipTher *Cumb* PhD
Angela Stark, BAppSc(Phty) MAppSc(NeuroPhty)
Karyn Whelan, BAppSc(Phty) *Cumb* MAppSc
Vicki K Williams, BAppSc(Phty) *Cumb* MEd *UNSW*
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Andrew Leaver, BAppSc(Phty) Cumb GradDipAppSc(ManipPhty)
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Trudy Rebbeck, BAppS(Physio) MAppSc(ManipPhysio)
Mark Stewart, BAppSc(Phty) MPH(Hons) Grad Cert(Ed)
Academic Program Administrator
Chamreun Cheen, BSc BCA *Well*

Yooroang Garang: School of Indigenous Health Studies

Acting Head of School
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Wendy Jopson, BHlthSc(AHCD), RN
Shane Merritt, BA *NE* MA(Psych)
Susan Page, BA *UNSW,* RN CM
Miranda Rose, BN NE MPHC *Flin,* RN
Vhoyt Losberg, BA *JamesCook* MBehHlthSc
Anton Clifford, BEd *QldUTMMedSc N'cle(NSW)*
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Associate Lecturer
Marie Taylor, BSc *NZ*
Technical staff
Andrea Andreou
Office Manager
Christine Yorkston
Administrative Officers
Leona Charles
Iesinga Tuitavake

■ Centres

Australian Stuttering Research Centre

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

National Centre for Classification in Health

Director
Associate Professor Rosemary Roberts AM, MBA *Monash* BA MPH
Associate Director (Sydney) and Manager, Classification Support and Classification Development Division
Kerry Innes, AssocDip(MRA) *Cumb*
Business Director
Gerard Viswasam, BSc *Lond* MSc(Econ) *Benin* MPP
Research Officer
Donna Traran, BA(Psych)
Corporate Relations Officer
Ann Jones, BAppSc(Information) *UTS,* AALIA

Information Technology

Systems Manager
Colin Spowart, BBus(Computing) *UCQ*
Systems Administrator
Nicole Schmidt, AssocDegAppSc(Resource Technology) *SCU*

Classification Support and Development Division

Project Manager, Ambulatory Classification Development
Alex Canduci, BAppSc(MRA)
Classification Support Coordinator
Sheree Gray, BSc(HIM) *Curtin*
Project Officers
Linda Best, AssocDip(MRA) *Cumb*
Kerri Chalmers, BBus(HlthAdmin) *QUT*
Tiffany Chan, MOpsMgt *UWS* BAppSc(HIM)
Karyn Chen, BAppSc(HIM)
Megan Cumerlato, BAppSc(HIM)
Terry Dymmott, BHlthSc *Flinders*
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Judith Hooper, BAppSc(MRA)
Lisa Richmond, BAppSc(HIM)
Julie Rust, BAppSc(HIM)
Patricia Saad, BAppSc(HIM)

Quality and Education Division

Acting Quality and Education Manager
Shannon Watts, BAppSc(MRA) *La Trobe*
Quality and Education Coordinator
vacant
Project Officer
Virginia Kalma, BAppSc(MRA) La Trobe
Quality Assurance Officer (MUNCCI)
Susan Wood, BAppSc(HIM) *La Trobe*

Publications Division

Publications Manager
Rodney Bernard, GradDip(Design Studies) *UTS*
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Elizabeth Azel, DipComm *Natal*
Jacqui Hunt
Sales and Distribution Coordinator
Catherine Stanhope

Administration

Office Manager
Tina Stanhope
Administrative Assistants
Dana Merrin
Imelda Noti

Rehabilitation Research Centre

Director
Associate Professor Glen M Davis, BPE *Ott* MA *W Ont* PhD *Tor,* FACSM

■ Administration

Campus management

Campus Manager
Elizabeth Evans, BA *Lethbridge* MBus *UTS* MEdAdmin *UNE*
Secretary to the Campus Manager
Maureen Marchant

Building and Grounds Division

Manager
Phillip Sorbello
Project Manager
John Sommers
Senior Works Supervisor
Andy Galloway
Grounds Manager
Farid Payenda

Financial Services Division^

Finance Officer
Margaret Frost
Student Fees Officer
Darryl Anderson

Information Technology Services Division

Manager
Than Naing Chan, BEng(Elect) MSc(CompEngMgt) Assumption
Network Manager
Janusz Tydda, MA *Warsaw*
Project Manager
Graeme Martin
User Support Officers
Michael Chang, BSc(Civil Eng) *Taiwan* DipCompTech *STC*
Bala Muraleetharan, BSc(Comp) *WSyd*
Operations Supervisor
Glenn Russell

Property Services Division

Manager
Sharon Vaughan
Assets Management/Room Bookings
Rhonda Facer
Security Coordinator
Penny Ryder
Records Management Officer
Donna Pearman
Campus Services Coordinator
Linda Thompson

Purchasing and Production Services Division

Head
Ian McAulay
Purchasing Officer
Greg Gaal
Printery Manager
Dianne Gillespie

Student Administration Services Division

Head
Bharati Jayachandran
Undergraduate Officer
Linda Dewar, BA *NE*
Postgraduate Officer
Nancy Leong
Examinations Officer
Emily Brennan BEd *Melb*
International Admissions Coordinator
Penny Andreou

Student Welfare Services Division

Head
Andrea Chan, MA *NZ* MA *ANU* PhD RS ACertTEFLA GradDip MLTLTCL
Academic and Communication Skills Tutors
Rosalie Thomson, BA *NE* LicDip S&D GradDipSC *WSyd* MA GradCertTESOL
Marie Clugston, BA MLitt MA DipContEd *NE* PhD RS A CertTEFL
Tutor/International Student Advisor
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Kathryn Richardson, BA *UNSW,* MAPS
Disability Services Officer
Fiona Darcy, BSocSci *N'cle(NSW)* MA *UTS*

Health Sciences Library

Health Sciences Librarian
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Librarians
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Katrina Chaudhary, BA(LIS) *CCAE,* AALIA
Garry Hamilton, BA DipMLib *UNSW,* AALIA
Dorothy Kass, BA DipLib *UNSW* DipEd, AALIA
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Personnel

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

■Cumberland Student Guild

General Manager
Andrew Ashwin, BBus GradCert(Sport Mgt) *UTS*
Business Manager
Jack Zweig, DipTech&Comm *UTS,* CPA
Commercial Operations Manager
vacant
Food & Beverage Supervisor
Marilou Bendian, BSc(Accounting) *PhilippinesSchBusAdmin*
Executive Chef
Steven Ung
Retail Officer
Garrett Fountain
Sports Officer
MarkZundans,BSportsSc(ExSc) *UNSW*
Business Services Officer
Rebecca Fisher
Administrative Assistant
Kerry Lewis
Marketing and Events Coordinator
Irene Toynbee, BA *UTS* MA(SportMpt) *Ohio State*

2 Guide to the Faculty

■ History

In 1970, a report of the then New South Wales Advanced Education Board recommended that a corporate College of Advanced Education be established specifically to:

- foster the development of paramedical education in New South Wales having regard to the needs of the community;
- provide courses and to grant awards to students reaching the standards set by the College;
- encourage the effective teaching and provide opportunities for the professional development of the teaching staff; and
- provide and maintain physical facilities for this teaching and research.

On 1 July 1973, the College formally commenced operation when its establishment was gazetted by the State Government. Incorporation within the Higher Education Act was constituted on and from 1 October 1974.

The College assumed the responsibility for three-year full time courses in physiotherapy, occupational therapy, and speech therapy and a two-year full time course in orthoptics. Post-registration nursing courses previously conducted by the NSW College of Nursing were included from 1975.

The College was initially named 'New South Wales College of Paramedical Studies' however, early in 1974, the Interim Council recommended that the name be changed. When the Colleges of Advanced Education Act was passed in 1975, the name was changed to 'Cumberland College of Health Sciences'.

From its earliest days, Cumberland College aimed for excellence and adopted a leadership role. The College pioneered the development of basic nursing studies in an academic setting and it convened the first National Health Sciences Education Conference.

After the beginning years of operation in five inner city campuses with rented premises, a site at East Street, Lidcombe was ready for occupancy from 1st July, 1978.

It was on 26 October 1979, that His Excellency Sir Zelman Cowen AK GCMG KSU QC, the then Governor-General of the Commonwealth of Australia, officially opened the College.

Since that time, Cumberland College has grown rapidly. Course development and course reviews have enhanced the College's academic profile. The first Master's degrees have been awarded, and additional specialty courses commenced in Diversional Therapy, Medical Radiation Technology and Community Health. In 1984, the College commenced teaching the Aboriginal Health and Community Development course, and in 1985, it introduced the first interdisciplinary graduate diploma program.

In many respects the attainment of institutional accreditation status at the end of 1986 was the culmination of the College's first decade of endeavour for academic excellence. This is now recognised internationally. The fifteenth anniversary of the establishment of the College was commemorated by hosting an International Conference on Health Sciences Education.

In 1989, State government legislation, in response to the Federal Government's introduction of a Unified National System of Higher Education, dissolved the corporate college and re-established it as an Academic College of The University of Sydney with effect from 1 January 1990. On 28 October 1991, the academic activities and staff of the College were established as the Faculty of Health Sciences in The University of Sydney, with the associated appointment of a Dean.
The involvement in PhD programs from 1990 is a highlight of the amalgamation with The University of Sydney.
As from 1 January 1994, the School of Nursing, Faculty of Health Sciences was integrated into the Faculty of Nursing.

Objectives

The primary objectives of the Faculty are:

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

The supporting objectives are:

- Facilitation of interdisciplinary study, research and discussion with academic and clinical colleagues through continuing education programs, symposia, workshops, conferences and staff and student exchange activity.
- Provision of specialised services and advice to disabled and disadvantaged people and agencies (both voluntary and government) within the context of the Faculty's academic, teaching and research expertise and purpose.
- Provision of advice, consultancies and applied research programs to government, commercial and business organisations which share the Faculty's common interest in health and health sciences.
- Development of relationships with international agencies and governments which seek to utilise the expert service and advice of the Faculty, within the context of the Faculty's teaching mission and purpose.

Academic Governance

On 2 September 1991 Senate resolved to approve the establishment of the Faculty of Health Sciences and approve the title of Dean and College Principal, to take effect from 28 October 1991. In 1998, the title was changed to Dean of the Faculty of Health Sciences.

■ Constitution of the Faculty of Health Sciences

1. The Faculty of Health Sciences shall comprise the following persons:

   (a) the professors, associate professors, heads of schools, readers, principal lecturers, senior lecturers, lecturers and associate lecturers who are full-time or fractional (40 per cent or greater) continuing or fixed-term members of the teaching staff of the schools placed under the supervision of the Faculty of Health Sciences;

   (b)the Deans of the Faculties of Arts, Dentistry, Medicine, Nursing, Pharmacy and Science or their nominees and the Head of the Department of Social Policy and Sociology or nominee;

   (c) seven student members elected in a manner prescribed by resolution of the Senate, namely:

   (i) five students enrolled as candidates for an undergraduate degree or diploma offered by the Faculty;

   (ii) one student enrolled as a candidate for a postgraduate coursework degree, diploma or certificate offered by the Faculty; and

   (iii) one student enrolled as a candidate for a postgraduate research degree offered by the Faculty.

   (d) full-time and fractional (40 per cent or greater) continuing or fixed-term members of the research staff of the schools and centres of the Faculty who are appointed as research-only staff;

   (e) not more than three persons who are distinguished in a field of Health Science, appointed by the Faculty on the nomination of the Dean of the Faculty;

   (f) the Faculty Manager, the Health Sciences Librarian and the Head of Student Administration (Cumberland Campus);

   (g)four persons, being members of the general staff employed at Cumberland Campus having a close and appropriate association with the Faculty's work of teaching and research.

   In addition to the above, the following persons are ex officio members: the Chancellor, the Deputy Chancellor, the Vice-Chancellor, the Deputy Vice-Chancellors and the University Librarian (or nominee of the University Librarian); and the Cumberland Campus Manager is invited to be in attendance.

2. The Faculty shall encourage teaching, scholarship and research in the schools and centres that the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Health Sciences and shall have the same powers and functions as are specified for faculties by resolution of the Senate.

■ Structure

The Faculty's academic structure comprises ten professional schools:

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

The Cumberland campus administrative structure comprises eight divisions:

- Building and Grounds
- Faculty Office
- Financial Services
- Information Technology Services
- Personnel
- Property Services
- Student Administration
- Student Welfare Services

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

Education Connections

Education Connections was established in 2001 to support educational development, outreach and continuing professional education in the Faculty of Health Sciences. It provides academic and administrative leadership, coordination and support to current and future Faculty educational initiatives. Education Connections' continuing professional education group promotes and coordinates delivery of a wide range of courses and other activities for the professional development of health professionals.

■ Centres

Australian Stuttering Research Centre

This Centre of the Faculty was established in January 1996, and is supported partly by Faculty funds and partly by external, Commonwealth Research Grants. Staff of the Centre work closely with speech pathologists in the Stuttering Unit, Bankstown Health Service. The purposes of the Centre are to:

- Conduct world class stuttering research
- Establish national and international collaborative research links
- Provide mentorship for Australian stuttering treatment researchers
- Disseminate to Australian and international speech pathologists information about how stuttering treatment research informs clinical practice
- Provide professional continuing education to Australian and international speech pathologists
- Provide postgraduate research programs in stuttering research
- Disseminate to the Australian community information about stuttering treatment.

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

National Centre for Classification in Health (NCCH) Sydney

The NCCH is a centre of health classification theory. The NCCH creates, maintains and publishes the *International Statistical Classification of Diseases and Related Health Problems, Tenth Revision, Australian Modification,* which is adapted from the World Health Organization classification, ICD-10. The Centre creates Australian Coding Standards through a consultative process with clinicians and clinical coders to create best practice guidelines to apply the classification. ICD-10-AM Third Edition was published in 2002, and work is under way to publish the Fourth Edition in 2004

The Centre has expertise in clinical vocabularies, health data quality systems, education for segments of the health data and information sector, and publication of large and complex documents.

The Centre's activities include:

- development and publication of ICD-10-AM
- development and publication of ICD-10-AM classification sub sets for community-based mental health and early parenting services
- development and production of ICD-10-AM in electronic media including eBook, ASCII list, browser, MS Access database
- continuing development and publication of Australian Coding Standards
- 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 the ICD-10-AM classification since its inception
- creating and publishing ICD-10-AM mapping tables
- producing a quarterly newsletter - *Coding Matters* - for clinical coders and users of coded data
- providing secretariat services for the World Health Organization's ICD-10 Update Reference Committee
- providing consultancies on behalf of the World Health Organization
- providing consultancy services in Australia and internationally
- researching and developing a general practice term set
- researching and developing a community health codeset
- contributing to the Commonwealth Department of Health and Ageing's Australian Refined Diagnosis Related Groups (AR-DRGs)
- assisting the Casemix Clinical Committee of Australia and the Clinical Classification and Coding Group.

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

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.

WHO Regional Collaborating Centre for Rehabilitation

The World Health Organization (WHO) designated the Faculty as a Regional Collaborating Centre for Rehabilitation in 1983. The functions of the Centre for Rehabilitation are to:

- Develop or adapt curricula and training materials for various categories of personnel needed for community rehabilitation programs
- Assist in organising and conducting relevant teaching programs or courses in the Western Pacific Region
- Provide expert advice on rehabilitation training to WHO and countries as required

- Make available training resources for selected personnel
- Prepare appropriate materials and aids
- Conduct relevant studies of education methodology

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

■ Inter-institutional agreements

The Faculty has developed links with the following institutions:

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

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

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

3 Summary of graduate courses

Doctor of Philosophy (PhD) (generic award)

FT: minimum 3 yrs - maximum 4 yrs
PT: minimum 3 yrs - maximum 8 yrs

Area of study	Course code	Mode	Unit code
Australian Stuttering Research Centre	2401	FT	STUT 7002 (2460 IA)
	2402	PT	STUT 7003 (24601B)
	2406	FTOC	STUT 7002 (24601 A)
	2405	PTOC	STUT 7003 (24601B)
Behavioural and Community Health Sciences	2536	FT	BACH 7005 (25704)
	2535	PT	BACH 7006 (25705)
	2570	PTOC	BACH 7006 (25705)
Biomedical Sciences	1109	FT	BIOS 7002 (11601A)
	1108	PT	BIOS 7003 (11601B)
	1121	PTOC	BIOS 7003 (11601B)
Communication Sciences and. Disorders	1211	FT	CSCD7002(12601A)
	1210	PT	CSCD7003(12601B)
	1225	FTOC	CSCD7002(12601A)
	1220	PTOC	CSCD7003(12601B)
Exercise and Sport Science	2202	FT	EXSS 7002 (22601A)
	2201	PT	EXSS 7003 (22601B)
	2223	FTOC	EXSS 7002 (22601A)
	2222	PTOC	EXSS 7003 (22601B)
Health Information Management	0916	FT	HIMT7002(09601A)
	0912	PT	HIMT 7003 (0960 IB)
Indigenous Health Studies	0710	FT	AHCD 6001(07601A)
	0711	PT	AHCD 6002 (07602B)
	0714	FTOC	AHCD 6001 (0760 IA)
	0712	PTOC	AHCD 6002 (07602B)
Medical Radiation Sciences	1825	FT	MRTY 7002(18601A)
	1820	PT	MRTY 7003(18601B)
	1849	PTOC	MRTY 7003(18601B)
Occupational Therapy	1524	FT	OCCP 7002(15601A)
	1521	PT	OCCP 7003(15601B)
	1537	PTOC	OCCP 7003(15601B)
Orthoptics	1415	FT	ORTH 7003(14601B)
	1412	PT	ORTH 7002(14601A)
Physiotherapy	1618	FT	PHTY 7002 (16601A)
	1623	PT	PHTY 7003 (16601B)
	1682	FTOC	PHTY 7002 (16601A)
	1655	PTOC	PHTY 7003 (16601B)
Rehabilitation Research	2301	FT	REHA 7002 (23601A)
	2302	PT	REHA 7003 (23601B)

Doctor of Health Science (HScD) (generic award)

FT: minimum 3 yrs - maximum 4 yrs
PT: minimum 6 yrs - maximum 8 yrs

Mode	Course code
FT	2601
PT	2602
FTOC	2604
PTOC	2603

Master of Applied Science (MAppSc) by research

FT: minimum 1.5 yrs - maximum 2 yrs
PT: minimum 3 yrs - maximum 4 yrs

Area of study	Course code	Mode
Behavioural Science	2538	FT
	2539	PT
	2556	PTOC
Biomedical Sciences	1116	FT
	1117	PT
	1120	PTOC
Communication Sciences and Disorders	1213	FT
	1214	PT
	1218	PTOC
Education	2506	FT
	2507	PT
Exercise and Sport Science	2203	FT
	2204	FT
	2221	PTOC
Gerontology	2508	FT
	2509	PT
	2561	PTOC
Health Information Management	0909	FT
	0910	PT
Indigenous Community Health	0708	FT
	0709	PT
Medical Radiation Sciences	1827	FT
	1828	PT
	1833	PTOC
Occupational Therapy	1518	FT
	1511	PT
	1536	PTOC
Orthoptics	1407	FT
	1408	PT
	1417	PTOC
Physiotherapy	1624	FT
	1625	PT
	1656	FTOC
	1654	PTOC
Rehabilitation Counselling	2513	FT
	2514	PT

Master of Applied Science (MAppSc) generic award

FT: minimum 1.5 yrs - maximum 2 yrs
PT: minimum 3 yrs - maximum 4 yrs

Area of study	Course code	Mode
MAppSc	2801	FT
	2802	PT
	2803	FTOC
	2804	PTOC
Stuttering	2403	FT
	2404	PT
Voice (generic award) (no commencing students from 2003)	2103	FT
	2104	PT
	2107	PTOC

Master of Communication Disorders (MCommDis) by research

FT: minimum 1.5 yrs - maximum 2 yrs
PT: minimum 3 yrs - maximum 4 yrs

Mode	Course code
FT	1215
PT	1216
PTOC	1219

Master of Health Science (MHlthSc) by coursework

Area of study	Course code	Mode	Min. duration
Behavioural Science (BehSc)	2540	FT	1yr
	2541	PT	2 yrs
Cardiopulmonary Physiotherapy(CardPulPhty)	1661	FT	1yr
	1662	PT	2 yrs
Child and Adolescent Health (ChldAdolHlth)	2546	FT	1yr
	2547	PT	2 yrs
Clinical Data Management (CDM)	0926	FTOC	1yr
	0927	PTOC	2 yrs
Developmental Disability (DD)	2701	FTOC	1yr
	2702	PTOC	2 yrs
Education (Ed)	2525	FT	1yr
	2526	PT	2 yrs
	2524	OC	2 yrs
Exercise and Sport Science (Ex&SpSc)	2217	FT	1yr
	2218	PT	2 yrs
Gerontology (Geront)	2520	FT	1yr
	2521	PT	2 yrs
	2533	OC	2 yrs
Health Informatics (Hlthlnformatics)	0919	FT	1yr
	0920	PT	2 yrs
Indigenous Community Health (IndigCommHlth)	0719	FTOC	1yr
	0720	PTOC	2 yrs
Manipulative Physiotherapy (ManipPhty)	1657	FT	1yr
	1658	PT	2 yrs
Medical Radiation Sciences (MRS)	1845	OC	2 yrs
Medical Sonography (MedSono)	1842	OC	3 yrs
Neurological Physiotherapy (NeuroPhty)	1669	FT	1yr
	1670	PT	2 yrs
Occupational Therapy (OT)	1547	FT	1yr
	1548	PT	2 yrs
	1549	OC	2 yrs
Paediatric Physiotherapy (PaedPhty)	1665	FT	1yr
	1666	PT	2 yrs
Physiotherapy (Phty)	1677	FT	1yr
	1678	PT	2 yrs
Speech and Language Pathology (SLP)	1223	FTOC	1yr
	1224	PTOC	2 yrs
Sports Physiotherapy (Sports Phty)	1673	FT	1yr
	1674	PT	2 yrs

Master of Health Informatiori Management (MHIM)

Mode	Course code	Min. duration
FT	0923	1yr
PT	0924	2 yrs

Master of Occupational Therapy (MOT)

Mode	Course code	Min. duration
FT	1534	2 yrs

Master of Physiotherapy (MPhty)

Mode	Course code	Min. duration
FT	1684	2 yrs

Master of Rehabilitation Counselling (MRehabCIng)

Mode	Course code	Min. duration
FTOC	2573	1.5 yrs
PTOC	2574	3 yrs

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

Mode	Course code	Min. duration
FT	1685	1.5 yrs
PT	1686	3 yrs

Graduate Diploma of Health Science (GradDipHlthSc)

Area of study	Course code	Mode	Min. duration
Education (Ed)	2528	PT	1.5 yrs
	2523	OC	1.5 yrs
Exercise and Sport Science (Ex&SpSc)	2216	PT	1.5 yrs
Indigenous Community Health (IndigComHlth)	0717	FTOC	1yr
	0718	PTOC	2 yrs
Medical Radiation Sciences (MRS)	1844	OC	1.5 yrs
Medical Sonography (Med Sono)	1841	OC	2 yrs
Vision Impairment (Vislmp) *not offered in 2003*	1413	PT	2 yrs
Graduate Diploma in Rehabilitation Counselling(GradDipRehabClng)	2571	FTOC	1yr
	2572	PTOC	2 yrs

Graduate Certificate of Health Science (GradCertHlthSc)

Area of study	Course code	Mode	Min. duration
Behavioural Science (BehSc)	2544	FT	0.5 yr
	2545	PT	1yr
Casemix (Casern)	0914	PT	1yr
	0930	PTOC	1yr
Child and Adolescent Health (ChldAdolHlth)	2550	FT	0.5 yr
	2551	PT	1yr
Clinical Data Management (CDM)	0915	OC	1yr
Developmental Disability (DD)	2703	FTOC	0.5 yr
	2704	PTOC	1yr
Education (Ed)	2529	PT	0.5 yr
	2530	PT	1yr
	2522	OC	1yr
Exercise and Sport Science (Ex&SpSc)	2213	FT	0.5 yr
	2214	PT	1yr
Indigenous Community Health (IndigCommHlth)	0715	FTOC	0.5 yr
	0716	PTOC	1yr
Medical Radiation Sciences (MRS)	1843	OC	1yr
Medical Sonography (Med Sono)	1840	OC	1yr
Occupational Therapy (OT)	1545	PT	1yr
	1544	FT	0.5 yr
	1546	PTOC	1yr
Vision Impairment (Vislmp) *not offered in 2003*	1414	PT	1yr

Singapore courses

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

Course	Course code	Mode	Min. duration
Master of Health Science (Management)	2013	off-shore	2 yrs
Master of Health Science (Child and Adolescent Health)	2020	off-shore	2 yrs
Master of Health Science (Education)	2019	off-shore	2 yrs
Master of Health Science (Gerontology)	2018	off-shore	2 yrs

■ Units of study numbering system

The units of study numbering system is comprised of four letters and four digits. The letters of the alphabet identify the school, or centre responsible for the unit of study. The first of the four digits corresponds as far as possible to the level of the unit, and the

remaining three digits are sequentially allocated as required. The identifying alphabet codes of the Faculty schools and centres are:

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

As part of the transition to the University's new Student Information System, this handbook also contains the old 'subject' codes which are placed in parentheses next to the unit of study codes in tables, or marked 'Old code' in unit of study listings. A sixth alphabet 'X' indicates that the unit of study is offered off-campus - eg, BACH 5041 (2551UX) Introduction to Gerontology.

■ General admission requirements

Admission requirements are different for each course. Please refer to the relevant school chapter for admission requirements to a specified course.

■ 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.

Chemistry, Physics and Grammatical Analysis

Bridging courses may be offered on Cumberland campus in Chemistry, Physics, and Grammatical Analysis. These courses are recommended for undergraduate as well as postgraduate students who feel that they have not attained the 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 at www.fhs.usyd.edu.au/cpe/programs/bridging.htm.

Mathematics

The Mathematics Learning Centre (Camperdown campus) provides assistance during the semester to students needing to improve mathematical skills. More information on the Centre's services is available at www.usyd.edu.au/su/mlc/.

Academic and Communication Skills

A one-day preparatory course may also be offered in Academic Skills for both undergraduates and postgraduates. 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.

Study Preparation for International Students

A four-week full-time Study Preparation Program is offered to newly enrolled international students in January and February, to prepare them for academic study in an Australian health sciences context.

■ Summer School

Most faculties at the University offer units of study from degree programs during January and February. As the University uses all of its HECS quota in first and second Dniester, these units are full fee-paying and entirely voluntary. However, Summer School units enable students to accelerate their degree progress, make up for a failed unit or fit in a unit which otherwise would not suit their timetables. New students may also gain a head start by completing requisite subjects before they commence their degrees. Units start on 6 January and run for up to six weeks (followed by an examination week). Notice of the units available is contained in the various faculty handbooks and is usually circulated to students with their results notices.

The following two Summer School units are offered at the Faculty of Health Sciences:
AHCD5039 (07539X) Health Promotion
BACH1138 (251 BO) Health and Research Design: General (combined).

4 Student Administrative information

■ Course enquiries and applications

Student Administration (Cumberland)

Student Administration (Cumberland), located in the Jeffrey Miller Administration Building (A Block), provides prospective and enrolled students, both local and overseas, with information and advice on the various courses offered by the Faculty, as well as associated matters of admission and enrolment. Enquiries can be made Monday to Friday from 9 am to 1 pm and 1.30 to 4 pm. The postal address is:

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

Postgraduate course applications

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

The closing date for graduate coursework programs offered by the School of Physiotherapy is 30 September.

The closing date for all other graduate coursework programs is 30 October. Late applications are accepted and will be considered if vacancies remain.

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

All other course applications

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

Non-award enrolment

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

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

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

Non-award students are required to pay unit tuition fees on the basis of a fixed fee of $ 15,750 for a full-time load of the individual unit.

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

Miscellaneous enrolment

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

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

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

Application forms are available from Student Administration (Cumberland) and should be lodged at least two months prior to commencement of the semester.

Cross-institutional enrolment

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

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

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

■ Registration and enrolment

Status of students

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

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

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

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

Enrolment of new students

Enrolment as a new student in a course entails:

a) completion of an Enrolment form attesting the units in which the student will be enrolled in the first year of study
b) completion of such forms for statistical purposes as required by the Department of Education, Science and Training (DEST), and any other government agency
c) completion of a form to indicate mode of payment of the Higher Education Contribution (if applicable)
d) completion of such other forms as required by the Faculty or University
e) payment of compulsory and other fees in relation to study at the University including Student Guild fees
f) payment of the estimated Higher Education Contribution for the semester of commencement of study if the 'up-front' mode of payment is adopted, if enrolled as a HECS liable student
g) payment of tuition fees for each semester or completion of the Postgraduate Education Loan Scheme (PELS) application form, if enrolled in a fee paying course.
h) Provision of tax file number if choosing the deferred payment option for HECS or applying for the Postgraduate Education Loan Scheme (PELS).

Enrolment of new postgraduate students will be carried out by mail. In late January 2003, students will be sent an enrolment package with instructions. Failure to return completed documents by the due date specified may result in loss of offer of a place in the course.

Deferment of enrolment

Deferment of enrolment will not normally be granted for a postgraduate student unless there have been extreme and unpredictable changes in circumstances since applying for the course. A request together with documentary evidence for special circumstances may be lodged in writing to the Head, Student Administration (Cumberland).

International students may be permitted to defer enrolment upon written application to The University of Sydney International Office, and approved by the head of school or centre.

Enrolment of continuing students

All postgraduate continuing students are required to pre-enrol in November for the following year. Continuing students in a course entails: ,

a) completion of the Pre-enrolment form attesting the units in which the student will be enrolled
b) completion of such forms for statistical purposes as required by the Department of Education, Science and Training (DEST) or any other government agency
c) completion of a form to indicate mode of payment of the Higher Education Contribution (only if the student is changing mode from that adopted in the immediately preceding semester)
d) completion of such other forms as required by the Faculty or University
e) payment of compulsory and other fees in relation to study at the University, including Student Guild fees
f) payment of the estimated Higher Education Contribution for each semester, if 'up-front' mode of payment is adopted, if enrolled as a HECS liable student.
g) payment of tuition fees for each semester or completion of the Postgraduate Education Loan Scheme (PELS) application form, if enrolled in a fee-paying course.
h) Provision of tax file number if choosing the deferred payment option for HECS or applying for the Postgraduate Education Loan Scheme (PELS).

Compulsory subscriptions and other fees must be paid by Friday 14 February 2003 or the enrolment may be cancelled. An Enrolment Statement/Tax Invoice for fees due will be issed in late January.

The last day to finalise re-enrolment is Monday 31 March 2003. Students who fail to complete enrolment by 31 March 2003 will be deemed to have abandoned their course.

Enrolment confirmation

All the information provided when you enrol is added to the Faculty's student record database. 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), Postgraduate Education Loan Scheme (PELS) or coufse'Tees, any unit of study enrolment has a financial implication.

To enable students to see what enrolment data, payments or financial liability have been recorded for the current semester, they will be sent an Enrolment Statement/Tax Invoice in mid-January for First semester (as part of the enrolment kit), and in the first week of semester for Second semester. If the information is correct the student should pay any compulsory fees and up-front HECS or course fees in accordance with the instructions provided and retain the notice for their records. Should the notice be incorrect in any detail, they should advise Student Administration (Cumberland) promptly to have the record amended. A new notice will then be prepared and sent to them. A final Enrolment Confirmation/Tax Invoice will be sent to all students after the HECS census date in each semester.

It is the student's responsibility to ensure that their enrolment is correct. Students should contact Student Administration (Cumberland) if they have not received the Enrolment Confirmation/Tax Invoice by the dates nominated above.

If a student wishes to

- change a unit of study in which they are enrolled
- discontinue a unit of study
- discontinue enrolment totally

refer to the section 'Variation of units, leave of absence, and discontinuation' for procedures to be followed. Note that it is not sufficient to inform academic staff of any changes.

Change of address

Students are required to notify Student Administration (Cumberland), of any changes in their addresses as soon as possible. Notice of a change of address must be made in writing, by email. The form is also available from www.fhs.usyd.edu.au/study/forms.htm. The University does not accept responsibility if official correspondence fails to reach a student who has not notified the Head, Student Administration (Cumberland), of a change of address.

Student identity card

All enrolled students are issued with a University identity card which must be carried during attendance at the University and shown on official request. The student number appearing on the identity card is the identifier used in the University's records and should be quoted in all correspondence. The card must be presented when borrowing from the University libraries.

Any student seeking leave from or discontinuing a course must return the identity card to Student Administration (Cumberland) as part of the exit procedures of the University.

In the event of loss, a replacement identity card may be issued by Student Administration (Cumberland), on payment of a $20 fee to the cashier and provision of proof of identity.

Transport concessions

The student identity card also functions as a transport concession card when a State Rail identifier has been affixed. To be eligible for transport concessions, students must be studying on a full-time basis, be an Australian citizen or permanent resident, and not be in employment or receipt of remuneration.

■ Credit transfer

Policies

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

1. Three forms of credit transfer may be granted:
   a) Block Credit for whole stages or years of course. Students are awarded the grade of AS (Advanced Standing) for all units credited.
   b) Specified Credit 1 for whole unit(s) of study which the student is not required to undertake based on completion of studies which have been deemed equivalent. The student is awarded the grade of AS for all units of study credited.
   c) Specified Credit 2 for parts of units of study which the student is not required to undertake based on completion of studies which have been deemed equivalent (previously termed 'exemption'). These units of study will attract only a R or F final grade except when the part(s) of the unit being studied were undertaken in the same unit at the Cumberland campus in the previous year. Course Examiners may record a mark with these grades.
2. In undergraduate programs of 3 years standard length, a maximum of two-thirds credit transfer is permissible.
3. In undergraduate programs of 4 years standard length, a maximum of three-quarters credit transfer is permissible.
4. In graduate coursework programs a maximum of 50% credit transfer is permissible.
5. Where feasible and appropriate 'class-action' credit transfers into FHS courses will be implemented.
6. The Faculty Handbooks will list existing 'class-action' credit transfer policies.
7. All coursework programs, with the exception of Rehabilitation Counselling, in the FHS are fee-paying courses. Lower Award following transfer from a higher Award program is conditional upon payment of the approved course fees.
8. Mechanisms for achieving credit transfer include:
   a) the provision of academic transcripts and syllabuses or alternative information for a judgement on a case-by-case basis
   b) the provision of appropriate evidence related to existing credit transfer class actions
   c) the successful completion of challenge exams, where required. Challenge exams provide an opportunity for students to demonstrate that they have achieved the learning goals of a unit of study through previous formal study. Successful completion of a challenge exam will result in a

grade of AS being awarded for that unit of study. Challenge exams are applicable only for units which the student has previously passed.

9. Credit for prior learning which is of a non-credential nature may be granted on the recommendation of the head of school. This credit may take the form of any of the forms of credit listed above. Such decisions will be made on a case-by-case basis.
10. Eligibility for credit does not guarantee a place in the course in which the credit would be available.
11. Where existing credit transfer statements (eg, class actions) exist, such information would be available at the time of enrolment via the Faculty Handbook.
12. The responsibility for approval of Block credit transfer rests with the head of the school in which the student is enrolled, following appropriate consultation. The responsibility for approval of Specified Credit 1 and 2 rests with the head of the school in which the unit of study is taught. In case of dispute or appeal, the final responsibility for credit transfer rests with the Faculty.

Current practices within the Faculty of Health Sciences

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

Exceptions

- The Schools of Physiotherapy, Medical Radiation Sciences, Health Information Management and Communication Sciences & Disorders may use **challenge examinations** in some individual cases to clarify the level of prior learning.
- Credit transfer **class-actions** exist in relation to:

  a) the Master of Health Science (Manipulative Physiotherapy) from graduate diplomas in manipulative physiotherapy awarded by Cumberland College of Health Sciences and The University of Sydney.

  b) the Bachelor of Health Science (Aboriginal Health and Community Development) from the Associate Diploma in Aboriginal Health and Community Development (University of Sydney), the Associate Diploma in Aboriginal Health and Community Development (Southern Cross University) and the Bachelor of Applied Science (Aboriginal Community Management and Development) (Curtin University);

  c) the Bachelor of Applied Science (Leisure and Health) from the Associate Diploma of Applied Science (Diversional Therapy) (University of Sydney).

Credit transfer based on challenge examinations

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

Credit transfer based on TAFE studies

Due to the specialised nature of the Faculty's programs, there are few TAFE subjects which could result in Advanced Standing, however, students may seek Specified Credit 2 (exemptions) based on prior learning in TAFE programs. In some instances, challenge examinations may be required in addition to the provision of relevant information to support the student's application. Students should contact the relevant unit of study coordinator direct to discuss credit for prior learning.

Credit for prior learning of a non-credential nature

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

Implications of gaining credit transfer

1. Gaining credit transfer/advanced standing in a unit will decrease the student's workload. A reduced overall workload may affect eligibility for Austudy/Abstudy/Youth Allowance support.
2. Having been granted advanced standing, the student may wish to seek approval, via their head of school, to enrol in higher stage units in their course, subject to timetable constraints.
3. Students gaining credit transfer/advanced standing are awarded the grade AS which is not included in the calculation of a grade point average/weighted average mark.
4. Gaining credit (exemptions or advanced standing) could influence a student's marks, either by allowing more time for studying other units and thereby improving the marks in those units, or by gaining an AS grade instead of a (potentially) high mark based on previous knowledge which could increase the GPA.

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

Application procedures

Details of the process for applying for credit transfer are given on the 'Credit Transfer 2003' leaflet available from Student Administration in A Block, or from www.fhs.usyd.edu.au/study/forms/htm.

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) an extension will be granted until week one of semester one. Applications must be made on the appropriate form and lodged with Student Administration (Cumberland).

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

Challenge examinations

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

Challenge exams for full year units and units offered in the first and second semesters will be conducted by the relevant Schools. Results will be posted in the relevant Schools.

■Variation of units, leave of absence and discontinuation

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

Variation of enrolment

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

Students must complete the 'Application for Variation of units of study' form available from Student Administration (Cumberland) or from www.fhs.usyd.edu.au/study/forms.htm and return it to the Head, Student Administration (Cumberland). The form will not be accepted unless it contains the recommendations and endorsements of the appropriate head of school (or their delegates). Students are responsible for obtaining the necessary recommendation(s)/endorsement(s). Incomplete applications will be returned to the student.

Application for variation to the Higher Education Contribution Scheme (HECS) or Postgraduate Education Loan Scheme (PELS) liability must be lodged by 31 March in first semester or by 29 August in second semester. If the addition of

any units is requested and approved after these dates, the student is required to discharge the increased liability on the same basis that the original HECS, PELS or course fee liability was to be discharged, that is by either an 'up-front' payment or a 'deferred' payment. If discontinuation of any unit is requested after these dates, no refund of payments nor reduction of deferred liability will occur.

The schedule of results to be recorded for discontinued units of study appears on page ii of this Handbook.

If a student discontinues a unit after the above dates and produces appropriate evidence with the application that discontinuation was due to serious illness or misadventure, the Faculty may deem the unit to be 'discontinued -not to count as failure' (DNF).

Students should re-enrol in discontinued units or their equivalent at the next available opportunity.

Leave of absence

Leave of absence for a specific period may be granted by the Faculty to students in special circumstances. Leave of Absence is normally granted for one or two semesters but, in exceptional circumstances, up to two years leave may be granted. Leave is normally granted to the commencement of a semester.

Students returning from a leave of absence will re-enrol in all incomplete required units, or their nearest equivalent.

Students applying for leave of absence must complete an 'Application for leave of absence/discontinuation of studies' form available from Student Administration (Cumberland), or from www.fhs.usyd.edu.au/study/forms.htm, and forward it to Student Administration (Cumberland). The form will not be accepted unless it contains the recommendation(s) of the appropriate head(s) of school (or their delegates) and the completed 'exit authority'. The application must detail the reasons why such leave is sought and documentary evidence in support of the application must be attached to it. An incomplete application form will be returned to the student originating it.

Applications for leave of absence should be submitted prior to the census date for the semester (31 March or 31 August) to remove the HECS, PELS or course fee liability for the semester. Refer to chapter 5 'Fees, charges and financial support' of this handbook for details of refund policies.

Special leave

Special leave may be granted by the head of school 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 school, otherwise the student should apply for leave of absence (see above).

Students seeking special leave must apply in writing to their Head of School. 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.

Students applying to discontinue their studies must complete an 'Application for leave of absence/discontinuation of studies' form, available from Student Administration (Cumberland) or from www.fhs.usyd.edu.au/study/forms.htm, and return it with the 'exit authority' completed, to Student Administration (Cumberland). Forms will not be accepted unless they contain the recommendations and endorsements of the appropriate heads of schools (or their delegates) and other Cumberland campus staff. Incomplete application forms will be returned to the student.

Unless applications are lodged before 31 March (in first semester) or 31 August (in second semester), the student will incur a Higher Education Contribution, PELS or course fees liability for the semester.

The schedule of results to be recorded for discontinued units of study appears on page ii of this handbook.

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'.

Upon discontinuation of studies, some refund of Student Guild Fees may be possible (refer to chapter 5 'Fees, charges and financial support').

Students who abandon their course after enrolment/re-enrolment and neglect to formally discontinue (that is, 'dropping-out') will be deemed to have failed all units in which they are enrolled and 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. Such an application will be considered with all other applications received that year for that course.

■ 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.

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.

Candidates 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 school or department. It is the responsibility of the student to obtain the approval of the Head of School through Student Administration (Cumberland) before proceeding overseas. A fee for administration costs will be applicable for this service, payable by the student.

Approved assessment periods

Approved assessment periods shall include assessment conducted in the traditional Week 15 and 16 assessment period and Further Testing as scheduled.

Completion of assessment requirements

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

Assessment timetables

Provisional and final timetables for assessments scheduled in weeks 15 and 16 of a semester will be displayed on the official notice board, outside Student Administration (A Block) on Cumberland campus and at www.fhs.usyd.edu.au.

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

Rules of conduct of written examinations

Candidates will be admitted to the examination room ten minutes before the scheduled examination commencement time. During examinations in weeks 15 and 16, candidates must sit in their allocated seat number. During this period candidates must complete the following:

a) *Attendance form* to be completed for each examination and placed on the top left hand corner of the desk for collection, immediately writing time commences. ID cards are to be placed on top of the attendance form.

b) *Answer booklets, answer sheets, question papers* title pages and identification details are to be completed during this ten-minute period and, when necessary, during the actual writing time set down for the paper.

Writing will not be permitted during the scheduled reading time, nor after completion of the actual examination times, nor at any other times prescribed by the Presiding Officer.

No candidate will be admitted to the examination room after 30 minutes of the examination writing period has elapsed nor will any candidate be permitted to leave the examination room within 30 minutes of the examination writing period.

No candidate shall be permitted to leave the examination room during the last ten (10) minutes of the assessment.

No material, except pen, pencil, ink, ruler and eraser may be taken into the examination room, unless instructions to the contrary are given. Candidates should be equipped with a ball point pen, black lead (B) pencils, and an eraser. Other materials, such as notes, books and papers, which may be used for benefit by a candidate, will not be permitted into the examination room, unless instructions to the contrary are given.

Candidates must answer the examination in the booklet or answer sheet provided and should only write answers on the ruled pages of the answer booklet. No talking is allowed in the examination room. Should material or information be required the raising of the hand will secure the attention of a supervisor.

A warning will be given ten minutes before the time for the completion of the examination. When that time elapses, candidates must immediately cease writing.

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

Candidates are not permitted to take bags, briefcases, folders, umbrellas, hats, mobile phones, pagers, etc into the examination room except with the express approval of the Presiding Officer. All candidates are required to place any bags in room Tl 10, the designated room for bag storage during all formal examinations. Small money purses only may be taken into the room, however, they must be placed on the floor. In exceptional circumstances, and only with the express permission of the Presiding Officer, other articles may be brought into the examination room, and must be placed on the floor. Students should note that The University of Sydney and the Faculty of Health Sciences take no responsibility for items left behind after or during the examination. Students should therefore take care to ensure all items left with the Presiding Officer, or on the floor or in the designated bag room (T110) are collected prior to leaving the examination room.

Smoking or eating will not be permitted in the examination room nor will candidates be permitted to leave the room to smoke or eat.

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

Reading time

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

Conduct of candidates

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

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

Special consideration

Occasionally, a student's performance in an assessment may be prejudiced by illness or misadventure. To apply for Special Consideration to be given in such a circumstance, students should obtain an Application for Special Consideration from the Student Enquiries Counter in A Block or on the web site: www.fhs.usyd.edu.au/study/forms.htm and the required documentation to support the application. The rules governing completion of the form and the requirements concerning supporting information are printed on the back of the form.

In general, the form, together with appropriate original documentation, should be lodged within one week of the assessment/examination period, unless 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 Administration (Cumberland) prior to the assessment period for special provisions when the assessments are taken. It is advisable to also notify the Disability-Services Officer (9351 9081). Students may be required to support their request with medical evidence.

Common result grades for 2003

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

HD - High Distinction, 85+

Indicates an outstanding level of achievement.

D - Distinction, 75-84

Indicates 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 or (50+for partial exemption only)

This is used in pass/fail only outcomes. Can be awarded for clinical or group work. Can be awarded when a student is given partial exemption in a unit of study. In this case a mark may or may not be given. For Research Thesis for PhD & HScD

AS -Advance Standing, no mark

Indicates the awarding of credit transfer in the unit of study

UCN - Unit of study continuing, no mark Interim grade

Used at the end of a semester for units of study which have been approved to extend into a following semester. This will 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

In order to be eligible for graduation, no more than 10% of total credit points for a course can be made up from PCON results. If a student has been awarded more than 10% of PCON results for a course, the student must elect to re enrol in any unit of study, for which a PCON result has been awarded. If a Pass grade or above is then achieved, the student will become eligible to graduate. Use of this grade is restricted to those courses which allow for a Concessional Pass of some kind to be awarded.

INC - Incomplete, no mark

This result is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result. Except in special cases approved by the Academic Board (1) this result will be converted to a normal 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 (1), this result will be converted to a normal passing mark and grade either:

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

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

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

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

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

At the meeting of 13 October 1999 the University of Sydney Academic Board approved the following footnotes to the Common Result Grades Policy.

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

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

Undergraduate Honours only

HIM - Honours First Class with University Medal, > 90 (Nominated)
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

Recording of results prior to 2001

Students' results will be recorded using the following grades:

HD - High Distinction
indicates an outstanding level of achievement

D - Distinction
indicates an excellent level of achievement

CR-Credit
indicates an above average level of achievement

P-Pass
indicates an acceptable level of achievement

TP - Terminating Pass
indicates an acceptable level of achievement in an Honours unit when the student is transferring to the associated Pass program

I - Assessment Incomplete
indicates assessment in the unit is yet to be completed

AS - Advanced standing
indicates the awarding of credit transfer in the unit of study

X- Fail with Post granted
indicates the student's performance did not reach the acceptable level of achievement but was deemed to be of sufficient merit to warrant further assessment

F-Fail
indicates failure to achieve the required standard of achievement

DA -DeferredAssessment
final assessment has been deferred because of misadventure or illness

WO - Discontinued without failure
permitted to discontinue unit without failure

WF - Discontinued with failure
discontinued unit with failure

SC-Subject Carried
Unit of study carried into a later semester/year of the course

ZP - Pass on Pass/Fail basis
Pass granted

CP - Conceded Pass
Indicates the student's performance did not reach the required level of achievement in the unit but was deemed acceptable given the student's overall performance

V- Interim Result
Student has submitted a thesis/treatise which is under examination

Notification of results

Results for terminating units will be formally released by the Examinations Branch as follows:

End of first semester
Units that, according to the Faculty handbook, are presented only in first semester.

End of second semester
Units that, according to the Faculty handbook, are presented either in second semester only or are presented over both first and second semesters.

Availability of results for terminating units

Results will be made available to students as follows:

1. Public Display of Results
Results will be displayed on the day and at the places as notified on the Official Notice Boards.

Results will be displayed using the student identity number only.

Students may exercise the option not to have their results displayed in this fashion by completing the appropriate form available from the Student Enquiry Counter.

2. Individual Result Notices
Individual result notices will be mailed to the student's last advised home address on the date notified on the official notice boards.

The result notice will show the final mark and grade for each relevant unit. Details of the assessment procedures used to determine the final result are available from the school presenting the unit.

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

Special notes

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

- Students who have not received their results within seven (7) days of posting therefore, are responsible for contacting Student Administration (Cumberland) and arranging for a copy of the result notice to be posted.

Review of results in a completed unit

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

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

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

Appeals against an academic decision

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

Progression

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

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

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

Progression and show cause

1. Under the Resolutions of the Senate, the Faculty is authorised to require a student to show good cause why he or she should be allowed to repeat any unit in which he or she has failed or discontinued (with failure) more than once.
2. Moreover, a student may be required to show good cause why he or she should be allowed to re-enrol in a course in the Faculty if, in the opinion of the Faculty, he or she has not made satisfactory progress towards fulfilling the requirements for that course.
3. While satisfactory progress cannot be defined in all cases in advance, a student who has failed a unit of study twice (or more), or who has not successfully completed all course requirements within the timeframe specified (see www.usyd.edu.au/publications/pghandbooks/coursework/ index.html, chapter 7: 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 Cumberland Campus progress will be reviewed by the Head (or nominee) of the School in which the student is enrolled and the Head of School (or nominee) of the School of Indigenous Health Studies (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 prompted, but not necessarily be placed on show cause, by a message on their assessment notice. Students required to show cause will receive written notification from the Faculty advising them that they have been placed on show cause and provided with instructions on how to respond. Alternatively, the student may receive a letter of advice from the Faculty concerning the need for improved progress. Letters will be sent to the student's recorded address the student is responsible for keeping this address up-to-date. Show cause letters will be sent by registered mail requiring the student to submit a written show cause submission. Students placed on show cause will be advised that they are permitted to re-enrol and/or continue enrolment until the final decision has been taken.

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

Showing good cause

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

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

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

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

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

After the Show Cause Committee meets:

- The decision of the Committee is conveyed to the student and Head of School in writing.

- A summary of the decisions of the Show Cause Committee (which does not identify students or schools) is presented to the next meeting of Faculty.

Re-enrolment after show cause

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

Exclusion

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

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

Appeals against exclusion

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

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

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

Re-admission after exclusion

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

■ 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 at www.usyd.edu.au/su/ohs/policy/policy.html.

The University of Sydney (Coursework) Rule 2000

An Acrobat PDF file of the 'University of Sydney (Coursework) Rule 2000' information can be found at policy.rms.usyd.edu.au/000005d.pdf.

The Management and Evaluation of Teaching

An Acrobat PDF file of the 'Management and Evaluation of Coursework Teaching: Code of Practice for Coursework Teaching and Learning' information can be found at policy.rms.usyd.edu.au/000001y.pdf.

■ 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 Health Sciences Library.

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

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

Attendance at classes

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

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

Insurance

Please refer to the chapter on clinical education for information on insurance.

Coursework

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

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

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

Access to buildings after hours

Approval for after hours access to buildings must be obtained from the relevant head of school or centre.

5 Fees, charges and financial support

■ 1. Compulsory Student Guild fees

All students on the Cumberland campus are required, as a condition of their enrolment, to become members of the Cumberland Student Guild and other student bodies at The University of Sydney.

Note

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

Students enrolling for one semester only pay a reduced fee.

Extension of time for payment

Students suffering financial hardship, who are also deferring their HECS or local postgraduate fee (under PELS) to the taxation system in full, may apply to the Head, Student Administration, on or before the prescribed date for payment, for an extension of time to pay their compulsory subscriptions (no extension of time for any fees owing will be given to students paying their HECS or local postgraduate fees upfront, either in full or in part in the case of local fees). Students enrolling prior to the commencement of the first semester may be given a 28 day extension to pay compulsory subscriptions, this 28 day extension will apply from the original due date for payment. If no payment is received by the end of that period the following sanctions will be applied progressively: withdrawal of library borrowing privileges; withdrawal of access to examination results and academic transcripts; barriers to enrolment in subsequent years, and should they complete their award course in the year of indebtedness, they will be permitted to graduate but their testamur and transcript will be withheld.

In the case of students enrolling after the commencement of the First semester an extension of 14 days may be given for the payment of compulsory subscriptions, subject to the provisions above.

In the case of students pre-enrolling, the same financial hardship provisions as described above apply.

■ 2. Course fees for coursework programs

Course tuition fees

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

Higher Education Contribution Scheme (HECS)

The Australian Government requires most students in higher education courses to contribute to the cost of their education. To be exempt from payment of the contribution a student must:

- be a fee paying local undergraduate student;
- be undertaking a postgraduate course for which fees are charged in accordance with Commonwealth guidelines;
- be a fee paying overseas student but not sponsored under a foreign aid program;
- be otherwise subject to the Overseas Student Charge arrangements;
- be a fee paying overseas student sponsored under a foreign aid program;
- be enrolled in a recognised bridging or supplementary course which does not lead to an award;
- be enrolled in a course/place fully funded by an employer;
- be enrolled in a recognised non-award course;
- have an Australian postgraduate award (without stipend).

Further information about HECS is given in the booklet HECS - Your Questions Answered 2003 issued at enrolment and also available from Student Administration (Cumberland), or the HECS Enquiry Line phone 1800 020 108, or on the HECS Web site at www.hecs.gov.au.

Most undergraduate units of study taught in the Faculty of Health Sciences attract HECS at the Band 2 rate of $5242 per annum (2003). The major exceptions are units taught by the School of Behavioural and Community Health Sciences, and Leisure and Health units which attract the Band 1 HECS charge of $3680 per annum (2003). For part-time students a pro-rata amount will apply according to the actual proportion of the equivalent full-time load being undertaken.

The amount calculated at enrolment/re-enrolment is an estimate of the required contribution. The exact amount of the contribution will be calculated as at the census date in each semester (31 March in First semester and 31 August in Second semester), taking account of any amendments made to the student's enrolment. A final Enrolment Confirmation will be sent to every enrolled student after the census date in each semester setting out current HECS payment mode, the course load, the amount of contribution required for the semester, the amount paid thus far and the amount still to be paid or any refund due.

Payment of the contribution may be made in two ways (outlined below) and the mode of payment may be varied from semester to semester. New students will be required to make an initial choice of mode of payment when they first enrol and this will be taken to indicate the preferred mode for future payments. It will be assumed that continuing students will maintain the previously selected mode of payment, although they may apply to vary their mode.

'Up-Front'Payment of HECS

This mode permits a student to pay an annual amount equal to 75% of the estimated full contribution for each semester, before the census date in each semester. The amount must be paid either as a lump sum or in two parts, with the first part being at least 50% of the required payment and the balance paid before the census date.

Students who choose the up-front payment option who fail to complete payment by the nominated date may change to the 'deferred' payment option. If they have supplied their Tax File Number the University will record them as having deferred payment of any outstanding amount.

If they have not supplied their Tax File Number and have not paid in full, their enrolment will be cancelled.

•Deferred'Payment of HECS

This mode permits a student to defer all or part of the full contribution for the semester. No repayment is required until the taxable income of the student reaches a minimum threshold level. Choice of this mode requires a student to provide their tax file number at enrolment/re-enrolment. The minimum partial payment which can be made is $500. Students also have the option of a partial up-front payment of at least $500 and may defer the balance. The partial up-front payment will attract the 25% discount. Students deferring all or part of their HECS liability must supply their tax file number, or their enrolment will be cancelled.

Postgraduate Education Loan Scheme (PELS)

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

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

New Zealand Citizens are not eligible for PELS.

PELS is administered under the Higher Education Funding Act 1988 by the Department of Education, Science and Training (DEST), the Australian Taxation Office (ATO), and higher education institutions.

For further information regarding PELS please contact the HECS Enquiry Line, phone 1800 020 108 or visit www.hecs.gov.au.

■3. Research Training Scheme (RTS)

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

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

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

Where a student completes a master's by research and then progresses to a Professional Doctorate/PhD by research, he or she will be entitled to the maximum period of two years for the master's study and four years for the Professional Doctorate/PhD study. This entitlement applies whether or not there is an interval between the two programs. If a student completes a master's by research in less than two years, the maximum entitlement for a Professional Doctorate/PhD by research will still be limited to four years.

Where a student commences in a master's by research and then has his or her candidature upgraded to a Professional Doctorate/PhD by research, the student will be limited to a maximum of four years RTS funding.

RTS students may transfer to another institution provided the new institution has an RTS place available. The receiving institution will be required to obtain details from the student regarding his or her enrolment and consumption of RTS entitlement at the previous institution and determine the remaining entitlement.

For more information on the RTS, and policies and regulations governing research students, you are strongly advised to refer to the University's Research Postgraduate Handbook or www.usyd.edu.au/publications/postgrad_handbooks/.

■4. International students

Fees for first semester must be paid by 15January 2003 and for second semester by 30 June 2003. For further information on methods of payment and payment options, please contact the International Admissions Coordinator in Student Administration (Cumberland Campus), Block A on phone (02) 9351 9485 or the International office at Services Building, Corner of Abercrombie and Codrington Streets, Redfern, phone (02) 9351 4161.

■5. Notes and manuals

Schools publish manuals for many units of study, ranging in cost from $2 to $50 (in 2002). Purchase of manuals is optional, but highly recommended. Copies of manuals are available in the Library's closed reserve, and in some cases on the Internet. Notes/manuals will be sold in the foyer of E block during the first week of semester. Students in some courses are required to pay a fee for use of equipment or supply of materials used.

■6. Failure to meet financial liabilities

Students who are financially indebted to the University and have not made acceptable arrangements for settlement of their obligations are not entitled to use the University's facilities and their enrolment may be cancelled. They will not be permitted to register for a further semester, to attend classes or examinations, or to be granted any official credentials. Cancellation of enrolment applies if any portion of fees or the supply of a required tax file number is outstanding at the census date in the relevant semester, that is, 31 March for First Semester and 29 August for Second Semester. Reinstatement of enrolment, if approved, may require payment of a $ 100 fee.

■7. Refund policy

Refund of Student Guild fees

a) If written notice of leave of absence or discontinuation of a course is received by 31 March (or 31 August for students who commence in second semester), all Student Guild Fees paid will be refunded.
b) If an application for leave of absence or discontinuation of studies is received by 31 August for students who enrolled or re-enrolled in first semester, a partial refund of fees will be paid.
c) After the above dates, students who take leave of absence, formally discontinue or vary their course of study and consider themselves eligible for a refund of all or part of fees paid to the student organisations, may write to the General Manager of the Cumberland Student Guild detailing their case.

Refund of HECS

If, following variation of enrolment before the census date of that semester, a student becomes eligible for a refund of all or part of an 'up-front' Higher Education Contribution, the amount of the refund will be notified in the 'Final Enrolment Confirmation' notice and the refund will be processed.

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

Refund of course tuition fees

Students who withdraw from a unit of study or course or take leave of absence before the Census date of each semester (ie, 31 March for first semester, 29 August for second semester) will be reimbursed 100 per cent of the tuition fee paid.

Students who withdraw from a unit of study or course or take leave of absence after the census date of 31 March for first semester or 29 August for second semester, will not be given any refunds for fees paid.

■ Prizes and scholarships

The University acknowledges with gratitude gifts from various sources which have made possible the prizes listed in the table on the following page.

Postgraduate awards

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

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

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

The closing date for applications is 31 October of each year. Application forms are available from www.usyd.edu.au/su/reschols/scholarships/apa2003.

Undergraduate and postgraduate prizes and awards

Award or prize	Value	Criteria
School of 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.
School of Behavioural and Community Health Sciences		
The Australian Society of Rehabilitation Counsellors, NSW Branch, Undergraduate Prize	$200&$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&$50 ASORC credit voucher	Awarded 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.
School of Communication Sciences and Disorders		
The NSW Branch of the Speech Pathology Association of Australia Prize	$200	Awarded to the student with the highest general profi ciency in the final year of the Bachelor of Applied Science (Speech Pathology) course.
School of Exercise and Sport Science		
The Gatorade Prize	$250	Awarded to the third year student with the highest aggregate marks in the units Biochemistry of Exercise, Exercise Physiology I, II and **in** 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 Quantitative Biomechanics, Sports Biomechanics I and II in the Bachelor of Applied Science (Exercise and Sport Science) course.
The Sports Medicine Australia (NSW) Prize	$ 100*	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. (*plus 1 year membership of Sports Medicine Australia)
School of 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 mA 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 mA and IHB 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 Systems Management Prize A and B in the Master of Health Information Management course.
School of Medical Radiation Sciences		
Academic Achievement, Year 1, School Award	$200	Awarded to the first year student attempting year 1 for the first time and passing all units of study at the first attempt with the highest aggregate marks over all year 1 units in the Bachelor of Applied Science (Medical Radiation Sciences) course. The student gaining this award is not eligible for the stream award.
Academic Achievement, Year 1, Stream Award	$100	Awarded to the first year student in each discipline stream (Diagnostic Radiography, Nuclear Medicine, Radiation Therapy) in the Bachelor of Applied Science (Medical Radiation Sciences) course attempting yearl for the first time and passing all units of study at the first attempt with the highest aggregate mark over all year 1 units.
Academic Achievement, Year 2, School Award	$200	Awarded to the second year student attempting year 2 for the first time and passing all units of study at the first attempt with the highest aggregate marks over all year 2 units in the Bachelor of Applied Science (Medical Radiation Sciences) course. The student gaining this award is not eligible for the stream award.
Academic Achievement, Year 2, Stream Award	$100	Awarded to the second year student in each discipline stream (Diagnostic Radiography, Nuclear Medicine, 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.
RadSoft Award for Excellence in Therapy Planning	$350	Awarded to the student in any stage of the Radiation Therapy program in the B achelor of Applied Science (Medical Radiation Sciences) course with excellence in radiation therapy treatment planning.
The Jillian Salter Memorial Award.	$300	Awarded to a non-metropolitan student with the highest aggregate marks across all second year units of study in the Diagnostic Stream 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.

Undergraduate and postgraduate prizes and awards

School of Occupation and Leisure Sciences		
Anne Parkinson Memorial Award	$500	Awarded to a graduating mature age female student who has accomplished success in the Bachelor of Applied Science (Occupational Therapy) course through a variety of circumstances.
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 their 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 **n** 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 IA, IB, BA, HB, III and IV in the Bachelor of Applied Science (Occupational Therapy) course.
The Surgical Synergies Prize for Human Occupations	products to value of $350	Awarded to the student with the highest aggregate marks in Human Occupations IA, IB, HA, HB, m and IV in the Bachelor of Applied Science (Occupational Therapy) course.
School of Physiotherapy		
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	$200	Awarded to the student exhibiting the highest proficiency in Cardiopulmonary Physiotherapy in the Bachelor of Applied Science (Physiotherapy) course.
The LifeCare Prize for Excellence in Musculoskeletal Physiotherapy	$500	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.
The Physiotherapy Research Foundation Research Prize	$100	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 School of 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.
Faculty awards		
Cumberland Student Guild Graduation Award	$1000	Awarded to the best graduating student on the Cumberland Campus with regard to academic, sporting and voluntary achievements on and off campus

For additional information contact:
Research Training
The Research Office
Main Quadrangle, A14
The University of Sydney NSW 2006
Phone: (02) 9351 3250
Fax: (02) 9351 3256

In addition, the Cumberland Student Guild has two (2) postgraduate scholarships for new and continuing students studying at the Cumberland Campus. For further information about the postgraduate scholarships offered by the Cumberland Student Guild, see the Student Guild Web site at www.csg.org.au.

Clinical supervisory positions for postgraduate students

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

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

Research assistantship

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

Financial assistance

Youth Allowance

Students under 25 may be eligible for Youth Allowance. Eligibility is based in part on income and assets tests. Students who can establish Independence (usually on self-support through employment plus having left school for 18 months) will be assessed on personal assets and fortnightly income, and if applicable, on those of their long-term partner. Dependent students are assessed on their parents'joint taxable income for the 2001/2002 financial year and also on their own fortnightly income. In general, students have to be fulltime in each semester, which means having a HECS-weighted workload of 0.375 or above, however, a special 2/3 concession may be applicable (with a reduced workload as low as 0.332) in some cases. Student Administration in Administration block can provide information and details on your load. Rent Assistance and Travel Allowance may be payable.

Austudy

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

Advanced standing

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

ABSTUDY

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

Further information and claim forms

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

Loans

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

Loans are available to students who are Australian citizens or permanent residents to help with essential living expenses (housing bonds, rent, household bills, emergencies) and study expenses (text books and equipment, clinical placements and thesis production).

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

Students seeking assistance from the fund should obtain an application form from Financial Services Division (Cumberland). The maximum amount of the loan is normally $500, with an interest free period of six (6) months. (Non-award students are ineligible to apply for assistance from the fund).

6 Research degrees

The Faculty offers a wide range of doctoral and master's graduate programs and students may choose either a research or a coursework pathway. Research degree programs include the Doctor of Philosophy (PhD), the Doctor of Health Science (HScD) and master's by research. Each of these program's core is independent research and study leading to the production of a thesis; some research degree programs (such as the HScD) also include coursework. Coursework programs, on the other hand, are those undertaken primarily by enrolment in a specific number of structured units of study; these may also include an opportunity to undertake a small research project (usually at the honours level). Information in this chapter should be read in conjunction with the Senate Resolutions in The University of Sydney Calendar and the University Postgraduate Research Studies Handbook.

■ Doctor of Philosophy (PhD)

Please refer to the degree of Doctor of Philosophy printed in The University of Sydney Calendar and the University Postgraduate Research Studies 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.

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 course is given in Table 6.1.

Table 6.1: Doctor of Health Science

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2601: full-time, minimum 3 years, maximum 4 years					
Course code 2602: part-time, minimum 6 years, maximum 8 years					
Course code 2603: off-campus, part-time, minimum 6 years, maximum 8 years					
Course code 2604: off-campus, full-time, minimum 3 years, maximum 4 years					
Total credit points required: 144					
Full-time mode					
■ **Year 1**					
DHSC 7001	*26701*	Theory in the Health Professions	6		1
DHSC 7002	26702	Research and Inquiry in the Health Professions	6		1,2
DHSC 7003	*26703*	Foundations for Doctoral Studies	6		1
5 electives (6 credit points each)			Semester 1 credit points: 6. Semester 2 credit points: 24.		
Stage total for Y e a r 1 :			48 credit points		
■ **Year** 2					
DHSC 1002	*26R00A*	Research Thesis	24		1
DHSC **1003**	*26R00B*	Research Thesis	24		2
Stage total for Year 2:			48 credit points		

Table 6.1: Doctor of Health Science (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
■ **Year** 3					
DHSC 1002	*26R00A*	Research Thesis	24		1
DHSC 1003	*26R00B*	Research Thesis	24		2
Stage total for Year 3:			48 credit points		

Part-time mode

■ **Year 1**					
DHSC 7001	26707	Theory in the Health Professions	6		1
DHSC 7002	*26702*	Research and Inquiry in the Health Professions	6		1,2
DHSC 7003	*26703*	Foundations for Doctoral Studies	6		1
Elective			Semester 2 credit points: 6.		
Stage total for Year 1:			24 credit points		
■ **Year** 2					
4 electives (6 credit points each)			Semester 1 credit points: 12. Semester 2 credit points: 12.		
Stage total for Year 2:			24 credit points		
■ **Year** 3					
DHSC 1002	*26R00A*	Research Thesis	24		1
DHSC 1003	*26R00B*	Research Thesis	24		2
Stage total for Year 3:			24 credit points		
■ **Year 4**					
DHSC 1002	*26R00A*	Research Thesis	24		1
DHSC 1003	*26R00B*	Research Thesis	24		2
Stage total for Year 4:			24 credit points		
■ **Year** 5					
DHSC 1002	*26R00A*	Research Thesis	24		1
DHSC 1003	*26R00B*	Research Thesis	24		2
Stage total for Year 5:			24 credit points		
■ **Year** 6					
DHSC 1002	*26R00A*	Research Thesis	24		1
DHSC 1003	*26R00B*	Research Thesis	24		2
Stage total for Year 6:			24 credit points		

Admission requirements

The Dean may admit an applicant to candidature for the degree if the applicant holds or has fulfilled the requirements for:

(a) Bachelor of Applied Science with First or Second Class Honours from The University of Sydney, or an undergraduate degree in the health sciences deemed to be equivalent; or

(b) Master of Applied Science from The University of Sydney, or Master of Health Science from The University of Sydney with a credit average, or equivalent; and

(c) A minimum of three years recent, full-time experience in the health field.

Coursework units of study

There will be three core units of study:

- Theory in the Health Professions
- Research and Inquiry in the Health Professions, and
- Foundations for Doctoral Studies.

These core units will be offered, on a Faculty-wide basis, specifically for the doctoral program. Electives will be chosen from the large range of graduate units of study currently offered within the Faculty and University. Details of the Faculty elective units can be found in chapter 20.

Electives must be chosen in consultation with the course coordinator, and approved by the head of the academic unit(s) in which the units are offered.

Credit transfer

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

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

General

In general, no more than 50 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 5 years.

Core units of study

Normally no credit transfer is granted for core units of study. In exceptional circumstances, credit may be granted if students can

show that they have completed these units of study, or highly equivalent units of study, in another award program.

Students should forward applications for credit transfer in core units of study to the academic coordinator who will in consultation with the relevant core unit of study coordinator, make recommendations to the Head of the School responsible for HScD administration.

Elective units of study

Students will consult with their supervisor regarding credit transfer for elective units of study. Credit transfer will be granted for already completed units of study if the supervisor in consultation with the academic coordinator considers the completed units as relevant to the candidate's thesis research project. Credit transfer applications must be signed off by the candidate's supervisor and the academic coordinator and approved by the Head of School 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 School who administers the Professional Doctorate. Advice will be sought from the thesis supervisor in discussion with the Professional Doctorate academic coordinator and in conformity with University rules.

Doctoral Symposium

Students will be expected to present three (3) to four (4) research colloquia to their peers. Three (3) will take the form of 'work in progress' colloquia. The fourth and last of which might be analogous to an oral defense of the nearly completed thesis.

Colloquia will normally be arranged for presentation mid-year in a 'conference-type' format. One of the aims of the colloquium will be to reduce the isolation most students feel while undertaking a research degree and to introduce intermediate goals towards completion. It is expected that off-campus students will be incorporated into the common learning community of this program using flexible modes of delivery and through attendance at the research colloquia.

Candidates completing the award in off-campus mode are expected to attend the mid-year colloquium. It is expected that during the period of 'residence' off-campus students will also make contact with significant academic staff within the Faculty.

The Thesis

(1) The candidate shall present a thesis of 60 000 words (or equivalent) in length, which shall be a substantial and original contribution to the subject concerned. The thesis shall carry a credit point value of 96 credit points. The candidate shall state the sources from which the information is derived, the extent to which the work of others has been made use of, and the portion of the work that the candidate claims as original.

(2) The topic of the thesis shall be approved by the Faculty.

(3) The dean on the recommendation of the head of academic unit shall appoint a supervisor who shall be a member of the academic staff of the Faculty. In appropriate cases the Dean may appoint an associate supervisor.

(4) A candidate may not present as the thesis any work which has been presented for a degree at this or any other university, but the candidate will not be precluded from incorporating such work in the thesis, provided that, in presenting the thesis, the candidate indicates the part of the work which has been incorporated.

(5) A candidate shall submit to the Registrar four copies of the thesis in a form prescribed by the Faculty.

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

(7) When the degree has been awarded, a copy of the thesis incorporating any required emendations and revisions shall be lodged in the University Library.

Appointment of Examiners

(1) On receiving the thesis and having considered the certificate of the supervisor, the Dean shall consult with the relevant head of academic unit, and if he or she thinks fit, appoint examiners.

(2) If the Dean after consultation with the relevant head of academic unit resolves to appoint examiners, she or he shall appoint three independent examiners, at least two of whom shall be external. All examiners shall have at least professional doctorate or PhD qualifications.

(3) The Dean shall report the names of the examiners appointed to the Academic Board, which may appoint one or more additional examiners.

(4) In any case where the Dean, having received the thesis and having considered the report of the supervisor, resolves not to appoint examiners, he or she shall report the circumstances to the Academic Board.

Degree Result

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

Time limits

(1) A candidate may proceed either on a full-time or part-time basis.

(2) Except in special circumstances and with the approval of the Dean all candidates shall complete a minimum of six (6) semesters of candidature taken over a period of time and in such manner as approved by the Dean.

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

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

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

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

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

■ Master of Applied Science by research

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

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

Admission requirements

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

(a) 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.

(b) Evidence of general and academic qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research.

Course outline

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

Table 6.2: Master of Applied Science

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester

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

Full-time mode

- **Year 1 (and subsequent years)**

MASC *28R01A* Research Thesis
1001
MASC *28R01B* Research Thesis
1002

Part-time mode

- **Year 1 (and subsequent years)**

MASC *28R01C* Research Thesis
1003
MASC *28R01D* Research Thesis
1004

Master by research

Applications

1. An application for admission to a Master's degree program is accepted subject to the availability of facilities and supervision. Courses and arrangements as stated in the Handbook or any other publication, announcement or advice of the Faculty are expression of intent only and are not to be taken as a firm offer or undertaking. The Faculty reserves the right to discontinue or vary such courses, or arrangement of staff allocations at any time without notice.
2. An application shall be made on the prescribed form and shall be lodged with the Head, Student Administration (Cumberland).
3. An application shall normally be made by the end of October immediately preceding the year in which the applicant wishes to register, except that, for a program being conducted for the first time, application for admission shall be made by the specified closing date, as determined by the Head, Student Administration (Cumberland), from time to time.
4. An 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:
   (a) Permit an applicant to enrol as a Master's degree by research candidate in one of the following Master of Applied Science areas:
   Stuttering
   Behavioural Science
   Biomedical Sciences
   Communication Sciences and Disorders
   Education
   Exercise and Sport Science
   Gerontology
   Health Information Management
   Indigenous Community Health
   Medical Radiation Sciences
   Occupational Therapy
   Orthoptics
   Physiotherapy
   Rehabilitation Counselling
   Or, Master of Communication Disorders
   (b) 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 school/centre 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:
   (a) Qualified for admission in terms of the admission requirements (see Section on Admission Requirements under each academic unit), OR
   (b)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
   (c) Satisfied the Faculty that the applicant can devote sufficient time to advanced study and research.
   AND
   (d) An applicant may be required to submit additional information to satisfy Head of School/Centre.

Course requirements

1. General

(a) A qualifying student shall be eligible for consideration for admission to a Master's degree program on completion of a program approved by the Faculty at a level of performance prescribed by the Faculty.
(b) A candidate shall be eligible for admission to the degree of Master of Applied Science if the candidate:
(i) undertakes the prescribed course of study for the degree, and
(ii) completes the prescribed program of the research thesis which involves original investigation or review, and
(iii) submits and has accepted a thesis prepared under the supervision of an academic supervisor appointed by the Faculty.

2. Minimum time

(a) A qualifying student shall not be eligible for consideration for enrolment as a Master's degree candidate until a period of at least one semester has elapsed from initial enrolment.
(b) A candidate shall not normally be eligible for admission to the degree:
(i) in the case of a full-time student, until a period of at least three semesters has elapsed from time of enrolment as a Master's degree candidate, OR
(ii) in the case of a part-time student, until a period of at least six semesters has elapsed from the time of enrolment as a Master's degree candidate.

3. Maximum time

(a) A qualifying student shall complete the program within two years.
(b) A candidate shall present for examination:
(i) in the case of a full-time student, not later than four semesters from the date of enrolment as a Master's degree candidate, OR
(ii) in the case of a part-time student, not later than eight semesters from the date of enrolment as a Master's degree candidate, unless special permission for an extension of time be granted by the Faculty.

4. Discontinuation of enrolment

Notwithstanding the provision of section 3 above, the Faculty may discontinue the enrolment of a Master's degree candidate in

less than the maximum time allowed, if it is dissatisfied with the candidate's progress.

5. Fieldwork and supervision

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

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

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

6. Progress reports

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

7. Research subject

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

Research thesis

1. On completion of studies, a Master's degree candidate will submit a thesis which complies with the following requirements:
   (a) The greater proportion of the work described must have been completed subsequent to initial enrolment, and
   (b) It must be a distinct contribution to the knowledge of the subject whether by original investigation or by review, and
   (c) It must be written in English or in a language approved by the Faculty and reach a satisfactory standard of literary presentation.
2. The thesis shall consist of the candidate's own account of his/her work. In special cases work done conjointly with other persons may be accepted provided the Faculty is satisfied with the candidate's part in the joint work.
3. Every candidate shall submit with the thesis a short abstract of the thesis comprising of not more than 300 words.
4. A candidate may not submit as the main content of the thesis any work or material which has been previously submitted for a degree or other similar award, but shall not be precluded from incorporating such in the thesis, provided that he/she indicates generally in the preface and specifically in the notes of the work, material which has been so incorporated.
5. The candidate shall give in writing two months' notice of the intention to submit the thesis.
6. Two copies of the thesis shall be prepared by the candidate.
   (a) The thesis shall be submitted to the Head, Student Administration (Cumberland) with a certificate signed by the supervisor(s) certifying that the form of presentation in the candidate's thesis is satisfactory.
   (b)If the Head of School/Centre declines to accept the thesis, the supervisor may appeal in writing to the Graduate Studies Committee.
   (c) If the supervisor or supervisor(s) decline(s) to certify the thesis is ready for examination and the Head of School/Centre declines to accept the thesis, a candidate may appeal to the Graduate Studies Committee.

Examination of thesis

1. The Faculty shall appoint two examiners, at least one of whom shall not be a member of the academic staff of the University. At least one examiner shall be selected from within the University. The student's supervisor(s) shall not be an examiner.
2. All examiners shall be furnished with a copy of the course description and course requirements, and be required to award marks/grades of Fail, Pass, Credit, Distinction and High Distinction according to the criteria determined by the Faculty, which is available from Student Administration (Cumberland).
3. The candidate may be required to attend the College or such other place as the Faculty shall determine for an oral examination of his/her thesis.
4. The report of examiners shall be forwarded to the Head of School/Centre for recommendation to Graduate Studies Committee, to award one of the above grades as a thesis final result.
   Note: However, if there is any disagreement among the examiners, the Head, shall consult the supervisor and the annual progress report before making a recommendation.
5. Following a resolution regarding the thesis by the Graduate Studies Committee, the examiners' reports, anonymously, may be released to the candidate by the relevant Head of School/Centre.

■ Units of study

Doctor of Health Science

DHSC 1002 Research Thesis

Old code 26R00A. 24 credit points. **Semester:** 1.

Students complete a major research work which shall be a substantially original contribution to the subject. This research will be presented in the form of a thesis as part of this work. Students will be expected to give an annual research presentation to their peers.

DHSC 1003 Research Thesis

Old code 26R00B. 24 credit points. **Semester:** 2.

Students complete a major research work which shall be a substantially original contribution to the subject. This research will be presented in the form of a thesis as part of this work. Students will be expected to give an annual research presentation to their peers.

DHSC 7001 Theory in the Health Professions

Old code 26701.6 credit points. Dr Rod Rothwell. **Semester: 1. Classes:** On-campus; external/distance mode. **Assessment:** Three assignments.

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

Textbooks

Extensive study notes provided

DHSC 7002 Research and Inquiry in the Health Professions

Old code 26702.6 credit points. **Semester: 1, 2. Classes:** On-campus; external/distance mode.

This unit provides an overview of the research process applied to the formulation of a research proposal. Students will review and update their knowledge of a range of research designs and approaches to data analysis, and will consider the advantages of alternative strategies for addressing particular research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental, interview, observation, single case and survey research methods. At the conclusion of this unit, students will have developed a research proposal for answering a research question of their choosing.

DHSC 7003 Foundations for Doctoral Studies

Old code 26703.6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. **Semester: 1. Classes:** On-campus; external/distance mode. **Assessment:** Continuous.

Participants will gain knowledge and skills to meet the challenges of study at the doctoral level, and of professional practice in the information age. Students will develop skills of: accessing; evaluating and retrieving information; advanced literacy; critical thinking; analytical writing and effective communication. This will include the manipulation and presentation of quantitative and qualitative data.

There will be flexibility in selecting curriculum content to match the background and needs of each student. Practical exercises may include annotated bibliography, critical review of literature or policy documents, formation of tables and graphs, report, seminar presentation or article. This unit is Web supported.

Textbooks

www.fhs.usyd.edu.au/bach/dhsc7003

7 Cross-college coursework degrees

■ Postgraduate studies in Developmental Disability

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

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

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

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

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

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

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

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

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

■ Graduate Certificate of Health Science (Developmental Disability)

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

Admission requirements

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

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

Course outline

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

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

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2703: off-campus, full time, 1 semester Course code 2704: off-campus, part-time, 2 semesters Credit points: 24					
Full-time mode					
GSDD 5001	*27501X*	Critical Issues in Developmental Disability	6		1,2
Electives Developmental Disability stream (see note 1) Electives (see note 2)					
Stage total:			24 credit points		
Part-time mode					
GSDD 5001	*27501X*	Critical Issues in Developmental Disability	6		1,2
Electives Developmental Disability stream (see note 1). Electives (see note 2)					
Stage total:			24 credit points		

Notes

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

■ Master of Health Science (Developmental Disability) Pass and Honours

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

Admission requirements

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

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

Master of Health Science (Developmental Disability) Honours

Students in the Master program who have received 65 per cent Credit 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 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 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 outlines for the Master of Health Science (Developmental Disabihty) Pass and Honours courses are presented in Tables 7.2 and 7.2.1.

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

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2701: off-campus, full time, 1 year Course code 2702: off-campus, part-time, 2 years Credit points: 48					
Full-time mode					
GSDD 5001	*27501X*	Critical Issues in Developmental Disability	6		1,2
Electives Developmental Disability stream units (see note 1) Electives (see note 2)					
Stage total:			48 credit points		
Part-time mode					
■ **Year 1**					
GSDD 5001	*27501X*	Critical Issues in Developmental Disability	6		1,2
Electives Developmental Disability stream units (see note 1) Electives (see note 2)					
Stage total for Year 1: 24 credit points					
■ **Year 2**					
Electives Developmental Disability stream units (see note 1) Electives (see note 2)					
Stage total for Year 2: 24 credit points					

Notes

1. Students must choose electives totalling 24 credit points from the Developmental Disability stream units (27E61 A).
2. Choose electives totalling 18 credit points, relevant to specialisation, from across the Faculty or University (00E61 A).

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

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2705: off-campus, full time, 1 semester Course code 2706: off-campus, part-time, 2 semesters Credit points: 12					
Full-time mode					
■ **Year 1**					
As per Pass course (see Table 7.2)					
■ **Year 2 Honours**					
GSDD 5009	*27509X*	Dissertation	12		1,2
Stage total for Year 2: 12 credit points					
Part-time mode					
■ **Years 1 and 2**					
As per Pass course (see Table 7.2)					
■ **Year 3 Honours**					
GSDD 5009	*27509X*	Dissertation	12		1,2
Stage total for Year 2: 12 credit points					

■ Program of study

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

Unit code	(old code)	Unit name
Developmental Disability Stream (27E61A)		
BACH 5041	(2551U)	Introduction to Gerontology
BACH 5070	(2552N)	Family and Caring in the Community
BACH 5147	(2554U)	Psychology of Ageing
BACH 5148	(2554V)	Health Policy and Social Theory
BACH 5186	(25560)	Graduate Skills for Professional Development
BACH 5213	(2556R)	Law and the Health Services
BACH 5268	(2558A/ 255 8AX)	Developing a Research Project
BACH 5288	(2558U)	Disability and the New Genetics
BACH 5289	(2558V)	Disability and the Community
BIOS 5018	(11433X)	Health, Dysfunction and Ageing
GSDD 5003	(27503X)	Mental Health of People with Developmental Disability
GSDD 5004	(27504/ 27504X)	Multidisciplinary and Collaborative Practice in Developmental Disability
GSDD 5005	(27505X)	Mealtimes and Oral Health
GSDD 5006	(27506X)	Inquiry Topic
GSDD 5007	(27507X)	Communication and People with Lifelong Disability
GSDD 5009	(27509X)	Dissertation
GSDD 5011	(27510X)	Autism Spectrum Disorders: Theoretical Foundations
GSDD 5012	(2751IX)	Behaviour Support and Promoting Quality of Life
GSDD 5013	(27512X)	Community Living and People with Developmental Disability
GSDD 5014	(27513X)	Parenting with a Developmental Disability
GSDD 5015	(27514X)	Physical Health of People with Developmental Disability
GSDD 8001	(27801)	Integration Process: SharingResponsibilitie (EDPD5011)
GSDD 8002	(27802)	Students with Special Education Needs (EDPD5001)
From 2004		
GSDD 5008	(27508X)	Legal & Ethical Issues in Developmental Disability

■ Elective units of study

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

■ Units of study

BACH 5041 Introduction to Gerontology

Old code 2551U. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. Semester: 1,2. Classes: Independent learning package or web-based; off campus mode. Assessment: Three assignments.

This unit provides an overview of gerontology as a multi-disciplinary field of study and its application to professional practice. It explains basic concepts and key issues in the study of ageing at the level of individuals and of populations. 3 Modules: Population ageing and public policy; Understanding health and ageing; Ageing, society and professional practice.

Textbooks

Australia's New Aged. McCallum, J Geiselhart, K. (1996). Allen & Unwin.

BACH 5070 Family and Caring in the Community

Old code 2552N/2552NX. 6 credit points. Prof. Gwynnyth Llewellyn (02) 9351 9213 and Dr Rosemary Cant (02) 9351 9560. Semester: 2. Classes: On campus and off campus block mode. Assessment: Contribution to tutorials and group work and an individual final report.

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

BACH 5147 Psychology of Ageing

Old code 2554U. 6 credit points. Dr Steve Cumming (02) 9351 9404, and Dr Lynn Harris (02) 9351 9162. **Semester: 1, 2. Classes:** On campus, directed independent and contract learning.

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

BACH 5148 Health Policy and Social Theory

Old code 2554V. 6 credit points. Mr Dennis Mclntyre (02) 9351 9567. Semester: 1, 2. Classes: Contract learning. On-campus mode.

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

BACH 5186 Graduate Skills for Professional Development

Old code 25560.6 credit points. Ms Victoria Neville (02) 9351 9118. Semester: 1, 2. Classes: Contact in off-campus mode. **Assessment:** Assignments.

Participants in this unit of study will develop learning skills essential for research and/or professional development. This unit explores access to information sources (both literature and numeric) for learning, including searching, retrieving, evaluating and analysing. This unit also addresses ways for communicating

and presenting information and ideas based on these information sources, such as writing a critical annotated bibliography, formation of tables and graphs, critical literature review leading to the presentation of a grant proposal, a conference presentation or a draft journal article. There will be flexibility in selecting curriculum content to match the background and needs of the particular student.

Textbooks

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.

BACH 5213 Law and the Health Services

Old code 2556R. 6 credit points. Dr Judith Mair (02) 9351 9126. **Semester: 2. Classes:** 2 hours alternate weeks. **Assessment:** Assignment and seminar presentation.

This unit aims to equip providers of health services with knowledge of the legal framework for the delivery of health services in Australia together with law relevant to the client base. The unit will cover legal issues involving children, childbirth, older people, the mentally ill, those addicted to drugs or alcohol, and people with intellectual and physical disabilities. The unit will also cover law protecting safety and compensation for accidents in the home, at work and transport related. This unit is available on-campus and regular group discussions will be held on a fortnightly basis.

Textbooks

List of references to be supplied.

BACH 5268 Developing a Research Project

Old code 2558A/2558AX. 6 credit points. Kate O'Loughlin (02) 9351 9531. Semester: 1, 2. Classes: Attendance required; Mondays from 5 to 8pm in Semester 1 or by off-campus mode in Semester 1 or Semester 2.

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

BACH 5288 Disability and the New Genetics

Old code 2558U. 6 credit points. **Semester: 1, 2. Classes:** Contract learning.

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

BACH 5289 Disability and the Community

Old code 2558V. 6 credit points. **Semester: 1, 2. Classes:** Contract learning.

This unit examines definitions of disability and handicap. Of particular importance will be how ways of viewing disability and handicap affect how people with disabilities are treated in the community and in health care settings. Students will be encouraged to focus their study on a particular segment of the community (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). The underlying aim will be for students to develop strategies for improving attitudes in their chosen area. Some of the topics covered will be definitions of disability and handicap, models of disability (medical, social, psychological, psychosocial), origins of attitudes toward disability, attitudes of particular groups in the community and strategies for improving community attitudes toward disability.

BIOS 5018 Health, Dysfunction and Ageing

Old code 11433X. 6 credit points. Ms Dana Strain (02) 9351 9140. **Semester: 2. Classes:** Directed. **Assessment:** Written assignment, independent study.

This unit aims to provide an understanding of the factors responsible for the increased prevalence with age of certain diseases and impairments, especially those with a tendency to become disabling and a handicap. Particular attention is paid to the contribution of environmental factors to the development of these conditions and to the ways in which such disorders may be prevented from leading to further disability. The unit also provides for in-depth study of a specific aspect of individual student interest.

GSDD 5001 Critical Issues in Developmental Disability

Old code 27501X. 6 credit points. Professor Trevor Parmenter (02) 88780500. Semester: 1, 2. Classes: Off campus mode with block attendance at pre-course workshop, week 0. Assessment: Contribution to tutorials and group work and an individual final report.

As potential leaders in the field of developmental disability, students undertaking this unit will develop a framework for considering the major concepts in the field from a variety of viewpoints. The unit will form the basis for introducing students to effective multidisciplinary practice. This unit forms a conceptual underpinning for the course and introduces students to basic concepts such as models of disability, classification, etiology, models of intervention and life span issues. Also covered are historical developments, bio psychosocial aspects, (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.

GSDD 5003 Mental Health of People with Developmental Disability

Old code 27503/27503X. 3 credit points. Dr Seeta Durvasula (02) 88780500. Semester: 1. Classes: Off campus mode. Assessment: Contributions to tutorials and group work and an individual final report.

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

GSDD 5004 Multidisciplinary and Collaborative Practice in Developmental Disability

Old code 27504/27504X. 6 credit points. Professor Gwynnyth Llewellyn (02) 9351 9213 and Dr Christine Johnston. **Semester: 2. Classes:** Off campus. **Assessment:** Contribution to tutorials and group work and an individual final report.

Participants in this unit will develop high-level skills in multidisciplinary, collaborative practice in the field of developmental disabilities. Students will explore the range of past and present models of practice affecting the treatment of people with developmental disabilities and their families. These include professional versus client led models of practice; interdisciplinary, multidisciplinary and 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.

GSDD 5005 Mealtimes and Oral Health

Old code 27505X. 6 credit points. Dr Susan Balandin (02) 9351 9334, Dr Seeta Durvasala, Bronwyn Hemsley. Semester: 2. Classes: Off campus mode. Assessment: Critical literature review and case study.

This unit will assist students to gain a broad understanding in issues related to eating, drinking and oral health for people with a developmental disability. These include: the impact of mealtime

management issues on nutrition, health and well being and on family members and carers; gastro oesophageal reflux (GORD) and the possible impact on behaviour; communication issues at mealtimes; the importance of assessment and ethical decision making; oral health issues and how to maintain optimal oral health; gastrostomy and enteral feeding. Students will also gain insight into the importance of adopting a comprehensive, coordinated and multidisciplinary approach to mealtime management and oral health. This unit is designed to alert and familiarise students to current issues in the area of mealtime management, oral health and developmental disability. It is not a professional practice course and will not equip students with the clinical skills to make diagnoses and management decisions. Adults with mealtime management problems, parents, and clinicians will participate in the design, presentation and evaluation of the unit of study.
Textbooks
Provided on enrolment.

GSDD5006 **Inquiry Topic**

Old code 27506X. 6 credit points. Professor Trevor Parmenter (02) 8078 0500, Professor Gwynnyth Llewellyn (02) 9351 9213. **Semester:** 1, 2. **Classes:** off campus with independent directed study. **Assessment:** 6,000 word report.
The purpose Of this unit of study is to provide the student with the opportunity to investigate an area relevant to theory, practice and professional interests in developmental disabilities. The outcome of this inquiry topic is a comprehensive paper that may involve an extended literature analysis and critical review and exposition of a range of knowledge and practice issues.

GSDD 5007 Communication and People with Life Long Disability

Old code 27507X. 6 credit points. Dr Susan Balandin (02) 9351 9334, Dr Leanne Togher (02) 9351 9639. Semester: 1. Classes: Off campus mode. Assessment: Group assignment and case study.
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.
Textbooks
Provided on enrolment.

GSDD 5009 Dissertation

Old code 27509X. 12 credit points. Prof.Trevor Parmenter (02) 8878 0500, Prof. Gwynnyth Llewellyn (02) 9351 9213. **Semester: 1, 2. Classes:** Off campus with independent directed study. **Assessment:** 12,000 words dissertation.
The honours dissertation is an extra 12-credit points unit of study in addition to the 48 credit points required to complete the Master of Health Science (Developmental Disability). The honours dissertation is an opportunity to undertake an advanced investigation in a topic or issue through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem.

GSDD 5011 Autism Spectrum Disorders:Theoretical Foundations

Old code 27510X. 6 credit points. Dr Jacqui Roberts, Autism Association NSW (02) 8868 8511. Semester: 1. Classes: Off campus mode. Assessment: Individual and group reports.
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.

GSDD 5012 Behaviour Support and Promoting Quality of Life

Old code 27511X. 6 credit points. Keith R. McVilly (Clinical Psychologist & Research Fellow), Centre for Developmental Disability Studies (02) 8878 0500. **Semester:** 2. **Classes:** Off campus mode. **Assessment:** Individual reports.
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.
Textbooks
Provided on enrollment.

GSDD 5013 Community Living and People with Developmental Disability

Old code 27512X. 6 credit points. Dr Roger Stancliffe, Senior Research Fellow, Centre for Developmental Disability Studies (02) 8878 0500. **Semester: 1. Classes:** Off campus mode. **Assessment:** Individual reports.
This unit provides students with an understanding of contemporary issues in provision of community living services to people with a developmental disability. The unit will be of most benefit to those students who have some experience of developmental disability services. Topics to be covered include the following. Deinstitutionalisation and community living. Differing approaches to provision of accommodation support in the community, including group homes, supported living, semi-independent living, and co-residency. The funding, legislative and regulatory environment in which community living services currently operate. Quality service provision in community living, with a focus on resident outcomes, and the evaluation and management of quality. Values underpinning community living and quality service. The Active Support Model and quality provision of community living services. Safety, risk management and self-determination. National and international data on provision of community living services.
Textbooks
Provided on enrolment.

GSDD 5014 Parenting With a Developmental Disability

Old code 27513X. 6 credit points. Professor Gwynnyth Llewellyn (02) 9351 9213 and Dr David McConnell (02) 9351 9370. **Semester: 2. Classes:** Off campus mode. **Assessment:** Group assignment/ presentation and individual report.
This unit introduces students to the empirical literature on parenting with a developmental disability. Students will examine the historical, legal and political frameworks that determine responses to parents with a developmental disability. Students will have the opportunity in a two-day workshop to learn (1) to use and interpret the Support Interview Guide and (2) to use modules in the NSW Parent-Child Health and Wellbeing Program. Parents with a disability will participate in the design, presentation and evaluation of the unit of study and share their family stories and encounters with service systems.
Textbooks
Provided on enrolment.

GSDD 5015 Physical Health of People with Developmental Disability

Old code 27514X. 6 credit points. Dr Seeta Durvasuia (Lecturer, Faculty of Medicine) Centre for Developmental Disability Studies (02) 8878 0500,. Semester: 1. Classes: Off campus mode. Assessment: Contribution to on-line tutorials and group work and 2 reports.
This unit provides an overview of the main physical health conditions in people with developmental disability. Topics include mortality and life span; genetics of developmental disability, including important syndromes and their relevant features; an examination of major conditions such as epilepsy,

sensory impairments, endocrinological disorders, gastro-oesophageal and nutritional problems. A practical, multidisciplinary approach to comprehensive health assessment and management will be considered. Students will also critically review the factors influencing health and health care access in people with developmental disability. Students will have the opportunity to examine a topic of individual interest in further depth.

Textbooks

Provided on enrolment

GSDD 8001 Integration Process: sharing responsibilities (EDPD 5011)

Old code 27801.6 credit points. Kathleen Tait (02) 9351 6286. Semester: 1. Classes: On campus. Assessment: Seminar presentation and paper; written analysis of an attitude survey.

This unit will critically examine the processes, models, educational policies and strategies proposed for the integration and inclusion of students with special needs into the regular classroom and the community. The shift in the debate from whether or not the integration should take place to the acceptance of the principles of integration and inclusion, and the consequent debates concerning strategies for the implementation and inclusion are major discussion topics. Issues such as the most appropriate and effective delivery systems, the most effective curriculum structures and the hidden curriculum within integration and inclusion, will be raised. The strong movement towards full inclusion of people with disabilities, both in schools and the community, will be explored, together with an examination of the barriers to full inclusion, such as stigma and negative attitudes towards disability, the service delivery structures in schools and community services, the cost factors and appropriate levels of training for all staff involved.

GSDD 8002 Students With Special Education Needs (EDPD 5001)

Old code 27802.6 credit points. Assoc. Prof. David Evans (02) 9351 8463. Semester: 1, Summer School. Classes: On campus mode. Assessment: Seminar paper involving a review of theoretical and research literature and a research interpretation and evaluation critique.

An introduction to the study of the psychology, development and learning requirements of students with special needs, such as result from intellectual, physical, chronic illness, commuication, sensory, learning disabilities and/or emotional disturbance, including students who are gifted and talented but also have such additional needs. In order that students develop skills of critical review and analysis, principles of reearch design and statistical analysis will be explicated through the examination of theoretical and research literature in the field.

8 School of Applied Vision Sciences

Orthoptists are therapists whose expertise includes investigation and management of ocular muscle dysfunction, the performance of special procedures for investigating ocular and neurological pathology, consultancy (particularly in the 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 the visual screening is of particular importance.

The current employment of orthoptists is primarily within the major hospitals, in private practices and specialist clinics throughout the State. The scope of professional practice is increasing as more graduates find employment in the wider community where expertise in visual health is required - eg, in rehabilitation settings, baby health centres and with the aged. The training of orthoptists in Australia commenced in 1935 and until 1973 was carried out under the auspices of the Royal Australian College of Ophthalmologists (RACO), originally the Ophthalmological Society of Australia.

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

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

■ Graduate Certificate of Health Science (Vision Impairment)

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

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

Admission requirements

To qualify for admission applicants shall:

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

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

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

Course outline

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

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

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

Unit cade	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1414: part-time, 2 semesters Total credit points: 24					
ORTH 5002	*14505*	Impact of Vision Impairment	4		1
ORTH 5003	*14506*	Introduction to Orientation and Mobility Skills	4		1
Elective			Semester 1 credit points: 4.		
ORTH 5004	*14507*	Assessment of Vision Impairment	4		2
ORTH 5005	*14508*	Management of the Client with Vision Impairment	4		2
Elective			Semester 2 credit points: 4.		
Stage total:			24 credit points		

■ Graduate Diploma of Health Science (Vision Impairment)

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

Admission requirements

To qualify for admission applicants shall:

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

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

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

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

Course outline

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

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

Electives

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

Details of these electives are presented in chapter 20.

Table 8.2: Graduate Diploma of Health Science (Vision Impairment)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1416: full-time, 2 semesters Course code 1413: part-time, 4 semesters Total credit points: 48					
■ Year 1					
ORTH 5002	*14505*	Impact ofVision Impairment	4		1
ORTH 5003	*14506*	Introduction to Orientation and Mobility Skills	4		1
Elective			Semester 1 credit points: 4.		
ORTH 5004	*14507*	Assessment ofVision Impairment	4		2
ORTH 5005	*14508*	Management of the Client with Vision Impairment	4		2
Elective			Semester 2 credit points: 4.		
Stage itotal for Year 1:			24 credit points		
■ Year 2					
3 Electives (4 credit points each)			Semester 1 credit points: 12.		
3 Electives (4 credit points each)			Semester2 credit points: 12.		
Stage total for Year 2: 24 credit points Vision Impairment electives (see units of study in this chapter) Note: Most of these electives will include a clinical/fieldwork practicum.					
ORTH 5007	*14510*	Orientation and Mobility Skills 2	4		1,2
ORTH 5008	*14511*	Assessment of Residual Vision	4		1,2
ORTH 5009	*14512*	Functional Implications of Vision Impairment	4		1,2
ORTH 5010	*14513*	Vision Enhancement	4		1,2
ORTH 5011	*14514*	Vision Efficiency Training	4		1,2
ORTH 5012	*14515*	Environmental Modification	4		1,2
ORTH 5013	*14516*	Vision Impaired Children and Their Families	4		1,2
ORTH 5014	*14517*	Vision Impairment in the Elderly	4		1
ORTH 5015	*14518*	Assessment and Management of Clients with Additional Impairments	4		1,2
ORTH 5016	*14519*	Community Based Rehabilitation	4		1,2
ORTH 5017	*14520*	Orientation and Mobility Skills 3	4	P Orientation and Mobility Skills 2.	1,2
ORTH 5018	*14521*	Orientation and Mobility Skills 4	4	P Orientation and Mobility Skills 3.	1,2
ORTH 5019	*14522*	Special Study A	4		1,2
ORTH 5020	*14523*	Special Study B	4		1,2

■ Master of Applied Science (Orthoptics) by research

The Master of Applied Science (Orthoptics) is a research degree designed to provide opportunities for research and scholarship in specific areas of applied visual sciences.

Admission requirements

Pass *level entry*

Applicants should possess either:

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

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

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

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

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

Honours level entry

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

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

Time limits

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

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

Course outline

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

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

Unit code	Old code	Unit name	CP	**A:** Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1409: Special Program (for Master's qualifying students) Course code 1407: full-time, minimum 1.5 years, maximum 2 years Course code 1408: part-time, minimum 3 years, maximum 4 years Total credit points: 48					
Full-time mode					
■ **Year 1**					
ORTH 6006	*14602*	Research Thesis	12		1
ORTH 6007	*14603*	Research Thesis	24		2
Research Elective (see note 1) **Research Elective** (see note 2)			Semester 1 credit points: 6. Semester 1 credit points: 6.		
Stage total for Year 1:			48 credit points		
■ **Year 2**					
ORTH 6007	*14603*	Research Thesis	24		2
ORTH 6008	*14604*	Research Thesis	24		1,2
Part-time mode					
■ Year 1					
Research Elective **Research Elective**			Semester 1 credit points: 6. Semester 1 credit points: 6.		
ORTH 6009	*14605*	Research Thesis	12		1,2
Stage total for Year 1:			24 credit points		
■ **Year 2 (and subsequent years)**					
ORTH 6006	*14602*	Research Thesis	12		1
ORTH 6009	*14605*	Research Thesis	12		1,2

Notes

1. Developing a Research Project BACH 5268 (2558A/2558AX) is the recommended research elective.
2. Subject to availability and timetabling constraints (see chapter 20 for list of available research electives). If students choose to enrol in the second research elective in Year 2, the length of candidature will remain as four semesters (two years) full-time and eight semesters (four years) part-time. Students may have to pay fees if their candidature exceeds the stated duration.

■ Units of study

ORTH 5002 **Impact of Vision Impairment**
Old code 14505.4 credit points. Semester: 1.
Causes of vision impairment are introduced, with particular emphasis on the type and impact of the vision loss. Residual function, and the educational implications of specific eye conditions and the psychosocial impact of vision impairment are studied, along with the epidemiology of vision impairment in developed and developing countries.

ORTH 5003 **Introduction to Orientation and Mobility Skills**
Old code 14506.4 credit points. Semester: 1.
In this unit students will be introduced to the principles of orientation and mobility instruction. Special emphasis will be on how to train a vision impaired person in the correct use and selection of the full range of sighted guide skills, strategies for safe indoor travel and self protection techniques.

ORTH 5004 **Assessment of Vision Impairment**
Old code 14507.4 credit points. Semester: 2.
Practical skills in the assessment of vision impairment and residual vision function are developed, along with the functional assessment of the client's abilities and needs, and the effects of the vision impairment on activities of daily living. Assessment of the client with additional impairments is also introduced.

ORTH 5005 **Management of the Client with Vision Impairment**
Old code 14508.4 credit points. Semester: 2.
Basic counselling skills are introduced. Case management and the choice of appropriate techniques are introduced, including vision enhancement techniques, vision efficiency training and environmental modification.

ORTH 5007 **Orientation and Mobility Skills 2**
Old code 14510.4 credit points. Semester: 1, 2.
Skills introduced in the core orientation and mobility unit are further developed to include orientation to outdoor routes, development of the full range of cane skills required for safe outdoor travel and utilisation of public transport. (This unit may be delivered in a block mode).

ORTH 5008 **Assessment of Residual Vision**
Old code 14511.4 credit points. Semester: 1, 2.
The skills introduced in the core unit are further developed to enable skilful assessment and reporting on a wide range of conditions. Modification of these procedures for different age groups and abilities are also developed.

ORTH 5009 **Functional Implications of Vision Impairment**
Old code 14512.4 credit points. Semester: 1, 2.
This elective allows for further development of the skills of analysing the client's vision impairment in relation to their environment and personal needs, and identifying resulting significant functional implications.

ORTH 5010 **Vision Enhancement**
Old code 14513.4 credit points. Semester: 1, 2.
This module develops the skills of identifying and choosing appropriate methods of vision enhancement for different clients, and of instructing the client in their use. Methods used include modification of lighting, optical magnifiers, closed circuit TV and computer based devices.

ORTH 5011 **Vision Efficiency Training**
Old code 14514.4 credit points. Semester: 1, 2.
The techniques of eccentric viewing training, hemianopia strategies and null point training are studied in detail, along with identification of appropriate clients who would benefit from such skills. Emphasis is placed on the techniques of client instruction in these techniques.

ORTH 5012 **Environmental Modification**
Old code 14515.4 credit points. Semester: 1, 2.
Techniques for modifying the environment for the needs of particular clients are studied in detail. Existing standards and their applications to public areas and work place are discussed.

ORTH 5013 **Vision Impaired Children andTheir Families**
Old code 14516.4 credit points. Semester: 1, 2.
The impact on the families of children with vision impairment are discussed. Strategies to overcome problems, including special techniques and the use of existing resources are studied in detail. The special needs of the children from birth to the completion of schooling are covered in this module.

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

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

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

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

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

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

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

ORTH 6006 **Research Thesis**
Old code 14602.12 credit points. **Semester:** 1.
The research thesis forms the major component of the program. Students are given the opportunity to investigate in depth an area of specialised interest in orthoptics or a closely related unit. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.

Thesis seminars will form an integral part of the program. They will provide a forum for the students to present progress reports on their research and will encourage the free exchange of

critical comment on theoretical constructs, methodologies and analysis of results. These seminars will be developed both within the School of Orthoptics and the wider context of postgraduate seminars of the Faculty of Health Sciences.

ORTH 6007 Research Thesis

Old code 14603.24 credit points. **Semester: 2.**

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

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

ORTH 6008 Research Thesis

Old code 14604.24 credit points. **Semester:** 1, 2.

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

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

ORTH 6009 Research Thesis

Old code 14605.12 credit points. **Semester:** 1, 2.

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

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

9 School of Behavioural and Community Health Sciences

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

1. To teach behavioural sciences to all students undertaking courses within the Faculty. This involves providing students with a knowledge of human behaviour particularly within the context of health and rehabilitation services and the social environment. Behavioural sciences include the disciplines of psychology, sociology, statistics and research methods.
2. To provide a range of professional practice courses at the graduate and undergraduate level. Undergraduate degrees are offered in behavioural health science and rehabilitation counselling and graduate programs in behavioural health science, child and adolescent health, gerontology, health science education, and rehabilitation counselling.

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

■ Graduate Certificate of Health Science (Behavioural Science)

and

■ Master of Health Science (Behavioural Science) by coursework

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

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

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

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

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

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

Admission requirements

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

i) A Bachelor degree with a major in anthropology, sociology or psychology; or
ii) A Bachelor degree in social work; or
iii) An approved Bachelor degree in a health profession with satisfactory performance in Behavioural Sciences; or Evidence of general and/or professional qualifications where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to (i), (ii), or (iii). Applicants in the above categories may be required to complete any additional qualifying units prescribed by the Faculty of Health Sciences.

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

Course outlines

The course outlines for graduate coursework studies in Behavioural Science are presented in Tables 9.1, 9.2 and 9.2.1.

See information following Table 9.11 for elective streams and refer to end of this chapter for unit descriptions. See chapter 20 for Faculty electives and Research electives.

Table 9.1: Graduate Certificate of Health Science (Behavioural Science)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2544: full-time, minimum 0.5 year or 1 semester Course code 2545: part-time, minimum 1 year or 2 semesters Credit points: 24					
Full-time mode					
■ **Year 1 (see note 1)**					
4 Electives (6 credit points each)			24 credit points		
Stage total forYear 1:			24 credit points		
Part-time mode					
■ **Year 1 (see note 1)**					
4 Electives (6 credit points each)			24 credit points		
Stage total forYear 1:			24 credit points		
Note					
1. Generally these electives are taken from elective streams following Table 9.11.					

Table 9.2: Master of Health Science (Behavioural Science)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2540: full-time, minimum 1 year Course code 2541: part-time, minimum 2 years Credit points: 48					
Full-time mode					
■ **Year 1 (see note 1)**					
Research elective			6 credit points		
7 Electives (6 credit points each)			42 credit points		
Stage total forYear 1:			48 credit points		
Part-time mode					
■ **Year 1 (see note 1)**					
Research elective			6 credit points		
3 Electives (6 credit points each)			18 credit points		
Stage total forYear 1:			24 credit points		
■ **Year 2 (see note 1)**					
4 Electives (6 credit points each)			24 credit points		
Stage total for Year 2:			24 credit points		
Note					
1. Generally these electives are taken from elective streams following Table 9.11.					

Table 9.2.1: Master of Health Science (Behavioural Science) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2557: Honours, full-time 1.5 years Course code 2558: Honours, part-time 2.5 years Credit points: 60					
Full-time mode					
■ **Yearl**					
As per pass course					
■ **Year 2 Honours**					
BACH 5263	*25585/ 25585X*	Dissertation	12		Full year
Stage total for Year 2:			12 credit points		
Part-time mode					
■ **Yearl and Year 2**					
As per pass course					
■ **Year 3 Honours (see note 1)**					
BACH 5263	*25585/ 25585X*	Dissertation	12		Full year
Stage total forYear 3:			12 credit points		
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.					

■ Graduate Certificate of Health Science (Child and Adolescent Health)

and

■ Master of Health Science (Child and Adolescent Health) by coursework

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

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

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

Students undertaking the Graduate Certificate must complete three Child and Adolescent Health electives, and one other elective. Graduate Skills for Professional Development is strongly recommended. Students must complete eight units for the Master of Health Science (Child & Adolescent Health) by Coursework, including four Child and Adolescent Health electives and a research elective. The research elective titled Developing a Research Project is strongly recommended. Masters' students wishing to take the award with honours will also complete a dissertation in semester three (full-time) or part-time equivalent. For students seeking registration with the NSW Psychologists' Registration Board the Master of Health Science (Child 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 criteria with the Postgraduate Coordinator.

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

Preferred stream

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

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

Admission requirements

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

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

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

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

Course outlines

The course outlines for graduate coursework studies in Child and Adolescent Health are presented in Table 9.3, 9.4 and 9.4.1.

See elective streams following Table 9.11 for list of Child and Adolescent Health elective units of study. See chapter 20 for Faculty electives and research electives.

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

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2550: full-time, minimum 0.5 year or 1 semester Course code 2551: part-time, minimum 1 year or 2 semesters Credit points: 24					
Full-time mode					
■ Year 1 (see note 1)					
Elective			6 credit points		
3 Child and Adolescent Health electives (6 credit points each): 18 credit points					
Stage total for Year 1: 24 credit points					
Part-time mode					
■ Year 1 (see note 1)					
Elective			Semester 1 credit points: 6		
3 Child and Adolescent Health electives (6 credit points each): 18 credit points					
Stage total for Year 1: 24 credit points					

Note

1. Generally these electives are taken from elective streams following Table 9.11.

Table 9.4: Master of Health Science (Child and Adolescent Health) by coursework

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2546: full-time, minimum 1 year Course code 2547: part-time, minimum 2 years Credit points: 48					

Full-time mode

■ Year 1 (see note 1)

Research elective		6 credit points	
4 Child and Adolescent Health electives (6 credit points each): 24 credit points			
3 Electives (6 credit points each): 18 credit points			
Stage total for Year 1:		48 credit points	

Part-time mode

■ Year 1 (see note 1)

Research elective		6 credit points	
2 Child and Adolescent Health electives (6 credit points each): 12 credit points			
Elective		6 credit points	
Stage total for Year 1: 24 credit points			

■ Year 2 (see note 1)

2 Child and Adolescent Health electives (6 credit points each): 12 credit points			
2 Electives (6 credit points each)		12 credit points	
Stage total for Year 2: 24 credit points			

Note

1. Generally these electives are taken from elective streams following Table 9.11.

Table 9.4.1: Master of Health Science (Child and Adolescent Health) Honours by coursework

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2562: full-time Honours, 1.5 years Course code 2563: part-time Honours, 2.5 years Credit points: 60					

Full-time mode

■ Year 1

As per Pass course (see Table 9.4)

■ Year 2 Honours (see note 1)

BACH 5263	*25585/ 25585X*	Dissertation	12		Full year
Stage total for Year 2: 12 credit points					

Part-time mode

■ Year 1 and Year 2

As per pass course

■ Year 3 Honours (see note 1)

BACH 5263	*25585/ 25585X*	Dissertation	12		Full year
Stage total for Year 3: 12 credit points					

Note

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

■ Master of Applied Science (Behavioural Science) by research

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

Admission requirements

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

i) A Bachelor degree with a major in anthropology, sociology or psychology; or
ii) A Bachelor degree in social work; or
iii) An approved Bachelor degree in a health profession with satisfactory performance in Behavioural Sciences; or
iv) Evidence of general and/or professional qualifications where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to (i), (ii), or (iii). Applicants in the above categories may be required to complete any additional qualifying units prescribed by the Faculty of Health Sciences.

Course outline

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

BACH 9004 (25930) Special Program for Qualifying Students

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

A. Research Electives

See chapter 20.

B. Research Thesis A/Research Thesis B

(For unit numbers please refer to Table 9.5)

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

C. Contract Based Elective Studies: Areas of Supervisory Expertise

6 credit points

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

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

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2537: Special Program (for Master's Qualifying Students)					
Course code 2538: full-time, minimum 1.5 years, maximum 2 years					
Course code 2539: part-time, minimum 3 years, maximum 4 years					
Full-time mode					
■ Year 1					
Research elective			6 credit points		
BACH 6037	*25636*	Research Thesis			Full year
BACH 6038	*25637*	Research Thesis			Full year
■ Year 2 (and subsequent years)					
BACH 6038	*25637*	Research Thesis			Full year
BACH 6039	*25638*	Research Thesis			Full year
Part-time mode					
■ **Year 1**					
Research elective			6 credit points		
BACH 6041	*25640*	Research Thesis			Full year
■ Year 2 (and subsequent years)					
BACH 6040	*25639*	Research Thesis			Full year
BACH 6041	*25640*	Research Thesis			Full year

■ Health Science (Education)

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

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

Tones (1987) conceptualization of 'education for health' persuasively captures the extent of the interdependence between education and health, adding weight to the case for context specific teacher preparation which is also health sector specific while enabling specialization by type of education role rather than discipline. Teacher training is congruent with the nature of service delivery and the professionalisation of education in health care. Typically participants enter our preparation program with flexible career goals, including the possibility of a future academic role. Meeting the need for portability in teaching careers through this broad based training program, combined with a mixed health professional target group, enriches and enhances common cause amongst teachers across the health arena.

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

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

■ Graduate Certificate of Health Science (Education)

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

Admission requirements

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

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

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

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

Current or recent experience in teaching is considered desirable.

Course outline

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

Units of study are described later in this chapter. Educational electives available in semesters 1 and 2 are listed following Table 9.11. Faculty electives can be found in chapter 20.

Table 9.6: Graduate Certificate of Health Science (Education)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2529: Full-time, 1 semester					
Course code 2530: Part-time, 2 semesters					
Course code 2522: Off-campus, 2 semesters					
Credit points: 24 (minimum)					
NB: Campus based students may be required to undertake the guided self-paced study option if the unit in which they are enrolled has insufficient numbers for regular classes.					
Full-time mode					
BACH 5001[1]	*25500/ 25500X*	Adult Learning	6		1,2
BACH 5002	*25501/ 25501X*	Educational Design	6		1,2
2 Electives (see note 2) (6 credit points each)			12 credit points		
Stage total:			24 credit points		
Part-time mode					
BACH 5001[1]	*25500/ 25500X*	Adult Learning	6		1,2
BACH 5002	*25501/ 25501X*	Educational Design	6		1,2
2 Electives (see note 2) (6 credit points each)			12 credit points		
Stage total:			24 credit points		

Notes

1. Adult Learning must be undertaken in the first semester of entry to the program.
2. Participants undertake to study two (2) professional electives of 6 credit points. Generally these electives are taken from List A or List B following Table 9.11.

■ Graduate Diploma of Health Science (Education)

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

Admission requirements

In order to qualify for admission to the degree, applicants shall:
i) hold a Bachelor degree in a health sciences field or other relevant area; or
ii) have such professional qualifications and/or experience that will satisfy the Faculty; or
iii) have a minimum of one year's full-time professional experience.

Current or recent experience in teaching will be considered desirable.

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

Course outline

The course outline for the Graduate Diploma of Health Science (Education) is presented in Table 9.7.

Units of study are described later in this chapter. Educational electives available in semesters 1 and 2 are listed following Table 9.11. Faculty electives can be found in chapter 20.

Table 9.7: Graduate Diploma of Health Science (Education)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2528: part-time, 3 semesters					
Course code 2523: off-campus, 3 semesters					
Credit points: 36 (minimum)					
NB: Campus based students may be required to undertake the guided self-paced study option if the unit in which they are enrolled has insufficient numbers for regular classes.					
Part-time mode					
■ **Year 1**					
BACH 5001	*25500/ 25500X*	Adult Learning	6		1,2
BACH 5002	*25501/ 25501X*	Educational Design	6		.1.2
2 **Electives** (see note 2) (6 credit points each)			Semester 1 credit points: 6. Semester 2 credit points: 6.		
Stage total for Year 1:			24 credit points		
■ **Year 2**					
2 Electives (see note 2) (6 credit points each)			12 credit points.		
Stage total for Year 2:			12 credit points		

Notes

1. Adult Learning must be undertaken in the first semester of entry to the program.
2. Participants undertake to study two electives of 6 credit points. Generally these electives are taken from List A or List B following Table 9.11.

■ Master of Health Science (Education) by coursework

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

Admission requirements

i) A Bachelor degree in a health science field or other relevant area; or
ii) submit other evidence of general and professional qualifications and/or experience, as well as satisfy the Faculty that the applicant possesses the educational capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty; and
iii) have completed at least one year full-time practice as a health science professional. Current or recent experience in teaching is considered desirable.

Course outline

The course outline for the Master of Health Science (Education) is presented in the Table 9.8. Units of study are described later in this chapter. Educational electives available in semesters 1 and 2 are listed following Table 9.11. Faculty electives can be found in chapter 20.

■ Master of Health Science (Education) Honours by coursework

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

Admission requirements

i) Have completed the requirements for the Master of Health Science Education with at least 65 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.

Course outline

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

Table 9.8: Master of Health Science (Education) by coursework

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2525: full-time, 1 year on-campus Course code 2526: part-time, 2 years on-campus Course code 2524: off-campus, 2 years Credit points: 48 (minimum) NB: Campus based students may be required to undertake the guided self-paced study option if the unit in which they are enrolled has insufficient numbers for regular classes.					

Full-time mode

■ **Year 1**

BACH 5001	*25500/ 25500X*	Adult Learning	6	1,2
BACH 5002	*25501/ 25501X*	Educational Design	6	1,2
6 Electives (see note 2) (6 credit points each)			Semester 1 credit points: 18. Semester 2 credit points: 18.	
Stage total for Year 1:			48 credit points	

Part-time mode

■ **Year 1**

BACH 5001	*25500/ 25500X*	Adult Learning	6	1,2
BACH 5002	*25501/ 25501X*	Educational Design	6	1,2
2 Electives (see note 2) (6 credit points each)			Semester 1 credit points: 6. Semester 2 credit points: 6.	
Stage total for Year 1:			24 credit points	

■ **Year** 2

4 Electives (see note 2) (6 credit points each)			Semester 1 credit points: 12. Semester 2 credit points: 12.	
Stage total for Year 2:			24 credit points	

Notes

1. Adult Learning must be undertaken in the first semester of entry to the program.
2. Participants undertake to study two (2) electives of 6 credit points. Generally these electives are taken from List A or List B following Table 9.11

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

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2564: Honours full-time, 1.5 years Course code 2565: Honours part-time, 2.5 years Course code 2566: Honours off-campus, 2.5 years Credit points: 60 (minimum)					

Full-time mode

■ **Year 1**

As per Pass course

■ **Year** 2 **Honours**

BACH 5263	*25585/ 25585X*	Dissertation	12	Full year
Stage total for Year 2:			12 credit points	

Part-time mode

■ **Years** 1 **and** 2

As per Pass course

■ **Year 3 Honours**

BACH 5263	*25585/ 25585X*	Dissertation	12	Full year
Stage total for Year 3:			12 credit points	

■ Master of Applied Science (Education) by research

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

Admission requirements

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

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

Course outline

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

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

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2506: full-time, minimum 1.5 years, maximum 2 years Course code 2507: part-time, minimum 3 years, maximum 4 years					
Full-time mode					
■ Year 1 (and subsequent years)					
BACH 6002	*25601*	Research Thesis			
BACH 6003	*25602*	Research Thesis			
Part-time mode					
■ **Year 1 (and subsequent years)**					
BACH 6002	*25601*	Research Thesis			
BACH 6003	*25602*	Research Thesis			

■ Master of Health Science (Gerontology) by coursework

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

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

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

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

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

Admission requirements

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

Course outline

The course outlines for the Master of Health Science (Gerontology) by coursework and Master of Health Science (Gerontology) Honours by coursework are presented in Tables 9.10and9.10.1.

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

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2520: full-time, 1 year Course code 2521: part-time, 2 years Course code 2533: off-campus, 2 years Credit points: 48					
Full-time mode					
■ Year 1					
BACH 5041	*2551U*	Introduction to Gerontology	6		1,2
3 Electives (6 credit points each) 4 Electives (6 credit points each)			Semester 1 credit points: 18. Semester 2 credit points: 24.		
Stage total for Year 1:			48 credit points		
Part-time mode					
■ Year 1					
BACH 5041	*2551U*	Introduction to Gerontology	6		1,2
Elective 2 Electives (6 credit points each)			Semester 1 credit points: 6. Semester 2 credit points: 12.		
Stage total for Year 1:			24 credit points		
■ Year 2					
2 Electives (6 credit points each) 2 Electives (6 credit points each)			Semester 1 credit points: 12. Semester 2 credit points: 12.		
Stage total for Year 2:			24 credit points		

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

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2567: Honours full-time,l.5 years Course code 2568: Honours part-time, 2.5 years Course code 2569: Honours off-campus, 2.5 years Credit points: 60 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 School, students may choose remaining electives from units within other study streams, including research electives. Elective units within different study streams are listed following Table 9.11. For a list of Faculty electives see chapter 20.					
Full-time mode					
■ Year 1					
As per Pass course					
■ **Year 2 Honours**					
BACH 5263	25585/ *25585X*	Dissertation	12		Full year
Stage total for Year 2:			12 credit points		
Part-time mode					
■ **Years** 1 **and** 2					
As per Pass course					
■ **Year 3 Honours**					
BACH 5263	*25585/ 25585X*	Dissertation	12		Full year
Stage total forYear 3:			12 credit points		

■ Master of Applied Science (Gerontology) by research

This course provides the opportunity for research in gerontology.

Admission requirements

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

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

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

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

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

Course outline

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

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

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2508: full-time, minimum 1.5 years, maximum 2 years Course code 2509: part-time, minimum 3 years, maximum 4 years Course code 2561: off-campus Part-time, minimum 3 years, maximum 4 years					
Full-time mode					
■ **Year 1 (and subsequent years)**					
BACH 6019	*25618*	Research Thesis			
BACH 6020	*25619*	Research Thesis			
Part-time mode					
■ **Year 1 (and subsequent years)**					
BACH 6019	*25618*	Research Thesis			
BACH 6020	*25619*	Research Thesis			

Elective streams

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Depending on the degree program you are enrolled in you may be able to choose electives across a number of streams. Electives in all the streams listed below except for those in the Education stream are classed as Behavioural Science electives. The School offers the following streams:					
■ **Ageing/Gerontology (00E61 A)**					
BACH 5027	*2551G*	Mental Health in Later Life	6		1,2
BACH 5034	*255IN*	The Residential Care Setting and Older People	6		1,2
BACH 5036	*2551P*	Community Aged Care	6		1,2
BACH 5038	*2551R*	The Community Setting and Older People	6		1,2
BACH 5041	2557 *U*	Introduction to Gerontology	6		1,2
BACH 5058	*2552B/ 2552BX*	Residential Care Policies and Services	6		1,2
BACH 5147	*2554V*	Psychology of Ageing	6		1,2
BACH 5149	*2554X*	Ageing and Australian Society	6		1,2
BACH 5212	*2556Q*	Multicultural Issues in Gerontology	6		1
BACH 5216	*2556U*	Behavioural Aspects of Ageing	6		2
BIOS 5018	*11433X*	Health, Dysfunction and Ageing	6		2
BIOS 5041	*11502X*	Biological Aspects of Ageing	6		2
■ **Child and Adolescent Health (25C61A)**					
BACH 5063	*2552G*	Therapy with Children, Adolescents and their Families	6		1,2
BACH 5138	*2554KJ 2554KX*	Abnormal Psychology and Mental Health	6	p Undergraduate Psychology units.	1,2
BACH 5198	*2556C*	Contemporary Issues I	6	p Undergraduate Psychology units or Psychology for Graduate Students.	1,2
BACH 5200	*2556E/ 2556EX*	Contemporary Issues II	6	P Contemporary Issues I BACH 5198 (2556C).	2
BACH 5309	*2559F/ 2559FX*	Psychological Assessment of Children and Adolescents	6	p Undergraduate Psychology units; Psychology of Children Adolescents.	2
BACH 5313	*2559I/ 2559JX*	Child and Adolescent Psychology	6	p Undergraduate Psychology units.	2

Elective streams (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
■ **Counselling (00E61 A)**					
BACH 5138	*2554K/ 2554KX*	Abnormal Psychology and Mental Health	6	**p** Undergraduate Psychology units.	1,2
BACH 5139	*2554L*	Behaviour Modification and Cognitive Behavioural Therapy	6		1
BACH 5143	*2554P/ 2554PX*	Counselling	6	**p** Undergraduate Psychology units.	1,2
BACH 5323	*2559T/ 2559TX*	Advanced Counselling Skills	6	**A** Basic counselling skills. **P** Counselling.	2
BACH 5324	*2559V*	Psychotherapy	6	**P** Counselling. **C** Advanced Counselling.	2
■ **Education (00E61 A)**					
List A (normally offered in Semester 1)					
BACH 5001	*25500/ 25500X*	Adult Learning	6		1,2
BACH 5002	*25501/ 25501X*	Educational Design	6		1,2
BACH 5020	*25519X*	Introduction to Educational Computing	6		
BACH 5039	*255IS/ 2551SX*	Large Group Teaching	6	**A** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X).	
BACH 5085	*25533/ 25533X*	Clinical Teaching and Supervision	6		
BACH 5101	*2553J*	Flexible Distance Learning	6	**A** Basic principles of adult learning and educational design. *NB: Not offered in 2003.*	
BACH 5118	*25540/ 25540X*	Learning in Groups	6		
BACH 5127	*25549/ 25549X*	Teaching with Technology	6	**C** Educational Design BACH 5002 (25501/25501X).	
BACH 5128	*2554A/ 2554AX*	Educational Innovation Project A (Health Science Education Only)	6		
BACH 5151	*25550/ 25550X*	Independent Investigation I	6	**A** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). **P** Negotiated.	
BACH 5153	*25552/ 25552X*	Assessment of Learning	6	**A** Knowledge of Adult Learning and Educational Design is useful. **P** Educational Design BACH 5002 (25501/25501X).	
BACH 5228	*25576*	Computers for Teacher Productivity	6	*NB: Not offered in 2003.*	
BACH 5284	*2558Q*	Learning in the Workplace	6	**A** Adult Learning Theory and Educational Design. *NB: Not offered in 2003.*	
List B (normally offered in Semester 2)					
BACH 5001	*25500/ 25500X*	Adult Learning	6		1,2
BACH 5002	*25501/ 25501X*	Educational Design	6		1,2
BACH 5003	*25502/ 25502X*	Facilitating Learning	6	**A** Some knowledge of Adult Learning Theory and Group Dynamics useful.	2
BACH 5004	*25503/ 25503X*	Educational Practice	6	**A** Educational design BACH 5002 (25501).	1,2
BACH 5007	*25506/ 25506X*	Curriculum Leadership	6	**P** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X).	2
BACH 5022	*255IB/ 2551BX*	Independent Investigation II	6	**P** Negotiated. **C** Adult learning BACH 5001 (25500/25500X) and Educational design BACH 5002 (25501/25501X).	2
BACH 5024	*255ID/ 2551DX*	In-Service and Continuing Education in Health Services	6	**A** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Workplace learning an advantage.	2
BACH 5025	*255IE/ 2551EX*	Patient Education	6	**A** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). **P** Non prescribed. *NB: Not offered in 2003.*	2
BACH 5037	*2551Q*	Introduction to Health Education	6	**A** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). *NB: Not offered in 2003.*	2
BACH 5042	*2551V/ 2551VX*	Teaching Clinical Reasoning	6		2
BACH 5116	*2553Y/ 2553YX*	Developing a Web-based Education System	6	**A** Basic computer skills.	2
BACH 5129	*2554B/ 2554BX*	Educational Innovation Project B (Health Science Education Only)	6	**A** Educational Design BACH 5002 (25501/25501X).	2
In addition, Educational Innovation is a two semester 12 credit points elective for students undertaking a major project in their workplace.					
■ **Health Policy (OOE61 A)**					
BACH 5008	*25507*	Health Promotion, Planning and Evaluation	6	**P** Introduction to Health Education (08481. **C** Introduction to Health Education (08481). *NB: Not offered in 2003.*	1,2

Elective streams (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
BACH 5070	*2552N/ 2552NX*	Family and Caring in the Community	6		2
BACH 5148	*2554V*	Health Policy and Social Theory	6		1,2
BACH 5286	*2558S*	Ethnic Minorities and Health Care in Australia	6		
BACH 5291	*2558XJ 2558XX*	Occupational Rehabilitation	6		Full year
BACH 5319	*2559P*	Health, Population and Policy Development	6		2
■ **Improving Health Systems**					
AHCD 5048	*07548/ 07548X*	Action Research	6		1
BACH 5328	*25597J 2559ZX*	Evaluating Health Interventions	6		1,2
BACH 5026	*2551F/ 2551FX*	Special Investigation	6		1,2
BACH 5074	*2552R/ 2552RX*	Reflective Inquiry in Practice	6	*NB: Internet access is necessary.*	1,2
BACH 5326	*2559XJ 2559XX*	Improving Health Systems	6		1,2
Note: Improving Health Systems electives may be taken sequentially to support an extended workplace learning project.					
■ **Information Technology**					
BACH 5061	*2552E*	Statistical Analysis with SPSS	6		1,2
BACH 5208	*2556M*	Introduction to Computers & the Internet	6	A Familiarity with Windows. N Computing Applications for Health Practitioners BACH 3105 (253B7).	1,2
■ **International Health**					
BACH 5174	*2555N*	Social Theory and Special Groups	6		
BACH 5196	*2556AJ 2556AX*	International Health: Sociological Analysis	6		2
BACH 5306	*2559C/ 2559CX*	Health Risk Management (International Perspectives)	6		Full year
■ **Occupational Health**					
BACH 5164	*2555D*	Occupational Health	6		1,2
BACH 5266	*25588*	Ecological, Environmental and Nutritional Health	6		1,2
BACH 5305	*2559B/ 2559BX*	Risk Management and Rehabilitation Policy	6		Full year
■ **Organisation and Management Studies**					
BACH 5224	*25572/ 25572X*	Organisational Management	6		1
BACH 5226	*25574*	Organisational Structures in Health Contexts	6		
BACH 5290	*2558W/ 2558WX*	Organisational Psychology	6	*NB: Not offered in 2003.*	
■ **Research electives (6 credit points)**					
BACH 5011	*25510*	Survey Research Methods	6		1,2
BACH 5253	*2557V*	Intermediate Statistics	6	A Basic statistics and research design. P Research Methods I and Research Methods II: Data Analysis and Statistics, or equivalent.	1,2
BACH 5255	*2557X*	Qualitative Research Methods	6		2
BACH 5256	*2557Y*	Multivariate Statistics	6	P Intermediate Statistics (10503), or equivalent.	
BACH 5268	*2558A/ 2558AX*	Developing a Research Project	6		1,2
BACH 5298	*25594*	History & Philosophy of Scientific Methodology	6		1
BACH 5300	*25596*	Action Research	6		1
BACH 5302	*25598*	Epidemiological Research	6	A Basic research methods. p Some Undergraduate research methods.	Full year
BACH 5327	*2559Y/ 2559YX*	Internet Research	6	A Basic knowledge of research approaches and methods.	1,2
BACH 5328	*25597J 2559ZX*	Evaluating Health Interventions	6		1,2
BACH 5329	*255A2*	Introduction to SAS	6		1
■ **Other**					
BACH 5165	*2555E*	Post Trauma Stress	6		1

Elective streams (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
BACH 5180	*2555T*	Stress and Illness	6		1
BACH 5186	*25560*	Graduate Skills for Professional Development	6		1,2
BACH 5321	*2559RX*	Psychology for Graduate Students	6		. Full year
BACH 5322	*2559S/ 2559SX*	Sociology for Health Professionals	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 as such work with persons with disability or disadvantage to enable them to be a more active member of the community. The client's vocational, psychological, social and medical needs are reviewed and appropriate rehabilitation plans are implemented. This course can be completed on a one-year full-time basis or over a longer period via the off-campus (distance education) mode.

Admission requirements

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

i) have completed a Bachelor degree in an appropriate area other than rehabilatation counselling or

ii) submit such other evidence of general and professional qualifications and experience as will satisfy the Academic Board that the applicant possesses the educational preparation and capacity to undertake the coursework requirements, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Academic Board; and

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

Course outline

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

Table 9.12: Graduate Diploma in Rehabilitation Counselling

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2571: off-campus, full time: 1 year (see note 1) Course code 2572: off-campus, part time: 2 to 5 years (see note 1) Credit points: 48					
REHB 5012	*2553KX*	Medical Aspects of Disability	3		1
REHB 5043	*255111 X*	Rehabilitation Counselling A	3		1
REHB 5044	*255112 X*	Vocational Development and Vocational Counselling	3		1
REHB 5045	*255113 X*	Rehabilitation Theory	3		1
REHB 5046	*255114 X*	Work Injury and Disability	3		1
REHB 5047	*255115 X*	Psychosocial Aspects of Disability	3		1
REHB 5048	*255116*	Field Experience I	3		1
(00E31A) Professional Elective (see note 5)			Semester 1 credit points: 3.		
REHB 5049	*255117 X*	Rehabilitation Counselling B	3	P Rehabilitation Counselling A REHB 5000 (22504). C Client Assessment and Job Placement REHB 5050 (255118).	2
REHB 5050	*255118 X*	Client Assessment and Job Placement	3	P Vocational Development & Vocational Counselling REHB 5044 (255112). C Rehabilitation Counselling B REHB 5001 (25505).	2
REHB 5051	*255119 X*	Rehabilitation Case and Caseload Management	3	P Vocational Development & Vocational Counselling REHB 5044 (255112). C Client Assessment & Job Placement REHB 5050 (255118).	.. 2
REHB 5052	*255120 X*	Legal Aspects of Rehabilitation	3		2
REHB 5053	*255121 X*	Workers Compensation and Rehabilitation	3		2
REHB 5054	*255122*	Field Experience II	3		Inter-semester
(00E32D) Professional Elective (see note 5)			Semester 2 credit points: 3.		
(00E32E) Professional Elective (see note 5)			Semester 2 credit points: 3.		
Stage total for Year 1:			48 credit points		

Table 9.12: Graduate Diploma in Rehabilitation Counselling (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
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. REHB 5043 (255111) Rehabilitation Counselling A is a prerequisite to REHB 5049 (255117) Rehabilitation Counselling B.					
3. REHB 5044 (255112) Vocational Development and Vocational Counselling is a prerequisite to REHB 5050 (255118) Client Assessment and Job Placement and to REHB 5051 (255119) Rehabilitation Case and Caseload Management.					
4. Field Experience includes two 5-week (total 385 hours) block placements at separate agencies, complemented by pre and post-placement tutorials. The first placement is usually taken in the mid-year inter-semester break, the second towards the end of Semester 2 and into the end-of-year break. Placements are organised through the Rehabilitation Counselling Clinical Coordinator.					
5. Students choose from the following professional electives:					
Semester 1					
REHB 5014	*2553DC*	Rehabilitation and Substance Abuse	3		1
REHB 5034	*2553V*	Rehabilitation and Post-Traumatic Stress Disorders	3	•	1
Semester 2					
REHB 5016	2553MX	Rehabilitation of Public Offenders	3		2
REHB 5020	*25530X*	Rehabilitation and Older People	3		2
REHB 5042	*2551CX*	Psychiatric Rehabilitation			2

■ Master of Rehabilitation Counselling by coursework

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

Admission requirements

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

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

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

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

iv) Applicants who have completed the Graduate Diploma, within the previous 5 years, with a marks average of 80% or better, may apply to enter Stage 3 of the Master by coursework.

Course outline

The course outline for the Master of Rehabilitation Counselling by Coursework is presented in Table 9.13.

Table 9.13: Master of Rehabilitation Counselling by coursework

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2573: full-time, 1.5 years (3 semesters), 72 credit points					
Course code 2574: off-campus, 3 years (6 semesters); 72 credit points (see note 1)					
■ **Year 1**					-
REHB 5012	*2553KX*	Medical Aspects of Disability	3		1
REHB 5043	*255111 X*	Rehabilitation Counselling A	3		1
REHB 5044	*255112 X*	Vocational Development and Vocational Counselling	3		1
REHB 5045	*255113 X*	Rehabilitation Theory	3		1
REHB 5046	*255114 X*	Work Injury and Disability	3		1
REHB 5047	*255115 X*	Psychosocial Aspects of Disability	3.		1
REHB 5048	*255116*	Field Experience **I**	3		1
(00E31A) Professional Elective (see note 5)			Semester 1 credit points: 3.		
REHB 5049	*255117 X*	Rehabilitation Counselling B	3	P Rehabilitation Counselling A REHB 5000 (22504). **c** ClientAssessmentandJobPlacementREHB5050(255118).	; *Z*
REHB 5050	*255118 X*	Client Assessment and Job Placement	3	P Vocational Development & Vocational Counselling REHB 5044 (255112). **c** Rehabilitation Counselling B REHB 5001 (25505).	2
REHB 5051	*255119 X*	Rehabilitation Case and Caseload Management	3	P Vocational Development & Vocational Counselling REHB 5044 (255112). C Client Assessment & Job Placement REHB 5050 (255118).	2
REHB 5052	*255120 X*	Legal Aspects of Rehabilitation	3		2
REHB 5053	*255121 X*	Workers Compensation and Rehabilitation	3		2
REHB 5054	*255122*	Field Experience II	3		Inter-semester.
(00E32D) Professional elective (see note 5)			Semester 2 credit points: 3.		
(00E32E) Professional elective (see note 5)			Semester 2 credit points: 3.		
Stage total for Year 1:			48 credit points		

Full-time mode

■ **Year 2 (Semester 1)**					
REHB 5059	*255124*	Dissertation	18		1
(00R62E) Research elective (see note 6)			Semester 1 credit points: 6.		
Stage total for Year 2:			24 credit points		

Part-time mode

■ **Year 3 (on completion of all other coursework units)**					
REHB 5057	*255125*	Dissertation A	9		1
REHB 5058	*255126*	Dissertation B	9		2
(00R61A) Research elective (see note 6)			Semester 1 credit points: 6.		
Stage total for Year 3:			24 credit points		

Notes

1. Entry is in Semester 1 or 2. Part-time students may select from the total units offered, keeping in mind that some Semester 1 units are prerequisites for some Semester 2 units (as outlined below).
2. REHB 5043 (255111) Rehabilitation Counselling A is a prerequisite to REHB 5049 (255117) Rehabilitation Counselling B.
3. REHB 5044 (255112) Vocational Development and Vocational Counselling is a prerequisite to REHB 5050 (255118) Client Assessment and Job Placement and to REHB 5051 (255119) Rehabilitation Case and Caseload Management.
4. Field Experience includes two 5-week (total 385 hours) block placements at separate agencies, complemented by pre and post-placement tutorials. The first placement is usually taken in the mid-year inter-semester break, the second towards the end of Semester 2 and into the end-of-year break. Placements are organised through the Rehabilitation Counselling Clinical Coordinator.
5. Students choose from the following professional electives:

Semester 1					
REHB 5014	*2553LX*	Rehabilitation and Substance Abuse	3		1
REHB 5034	*2553V*	Rehabilitation and Post-Traumatic Stress Disorders	3		1
Semester 2					
REHB 5016	2J55MX	Rehabilitation of Public Offenders	3		2
REHB 5020	*25530X*	Rehabilitation and Older People	3		2
REHB 5042	*2551CX*	Psychiatric Rehabilitation			2

6. Students select one of the units in consultation with the Course Coordinator. Some units are offered in Semester 1 and others in Semester 2. For the list of research electives, see chapter 20.

■ Master of Applied Science (Rehabilitation Counselling) by research

This course provides the opportunity for research in the areas of rehabilitation counselling, and other broader areas of rehabilitation and disability.

Admission requirements

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

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

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

Course outline

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

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

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2513: full-time, minimum 1.5 years, maximum 2 years Course code 2514: part-time, minimum 3 years, maximum 4 years					
Full-time mode					
■ **Year 1 (and subsequent years)**					
REHB 6007	*25606*	Research Thesis			1,2
REHB 6008	25607	Research Thesis			1,2
Part-time mode					
■ **Year 1 (and subsequent years)**					
REHB 6007	*25606*	Research Thesis			1,2
REHB 6008	*25607*	Research Thesis			1,2

■ 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 fieldsflevels of application
- develop knowledge and skills in various rehabilitation counselling methods and related activities under the guidance, supervision and support of experienced practitioners in the service delivery environment
- develop confidence, independence and autonomy as practitioners. These objectives are fulfilled by placement blocks of supervised field practice complemented by supporting seminars, tutorials and agency visits. At least one placement is to be supervised by a practising/qualified rehabilitation counsellor. Graduate Diploma (Rehabilitation Counselling) and Masters (Rehabilitation Counselling) students are required to complete 385 hours. This includes two field placements at separate agencies, as per dates below.

Fieldwork Placements will normally occur during the normal working hours of professional Rehabilitiation 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 in the School of Behavioural and Community Health Sciences

Field placement dates - Graduate Diploma and Master of Rehabilitation Counselling

Semester 1
7 July to 8 August 2003
Semester 2
6 January to 7 March 2004

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

■ Units of study

AHCD 5048 **Action Research**

Old code 07548/07548X. 6 credit points. Dr Freidoon Khavarpour (02) 9351 9127, f.khavarpour@fhs.usyd.edu.au. **Semester: 1. Classes:** Off-campus/contract learning.

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

BACH 5001 **Adult Learning**

Old code 25500/25500X. 6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester: 1, 2. Classes:** Night classes (starts after 4.00pm); external/distance mode; independent learning packages. **Assessment:** Assignment based (non exam).

In this unit participants will develop their knowledge about theories of learning, the process of learning, the role of the teacher and learner in health science education, trends in higher education and the context of health science education.

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

BACH 5002 **Educational Design**

Old code 25501/25501X. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester:** 1, 2. **Classes:** Some night classes for on-campus students by arrangement with lecturer. Independent learning packages and email support for external/distance students. **Assessment:** Assignment-based (non exam).

Emphasis in this unit is on the development of basic skills in planning for effective teaching and learning. Participants learn planning skills by undertaking an educational design project.

BACH 5003 **Facilitating Learning**

Old code 25502/25502X. 6 credit points. Ms Fran Everingham (02) 9351 9116. Semester: 2. Classes: Independent learning package; external/ distance mode. Optional three Saturday workshops. Assumed knowledge: Some knowledge of Adult Learning Theory and Group Dynamics useful. Assessment: Essay and report based (no exam).

The primary function of a teacher is the facilitation of effective learning. Micro skills of teaching and facilitation skills that enable learning from experience are both studied and practiced. The process of reflection is used to illuminate and develop personal style. Knowledge of learning in groups (group dynamics) is useful.

Distance education and on-campus mode with independent learning packages and email support. Both modes are encouraged to attend three Saturday workshops for skills practice.

Practical: Videoed practice of teaching skills in campus workshop or participants setting

Textbooks

The Skilful Teaching: On techniques, trust and responsiveness in the classroom. Brookfield, S. (1990). San Francisco: Jossey Bass.

BACH 5004 **Educational Practice**

Old code 25503/25503X. 6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester:** 1, 2. **Classes:** Contract learning. **Assumed knowledge:** Educational design BACH 5002 (25501). **Assessment:** Assignment based (non exam).

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

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

BACH 5007 **Curriculum Leadership**

Old code 25506/25506X. 6 credit points. Ms Fran Everingham (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all on-campus and off-campus mode. Some night classes by arrangement with lecturer. Email support. **Prerequisite:** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Assessment: Assignment choices include essays or workplace project (no exam).

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

BACH 5008 **Health Promotion, Planning and Evaluation**

Old code 25507.6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 1, 2. Classes:** Attendance required. **Prerequisite:** Introduction to Health Education (08481. **Corequisite:** Introduction to Health Education (08481). **Assessment:** Assignment (2000 words and 4000 words).

NB: Not offered in 2003

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

BACH 5011 **Survey Research Methods**

Old code 25510.6 credit points. Dr Peter Choo (02) 9351 9583 and Ms Kate O'Loughlin (02) 9351 9531. **Semester: 1, 2. Classes:** Contract learning; night classes.

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

BACH 5020 **Introduction to Educational Computing**

Old code 25519X. 6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester:** 1. **Classes:** External/distance. **Assessment:** Assignment based (non exam).

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

BACH 5022 **Independent Investigation II**

Old code 2551 B/2551 BX. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 2. Classes:** Contract learning. **Prerequisite:** Negotiated. **Corequisite:** Adult learning BACH 5001 (25500/25500X) and Educational design BACH 5002 (25501/25501X). **Assessment:** Negotiated.

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

BACH 5024 **In-Service and Continuing Education in Health Services**

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

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

BACH 5025 **Patient Education**

Old code 2551 E/2551 EX. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 2. Classes:** Independent learning packages for all. - Distance and on-campus mode. Some night classeses for on-campus students by arrangement with lecturer. Email support. **Assumed knowledge:** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). **Prerequisite:** Non prescribed. **Assessment:** Assignment based (non exam).

NB: Not offered in 2003 -

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

BACH 5026 **Special Investigation**

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

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

Textbooks

www.fhs.usyd.edu.au/bach/5026

BACH 5027 Mental Health in Later Life

Old code 2551G. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. **Semester: 1, 2. Classes:** Independent learning package; external/ distance mode. **Assessment:** Two assignments.

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

BACH 5034 The Residential Care Setting and Older People

Old code 2551N. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. **Semester: 1, 2. Classes:** Independent learning package or web-based; external/distance mode. **Assessment:** Three assignments.

This unit examines the environment of supported accommodation from the perspective of older residents and professional care staff. 3 Modules: Quality of life in residential care; Working in residential care; Managing for quality in residential care.

BACH 5036 Community Aged Care

Old code 2551 P. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. **Semester: 1, 2. Classes:** Contract learning. **Assessment:** Negotiated learning contract.

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

Textbooks

www.fhs.usyd.edu.au/bach/5036

BACH 5037 Introduction to Health Education

Old code 2551Q. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 2. Classes:** Independent learning packages and email support. **Assumed knowledge:** Adult Learning BACH 5001 (25500/ 25500X) and Educational Design BACH 5002 (25501/25501X). **Assessment:** Assignment based (non exam).

NB: Not offered in 2003

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

Independent learning packages and email support.

BACH 5038 The Community Setting and Older People

Old code 2551R. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. **Semester: 1, 2. Classes:** Independent learning package; external/ distance mode. **Assessment:** Three assignments.

This unit explores the home and community environment of older people in relation to factors which affect their health and quality of life.

BACH 5039 Large Group Teaching

Old code 2551S/2551SX. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 1. Classes:** Independent learning package; external/ distance mode (no classes). **Assumed knowledge:** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). **Assessment:** Assignment based (non exam).

Large group teaching is a common method of education. Doing it well is a challenge. In this unit participants will increase their knowledge and skills about ways to work with large groups more effectively.

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

BACH 5041 Introduction to Gerontology

Old code 2551U. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. **Semester: 1, 2. Classes:** Independent learning package or web-based; off campus mode. **Assessment:** Three assignments.

This unit provides an overview of gerontology as a multi-disciplinary field of study and its application to professional practice. It explains basic concepts and key issues in the study of ageing at the level of individuals and of populations. 3 Modules: Population ageing and public policy; Understanding health and ageing; Ageing, society and professional practice.

Textbooks

Australia's New Aged. McCallum, J Geiselhart, K. (1996). Allen & TJnwin.

BACH 5042 Teaching Clinical Reasoning

Old code 2551V/2551VX. 6 credit points. Ms Victoria Neville (02) 9351 9118. Semester: 2. Classes: Night classes; independent learning package; external/distance mode. **Assessment:** Assignment based (non-exam).

Participants explore theories and models of clinical reasoning and decision-making from the medical, nursing and allied health literature. A range of strategies to facilitate the development of clinical reasoning will be examined. Participants will have the opportunity to plan the application of strategies to their teaching context.

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

Textbooks

Clinical Reasoning in the Health Professions. 2nd Edition. Higgs, J. *St.* Jones, M. (2000). Butterworth Heinneman.

BACH 5058 Residential Care Policies and Services

Old code 2552B/2552BX. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. **Semester: 1,** 2. **Classes:** Independent Study Package: External Distance Mode.

This unit provides an overview of the development and implementation of residential care policies for older Australians and explores specific issues in the delivery of residential aged care services.

BACH 5061 Statistical Analysis with SPSS

Old code 2552E. 6 credit points. Dr Peter Choo (02) 9351 9583 and Ms Karen Pepper (02) 9351 9589. **Semester: 1, 2. Classes:** Contract learning including a small number of on-campus. **Assessment:** Practical assignments.

This unit teaches the student to use the SPSS for Windows computer package to manage and analyse research data using a range of common statistical procedures. Data management procedures will include data transformation and selection, and import and exporting data. Statistical analyses to be covered include descriptive statistics, t-test, analysis of variance, correlation and regression, chi-square, non-variance, multiple regression, and factor analysis.

Textbooks

SPSS Analysis Without Anguish, Coakes, S.J. & Steel, L.G. (1999)

BACH 5063 Therapy with Children, Adolescents and their Families

Old code 2552G. 6 credit points. Assoc. Prof. Dianne Kenny (02) 9351 9644. **Semester: 1,2. Classes:** Contract learning. **Assessment:** Assignments.

Theoretical models addressing concerns specific to children and adolescents will be considered covering a variety of theoretical perspectives; including behavioural, psychoanalytic and systemic. These models will provide a background for developing interviewing techniques. Students will gain practical skills in interviewing the client within the context relevant to the presenting problem; for example the student will learn when to interview an individual and when to interview the entire family. The unit will conclude with a consideration of the role of the therapist during the process and termination of therapy.

Textbooks

SPSS Analysis Without Anguish. Coakes, S.J. & Steed, L.G. (1999).

BACH 5070 Family and Caring in the Community

Old code 2552N/2552NX. 6 credit points. Prof. Gwynnyth Llewellyn (02) 9351 9213 and Dr Rosemary Cant (02) 9351 9560. Semester: 2. Classes: On campus and off campus block mode. Assessment: Contribution to tutorials and group work and an individual final report.

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

BACH 5074 Reflective Inquiry in Practice

Old code 2552F1/2552RX. 6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. **Semester: 1, 2. Classes:** Web based. **Assessment:** Continuous. Project based assignments and participation.
NB: Internet access is necessary

In Reflective Inquiry in Practice students participate in a learning set to read, plan, implement, reflect and report on a reflective inquiry project. Participants use reflective inquiry cycles that can be applied in action learning, professional development, reflective practice, problem solving, diagnostic professional practice, continuous improvement, and action inquiry.

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

Textbooks

www.fhs.usyd.edu.au/bach/5074

BACH 5085 Clinical Teaching and Supervision

Old code 25533/25533X. 6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester:** 1. **Classes:** Night classes; independent learning package; external/distance mode. **Assessment:** Assignment based (non exam).

In this unit participants explore aspects of climcal teaching and the way clinical teachers relate to students and patients/clients in the clinical learning environment. Participants develop knowledge and skills in such areas as clinical teaching strategies and assessment, the role of the supervisor and ways to promote effective student interaction.

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

Textbooks

Faciliting Learning in Clinical Settings. McAllister, L. et al (1997). Stanehy Thorne .

BACH 5101 Flexible Distance Learning

Old code 2553J. 6 credit points. Dr Mary Jane Mahony (02) 9351 9754. **Semester:** 1. **Classes:** Independent learning package with one phone Conference and supported by a Web site. One optional in-person meeting on the Cumberland Campus. **Assumed knowledge:** Basic principles of adult learning and educational design. **Assessment:** Three assignments: proforma review of an existing distance/flexible learning situation, reflective journal, and proposal report, no examination.
NB: Not offered in 2003

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

BACH 5116 Developing a Web-based Education System

Old code 2553Y/2553YX. 6 credit points. Ms Victoria NeviNe (02) 9351 9118. Semester: 2. Classes: Web-based (distance and on-campus mode {night classes}). Assumed knowledge: Basic computer skills. Assessment: Assignment based (non exam).

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

Textbooks

Building a Web-based Education System. McCormack & Jones. (1998). Wiley . ■ ' ■ ■ ■ ·

BACH5118 Learning in Groups

Old code 25540/25540X. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester:** 1. **Classes:** Independent learning package; on-campus (held weekly) and off-campus. **Assessment:** Assignment based (non exam).

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

Textbooks

Various suggested

BACH 5127 Teaching with Technology

Old code 25549/25549X. 6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester:** 1. **Classes:** Night classes; independent learning package; external/distance mode. **Corequisite:** Educational Design BACH 5002 (25501/25501X). **Assessment:** Assignment based (non exam).

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

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

Textbooks

Instructional Media and Technologies for Learning. 6th Edition. Heinich, R. et atl. (1999). Macmillan,

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

Old code 2554A/2554AX. 6 credit points. Ms Victoria Neville (02) 9351 9118 and subject specialists where relevant. Semester: 1. Classes: Learning contract. Assessment: Report based.

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

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

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

Old code 2554B/2554BX. 6 credit points. Ms Victoria Neville (02) 9351 9118 and subject specialists where relevant. Semester: 2. Classes: Learning contract. Assumed knowledge: Educational Design BACH 5002 (25501/25501X). Assessment: Report based.

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

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

BACH 5138 Abnormal Psychology and Mental Health

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

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

Textbooks

Abnormal Psychology, 3rd Edition. Comer, R. (1996).

BACH 5139 Behaviour Modification and Cognitive , Behavioural Therapy

Old code 2554L. 6 credit points. Dr Mairwen Jones. Semester: 1. Classes: Contract learning. Assessment: Assignments and examination. " • •

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. (1998).

BACH 5143 Counselling

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

Counselling is an essential and underlying skill in most forms of applied psychology. This includes clinical psychology (with its emphasis on counselling in interview as well as therapy skills), educational psychology (with the additional emphasis on theories of development and working in organisations) and industrial-organisational psychology (with its emphasis on counselling as selection and evaluation interviews as well as crises, out-placement and general staff development issues.) This unit 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. (1998).

BACH 5147 Psychology of Ageing

Old code 2554U. 6 credit points. Dr Steve Cumming (02) 9351 9404, and Dr Lynn Harris (02) 9351 9162. **Semester: 1, 2. Classes:** On campus, directed independent and contract learning.

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

BACH 5148 Health Policy and Social Theory

Old code 2554V. 6 credit points. Mr Dennis Mclntyre (02) 9351 9567. Semester: 1,2. Classes: Contract learning. On-campus mode.

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

BACH 5149 Ageing and Australian Society

Old code 2554X. 6 credit points. Ms Kate O'Loughlin (02) 9351 9531. Semester: 1, 2. Classes: Contract learning.

A sociological analysis of ageing in Australia will lead the student to an understanding of the multiple relationships between social structures and processes, the individual experience of ageing and the position of elderly people in Australian society.

BACH 5151 Independent Investigation I

Old code 25550/25550X. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 1. Classes:** Contract learning. **Assumed knowledge:** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). **Prerequisite:** Negotiated. **Assessment:** Negotiated.

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

BACH 5153 Assessment of Learning

Old code 25552/25552X. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 1. Classes:** Independent learning package for external/ distance students. Some night classes for on-campus students by arrangement with lecturer. **Assumed knowledge:** Knowledge of Adult Learning and Educational Design is useful. **Prerequisite:** Educational Design BACH 5002 (25501/25501X). Assessment: Two written assignments.

Various educationalists point to the impact of assessment on student approaches to learning. Combined with concern to promote deep approaches are pragmatic mandates to reduce amount of assessment while ensuring quality in accreditation of competence in professional practice. These issues are examined against a backdrop of ensuring validity and reliability in both assessment and evaluation of learner development in any context.

Distance education and on campus mode night classes with independent learning packages, email and Web support.

BACH 5164 Occupational Health

Old code 2555D. 6 credit points. Dr Carol O'Donnell and Ms Kate O'Loughlin. Semester: 1,2. Classes: Contract learning. Assessment: Two assignments (2000 words and 4000 words).

This unit teaches basic management principles related to the effective implementation of the duty of care in regard to occupational health and safety. Students will gain an understanding of the legislative and policy provisions associated with occupational health and safety, workers' compensation, rehabilitation and re-training. Students will be required to gain access to a workplace and develop a prevention program proposal based on identification of risks and provision of strategies for their control.

Practical: Yes

BACH 5165 Post Trauma Stress

Old code 2555E. 6 credit points. Dr Gomathi Sitharthan (02) 9351 9584. Semester: 1. Classes: Contract learning. Assessment: Assignments.

This elective traces the history of reactions to traumatic events, including the acceptance of a syndrome known as post traumatic stress syndrome in recent years. Various disorders with similar characteristics are compared and contrasted and the research and clinical literature presented. Current views on the treatment and evaluation of post traumatic disorders are presented and appraised. This is an on-campus directed independent study unit.

BACH 5174 Social Theory and Special Groups

Old code 2555N. 6 credit points. Dr Rosemary Cant (02) 9351 9560 and Ms Kate O'Loughlin (02) 9351 9531.

This elective gives students a basic understanding of social theory. As an example of a special group which might be studied, it examines women's health in the context of social class and gender divisions in Australian Society. Students will be encouraged to consider as research issues patterns and concerns regarding the status of women's health using socialist, feminist and psychoanalytic perspectives. Research into particular ethnic groups and multicultural issues are also within the scope of this elective.

BACH 5180 Stress and Illness

Old code 2555T. 6 credit points. Dr Gomathi Sitharthan (02) 9351 9584. Semester: 1. Classes: Contract learning. Assessment: Assignments.

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.

BACH 5186 Graduate Skills for Professional Development

Old code 25560.6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester: 1, 2. Classes:** Contact in off-campus mode. **Assessment:** Assignments.

Participants in this unit of study will develop learning skills essential for research and/or professional development. This unit explores access to information sources (both literature and numeric) for learning, including searching, retrieving, evaluating and analysing. This unit also addresses ways for communicating and presenting information and ideas based on these information sources, such as writing a critical annotated bibliography,

formation of tables and graphs, critical literature review leading to the presentation of a grant proposal, a conference presentation or a draft journal article. There will be flexibility in selecting curriculum content to match the background and needs of the particular student.

Textbooks

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.

BACH 5196 International Health: Sociological Analysis

Old code 2556A/2556AX. 6 credit points. DrZakia Hossain (02) 9351 , 9340 and Ms Ann Hale (02) 9351 9578. **Semester: 2. Classes:** Independent learning package; external/distance mode. **Assessment:** Project and assignment.

This unit aims to provide students with an understanding of psychosocial and political aspects of health and illness in both developed and developing countries. The unit examines the demographic, epidemiological and health transitions in these countries. It examines the impact of structural and non-structural factors on health and life expectancy; and analyses the current health issues and health priorities in developed and developing countries.

Textbooks

Materials from various sources

BACH 5198 Contemporary Issues I

Old code 2556C. 6 credit points. Dr Chris Lennings (02) 9351 9587 and Dr Dianna Kenny (02) 9351 9644. Semester: 1, 2. Classes: Contract Learning or Distance Mode. Prerequisite: Undergraduate Psychology units or Psychology for Graduate Students. Assessment: Four annotated biobliographies and one literature review.

This unit will enable students to study in depth two areas of special interest related to child and adolescent health and adjustment. These two areas will be selected from: violence against children; young people and social control; juvenile crime in Australia; substance abuse in young people; youth suicide; adjustment and coping; homelessness; learning disabilities; and mental health issues.

Textbooks

Readings (supplied)

BACH 5200 Contemporary Issues II

Old code 2556E/2556EX. 6 credit points. Dr Chris Lennings (02) 9351 9587 and Dr Dianna Kenny (02) 9351 9644. **Semester:** 2. **Classes:** Contract Learning/Distance. **Prerequisite:** Contemporary Issues I BACH 5198 (2556C). **Assessment:** Four annotated bibliographies and literature reviews.

This unit will enable students to study in depth two areas of special interest related to child and adolescent health and adjustment not previously studied in Contemporary Issues 1. These two areas will be selected from: violence against children; young people and social control; juvenile crime in Australia; substance abuse in young people; youth suicide; adjustment and coping; homelessness; learning disabilities; and mental health issues. , . ■ • .

Textbooks

Readings supplied

BACH 5208 Introduction to Computers & the Internet

Old code 2556M. 6 credit points. Dr Peter Choo (02) 9351 9583 and Dr Zakia Hossain (02) 9351 9340. **Semester: 1, 2. Classes:** Contract learning. **Assumed knowledge:** Familiarity with Windows. **Prohibition:** Computing Applications for Health Practitioners BACH 3105 (253B7). **Assessment:** One ssignment.

This unit introduces the student to the use of computers for research, educational, and professional purposes. Important computer concepts will be covered, however the emphasis will be on developing practical computer skills. Skills covered will include the rudiments of computer programming; the use of popular applications such as word processors, spreadsheets and databases; and the use of the Internet as a research and communications tool.

Practical: 1 project

BACH 5212 Multicultural Issues in Gerontology

Old code 2556Q. 6 credit points. DrZakia Hossain (02) 9351 9340. Semester: 1. Classes: Independent learning package. **Assessment:** Project.

This unit examines what it means to be old in a country whose language, expectations for aged behaviour and types of support available, differ from those of their country of origin. The impact of immigration policy and services provision will be analysed.

Textbooks

Materials from various sources

BACH 5216 Behavioural Aspects of Ageing

Old code 2556U. 6 credit points. Dr Steve Cumming (02) 9351 9404. **Semester: 2. Classes:** Independent learning package; external/distance mode.

Cognitive, perceptual, sensory, motor and personality development in later life will be studied in relation to social theories of ageing and typical life events of older people.

BACH 5224 Organisational Management

Old code 25572/25572X. 6 credit points. Dr Barbara Adamson (02) 9351 9579 and Dr Rosemary Cant (02) 9351 9560. **Semester: 1. Classes:** On-campus or off-campus. **Assessment:** Continuous assessment using case study approach.

This unit has been designed to assist students to understand contemporary management theories and practice. It is generally agreed that effective managers need good analytical skills and critical capacity, to be able to respond creatively and constructively to the new challenges that they face in the 21st century. The unit explores different perspectives on organisations and uses Fayd's elements of management as a springboard for the analysis of changing functions of a successful manager.

BACH 5226 Organisational Structures in Health Contexts

Old code 25574.6 credit points. Dr Rosemary Cant (02) 9351 9560. **Classes:** Contract learning.

This unit focuses on rational structuring of organisations and relates it to administrative problem solving. It examines the effects of societal context on organisational growth and the interdependence between layers or sectors of organisations. It contrasts the characteristics of private, public sector and voluntary organisations and uses power and interests as analytic concepts to elucidate process. This unit is offered on-campus as a directed independent study unit.

BACH 5228 Computers forTeacher Productivity

Old code 25576.6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester: 1. Classes:** Class attendance required; weekly classes, on-campus only. **Assessment:** Assignment based (non exam).

NB: Not offered in 2003

This unit provides opportunities for participants to explore and develop skills in the ways computers are used to enhance the productivity of health science educators. It focuses on the selection and use of the appropriate computer application software to create written and graphic teaching materials, create databases and spreadsheets for teaching administration purposes, search journal databases stored on CD-ROM, and the Internet.

BACH 5253 Intermediate Statistics

Old code 2557V. 6 credit points. Dr Peter Choo (02) 9351 9583 and Dr Zakia Hossain (02) 9351 9340. **Semester: 1, 2. Classes:** On-campus, Night classes. **Assumed knowledge:** Basic statistics and.research design. **Prerequisite:** Research Methods I and Research Methods II: Data Analysis and Statistics, or equivalent.Assessment: Written reports, written examination.

In this unit, students will extend and consolidate the research methods and statistical skills acquired in Research Methods I and II. Students will gain experience in data screening techniques, analysis of variance, multiple regression and non-parametric statistics. Students will learn how to use SPSS to conduct these statistical tests. This unit is usually offered on Mondays 5-8pm.

BACH 5255 Qualitative Research Methods

Old code 2557X. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. **Semester: 2. Classes:** 2 hours/week in class. Attendance required. **Assessment:** Assignments.

In this unit students will learn about qualitative research techniques such as in-depth interviewing and.participant observation which focus on the investigation of people's experiences and their interpretation of events. This unit examines the types of research questions for which these methods are best suited, and provides training in data collection methods and analysis. The unit is conducted as a seminar in which students actively participate. This unit is usually offered on Wednesdays 4–6 pm.

Practical: 2 hours fieldwork

Textbooks

Coursework Reader

BACH 5256 Multivariate Statistics

Old code 2557Y. 6 credit points. Dr Peter Choo (02) 9351 9583. Classes: Contract learning. **Prerequisite:** Intermediate Statistics (10503), or equivalent.

This unit examines a variety of multivariate designs and statistical procedures including factor analysis, discriminant function analysis, analysis of covariance. Other procedures will be considered according to the needs and interests of enrolling students.

BACH 5263 Dissertation

Old code 25585/25585X. 12 credit points. Dr Cherry Russell (02) 9351 9129. **Semester:** Full year. **Classes:** Contract learning; external/distance mode. **Assessment:** Report.

The dissertation provides candidates with an opportunity to undertake an advanced investigation in a topic or issue through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem or issue.

BACH 5266 Ecological, Environmental and Nutritional Health

Old code 25588.6 credit points. Dr Carol 0' Donnell (02) 9351 9580 and Dr Kaye Brock (02) 9351 9124. **Semester: 1, 2. Classes:** Contract learning. Assessment: Two assignments (2000 words and 4000 words).

Human ecology is the study of the interaction of people with their environment. The aim of this unit is to provide students with a theoretical and practical understanding of health within the context of the dynamics and distribution of populations. The role of environmental factors in the health of humans will be investigated with special emphasis on nutrition.

Practical: Yes

BACH 5268 Developing a Research Project

Old code 2558A/2558AX. 6 credit points. Kate O'Loughlin (02) 9351 9531. **Semester: 1**, 2. **Classes:** Attendance required; Mondays from 5 to 8pm in Semester 1 or by off-campus mode in Semester 1 or Semester 2.

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

BACH 5284 Learning in the Workplace

Old code 2558Q. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 1. Classes:** Independent learning packages, email support and web-support, on-campus and on-campus mode (evening classes). **Assumed knowledge:** Adult Learning Theory and Educational Design. **Assessment:** Assignment based (non exam).

NB: Not offered in 2003

This unit explores current and future issues about work-based learning, for example: informal and incidental learning; learning organisations and transfer of learning to the workplace.

(This unit may be offered by distance only if insufficient on-campus enrolments.)

Textbooks

Understanding Learning at Work. Boud, D. & Garrick, J. (1999). Routledge.

BACH 5286 Ethnic Minorities and Health Care in Australia

Old code 2558S. 6 credit points. DrToni Schofield (02) 9351 9577. **Classes:** Contract learning.

This unit explores the health and health care experiences of Australians from non-English speaking backgrounds (NESB). It does so by examining the concept of cultural diversity in health in relation to structures of class, gender and ethnicity. The unit will be presented in contract learning mode with individual student consultations. Assessment will be an essay, and topics will be decided through negotiation between the unit coordinator and the student.

BACH 5290 Organisational Psychology

Old code 2558W/2558WX. 6 credit points. Dr Barbara Adamson (02) 9351 9579. Classes: Contract learning; external/distance mode.

NB: Not offered in 2003

This unit covers recent topics of interest to students who wish to further their understanding of organisational behaviour. Topics will include: dimensions of personality, occupational choice and personnel selection; work motivation and work satisfaction and their relationship with performance, absenteeism and turnover; organisational change and effective implementation; downsizing and its impact on organisational behaviour and organisational climate; working conditions, for example, shift work and their effects on work performance: and, women and work. This unit is offered on-campus as a directed independent study unit and is available in distance education mode.

BACH 5291 Occupational Rehabilitation

Old code 2558X/2558XX. 6 credit points. Dr Carol O'Donnell (02) 9351 9580, and Ms Kate O'Loughlin (02) 9351 9531. **Semester:** Full year. **Classes:** T. **Assessment:** two assignments (2000 words and 4000 words).

This unit will examine current issues in the provision of occupational rehabilitation to persons injured in the workplace. Recent initiatives will be examined, together with the roles of key stakeholders in the management of workers in the post-injury phase. Students will be required to interview an injured worker and evaluate the extent to which their experience after injury was consistent with good management practice, current legislative requirements and the public interest.

Practical: Yes

BACH 5298 History & Philosophy of Scientific Methodology

Old code 25594.6 credit points. Dr Rod Rothwell. **Semester: 1. Classes:** On-campus night course. **Assessment:** 2 assignments 1000 words each.

This unit is designed to provide students with a critical perspective on science as a specific form of knowledge. It introduces students to the major philosophies of the nature of the scientific enterprise taking into account the social versus natural science controversy. Emphasis will be placed also on methodologies designated as hermeneutic/interpretive.

Textbooks

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

BACH 5300 Action Research

Old code 25596.6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. **Semester:** 1. **Classes:** Web based.

Participatory action research extends knowledge and improves social practices through processes which empower ordinary people. Action research projects proceeds through cycles of planning, acting, observing and reflecting, with the participation of the people affected by the practices under consideration. Students will learn how to engage in research and action to improve professional practices as twin aspects of the same prcocess. Students study through the Internet.

Textbooks

www.fhs.usyd.edu.au/bach/5300

BACH 5302 Epidemiological Research

Old code 25598.6 credit points. Dr Kaye Brock (02) 9351 9124. **Semester:** Full year. **Classes:** On-campus 3 hours/week. **Assumed knowledge:** Basic research methods. **Prerequisite:** Some Undergraduate research methods. **Assessment:** Assignments and examination.

In this unit students will be exposed to aspects of conducting epidemiological research, an area which focuses on the study of the distribution of disease, the search for determinants of the observed distribution and a subsequent evaluation of a causal hypothesis.

Textbooks

Epidemiology in Medicine. Hennekens & Buring

BACH 5305 Risk Management and Rehabilitation Policy

Old code 2559B/2559BX. 6 credit points. Dr Carol O'Donnell (02) 9351 9580 and Ms Kate O'Loughlin (02) 9351 9531. **Semester:** Full year. Classes: Contract learning; external/distance mode. Assessment: Two assignments (2000 words and 4000 words).

Students will be taught the basic principles for continuous improvement in health related service delivery. They will produce a risk management plan related to health promotion or

consumer protection, or will undertake a critical evaluation of the effectiveness of an individual's occupational rehabilitation. Particular attention will be drawn to the Australian and New Zealand Standards on Risk Management (AS / NZS 4630:1999). Practical: Yes

BACH 5306 Health Risk Management (International Perspectives)

Old code2559C/2559CX. 6 credit points. Dr Carol O'Donnell (02) 9351 9580. Semester: Full year. Classes: Contract learning; external/distance mode. Assessment: Two assignments (2000 words and 4000 words). This unit aims to provide students with an understanding of the requirements of basic health risk managment in the context of the principles adopted by the Asia/Pacific Economic Cooperation (APEC) Agreement and other relevant international standards and agreements. Basic principles of health risk management as required by relevant International Labour Organisation (ILO) Conventions and Australian legislation related to health, work and rehabilitation also addressed. Students develop a program for controlling risks to health in a particular regional environment in the light of these international and national requirements. Practical: Yes

BACH 5309 Psychological Assessment of Children and Adolescents

Old code 2559F/2559FX. 6 credit points. Dr Chris Lennings (02) 9351 9587 and Dr Diana Kenny (02) 9351 9644. **Semester: 2. Classes:** Contract learning. **Prerequisite:** Undergraduate Psychology units; Psychology of Children Adolescents. **Assessment:** Case study and literature review.

The assessment of children and adolescents requires an, understanding of the course and impact that developmental factors play in cognition, personality and behaviour. It requires a capacity to utilise questionnaire as well as text-based assessment schedules. This course expects students to be aware of assessment issues such as psychometric values of testing (reliability and validity), the nature of various tests, and a capacity to interview (children, adolescents, and families). Practical: Observation of assessment and use of psychological tests

Textbooks

Fundamentals of Clinical and Counselling Psychology. 3rd Edition. Todd, C. & Bohardt. (1996).

BACH 5313 Child and Adolescent Psychology

Old code 2559J/2559JX. 6 credit points. Assoc. Prof. Diana Kenny (02) 9351 9644. **Semester: 2. Prerequisite:** Undergraduate Psychology units. **Assessment:** Literature review.

This unit will provide students with an understanding of the major theories of child and adolescent development, research methods appropriate to its study, an overview of current issues in childhood and adolescence and the applications of developmental theory to health professional practices. The focus in this unit will be on normal development.

Textbooks

Development of Children and Adolescents. Berger (1999).

BACH 5319 Health, Population and Policy Development

Old code 2559P. 6 credit points. DrZakia Hossain (02) 9351 9340. Semester: 2. Classes: Contract learning. Assessment: Assignment. This unit examines the changing population characteristics of Australia and the effect of health and well being; health.delivery services and policy development. The unit provides a socio-demographic analysis of changing patterns of mortality and morbidity, nuptiality and fertility in Australia over time and their impact on policy development in particular health policy. The unit also examines Australia's population and health in a global context. The unit uses cross-cultural and cross sectional analyses in understanding the issues relevant to population change, health and policy development.

Textbooks

Materials from various sources

BACH 5321 Psychology for Graduate Students

Old code 2559RX. 6 credit points. Dr Chris Lennings (02) 9351 9587. Semester: Full year. Classes: External/distance mode. **Assessment:** Literature review.

This subject provides students with an understanding of the major theoretical perspectives, concepts and vocabulary of psychology. Psychology is concerned with the science of human behaviour- how individuals perceive, think about, and behave in the 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. The unit is available by distance and by individual learning contract.

Textbooks

Pathways to Psychology. Sternberg, R. (1999).

BACH 5322 Sociology for Health Professionals

Old code 2559S/2559SX. 6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. **Classes:** Contract learning; external/distance mode.

The aim of this unit is to develop an understanding of basic sociological concepts and theories and their applications in analysing health issues. It also aims to develop an ability to critically examine and evaluate aspects of a familiar society in order to extend an understanding of the social structures, institutions and processes relevant to health issues. It will provide opportunities for enhancing linguistic, writing, and analytical skills by introducing some of the sociological methods of collecting, analysing and reporting health data.

Textbooks

www.fhs.usyd.edu.au/bach/5322

BACH 5323 Advanced Counselling Skills

Old code 2559T/2559TX. 6 credit points, Dr Chris Lennings (02) 9351 9587and Dr Dianna Kenny (02) 9351 9644. **Semester:2. Classes:** Contract learning. **Assumed knowledge:** Basic counselling skills. **Prerequisite:** Counselling. **Assessment:** Case study analysis.

Students are introduced to specific applications of generic counselling skills, including drug and alcohol settings, crisis settings, family work and grief. Group work skills are emphasised, as well as developing their individual orientations towards counselling. Students are also taught how to critically analyse and develop an awareness of their use of skills, and to begin to specialise into a preferred treatment model. It is expected that students will acquire skill in the use of counselling techniques in specific settings. The unit is taught as a series of six seminars in the semester following completion of the Counselling unit. The unit is also available in Distance Education Mode. Assessment requires students to critically analyse a counselling session they have undertaken.

Textbooks

Principles of Clinical and Counselling Psychology. 3rd Edition. Todd and Bohardt.

BACH 5324 Psychotherapy

Old code 2559V. 6 credit points. Dr Chris Lennings (02) 9351 9587 and Prof Diana Kenny (02) 9351 9644. **Semester: 2. Classes:** Contract learning. **Prerequisite:** Counselling. **Corequisite:** Advanced Counselling. **Assessment:** Detailed case plan.

Psychotherapy has an eclectic history. It is essentially the gathering of techniques and theories from a variety of different fields with the core similarity of 'helping'. The unit explores six modules, investigating the nature of psychotherapy and relationship with counselling, the development of psychodynamic approaches to counselling, the use of cognitive behavioural skills, and Action therapies in psychotherapy, and • teaches students how to develop a.therapy plan and integrate assessment and practice with their clients. The unit is delivered as a series" Of six seminars. Assessment requires the students to develop a case plan. .

Textbooks

Fundamental of Clinical & Counselling Psychology. 3rd Edition. Todd, C. & Bohardt (1996).

BACH 5326 Improving Health Systems

Old code 2559X/2559XX. 6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes©fhs.usyd.edu.au. **Semester: 1, 2. Classes:** On-line. Assessment: Continuous. Project based assignments and participation.

The aim of this unit is to examine the process of planning, evaluating and improving projects or health services. Students will gain experience in using a variety of planning and evaluation strategies. Web.based instruction.

Textbooks

www.fhs.usyd.edu.au/bach/5326

BACH 5327 **Internet Research**

Old code 2559Y/2559YX. 6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. Semester: 1, 2. Classes: Internet delivery for on-campus and external/distance mode. Assumed knowledge: Basic knowledge of research approaches and methods. Assessment: Project based assignments and participation.

This unit of study teaches Web-Based management strategies that focus on data collection, analysis and dissemination over the Internet, by either using the Internet as a tool, resource or topic of Investigation.

Students taking this unit of study will acquire the knowledge and skills to conduct research projects by using the Internet and will be able to effectively apply such techniques in many research and applied employment positions.

Textbooks

www.fhs.usyd.edu.au/bach/5327

BACH 5328 **Evaluating Health Interventions**

Old code 2559Z/2559ZX. 6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. Semester: 1, 2. Classes: Web based (may be some evening classes). Assessment: Continuous: Project based assignments and participation.

Researchers and professional evaluate health interventions to improve knowledge of health, disease and clinical practice, and to support decision making for improved health services. This unit will enable students to make informed choices among a range of evaluation perspectives, theories, methods and designs.

Textbooks

JF.Ovretreit (1998) Evaluating Health Interventions, Buckingham: Open University Press, www.fhs.usyd.edu.au/bach/5328

BACH 5329 **Introduction to SAS**

Old code 255A2.6 credit points. Dr Zakia Hossain (02) 9351 9340 and Dr Kaye Brock (02) 9351 9124. Semester: 1.

This unit teaches students to use SAS for Windows computer package to manage and analyse research data using a range of standard statistical procedures. The unit provides students with skills in both data managements and statistical analysis (in particular categorical). Data management procedures will include data transformation, selection, importing and exporting. Statistical analyses include descriptive statistics, t-test, chi-square, ANOVA, correlation, regression. Regression will include simple, multiple and conditional analysis. Teaching is by on-campus mode only, using contract learning with practical assignments for assessment.

BACH 6002 **Research Thesis**

Old code 25601. Ms Fran Everingham (02) 9351 9116. Assessment: Thesis.

Supervisors are appointed to assist in carrying out the research project following approval of the research proposal. Regular meetings are held with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework study where this is considered necessary to the student's research thesis.

BACH 6003 **Research Thesis**

Old code 25602. Ms Fran Everingham (02) 9351 9116. Assessment: Thesis.

Supervisors are appointed to assist in carrying out the research project following approval of the research proposal. Regular meetings are held with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework study where this is considered necessary to the student's research thesis.

BACH 6019 Research Thesis

Old code 25618. Assoc. Prof. Cherry Russell (02) 9351 9129. Classes: Individual supervision. Assessment: Thesis.

A supervisor is appointed to assist the student in carrying out the research project following approval of the research proposal. Regular contact is maintained with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework study where this is considered necessary to the student's research thesis.

BACH 6020 **Research Thesis**

Old code 25619. Dr Cherry Russell (02) 9351 9129. Classes: Individual supervision. Assessment: Thesis.

A supervisor is appointed to assist the student in carrying out the research project following approval of the research proposal. Regular contact is maintained with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework study where this is considered necessary to the student's research thesis.

BACH 6037 **Research Thesis**

Old code 25636. Dr Rob Heard (02) 9351 9498. Semester: Full year. Classes: On-campus and off-campus. Assessment: Thesis.

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

BACH 6038 **Research Thesis**

Old code 25637. Dr Rob Heard (02) 9351 9498. Semester: Full year. Classes: On-campus and off-campus. Assessment: Thesis.

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

BACH 6039 **Research Thesis**

Old code 25638. Dr Rob Heard (02) 9351 9498. Semester: Full year. Classes: On-campus and off-campus. Assessment: Thesis.

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

BACH 6040 **Research Thesis**

Old code 25639. Dr Rob Heard (02) 9351 9498. Semester: Full year. Classes: On-campus and off-campus. Assessment: Thesis.

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

BACH 6041 **Research Thesis**

Old code 25640. Dr Rob Heard (02) 9351 9498. Semester: Full year. Classes: On-campus and off-campus. Assessment: Thesis.

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

BIOS 5018 **Health, Dysfunction and Ageing**

Old code 11433X. 6 credit points. Ms Dana Strain (02) 9351 9140. Semester: 2. Classes: Directed. Assessment: Written assignment, independent study.

This unit aims to provide an understanding of the factors responsible for the increased prevalence with age of certain diseases and impairments, especially those with a tendency to become disabling and a handicap. Particular attention is paid to the contribution of environmental factors to the development of these conditions and to the ways in which such disorders may be prevented from leading to further disability. The unit also provides for in-depth study of a specific aspect of individual student interest.

BIOS 5041 **Biological Aspects of Ageing**

Old code 11502X. 6 credit points. Dr Ron Balnave (02) 9351 9530. **Semester:** 2. **Classes:** Independent learning package. **Assessment:** Written assignment.

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.

■ Units of study: Rehabilitation Counselling

REHB 5012 **Medical Aspects of Disability**

Old code 2553KX. 3 credit points. Dr Lynda Matthews. **Semester:** 1. Classes: Off-campus.

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

REHB 5014 **Rehabilitation and Substance Abuse**

Old code 2553LX. 3 credit points. Semester: 1. Classes: Off-campus.

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.

REHB 5016 **Rehabilitation of Public Offenders**

Old code 2553MX. 3 credit points. Semester: 2. Classes: Off-campus.

The aim is to provide students with a basic understanding of the major models for explaining and researching criminal behaviour. Students are familiarised with current penal philosophies and 'corrective' programs for both adult and juvenile offenders.

REHB 5020 **Rehabilitation and Older People**

Old code 25530X. 3 credit points. A/Prof Cherry Russell. **Semester:** 2. **Classes:** Off-campus.

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

Textbooks

Readings provided.

REHB 5034 **Rehabilitation and Post-Traumatic Stress Disorders**

Old code 2553V. 3 credit points. Dr Lynda Matthews. **Semester:** 1. **Classes:** Off-campus.

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.

REHB 5042 **Psychiatric Rehabilitation**

Old code 2551CX. Dr Lynda Matthews. **Semester:** 2. **Classes:** Off-campus.

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

REHB 5043 **Rehabilitation Counselling A**

Old code 255111X. 3 credit points. Dr Rod Rothwell. **Semester:** 1. **Classes:** Off-campus.

This unit facilitates students' acquisition of the ASORC Core Competency 10: Counselling. The Ivey model of basic counselling microskills are studied and practised. Skills application in rehabilitation counsellor roles are introduced. The unit also covers some counselling theories and procedures and explores their application to the rehabilitation counselling context. The unit is delivered by web-based CD-ROM, distance learning packages, interactive discussion forums and email support. Students are required to undertake a counselling interview and self-critique as part of assessment.

Practical: Group task - visits to agencies

Textbooks

External study notes provided to all students

REHB 5044 **Vocational Development and Vocational Counselling**

Old code 255112X. 3 credit points. Mr Trevor Hawkins. **Semester:** 1. **Classes:** Off-campus.

The foci of this unit are the Australian Society of Rehabilitation Counsellors (ASORC) core competencies 7 and 8, namely, Vocational Assessment and Vocational Counselling. This unit looks at the theory of vocational choice and career development particularly as it relates to persons with disability. Students are provided with a framework for vocational counselling and are taken through the process of assisting individuals with career choice problems. Resources essential to providing vocational planning and career choice assistance are also explored with students.

REHB 5045 **Rehabilitation Theory**

Old code 255113X. 3 credit points. Semester: 1. Classes: Off-campus.

This unit discusses the history and philosophies of rehabilitation and rehabilitation service delivery in relation to medical and health services generally.

REHB 5046 **Work Injury and Disability**

Old code 255114X. 3 credit points. Semester: 1. Classes: Off-campus.

This unit examines the social distribution and origins of occupational injury and disability. It explores the role of work organisation and management in contemporary Australian society as a key factor. The impact of globalisation and policy developments related to Australian workplaces and industrial relations will also be addressed.

REHB 5047 **Psychosocial Aspects of Disability**

Old code 255115X. 3 credit points. Rosemary pynor. **Semester:** 1. **Classes:** Off-campus.

Stereotypes of people with disability are discussed as well as strategies for overcoming stigma.

REHB 5048 **Field Experience I**

Old code 255116.3 credit points. Ms Ruth Crocker. **Semester: 1**. **Classes:** 385 hours over 5 weeks.

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.

Practical: Students are required to complete a total of 385 hours of placement under supervision.

Textbooks

Unit manual only

REHB 5049 **Rehabilitation Counselling B**

Old code 255117X. 3 credit points. **Semester: 2. Classes:** On-campus, also available off-campus. **Prerequisite:** Rehabilitation Counselling A REHB 5000 (22504). **Corequisite:** Client Assessment and Job Placement REHB 5050 (255118).

The unit covers aspects of the ASORC Core Competency 10: Counselling. Advanced counselling microskills in the Ivey model are studied and practised. Application of these skills 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 CD-ROM, distance learning packages, interactive discussion forums and email support. Students are required to undertake a counselling interview and self-critiques as part of assessment.

For PT students, attendance at a one-day skills workshop is required, held over one weekend.

Off-campus mode students are required to attend a one-day (weekend) skills workshop.

REHB 5050 **Client Assessment and Job Placement**

Old code 255118X. 3 credit points. **Semester:** 2. **Classes:** Off-campus. Prerequisite: Vocational Development & Vocational Counselling REHB 5044 (255112). **Corequisite:** Rehabilitation Counselling B REHB 5001 (25505).

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. For PT students, attendance at a one-day skills workshop is required, held over one weekend.

Distance Education mode students are required to attend a one-day (weekend) skills workshop on practical aspects of the unit.

REHB 5051 Rehabilitation Case and Caseload Management

Old code 255119X. 3 credit points. **Semester:** 2. **Classes:** Off-campus. **Prerequisite:** Vocational Development & Vocational Counselling REHB 5044 (255112). **Corequisite:** Client Assessment & Job Placement REHB 5050(255118).

The focus of this unit is the Australian Society of Rehabilitation Counsellors (ASORC) core competency 5, namely, Case and Caseload Management. Students are exposed to both the theoretical and practical aspects of managing individual clients and a caseload of clients through a rehabilitation process. Issues addressed in this unit are: how to determine appropriate assessments, how to draw up individual rehabilitation plans, how to monitor and document progress in rehabilitation and negotiation skills needed to work with a variety of providers. Strategies to be an effective and efficient manager of clients within a human service environment are also discussed.

REHB 5052 Legal Aspects of Rehabilitation

Old code 255120X. 3 credit points. Semester: 2. Classes: Off-campus.
Students address the role of Australian anti-discimination and guardianship legislation in delivering quality of life to people with disabilities.

REHB 5053 Workers Compensation and Rehabilitation

Old code 255121X. 3 credit points. Semester: 2. Classes: Off-campus.
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.

REHB 5054 Field Experience II

Old code 255122.3 credit points. Ms Ruth Crocker. Semester: Inter-semester. Classes: 385 hours over 5 weeks.
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

REHB 5057 Dissertation A

Old code 255125.9 credit points. Dr Darien Chinnery. Semester: 1. Classes: Supervisor meetings. Assessment: Proposal for dissertation.
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.

REHB 5058 Dissertation B

Old code 255126. 9 credit points. Dr Darien Chinnery. Semester: 2. Classes: Supervisor meetings. Assessment: Dissertation.
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.

REHB 5059 Dissertation

Old code 255124.18 credit points. Dr Darien Chinnery. **Semester: 1. Classes:** Supervisor meetings. **Assessment:** Dissertation.
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.

REHB 6007 Research Thesis

Old code 25606. Dr Darien Chinnery. Semester: 1, 2. Classes: Supervisor meetings. Assessment: Thesis.
Supervisors are appointed to assist in carrying out the research project following approval of the research proposal. Regular meetings are held with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework study where this is considered necessary to the students research thesis.
Practical: Data collection

REHB 6008 Research Thesis

Old code 25607. Dr Darien Chinnery. Semester: 1, 2. Classes: Supervisor meetings. Assessment: Thesis.
Supervisors are appointed to assist in carrying out the research project following approval of the research proposal. Regular meetings are held with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework study where this is considered necessary to the students research thesis.
Practical: Data collection

10 School of Biomedical Sciences

The School of Biomedical Sciences incorporates biophysics, biochemistry, basic biology, human anatomy and physiology, pathophysiology, microbiology. Since its inception in 1973 as a Department it has provided training in these basic and applied sciences relevant to undergraduate students in the different professions studying on this campus. In 1999 the Department changed its name to the School of Biomedical Sciences. Subject material in many of the Faculty's Diploma, Graduate Diploma and Master's courses is taught by the School.

Postgraduate students may enrol in the School's own program, Master of Applied Science (Biomedical Sciences) by Research. In addition, PhD supervision is available in various areas of staff research expertise.

■ Master of Applied Science (Biomedical Sciences) by research

This graduate program is designed primarily to provide an opportunity for those interested in pursuing one of the health sciences as a career to carry out research in any of the specialised areas of anatomy, physiology, microbiology, applied physics, applied chemistry, biochemistry or in human sexuality.

It will enable and encourage such graduate students to engage in multidisciplinary collaborative research within the School of Biomedical Sciences as well as with other Schools/Centres of the Faculty of Health Sciences. Such research may be in a basic scientific and/or clinical setting.

The degree comprises a minimal coursework component which will be necessary to facilitate the research projects.

Admission requirements

i) A Bachelor of Applied Science degree from the Faculty of Health Sciences, at a credit level.or higher; or
ii) A Bachelor of Applied Science degree from the Faculty of Health Sciences at an Honours level; or
iii) Baccalaureate degree preferably with a Biological background from an Australian university, at credit level or higher; or
iv) A Bachelor of Medical Sciences degree; or
v) A degree deemed to be equivalent to any of the above from a foreign university; or
vi) A Master's degree by coursework in a relevant/related area; or
vii) Submit evidence of general and/or professional qualifications as well as satisfy the Head of the School and Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.

Advanced standing may be given to candidates of high calibre to enter the second year of the program.

Course outline

The course outline for the Master of Applied Science (Biomedical Sciences) by research is presented in Table 10.1.

Table 10.1: Master of Applied Science (Biomedical Sciences) by research

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1106: Special Qualifying Program (for master's qualifying students) Course code 1116: full-time; minimum 1.5 years, maximum 2 years Course code 1117: part-time; minimum 3 years, maximum 4 years					
Full-time					
■ **Year 1 (and subsequent years)**					
BIOS 6016	*11510A*	Research Thesis			1,2
BIOS 6017	*11510B*	Research Thesis			1,2
Part-time					
■ **Year 1 (and subsequent years)**					
BIOS 6016	*11510A*	Research Thesis			. 1 , 2
BIOS 6017	*11510B*	Research Thesis			1.2

■ Units of study

BIOS 6016 **Research Thesis**

Old code 11510A. Dr Jennifer Lingard (02) 9351 9527. **Semester: 1,2.**
Assessment: Seminar presentation.

Each candidate will be required to submit a research proposal at the end of first semester of the full-time pass entry course. Students may be required to undertake and satisfactorily complete coursework or special programs as part of this unit. During subsequent semesters students will be required to carry out their research under approved supervision and student seminars will be held concurrently as the research thesis develops.

The procedures for supervision, presentation and assessment of the research thesis will be in accordance with the Faculty rules for a Master of Applied Science degree.

For details of the requirements, supervision and assessment of research thesis, consult the University Graduate Studies Research Handbook.

BIOS 6017 **Research Thesis**

Old code 11510B. Dr Jennifer Lingard (02) 9351 9527. **Semester: 1,2.**
Assessment: Seminar presentation.

Each candidate will be required to present a seminar at the end of each year. Students may be required to undertake and satisfactorily complete coursework or special programs as part of this unit. During subsequent semesters students will be required to carry out their research under approved supervision and student seminars will be held concurrently as the research thesis develops.-

The procedures for supervision, presentation and assessment of the research thesis will be in accordance with the Faculty rules for a Master of Applied Science degree.

For details of the requirements, supervision and assessment of research thesis, consult the University Graduate Studies Research Handbook.

11 School of Communication Sciences and Disorders

Postgraduate Coordinator: Professor Vicki Reed
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Email: csd.gradprograms @fhs.usyd.edu.au
Web: www.fhs.usyd.edu.au/csd/

The School has one of the largest programs in communication sciences and disorders in Australia. It has its genesis in the first training of speech pathologists in Australia at Sydney's Royal Alexandra Hospital for Children under the leadership of the founder of Australian Speech Pathology, Elinor Wray.Because of its size and maturity, the School has an internationally reputed and published academic staff with a range of speciality and research areas in human communication sciences and communication disorders. These are advantages that provide students with the distinct benefit of studying with experts in their fields, individuals who are researchers in the areas in which they teach. Together, expert academics and master clinical staff offer a mentored and stimulating learning environment and research opportunities that are supported by the School's extensive facilities and resources.

Programs of study

The School of Communication Sciences and Disorders offers opportunities for postgraduate study in

- Master of Health Science (Speech-Language Pathology) which is a coursework-by-distance program
- Master of Applied Science (Communication Sciences and Disorders) by research
- Master of Communication Disorders by research
- Doctor of Philosophy (PhD) in areas related to communication sciences and disorders

The new Master of Health Science (Speech-Language Pathology) is a coursework program offered by distance for speech pathologists who wish to focus their further study on specific aspects of their professional discipline. The Master of Communication Disorders course, provides speech pathologists with the opportunity to develop a specialisation via research. The Master of Applied Science (Communication Sciences and Disorders) course is a research program. Admission to this course is open to individuals with backgrounds in any area related to the human communication sciences and/or communication disorders. It is designed to prepare individuals to pursue their career objectives as specialist clinicians, administrators, academics, or researchers in the field of communication sciences and disorders. In each research program topics are individualised for students to meet their specific career objectives.

At the PhD level, study is directed to focused research on an area of communication sciences and/or disorders. Students work in consultation with their research supervisors to develop and conduct a line of research in an area relevant to communication sciences and/or disorders. Admission is available to individuals with a wide range of backgrounds relevant to the human communication sciences and/or communication disorders who have had previous research experiences, such as an honours degree, a research master's degree, or other equivalent preparation. Because of the expertise of the School's academics and the extensive facilities of the School and University, many different areas of research interests of students can be accommodated. Individuals with PhDs in this area find rewarding careers in academic, research and clinical settings.

Facilities and resources

The School of Communication Sciences and Disorders has a variety of facilities and resources that support its teaching, student clinical practice, research and community service activities. The School's large on-campus Communication Disorders Treatment and Research Clinic, which is a centre of excellence that serves communicatively impaired children and adults, functions as a dynamic teaching and research laboratory. The Audiology Clinic and the Cumberland Stuttering Research and Treatment Clinic are part of this Clinic. Other unique facilities are student units located in various hospitals and centres in the Sydney metropolitan and country NSW areas. Special clinical, teaching, and research relationships exist between the School and speech pathology departments in external sites that are designated as Clinical Affiliates. The current University of Sydney Clinical Affiliates are the speech pathology services of: Bankstown Hospital, Hornsby Kuring-gai Hospital and Community Health Services, Liverpool Health Services, the New England Area Health Service, St Joseph's Hospital, Singapore General Hospital, the Spastic Centre and the Autism Association.

The School's Speech Science Laboratory is designed to support research activities of academic staff, graduate and Honours students, and undergraduate teaching. It also provides services for the on-campus clinic with facilities for clinical speech measurement. Programs in the Laboratory are focused on measurement of disordered and normal speech using the Laboratory's modem technology, such as a powerful digital speech analysis system, laryngograph, visipitch and nasometer, all supported by computers. Access to a variety of speech databases on CD-ROM is available. High quality speech recordings can be made in the Laboratory's sound-treated studio, using either analog or digital technology. Other desktop computing facilities are available in the School to support teaching and research. The School's STEP (Speech Transmission Evaluation Protocol) Laboratory provides the School with the capacity to examine the communicative effectiveness of speech sent through electronic mediums. The School also has excellent facilities and support for research in AAC.

■ Master of Health Science (Speech-Language Pathology) by coursework, off-campus

This master's course is a 1-year full-time (or 2-year part-time) course in Speech-Language Pathology. The course, which is open to qualified speech pathologists, is offered by off-campus, with only a weekend, on-campus workshop at the beginning of the course. The course is ideal for speech pathologists who want to extend the depth of their knowledge in particular areas of the speech-language pathology field and gain a higher degree in which all the units (subjects) studied are directly relevant to speech-language pathology. By utilising modem electronic information systems via computers with Internet connection, students study at times and locations that are convenient to them, while at the same time having the advantage of studying with and being mentored individually by academic staff who are internationally recognised expert academics and specialists in their field. This is a fee-paying course.Because students will be expected to use electronic information systems, students should plan on being able to access and use (but not necessarily own) a computer with Internet connection.

The course is structured so that students undertake four units that focus on the current state of the discipline ('breaking science') for specific topics in areas of speech-language pathology. These units are entitled 'Emerging Trends in Speech-Language Pathology,' one for each of the areas: Child Language and Phonology; Neurogenic Impairment; Voice; Stuttering and AAC. Students then select one of two streams to pursue. Students who opt for the Generalist Stream undertake two extension units, entitled Major Literature Review in Speech-Language Pathology,' that extend topics examined in two of the Emerging Trends units. For students who wish to gain a credential indicating a specialisation in a particular area within the field, the Specialist Stream is selected. Students in the Specialist Stream undertake one Major Literature Review in Speech-Language Pathology unit that follows on from a topic in one of the Emerging Trends in Speech-Language Pathology unit plus one specialist unit, entitled eSpecialist Literature Review in Speech-

Language Pathology.' The topic of the Specialist Literature articulates with the topic of both the Emerging Trends and Major Literature Review units. The final academic transcript of students who complete the Specialist Stream will indicate the particular area of speech-language pathology in which the specialisation was pursued.

Admission requirements

In order to qualify for admission, applicants shall possess:

i) A bachelor degree in speech pathology from The University of Sydney or a degree from another Australian or overseas tertiary institution deemed to be equivalent to this University's degree, and

ii) General and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to undertake the course, and

iii) For those applicants who received their speech-language pathology degree qualifying them to practice more than five years prior to their intended year of enrolment, evidence of at least the equivalent of half-time professional employment/ professional practice as a speech-language pathologist during the most recent five years prior to applying for admission.

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

Course outline

The course outlines for the Master of Health Science (Speech-Language Pathology) (coursework by off-campus) are presented in.Tablell.l.

Table 11.1: Master.of Health Science (Speech-Language Pathology) by coursework, off-campus

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1223: (Generalist or Specialist stream) by off-campus, full-time, 1 year Course code 1224: (Generalist or Specialist stream) by off-campus, part-time, 2 years Credit points: 48					
Generalist stream Full-time mods					
■ **Year 1**					
Enrol in 4 of the following units					
CSCD 5002	*12509*	Emerging Trends in Speech Language Pathology: Child Language and Phonology	6		■"1
CSCD 5003	72570	Emerging Trends in Speech-Language Pathology: Neurogenic Impairment	6		"' 1
CSCD 5004	7257/	Emerging Trends in Speech-Language Pathology: Voice	6		1
CSCD 5005	72572	Emerging Trends in Speech-Language Pathology: Stuttering	6		1
CSCD 5015	72527	Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication	6		•1
Enrol in 2 of the following units					
CSCD 5006	*12513*	Major Literature Review in Speech-Language Pathology: Child Language and Phonology	12	P CSCD 5002 (12509) Emerging Trends in Speech-Language Pathology: Child Language and Phonology and an approved Plan of study.	: 2
CSCD 5007	72574	Major Literature Review in Speech-Language Pathology: Neurogenic Impairment	12	P CSCD 5003 (12510) Emerging Trends in Speech-Language Pathology: Neurogenic Impairment and an approved Plan of study.	' 2
CSCD 5008	72575	Major Literature Review in Speech-Language Pathology: Voice	12	P CSCD 5004 (12511) Emerging Trends in Speech-Language Pathology: Voice and an approved Plan of study.	.- -2
CSCD 5009	*12516*	Major Literature Review in Speech-Language Pathology: Stuttering	12	P CSCD 5005 (12512) Emerging Trends in Speech-Language Pathology: Stuttering and an approved Plan of study.	2
CSCD 5016	72522	Major Literature Review in Speech-Language Pathology: Augmentative and Alternative Communication	12	P CSCD 5015 (12521X) Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication and an approved Plan of study.	
Generalist stream part-time mode					
■ **Year 1**					
Enrol in 2 of the following units					
CSCD 5002	72509	Emerging Trends in Speech Language Pathology: Child Language and Phonology	6		1
CSCD 5003	72570	Emerging Trends in Speech-Language Pathology: Neurogenic Impairment	6		"'- ' 1
CSCD 5004	72577	Emerging Trends in Speech-Language Pathology: Voice	6		1
CSCD 5005	72572	Emerging Trends in Speech-Language Pathology: Stuttering	6		1
CSCD 5015	72527	Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication	6		.1

Table 11.1: Master of Health Science (Speech-Language Pathology) by coursework, off-campus (conl inued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Enrol in 1 of the following units					
CSCD 5006	***12513***	Major Literature Review in Speech-Language Pathology: Child Language and Phonology	12	P CSCD 5002 (12509) Emerging Trends in Speech-Language Pathology: Child Language and Phonology and an approved Plan of study.	2
CSCD 5007	***12514***	Major Literature Review in Speech-Language Pathology: Neurogenic Impairment	12	P CSCD 5003 (12510) Emerging Trends in Speech-Language Pathology: Neurogenic Impairment and an approved Plan of study.	2
CSCD 5008	***12515***	Major Literature Review in Speech-Language Pathology: Voice	12	P CSCD 5004 (12511) Emerging Trends in Speech-Language Pathology: Voice and an approved Plan of study.	2
CSCD 5009	***12516***	Major Literature Review in Speech-Language Pathology: Stuttering	12	P CSCD 5005 (12512) Emerging Trends in Speech-Language Pathology: Stuttering and an approved Plan of study.	2
CSCD 5016	***12522***	Major Literature Review in Speech-Language Pathology: Augmentative and Alternative Communication	12	P CSCD 5015 (12521X) Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication and an approved Plan of study.	2

■ **Year 2**

Enrol in 2 of the following units that have not been previously completed

CSCD 5002	72509	Emerging Trends in Speech Language Pathology: Child Language and Phonology	6		
CSCD 5003	***12510***	Emerging Trends in Speech-Language Pathology: Neurogenic Impairment	6		
CSCD 5004	***12511***	Emerging Trends in Speech-Language Pathology: Voice	6		
CSCD 5005	***12512***	Emerging Trends in Speech-Language Pathology: Stuttering	6		
CSCD 5015	***12521***	Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication	6		

Enrol in 1 of the following units that has not been previously completed

CSCD 5006	***12513***	Major Literature Review in Speech-Language Pathology: Child Language and Phonology	12	P CSCD 5002 (12509) Emerging Trends in Speech-Language Pathology: Child Language and Phonology and an approved Plan of study.	2
CSCD 5007	***12514***	Major Literature Review in Speech-Language Pathology: Neurogenic Impairment	12	P CSCD 5003 (12510) Emerging Trends in Speech-Language Pathology: Neurogenic Impairment and an approved Plan of study.	2
CSCD 5008	***12515***	Major Literature Review in Speech-Language Pathology: Voice	12	P CSCD 5004 (12511) Emerging Trends in Speech-Language Pathology: Voice and an approved Plan of study.	2
CSCD 5009	***12516***	Major Literature Review in Speech-Language Pathology: Stuttering	12	P CSCD 5005 (12512) Emerging Trends in Speech-Language Pathology: Stuttering and an approved Plan of study.	2
CSCD 5016	72522	Major Literature Review in Speech-Language Pathology: Augmentative and Alternative Communication	12	P CSCD 5015 (12521X) Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication and an approved Plan of study.	2

Specialist stream full-time mode

■ **Year 1**

Enrol in 4 of the following units

CSCD 5002	***12509***	Emerging Trends in Speech Language Pathology: Child Language and Phonology	6		
CSCD 5003	***12510***	Emerging Trends in Speech-Language Pathology: Neurogenic Impairment	6		
CSCD 5004	***12511***	Emerging Trends in Speech-Language Pathology: Voice	6		
CSCD 5005	***12512***	Emerging Trends in Speech-Language Pathology: Stuttering	6		
CSCD 5015	***12521***	Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication	6		

Enrol in 1 of the following units

CSCD 5006	***12513***	Major Literature Review in Speech-Language Pathology: Child Language and Phonology	12	p CSCD 5002 (12509) Emerging Trends in Speech-Language Pathology: Child Language and Phonology and an approved Plan of study.	2
CSCD 5007	***12514***	Major Literature Review in Speech-Language Pathology: Neurogenic Impairment	12	p CSCD 5003 (12510) Emerging Trends in Speech-Language Pathology: Neurogenic Impairment and an approved Plan of study.	2

Table 11.1: Master of Health Science (Speech-Language Pathology) by coursework, off-campus (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier. C: Corequisite N: Prohibition	Semester
CSCD 5008	*12515*	Major Literature Review in Speech-Language Pathology: Voice	12	p CSCD 5004 (12511) Emerging Trends in Speech-Language Pathology: Voice and an approved Plan of study.	2
CSCD 5009	*12516*	Major Literature Review in Speech-Language Pathology: Stuttering	12	p CSCD 5005 (12512) Emerging Trends in Speech-Language Pathology: Stuttering and an approved Plan of study.	2
CSCD 5016	72522	Major Literature Review in Speech-Language Pathology: Augmentative and Alternative Communication	12	P CSCD 5015 (12521X) Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication and an approved Plan of study.	2
Enrol in 1 of the following units on the same topic as the unit of the Major Literature Review enrolled in above:					
CSCD 5010	72577	Specialist Literature Review in Speech-Language Pathology: Child Language and Phonology	12	p (or Corequisite) CSCD 5006 (12513) Major Literature Review in Speech-Language Pathology: Child Language and Phonology.	2
CSCD 5011	7257 S	Specialist Review in Speech-Language Pathology: Neurogenic Impairment	12	p (or Corequisite) CSCD 5007 (12514) Major Literature Review in Speech-Language Pathology: Neurogenic Impairment.	2
CSCD 5013	72579	Specialist Literature Review in Speech-Language Pathology: Voice	12	P (or Corequisite) CSCD 5008 (12515) Major Literature Review in Speech-Language Pathology Voice.	2
CSCD 5014	72520	Specialist Literature Review in Speech-Language Pathology: Stuttering	12	P (or Corequisite) CSCD 5009 (12516) Major Literature Review in Speech-Language Pathology: Stuttering.	2
CSCD 5017	72523	Specialist Review in Speech-Language Pathology: Augmentative and Alternative Communication	12	P Approved Plan of study, (or Corequisite) CSCD 5016 (12522X) Major Literature Review in Speech-Language Pathology: Augmentative and Alternative Communication.	2

Specialist stream part-time mode

■ **Year 1**

Enrol in 2 of the following units CP

CSCD 5002	72509	Emerging Trends in Speech Language Pathology: Child Language and Phonology	6		1
CSCD 5003	72570	Emerging Trends in Speech-Language Pathology: Neurogenic Impairment	6		1
CSCD 5004	72577	Emerging Trends in Speech-Language Pathology: Voice	6		1
CSCD 5005	72572	Emerging Trends in Speech-Language Pathology: Stuttering	6		1
CSCD 5015	72527	Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication	6		1
Enrol in 1 of the following units that is on the same topic as one of the units completed in Semester 1					
CSCD 5006	72573	Major Literature Review in Speech-Language Pathology: Child Language and Phonology	12	p CSCD 5002 (12509) Emerging Trends in Speech-Language Pathology: Child Language and Phonology and an approved Plan of study.	2
CSCD 5007	*12514*	Major Literature Review in Speech-Language Pathology: Neurogenic Impairment	12	p CSCD 5003 (12510) Emerging Trends in Speech-Language Pathology: Neurogenic Impairment and an approved Plan of study.	2
CSCD 5008	72575	Major Literature Review in Speech-Language Pathology: Voice	12	P CSCD 5004 (12511) Emerging Trends in Speech-Language Pathology: Voice and an approved Plan of study.	2
CSCD 5009	72576	Major Literature Review in Speech-Language Pathology: Stuttering	12	P CSCD 5005 (12512) Emerging Trends in Speech-Language Pathology: Stuttering and an approved Plan of study.	2
CSCD 5016	72522	Major Literature Review in Speech-Language Pathology: Augmentative and Alternative Communication	12	P CSCD 5015 (12521X) Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication and an approved Plan of study.	2

■ **Year 2**

Enrol in 2 of the following units that have not been previously completed

CSCD 5002	*12509*	Emerging Trends in Speech Language Pathology: Child Language and Phonology	6		1
CSCD 5003	72570	Emerging Trends in Speech-Language Pathology: Neurogenic impairment	6		1
CSCD 5004	72577	Emerging Trends in Speech-Language Pathology: Voice	6		1
CSCD 5005	72572	Emerging Trends in Speech-Language Pathology: Stuttering	6		1

Table 11.1: Master of Health Science (Speech-Language Pathology) by coursework, off-campus (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
CSCD 5015	*12521*	Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication	6		1
Enroll:n 1 of the following units on the same topic as the unit of the Major Literature Review enrolled in above:					
CSCD 5010	*12517*	Specialist Literature Review in Speech-Language Pathology: Child Language and Phonology	12	P (or Corequisite) CSCD 5006 (12513) Major Literature Review in Speech-Language Pathology: Child Language and Phonology.	2
CSCD 5011	*12518*	Specialist Review in Speech-Language Pathology: Neurogenic Impairment	12	P (or Corequisite) CSCD 5007 (12514) Major Literature Review in Speech-Language Pathology: Neurogenic Impairment.	2
CSCD 5013	*12519*	Specialist Literature Review in Speech-Language Pathology: Voice	12	P (or Corequisite) CSCD 5008 (12515) Major Literature Review in Speech-Language Pathology Voice.	2
CSCD 5014	*12520*	Specialist Literature Review in Speech-Language Pathology: Stuttering	12	P(orCorequisite)CSCD5009(12516)Major Literature Review in Speech-Language Pathology: Stuttering.	2
CSCD 5017	*12523*	Specialist Review in Speech-Language Pathology: Augmentative and Alternative Communication	12	P Approved Plan of study, (or Corequisite) CSCD 5016 (12522X) Major Literature Review in Speech-Language Pathology: Augmentative and Alternative Communication.	2

■ Master of Applied Science (Communication Sciences and Disorders) by research

The Master of Applied Science course in Communication Sciences and Disorders is a research program designed to prepare individuals to pursue their career objectives as specialist clinicians, administrators, academics or researchers in the field of communication sciences and disorders. Completion of the course requires submission of an acceptable thesis.

Admission requirements

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

i) A bachelor's degree in an area of relevance such as speech pathology, psychology, linguistics, education, computer studies, audiology, from an Australian tertiary institution; or
ii) A bachelor's degree in an area of relevance from an overseas institution equivalent to an Australian bachelor degree; or
iii) Evidence of general and academic qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty.

Course outline

The course outlines for Master of Applied Science (Communication Sciences and Disorders) by Research are presented in Table 11.2.

Table 11.2: Master of Applied Science (Communication Sciences and Disorders) by research

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1213: full-time, minimum 1.5 years, maximum 2 years Course code 1214: part-time, minimum 3 years, maximum 4 years					
Full-time mode					
■ **Year 1 (and subsequent years)**					
CSCD 6014	*12507A*	Research Thesis			1,2
CSCD 6015	*12507B*	Research Thesis			1,2
Part-time mode					
■ **Year 1 (and subsequent years)**					
CSCD 6014	*12507A*	Research Thesis			1,2
CSCD 6015	*12507B*	Research Thesis			1,2

■ Master of Gommunication Disorders by research

The Master of Communication Disorders is a research program designed for qualified speech pathologists who wish to develop specialisation in a particular clinical area. The course may be taken on a full-time or part-time basis. Completion of the course requires submission of an acceptable thesis on a clinically relevant topic.

Admission requirements

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

i) A bachelor's degree in speech pathology from an Australian tertiary institution; or
A bachelor's degree from an overseas institution equivalent to an Australian bachelor's degree in speech pathology; and

ii) A minimum of twelve months professionally relevant post-graduation experience

Course outline

The course outlines for Master of Communication Sciences and Disorders (by Research) are presented in Table 11.3.

Table 11.3: Master of Communication Disorders by research

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1215: full-time, minimum 1.5 years, maximum 2 years Course code 1216: part-time, minimum 3 years, maximum 4 years					
Full-time mode					
■ **Year 1 (and subsequent years)**					
CSCD 6019	*12508A*	Clinical Research Thesis			1,2
CSCD 6020	*12508B*	Clinical Research Thesis			1,2
Part-time mode					
■ **Year 1 (and subsequent years)**					
CSCD 6019	*12508A*	Clinical Research Thesis			1.2
CSCD 6020	*12508B*	Clinical Research Thesis '			1,2

■ Units of study

CSCD 5002 Emerging Trends in Speech Language Pathology: Child Language and Phonology

Old code 12509.6 credit points. Professor Vicki Reed. **Semester:** 1. **Classes:** Off-campus, independent study. **Assessment:** written literature review, essay.

This unit provides an overview of current trends in the area of child language and phonology that are emerging from the recent literature and guides students to identifying future implications for professional practice.

CSCD 5003 Emerging Trends in Speech-Language Pathology: Neurogenic Impairment

Old code 12510.6 credit points. Ms Christine Sheard. **Semester:** 1. **Classes:** Off-campus, independent study. **Assessment:** written literature review, essay.

This unit provides an overview of current trends in the area of Neurogenic Impairment that are emerging from the, recent literature and guides students to identifying future implications for professional practice.

CSCD 5004 Emerging Trends in Speech-Language Pathology: Voice

Old code 12511.6 credit points. Semester: 1. Classes: Off-campus, independent study. Assessment: written literature review, essay.

This unit provides an overview of current trends in the area of Voice that are emerging from the recent literature and guides students to identifying future implications for professional practice.

CSCD 5005 Emerging Trends in Speech-Language Pathology: Stuttering

Old code 12512.6 credit points. Dr Michelle Lincoln. **Semester:** 1. **Classes:** Off-campus, independent study. **Assessment:** written literature review, essay.

This unit provides an overview of current trends in the area of Stuttering that are emerging from the recent literature and guides students to identifying future implications for professional practice.

CSCD 5006 **Major** Literature **Review** in **Speech-**Language Pathology: Child Language and Phonology

Old code 12513.12 credit points. Professor Vicki Reed. **Semester:** 2. **Classes:** Off-campus mode, independent study. **Prerequisite:** CSCD 5002 (12509) Emerging Trends in Speech-Language Pathology: Child Language and Phonology and an approved Plan of study. **Assessment:** written literature review, essay.

This unit extends the specific topics covered in the articulated Emerging Trends in Speech-Language Pathology: Child Language and Phonology unit. Students examine a specific topic in greater and deeper detail by reviewing, analysing, synthesising relevant literature.

CSCD 5007 **Major** Literature **Review** in Speech-Language **Pathology:** Neurogenic Impairment

Old code 12514.12 credit points. Ms Christine Sheard. **Semester:** 2. **Classes:** Off-campus, independent study. **Prerequisite:** CSCD 5003 (12510) Emerging Trends in Speech-Language Pathology: Neurogenic Impairment and an approved Plan of study. **Assessment:** written literature review, essay.

This unit extends the specific topics covered in the articulated Emerging Trends in SpeeclvLanguage Pathology: Neurogenic Impairment unit. Students examine a specific topic in greater and deeper detail by reviewing, analysing, synthesising relevant literature.

CSCD 5008 Major Literature Review in Speech-Language Pathology: Voice

Old code 12515.12 credit points. Semester: 2. Classes: Off-campus, independent study. Prerequisite: CSCD 5004 (12511) Emerging Trends in Speech-Language Pathology: Voice and an approved Plan of study. Assessment: written literature review, essay.

This unit extends the specific topics covered in the articulated Emerging Trends in Speech-Language Pathology: Voice unit. Students examine a specific topic in greater and deeper detail by reviewing, analysing, synthesising relevant literature.

CSCD 5009 Major Literature Review in Speech-Language Pathology: Stuttering

Old code 12516.12 credit points. Dr Michelle Lincoln. Semester: 2. Classes: Off-campus, independent study. Prerequisite: CSCD 5005 (12512) Emerging Trends in Speech-Language Pathology: Stuttering and an approved Plan of study. Assessment: written literature review, essay.

This unit extends the specific topics covered in the articulated Emerging Trends in Speech-Language Pathology: Stuttering unit. Students examine a specific topic in greater and deeper detail by reviewing, analysing, synthesising relevant literature.

CSCD 5010 Specialist Literature Review in Speech-Language Pathology: Child Language and Phonology

Old code 12517.12 credit points. Professor Vicki Reed. **Semester:** 2. **Classes:** Off-campus, independent study. **Prerequisite:** (or Corequisite) CSCD 5006 (12513) Major Literature Review in Speech-Language Pathology: Child Language and Phonology. **Assessment:** written literature review, essay.

The unit, Specialist Literature Review in Speech-Language Pathology: Child Language and Phonology, extends or augments the specific topic examined in the articulated unit, CSCD 5006 (12513) Major Literature Review in Speech-Language Pathology: Child Language and Phonology. Students prepare an indepth paper reflecting the major issues.

CSCD 5011 Specialist Review in Speech-Language Pathology: Neurogenic Impairment

Old code 12518.12 credit points. Ms Christine Sheard. **Semester:** 2. Classes: Off-campus, independent study. **Prerequisite:** (or Corequisite) CSCD 5007 (12514) Major Literature Review in Speech-Language Pathology: Neurogenic Impairment. **Assessment:** written literature review, essay.

The unit, Specialist Literature Review in Speech-Language Pathology: Neurogenic Impairment, extends or augments the specific topic examined in the articulated unit, CSCD 5007 (12514) Major Literature Review in Speech-Language Pathology: Neurogenic Impairment. Students prepare an indepth paper reflecting the major issues.

CSCD 5013 Specialist Literature Review in Speech-Language Pathology: Voice

Old code 12519.12 credit points. **Semester: 2. Classes:** Off-campus, independent study. **Prerequisite:** (or Corequisite) CSCD 5008 (12515) Major Literature Review in Speech-Language Pathology Voice. **Assessment:** written literature review, essay.

The unit, Specialist Literature Review in Speech-Language Pathology: Voice, extends or augments the specific topic examined in the articulated unit, CSCD 5008 (12515) Major Literature Review in Speech-Language Pathology: Voice. Students prepare an indepth paper reflecting the major issues.

CSCD 5014 Specialist Literature Review in Speech-Language Pathology: Stuttering

Old code 12520.12 credit points. Dr Michelle Lincoln. **Semester:** 2. **Classes:** Off-campus, independent study. **Prerequisite:** (or Corequisite) CSCD 5009 (12516) Major Literature Review in Speech-Language Pathology: Stuttering. **Assessment:** written literature review, essay.

The unit, Specialist Literature Review in Speech-Language Pathology: Stuttering, extends or augments the specific topic examined in the articulated unit, CSCD 5009 (12516) Major Literature Review in Speech-Language Pathology: Stuttering. Students prepare an indepth paper reflecting the major issues.

CSCD 5015 Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication

Old code 12521.6 credit points. Dr Susan Balandin. **Semester:** 1. **Classes:** Off-campus, independent study. **Assessment:** written literature review, essay.

This unit provides an overview of current trends in the area of augmentative and alternative that are emerging from the recent literature and guides students to identifying future implications for professional practice.

CSCD 5016 Major Literature Review in Speech-Language Pathology: Augmentative and Alternative Communication

Old code 12522.12 credit points. Dr Susan Balandin. **Semester:** 2. Classes: Off-campus mode, independent study. **Prerequisite:** CSCD 5015 (12521X) Emerging Trends in Speech-Language Pathology: Augmentative and Alternative Communication and an approved Plan of study. **Assessment:** written literature review, essay.

This unit extends the specific topics covered in the articulated Emerging Trends in Speech-Language Pathology: Augmentative and alternative communication unit. Students examine a specific topic in greater and deeper detail by reviewing, analysing, synthesising relevant literature.

CSCD 5017 Specialist Review in Speech-Language Pathology: Augmentative and Alternative Communication

Old code 12523.12 credit points. Dr Susan Balandin. Semester: 2. Classes: Off-campus, independent study. Prerequisite: Approved Plan of study, (or Corequisite) CSCD 5016 (12522X) Major Literature Review in Speech-Language Pathology: Augmentative and Alternative Communication. Assessment: written literature review, essay.

The unit, Specialist Literature Review in Speech-Language Pathology: Augmentative and alternative communication, extends or augments the specific topic examined in the articulated unit, CSCD 5016 Major Literature Review in Speech-Language Pathology: Augmentative and Alternative Communication. Students prepare an in-depth paper reflecting the major issues.

CSCD 5017 Specialist Review in Speech-Language Pathology: Augmentative and Alternative Communication

Old code 12523.12 credit points. Dr Susan Balandin. Semester: 2. Classes: Off-campus, independent study. Prerequisite: Approved Plan of study, (or Corequisite) CSCD 5016 (12522X) Major Literature Review in Speech-Language Pathology: Augmentative and Alternative Communication. Assessment: written literature review, essay.

The unit, Specialist Literature Review in Speech-Language Pathology: Augmentative and alternative communication, extends or augments the specific topic examined in the articulated unit, CSCD 5016 Major Literature Review in Speech-Language Pathology: Augmentative and Alternative Communication. Students prepare an in-depth paper reflecting the major issues.

CSCD 6014 Research Thesis

Old code 12507A. Professor Vicki Reed. Semester: 1, 2. Assessment: thesis only.

Supervisors will be appointed to assist the student in the conduct of the research project if approval is given for the project to be carried out. Supervision will normally involve regular meetings with the supervisor(s). Facilities and equipment necessary to conduct the thesis project will be arranged with the School, subject to approval of the project design and equipment necessary to conduct the project.

CSCD 6015 Research Thesis

Old code 12507B. Professor Vicki Reed. **Semester:** 1, 2. **Assessment:** thesis only.

Supervisors will be appointed to assist the student in the conduct of the research project if approval is given for the project to be carried out. Supervision will normally involve regular meetings with the supervisor(s). Facilities and equipment necessary to conduct the thesis project will be arranged with the School, subject to approval of the project design and equipment necessary to conduct the project.

CSCD 6019 Clinical Research Thesis

Old code 12508A. Professor Vicki Reed. **Semester:** 1, 2. Assessment: thesis only.

Supervisors will be appointed to assist the student in the conduct of a clinically relevant research project if approval is given for the project to be carried out. Supervision will normally involve regular meetings with the supervisor(s). To assist the student in developing an acceptable clinical research project, the student will participate in supporting activities with the supervisor(s) involving mentored clinical experience in the student's chosen specialist area and clinical speciality knowledge dissemination. Clinical facilities and equipment necessary to conduct the research will be arranged with the School, subject to approval of the project design.

CSCD 6020 Clinical Research Thesis

Old code 12508B. Professor Vicki Reed. Semester: 1, 2. **Assessment:** thesis only.

Supervisors will be appointed to assist the student in the conduct of a clinically relevant research project if approval is given for the project to be carried out. Supervision will normally involve regular meetings with the supervisor(s). To assist the student in developing an acceptable clinical research project, the student will participate in supporting activities with the supervisor(s) involving mentored clinical experience in the student's chosen specialist area and clinical speciality knowledge dissemination. Clinical facilities and equipment necessary to conduct the research will be arranged with the School, subject to approval of the project design.

12 School of Exercise and Sport Science

The School of Exercise and Sport Science was established in 1997 to promote excellence in the development of knowledge and skills related to human physical performance in the context of sport, recreation, work, leisure and rehabilitation. The School is proud of its reputation in producing high calibre graduates, and of its identity as a national leader in research in the application of exercise science to sports performance, healthy ageing and rehabilitation. The School has international standard laboratory facilities and equipment, and has close links to the New South Wales Institute of Sport.

The School is responsible for the Bachelor of Applied Science (Exercise and Sport Science), Bachelor of Applied Science (Exercise and Sport Science)(Honours), the Graduate Certificate of Health Science (Exercise and Sport Science), Graduate Diploma of Health Science (Exercise and Sport Science), Master of Health Science (Exercise and Sport Science) by coursework, Master of Health Science (Exercise and Sport Science)(Honours), Master of Applied Science (Exercise and' Sport Science) by Research and Doctor of Philosophy supervision in the area of Exercise and Sport Science.

An exercise 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. Graduates of programs in Exercise and Sport Science will be prepared for a range of careers including sport science; exercise programming in rehabilitation and specific groups such as the aged, children and spinally injured; workplace and personal fitness promotion. Information about the School and its courses of study can be obtained from the Faculty of Health Sciences Student Administration Services, (02) 9351 9161 or from the School of Exercise and Sport Science, (02) 9351 9612.

■ Graduate Certificate of Health Science (Exercise and Sport Science)

The coursework for the Graduate Certificate in Health Science (Exercise and Sport Science) is designed to provide an introduction to graduate studies in exercise and sport science and to provide a grounding in basic exercise and sport sciences for people involved in sport coaching, who work in the fitness industry, or who advise sports people in their professional practice. The work will be presented with the assumption that the student has a background knowledge of anatomy or physiology or is prepared to acquire this prior to commencing the course.

Admission

i) To qualify for admission, applicants shall possess an Australian/overseas equivalent undergraduate degree in medicine, physiotherapy, occupational therapy, nursing, physical education or other related fields. A background in anatomy or biomechanics and physiology is essential.

ii) An undergraduate degree and additional qualification or experience as deemed appropriate by the Head of School.

Full time students (first 24 credit points)

Students who achieve an average credit grade in the Graduate Certificate may articulate to the Master's degree and complete the Master's degree with additional 24 credit points full time study in semester 2.

Course outline

The course outline for the Graduate Certificate of Health Science (Exercise and Sport Science) is presented in Table 12.1.

Table 12.1: Graduate Certificate of Health Science (Exercise and Sport Science)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2213: full-time, 1 semester minimum Course code 2214: part-time, 2 semesters minimum Credit points: 24					
Full-time mode					
22E12A: Select a total of 24 credit points of electives in Semester 1.					
Stage total:			24 credit points		
Part-time mode					
22E12A: Select a total of 12 credit points of electives in Semester 1. 22E12B: Select a total of 12 credit points of electives in Semester 2.					
Stage total:			24 credit points		
Electives					
BACH 5331	*255A3*	Research Methods	4	*NB: Exercise and Sports Science only.*	2
BACH 5332	*255A4*	Motor Learning	4	*NB: For Exercise and Sport Science students only.*	• 1
BACH 5333	*255A5*	Psychosocial Aspects of Sport	4	*NB: Not offered in 2003.*	2
EXSS 5029	*22529*	Applied Physiology	6		1
EXSS 5030	22550	Human Mechanics	6		1
EXSS 5032	*22532*	Sports Nutrition	4		1
EXSS 5033	*22533*	Advanced Cardiorespiratory Physiology	4		2
EXSS 5035	22555	Applied Biomechanics	6		2

Table 12.1: Graduate Certificate of Health Science (Exercise and Sport Science) (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
EXSS 5036	*22536*	Exercise and Rehabilitation	6		2
EXSS 5038	*22538*	Exercise Testing and Prescription I (General Principles)	4	A Basic physiology.	1
EXSS 5039	22559	Exercise Testing and Prescription II (The Sports Person)	4	A Applied Physiology EXSS 5029 (22529), Exercise Testing and Prescription I EXSS 5038 (22538).	
EXSS **5040**	*22540*	Exercise and Ageing	4		2
EXSS **5041**	*22541*	Study Design	4		1
EXSS 5042	22542	Kinesiology	4	A Basic anatomy.	1
EXSS **5043**	*22543*	Advanced Musculoskeletal Physiology	4		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/ or overseas equivalent undergraduate degree (Pass or Honours) in medicine, physiotherapy, occupational therapy, nursing, physical education or other related fields. A background in anatomy or biomechanics and physiology is essential.

Special circumstances

In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty.

Qualifying statement

Notwithstanding the above requirements for admission, the Faculty may require the applicants to demonstrate, by examination or appropriate work that they are suitable candidates, before being admitted to the program.

Course outline

The course outline for the Graduate Diploma of Health Science (Exercise and Sport Science) is presented in Table 12.2.

Table 12.2: Graduate Diploma of Health Science (Exercise and Sport Science)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2216: part-time, 1 year minimum Credit points: 36 Students completing the Graduate Diploma of Health Science (Exercise and Sport Science) (36 credit points) with a Credit grade average, may apply to articulate to the Master of Health Science (Exercise and Sport Science).					
Part-time mode					
EXSS 5029	*22529*	Applied Physiology	6		1
EXSS 5030	*22530*	Human Mechanics	6		1
22G12A: Select a total of 12 credit points of electives in Semester 1. 22G12B: Select a total of 12 credit points of electives in Semester 2.					
Stage total:			**36** credit points		
Electives					
BACH 5331	*255A3*	Research Methods	4	*NB: Exercise and Sports Science only.*	2
BACH 5332	*255A4*	Motor Learning	4	*NB: For Exercise and Sport Science students only.*	1
BACH 5333	*255A5*	Psychosocial Aspects of Sport	4	*NB: Not offered in 2003.*	2
EXSS 5032	*22532*	Sports Nutrition	4		1
EXSS 5033	*22533*	Advanced Cardiorespiratory Physiology	4		2
EXSS 5035	*22535*	Applied Biomechanics	6		2
EXSS 5036	*22536*	Exercise and Rehabilitation	6		2
EXSS 5038	*22538*	Exercise Testing and Prescription I (General Principles)	4	A Basic physiology.	1
EXSS 5039	*22539*	Exercise Testing and Prescription II (The Sports Person)	4	A Applied Physiology EXSS 5029 (22529), Exercise Testing and Prescription I EXSS 5038 (22538).	2

Table 12.2: Graduate Diploma of Health Science (Exercise and Sport Science) (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
EXSS 5040	22540	Exercise and Ageing	4		2
EXSS 5041	*22541*	Study Design	4		1
EXSS 5042	*22542*	Kinesiology	4	A Basic anatomy.	1
EXSS 5043	*22543*	Advanced Musculoskeletal Physiology	4		2

■ Master of Health Science (Exercise and Sport Science) by coursework

This course aims to provide advanced study in the broad discipline of exercise and sport science. It is designed to equip graduates with an in depth understanding of applied physiology, applied biomechanics, and the effect of health disorders on exercise performance, together with the knowledge and skills to conduct exercise testing of symptomatic and asymptomatic population groups and prescribe appropriate exercise programs. Sport specific studies related to nutrition and physiology are also undertaken.

Admission requirements

The programs Graduate Diploma, Master and Master's Honours, constitute an articulated sequence. All candidates are required to initially enrol in the Graduate Diploma. Applied Physiology and Human Mechanics (6 credit points each) are compulsory. Subsequent articulation to the Masters program is contingent on the student achieving a Credit grade average in the first 24 credit points of study undertaken. Articulation into the Master's Honours program is contingent upon the student achieving a Credit average over 48 credit points.

Special circumstances

In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty.

Course outline

The course outline for the Master of Health Science (Exercise and Sport Science) by Coursework is presented in Table 12.3.

Table 12.3: Master of Health Science (Exercise and Sport Science) by coursework

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2217: full-time, 1 year Course code 2218: part-time, 2 years Credit points: 48					
Full-time mode					
■ **Year 1**					
EXSS 5029	*22529*	Applied Physiology	6		1
EXSS 5030	22530	Human Mechanics	6		1
22G12A: Select a total of 12 credit points of electives in Semester 1. 22G24B: Select a total of 24 credit points of electives in Semester 2.					
Stage total for Year 1:			48 credit points		
Part-time mode					
■ **Year 1**					
EXSS 5029	22529	Applied Physiology	6		1
EXSS 5030	22530	Human Mechanics	6		1
22G12B: Select a total of 12 credit points of electives in Semester 2.					
Stage total for Year 1:			24 credit points		
■ **Year 2**					
22G12A: Select a total of 12 credit points of electives in Semester 1. 22G12B: Select a total of 12 credit points of electives in Semester 2.					
Stage total for Year 2:			24 credit points		
Electives					
BACH 5331	255-43	Research Methods	4	*NB: Exercise and Sports Science only.*	2
BACH 5332	*255A4*	Motor Learning	4	*NB: For Exercise and Sport Science students only.*	1
BACH 5333	255A5	Psychosocial Aspects of Sport	4	*NB: Not offered in 2003.*	2
EXSS 5032	22532	Sports Nutrition	4		1
EXSS 5033	*22533*	Advanced Cardiorespiratory Physiology	4		2
EXSS 5035	*22535*	Applied Biomechanics	6		2
EXSS 5036	*22536*	Exercise and Rehabilitation	6		2
EXSS 5038	*22538*	Exercise Testing and Prescription I (General Principles)	4	A Basic physiology.	1
EXSS 5039	*22539*	Exercise Testing and Prescription II (The Sports Person)	4	A Applied Physiology EXSS 5029 (22529), Exercise Testing and Prescription I EXSS 5038 (22538).	2

Table 12.3: Master of Health Science (Exercise and Sport Science) by coursework (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
EXSS 5040	*22540*	Exercise and Ageing	4		2
EXSS 5041	*22541*	Study Design	4		1
EXSS 5042	*22542*	Kinesiology	4	A Basic anatomy.	1
EXSS 5043	*22543*	Advanced Musculoskeletal Physiology	4		2

■ Master of Health Science (Exercise and Sport Science) Honours

This course aims to provide advanced study in the broad discipline of exercise and sport science. It is designed to equip graduates with an in depth understanding of applied physiology, applied biomechanics, the effects of health disorders on exercise performance, together with the knowledge and skills to conduct exercise testing of symptomatic and asymptomatic population groups and prescribe appropriate exercise programs. Sport specific studies related to nutrition and physiology are also undertaken. Graduates will be introduced to applied research in these topics through the preparation of a research dissertation.

Admission requirements

The programs, Graduate Diploma, Master and Master's Honours, constitute an articulated sequence. All candidates are required to initially enrol in the Graduate Diploma. Applied Physiology and Human Mechanics (6 credit points each) are compulsory for the Graduate Diploma. Subsequent articulation to the Masters program is contingent on the student achieving a Credit grade average in the first 24 credit points of study undertaken. Articulation into the Masters Honours program is contingent upon the student achieving a Credit average over 48 credit points.

Special circumstances

In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty.

Course outline

The course outline for the Master of Health Science (Exercise and Sport Science)(Honours) is presented in Table 12.4.

Table 12.4: Master of Health Science (Exercise and Sport Science) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2219: full-time, 1.5 years Course code 2220: part-time, 2.5 years Credit points: 60					
Full-time mode					
■ **Year 1**					
As per Pass course (see Table 12.3)					
■ **Year 2**					
EXSS 5037	*22537*	Research Dissertation	12		1
Stage total forYear 2:			12 credit points		
Part-time mode					
■ **Years 1 and 2**					
As per Pass course (see Table 12.3)					
■ **Year 3**					
EXSS 5037	*22537*	Research Dissertation	12		1
Stage total forYear 3:			12 credit points		

■ Master of Applied Science (Exercise and Sport Science) by research

The Master of Applied Science (Exercise and Sport Science) by Research provides the opportunity for research into specific areas of exercise and sport sciences. This research degree comprises a minimal coursework component, designed specifically to facilitate the student's research progress.

Admission requirements

To qualify for admission to the Master of Applied Science (Exercise and Sport Science) by Research program, applicants shall possess an undergraduate degree in science, medicine, physiotherapy, occupational therapy, nursing, human movement sciences, physical education or other related fields. A background in anatomy and biomechanics or physiology is essential. Students may be directed to undertake a qualifying program based on coursework offered in the Master of Health Science (Exercise and Sport Science) by coursework program.

Special circumstances

In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty. Advanced Standing may be granted for the coursework component of the Master of Applied Science (Exercise and Sport Science) by Research degree, by the Faculty.

Qualifying statement

Notwithstanding the above requirements for admission, the Faculty may require the applicants to demonstrate by examination or appropriate work that they are suitable candidates before being admitted to the program.

Course outline

The course outline for the Master of Applied Science (Exercise and Sport Science) by Research is presented in Table 12.5. This table refers to the standard program for pass entry students. This program may alter depending on the entry level of the student.

Table 12.5: Master of Applied Science (Exercise and Sport Science) by research

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2211: Special Qualifying Program (for Master's qualifying students) Course code 2203: full-time, minimum 1.5 years, maximum 2 years Course code 2204: part-time, minimum 3 years, maximum 4 years					
Full-time mode					
■ **Year 1 (and subsequent years)**					
EXSS 6002	*22501A*	Research Thesis			
EXSS 6003	*2250IB*	Research Thesis			
Part-time mode					
■ **Year 1 (and subsequent years)**					
EXSS 6002	*22501A*	Research Thesis			
EXSS 6003	*22501B*	Research Thesis			

■ Units of study

BACH 5331 **Research Methods**

Old code 255A3.4 credit points. Dr Peter Choo (02) 9351 9583. Semester: 2. Classes: On-campus. Assessment: Written examination.
NB: Exercise and Sports Science only
Familiarity is assumed with basic descriptive and inferential methods. These basic methods are expanded upon with the major focus being on problem solving with a view to extracting meaning from data. The emphasis is on practical application of methodologies with extensive use made of modern statistical software. The nexus between design and analysis is stressed using a linear model approach to demonstrate the partitioning of variance and the behaviour of random error. Single and multiple variable models are considered. The specific research designs and strategies used to illustrate concepts will be tailored to the needs and expectations of the students.

BACH 5332 **Motor Learning**

Old code 255A4.4 credit points. Dr Roger Adams (02) 9351 9275. **Semester: 1.**
NB: For Exercise and Sport Science students only.
This unit develops the model of information processing in the human sensory-motor system as the basis of the acquisition and execution of motor behaviour. Topics covered include: the stages of skill acquisition; automatic versus conscious motor control; expert-novice skill differences in pattern recognition and movement production, simultaneous multi-task performance; attention, effort and resources; planning and controlling movements; hemispheric specialisation; memory for movements; imagery and mental rehearsal; practice and automatisation; stress, arousal and performance; disorders of movement; ecological and motor program approaches to motor learning.

EXSS 5029 **Applied Physiology**

Old code 22529.6 credit points. Mr Tom Gwinn (02) 9351 9569. Semester: 1.
A sound knowledge of basic human physiology is required for this unit. The unit provides the student with the background knowledge in exercise and environmental physiology required for the units in Advanced Musculoskeletal and Advanced Cardiorespiratory Physiology, Exercise Testing and Prescription, and Exercise and Rehabilitation. It reviews the acute cardiovascular, respiratory, metabolic, renal, neuromuscular and thermoregulatory responses to exercise. The effects of thermal and hypoxic environmental stresses on exercise responses are then considered. The modifying effects of physiological adaptations arising from deconditioning, physical training and acclimatisation are examined in the light of variations in habitual activity and environmental stress. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.

EXSS 5030 **Human Mechanics**

Old code 22530.6 credit points. Associate Professor Richard.Smith. **Semester: 1. Classes:** On-campus 4 hours/week. **Assessment:** Assignment and examinations.
This unit applies the principles of functional anatomy and biomechanics to the analysis of selected activities. The unit aims to investigate the relationship between anatomical structure and function particularly in relation to the body during sport and exercise. Methods of estimation of muscle activity (electromyography) will be used to explore how muscles create the internal forces in the human body necessary for balance, movement and protection of joints. The unit will also introduce some basic analysis of human physical task performance. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.
Practical: Practical assignment included
Textbooks
Skeletal muscle structure and function. Leiber, R.L.

EXSS 5032 **Sports Nutrition**

Old code 22532.4 credit points. Dr Helen O'Connor (02) 9351 9328. **Semester:** 1. **Classes:** On campus 2-4 hr per week. **Assessment:** Assignment and final examination.
This unit provides students with background knowledge on nutrition as applied to sports performance. Special emphasis is given to the involvement of trace elements, amino acids as a fuel,

dietary fibre, use of simple versus complex carbohydrates, etc. Practices such as 'bicarbonate loading', excessive intake of protems/amino acids, ingestion of glucose polymers and 'carbohydrate loading' are also considered. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.
Textbooks
Clinical Sports Nutrition, Burke and Deakin, McGraw-Hill

EXSS 5033 Advanced Cardiorespiratory Physiology

Old code 22533.4 credit points. Dr Chin Moi Chow. Semester: 2.
This program expands upon the physiological responses to exercise and training dealt with in Applied Physiology, with particular reference to the cardio-respiratory system. Attention will be paid to the limitations of the heart-lung systems for elite performance, and the effects of cardiovascular and respiratory disorders on functional performance. There will also be a comprehensive review of cardiovascular regulation during exercise with specific reference to clinical populations. Additionally, the cardiorespiratory responses to exercise in children will be examined. Offered by full-time and part-time coursework on campus with regularly scheduled classes held in the early evenings.

EXSS 5035 Applied Biomechanics

Old code 22535.6 credit points. Dr Peter Sinclair. Semester: 2. Classes: On-campus 4 hours/week. Assessment: Assignment and examinations.
This unit extends and deepens the tools for assessing the mechanical effectiveness and efficiency of movement introduced in Human Mechanics. The mechanical properties of tissues and anatomical structures will be related to injury occurrence and prevention. These concepts and skills will be applied to a variety of human tasks from sport, leisure and work through in-depth case studies. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.
Practical: Practical assignment included
Textbooks
Introduction to Sports Biomechanics. Bartlett, R.

EXSS 5036 Exercise and Rehabilitation

Old code 22536.6 credit points. Dr John Brotherhood. **Semester: 2. Assessment:** Continuous assessment.
This unit provides the student with knowledge on the application of physical activity to the promotion and maintenance of health, and in rehabilitation. Topics include habitual physical activity in the prevention of disease, the effects of heart and lung disorders and functional capacity, and the effects on exercise responses of therapeutic interventions such as surgery and medication, bed rest, and immobilisation in the treatment of injury. These topics are complemented by consideration of the role of habitual physical activity in public health, and the use of exercise in rehabilitation. Throughout, there is strong emphasis on the biological basis of the application of exercise to health promotion, and in optimising function in the daily life of people with chronic health disorders. Close integration with the units Apphed Physiology and Advanced Musculoskeletal and Advanced Cardiorespiratory Physiology highlights the interactions between disease and normal exercise physiology, and integration with the unit Exercise Testing and Prescription provides the practical background to the apphcation of exercise in the evaluation and rehabilitation of people suffering from health disorders or injury. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.

EXSS 5037 Research Dissertation

Old code 22537.12 credit points. Semester: 1.
In this unit students conduct an investigative project related to exercise physiology and biomechanics. This project may take one of several formats including: a quality assurance project, study of acute responses to exercise in a small sample of healthy or disabled individuals, a sports/exercise epidemiological study, extensive literature review, or a minor research project related to exercise and sport science.

EXSS 5038 Exercise Testing and Prescription I (General Principles)

Old code 22538.4 credit points. Dr Jacqui Raymond (02) 9351 9528. **Semester: 1. Classes:** On campus, scheduled lectures and practical classes. **Assumed knowledge:** Basic physiology. **Assessment:** Written examination and written report.
This unit provides students with fundamental knowledge about conducting exercise tests and providing exercise programs for apparently healthy individuals. The exercise testing component covers pre-exercise screening and techniques for assessing cardiorespiratory fitness, body composition, flexibility and muscle strength in non-athletic, but healthy populations. The use of exercise tests in the occupational setting is also addressed. The exercise prescription component covers the basic principles of prescribing exercise to develop cardiorespiratory fitness and muscle performance in non-athletic, but healthy populations. Practical classes are designed to support the lecture material and include areas such as resistance training instruction, measuring flexibility and anthropometrical techniques.

EXSS 5039 Exercise Testing and Prescription II (The Sports Person)

Old code 22539.4 credit points. Associate Professor Martin Thompson. **Semester:** 2. **Classes:** On campus, scheduled lectures and practical classes. **Assumed knowledge:** Applied Physiology EXSS 5029 (22529), Exercise Testing and Prescription I EXSS 5038 (22538). Assessment: Written examination and written report.
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

EXSS 5040 Exercise and Ageing

Old code 22540.4 credit points. Professor Maria Fiatarone Singh. Semester: 2. Classes: On-campus, Lectures and workshops. Assessment: Final report on topic of choice, class participation.
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

EXSS 5041 **Study Design**

Old code 22541.4 credit points. Professor Maria Fiatarone Singh. **Semester: 1. Classes:** Held in January/February. **Assessment:** Essay, written reports.
The main emphasis of this unit is to learn and apply principles of design and development in scientific research. Students will also become competent in the critical evaluation of literature and research design. Content will include choosing a study design, designing a control group/intervention, calculation of sample size (power), selection of outcome measures, data collection and analysis, and presentation skills. Example studies will be derived from the field of exercise and sport science, with a strong clinical emphasis in the topics chosen. Students will become familiar with the use of computers to graphically present data, for referencing purposes, and for the use in oral presentations. Actively applying knowledge gained from this unit will benefit the design and application of future research projects.
Textbooks
Thomas, J.R. & Nelson, J.K., Research Methods in Physical Activity, 4th Ed., Human Kinetics, 2001

EXSS 5042 Kinesiology

Old code 22542.4 credit points. Dr Marg Torode. Semester: 1. Assumed knowledge: Basic anatomy. Assessment: Written examination.
This unit applies a comprehensive analysis of movement to the joints of the human body. Emphasis will be placed on joint structure and muscle function of the major joints in the context of kinematics and kinetics. The examination of cadaveric specimens will enhance this aspect of learning. In addition, the general effects of gender, ageing, injury and developmental deficits of joint structure will be explored in relation to rehabilitation, sport and exercise.
Textbooks
Norkin & Levangie, Joint Structure and Function, 1992

EXSS 5043 Advanced Musculoskeletal Physiology

Old code 22543.4 credit points. Associate Professor Martin Thompson. **Semester: 2.**
This unit expands upon the physiology of the exercise response and adaptations to exercise training dealt with at an undergraduate level and in Applied Physiology, with particular reference to skeletal muscle and bone. Using an integrated approach this unit considers the normal and abnormal exercise response before proceeding to investigate specific topics related to skeletal muscle metabolism. Fatigue, damage, healing and pharmacological effects, and environmental stresses will be discussed. Particular attention will be paid to the metabolic adaptation of skeletal muscle to detraining and training, and the application of these adaptations to sporting, pathological and rehabilitation settings. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.

EXSS 6002 Research Thesis

Old code 22501 A.
Students will not be permitted to proceed with the research thesis unless the coursework and any Special Program (Exercise and Sport Science) undertaken has been satisfactorily completed. During subsequent semesters students will be expected to carry out their research under approved supervision andstudent seminars will be held concurrently as the research thesis develops. The procedures for supervision, presentation and assessment of the research thesis will be in accordance with the Faculty rules for a Master of Applied Science degree in Exercise and Sport Science. For details of the requirements, supervision and assessment of research thesis, chapter 3 should be consulted.
Each person will be required to submit a research proposal at the end of first semester of the full-time pass entry course.

EXSS 6003 Research Thesis

Old code 22501B.
Students will not be permitted to proceed with the research thesis unless the coursework and any Special Program (Exercise and Sport Science) undertaken has been satisfactorily completed. During subsequent semesters students will be expected to carry out their research under approved supervision and student seminars will be held concurrently as the research thesis develops. The procedures for supervision, presentation and assessment of the research thesis will be in accordance with the Faculty rules for a Master of Applied Science degree in Exercise and Sport Science. For details of the requirements, supervision and assessment of research thesis, chapter 3 should be consulted.
Each person will be required to submit a research proposal at the end of first semester of the full-time pass entry course.

13 School of Health Information Management

The School of Health Information Management offers a three year Bachelor of Applied Science (Health Information Management) course at undergraduate level. An honours program is also available to students who meet the eligibility criteria and wish to pursue a specific area of research in the health information management field.,

Health information managers are key members of the health care team, responsible for the management of patient and facility-related health information. A career in health information management provides a unique opportunity to combine an interest in medicine, information technology and management. The role of the health information manager is dynamic and involves close liaison with medical, nursing and administrative staff, other health professionals, and the public. Health information management is an expanding field that offers a broad range of career opportunities and due to the changing patterns of health care delivery, management, and advances in information technologies, qualified health information managers are in demand. Health information management jobs are interesting and challenging and graduates are rewarded with competitive salaries.

The Health Information Management Association of Australia officially represents the profession and promotes the continuing education of its members through regular seminars, workshops and conferences. All full-time Health Information Management students are eligible for student membership of the Association and upon satisfactory completion of the Bachelor of Applied Science (Health Information Management) are eligible for full membership.

In addition, the School offers a number of comprehensive and specialist postgraduate programs in health informatics, health information management, clinical data management and casemix.

■ Graduate Certificate of Health Science (Casemix)

This course is designed to enable graduates to obtain knowledge of the design, uses and evaluation of casemix systems. The Graduate Certificate is suitable for both managers and health professionals working with casemix information systems as well as senior managers who need to keep abreast of current casemix issues and their implications for health services management and planning.

Admission requirements

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

i) A bachelor degree from an Australian tertiary institution; or
ii) A bachelor degree from an overseas institution equivalent to an Australian Bachelor degree; or
iii) Experience and/or qualifications as deemed appropriate by the Head of School.

Course outline

The course outline for the Graduate Certificate of Health Science (Casemix) is presented in Table 13.1.

Table 13.1: Graduate Certificate of Health Science (Casemix)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0914: part-time, minimum 2 semesters Course code 0930: off-campus, part-time, minimum 2 semesters Credit points: 24					
■ Year 1					
HIMT 5019	*09501*	Introduction to Casemix	6		1
HIMT 5020	*09502*	Generating and Using Casemix Information	6		1
HIMT 5021	*09503*	Casemix Funding and Financial Management	6		2
HIMT 5022	*09504*	Implementing Casemix Systems	6		2
Stage total for Year 1:			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:

i) A bachelor degree in an appropriate discipline from an Australian tertiary institution; or
ii) A bachelor degree in an appropriate discipline from an overseas institute equivalent to an Australian bachelor degree; or
iii) Experience and/or a qualification as deemed appropriate by the Head of School.

Applicants must be able to demonstrate familiarity with major microcomputing software such as DOS, Windows, word processing, a database package and a spreadsheet package.

Course outline

The course outline for the Graduate Certificate of Health Science, (Clinical Data Management) is presented in Table 13.2.

Table 13.2: Graduate Certificate of Health Science (Clinical Data Management)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0915: off-campus, part-time, minimum 2 semesters Credit points: 24					
■ **Year 1**					
HIMT **5023**	*09505*	Fundamentals of Medicine and Medical Terminology	6	*NB: Available in off-campus mode,*	2
HIMT **5025**	*09507*	Clinical Data Management and Clinical Trials	6		1
HIMT **5027**	*09509*	Introduction to Epidemiology	6	*NB: Available in off-campus mode.*	-'I
HIMT **5052**	*09530*	Database Management Systems	6		. Inter-semester
Stage total for Year 1:			24 credit points		

■ Master of Health Science (Clinical Data Management)

The Master of Health Science (Clinical Data Management) offers advanced study in the design and management of clinical trials and other related projects. The program provides participants with skills in designing systems that collect, combine, critically appraise, and quantitatively evaluate information in order to facilitate evidence based decisions regarding treatment and/or health policy. To make the course easily accessible to working participants, 50 per cent of the course is offered by distance and the remainder of the program is via a range of flexible modes including workshops, and block teaching. A one-week residential school is normally held at the end of the March Semester. The option of an additional Honours year is available. The Honours program includes directed independent study via dissertation.

Admission requirements

i) A bachelor's degree in an appropriate from an Australian tertiary institution or equivalent; or
ii) Experience and/or qualifications as deemed appropriate by the Head of School; and
iii) Students who have undertaken the Graduate Certificate of Health Science (Clinical Data Management) are eligible for full credit for their study and can articulate to the Masters . program.

Course outline

The course outline for the Master of Health Science (Clinical Data Management) is presented in Table 13.3.

Table 13.3: Master of Health Science (Clinical Data Management)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0926: full-time; 1 year (75% off-campus & 25% flexible mode including workshops;ind block teaching) Course code 0927: part-time; 2 years (75% off-campus & 25% flexible mode including workshops> and block teaching) Credit points: 48					
Pass course, full-time mode					
■ **Year 1**					
BACH **5068**	*2552L*	Statistics for Clinical Research	4		1
HIMT **5023**	*09505*	Fundamentals of Medicine and Medical Terminology	6	*NB: Available in off-campus mode.*	2
HIMT **5025**	*09507*	Clinical Data Management and Clinical Trials	6		1
HIMT **5027**	*09509*	Introduction to Epidemiology	6	*NB: Available in off-campus mode.*	1
HIMT **5052**	*09530*	Database Management Systems	6		Inter-semester
HIMT **5065**	*09545*	Project Management	6		1,2
HIMT **5066**	*09546*	Advanced Clinical Data Management	6		2
HIMT **5067**	*09547*	Evidence Based Health Care	6		1,2
Stage total:			48 credit points		

Table 13.3: Master of Health Science (Clinical Data Management) (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Pass course, part-time mode					
■ Year 1					
HIMT 5023	*09505*	Fundamentals of Medicine and Medical Terminology	6	*NB: Available in off-campus mode.*	2
HIMT 5025	*09507*	Clinical Data Management and Clinical Trials	6		1
HIMT 5027	*09509*	Introduction to Epidemiology	6	*NB: Available in off-campus mode.*	1
HIMT 5052	*09530*	Database Management Systems	6		Inter-semester
Stage total for Year 1:			24 credit points		
■ Year 2					
BACH 5068	*2552L*	Statistics for Clinical Research	4		1
HIMT 5065	*09545*	Project Management	6		1,2
HIMT 5066	*09546*	Advanced Clinical Data Management	6		2
HIMT 5067	*09547*	Evidence Based Health Care	6		1,2
Stage total for Year 2:			24 credit points		

Table 13.3.1: Master of Health Science (Clinical Data Management) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0928: full-time, 1.5 years Course code 0929: part-time, 2.5 years to 3 years Credit points: 60					
Full-time mode					
■ Year 1 As per Pass course					
■ Year 2					
HIMT 5061	*09539*	Dissertation	12		1,2
Stage total forYear 2:			12 credit points		
Part-time mode					
■ Years 1 and 2 As per Pass course					
■ Year 3					
HIMT 5062	*09540*	Dissertation A	6		1
HIMT 5063	*09541*	Dissertation B	6		2
Stage total forYear 3:			12 credit points		

■ Master of Health Science (Health Informatics)

The Master of Health Science (Health Informatics) provides graduates with a theoretical and practical understanding of the role of information and communication technologies in health care and the skills required for the successful integration of such technologies into the health system. The course focuses on three central knowledge areas; principles and applications of health informatics; database management systems and the classification of data; and managing the integration of health informatics within the health care environment.

The course is suitable for health professionals who wish to enhance their understanding and ability to work effectively with information and information technologies. The course is also designed for those graduates who wish to pursue a career as a health informatics specialist. Participants complete five core and three elective units of study. The program is offered one year full-time or two years part-time. Credit and above level candidates will be offered the option of an additional honours year.

Admission requirements

i) A bachelor's degree from an Australian tertiary institution or equivalent; or
ii) Experience and/or qualifications as deemed appropriate by the Head of School.

Course outline

The course outline for the Master of Health Science (Health Informatics) is presented in Table 13.4.

Table 13.4: Master of Health Science (Health Informatics)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0919: full-time; minimum 1 year Course code 0920: part-time; minimum 2 years Credit points: 48					
Full-time mode					
■ Core units					
HIMT 5052	*09530*	Database Management Systems	6		Inter-semester
HIMT 5057	*09535*	Introduction to Health Informatics	6		1
HIMT 5058	*09536*	Health Informatics Applications	6		2
HIMT 5059	*09537*	Health Classification Systems	6		1
HIMT 5060	*09538*	Managing the integration of health informatics	6		. .2
00E61A Elective			6 credit points		
00E61B Elective			6 credit points		
0OE61D Elective			6 credit points		
Stage total:			48 credit points		
Part-time mode					
■ Year 1 core units					
HIMT 5052	*09530*	Database Management Systems	6		Inter-semester
HIMT 5057	*09535*	Introduction to Health Informatics	6		1
HIMT 5058	*09536*	Health Informatics Applications	6		2
HIMT 5059	*09537*	Health Classification Systems	6		1
Stage total for Year 1:			24 credit points		
■ Year 2 core units					
HIMT 5060	*09538*	Managing the integration of health informatics	6		2
00E61A Elective			Semester 1 credit points: 6.		
00E61B Elective			Semester 1 credit points: 6.		
00E62D Elective			Semester 2 credit points: 6.		
Stage total for Year 2:			24 credit points		

Table 13.4.1: Master of Health Science (Health Informatics) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0921: full-time, 1.5 years Course code 0922: part-time, 2.5 years to 3 years Credit points: 60					
Full-time mode					
■ Year 1					
As per Pass course (see Table 13.4)					
■ Year 2					
HIMT 5061	*09539*	Dissertation	12		1,2
Stage total for Year 2:			12 credit points		

Table 13.4.1: Master of Health Science (Health Informatics) Honours (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Part-time mode					
■ Years 1 and 2					
As per Pass course (see Table 13.4)					
■ Year 3					
HIMT 5062	*09540*	Dissertation A	6		1
HIMT 5063	*09541*	Dissertation B	6		2
Stage total for Year 3:			12 credit points		
Electives					
Electives taken may vary in credit points, but the total electives taken must equal 18 credit points.					
BACH 5002	*25501/ 25501X*	Educational Design	6		1,2
BACH 5061	*2552E*	Statistical Analysis with SPSS	6		1,2
BACH 5068	*2552L*	Statistics for Clinical Research	4		1
BACH 5268	*2558A/ 2558AX*	Developing a Research Project	6		1,2
HIMT 5023	*09505*	Fundamentals of Medicine and Medical Terminology	6	*NB: Available in off-campus mode.*	2
HIMT 5027	*09509*	Introduction to Epidemiology	6	*NB: Available in off-campus mode.*	1
HIMT 5065	*09545*	Project Management	6		1,2
HIMT 5067	*09547*	Evidence Based Health Care	6		1,2
HIMT 5068	*09548*	Microcomputing and Data Mining	6		1
HIMT 5069	*09549*	Health Care Systems	6		1
HIMT 5076	*09555*	Casemix Measurement Systems	6	*NB: Available in off-campus mode.*	2
HIMT 5079	*09558*	Health Informatics Project	6		1,2
HIMT 8001	*09801*	Information Technology in Biomedicine	6		1,2
HIMT 8002	*09802*	Computer and Communication Security	6	A Some programming experience is essential.	1,2
HIMT 8003	*09803*	System and Network Administration	6	A It is expected that students should have some UNIX experience as an ordinary user.	1,2
HIMT 8004	*09804*	Internet Programming	6		1,2
HIMT 8005	*09805*	Object-Oriented Systems Modelling	6	P INFO 5000 Information Systems.	1,2

■ 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.

Admission requirements

i) A bachelor's degree from an Australian tertiary institution or equivalent; or
ii) Experience and/or qualifications as deemed appropriate by the Head of School.
iii) Professionals who hold an Associate Diploma in Health Information Management (or equivalent) may seek admission to a qualifying masters program and then proceed to the Master of Health Information Management.
iv) Professionals holding a Graduate Diploma of Health Science (Health Information Management) with a credit or above average will be able to articulate their qualification to the Master of Health Information Management by completing one 12 credit point unit of study 'Research in Health Information Management'. This option will only available until 2006. Further information about these options can be obtained from the Head of School, Phone: (02) 9351 9494, Email: himinfo@fhs.usyd.edu.au."

Course outline

The course outline for the Master of Health Information Management is presented in Table 13.6.

Table 13.6: Master of Health Information Management

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0923: full-time, minimum 1 year Course code 0924: part-time, minimum 2: years Course code 0925: part-time, off-campus mode, for graduates of Graduate Diploma of Health Science (Health Information Management) only (available up to 2006) Credit points: 50					
Full-time mode					
■ Core units					
HIMT 5048	*09526*	Information Systems Management I	3		1
HIMT 5049	*09527*	Information Systems Management II	3	P Information Systems Management I HIMT 5048 (09526).	▪2
HIMT 5050	*09528*	International Disease Classification Systems A	3		
HIMT 5051	*09529*	International Disease Classification Systems B	3	P International Disease Classification Systems A HIMT 5050 (09528).	2
HIMT 5052	*09530*	Database Management Systems	6		Inter-semester.
HIMT 5053	*09531*	Fundamentals of Medicine and Medical Terminology I	3		.1
HIMT 5054	*09532*	Fundamentals of Medicine and Medical Terminology II	3	P Fundamentals of Medicine and Medical Terminology IHIMT 5053 (09531).	2
HIMT 5055	*09533*	Professional Experience	2		End Semester 2
(00E61A) Elective			Semester 1 credit points: 6.		
(00E61B) Elective			Semester 1 credit points: 6.		
(00E62D) Elective			Semester 2 credit points: 6.		
(00E62E) Elective			Semester 2 credit points: 6.		
Stage total:			50 credit points		
Part-time mode					
■ Year 1 core units					
HIMT 5048	*09526*	Information Systems Management I	3		1
HIMT 5049	*09527*	Information Systems Management II	3	P Information Systems Management I HIMT 5048 (09526).	2
HIMT 5050	*09528*	International Disease Classification Systems A	3		1
HIMT 5051	*09529*	International Disease Classification Systems B	3	p International Disease Classification Systems A HIMT 5050 (09528).	2
HIMT 5052	*09530*	Database Management Systems	6		Inter-semester
HIMT 5053	*09531*	Fundamentals of Medicine and Medical Terminology I	3		1
HIMT 5054	*09532*	Fundamentals of Medicine and Medical Terminology II	3	p Fundamentals of Medicine and Medical Terminology I HIMT 5053 (09531).	2
HIMT 5055	*09533*	Professional Experience	2		End Semester 2
Stage total for Year 1:			26 credit points		

Table 13.6: Master of Health Information Management (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
■ **Year 2 elective units (elective total must equal 24 credit points)**					
(00E61A) Elective			Semester 1 credit points: 6.		
(00E61B) Elective			Semester 1 credit points: 6.		
(00E62D) Elective			Semester 2 credit points: 6.		
(00E62E) Elective			Semester 2 credit points: 6.		
Stage total for Year 2:			24 credit points		

Electives

Electives taken may vary in credit points, but the total electives taken must equal 24 credit points.

BACH 5067	***2552K***	Research Methods I: Design	6		1
HIMT 5027	***09509***	Introduction to Epidemiology	6	***NB: Available in off-campus mode.***	**1**
HIMT 5065	***09545***	Project Management	6		**1,2**
HIMT 5067	***09547***	Evidence Based Health Care	6		**1,2**
HIMT 5068	***09548***	Microcomputing and Data Mining	6		**1**
HIMT 5069	***09549***	Health Care Systems	6		**1**
HIMT 5070	***09550***	Human Resource Management	6		**1**
HIMT 5074	***09553***	Health Services Management	6		**1**
HIMT 5075	***09554***	Medicolegal Principles and Practice	6		**2**
HIMT 5076	***09555***	Casemix Measurement Systems	6	***NB: Available in off-campus mode.***	**2**
HIMT 5077	***09556***	Change Management in an Organisational Context	6		2
HIMT 5078	***09557***	Financial Management in Health Care Facilities	6		2

Articulation

The following course structure applies to graduates of the Graduate Diploma of Health Science (Health Information Management) articulating to the Master of Health Information Management. This articulation option is only available up to 2006.

■ **Part-time one semester mode**					
HIMT 5056	***09534***	Research in Health Information Management	12		1,2
■ **Part-time two semester mode**					
HIMT 5080	***09559***	Research in Health Information Management A	6		Full year
HIMT 5081	***09560***	Research in Health Information Management B	6		Full year

■ Master of Applied Science (Health Information Management) by research

The School of Health Information Management has a firm commitment to the development of knowledge and skills appropriate to the needs of health information managers. The postgraduate programs offered hy the School are therefore designed to give graduates an opportunity to pursue advanced study in areas of professional interest including information systems, organisational management and evaluation methodology.

The Master of Applied Science (Health Information Management) is largely by research thesis with minimal supplementary course work. This program gives graduates an opportunity to further develop their skills by undertaking research in a specialised area of study.

Admission requirements

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

i) A bachelor degree in Health Information Management or Medical Record Administration from an Australian tertiary institution; or
ii) An Associate Diploma in Medical Record Administration plus an approved bachelor degree; or
iii) A bachelor degree in a health science field or other related area.

Course outline

The course outline for the Master of Applied Science (Health Information Management) is presented in Table 13.7.

Table 13.7: Master of Applied Science (Health Information Management) by research

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0911: Special Program (for master's qualifying students)					
Course code 0909: full-time, minimum 1.5 years, maximum 2 years					
Course code 0910: part-time, minimum 3 years, maximum 4 years					
Full-time mode					
■ Year 1					
HIMT 6010	*09604*	Research Thesis		P Research Proposal HIMT 6007 (09467).	
HIMT 6011	*09605*	Research Thesis			
■ Year 2					
HIMT 6010	*09604*	Research Thesis		P Research Proposal HIMT 6007 (09467).	
HIMT 6011	*09605*	Research Thesis			
Part-time mode					
■ Year 1					
HIMT 6013	*09607*	Research Thesis		P Research Proposal HIMT 6007 (09467).	
HIMT 6012	*09606*	Research Thesis		P Research Proposal HIMT 6007 (09467).	
■ Year 2 (and subsequent years)					
HIMT 6012	*09606*	Research Thesis		P Research Proposal HIMT 6007 (09467).	
HIMT 6013	*09607*	Research Thesis		p Research Proposal HIMT 6007 (09467).	

■ 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 and overseas.

Clinical practice dates - Master of Health Science (Health Information Management)

December (1 week)

Identification badges

All students must wear identification badges during practical placements.

■ Units of study

BACH 5002 Educational Design

Old code 25501/25501X. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester:** 1, 2. **Classes:** Some night classes for on-campus students by arrangement with lecturer. Independent learning packages and email support for external/distance students. **Assessment:** Assignment-based (non exam).

Emphasis in this unit is on the development of basic skills in planning for effective teaching and learning. Participants learn planning skills by undertaking an educational design project.

BACH 5061 Statistical Analysis with SPSS

Old code 2552E. 6 credit points. Dr Peter Choo (02) 9351 9583 and Ms Karen Pepper (02) 9351 9589. **Semester: 1, 2. Classes:** Contract learning including a small number of on-campus. **Assessment:** Practical assignments.

This unit teaches the student to use the SPSS for Windows computer package to manage and analyse research data using a range of common statistical procedures. Data management procedures will include data transformation and selection, and import and exporting data. Statistical analyses to be covered include descriptive statistics, t-test, analysis of variance, correlation and regression, chi-square, non-variance, multiple regression, and factor analysis.

Textbooks

SPSS Analysis Without Anguish, Coakes, S.J. & Steel, L.G. (1999)

BACH 5067 Research Methods I: Design

Old code 2552K. 6 credit points. Dr Rob Heard (02) 9351 9498. **Semester:** 1. **Classes:** On-campus. **Assessment:** Written examinations.

This unit introduces students to the research process and focuses on developing informed consumers of research. The unit begins with brief consideration of the philosophy of science, then covers research ethics, qualitative and quantitative research, the development of research questions and the specification of hypotheses and variables, conceptualisation and operationalisation, sampling issues, validity and reliability. A broad range of research methods will be introduced, including experimental research, single case designs, surveys, interview and observational studies, secondary data analysis and content analysis. Data quantification techniques will be discussed and students will be introduced to research applications in health

sciences including needs assessment, evaluation research, action research and epidemiology.

BACH 5068 Statistics for Clinical Research

Old code 2552L. 4 credit points. Dr Rob Heard (02) 9351 9498, r.heard@fhs.usyd.edu.au. Semester: 1. Classes: Off-campus. Assessment: Assignment and examinations.

This unit aims to introduce students to basic statistical principles relevant to the manipulation and analysis of clinical data. Students will be exposed to concepts of sampling, distributions of scores, summaries of data, and treatment of categorical and quantitative data. This last topic will include chi square analysis, calculation of confidence intervals, tests for differences in the 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 with the assistance of a computer package; and present statistical data.

BACH 5268 Developing a Research Project

Old code 2558A/2558AX. 6 credit points. Kate O'Loughlin (02) 9351 9531. Semester: 1, 2. Classes: Attendance required; Mondays from 5 to 8pm in Semester 1 or by off-campus mode in Semester 1 or Semester 2.

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

HIMT5019 Introduction to Casemix

Old code 09501.6 credit points. Prof Beth Reid, (02) 9351 9494, b.reid@fhs.usyd.edu.au. **Semester:** 1. **Classes:** Off-campus mode. **Assessment:** Assignments.

This unit is designed to equip students with knowledge of casemix measurement systems and will cover a variety of casemix classification systems for acute and non-acute inpatients and ambulatory patients. The unit covers the history and development of casemix classification systems for acute and other settings, and applications and implications of casemix. The major emphasis is on Diagnosis Related Groups (DRGs), with specific reference to the Australian National Diagnosis Related Groups (AN-DRGs) and Australian Refined Diagnosis Related Groups (AR-DRGs).

HIMT 5020 Generating and Using Casemix Information

Old code 09502.6 credit points. Joanne Callen, (02) 9351 9494, j.callen@fhs.usyd.edu.au. **Semester:** 1. Classes: Off-campus mode. **Assessment:** Assignments.

This unit is designed to equip students with practical skills in the production and analysis of casemix information. It reviews health information systems for casemix (building on knowledge from the introductory unit - HIMT 5019 Introduction to Casemix). It also gives practical examples of using and generating casemix information, for example, reading and interpreting casemix reports, developing casemix information systems, and producing reports/graphs. Applications of casemix information, such as performance measurement, are also covered.

HIMT 5021 Casemix Funding and Financial Management

Old code 09503. 6 credit points. Joanne Callen, (02) 9351 9494, j.callen@fhs.usyd.edu.au. **Semester:** 2. **Classes:** Off-campus mode. **Assessment:** Assignments.

This unit is concerned with one of the main applications of casemix data - paying hospitals on the basis of their output. The various models for funding health care services are explored, with specific emphasis on output-based models. The unit outlines trends developments in casemix funding overseas and in the public and private sectors in Australia. It also explains methods used to cost activities of hospitals and other health care facilities to set prices for output-based funding. Other considerations for funding purposes, such as methods of paying for outlier patients, are also explored. Casemix budgeting is also covered.

HIMT 5022 Implementing Casemix Systems

Old code 09504.6 credit points. Prof Beth Reid, (02) 9351 9494, b.reid@fhs.usyd.edu.au. Semester: 2. Classes: Off-campus mode. **Assessment:** Assignments.

The purpose of this unit is to give students the skills to implement casemix based systems and apply casemix concepts to common management problems. The practical problems of implementing casemix are addressed. These include: incorporating casemix information into the existing management information system; integrating casemix approaches with the existing utilisation review and quality assurance programs; educating staff about casemix issues; using casemix data to plan healthcare services; and analysing the current organisational structure to identify barriers to the use of casemix data to better manage the facility. The unit builds on the skills developed during the unit Generating and Using Casemix Information by using the same practical information based approaches.

HIMT 5023 Fundamentals of Medicine and Medical Terminology

Old code 09505.6 credit points. Prof. Beth Reid (02) 9351 9494, b.reid@fhs.usyd.edu.au. **Semester:** 2. **Classes:** Off-campus mode. *NB: Available in off-campus mode.*

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.

HIMT 5025 Clinical Data Management and Clinical Trials

Old code 09507.6 credit points. Ms Angelika Lange (02) 9351 9494, a.lange@fhs.usyd.edu.au. Semester: 1. Classes: Off-campus mode.

This unit will discuss in detail the processes involved in conducting clinical research and the role of the data manager in these processes. Areas covered include the stages in the development of a clinical trial, various design issues including blinding, crossover and factorial designs, randomisation and stratification, organisation and planning of trial research, forms design, data collection issues, methods of ensuring data quality including monitoring and auditing, ethical and regulatory issues, and reporting of results.

HIMT 5027 Introduction to Epidemiology

Old code 09509.6 credit points. Dr Aditi Dey, (02) 9351 9494, a.dey@fhs.usyd.edu.au. Semester: 1. Classes: Off-campus mode. Assessment: Assignments & Examination.

NB: Available in off-campus mode.

This unit introduces students to principles and practice of epidemiology. The unit includes measures of disease frequency and association, study design (descriptive and analytic), sources of measurement error, causation and screening, including test specificity and sensitivity. Students are introduced to the critical appraisal of epidemiological studies.

HIMT 5048 Information Systems Management I

Old code 09526.3 credit points. Michelle Bramley or Basema Saddik (02) 9351 9494, b.saddik@fhs.usyd.edu.au. Semester: 1. Classes: On-campus block mode. Assessment: Assignments.

This unit introduces students to the concepts of health information systems management by means of an integrated study of the nature of health information and its management. Students will examine hospital information systems in the wider context of computers in information management. The major components covered include: patient identification, storage and retrieval systems, retention policies and storage media, discharge analysis and the content and structure of health information systems. Legal aspects related to confidentiality and release of information will also be examined.

Hospital visits to observe and practice skills are a compulsory component of the unit. Students are given the opportunity to perform various tasks in small groups under the supervision of a health information manager. The hospital visits are structured in a way that allow the student to apply the knowledge gained from the lecture material.

HIMT 5049 Information Systems Management II

Old code 09527.3 credit points. Michelle Bramley or Basema Saddik (02) 9351 9494, b.saddik@fhs.usyd.edu.au. Semester: 2. Classes: On-campus block mode. Prerequisite: Information Systems Management I HIMT 5048 (09526). Assessment: Assignments.

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.

HIMT 5050 International Disease Classification Systems A

Old code 09528.3 credit points. Anne Marks, (02) 9351 9494, a.marks@fhs.usyd.edu.au. **Semester:** 1. **Classes:** On-campus attendance at evening & some day classes. **Assessment:** Assignments and examinations.

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 students practical coding skills.

HIMT 5051 International Disease Classification Systems B

Old code 09529.3 credit points. Anne Marks, (02) 9351 9494, a.marks@fhs.usyd.edu.au. **Semester:** 2. **Classes:** On-campus attendance at evening & some day classes. **Prerequisite:** International Disease Classification Systems A HIMT 5050 (09528). **Assessment:** Assignments and examinations.

This unit builds on both theoretical and practical issues studied in HIMT 5050 and allows the student the opportunity to code using hospital medical records. The student will also become familiar with computer assisted coding and indexing systems.

HIMT 5052 Database Management Systems

Old code 09530.6 credit points. Ms Angelika Lange, (02) 9351 9494. Semester: Inter-semester. Classes: Held as a 1-week on-campus residential in the intersemester break & continues in off-campus mode in Semester 2. Assessment: Assignments and examinations.

This unit covers the study of relational database design, using SQL (Sybase) and MS Access. This includes data structures, logic database design, the relational model, the process of normalisation and the functions of a database management system. Object-oriented database design is introduced, and OO-query languages, their implementation and comparisons with relational design will be covered.

HIMT 5053 Fundamentals of Medicine and Medical Terminology I

Old code 09531.3 credit points. Dr Aditi Dey, (02) 9351 9494, a.dey@fhs.usyd.edu.au. Semester: 1. Classes: On-campus evening classes. Assessment: Assignments & Examination.

This unit is designed to provide the student with the knowledge necessary to understand the information contained in the health record, to function within a medical environment through an understanding of the fundamentals of medicine, and to effectively use disease classification systems. Within each body system, the student will study anatomy and physiology, disease processes and their treatment, and medical terminology (disease titles, symptomatic terms, surgical terms and investigations).

HIMT 5054 Fundamentals of Medicine and Medical Terminology II

Old code 09532.3 credit points. Dr Aditi Dey, (02) 9351 9494, a.dey@fhs.usyd.edu.au. **Semester:** 2. **Classes:** On-campus evening classes. **Prerequisite:** Fundamentals of Medicine and Medical Terminology I HIMT 5053 (09531). **Assessment:** Assignments & examination.

This unit builds on Fundamentals of Medicine and Medical Terminology I HIMT 5053 (09531) through further exploration of medical terms. In this unit the study of disease processes and medical intervention focuses on specialist topics such as psychiatry, obstetrics, paediatrics, infectious diseases, oncology, radiotherapy, nuclear medicine, diagnostic procedures and surgical techniques.

HIMT 5055 Professional Experience

Old code 09533.2 credit points. Anne Marks (02) 9351 9494, a.marks@fhs.usyd.edu.au. Semester: End Semester 2.

Professional Experience will be a one-week placement undertaken in December.

HIMT 5056 Research in Health Information Management

Old code 09534.12 credit points. Ms Joanne Callen (02) 9351 9494, j.callen@fhs.usyd.edu.au. Semester: 1,2. **Classes:** On-campus block mode. Directed independent study.

This unit provides an overview of the research process. The students design, plan and implement the investigation of an area of professional relevance. It requires the completion of a publishable paper.

HIMT 5057 Introduction to Health Informatics

Old code 09535.6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. **Semester:** 1. **Classes:** On-campus. **Assessment:** Assignments.

This unit introduces the definition of data, information and knowledge as well as what defines a system and a model. National and state information policies will be reviewed and steps in policy formulation, analysis and implementation will be covered. A central focus will be issues relating to privacy, confidentiality, security and the ethical use of health information. This will include discussion of relevant legislation.

HIMT 5058 Health Informatics Applications

Old code 09536.6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. Semester: 2. Classes: On-campus block mode. **Assessment:** Assignments.

This unit will introduce system analysis and design concepts, including the system life cycle, scheduling tools and approaches to assessing user requirements. Relevant IT standards for the health sector, for example HL7 will be covered along with issues related to data warehousing. Health informatics applications such as imaging, smart cards, telemedicine, wireless data transmission, handheld computers, robotics, data transmission via the Internet, expert systems and decision support systems will be discussed. A focus will be the design and implementation of the electronic patient record.

HIMT 5059 Health Classification Systems

Old code 09537.6 credit points. Prof. Beth Reid (02) 9351 9494, . b.reid@fhs.usyd.edu.au. **Semester: 1. Classes:** On-campus block mode. **Assessment:** Assignments and examinations.

This unit introduces the student to the concepts of organising health information in a logical way to interface with an electronic information system. The importance of terminologies such as the Unified Medical Language System will be investigated along with issues related to comparing coding systems, including mapping. A review of the structure of a range of current health classification systems such as International Classification of Diseases (ICD), the Systematised Nomenclature of Medicine (SNOMED), Read Codes, the International Classification of Primary Care (ICPC) and casemix (DRGs, RUGs, AVG) will be undertaken.

HIMT 5060 Managing the integration of health informatics

Old code 09538.6 credit points. Ms Joanne Callen (02) 9351 9494, j.callen@fhs.usyd.edu.au. **Semester: 2. Classes:** On-campus block mode. **Assessment:** Assignments.

This unit aims to provide students with management skills that are needed to ensure the successful integration of information technology into an organisation. Topics covered include decision-making, the management of change and organisational culture. The features and development of an effective learning organisation are discussed.

HIMT 5061 Dissertation

Old code 09539.12 credit points. Ms Joanne Callen (02) 9351 9494, j.callen@fhs.usyd.edu.au. **Semester:** 1, 2. **Classes:** Off-campus (Some on-campus attendance may be required. Directed independent study). **Assessment:** Completion of a publishable paper reporting outcome of investigation.

This unit requires the preparation of a proposal for the conduct of an original investigation of an area of professional relevance and the completion of a publishable paper reporting the results of the investigation.

HIMT 5062 Dissertation A

Old code 09540.6 credit points. Enquiries (02) 9351 9494. **Semester:** 1. **Classes:** Directed independent study.

This unit requires the preparation of a proposal for the investigation of an area of professional relevance.

HIMT 5063 Dissertation B

Old code 09541.6 credit points. Enquiries (02) 9351 9494. **Semester: 2. Classes:** Directed independent study.

The dissertation requires the completion of a publishable paper reporting an original investigation of an area of professional relevance.

HIMT 5065 Project Management

Old code 09545.6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. Semester: 1, 2. Classes: Offered on-campus as a 4 day block. Assessment: Assignments and examinations.

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.

HIMT 5066 Advanced Clinical Data Management

Old code 09546.6 credit points. Joanne Callen (02) 9351 9494, j.callen@fhs.usyd.edu.au. Semester: 2. Classes: Internet based, off-campus mode. Assessment: Assignments.

This advanced unit will build on the principles and skills developed in the core unit clinical data management. A focus will be regulatory, legal and ethical issues in clinical research including GCRP and FDA requirements and NHMRC guidelines.

H IMT 5067 Evidence Based Health Care

Old code 09547.6 credit points. Ms Margaret Williamson (02) 9351 9494, m.williamson@fhs.usyd.edu.au. Semester: 1, 2. Classes: Offered on-campus as a 3 day block. Assessment: Assignments and presentations.

Greater demands are being placed upon health care practitioners and managers to adopt evidenced-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.

HIMT 5068 Microcomputing and Data Mining

Old code 09548.6 credit points. Ms Angelika Lange (02) 9351 9494, a.lange@fhs.usyd.edu.au. Semester: 1. Classes: On-campus attendance. Assessment: Assignments and examinations.

This unit introduces the student to common computer applications including word processors, spreadsheets, databases, and Web browsers. The aim is for students to acquire sophisticated skills in the use of these applications. Search strategies for finding health information on the Internet are covered and different search engines are compared. An introduction to the structure of literature databases, thesauri and MESH-systems is given and methods of searching the medical literature, for example using CD-ROM databases are presented.

H IMT 5069 Health Care Systems

Old code 09549.6 credit points. Ms Janelle Craig or Prof Beth Reid (02) 9351 9494, j.craig@fhs.usyd.edu.au. **Semester: 1. Classes:** On-campus, block mode, scheduled and web-based. **Assessment:** Assignments and examinations.

This unit provides an introduction to the Australian Health Care system. Topics covered include Commonwealth and State responsibilities for health with a particular focus on funding issues, healthcare expenditure, the structure and organisation of health insurance, health care facilities and the health workforce. The unit encourages a critical appraisal of current health arrangements and policies and an appreciation of the pluralistic nature of the health system. Students will participate in the 'Health Care Game', an interactive web-based program, as part of the unit.

HIMT 5070 Human Resource Management

Old code 09550.6 credit points. Ms Joanne Callen (02) 9351 9494, j.callen@fhs.usyd.edu.au.Semester: 1. Classes: On-campus, block mode. Assessment: Assignments and examinations.

This unit of study focuses on managing the human resources of an organisation. Students explore in depth the individual processes of human resource management and their inter-relationships, including: human resource planning; recruitment; selection; orientation and training; career development and performance appraisal. The unit also covers the industrial relations framework in Australia with particular emphasis on the current workplace focus with enterprise bargaining. The implications of equal employment legislation and affirmative action legislation to the employment relationship are also covered.

HIMT 5074 Health Services Management

Old code 09553.6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. Semester: 1. Classes: Block mode (3 days on-campus attendance). Assessment: Assignments.

This unit of study explores a range of management theories, perspectives and approaches. Topics covered include the functions of planning, organising, leading and controlling as well as total quality management, change management and organisational communication. The students investigate the relevance and applicability of these management concepts to health services management and undertake critical analyses of contemporary management theories. Students are also encouraged to develop their own skills as managers by applying the relevant management theories.

HIMT 5075 Medicolegal Principles and Practice

Old code 09554.6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. **Semester:** 2. Classes: On-campus block mode. **Assessment:** Assignments.

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.

HIMT 5076 Casemix Measurement Systems

Old code 09555.6 credit points. Ms Joanne Callen/Prof Beth Reid, (02) 9351 9494. **Semester: 2. Classes:** Off-campus mode. **Assessment:** Assignments.

NB: Available in off-campus mode.

This unit introduces the student to casemix classification systems which are used by states and territories to fund healthcare services. This unit is designed to cover a variety of casemix classification systems for acute and non-acute inpatients and ambulatory patients. The major emphasis will be on Diagnosis Related Groups (DRGs) with specific reference to the Australian National Diagnosis Related Groups (AN-DRGs). Casemix applications and current casemix initiatives will also be explored.

HIMT 5077 Change Management in an Organisational Context

Old code 09556.6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. Semester: 2. Classes: On-campus block mode. Assessment: Assignments and examinations.

This unit aims to provide students with management skills that are needed to ensure the successful implementation of change within an organisation. Change management theories are explored with specific emphasis on applying these theories to the healthcare environment. The linkage of decision making, organisational culture and communication to successful change management are also explored. The features and development of an effective learning organisation are discussed with exploration of the five disciplines of systems thinking, personal mastery, mental models, shared vision and team learning.

HIMT 5078 Financial Management in Health Care Facilities

Old code 09557.6 credit points. Ms Michelle Bramley (02) 9351 9494, m.bramley@fhs.usyd.edu.au. Semester: 2. Classes: On-campus block mode. Assessment: Assignments and examinations.

In this unit students are introduced to the financial management of hospitals and health service institutions. Topics covered include basic financial accounting, costing and budgeting with an emphasis on departmental budgeting. Billing and claims processes in the private sector are examined as well as methods of funding used in the public sector. Differences between financial management approaches in the private and public sectors are highlighted.

HIMT 5079 Health Informatics Project

Old code 09558.6 credit points. Ms Janelle Craig, (02) 9351 9494, j.craig@fhs.usyd.edu.au. **Semester:** 1, 2. **Classes:** On-campus, directed independent study.

The unit provides candidates with the opportunity to undertake an advanced investigation of a topic or issue related to health informatics.

HIMT 5080 Research in Health Information Management A

Old code 09559. 6 credit points. Ms Joanne Callen (02) 9351 9494, j.callen@fhs.usyd.edu.au. Semester: Full year. Classes: On-campus block mode. Directed independent study.
This unit provides an overview of the research process. The students design, plan and implement the investigation of an area of professional relevance. It requires the completion of a publishable paper.

HIMT 5081 Research in Health Information Management B

Old code 09560.6 credit points. Ms Joanne Callen (02) 9351 9494, j.callen@fhs.usyd.edu.au. Semester: Full year. Classes: On-campus block mode. Directed independent study.
This unit provides an overview of the research process. The students design, plan and implement the investigation of an area of professional relevance. It requires the completion of a publishable paper.

HIMT 6010 Research Thesis

Old code 09604. Prerequisite: Research Proposal HIMT 6007 (09467).
The Research Thesis forms the major component of the Masters program. Students are given the opportunity to investigate, in depth, an area of specialised interest in health information management or a closely related area. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.

HIMT 6011 Research Thesis

Old code 09605.
The Research Thesis forms the major component of the Masters program. Students are given the opportunity to investigate, in depth, an area of specialised interest in health information management or a closely related area. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.

HIMT 6012 Research Thesis

Old code 09606. Prerequisite: Research Proposal HIMT 6007 (09467).
The Research Thesis forms the major component Of the Masters program. Students are given the opportunity to investigate, in depth, an area of specialised interest in health information management or a closely related area. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.

HIMT 6013 Research Thesis

Old code 09607. Prerequisite: Research Proposal HIMT 6007 (09467).
The Research Thesis forms the major component of the Masters program. Students are given the opportunity to investigate, in depth, an area of specialised interest in health information management or a closely related area. Each student will work with a supervisor or supervisors who will guide them through each stage of the study and the preparation of the thesis.

HIMT 8001 Information Technology in Biomedicine

Old code 09801.6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. Semester: 1, 2. Classes: 2 lectures & 1 tuturials/week. Assessment: Assignments, written exam.
Information technology (IT) has significantly contributed to the research and practice of medicine, biology and health care. The IT field is growing enormously in scope with biomedicine taking a lead role in utilizing the evolving the applications to its best advantage. The goal of this course is to provide students with the necessary knowledge to understand the information technology in biomedicine. The major emphasis will be on the principles associated with biomedical digital imaging systems and their applications, computer modeling of biomedical systems, and biomedical system identification. Specialist areas such as medical image compression, telemedicine, Picture Archiving and Communication System (PACS), and Web technology in biomedicine etc. will also be addressed.

HIMT 8002 Computer and Communication Security

Old code 09802.6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. **Semester:** 1, 2. **Classes:** 2 lectures & 1 tuturials/week. **Assumed knowledge:** Some programming experience is essential.
This course covers computer security which includes cryptography, Authentication, access control and auditing. We shall examine secret key, message digest and public key algorithms. Authentication systems are used to prove identity. These systems make use of various protocols based on cryptographic mechanisms. We shall look at some common systems and common flaws in authentication systems. Once the system is convinced of the identity of a user if must decide which actions that user is entitled to carry out. Finally we will look at some of the other mechanisms required for security, such as auditing.

HIMT 8003 System and Network Administration

Old code 09803.6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. **Semester:** 1, 2. **Classes:** 2 lectures & 1 tuturials/week. **Assumed knowledge:** It is expected that students should have some UNIX experience as an ordinary user. **Assessment:** Assignments, written exam.
This unit of study is an elementary subject on operation system and network administration. It introduces the principles of operation systems and the structure of networks. It also shows students how to administrate the system and network by using examples under UNIX systems. From the initial installation of the operating system, to the intricacies of virtual Web servers, this unit of study will show how these systems act and how to make them perform at their best.

HIMT 8004 Internet Programming

Old code 09804.6 credit points. Ms Janelle Craig (02) 9351 9494, • j.craig@fhs.usyd.edu.au. Semester: 1, 2. Classes: 2 lectures & 1 tuturials/week. Assessment: Assignments, written exam.
The unit of the Internet Programming course is the delivery of dynamic information via the Internet. Most Internet applications follow a client/server model, and as a result, dynamic data generation can be found at two places: creation of data from dynamic sources in the server, and dynamic presentation of this data to the user. A recent development which enhances the usability and portability of dynamic data presentation is the emergence of international standards for representation of data between the client and the server. The Internet Programming course will focus on these three areas.

HIMT 8005 Object-Oriented Systems Modelling

Old code 09805.6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. Semester: 1, 2. Classes: 2 lectures & 1 tuturials/week. Prerequisite: INFO 5000 Information Systems.
Modelling has been used extensively in the process of analysis and design of information systems in order to improve communication between the developers and users of these systems. This unit of study is a theoretical subject that deals with various modelling tools and techniques that are available today for IT professionals and researchers in order to model real-world systems prior to committing their team to a full-scale development project.

14 School of Medical Radiation Sciences

Established in 1988 as the School of Medical Radiation Technology, the School's name was changed to the School of Medical Radiation Sciences in 1999 to better reflect its emphasis on scientific investigation of a wide range of medical radiation fields. There are three streams in the Bachelor of Applied Science (Medical Radiation Sciences) course; Diagnostic Radiography, Nuclear Medicine and Radiation Therapy. All of the health professions in the School combine close patient contact and good communication skills along with the use of technology, to maximise the results for the patient and provide high quality patient care. Postgraduate study is available by research and coursework in all the Medical Radiation Sciences fields; some is offered by off-campus or distance education mode. Graduate Diploma and Master of Health Science (Medical Sonography) are available for those wishing to practise as Sonographers.

A Diagnostic Radiographer is a qualified health professional who utilises a range of modalities to provide images and data for the diagnosis and treatment of an injury or disease. The diagnostic radiographer has the skills and knowledge to critically analyse the images and data generated to determine whether they are diagnostically adequate and appropriate for radiological interpretation. In the radiology department the diagnostic radiographer will usually work with the radiologist, however, outside the department they may work with a range of medical specialists in a variety of areas.

Diagnostic Radiographers are involved with many digital imaging systems, the most advanced being Magnetic Resonance Imaging. This is a very sensitive method of imaging some parts of the body and is a rapidly expanding speciality which allows the radiographer to be 'on the cutting edge' for advances in technology and associated research.

A Nuclear Medicine Technologist works in the field of medicine that uses radionuclides in the diagnosis and treatment of disease. A Nuclear Medicine Technologist's responsibilities include the preparation and administration of radiopharmaceuticals to patients and the acquisition and computer analysis of diagnostic functional images using sophisticated instrumentation. Therapeutic radiopharmaceuticals are prepared for administration and are used in the treatment of specific diseases. New developments in both instrumentation, for example, Positron Emission Tomography, and radiopharmaceuticals produced from the National Cyclotron make this a rapidly evolving and exciting technology. Nuclear Medicine Technologists have responsibility for critically analysing images and data to determine whether they are of a high diagnostic standard; for performing quality control procedures in all aspects of their work and for ensuring that they provide a high level of patient care.

A Radiation Therapist is responsible for the accurate and precise planning, calculation and delivery of radiation to cure or relieve the symptoms of malignant disease. A Radiation Therapist is involved in the localisation of the treatment area using CT scans and treatment simulators, the design and calculation of the treatment technique using sophisticated computerised planning systems, and the daily treatment of patients. They also provide emotional, social and educational support to their patients and because patients undergo treatment for several weeks, Radiation Therapists have the opportunity to develop friendly and supportive relationships with their patients.

A Medical Sonographer is responsible for the production of diagnostic images and other diagnostic information using ultrasound. Non-invasive investigations are performed on most soft tissue regions of the body. Using Doppler technology, blood flow characteristics can be determined at any localised site in soft tissue and in vessels, enabling rapid diagnostic information to be obtained. Increases in technology are enabling more information to be collected to quantify both function and anatomical detail. 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 disciplines described above must combine technical competence and expertise with a high level of communication and interpersonal skills. At all times they must maintain a high level of concern for the care and safety of patients. As health professionals they are an integral part of the medical team.

During the undergraduate course, students are given the opportunity to gain experience in the practice of their discipline whilst on clinical placements. Students visit centres which are part of both the public and private sector. During these placements they have the opportunity to develop an understanding of the career path they have chosen and it's place in the modern medical environment.

Qualifications gained from the School of Medical Radiation Sciences are recognised world wide and many of our graduates work in diverse parts of the world. The courses stress the importance of developing a life long attitude to learning and provide graduates with a wide range of generic attributes. These skills allow them to not only develop within their chosen profession, but to branch into different careers as new opportunities present.

Nomenclature used to describe practitioners of the medical radiation disciplines varies due to state industrial awards, regulatory bodies, professional bodies, tradition and common community usage. Diagnostic Radiographers may also be referred to as Radiographers or Medical Imaging Practitioners. Radiation Therapists used to be called Therapeutic Radiographers and this term is still occasionally used. Nuclear Medicine Technologists may also be referred to as Nuclear Medicine Scientists and Medical Imaging Scientists or Practitioners. For many years practitioners of diagnostic ultrasound were referred to as (Medical) Ultrasonographers but now the term Sonographer is preferred. Within NSW all such practitioners working in Public Institutions are included in the category of Medical Radiation Scientists for industrial purposes. It is anticipated that over the next few years the diversity of names will be rationalised.

■ Graduate Certificate of Health Science (Medical Sonography)

This program aims to advance the knowledge, skills, and attributes of medical sonographers in their field of specialisation, and to broaden their exposure to the wider field of health sciences.

It is a two semester part-time course comprising 24 credit points. Students wishing to articulate from the Graduate Certificate to higher levels within the program must gain at least a credit average.

Students who successfully complete the Graduate Certificate program will be able to:

i) Carry out a range of sonographic procedures in their specialised field
ii) Write coherently and logically
iii) Translate their learning to the workplace and apply their knowledge at an advanced level
iv) Apply informed critical thinking to their professional activities.

The Graduate Certificate will NOT meet accreditation requirements for the Australasian Sonographers Accreditation Registry (ASAR).

Admission requirements

i) Diploma in a medical radiation science field (specifically radiography, nuclear medicine technology and radiation therapy); or
ii) submit other evidence of general and professional qualifications and/or experience, to satisfy the Faculty that the applicant possesses the educational capacity to pursue

graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty.

Students with professional accreditation in the fields of diagnostic radiography, nuclear medicine technology and radiation therapy, but less than a Diploma qualification, will be required to:

i) have at least three years recent clinical experience
ii) present evidence to the Head of School of their ability to study at postgraduate level
iii) complete any enabling units of study that may be required by the Head of School.

Course outline

The course outline for the Graduate Certificate of Health Science (Medical Sonography) is presented in Table 14.1.

Table 14.1: Graduate Certificate of Health Science (Medical Sonography)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1840: off-campus; 2 semesters Credit points: 24 Note: Electives are outlined after table 14.3. The choice of electives must be approved by the Course Coordinator prior to enrolment. On-campus residentials may be required for some units of study.					
■ Year 1					
BIOS 5047	*11454*	Biological Sciences	4		1
Sonography Elective or Elective Sonography Elective Clinical Practice Elective (see note 1) Sonography Elective or Elective			Semester 1 credit points: 6. 2 Semester 2 credit points: 6. Credit points: 4. Semester 2 credit points: 4 or 6.		
Stage total:			24 credit points		

■ Note

1. Clinical Practice Elective may be taken in Semester 1 or 2.

■ Graduate Diploma of Health Science (Medical Sonography)

This program aims to advance the knowledge, skills, and attributes of medical sonographers in their field of specialisation, and to broaden their exposure to the wider field of health sciences.

It provides for the development of knowledge and skills relevant to the professional practice of medical sonography. The course covers physical principles and instrumentation, professional issues encountered in the field of sonography and a wide variety of the applications of sonography.

It is a 4 semester part-time course comprising 48 credit points, offered in off-campus mode with on-campus blocks.

Students who successfully complete the Graduate Diploma program will be better able to:

- Carry out a wide range of sonographic procedures in general sonography or a specialised field
- Investigate in detail a topic of interest
- Write coherently and logically
- Discuss advances in medical sonography and their implications for the profession, the health service consumer, and society in general
- Translate their learning to the workplace and apply their knowledge at an advanced level
- Apply informed critical thinking to their professional activities.

Admission requirements

i) Bachelors degree in a relevant field; or
ii) Graduate Certificate of Health Science (Medical Sonography) from the University of Sydney[1], or equivalent qualification from another University; or
iii) Diploma of Applied Science (Medical Radiation Technology) from the University of Sydney, or equivalent qualification from another University; or
iv) submit other evidence of general and professional qualifications and/or experience, to satisfy the Faculty that the applicant possesses the educational capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty; and
v) At least one year of relevant work experience (in the field of their undergraduate studies); and
vi) A condition of the course is that each student is engaged in sonography for at least 18 hours per week throughout the entire course.

Course outline

The course outline for the Graduate Diploma of Health Science (Medical Sonography) is presented in Table 14.2.

1. 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.

Table 14.2: Graduate Diploma of Health Science (Medical Sonography)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1841: off-campus, 4 semesters Credit points: 48 Note: Electives are outlined after table 14.3. The choice of electives must be approved by the Course Coordinator prior to enrolment. On-campus residentials are required. Students wishing to meet accreditation requirements for the Australasian Sonographers Accreditation Registry (AS AR) must consult with an academic adviser regarding choice of electives.					
■ Yearl					
BIOS 5047	*11454*	Biological Sciences	4		1
MRIY 5067	*18557X*	Professional Issues	4		2
MRIY 5088	*18578X*	Physics & Instrumentation I	6		1
Sonography Elective **Clinical Practice Elective** (see note 1)			Semester 2 credit points: 6. Credit points: 4.		
Stage total:			24 credit points		

Table 14.2: Graduate Diploma of Health Science (Medical Sonography) (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
■ **Year 2**					
MRTY 5068	*18558X*	Physics and Instrumentation II	4	P Physics and Instrumentation IMRTY 5088 (18578X).	1
Sonography Elective				Semester 1 credit points: 6.	
Clinical Practice Elective				Semester 1 credit points: 4.	
Sonography Elective				Semester 2 credit points: 6.	
Clinical Practice Elective				Semester 2 credit points: 4.	
Stage total:				24 credit points	

■ **Note**
1. Year 1 Clinical Practice Elective may be taken in Semester 1 or 2.

■ Master of Health Science (Medical Sonography)

This program aims to advance the knowledge, skills, and attributes of medical sonographers in their field of specialisation, and to broaden their exposure to the wider field of health sciences.

This is a six semester part-time course comprising 72 credit points.

Holders of the Graduate Diploma of Health Science (Medical Sonography) will receive credit transfer for 48 credit points of the Master's course. Holders of the Graduate Certificate of Health Science (Medical Sonography) will receive credit transfer for 24 credit points of the Master's course. These qualifications will be relinquished on achieving the Master's qualification.

Students who successfully complete the Master's program will be able to:

- Carry out a range of sonographic procedures in general sonography or in their specialised field with a higher degree of ability than is expected from the accreditation level practitioner
- Investigate in detail a topic of interest
- Write coherently and logically
- Discuss advances in medical sonography and their implications for the profession, the health service consumer, and society in general
- Translate their learning to the workplace and take a place as a senior practitioner
- Apply informed critical thinking to their professional activities.

Admission requirements

i) Degree in Medical Radiation Sciences; or
ii) Degree in a relevant field (eg, nursing). Such applicants may be required to make up deficiencies in identified areas of assumed knowledge (eg, physics, medical imaging modalities, etc.); or
iii) submit other evidence of general and professional qualifications and/or experience, to satisfy the Faculty that the applicant possesses the educational capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty; or
iv) the Graduate Certificate of Health Science (Medical Sonography), Graduate Diploma of Applied Science (Medical Ultrasonography) or Graduate Diploma of Health Science (Medical Sonography) from the University of Sydney[2], or
v) equivalent qualification from another University; and at least one year of relevant work experience in the field of their undergraduate studies; and be working in the field of sonography for at least 18 hours per week during at least the first two years of the course.

Course outline

The course outline for the Master of Health Science (Medical Sonography) is presented in Table 14.3.

2. Students who entered the Graduate Certificate of Health Science (Medical Sonography) with an undergraduate Diploma or less will be required to achieve at least a Credit average to be admitted to the Master of Health Science.

Table 14.3: Master of Health Science (Medical Sonography)

Unit code	Old cods	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1842: off-campus; 6 semesters Credit points: 72 Note: Electives are outlined after table 14.3. The choice of electives must be approved by the Course Coordinator prior to enrolment. On-campus residentials are 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.					
■ **Year 1**					
BIOS 5047	*11454*	Biological Sciences	4		1
MRTY 5067	*18557X*	Professional Issues	4		2
MRTY 5088	*18578X*	Physics & Instrumentation I	6		1
Sonography Elective				Semester 2 credit points: 6.	
Clinical Practice Elective (see note 1)				Credit points: 4.	
Stage total:				24 credit points	
■ **Year 2**					
MRTY 5068	*18558X*	Physics and Instrumentation II	4	P Physics and Instrumentation I MRTY 5088 (18578X).	1
Sonography Elective				Semester 1 credit points: 6.	
Clinical Practice Elective				Semester 1 credit points: 4.	
Sonography Elective				Semester 2 credit points: 6.	
Clinical Practice Elective				Semester 2 credit points: 4.	
Stage total:				24 credit points	

Table 14.3: Master of Health Science (Medical Sonography) (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
■ Year 3					
Elective or Sonography Elective			Semester 1 credit points: 6.		
Elective or Clinical Practice Elective			Semester 1 credit points: 6 or 4.		
Elective			Semester 2 credit points: 6.		
MRTY 5086	*18576X*	Investigative Project	8		2
Stage total:			24 credit points		

■ Note

1. Year 1 Clinical Practice Elective may be taken in Semester 1 or 2.

Electives

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
1. Sonography electives (6 credit points) - 18S461 A/18S62D					
■ Semester 1					
MRTY 5069	*18559X*	Sonography in Obstetrics and Gynaecology	6		1
MRTY 5070	*18560X*	Cardiac Sonography	6		1
MRTY 5071	*I8561X*	Vascular Sonography	6		1
MRTY 5072	*18562X*	Independent Study in Sonography	6		1,2
■ Semester 2					
MRTY 5072	*18562X*	Independent Study in ' Sonography	6		1,2
MRTY 5073	*18563X*	Abdominal Sonography	6		2
MRTY 5074	*18564X*	Superficial Structures Sonography	6		2
MRTY 5075	*18565X*	Cardiac Measurement Techniques	6		2
MRTY 5076	*18566X*	Paediatric Sonography	6		2
Some electives offered may depend on sufficient enrolments					
2. Clinical practice electives (4 credit points)-18C41 A/18C42D					
■ Offered in both semesters					
MRTY 5078	*18568X*	Clinical Practice in Abdominal Sonography	4		1,2
MRTY 5079	*18569X*	Clinical Practice in Obstetric and Gynaecological Sonography	4		1,2
MRTY 5080	*18570X*	Clinical Practice in Superficial Structures Sonography	4		1.2
MRTY 5081	*1857IX*	Clinical Practice in Vascular Sonography	4		1,2
MRTY 5082	*18572X*	Clinical Practice in Cardiac Measurement Techniques	4		1,'2
MRTY 5083	*18573X*	Clinical Practice in Cardiac Sonography	4		1,2
MRTY 5084	*18574X*	Clinical Practice in Paediatric Sonography	4		1,2
MRTY 5085	*18575X*	Clinical Practice in Independent Study	4		1,2
3. Electives (4 or 6 credit points) –18E61A/00E61A					
Choose from the following:					
MRTY 5043	*18533X*	Directed Studies A	6		1,2
MRTY 5044	*18534X*	Directed Studies B	6		1,2
MRTY 5045	*18535X*	Directed Studies C	6		1,2
BACH 5085	*25533/ 25533X*	Clinical Teaching and Supervision	6		1
BACH 5298	*25594*	History & Philosophy of Scientific Methodology	6		1
OR Elective or Research Elective (see chapter 20 for description). Subject to approval by Course Coordinator.					
OR Elective (see Medical Radiation Sciences elective units of study). Subject to approval by Course Coordinator.					
OR (available as electives for the Graduate Certificate but core units of study for Graduate Diploma or Master's):					
MRTY 5067	*18557X*	Professional Issues	4		2
MRTY 5088	*18578X*	Physics & Instrumentation I	6		1

■ Graduate Certificate of Health Science (Medical Radiation Sciences)

This program aims to advance the knowledge, skills, and attributes of medical radiations professionals in their field of specialisation, and to broaden their exposure to the wider field of health sciences. It is a 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.

Admission requirements

i) Diploma in the medical radiation science field (specifically radiography, nuclear medicine sciences and radiation therapy); or

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

Students with professional accreditation in the fields of diagnostic radiography, nuclear medicine technology and radiation therapy, but less than a Diploma qualification, will be required to:

i) have at least three years recent clinical experience

ii) present evidence to the Head of School of their ability to study at postgraduate level

iii) complete any enabling subjects that may be required by the Head of School.

Course outline

The course outline for the Graduate Certificate of Health Science (Medical Radiation Sciences) is presented in Table 14.4.

A minimum of 12 credit points must be completed from Medical Radiation Sciences elective units of study (listed below table 7.6). The remaining credit points may be completed from other schools of the Faculty of Health Sciences (see Chapter 20).

Students' programs of study must be approved by the Course Coordinator before enrolment. Units in this course will be offered depending on sufficient enrolments.

Table 14.4: Graduate Certificate of Health Science (Medical Radiation Sciences)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1843: off-campus, 2 semesters Credit points: 24					
■ Year 1					
Elective					Semester 1 credit points: 6.
Elective					Semester 1 credit points: 6.
Elective					Semester 2 credit points: 6.
Elective					Semester 2 credit points: 6.
Stage total:			24 credit points		

■ Graduate Diploma of Health Science (Medical Radiation Sciences)

This program aims to advance the knowledge, skills, and attributes of medical radiations professionals in their field of specialisation, and to broaden their exposure to the wider field of health sciences. It is a three semester (minimum) off-campus course, comprising 36 credit points. To qualify for a Certificate of Specialisation there should be a minimum of 30 credit points from a major area. Up to 12 credit points may be gained by studying elective units from outside the University. There is one obligatory unit of study that must be completed by students.

Holders of the Graduate Certificate of Health Science (Medical Radiation Sciences) will receive credit transfer for 24 credit points of the Graduate Diploma course. This qualification will be relinquished on achieving the Graduate Diploma qualification.

Students who successfully complete the Graduate Diploma will be able to:

- Carry out a range of procedures in their specialised field with a higher degree of ability than is expected from the graduate qualified practitioner
- Write coherently and logically
- Discuss advances in medical radiations and their implications for the profession, the health consumers that it serves, and society in general
- Translate their learning to the workplace and take a place as a senior practitioner
- Apply informed critical thinking to their professional activities.

Admission requirements

i) Bachelors degree in a relevant field; or

ii) Graduate Certificate of Health Science (Medical Radiation Sciences) from the Umversity of Sydney, or equivalent qualification from another University; or

iii) Diploma of Applied Science (Medical Radiation Technology) from the University of Sydney, or equivalent qualification from another University; or

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

Students who entered the Graduate Certificate of Health Science (Medical Radiation Sciences) with an undergraduate Diploma or less will be required to achieve at least a Credit average to be admitted to the Graduate Diploma.

Course outline

The course outline for the Graduate Diploma of Health Science (Medical Radiation Sciences) is presented in Table 14.5.

A minimum of 18 credit points (inclusive of core subjects) must be completed from Medical Radiation Sciences elective units of study (listed below.table 14.6). The remaining credit points may be completed from other Schools of the Faculty of Health Sciences (see Chapter 20).

Students' programs of study must be approved by the Course Coordinator before enrolment. Units in this course will be offered depending on sufficient enrolments.

Table 14.5: Graduate Diploma of Health Science (Medical Radiation Sciences)

Unit code	Old code	Unit name	A: Assumed knowledge P: Prerequisite CP . Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1844: off-campus, 3 semesters Credit points: 36				
■ **Year 1**				
Elective			Semester 1 credit points: 6.	
Elective			Semester 1 credit points: 6.	
Elective			Semester 2 credit points: 6.	
Elective			Semester 2 credit points: 6.	
Stage total:			24 credit points	
■ **Year 2**				
MRIY 5024	*18515X*	Current Issues in Medical Radiations	. 6	1,2
Elective			Semester 1 credit points: 6.	
Stage 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 radiations professionals in their field of specialisation, and to broaden their exposure to the wider field of health sciences. It is a four semester (minimum) off-campus course comprising 48 credit points. To qualify for a Certificate of Specialisation issued by the School of Medical Radiation Sciences there should be a minimum of 30 credit points from a major area. Up to 18 credit points may be gained by cross-institutignal enrolment in approved units of study. There is one obligatory unit of study that must be completed.

Holders of the Graduate Diploma of Health Science (Medical Radiation Sciences) will receive credit transfer for 36 credit points of the Masters course. Holders of the Graduate Certificate of Health Science (Medical Radiation Sciences) will receive credit transfer for 24 credit points of the Masters course. These qualifications will be relinquished on achieving the Masters qualification.

Students who successfully complete the Masters program will be able to:

- Carry out a range of procedures in their specialised field with a higher degree of ability than is expected from the graduate qualified practitioner
- Investigate in detail a topic of interest
- Write coherently and logically
- Discuss advances in medical radiations and their implications for the profession, the health consumers that it serves, and society in general
- Translate their learning to the workplace and take a place as a senior practitioner
- Apply informed critical thinking to their professional activities.

Admission requirements

i) Bachelors degree in a relevant field; or

ii) Graduate Certificate of Health Science (Medical Radiation Sciences) from the University of Sydney, or equivalent qualification from another University; or

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

Students who entered the. Graduate Certificate of Health Science (Medical Radiation Sciences) with an undergraduate Diploma or less will be required to achieve at least a Credit average to be admitted to the Master of Health Science (Medical Radiation. Sciences).

Course outline

The course outline for the Master of Health Science (Medical Radiation Sciences) by coursework is presented in Table 14.6.

A minimum of 24 credit points (inclusive of core subjects) must be completed from Medical Radiation Sciences Elective ' ..' units of study (next page). The remaining credit points may be completed from other Schools of the Faculty of Health'Sciences' (see Chapter 20).

Students' programs of study must beapproved by the Course Coordinator before enrolment. Units in this course will be offered depending on sufficient enrolments.

Table 14.6: Master of Health Science (Medical Radiation Sciences) by coursework

Unit code	Old code	Unit name	A: Assumed knowledge . P: Prerequisite CP Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1845: off-campus, 4 semesters Credit points: 48				
■ Year 1				
2 Electives (6 credit points each)			Semester 1 creditpoints: 12.	
2 Electives (6 credit points each)			Semester 2 credit points: 12.	
Stage total:			24 credit points	
■ Year 2				
MRIY 5024	*18515X*	Current Issues in Medical Radiations	6	1,2
Elective			Semester 1 creditpoints: 6.	
2 Electives (6 credit points each)			Semester 2 credit points: 12.	
Stage total:			24 credit points	

Medical Radiation Sciences electives

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
For the list of Faculty electives, see chapter 20					
■ Semester 1					
MRTY 5030	*18520X*	Advanced Radiographic Pathology	6		
MRTY 5038	*I8528X*	Diagnostic Imaging for Radiation Therapists	6		
MRTY 5047	*18537X*	History of Medical Radiations	6		
MRTY 5057	*18547X*	Prevention and Care of Radiation Injury	6	A Basic Biology.	
MRTY 5058	*18548X*	Quality Management in Medical Radiations	6		
MRTY 5062	*18552X*	Specialised Skeletal Scintigraphy	6		
MRTY 5064	*18554X*	Stabilisation and Positioning	6		
■ Semester 2					
MRTY 5035	*18525X*	Breast Imaging III	6		2
MRTY 5041	*18531X*	CT Practice II	6		2
MRTY 5048	*18538X*	Image Interpretation	6	A Advised that advanced Radiographic Pathology is completed prior to studying this unit.	2
MRTY 5049	*18539X*	Isotope Production	6		2
MRTY 5054	*18544X*	Nuclear Cardiology	6		2
MRTY 5056	*18546X*	Patient/Practitioner Communication	6		2
MRTY 5059	*18549X*	Radiation Safety	6		2
MRTY 5060	*18550X*	Radiation Therapy Treatment Planning Systems	6	P Diagnostic Imaging for Radiation Therapists MRTY 5038 (18528X) is useful but not essential.	2
MRTY 5063	*18553X*	511 keV Imaging	6		2
MRTY 5066	*18556X*	Theory of Radiation Therapy Planning Calculations	6		2
MRTY 5090	*18580X*	Advanced Multiplanar Anatomy A	6		2
MRTY 5091	*18581X*	Advanced Multiplanar Anatomy B	6		2
MRTY 5094	*18584X*	Brachytherapy Theory	6	A Some clinical experience in brachtherapy.	2
■ **Offered in both semesters**					
NB: units offered in both semesters are run subject to sufficient applications.					
MRTY 5024	*18515X*	Current Issues in Medical Radiations	6		1,2
MRTY 5028	*18518X*	Advanced Image Processing	6		1,2
MRTY 5031	*18521X*	Applied SPECT	6		1,2
MRTY 5033	*18523X*	Breast Imaging I	6		1.2
MRTY 5034	*18524X*	Breast imaging II	6		1,2
MRTY 5039	*I8529X*	CT Applications	6		1,2
MRTY 5040	*I8530X*	*CT* Practice I	6		1,2
MRTY 5042	*18532X*	Digital Communications in Medical Radiation Sciences	6		1,2
MRTY 5043	*18533X*	Directed Studies A	6		1,2
MRTY 5044	*18534X*	Directed Studies B	6		1,2
MRTY 5045	*18535X*	Directed Studies C	6		1,2
MRTY 5051	*18541X*	MR Theory	6		1,2
MRTY 5052	*18542X*	MR Applications I	6		1,2
MRTY 5053	*18543X*	MR Applications II	6		1,2
MRTY 5055	*18545X*	Introduction to Functional Neuro-imaging	6		1,2
MRTY 5087	*18577*	Advanced MR Theory	6	A Advised that MR Theory and MR applications I are completed prior to studying this unit.	1,2

Medical Radiation Sciences electives (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
MRTY 5089	*18579X*	MRI Project	6	p Students are advised to complete at least two MR units of study before undertaking this unit.	1,2
MRTY 5092	*18582X*	Applied Bone Mineral Densitometry	6	A Knowledge of the fundamentals of quantitative bone assessment to the level reached by Physics and Instrumentation of Quantitative Bone Assessment and familiarity with equipment and their use.	1,2
MRTY 5093	*18583X*	Physics & Intruraentation of Quantitative Bone Assessment	6	A Familiarity with bone mineral densitometry equipment.	1,2
MRTY 5096	*18586X*	Introduction to Nuclear Medicine Imaging Interpretation	6	A Clinical experience in nuclear medicine.	1,2
MRTY 5097	*(18587XCT*)	for Nuclear Medicine Technologists	6	A Clinical experience in nuclear medicine.	1,2

■ Master of Applied Science (Medical Radiation Sciences) by research

The Master of Applied Science (Medical Radiation Sciences) course is a research degree. The course is designed to provide an opportunity for research and scholarship in medical radiation sciences and aims to prepare individuals to pursue their career objectives as specialist practitioners, administrators, academics, or researchers.

Admission requirements

Applicants may enter the research master's program with any of the following requirements:

i) A bachelor's degree in an appropriate discipline from an Australian tertiary institution; or
ii) A bachelor's degree in an appropriate discipline from an overseas institution equivalent to an Australian bachelor's degree; or
iii) A Diploma of Applied Science and a Graduate Diploma of Health Science (Sonography); or
iv) A Diploma of Applied Science and a Graduate Diploma of Health Science (Medical Radiation Sciences).

A student entering through (i), (ii), (iii) or (iv) must also additionally be able to demonstrate a capacity to pursue graduate studies and would normally have completed a minimum of twelve months professionally relevant post graduate experience. Applicants in the above categories, particularly for students entering through section (iii) or (iv), may be required to complete a qualifying course program.

Time limits

The standard course comprises a research elective and a research thesis. The minimum length of course for most students is two years full-time or three years part-time. Students who enter the course with adequate research preparation may be exempt from completing the Research elective. Usually these students would have completed an approved bachelor degree program at honours level. The minimum length of the course for such students is one . year full-time or two years part-time.

Course outline

The course outline for the Master of Applied Science (Medical Radiation Sciences) by Research is presented in Table 14.7. This table refers to the standard program for full-time pass entry students; the program may alter depending on the entry level of the student.

Table 14.7: Master of Applied Scienee (Medical Radiation Sciences) by research

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1829: Special program (foi• master's qualifying students)					
Course code 1827: full-time, minimum **1.5** years, maximum 2 years					
Course code 1828: part-time, minimum 3 years, maximum 4 years					
Full-time mode					
■ **Year 1**					
Research Elective (see note 1)				Semester 1 credit points: 6.	
MRTY 6004	*18503A*	Research Thesis			1
MRTY 6005	*I8503B*	Research Thesis			2
■ **Year 2 (and subsequent years)**					
MRTY 6006	*18503C*	Research Thesis			1
MRTY 6007	*18503D*	Research Thesis			2
Part-time mode					
■ **Year 1**					
Research Elective (see note 1)				Semester 1 credit points: 6.	
MRTY 6008	*18503E*	Research Thesis			1
MRTY 6009	*18503F*	Research Thesis			2
■ **Year 2 (and subsequent years)**					
MRTY 6009	*18503F*	Research Thesis			2
MRTY 6010	*18503G*	Research Thesis			1

Note

1. Research Elective: students select an appropriate unit (subject to sufficient student numbers) in consultation with their supervisors..For a list of suggested research electives see chapter 20.

■ Units of study

BACH 5085 **Clinical Teaching and Supervision**

Old code 25533/25533X. 6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester:** 1. **Classes:** Night classes; independent learning package; external/distance mode. **Assessment:** Assignment based (non exam).

In this unit participants explore aspects of clinical teaching and the way clinical teachers relate to students and patients/clients in the clinical learning environment. Participants develop knowledge and skills in such areas as clinical teaching strategies and assessment, the role of the supervisor and ways to promote effective student interaction.

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

Textbooks

Faciliting Learning in Clinical Settings. McAllister, L. et al (1997). Stanehy Thome

BACH 5298 **History & Philosophy of Scientific Methodology**

Old code 25594.6 credit points. Dr Rod Rothwell. **Semester: 1. Classes:** On-campus night course. **Assessment:** 2 assignments 1000 words each.

This unit is designed to provide students with a critical perspective oh 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

BIOS 5047 **Biological Sciences**

Old code 11454.4 credit points. Dr Laurette Batmanian (02) 9351 9322. **emester: 1. Classes:** On-campus, off-campus, external/distance mode. **Assessment:** Written examination, assignment, group participation and case reports.

This unit examines the general principles and mechanisms of the pathology of diseases which may be encountered in the practice of general and specialty sonography. It also covers basic embryological development.

Textbooks

1. Essentials of Human Embryology. 5th Edition. Larsen, W.J. (1998). Churchill Livingstone.
2. Pathology for the Health Related Professions. 2nd Edition. Damjanov, I. (2000). W.B. Saunders Company.

MRTY 5024 **Current Issues in Medical Radiations**

Old code 18515X. 6 credit points. Dr Ann Poulos. **Semester: 1, 2. Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

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

MRTY 5028 **Advanced Image Processing**

Old code 18518X. 6 credit points. Mr Barrie Egerton. **Semester: 1,2. Classes:** Off campus. **Assessment:** Continuous assessments, no examination.

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 NBankman.

MRTY 5030 **Advanced Radiographic Pathology**

Old code 18520X. 6 credit points. Mr Edward Caruana. **Semester: 1. Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

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), Morby would be useful

MRTY 5031 **Applied SPECT**

Old code 18521X. 6 credit points. Dr Simon Cowell. **Semester: 1, 2. Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

This unit is designed to optimise the single photon emission computer tomography (SPECT) expertise of practitioners. It focuses on SPECT acquisition, quality control and reconstruction. The subject will provide a deeper understanding of the principles, techniques and application of SPECT and will clarify the student's understanding of the role of SPECT in clinical diagnosis. The subject will be offered in distance education mode with full Internet support.

MRTY 5033 **Breast Imaging I**

Old code 1B523X. 6 credit points. Dr Ann Poulos. **Semester: 1,2. Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

This unit of study comprises three modules incorporating the context of mammography, technical expertise and client and radiographer satisfaction in mammography. Breast Imaging I will be delivered in distance education mode.

MRTY 5034 **Breast imaging II**

Old code 18524X. 6 credit points. Dr Ann Poulos. **Semester: 1, 2. Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

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.

MRTY 5035 **Breast Imaging III**

Old code 18525X. 6 credit points. Dr Ann Poulos. **Semester:** 2. **Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

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.

MRTY 5038 **Diagnostic Imaging for Radiation Therapists**

Old code 18528X. 6 credit points. Dr Alastair Davison. **Semester: 1. Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

This unit provides the non-medical-imaging practitioner with an understanding and overview of the principles underlying a range of imaging modalities. These modalities include planar radiographs, CT, MRI, SPECT, PET and ultrasound. The advantages and limitations of using each modality in radiation therapy practice will be addressed. The unit will be presented in a series of distance education modules with on-line discussion groups.

Practical: Access to an imaging department / centre would be advantageous.

Textbooks

A compulsory text is provided (on deposit) with the course material

MRTY5039 **CT Applications**

Old code 18529X. 6 credit points. Ms Sarah Lewis. Semester: 1,2. Classes: Off-campus. Assessment: Continuous assessment, no examination.

This unit covers the application of CT in the clinical environment, in order for students to develop and extend the theoretical skills acquired in CT Practice I and CT practice II. The main learning activity in this unit of study is a small directed research project.

Practical: Access to CT scanner is expected.

Textbooks

Reference Lists provided throughout course material. Some journal articles included

MRTY5040 **CT Practice I**

Old code 18530X. 6 credit pbints. Ms Sarah Lewis. Semester: 1,2. Classes: Off-campus. Assessment: Continuous assessment, no examination.

CT Practice I includes both helical and conventional computed tomography. The unit of study looks briefly at the historical development and physics of CT. The variables controlled by the radiographer 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 ratioriale'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 lis 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.

Practical: Access to CT scanner is expected

Textbooks

Reference lists provided throughtout course material. Some journal articles included

MRTY5041 **CT Practice II**

Old code 18531X. 6 credit points. Ms Sarah Lewis. Semester: 2. Classes: Off-campus. Assessment: Continuous assessment, no examinations.

CT Practice II includes specialist CT examinations such as dental CT, QCT and 3D CT applications including angiography. This unit of study does not cover CT anatomy in depth. The basic . physics of these CT applications will be covered in this unit. The unit will look critically at the choice of parameters for these examinations and situations when the parameters may need to be varied in order to complete an optimal examination. Protocols for these examinations will include patient booking, preparation, contrast media, scan plans, exposure factors, image reconstruction and recording, and patient care. CT Practice II is offered in distance education mode. Content for this unit of study will be provided by professionals currently involved in specialist CT areas. Access to a CT scanner performing at least one of the specialist functions is advisable.

Practical: Access to a CT scanner is expected

Textbooks

Resource list provided in course material. Basic journal articles supplied

MRTY5042 Digital Communications in Medical Radiation Sciences

Old code 18532X. 6 credit points. Semester: 1, 2. Classes: Off-campus. Assessment: Continuous assessment, no examination.

This unit of study provides students with an understanding of digital image fundamentals, such as image acquisition, storage and transmission and implications on image quality and dose. Management and the communication systems needed to facilitate patient care procedures will be examined, including PACS, DICOM, RIS, tele-radiology and record and verify systems. This unit also provides the student with the opportunity to examine computer based methods to efficiently utilise staff time and resources within a Medical Radiation department.

- Subject to availability

MRTY 5043 Directed Studies A

Old code 18533X. 6 credit points. Dr Alastair Davison. Semester: 1, 2. Classes: Off-campus. Assessment: Negotiated assessment, examination unlikely.

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.

MRTY 5044 Directed Studies B

Old code 18534X. 6 credit points, Dr Alastair Davison. Semester: 1, 2. Classes: Off-campus. Assessment: Negotiated assessment, examination unlikely.

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, hew 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 proposalto the Head of School. Upon preliminary approval, a supervisor will be appointed, and a firm contract will be negotiated and agreed upon by all parties to achieve the desired educational outcomes: The unit of study may comprise, for instance, a literature review covering the development and applications of a new technology, it may comprise a personal reading and study program" it may involve specific workplace experience and analysis, or it may comprise a combination of these elements. It may not be possible for all students to enrol in this subject, as it depends strongly upon the provision of suitable resources and experiences in the workplace, plus cooperation and commitment from the student's employer. Students wishing to study Directed Studies B must first complete Directed Studies A.

MRTY 5045 Directed Studies C

Old code 18535X. 6 credit points. Dr Alastair Davison. Semester: 1,2. Classes: Off-campus. Assessment: Negotiated assessment, examination unlikely.

The unit allows the student, in collaboration with the University supervisor and the student's employer, to tailor the content and mode of presentation to suit the needs of the student and the workplace. For example, new technology or procedures may be introduced into the workplace, necessitating changes in the knowledge, skills and attributes of the student. The student must initially present a proposal to the Head of School. Upon preliminary approval, a supervisor will be appointed, and a firm contract will be negotiated and agreed upon by all parties to achieve the desired educational outcomes. The unit of study may comprise, for instance, a literature review covering the development and applications of a new technology, it may comprise a personal reading and study program, it may involve specific workplace experience and analysis, or it may comprise a combination of these elements. It may not be possible for all students to enrol in this subject, as it depends strongly upon the provision of suitable resources and experiences in the workplace, plus cooperation and commitment from the student's employer. Students wishing to study Directed Studies C must first complete Directed Studies A.

MRTY 5047 History of Medical Radiations

Old code 18537X. 6 credit points. Mr Peter Kench. Semester: 1. Classes: Off-campus. Assessment: Continuous assessment, no examination.

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.

MRTY 5048 **Image Interpretation**

Old code 18538X. 6 credit points. Mr John Robinson. **Semester: 2.** **Classes:** Off-campus. **Assumed knowledge:** Advised that advanced Radiographic Pathology is completed prior to studying this unit. **Assessment:** Continuous assessment, no examination.

This unit of study will provide the student with image appreciation skills and knowledge of radiological and clinical indicators which identify basic radiographic pathology of the upper extremity.

Textbooks

Selected readings and list of recommended reference texts is supplied. The student will need to read extensively texts and journal articles to complete the assessments.

MRTY 5049 **Isotope Production**

Old code 18539X. 6 credit points. Dr Simon Cowell. **Semester: 2.** **Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

The aim of this unit is to acquaint the student with the physical principles and techniques of isotope production. Students will be able to clarify their understanding about QC and safe handling of 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 forradioimmunotherapy and diagnostic purposes using SPECT and PET facilities. This subject will be offered in distance education mode, with Internet support.

MRTY 5051 **MRTheory**

Old code 18541X. 6 credit points. Mr Warren Reed. **Semester: 1, 2.** **Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

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.

Practical: Access to MRI would assist the student to complete the assessments.

MRTY 5052 **MR Applications I**

Old code 18542X. 6 credit points. Mr John Robinson. **Semester: 1, 2.** **Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

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.

Practical: Access to MRI is expected

MRTY 5053 **MR Applications II**

Old code 18543X. 6 credit points. Mr John Robinson. **Semester: 1, 2.** **Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

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.

Practical: Access to MRI is expected

MRTY 5054 **Nuclear Cardiology**

Old code 18544X. 6 credit points. Mr Peter Kench. Semester: 2. Classes: Off-campus. Assessment: Continuous assessment, no examination.

This unit will examine advances in nuclear cardiology. Topics to be included are: technetium myocardial perfusion agents, radiopharmaceutical preparation and quality assurance, SPECT and Gated SPECT acquisition and analysis, first pass acquisition for ejection fraction. Instrumentation and attenuation correction will be a considered. A major focus of the subject will be research into new radiopharmaceuticals and techniques used in nuclear cardiology. This subject will be presented in a series of distant education modules that will be supported by email discussion groups.

MRTY 5055 **Introduction to Functional Neuro-imaging**

Old code 18545X. 6 credit points. Dr Simon Cowell. **Semester: 1, 2.** **Classes:** Off-campus. Assessment: Continuous assessment, no examination.

Neuro-imaging techniques such as positron emission tomography (PET), functional magnetic resonance imaging (fMRI), single photon emission computed tomography (SPECT), electroencephalography (EEG), magnetic resonance spectroscopy, (MRS), event related potentials (ERP) and magnetoencephalography (MEG) are used to map functional areas of the brain. While these techniques are frequently cited across a range of disciplines including; neurology, psychiatry, speech pathology, radiography, radiology, nuclear medicine and neuropsychology, many practitioners have only a vague understanding of the principles and applications of these techniques. This is understandable as functional brain mapping uses complex technology that is constantly changing. This unit of study aims: (a) to introduce practitioners to the principles and complementary applications of these techniques and (b) to develop practical understanding of specific brain mapping issues such as paradigm design, patient interaction and image coregistration. The unit will be offered in distance education mode.

MRTY 5056 **Patient/Practitioner Communication**

Old code 18546X. 6 credit points. Mr John Atyeo. **Semester:** 2. Classes: Off-campus. Assessment: Continuous assessment, no examination.

This unit extends the patient communication skills of the medical radiations practitioner. It aims to make the practitioner more effective at giving and receiving information when interacting with the patient. The enhancement of listening skills will be encouraged, with an emphasis on patient empowerment and history and note-taking. Transfer of information from the practitioner to the patient will also be covered. The student will collect local information regarding patient support services. Video and audio tapes may be used to provide practical examples for student study.

Textbooks

No specific text recommended. Primary & secondary library sources to be accessed by student

MRTY 5057 **Prevention and Care of Radiation Injury**

Old code 18547X. 6 credit points. Ms Danielle Milinkovic. **Semester: 1.** **Classes:** Off-campus. **Assumed knowledge:** Basic Biology. **Assessment:** Continuous assessment, no examination.

This unit extends the radiation therapist's knowledge of the radiation injuries commonly seen in a radiation oncology department. The mechanism of injury is examined, and methods of dealing with radiation therapy 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

MRTY 5058 **Quality Management in Medical Radiations**

Old code 18548X. 6 credit points. Ms Nikki Field. Semester: 1. Classes: Off-campus. **Assessment:** Continuous assessment, no examination.

Quality management has become an important part of the operation of the medical radiations department. A well-developed quality assurance program can provide confidence that the intended quality is being achieved and maintained. This unit of study presents the theory of quality management and relates it to the day-to-day operations of the medical radiations department. Examples will be presented from the fields of radiography, nuclear medicine and radiation therapy, and

students will have the opportunity to design or critique their own quality management system. The unit will be presented in distance learning mode supported by on-line discussion groups. Practical: Access to a medical radiation department is expected
Textbooks
Essential reading is supplied

MRTY 5059 **Radiation Safety**

Old code 18549X. 6 credit points. Mr Barrie Egerton. Semester: 2. Assessment: Continuous assessment, no examination.
This unit of study provides participants with a detailed coverage of radiological health and safety issues including both ionising and non-ionising radiations. The unit is particularly concerned with all aspects of radiation safety in the medical environment, 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), CemberH.

MRTY5060 **Radiation Therapy Treatment Planning Systems**

Old code 18550X. 6 credit points. Ms Danielle Milinkovic. Semester: 2. Classes: Off-campus. Prerequisite: Diagnostic Imaging for Radiation Therapists MRTY 5038 (18528X) is useful but not essential. Assessment: Continuous assessment, no examination.
This unit of study provides the radiation therapist with an understanding of the functional features of and differences between two and three dimensional treatment planning systems. The image processing tools available on treatment planning systems will be described and an overview of dose computation methods will be presented. Emphasis is placed on the visualisation methods available on 3D planning systems. These methods are described and their potential advantages and limitations are discussed. Students will be given the opportunity to investigate the application and impact of 3D treatment planning on clinical practice. The unit will be presented in a series of distance education modules which will be supported by on-line Internet discussion groups.
Textbooks
Essential reading is supplied

MRTY 5062 **Specialised Skeletal Scintigraphy**

Old code .18552X. 6 credit points. Dr Simon Cowell. **Semester: 1. . Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.
This unit aims to extend the learning and clinical ability of graduate students in best practice contemporary skeletal nuclear medicine. The unit will be presented in two major modules. The first module focuses on the relationship between expert scintigraphic positioning and radiological positioning in enhancing diagnosis. In the second module the best practice theme is further developed through the study of nuclear medicine in sport. The unit then moves on to the study of a number of smaller modules in specialised applications of skeletal nuclear medicine including paediatrics and bone mineral densitometry. The unit will be offered in distance education mode, with Internet support.

MRTY 5063 **511 keV Imaging**

Old code 18553X. 6 credit points. Ms Edwina Adams. **Semester:** 2. **Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.
With the advent of hybrid Single Photon Emission Tomography (SPECT) / Positron Emission Tomography (PET) gamma cameras there is a need to understand the underlying principles of coincidence imaging and PET radiopharmaceuticals. This subject will examine the safety issues related to the handling of PET isotopes and patient imaging. Instrumentation and imaging principles will be examined, and applications of FDG imaging within the nuclear medicine department will be included. This unit will be presented in a series of distant education modules.

MRTY 5064 **Stabilisation and Positioning**

Old code 18554X. 6 credit points. Ms Jenny Cox. Semester: 1. Classes: Off-campus. Assessment: Continuous assessment, no examination.
This unit covers in detail the latest research into stabilisation and positioning of the radiation therapy patient. Detection of patient and organ movement, the differences between stability and reproducibility, and random and systematic errors are investigated. Students will select a particular stabilisation or positioning problem and investigate ways of addressing the problem. This subject will be presented in a series of distance education modules which will be supported by on-line Internet discussion groups.
Textbooks
Essential reading is supplied

MRTY 5066 **Theory of Radiation Therapy Planning Calculations**

Old code 18556X. 6 credit points. Semester: 2. Classes: Off-campus. Assessment: Continuous assessment, no examination.
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. KronT, KobanP.

MRTY 5067 **Professional Issues**

Old code 18557X. 4 credit points. Mr Dennis Nelson (02) 9351 9257. Semester: 2. Classes: Block attendance. Assessment: Assignments.
This unit introduces students to medico-legal and patient ' relationship issues which may be encountered in the field of sonography. It also introduces student's to the ethical principles required in order to develop an understanding of professionally accepted behaviours and standards appropriate to the practice of medical sonography within the broad context of the delivery of health care. Modules are offered for study in distance mode. These are combined with discussion of the issues presented, at an on-campus block.

MRTY 5068 **Physics and Instrumentation II**

Old code 18558X. 4 credit points. Dr Alastair Davison. Semester:.1. Classes: Block attendance. Prerequisite: Physics and Instrumentation I MRTY 5088 (18578X). Assessment: Assignments and examination.
This unit builds on the physical principles and instrumentation of diagnostic ultrasound presented in Physics and Instrumentation I. It covers areas such as advanced Doppler, colour flow imaging, quality assurance programs for instrumentation, the interaction of ultrasound and biological tissue and the possible biological effects which may occur, and the principles of image formation and processing as appliedinultrasound instrumentation. . . . . Students in this unit are supported by distance materials and tutorial sessions in an on-campus block.

MRTY 5069 **Sonography in Obstetrics and Gynaecology**

Old code 18559X. 6 credit points. Ms Jane Fonda (02) 9351 9185.- **Semester: 1. Classes:** Block attendance. **Assessment:** Assignments and examination.
This unit examines in detail sonography of soft tissues in the female pelvis and in obstetrics. Distance learning modules are provided and are supported with on-campus block lectures and tutorials.

MRTY 5070 **Cardiac Sonography**

Old code 18560X. 6 credit points. Ms Jill Clarke (02) 9351 9516. **Semester: 1. Classes:** Block attendance. **Assessment:** Assignments and examination.
This unit examines sonography of the adult heart in detail, and introduces paediatric echocardiography and congenital conditions encountered in adult practice. In addition, some complimentary techniques used in cardiac diagnosis and care are presented.

Distance learning modules are provided and are supported by on-campus lectures and tutorials.

MRTY 5071 **Vascular Sonography**

Old code 18561X. 6 credit points. Mr Dennis Nelson, (02) 9351 9257. • **Semester:** 1. **Classes:** Block attendance. **Assessment:** Assignments and examination.
This unit of study provides students with an understanding of both non-invasive and sonographic methods of detection of vascular disease processes.

Distance learning modules are provided and are supported by on-campus lectures and tutorials.

MRTY 5072 Independent Study in Sonography

Old code 18562X. 6 credit points. Ms Jill Clarke (02) 9351 9516. **Semester: 1, 2. Assessment:** As negotiated.

This unit will allow students to engage in an investigation of sonographic practice not covered by the existing units of study and will require a learning contract negotiated between the student and staff. While regular communication with the nominated supervisor will be required, on-campus attendance is not necessary.

MRTY 5073 Abdominal Sonography

Old code 18563X. 6 credit points. Ms Jill Clarke (02), (02) 9351 9516. **Semester:** 2. **Classes:** Block attendance. **Assessment:** Assignments and examination.

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, lectures and tutorials, in an on-campus block.

MRTY 5074 Superficial Structures Sonography

Old code 18564X. 6 credit points. Ms Jane Fonda (02) 9351 9185. **Semester: 2. Classes:** Block attendance. **Assessment:** Assignments and examination.

This unit examines in detail sonography applied to superficial organs and structures, including basic peripheral vascular and musculoskeletal sonography. Distance learning modules are provided and supported by lectures and tutorials in an on-campus block.

Practical: Minimum 18 hours/week

MRTY 5075 Cardiac Measurement Techniques

Old code 18565X. 6 credit points. Ms Jill Clarke (02) 9351 9516. **Semester: 2. Classes:** Block attendance. **Assessment:** Assignments and examination.

This unit covers cardiac physiological measurement techniques used in clinical settings. Distance learning modules are provided and supported by lectures and tutorials in an on-campus block.

MRTY 5076 Paediatric Sonography

Old code 18566X. 6 credit points. Mr Dennis Nelson (02) 9351 9257. **Semester: 2. Assessment:** Assignments as negotiated.

This unit covers general sonography as applied to the paediatric patient, including patient care and studies unique to the paediatric population. This unit will be facilitated in distance education mode.

MRTY 5078 Clinical Practice in Abdominal Sonography

Old code 18568X. 4 credit points. Ms Jane Fonda (02) 9351 9185. **Semester: 1,2. Assessment:** Clinical skills assessments.

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills as taught in Abdominal Sonography (MRTY 5073).

Practical: Minimum 18 hours/week

MRTY 5079 Clinical Practice in Obstetric and Gynaecological Sonography

Old code 18569X. 4 credit points. Ms Jane Fonda (02) 9351 9185. **Semester: 1,2. Assessment:** Clinical skills assessments.

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills as taught in Sonography in Obstetrics and Gynaecology (MRTY 5069).

Practical: Minimum 18 hours/week

MRTY 5080 Clinical Practice in Superficial Structures Sonography

Old code 18570X. 4 credit points. Ms Jane Fonda (02) 9351 9185. **Semester: 1,2. Assessment:** Clinical skills assessments.

This unit covers the application of sonography in the clinical environment, in order for the student to develop skills as taught in Superficial Structures Sonography (MRTY 5074).

Practical: Minimum 18 hours/week

MRTY 5081 Clinical Practice in Vascular Sonography

Old code 18571X. 4 credit points. Mr Dennis Nelson (02) 9351 9257. **Semester: 1, 2. Assessment:** Clinical skills assessments.

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 (MRTY 5071).

Practical: Minimum 18 hours/week

MRTY 5082 Clinical Practice in Cardiac Measurement Techniques

Old code 18572X. 4 credit points. Ms Jill Clarke (02) 9351 9516. **Semester:** 1,2. **Assessment:** Clinical skills assessments.

This unit covers the application of cardiac measurement techniques in the clinical environment, in order for the student to develop skills as taught in Cardiac Measurement Techniques (MRTY 5075).

Practical: Minimum 8 hours/week

MRTY 5083 Clinical Practice in Cardiac Sonography

Old code 18573X. 4 credit points. Ms Jill Clarke (02) 9351 9516. **Semester:** 1, 2. **Assessment:** Clinical skills assessments.

This unit covers the application of cardiac sonography in the clinical environment, in order for the student to develop skills as taught in Cardiac Sonography (MRTY 5070)

Practical: Minimum 18 hours/week

MRTY 5084 Clinical Practice in Paediatric Sonography

Old code 18574X. 4 credit points. Ms Jill Clarke (02) 9351 9516. **Semester: 1, 2. Assessment:** Clinical skills assessments.

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 (MRTY 5076).

Practical: Minimum 18 hours/week

MRTY 5085 Clinical Practice in Independent Study

Old code 18575X. 4 credit points. Ms Jill Clarke (02) 9351 9516. Semester: 1,2. Assessment: Clinical skills assessment.

This unit covers the application of an investigation of sonographic practice in the clinical environment, in order for the student to develop skills as acquired in Independent Study in Sonography (MRTY 5072).

Practical: Minimum 18 hours/week

MRTY 5086 Investigative Project

Old code 18576X. 8 credit points. Ms Jill Clarke (02) 9351 9516. **Semester: 2. Assessment:** Dissertation.

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.

MRTY 5087 **Advanced MR Theory**

Old code 18577.6 credit points. Mr John Robinson. Semester: 1, 2. Classes: Off-campus. Assumed knowledge: Advised that MR Theory and MR applications I are completed prior to studying this unit. Assessment: Continuous assessment, no examination.

This unit of study is designed to articulate with the unit 18541X MR Theory, and expand the practitioner's understanding of 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.

Practical: Access to MRI is expected

MRTY 5088 Physics & Instrumentation I

Old code 18578X. 6 credit points. Mr Barrie Egerton. **Semester: 1. Classes:** Block attendance. **Assessment:** Assignments and examination.

This unit presents the basic physical principles and instrumentation of diagnostic ultrasound. It includes methods of image production, interpretation, recording techniques, the principles of grey scale echography and adjustment procedures for relevant operation controls. The unit also covers the recognition of artefacts within an image and the ability to separate these artefacts from anatomy or disease, and Doppler ultrasound fundamentals. Students in this unit are supported by distance materials and tutorial sessions in an on-campus block.

Textbooks

1. Applied Physics and Technology of Diagnostic Ultrasound (1997). Gent, R.
2. Diagnostic Ultrasound: Principles and Instruments (2001). Kremkau, FW.

MRTY5089 **MRI Project**

Old code 18579X. 6 credit points. Mr John Robinson. **Semester: 1**, 2. **Classes:** Off-campus. **Prerequisite:** Students are advised to complete at least two MR units of study before undertaking this unit. **Assessment:** Negotiated assessment.

This unit allows the student studying MRI, in collaboration with the University supervisor and the student's employer, to tailor the content and mode of presentation to suit the needs of the student and the workplace. For example, new technology or procedures may be introduced into the workplace, necessitating changes in the knowledge, skills and attributes of the student or the MRI practitioners. This unit will require a learning contract that will achieve the desired educational outcomes to be negotiated and agreed upon by all parties. The unit of study will be directed towards MRI and may comprise a literature review covering the development and applications of a new technology, a specific workplace experience and analysis, or it may comprise a combination of these elements.

MRTY 5090 **Advanced Multiplanar Anatomy A**

Old code 18580X. 6 credit points. Dr Ann Poulos. Semester: 2. Classes: Off-campus. Assessment: Continuous assessment, no examinations.

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.

MRTY 5091 **Advanced Multiplanar Anatomy B**

Old code 18581X. 6 credit points. Mr John Robinson. **Semester: 2. Classes:** Off-campus. **Assessment:** Continuous assessment, no examinations.

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.

MRTY 5092 **Applied Bone Mineral Densitometry**

Old code 18582X. 6 credit points. Mr Peter Kench. **Semester:** 1, 2. **Classes:** Off-campus to local and international students, approximately 8-10 hours per week. **Assumed knowledge:** Knowledge of the fundamentals of quantitative bone assessment to the level reached by Physics and Instrumentation of Quantitative Bone Assessment and familiarity with equipment and their use. **Assessment:** Continuous assessment, no examinations.

This unit of study extends foundation knowledge to the practical application in modern densitometers. Increased knowledge and understanding of the practical applications of bone mineral densitmetry including optimisation of scanning, analysis and interpretation of results.

Textbooks

Essential reading (articles, book extracts) provided in course notes.

MRTY 5093 **Physics & Intrumentation of Quantitative Bone Assessment**

Old code 18583X. 6 credit points. Mr Peter Kench. **Semester:** 1, 2. **Classes:** Off-campus to local and international students, approximately 8-10 hours a week. **Assumed knowledge:** Familiarity with bone mineral densitometry equipment. **Assessment:** Continuous assessment, no examinations.

Specific topic areas covered are: Satisfies; Computing in BMD; Radiation Biology and Protection; Physics and Instrumentation of DXA and QUS; Quality Assurance of DXA; Quality Control of DXA; Morphometric X-ray Absorptiometry; Introduction to QCT, pDXA, SPA and MRI; Body composition.

This unit of study provides an understanding of the fundamentals underpinning the quantitative assessment of bone. It gives emphasis to those areas that are critical for practitioners involved in the operation of modern bone densitometers and assessment of the clinical results.

Textbooks

essential readinfs (articles, book extracts) provided in course notes.

MRTY 5094 **BrachytherapyTheory**

Old code 18584X. 6 credit points. Ms Jenny Cox. Semester: 2. Classes: Off-campus delivery to local and international students. Assumed knowledge: Some clinical experience in brachtherapy. Assessment: Continuous assessment, no examinations.

Historical perspective of brachytherapy; implantation techniques; instrumental fundamentals- delivery systems, sources, dosimetry; principles of brachytherapy planning; radiobiology and protection.

Understanding of the historical development of brachytherapy and increased knowledge of the fundamental principles of brachytherapy techniques, dosimetry, planning and delivery.

Textbooks

Essetntial reading (articles, book extracts) provided in course notes'

MRTY 5096 **Introduction to Nuclear Medicine Imaging Interpretation**

Old code 18586X. 6 credit points. Dr Simon Cowell, Dr Hosen Kiat, Dr Robert Howman-Giles. **Semester: 1,2. Classes:** Off-campus. **Assumed knowledge:** Clinical experience in nuclear medicine. **Assessment:** Continuous.

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.

MRTY 5097 **CT for Nuclear Medicine Technologists**

Old code (18587X). 6 credit points. Edwina Adams. Semester: 1,2. Classes: Off-campus. Assumed knowledge: Clinical experience in nuclear medicine. Assessment: Continuous.

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.

MRTY 6004 **Research Thesis**

Old code 18503A. **Semester: 1. Classes:** On or Off-campus. **Assessment:** Thesis.

The successful submission of a research thesis is the ultimate objective of the course. Students are given the opportunity to investigate in depth an area of specialised interest in medical radiation technology of a closely related area. This process will necessitate a collaborative endeavour between the student and the supervisor(s).

MRTY 6005 **Research Thesis**

Old code 18503B. **Semester: 2. Classes:** On or Off-campus. **Assessment:** Thesis.

The successful submission of a research thesis is the ultimate objective of the course. Students are given the opportunity to investigate in depth an area of specialised interest in medical radiation technology of a closely related area. This process will necessitate a collaborative endeavour between the student and the supervisor(s).

MRTY 6006 **Research Thesis**

Old code 18503C. **Semester:** 1. **Classes:** On or Off-campus. **Assessment:** Thesis.

The successful submission of a research thesis is the ultimate objective of the course. Students are given the opportunity to investigate in depth an area of specialised interest in medical radiation technology of a closely related area. This process will necessitate a collaborative endeavour between the student and the supervisor(s).

MRTY 6007 **Research Thesis**

Old code 18503D. **Semester:** 2. **Classes:** On or Off-campus. **Assessment:** Thesis.

The successful submission of a research thesis is the ultimate objective of the course. Students are given the opportunity to investigate in depth an area of specialised interest in medical radiation technology of a closely related area. This process will

necessitate a collaborative endeavour between the student and the supervisor(s).

MRTY6008 Research Thesis

Old code 18503E. Semester: 1. Assessment: thesis.
The successful submission of a research thesis is the ultimate objective of the course. Students are given the opportunity to investigate in depth an area of specialised interest in medical radiation technology of a closely related area. This process will necessitate a collaborative endeavour between the student and the supervisor(s).

MRTY6009 Research Thesis

Old code 18503F. **Semester: 2. Classes:** On or Off-campus.
Assessment: Thesis.
The successful submission of a research thesis is the ultimate objective of the course. Students are given the opportunity to investigate in depth an area of specialised interest in medical radiation technology of a closely related area. This process will necessitate a collaborative endeavour between the student and the supervisor(s).

MRTY6010 Research Thesis

Old code 18503G. **Semester:** 1. **Classes:** On or Off-campus.
Assessment: Thesis.
The successful submission of a research diesis is the ultimate objective of the course. Students are given the opportunity to investigate in depth an area of specialised interest in medical radiation technology of a closely related area. This process will necessitate a collaborative endeavour between the student and the supervisor(s).

15 School of Occupation and Leisure Sciences

The School of Occupation and Leisure Sciences currently offers three undergraduate degree programs: Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Leisure and Health) and Bachelor of Health Science (Occupational Therapy) conversion course. The School also provides a number of postgraduate programs.

The School of Occupation and Leisure Sciences was known as the School of Occupational Therapy until 1998 and was a foundation school of Cumberland College of Health Sciences when it was established in 1973. Prior to that year, the education of occupational therapists in NSW was the responsibility of the NSW Association of Occupational Therapists. The first training program commenced in 1941.

One of the first undertakings of the School was to raise the level of the occupational therapy course from diploma to degree in line with other occupational therapy courses in Australia. The Bachelor of Applied Science (Occupational Therapy) was introduced in 1976 with an Honours option becoming available from 1991. The school was instrumental in setting up a Diploma in Occupational Therapy in Singapore in 1991 and in 1996 the Bachelor of Health Science (Occupational Therapy) was developed to enable diplomates to convert to a degree.

In 1985, the School introduced the Associate Diploma in Diversional Therapy, the first formal education for diversional therapists in Australia. Prior to 1985, the Australian Red Cross and the Diversional Therapy Association provided training and education.

In recognition of the need for a higher level of education for diversional therapists and other leisure service practitioners, the level of the course was raised to the Bachelor of Applied Science (Diversional Therapy) in 1995. To reflect the diversity of graduates' career opportunities, the name Bachelor of Applied Science (Diversional Therapy) was changed to Bachelor of Applied Science (Leisure and Health) in 1997. An Honours program was also introduced at this time. A course offered through a flexible delivery mode was introduced in 1999.

The School has developed a range of postgraduate study options. Programs include PhD level studies, a research Master's degree and an articulated coursework program which culminates in a Master's degree. The graduate program includes Graduate Certificates which focus on specialty areas of practice in occupational therapy.

The School introduced the two year Master of Occupational Therapy in 1998. This program is an alternative professional pathway for people holding degrees in other areas of study and an alternative to the undergraduate occupational therapy degree.

Further information about the School's programs may be obtained from the School on (02) 93519386.

■ Graduate Certificate of Health Science (Occupational Therapy)

The Graduate Certificate of Health Science (Occupational Therapy) is a fee paying course which is designed to provide specific professional development for occupational therapists who wish to extend the knowledge, skills and attitude required by their professional roles of Practitioner and Learner/Teacher. Participants enrolled in this program may complete their studies with a specialist focus. A specialty requires that 75 percent of credit points are completed in an identified topic area. These topic areas are negotiated between the student and course coordinator with approval of the Head of School. Units of study in the Graduate Certificate are embedded in the Master's by Coursework and may be credited against the requirements of this program.

Admission requirements

1. Possess an award of Bachelor of Applied Science (Occupational Therapy) from Cumberland College of Health Sciences or The University of Sydney; or
2. Possess an award of Bachelor of Applied Science (Honours) in Occupational Therapy from The University of Sydney or
3. Possess an award of Bachelor of Science with a major in anatomy from the University of New South Wales, and a Graduate Diploma in Occupational Therapy from Cumberland College of Health Sciences;
4. Possess an award of Master of Occupational Therapy from The University of Sydney or
5. Possess such qualifications as are deemed equivalent to (1), (2), (3) or 4.
6. Possess an award of Diploma in Occupational Therapy from a recognised educational body and submit such other evidence of general and/or professional qualifications as will satisfy the Faculty that the applicant possess the educational preparation and capacity to pursue graduate studies;

For occupational therapists without these qualifications entry may be possible through successful completion of a qualifying program designed specifically for individual applicants.

Course outline

The course outline for the Graduate Certificate of Health Science (Occupational Therapy) is presented in Table 15.1.

Table 15.1: Graduate Certificate of Health Science (Occupational Therapy)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1544: full-time (1 semester) Course code 1545: part-time (2 semesters) Course code 1546: off-campus (2 semesters) Credit points: 24					
Full-time mode					
5P24A: 8 Professional Practice topics (3 credit points each): 24 credit points 15G24A: Choose a total of 24 credit points from the relevant topics/electives (see note 1)					
Stage total:			24 credit points		
Part-time mode					
15P24A: 4 Professional Practice topics (3 credit points each): Semester 1 credit points: 12. Semester 2 credit points: 12. 15G24A: Choose a total of 24 credit points from the relevant topics/electives (see note 1)					
Stage total:			24 credit points		

Note

1. Topics in Theory see A under Master of Health Science (Occupational Therapy) by coursework. Topics in Research see B under Master of Health Science (Occupational Therapy) by coursework. Professional Practice topics see C under Master of Health Science (Occupational Therapy) by coursework. Faculty electives see chapter 20.

■ Master of Health Science (Occupational Therapy) by coursework

The Master of Health Science (Occupational Therapy) course is designed to provide study in occupational therapy and related topics appropriate for leadership roles in clinical practice.

Participants enrolled in this program may complete their studies with a specialist focus. A specialty requires that 50 percent of credit points are completed in an identified topic area. These topic areas are negotiated between the student and course coordinator with approval of the Head of School. The course has both coursework and inquiry project options for units of study. Students may seek to have work completed in the Master of Health Science (Occupational Therapy) credited against the requirements of professional doctorate (HScD) offered by the Faculty.

Candidates in the MHlthSc (OT) who have received 65 per cent Credit 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.

Admission requirements

See Graduate Certificate of Health Science (Occupational Therapy).

Course outline

The course outline for the Master of Health Science (Occupational Therapy) is presented in Table 15.2.

Table 15.2: Master of Health Science (Occupational Therapy) by coursework

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1547: full-time, 1 year Course code 1548: part-time, 2 years Course code 1549: off-campus, 2 years Credit points: 48					
Fu!!-time mode					
■ **Year 1**					
15G61		A: Topics in Theory	6 credit points		
15G61		B: Topics in Research	6 credit points		
15P36		A: Professional Practice Topics	Semester 1 credit points: 18. Semester 2 credit points: 18		
Stage total for Y e a r 1 :			48 credit points		
Part-time mode					
■ **Year 1**					
15G61		A: Topics in Theory	6 credit points		
15G61		B: Topics in Research	6 credit points		
15P12		B: Professional Practice Topics	Semester 1 credit points: 12.		
Stage total for Y e a r 1 :			24 credit points		
■ **Year 2**					
15P24		A: Professional Practice Topics	Semester 1 credit points: 12. Semester 2 credit points: 12		
Stage total for Year 2:			24 credit points		

■ Master of Health Science (Occupational Therapy) Honours

The Master of Health Science (Occupational Therapy) Honours course is designed to provide study' in occupational therapy and related topics appropriate for leadership roles in clinical practice.

Participants enrolled in this program may complete their studies with a specialist focus. A specialty requires that 50 percent of credit points are completed in an identified topic area. These topic areas are negotiated between the student and course coordinator with approval of the Head of School. The course has both coursework and inquiry project options for units of study. Students may seek to have work completed in the Master of Health Science (Occupational Therapy) credited against the requirements of professional doctorate (HScD) offered by the Faculty.

Candidates in the MHlthSc(OT) who have received 65 percent Credit or better in all units of study and a 75 percent Distinction or better in at least two units of study may be invited to complete the additional honours requirement of a dissertation.

Admission requirements

See Graduate Certificate of Health Science (Occupational Therapy).

Course outline

The course outline for the Master of Health Science (Occupational Therapy) is presented in Table 15.3.

Table 15.3: Master of Health Science (Occupational Therapy) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1550: full-time, 1.5 years Course code 1551: part-time, 2.5 years Course code 1552: off-campus, 2.5 years Credit points: 60					
Full-time mode					
■ **Year 1**					
As per Pass course (see Table 15.2)					
■ **Year 2**					
OCCP 5136	*15570*	Dissertation	12	N Normally student doing dissertation has already completed 48 credit points.	1,2
Stage total forYear 2:			12 credit points		

Table 15.3: Master of Health Science (Occupational Therapy) Honours (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Part-time mode (off-campus mode)					
■ **Years 1 and 2**					
As per Pass course (see Table 15.2)					
■ Year 3					
OCCP 5136	*15570*	Dissertation	12	N Normally student doing dissertation has already completed 48 credit points.	1,2'
Stage total for Year 3: 12 credit points					

■ Master of Health Science (Occupational Therapy) electives

The MHlthSc (OT) consists of three topic areas from which participants select specific units of study: Topics on Theory, Topics in Research and Professional Practice Topics. Participants are required to complete a minimum of 6 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: minimum 6 credit points
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. Inquiry Topics.

MHSc(OT) electives

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
The offering of any one of these elective units of study will depend on sufficient student demand and staff availability.					
A. 15G61ATopics in Theory					
3 credit points each					
OCCP 5104	*15538*	Understanding Health Science Theory	3		1,2
OCCP 5105	*15539*	Theory Application 1	3		1,2
OCCP 5106	*15540*	Theory Application 2	3		1,2
OCCP 5107	*15541*	Theory Application 3	3		1,2
OCCP 5108	*15542*	Theory Application 4	3		1,2
6 credit points each					
OCCP 5142	*15576*	Theories and Perspectives in Community Practice	6		1,2
Either 3 or 6 credit points each					
OOE61 A: Existing Faculty and other electives					
B. 15G61B Topics in Research					
6 credit points each					
OCCP 5064	*15501*	Single System Research Design and Evaluation Methods	6		1,2
OCCP 5068	*15506*	Program Evaluation	6		1,2
OCCP 5100	*15449X*	Research and Inquiry in Professional Practice	6		2
OCCP 6008	*15502* for	Research Design and Methods Therapists	6		1,2
OOR61 A: Existing Faculty and other research electives OOE61 A: Faculty and other electives					
C. 15G12A/15G12B/15G24B Professional Practice Topics					
Professional Practice Topics are divided into four broad topic areas: • Topics in Assessment • Topics in Service Delivery • Topics in Enhancing Human Occupation • Inquiry Topics/Projects. Participants are required to complete a minimum of 36 credit points from Professional Practice Topics but there are no minimum credit requirements from these four broad topic areas.					
■ **1. Topics in Assessment**					
3 credit points each					
OCCP 5109	*15543*	Assessment Principles	3		1,2
OCCP 5110	*15544*	Tests and Measures of Human Behaviour 1	3		1,2
OCCP 5111	*15545*	Tests and Measures of Human Behaviour 2	3		1,2
OCCP 5112	*15546*	Tests and Measures of Human Behaviour 3	3		1,2
OCCP 5113	*15547*	Tests and Measures of Human Behaviour 4	3		1,2

MHSc(OT) electives (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
OOE61 A: Existing Faculty and other electives					
6 credit points each					
OCCP 5051	*15488X*	Environmental Measurement	6		1,2
OCCP 5143	*15577X*	Driving Assessment and Training A	6	P Qualified Occupational Therapist.	1,2
OCCP 5144	*15578X*	Driving Assessment and Training B	6	P Qualified Occupational Therapist.	1,2
OOE61 A: Existing Faculty and other electives					
■ **2. Topics in Service Delivery**					
3 credit points each					
OCCP 5114	*15548*	Occupational Therapy in Service Delivery Systems	3		1,2
OCCP 5115	*15549*	Implementation of Occupational Therapy in Service Delivery Systems 1	3		1,2
OCCP 5116	*15550*	Implementation of Occupational Therapy in Service Delivery Systems 2	3		1,2
OCCP 5117	*15551*	Implementation of Occupational Therapy in Service Delivery Systems 3	3		1,2
OCCP 5118	*15552*	Implementation of Occupational Therapy in Service Delivery Systems 4	3		1,2
OCCP 5120	*15554*	Community-based Practice in a Developed Country Context	3		1,2
OCCP 5121	*15555*	Community-based Practice in a Developing Country Context	3		1,2
OCCP 5140	*15574*	Politics and Power in the Workplace	3		1,2
6 credit points each					
OCCP 5033	*15459*	Managing Occupational Therapy Services	6	A Managerial functions of an OT Department.	1,2
OCCP 5139	*15572*	Gerontology Occupational Therapy	6		1,2
OCCP 5141	*15575*	Politics and Power in the Workplace	6		1,2
■ 3.Topics in Enhancing Human Occupation					
3 credit points each					
OCCP 5125	*15559*	Principles of Instruction	3	A Undergraduate degree/diploma in Occupational Therapy.	1,2
OCCP 5126	*15560*	Applied Systematic Instruction	3	A Undergraduate degree/diploma in Occupational Therapy. p Systematic instruction.	1,2
OCCP 5127	*15561*	Enhancing Functional Reach	3	P Undergraduate Occupational Therapy degree.	1,2
OCCP 5128	*15562*	Enhancing Hand Function	3		1,2
OCCP 5129	*15563*	Enhancing Trunk and Body Position for Function	3		1,2
OCCP 5130	*15564*	Occupational Performance and the Inclusive Community	3	A Undergraduate degree/diploma in Occupational Therapy.	1,2
OCCP 5131	*15565M'*	Supporting Inclusion	3	A Undergraduate degree/diploma in Occupational Therapy. P Occupational performance in the inclusive community.	1,2
OCCP 5138	*15573*	Specialised Seating	3		1,2
6 credit points each					
BACH 5070	*2552N/ 2552NX*	Family and Caring in the Community	6		2
OCCP 5043	*15475*	Upper Limb Orthotic Systems	6	P Undergraduate Occupational Therapy Degree.	1,2
OCCP 5053	*15490*	Foundations for Modifications in Public and Private Buildings	6		1,2
OCCP 5054	*15491*	Communication with builders, architects and tradesperson	6		1,2
OCCP 5055	*15492*	Drafting using CAD packages	6		1,2
OCCP 5122	*15556*	Advanced Communication Techniques	6	A Basic communication theory and practice.	1
OCCP 5123	*15557*	Occupations in the Therapeutic Process	6		1,2
OCCP 5124	*15558*	Culture and Occupational Therapy	6		1,2

MHSc(OT) electives (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Either 3 or 6 credit points each					
OOE61 A: Faculty and other electives					
■ **4. Inquiry Topics**					
3 credit points each					
OCCP 5071	*15509*	Selected Topics 2	3		1,2
OCCP 5137	*15571*	Selected Topics 3	3		1,2
6 credit points each					
OCCP 5070	*15508*	Selected Topics **1**	6		1,2
OCCP 5133	*15567*	Inquiry Topics 1	6		1,2
OCCP 5134	*15568\t*	Inquiry Topics 2	6		1,2
OCCP 5135	*15569\t*	Inquiry Topics 3	6		1,2
12 credit points each					
OCCP 5021	*15444*	Inquiry Project	12		1,2
OCCP 5132	*15566*	Inquiry Project	12		1,2

■ Master of Occupational Therapy

The Master of Occupational Therapy is an entry level or professional master's degree offered to applicants who have completed a relevant undergraduate degree. The course is designed to prepare graduates to work as occupational therapists with specific emphasis on the theoretical underpinnings of occupational therapy practice, management theory and practice, knowledge of the health system and health professional roles, and some evaluation/research skill development.

Admission requirements

To qualify for admission applicants shall:

i) Possess a relevant undergraduate degree (except a degree in occupational therapy) from an institution recognised by the University of Sydney. Relevance implies that at least 40 percent of the content of the applicant's undergraduate degree shall be relevant to the field of occupational therapy; and
ii) Have achieved at least a credit grade average in their undergraduate degree. For applicants whose undergraduate degree has less than 40 percent relevant content, entry may be possible through successful completion of undergraduate units in areas of relevance.

Course outline

The Course Outline for the Master of Occupational Therapy is presented in Table 15.4.

Table 15.4: Master of Occupational Therapy

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1534: full-time, 4 semesters, 96 credit points					
■ **Year 1**					
OCCP 5074	*15512*	Problem Identification 1	4		1
OCCP 5075	*15513*	Problem Identification 2	4		2
OCCP 5076	*15514*	Activity Analysis and Adaption 1	3		1
OCCP 5077	*15515*	Activity Analysis and Adaption 2	3		2
OCCP 5078	*15516*	Occupational Therapy Intervention 1	4		1
OCCP 5079	*15517*	Occupational Therapy Intervention 2	4		2
OCCP 5080	*15518*	Evaluation and Research 1	3		1
OCCP 5081	*15519*	Evaluation and Research 2	3		2
OCCP 5082	*15520*	Professional Management 1	3		1
OCCP 5083	*15521*	Professional Management 2	3		2
OCCP 5084	*15522*	Professional Presentation 1	3		1
OCCP 5085	*15523*	Professional Presentation 2	3		.2
Elective 1 **Elective 2** (see note 1)			Semester 1 credit points: 4. Semester 2 credit points: 4.		
Stage total for Y e a r 1 :			48 credit points		
■ **Year 2**					
OCCP 5086	*15524*	Problem Identification in Practice 1	4		1
OCCP 5087	*15525*	Problem Identification in Practice 2	4		2

Table 15.4: Master of Occupational Therapy (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Cdrequisite N: Prohibition	Semester
OCCP 5088	*15526*	Activity Analysis and Adaption in the Field 1	2		1.
OCCP 5089	*15527*	Activity Analysis and Adaption in the Field 2	2		2
OCCP 5090	*15528*	Occupational Therapy Intervention in Practice 1	4		1
OCCP 5091	*15529*	Occupational Therapy Intervention in Practice 2	4		2
OCCP 5092	*15530*	Evaluation and Research in the Field 1	4		1
OCCP 5093	*15531*	Evaluation and Research in the Field 2	4		2
OCCP 5094	*15532*	Professional Management in Practice 1	3		1
OCCP 5095	*15533*	Professional Management in Practice 2	3		2
OCCP 5096	*15534*	Professional Presentation in Practice 1	3		1
OCCP 5097	*15535*	Professional Presentation in Practice 2	3		2
Elective 3 (see note 1)			Semester 1 credit points: 4.		
Elective 4 (see note 1)			Semester 2 credit points: 4.		
Stage total for Year 2: 48 credit points					
Students choose elective units of study from across the Faculty to the total value of 16 credit points. Electives may vary from 2 to 6 credit points each. These include the following elective:					
OCCP 5098	*15536*	Elective Topic	4		1,2

■ Master of Applied Science (Occupational Therapy) by research

The Master of Applied Science (Occupational Therapy) by research has an applied research thesis format supplemented with a set of enabling components. The course is designed to provide opportunity for advanced study, critical evaluation, and research in specific areas of occupational therapy. The course may be completed full-time or part-time.

Admission requirements

1. Possess an award of Bachelor of Applied Science (Occupational Therapy) from Cumberland College of Health Sciences or The University of Sydney; or
2. Possess an award of Bachelor of Applied Science (Hons) in Occupational Therapy from The University of Sydney; or
3. Possess an award of Bachelor of Science with a major in Anatomy from The University of New South Wales, and a Graduate Diploma in Occupational Therapy from Cumberland College of Health Sciences; or
4. Possess an award of Master of Occupational Therapy from The University of Sydney; or
5. Possess such qualifications as are deemed equivalent to (1), (2)or(3);or
6. Submit such other evidence of general and/or professional qualifications as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies; and
7. Have the equivalent of a minimum of one year full-time professional experience since graduation as an occupational therapist. Occupational therapists without these qualifications may be admitted to candidature for the MAppSc(OT) by Research degree by first enrolling in the MHlthSc(OT) by Coursework degree. Following completion of the equivalent of one semester of part-time enrolment, students may apply to transfer to candidature for the MAppSc(OT) by Research degree.

Course outline

The Course Outline for the Master of Applied Science (Occupational Therapy) by Research is presented in Table 15.5.

Table 15.5: Master of Applied Science (Occupational Therapy) by Research

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Coursecode 1512:SpecialProgram(forMaster'sQualifyingStudents)					
Course code 1518: full-time; minimum 1.5 years, maximum 2 years					
Course code 1511: part-time; minimum 3 years, maximum 4 years					
Course code 1536: part-time off-campus, minimum 3 years, maximum 4 years					
Enabling units of study are normally required of all students enrolled in OCCP 6010 (15602A) Research Thesis A /OCCP 6011 (15602B) Research Thesis B. These enabling units provide the basis for students to undertake advanced study in specific areas of occupational therapy, and are negotiated with the candidate's supervisor.					
Full-time mode					
■ **Year 1 (and subsequent years)**					
OCCP 6010	*15602A*	Research Thesis			Full year
OCCP 6011	*15602B*	Research Thesis			Full year
Part-time mode					
■ **Year 1 (and subsequent years)**					
OCCP 6010	*15602k*	Research Thesis			Full year
OCCP 6011	*15602B*	Research Thesis			. Full year

■ Units of study

BACH 5070 **Family and Caring in the Community**

Old code 2552N/2552NX. 6 credit points. Prof. Gwynnyth Llewellyn (02) 9351 9213 and Dr Rosemary Cant (02) 9351 9560. Semester: 2. Classes: On campus and off campus block mode. Assessment: Contribution to tutorials and group work and an individual final report.

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

OCCP 5021 **Inquiry Project**

Old code 15444.12 credit points. Ms Ruth Beltran (02) 9351 9295. **Semester:** 1, 2. **Classes:** On-campus/off-campus, flexible mode. **Assessment:** 12,000 words written work.

The purpose of this unit is to synthesise postgraduate learning into a substantive project. Students conduct and write up their project under supervision.

OCCP 5033 **Managing Occupational Therapy Services**

Old code 15459.6 credit points. Mr Philip Chan (02) 9351 9202. Semester: 1,2. Assumed knowledge: Managerial functions of an OT Department. Assessment: Cntinuous assessment.

This unit provides students with opportunity to analyze theories of organizational power distribution and decision-making, and to review current managerial theories and techniques which can be applied to the planning, organizing, staffing, leading and assuring quality of occupational therapy services. There will be mini-lectures given by the lecturer at the beginning and conclusion of this unit. Students are required to conduct seminars on chosen topics, and to lead discussion afterwards to relate theory to relevant managerial practice.

OCCP 5043 **Upper Limb Orthotic Systems**

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

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

OCCP 5051 **Environmental Measurement**

Old code 15488X. 6 credit points. Ms Catherine Bridge (02) 9351 9376. **Semester:** 1, 2.

This unit of study examines formal and informal tools that have been developed to evaluate the impact of the built environment for persons with disabilities. These tools include 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 seminars, tutorials, and videotaped analysis of students using tools.

OCCP 5053 **Foundations for Modifications in Public and Private Buildings**

Old code 15490.6 credit points. Ms Catherine Bridge (02) 9351 9376. **Semester: 1,2.**

This unit of study examines the expertise that can be acquired via application and interpretation of regulatory standards. Material to be covered will include general principles for design of buildings to enhance access and mobility. Design standards will be examined in relation to their history, assumptions, applicability and research base. Material from America and England will be compared to the Australians Standards 1428 parts 1,2,3 and 4. Students will critically evaluate the appropriate application of standards in eliminating access barriers. Learning experiences include seminars, and will include problem solving around client cases.

OCCP 5054 **Communication with builders, architects and tradesperson**

Old code 15491.6 credit points. Ms Catherine Bridge (02) 9351 9376. **Semester:** 1, 2.

This unit of study explores uniform building terminology and how to decode and package information to facilitate the understanding of the various stakeholders involved. Various models of communication will be explored with emphasis on how to work with others and how to put together building specifications in terms of timing and level of detail. Students will learn what is necessary in terms of informed consent, product liability and legal report writing. Students will explore types of documentation and then audit environmental modification reports within their workplace in terms of best practice. Learning experiences include seminars, problem solving around client cases, videotape analysis of communication sessions and audits of environmental modification reports.

OCCP 5055 **Drafting using CAD packages**

Old code 15492.6 credit points. Ms Catherine Bridge (02) 9351 9376. **Semester:** 1,2.

This unit of study focuses on occupational therapy skills in representing changes to the built'environment using drawing techniques. Students will examine various computer aided drafting (CAD) packages which can be used to simplify and facilitate representation of problems and potential solutions in building design. Students will learn how to critically select and operate CAD software to produce appropriate plan drawings and front and side elevations. Learning experiences include tutorials, case presentations and problem solving tutorials using CAD software.

OCCP 5064 **Single System Research Design and Evaluation Methods**

Old code 15501.6 credit points. Dr Chris Chapparo (02) 9351 9206. **Semester:** 1, 2. **Assessment:** Continuous.

The purpose of this unit is to explore the application of systematic research and evaluation methods through single system design. Students will have the opportunity to design a single system project which is appropriate to their work setting. In doing this, the following will be covered: comparison of traditional and single system research methods; measurement and recording procedures associated with single system designs; basic and advanced designs for single systems evaluation and research; and visual and statistical analysis of single system data.

OCCP 5068 **Program Evaluation**

Old code 15506.6 credit points. Dr Chris Chapparo (02) 9351 9206. **Semester: 1, 2. Classes:** On-campus Block mode. **Assessment:** Continuous assessment.

This unit is designed to introduce participants to many of the issues and practices in evaluation of occupational therapy programs. The context will focus on exploration of issues in occupational therapy program evaluation; developing evaluation questions and design that are realistic within an occupational therapy work environment; examining and critiquing program evaluations that have been completed; application of program evaluation principles to various occupational therapy work environments and development of an evaluation proposal that is based on the evaluation needs of participants.

OCCP 5070 Selected Topics 1

Old code 15508.6 credit points. Ms Ruth Beltran (02) 9351 9295. **Semester: 1, 2. Classes:** On-campus/off-campus, flexible mode. **Assessment:** Assignments.

This unit of study is designed to provide the student with the knowledge and skills necessary to upgrade or expand their clinical expertise in an identified area of practice. The unit of 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 andon 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.

OCCP5071 Selected Topics 2

Old code 15509.3 credit points. Ms Ruth Beltran (02) 9351 9295. **Semester: 1, 2. Classes:** On-campus/off-campus, flexible mode. **Assessment:** Assignments.

This unit of study is designed to provide the student with the knowledge and skills necessary to upgrade or expand their clinical expertise in an identified area of practice. The unit of 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.

OCGP 5074 Problem Identification 1

Old code 15512.4 credit points. Ms Lynne Adamson (02) 9351 9510. **Semester: 1. Classes:** 3 hours/week on campus. **Assessment:** Assignments.

Students will learn to identify client problems as the clients see them and from different theoretical perspectives. Students will acquire the skills necessary to interview clients, assess their abilities and limitations in performing the daily activities which are appropriate to client roles, determine the extent of the mismatch between what clients would like to do and what they can do. Students will learn to identify problems with a range of clients including individuals, families, small groups, organisations and communities, with the focus being the consumer (client) perspectives of problems. Students will learn to determine the appropriateness of, and select from a variety of assessment methods including interviews, clinical observation, standardised and non-standardised assessments, and environmental evaluations. They will learn to clearly articulate the conceptual foundation and rationale for their choices.

Practical: A three week fieldwork placement contributes to units of study in semester 1

Textbooks

Not prescribed for unit of study

OCCP 5075 Problem Identification 2

Old code 15513.4 credit points. Dr Susan Griffin (02) 9351 9377. **Semester: 2. Classes:** 3 hours/week on campus. **Assessment:** Assignments.

Students will learn to identify client problems as the clients see them and from different theoretical perspectives. Students will acquire the skills necessary to interview clients, assess their abilities and limitations in performing the daily activities which are appropriate to client roles, determine the extent of the mismatch between what clients would like to do and what they can do. Students will learn to identify problems with a range of clients including individuals, families, small groups, organisations and communities, with the focus being the consumer (client) perspectives of problems. Students will learn to determine the appropriateness of, and select from a variety of assessment methods including interviews, clinical observation, standardised and non-standardised assessments, and environmental evaluations. They will learn to clearly articulate the conceptual foundation and rationale for their choices.

Textbooks

Not prescribed for unit of study

OCCP 5076 Activity Analysis and Adaption 1

Old code 15514.3 credit points. Ms Lynne Adamson (02) 9351 9510. **Semester:** 1. **Classes:** 3 hours/week on campus. **Assessment:** Assignments.

Students will learn to analyse and adapt daily activities from different theoretical perspectives appropriate to client roles, including the biocognitive and psycho-socio-cultural factors which underpin the ability to perform the activities. The students will also-consider the client contexts and the impact these have on their roles and activity performance.

Practical: A three week fieldwork placement contributes to all units of sutdy in semester 1

Textbooks

Not prescribed for unit of study

OCCP 5077 Activity Analysis and Adaption 2

Old code 15515.3 credit points. Dr Susan Griffin (02) 9351 9377. **Semester:** 2. **Classes:** 3 hours/week on campus. **Assessment:** Assignments.

Students will learn to analyse and adapt daily activities from different theoretical perspectives appropriate to client roles, including the biocognitive and psycho-socio-cultural factors which underpin the ability to perform the activities. The students will also consider the client contexts and the impact these have on their roles and activity performance.

Textbooks

Not prescribed for unit of study

OCCP 5078 Occupational Therapy Intervention 1

Old code 15516.4 credit points. Ms Lynne Adamson (02) 9351 9510. **Semester: 1. Classes:** 3 hours/week on campus. **Assessment:** Assignments.

Students will learn to implement occupational therapy interventions from different theoretical perspectives and clearly articulate the rationale for their choices. This will include the processes of goal setting with clients, considering a range of interventions drawing on their ability to analyse and adapt activities, selecting an intervention based on client priorities, and implementing the intervention. A wide range of possible intervention strategies will be considered throughout the course including individual activities, group work, prescription of assistive devices and use of technology, modification of the environment and work practices, education and counselling.

Practical: A three week fieldwork placement contributes to all units of study in semester 1

Textbooks

Not prescribed for unit of study

OCCP 5079 Occupational Therapy Intervention 2

Old code 15517.4 credit points. Dr Susan Griffin (02) 9351 9377. **Semester: 2. Classes:** 3 hours/week on campus. **Assessment:** Assignments.

Students will learn to implement occupational therapy interventions from different theoretical perspectives and clearly articulate the rationale for their choices. This will include the processes of goal setting with clients, considering a range of interventions drawing on their ability to analyse and adapt activities, selecting an intervention based on client priorities, and implementing the intervention. A wide range of possible intervention strategies will be considered throughout the course including individual activities, group work, prescription of assistive devices and use of technology, modification of the environment and work practices, education and counselling.

Textbooks

Not prescribed for unit of study

OCCP 5080 Evaluation and Research 1

Old code 15518.3 credit points. Ms Lynne Adamson (02) 9351 9510. **Semester:** 1. **Classes:** On campus. **Assessment:** Assignments.

This unit of study introduces students to the range of terms and concepts in the area of research such as outcome measures, evidence based practice, program evaluation and the research process. Students will develop a number of skills such as reading, critiquing and some general writing skills. They will look more closely at outcomes measures and how they fit into OT practice and will consider which outcomes would be most useful for the cases covered in this semester. The assignment will focus on outcome measures.

Practical: A three week fieldwork placement contributes to all units of study in semester 1

Textbooks

Not prescribed for unit of study

OCCP 5081 Evaluation and Research 2

Old code 15519.3 credit points. Dr Susan Griffin (02) 9351 9377. **Semester: 2. Classes:** On Campus. **Assessment:** Assignments.

This unit of study focuses on the use of the research process in program evaluation. Students will review the research process in more detail and how it can be applied to evaluate programs in practice. They will look at a range of program evaluation methods and consider how to evaluate programs for the types of cases covered during the semester. Students will design a program evaluation for one of the case types and write it up as a program evaluation proposal.

Textbooks

Not prescribed for unit of study

OCCP 5082 Professional Management 1

Old code 15520.3 credit points. Ms Lynne Adamson (02) 9351 9510. **Semester: 1. Classes:** 3 hours/week on campus. **Assessment:** Assignments.

Students will learn to use a range of strategies to maximise their ability to manage and work competently within a variety of work contexts. Among other things students will critically explore the issues of ethical occupational therapy practice, self-management and management of an occupational therapy department, the broader political and social contexts in which they work including the team, the organisation and the health/welfare system. They will also build on their abilities related to university genetic attributes in this unit.

Practical: A three week fieldwork placement contributes to all units of study in semester 1

Textbooks

Not prescribed for unit of study

OCCP 5083 Professional Management 2

Old code 15521.3 credit points. Dr Susan Griffin (02) 9351 9377. **Semester: 2. Classes:** 3 hours/week on campus. **Assessment:** Assignments.

Students will learn to use a range of strategies to maximise their ability to manage and work competenfly within a variety of work contexts. Among other things students will critically explore the issues of ethical occupational therapy practice, self-management and management of an occupational therapy department, the broader political and social contexts in which they work including the team, the organisation and the health/welfare system. They will also build on their abilities related to university genetic attributes in this unit.

Textbooks

Not prescribed for unit of study

OCCP 5084 Professional Presentation 1

Old code 15522.3 credit points. Ms Lynne Adamson (02) 9351 9510. **Semester:** 1. **Classes:** 3 hours/week on campus. **Assessment:** Assignments.

Students will explore many aspects of presenting both themselves and their ideas as members of the occupational therapy and broader professional community. Areas covered will include appropriate documentation of client outcomes, verbal and written presentation skills appropriate for presenting their ideas and work to their colleagues, clients, other health professionals and students. Emphasis will be placed on the ability to critically articulate the theoretical and practice rationale that underpins occupational therapy practice.

Practical: A three week fieldwork placement contributes to all untis of study in semester 1

Textbooks

Not prescribed for unit of study

OCCP 5085 Professional Presentation 2

Old code 15523.3 credit points. Dr Susan Griffin (02) 9351 9377. **Semester: 2. Classes:** 3 hours/week on campus. **Assessment:** Assignments.

Students will explore many aspects of presenting both themselves and their ideas as members of the occupational therapy and broader professional community. Areas covered will include appropriate documentation of client outcomes, verbal and written presentation skills appropriate for presenting their ideas and work to their colleagues, clients, other health professionals and students. Emphasis will be placed on the ability to critically articulate the theoretical and practice ration^ e that underpins occupational therapy practice.

Textbooks

Not prescribed for unit of study

OCCP 5086 Problem Identification in Practice 1

Old code 15524.4 credit points. Ms Lynne Adamson (02) 9351 9510. **Semester: 1. Classes:** 3 hours/week for 6 weeks on campus. Assessment: Skills viva examination, assignments, performance in the field.

Students will continue to develop their skills in problem identification. Students will continue this development largely in fieldwork settings. Their case based learning will continue using problems and issues reflected in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin problem identification in practice.

Practical: Performance in the field (6 weeks) contributes to all units of study in semester 1

Textbooks

Not prescribed for unit of study

OCCP 5087 Problem Identification in Practice 2

Old code 15525.4 credit points. Dr Susan Griffin (02) 9351 9377. Semester: 2. Classes: 1 hour/week on campus. Assessment: Assignments, performance in the field, final examinations.

Students will continue to develop their skills in problem identification. Students will continue this Development largely in fieldwork settings. Their case based learning will continue using problems and issues reflected in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin problem identification in practice.

Practical: Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2

Textbooks

Not prescribed for unit of study

OCCP 5088 Activity Analysis and Adaption in the Field 1

Old code 15526.2 credit points. Ms Lynne Adamson (02) 9351 9510. **Semester: 1. Classes:** 3 hours/week for 6 weeks on campus. **Assessment:** Skills viva examination, assignments, performance in the field.

Students will apply their theoretical and practical knowledge of activity analysis and adaption in the fieldwork setting. Students will be applying what they have learnt during the first year of this unit in to other units and in to their occupational therapy assessment tasks used in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin practice in activity analysis and adaption.

Practical: Performance in me field (6 weeks) contributes to all units of study in semester 1

Textbooks

Not prescribed for unit of study

OCCP 5089 Activity Analysis and Adaption in the Field 2

Old code 15527.2 credit points. Dr Susan Griffin (02) 9351 9377. Semester: 2. Classes: 1 hour/week on campus. Assessment: Assignments, performance in the field, final examinations.

Students will apply their theoretical and practical knowledge of activity analysis and adaption in the fieldwork setting. Students will be applying what they have learnt during the first year of this unit in to other units and in to their occupational therapy assessment tasks used in the fieldwork setting. Emphasis will be placed on exploring conceptual issues which underpin practice in activity analysis and adaption.

Practical: Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2

Textbooks

Not prescribed for unit of study

OCCP 5090 Occupational Therapy Intervention in Practice 1

Old code 15528.4 credit points. Ms Lynne Adamson (02) 9351 9510. **Semester:** 1. **Classes:** 3 hours/week for 6 weeks on campus. **Assessment:** Skills viva examination, assignments, performance in the field.

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.

Practical: Performance in the field (6 weeks) contributes to all units of study in semester 1

Textbooks

Not prescribed for unit of study

OCCP 5091 Occupational Therapy Intervention in Practice 2

Old code 15529.4 credit paints. Dr Susan Griffin (02) 9351 9377.
Semester: 2. Classes: 1 hour/week on campus. Assessment: Assignments, performance in the field, final examinations.
Students will continue to develop their theory base and skills in occupational therapy intervention. They will continue this development largely in fieldwork settings using 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.
Practical: Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2
Textbooks
Not prescribed for unit of study

OCCP 5092 Evaluation and Research in the Field 1

Old code 15530.4 credit points. Ms Lynne Adamson (02) 9351 9510.
Semester: 1. Classes: Independent learning. **Assessment:** Assignment, performance in the field.
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.
Practical: Performance in the field (6 weeks) contributes to all units of study in semester 1
Textbooks
Not prescribed for unit of study

OCCP 5093 Evaluation and Research in the Field 2

Old code 15531.4 credit points. DtSusan Griffin (02) 9351 9377.
Semester: 2. Classes: Independent learning. **Assessment:** Assignments, performance in the field.
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.
Practical: Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2
Textbooks
Not prescribed for unit of study

OCCP 5094 Professional Management in Practice 1

Old code 15532.3 credit points. Ms Lynne Adamson (02) 9351 9510.
Semester: 1. Classes: 2 hours/week for 6 weeks on campus. **Assessment:** Assignments, performance in the field.
Students will continue to develop their theory base and skills in professional management, with fieldwork providing practice opportunities to build on first year in this unit. Their case based learning will continue using theoretical analysis of problems which arise in the fieldwork setting, with a focus on the caseload, the health care team and the organisational context.
Practical: Performance in the field (6 weeks) contributes to all units of study in semester 1
Textbooks
Not prescribed for unit of study

OCCP 5095 Professional Management in Practice 2

Old code 15533.3 credit points. Dr Susan Griffin (02) 9351 9377.
Semester: 2. Classes: 1 hour/week on campus. **Assessment:** Assignment, performance in the field.
Students will continue to develop their theory base and skills in professional management, with fieldwork providing practice opportunities to build on first year in this unit. Their case based learning will continue using theoretical analysis of problems which arise in the fieldwork setting, with a focus on the caseload, the health care team and the organisational context.
Practical: Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2
Textbooks
Not prescribed for unit of study

OCCP 5096 Professional Presentation in Practice 1

Old code 15534.3 credit points. Ms Lynne Adamson (02) 9351 9510.
Semester: 1. Classes: 2 hours/week on campus. **Assessment:** Assignments, performance in the field.
Students will continue to develop their professional presentation skills and apply them in fieldwork settings. They will be supported to prepare and present the results of their evaluation project in professional forums.
Practical: Performance in the field (6 weeks) contributes to all units of study in semester 1
Textbooks
Not prescribed for unit of study

OCCP 5097 Professional Presentation in Practice 2

Old code 15535.3 credit points. Dr Susan Griffin (02) 9351 9377.
Semester: 2. **Classes:** 1.hour/week on campus. Assessment: Assignments, performance in the field.
Students will continue to develop their professional presentation skills and apply them in fieldwork settings. They will be supported to prepare and present the results of their evaluation project in professional forums.
Practical: Performance in the field (16 weeks including inter-semester recess) contributes to all units of study in semester 2
Textbooks
Not prescribed for unit of study

OCCP 5098 Elective Topic

Old code 15536.4 credit points. Dr Susan Griffin (02) 9351 9377.
Semester: 1, 2. Classes: Depends on individual learning contract. **Assessment:** Assignments.
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.

OCCP 5100 Research and Inquiry in Professional Practice

Old code 15449X. 6 credit points. Dr Maureen Fitzgerald (02) 9351 9216.
Semester: 2. Classes: Off-campus mode and on campus 2 hours/week. Web supported group discussion Group work. **Assessment:** Assignments.
The purpose of this unit is for students to investigate issues in applied research and evaluation in professional practice. The unit addresses historical and contemporary perspectives on research; common problems for research, inquiry, and evaluation in clinical and other settings; and evaluation and research knowledge and procedures appropriate for professional practice.
Textbooks
Research Issues in Professional Practice, Fitzgerald, M.H. (2000) www.ot.cchs.usyd.edu.au/library/teaching/index.htm

OCCP 5104 Understanding Health Science Theory

Old code 15538.3 credit points. Ms Ruth Beltran (02) 9351 9295.
Semester: 1, 2. Classes: On campus and enternal/distance mode. Assessment: Assignment.
The purpose of this unit of study is for students to investigate "tieoretical and practice issues that impact on knowledge Jevelopment and practice in the health professions. Epistemological orientation to practice, conceptual and theoretical structures, and framework for theory description, analysis, and critique will be explored. The student will develop an enhanced understanding of theory as a framework for practice and research and Will develop an enhanced ability to critically appraise theoretical frameworks and conceptual models relevant to the health sciences/professions. This unit is a prerequisite for OCCP 5105 (15539), OCCP 5106 (15540), OCCP 5107 (15541), OCCP 5108 (15542).

OCCP 5105 Theory Application 1

Old code 15539.3 credit points. Ms Ruth Beltran (02) 9351 9295.
Semester: 1, 2. **Classes:** Flexible mode. **Assessment:** Assignment, examination.
The purpose of this unit of study is for students to engage in an in-depth exploration of a particular theoretical framework or conceptual model and examine its application and impact on research, practice, education, administration, and other relevant areas. Example of such theoretical frameworks include Sensory Integration, Environmental Theory, Role Theory, Occupational Performance Model (Australia), Community Development, and other theoretical information developed within related disciplines or related areas of study.

OCCP 5106 Theory Application 2

Old code 15540.3 credit points. Ms Ruth Beltran (02) 9351 9295.
Semester: 1, 2. Classes: Flexible mode. **Assessment:** Assignment, examination.
The purpose of this unit of study is for students to engage in an in-depth exploration of a particular theoretical framework or conceptual model and examine its application and impact on research, practice, education, administration, and other relevant areas. Example of such theoretical frameworks include Sensory Integration, Environmental Theory, Role Theory, Occupational

Performance Model (Australia), Community Development, and other theoretical information developed within related disciplines or related areas of study.

OCCP 5107 Theory Application 3

Old code 15541.3 credit points. Ms Ruth Beitran (02) 9351 9295. Semester: 1, 2. **Classes:** Flexible mode. Assessment: Assignment, examination.

The purpose of this unit of study is for students to engage in an in-depth exploration of a particular theoretical framework or conceptual model and examine its application and impact on research, practice, education, administration, and other relevant areas. Example of such theoretical frameworks include Sensory Integration, Environmental Theory, Role Theory, Occupational Performance Model (Australia), Community Development, and other theoretical information developed within related disciplines or related areas of study.

OCCP 5108 Theory Application 4

Old code 15542.3 credit points. Ms Ruth Beitran (02) 9351 9295. **Semester: 1, 2. Classes:** fFexible mode. **Assessment:** Assignment, examination.

The purpose of this unit of study is for students to engage in an in-depth exploration of a particular theoretical framework or conceptual model and examine its application and impact on research, practice, education, administration, and other relevant areas. Example of such theoretical frameworks include Sensory Integration, Environmental Theory, Role Theory, Occupational Performance Model (Australia), Community Development, and other theoretical information developed within related disciplines or related areas of study.

OCCP 5109 Assessment Principles

Old code 15543.3 credit points. Ms Catherine Bridge (02) 9351 9376. **Semester: 1,2. Classes:** Flexible mode of delivery. **Assessment:** Assignments and/or examinations.

This unit of study explores the general principles governing the use of informal and formal assessment methods used in the health sciences. Discussion topics will include norm-referenced versus criterion referenced instruments, instrument development, validity, reliability, instrument selection, use of instruments for clinical and research purposes. This unit is a prerequisite for OCCP5110 (15544), OCCP5111 (15545), OCCP5112 (15546), OCCP 5113 (15547).

Textbooks

List of core references available

OCCP 5110 Tests and Measures of Human Behaviour 1

Old code 15544.3 credit points. Ms Ruth Beitran (02) 9351 9295. **Semester: 1, 2. Classes:** Flexible mode of delivery. **Assessment:** Assignments and/or examinations.

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 suitabihty for use with clients. Students will develop skill in test mechanics and interpretation of results of the chosen assessment mode through practice and use within their workplace.

Textbooks

List of core references available

OCCP 5111 Tests and Measures of Human Behaviour 2

Old code 15545.3 credit points. Ms Ruth Beitran (02) 9351 9295. **Semester:** 1, 2. **Classes:** Flexible mode of delivery. **Assessment:** Assignments and/or examinations.

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 suitabihty for use with clients. Students will develop skill in test mechanics and interpretation of results of the chosen assessment mode through practice and use within their workplace.

Textbooks

List of core references available

OCCP 5112 Tests and Measures of Human Behaviour 3

Old code 15546.3 credit points. Ms Ruth Beitran (02) 9351 9295. Semester: 1, 2. **Classes:** Flexible mode of delivery. **Assessment:** Assignments and/or examinations.

The purpose of this unit of study is to examine current instruments developed for use in various areas of occupational therapy practice. Students will choose one mode of assessment and study its theoretical base, assumptions, development, strengths, limitations and suitability for use with clients. Students will develop skill in test mechanics and interpretation of results of the chosen assessment mode through practice and use within their workplace.

Textbooks

List of core references available

OCCP 5113 Tests and Measures of Human Behaviour 4

Old code 15547.3 credit points. Ms Ruth Beitran (02) 9351 9295. **Semester: 1, 2. Classes:** Flexible mode of delivery. **Assessment:** Assignments and/or examinations.

The purpose of this unit of study is to examine current instruments developed for use in various areas of occupational therapy practice. Students will choose one mode of assessment and study its theoretical base, assumptions, development, strengths, limitations and suitability for use with clients. Students will develop skill in test mechanics and interpretation of results of the chosen assessment mode through practice and use within their workplace.

Textbooks

List of core references available

OCCP 5114 Occupational Therapy in Service Delivery Systems

Old code 15548.3 credit points. Ms Ruth Beitran (02) 9351 9295. **Semester: 1, 2. Classes:** Flexible mode of delivery. **Assessment:** Assignments and/or examination.

This module of study will give students the opportunity to explore how the structure and function of various institutional and community service delivery systems impact on the nature of occupational therapy practice. Specifically, sociopolitical, physical and historical dimensions of service delivery systems that currently utilise occupational therapy will be examined and related to the types of occupational therapy services that have evolved, including direct intervention, consultation, transdisciplinary and multidisciplinary team intervention, advocacy and education. Although this module focuses on occupational therapy in various service delivery systems, students from other disciplines will find this topic relevant. This unit is a prerequisite for OCCP 5115 (15549), OCCP 5116 (15550), OCCP 5117 (15551), OCCP 5118 (15552).

Textbooks

List of core references available

OCCP 5115 Implementation of Occupational Therapy in Service Delivery Systems 1

Old code 15549.3 credit points. Ms Ruth Beitran (02) 9351 9295. **Semester: 1, 2. Classes:** Flexible mode of delivery. **Assessment:** Assignments and/or examinations.

This module of study enables students to further explore the relationship between service delivery systems and implementation of occupational therapy. Students will identify one specific service delivery system, such as a hospital, nursing home, school, or community agency, and investigate the impact of aspects of the structure, function and philosophy of the service delivery system on specific occupational therapy programs within the system.

Textbooks

List of core references available

OCCP 5116 Implementation of Occupational Therapy in Service Delivery Systems 2

Old code 15550.3 credit points. Ms Ruth Beitran (02) 9351 9295. **Semester: 1, 2. Classes:** Flexible mode of delivery. **Assessment:** Assignments and/or examination.

This module of study enables students to further explore the relationship between service delivery systems and implementation of occupational therapy. Students will identify one specific service delivery system, such as a hospital, nursing home, school, or community agency, and investigate the impact of aspects of the structure, function and philosophy of the service delivery system on specific occupational therapy programs within the system.

Textbooks
List of core references available

OCCP 5117 Implementation of Occupational Therapy in Service Delivery Systems 3

Old code 15551.3 credit points. Ms Ruth Beltran (02) 9351 9295. **Semester:** 1, 2. **Classes:** Flexible mode of delivery. **Assessment:** Assignments and/or examination.
This module of study enables students to further explore the relationship between service delivery systems and implementation of occupational therapy. Students will identify one specific service delivery system, such as a hospital, nursing home, school, or community agency, and investigate the impact of aspects of the structure, function and philosophy of the service delivery system on specific occupational therapy programs within the system.
Textbooks
List of core references available

OCCP 5118 Implementation of Occupational Therapy in Service Delivery Systems 4

Old code 15552.3 credit points. Ms Ruth Beltran (02) 9351 9295. **Semester: 1, 2. Classes:** Flexible mode of delivery. **Assessment:** Assignments and/or examination.
This module of study enables students to further explore the relationship between service delivery systems and implementation of occupational therapy. Students will identify one specific service delivery system, such as a hospital, nursing home, school, or community agency, and investigate the impact of aspects of the structure, function and philosophy of the service delivery system on specific occupational therapy programs within the system.
Textbooks
List of core references available

OCCP 5120 Community-based Practice in a Developed Country Context

Old code 15554.3 credit points. Ms Robyn Twible (02) 9351 9214. Semester: 1,2.
Students can apply theory to practice within the context of their work setting or community within a developed country. Students may utilise their current work setting as their primary area of study.

OCCP 5121 Community-based Practice in a Developing Country Context

Old code 15555.3 credit points. Ms Robyn Twible (02) 9351 9214. **Semester: 1,** 2.
Students have the opportunity to apply theory to practice with specific emphasis on issues relevant to a community(ies) in a developing country. Students will gain an awareness and understanding of the culture and traditions of community as well as the primary issues identified by community members in a developing country.

OCCP 5122 Advanced Communication Techniques

Old code 15556.6 credit points. Mr Philip Chan (02) 9351 9202. Semester: 1. Assumed knowledge: Basic communication theory and practice. Assessment: Continuous assessment.
This unit introduces students to a range of advanced communication techniques for the development of self, clients and significant others. Identification of own and others' learning styles, conflict resolution, negotiation, neurolinguistic, and summarizing techniques will be addressed, with specific reference to their application in enhancing cognitive, intra- and inter-personal components of performance. Experiential learning, learner participation and groupwork are essential modes of learning in this unit

OCCP 5123 Occupations in the Therapeutic Process

Old code 15557.6 credit points. Ms Ruth Beltran (02) 9351 9295. **Semester: 1, 2. Classes:** On-campus, flexible mode. **Assessment:** Assignment.
The purpose of this unit of study is to explore, understand, and apply a theory of practice called 'Grounded Theory of Techniques for Occupational Story Telling and Occupational Story Making' as developed by Clark, Ennevor, & Richardson (1996). These techniques will allow students to explore the process of realizing their conceptions of humans as occupational beings and to examine the role of occupations in the transformation of the self and developing peoples' occupational competence. A background on basic counselling skills is essential. Case studies and client narratives will be used.

OCCP 5124 Culture and Occupational Therapy

Old code 15558. 6 credit points. Ms Ruth Beltran (02) 9351 9295/Dr Maureen Fitzgerald (02) 9351 9216. Semester: 1, 2. Classes: On-campus, flexible mode. Assessment: Assignments.
This unit will examine the influence of culture in the practice of occupational therapy. Using case studies and situational analysis, students will examine how cultural-factors impact on the decisions and actions of individuals and groups. Cultural issues - will be examined from various theoretical perspectives. Students will have the opportunity to participate in exercises that will enhance their cultural competency. Cultural implications of assessment and treatment strategies used in occupational therapy will be explored.

OCCP 5125 Principles of Instruction

Old code 15559.3 credit points. Dr Michelle Donelly (02) 9351 9208. Semester: 1, 2. Classes: 2 days of seminars and workshops 9:00am to 4:30pm. Assumed knowledge: Undergraduate degree/diploma in Occupational Therapy. Assessment: 3000 plan for instruction.
This subject allows participants to design and implement instructional programs which address the fundamental functional learning needs of people with whom they work using advanced instructional technology. Participants will assess functional learning needs in order to develop and apply individually tailored instructional strategies relevant to functional performance contexts with complementary data based evaluation tools. Learning experiences will include analysis of the complexity of functional needs and instructional scenarios using videotaped applications of instructional technology. This unit is a prerequisite for the following four units OCCP 5126 (15560), OCCP 5127 (15561), OCCP 5128 (15562), OCCP 5129 (15563).

OCCP 5126 Applied Systematic Instruction

Old code 15560.3 credit points. Dr Michelle Donelly (02) 9351 9208., Semester: 1, 2. Classes: By negotiation. Assumed knowledge: Undergraduate degree/diploma in Occupational Therapy. Prerequisite: Systematic instruction. Assessment: 3000 word report.
Participants will design, implement and evaluate specific learning programs that address the functional learning needs of clients in their chosen areas of practice.

OCCP 5127 Enhancing Functional Reach

Old code 15561.3 credit points. Ms Judy Ranka (02) 9351 9207. **Semester: 1, 2. Classes:** On campus - evenings x3 hours/week. **Prerequisite:** Undergraduate Occupational Therapy degree. **Assessment:** Assignment.
This module examines the use of various physical guidance models to improve performance of occupational tasks by people whose reach is compromised by neurological or developmental disorder. Each model will be examined relative to its theoretical base, assumptions and application to the specific therapeutic instruction for reach. Students will select one .specific physical guidance model and develop skill in the associated therapeutic instructional methods that enable adults or children to perform the reach patterns required by their occupational performance. This module is open to graduate occupational therapists only. Learning experiences include seminars, problem solving around case studies, and videotape analysis of students' skill in their ' chosen model of physical guidance.

OCCP 5128 Enhancing Hand Function

Old code 15562.3 credit points. Dr Chris Chapparo (02) 9351 9206. **Semester:** 1, 2.
This module examines the use of various physical guidance models to improve performance of occupational tasks by people whose grasp and release has been compromised by neurological or developmental disorder. Each model will be examined relative to its theoretical base, assumptions and application to the specific therapeutic instruction for grasp and releasing objects. Students will select one specific physical guidance model and develop skill in the associated therapeutic instructional method to enable adults or children to perform grasping and releasing patterns that are required by their occupational performance. This module is open to graduate occupational therapists only. Learning experiences include seminars, problem solving around case studies, and videotape analysis of students' skill in their chosen model of physician guidance.

OCCP 5129 Enhancing Trunk and Body Position for Function

Old code 15563.3 credit points. Ms Judy Ranka (02) 9351 9207. **Semester:** 1, 2.
This module examines the use of various physical guidance models to improve performance of occupational tasks by people

older people and how these issues can be applied in occupational therapy practice.

OCCP5140 Politics and Power in the Workplace

Old code 15574.3 credit points. Dr Susan Griffin (02) 9351 9377. Semester: 1, 2. Classes: Internet and distance delivery for all students. Assessment: Essay, reflective journal.

This unit of study provides the opportunity for students to examine a variety of theoretical perspectives on how power is developed and shared within work places. Students will examine various strategies for developing and maintaining influence in the workplace. A variety of work place settings wiE be considered. Students will undertake an independent guided reading program.

OCCP 5141 Politics and Power in the Workplace

Old code 15575.6 credit points. Dr Susan Griffin (02) 9351 9377. **Semester: 1, 2. Classes:** Internet and distance delivery for allstudents. **Assessment:** Essay, reflective journal plus report of a work place based project.

This unit of study provides the opportunity for students to examine a variety of theoretical perspectives on how power is developed and shared within work places. Students will examine various strategies for developing and maintaining influence in the workplace. A variety of work place settings will be considered. Students will undertake an independent guided reading program in greater depth than for the 3 credit point unit of study in addition to a workplace project negotiated with the lecturer.

OCCP 5142 Theories and Perspectives in Community Practice

Old code 15576.6 credit points. Ms Ruth Beltran (02) 9351 9295. . **Semester: 1,2. 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 - **i** 800 words (30%), Reflections on and evidence of learning 1200 words (20%). : '

This unit explores the theories and perspectives that underpin community practice in relation to community development and promotion of health and wellness and the implications for discipline specific theory and practice. Students will gain knowledge which will expand their understanding, involvement, and expertise in community practice:

OCCP 5143 Driving Assessment and Training A

Old code 15577X. 6 credit points. Ms Lynne Kay (02) 9351 9331, Ms Anthea Rogers (02) 9351 9308. **Semester:** 1, 2. **Classes:** Flexible, off-campus mode in a block of 2 weeks full-time (9am to 5pm). **Prerequisite:** Qualified Occupational Therapist; **Assessment:** Participants must pass or receive a passing mark for all pieces of assessment. Students can apply to be given an opportunity to resubmit any pieces of work that are not of passing standard.

These units of study are designed to provide the participant with the knowledge and skills necessary to complete comprehensive driving assessments and to design appropriate rehabilitation programs for clients with a variety of disabilities. Learning experiences include formal lectures, a variety of practicums (several with clients with disabilities), problem solving tutorials and student reading on: biomechanical, sensorimotor, cognitive and psychosocial aspects of driving, defensive driving techniques, road craft theory and application, vehicle prescription, modification prescription, off-road and on-road assessment methodology, design of driver rehabilitation programs, medico-legal issues and licensing policy and procedures. Successful completion of this course will qualify Occupational Therapists to be registered with the appropriate state licensing authorities as registered driving assessors. These units of study are open to occupational therapists with a preferred minimum of two years of clinicial experience and a current driver's licence.

Textbooks

list of references

OCCP 5144 Driving Assessment and Training B

Old code 15578X. 6 credit points. Ms Lynne Kay (02) 9351 9331, Ms Anthea Rogers (02) 9351 9308. **Semester: 1,2. Classes:** Flexible, off-campus mode in a block of 2 weeks full-time (9am to 5pm. **Prerequisite:** Qualified Occupational Therapist. **Assessment:** Participants must pass or receive a passing mark for all pieces of assessment. Students can apply to be given an opportunity to resubmit any pieces of work that are not of passing standard.

These units of study are designed to provide the participant with the knowledge and skills necessary to complete comprehensive driving assessments and to design appropriate rehabilitation programs for clients with a variety of disabilities. Learning experiences include formal lectures, a variety of practicums ■ (several with clients with disabilities), problem solving tutorials and student reading on: biomechanical, sensorimotor, cognitive and psychosocial aspects of driving, defensive driving techniques, road craft theory and application, vehicle prescription, modification prescription, off-road and on-road assessment methodology, design of driver rehabilitation programs, medico-legal issues and licensing policy and procedures. Successful completion of this course will qualify Occupational Therapists to be registered with the appropriate state licensing authorities as registered driving assessors. These units of study are open to occupational therapists with a preferred minimum of two years of clinicial experience and a current driver's licence.

Textbooks

list of references

OCCP 6008 Research Design and Methods for Therapists

Old code 15502.6 credit points. Dr Maureen Fitzgerald (02) 9351 9216. Semester: 1, 2. **Classes:** on-campus, Group discussion, Group work.. Assessment: Assignments.

The purpose of this unit is to explore a variety of research . designs, research methods, and related issues appropriate to applied research. The exploration will be accomplished through studentled seminar discussions of selected.readings and each student will develop a research proposal on a topic of their choice. Content will include such things as: an overview of appropriate research designs, strengths and weaknesses of a broad selection of designs and methods, reliability and validity, selection of a study population, research ethics, development of research statements and questions, proposal writing, and the use of computers and other technology in research.

OCCP 6010 Research Thesis

Old code 15602A. **Semester:** Full year.

In this unit of study, students will investigate a specialised area of interest in occupational therapy under approved supervision. This unit involves regular supervision sessions and students are normally required to undertake a program of advanced study in the following topic areas as enabling components of the research thesis.

a) Topic in Theory

b) Topic in Research

c) Research electives. Elective units must included least one research methodology elective and one or more research electives or units relevant to the content area of the thesis to a total of at least 12 credit points. ,

OCCP 6011 Research Thesis

Old code 15602B. **Semester:** Full year.

In this unit of study, students will investigate a specialised area of interest in occupational therapy under approved supervision. This unit involves regular supervision sessions and students are normally required to undertake a program of advanced study in the following topic areas as enabling components of the research thesis.

a) Topic in Theory

b) Topic in Research

c) Research electives. Elective units must include at least one research methodology elective and one or more research electives or units relevant to the content area of the thesis to a total of at least 12 credit points.

whose ability to assume and maintain upright body positions has been compromised by neurological or developmental disorder. Each model will be examined relative to its theoretical base, assumptions and application to the specific therapeutic instruction for functional body positioning. Students will select one specific physical guidance model and develop skill in the associated therapeutic instructional method to enable adults or children to assume and maintain upright functional positions that are required by their occupational performance. This module is open to graduate occupational therapists only. Learning experiences include seminars, problem solving around case studies, and videotape analysis of students' skill in their chosen model of physical guidance.

OCCP 5130 Occupational Performance and the Inclusive Community

Old code 15564.3 credit points. Dr Michelle Doneily (02) 9351 9208. Semester: 1,2. Classes: 2 days of seminars and workshops 9:00am to 4:30pm. Assumed knowledge: Undergraduate degree/diploma in Occupational Therapy. Assessment: 3000 word written report.

In this unit participants will identify and analyse the philosophies, principles and practices which underpin functional performance in the inclusive community. This analysis will include an examination of the fundamental functional needs of people requiring support. Existing approaches to the provision of support services will be critically analysed in order to identify the extent to which identified fundamental needs are met. These topics will include the needs of people who are judged by others to have so-called 'high support needs' for a variety of reasons. Learning experiences will include experiential learning exercises, analysis of videotaped and audio-taped records of people receiving support. This unit is a prerequisite for OCCP 5131(15565).

OCCP 5131 Supporting Inclusion

Old code 15565.3 credit points. Dr Michelle Doneily (02) 9351 9208. Semester: 1, 2. Classes: By negotiation. Assumed **knowledge:** Undergraduate degree/diploma in Occupational Therapy. **Prerequisite:** Occupational performance in the inclusive community. Assessment: 3000 word report.

In this subject participants will identify and understand the functional support needs of people in order to design, develop and evaluate individually tailored supports in each aspect of daily living. Individualised support mechanisms relevant for promoting interdependent participation at school, at home, at work and other aspects of community life will be critically analysed. Analysis will include the impact of supports on promoting associational life, what is signified by the concept of community, safeguards and protective schemas and conflicting and parallel paradigms associated with the inclusive community. Topics will include but not be limited to a range of inclusive models of service deliver, transdisciplinary teams, family focused intervention, supported living and supported work. Learning experiences will include seminars, experiential learning exercises, evaluations of videotaped material.

OCCP 5132 Inquiry Project

Old code 15566.12 credit points. Ms Ruth Beltran (02) 9351 9295. Semester: 1, 2. Classes: On-campus/off-campus, flexible mode. Assessment: 12,000 words written work.

The purpose of this unit is to synthesise postgraduate learning into a substantive project. Students conduct and write up their project under supervision.

OCCP 5133 Inquiry Topics 1

Old code 15567.6 credit points. Ms Ruth Beltran (02) 9351 9295. Semester: 1, 2. Classes: On-campus/Off campus, flexible mode. Assessment: Assignments.

These units of study provide the student with the opportunity to investigate an area relevant to theory, practice and professional interests in occupational therapy or related disciplines. The outcome of this inquiry topic is a comprehensive paper that may involve an extended literature analysis and critical review and exposition of a range of knowledge and practice issues.

OCCP 5134 Inquiry Topics 2

Old code 15568.6 credit points. Ms Ruth Beltran (02) 9351 9295. Semester: 1, 2. Classes: On-campus/off-campus, flexible mode. Assessment: Assignments.

These units of study provide the student with the opportunity to investigate an area relevant to theory, practice and professional interests in occupational therapy or related disciplines. The outcome of this inquiry topic is a comprehensive paper that may involve an extended literature analysis and critical review and exposition of a range of knowledge and practice issues.

Practical: Depends on nature of topic

Textbooks

List of core references available

OCCP 5135 **Inquiry Topics 3**

Old code 15569.6 credit points. Ms Ruth Beltran (02) 9351 9295. Semester: 1, 2. Classes: On-campus/off-campus, flexible mode. Assessment: Assignments.

These units of study provide the student with the opportunity to investigate an area relevant to theory, practice and professional interests in occupational therapy or related disciplines. The outcome of this inquiry topic is a comprehensive paper that may involve an extended literature analysis and critical review and exposition of a range of knowledge and practice issues.

Practical: Depends on nature of topic

Textbooks

List of core references available

OCCP 5136 Dissertation

Old code 15570.12 credit points. Ms Ruth Beltran (02) 9351 9295. Semester: 1, 2. Classes: On-campus/off-campus. Prohibition: Normally student doing dissertation has already completed 48 credit points. Assessment: 12,000 words dissertation.

The honours dissertation is an extra 12 credit points unit of study in addition to the 48 credit points required to complete the Master of Health Science (Occupational Therapy) course. It is recommended that students who are qualified to do Honours and decided to do so should start developing their Literature Review within an Inquiry topic/Inquiry Project unit of study during the semester prior to the Honours semester which then leads on to the development of an Honours dissertation in the Honours year. It is stipulated in the School's master' 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'.

OCCP 5137 **Selected Topics 3**

Old code 15571.3 credit points. Ms RUth Beltran (02) 9351 9295. Semester: 1,2. Classes: On-campus/off-campus, flexible mode. Assessment: Assignments.

This unit of study is designed to provide the student with the knowledge and skills necessary to upgrade or expand their clinical expertise in an identified area of practice. The unit of study permits students to undertake approved courses of study off-campus. Enrolment in this unit of study will be contingent on the student being accepted for the course of study and meeting all costs, providing documentation on the course of study prior to enrolment so that the School can determine whether or not to approve such an enrolment and on the students documented completion of the course. This unit of study is coordinated by the graduate adviser who will consider enrolment in this unit of study on a case-by-case basis.

OCCP 5138 Specialised Seating

Old code 15573.3 credit points. Ms Judy Ranka (02) 9351 9207. Semester: 1, 2. Classes: On-campus mode with independent study.

This unit of study will cover the knowledge and skills required by occupational therapists to prescribe, evaluate and modify equipment that promotes performance of occupational tasks in various sitting positions. Students will integrate principles of ergonomics, biomechanics and design with principles of occupational performance to determine appropriate wheelchair and other seating options for children and adults whose physical function is compromised by neurological and/or musculoskeletal impairments. Learning experience will include lecture, practical application of concepts, exposure to a range of seating options and problem solving experiences.

OCCP 5139 Gerontology Occupational Therapy

Old code 15572.6 credit points. Ms Lindy Clemson (02) 9351 9372. Semester: 1,2.

This elective will provide an opportunity to explore some issues within the area of aging and gerontology and occupational therapy. Students will have the opportunity of developing a topic of interest within these broader areas. This elective will involve group presentations based around readings and an independent learning component. Students can research in small groups or individually. The purpose is to help students identify and explore issues in gerontology that impact on the health and well being of

16 School of Physiotherapy

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. Staff and students of the School are actively involved in a number of research projects. These range over several areas including the investigation of human motor performance, musculoskeletal, neurological and cardiopulmonary physiotherapy, occupational health and clinical reasoning.

As one of the foundation schools of the Faculty of Health Sciences (formerly Cumberland College of Health Sciences) at the College's inception in 1975, the School of Physiotherapy has played an important role in the development of the Faculty and its academic programs. Prior to 1975, there was a physiotherapy program conducted through the Australian Physiotherapy Association in New South Wales which had been offered since its inception in 1907.

One of the major goals of the School is to graduate competent beginning practitioners of physiotherapy. To this end, the School's Undergraduate Studies Committee has reviewed the undergraduate program in relation to each of the physiotherapy competencies recently formulated by the physiotherapy profession in Australia. This Committee has ensured that each of these competencies is addressed in the curriculum. Reference to specific competencies is made in statements of unit aims and objectives - eg, in student manuals.

The School has a strong commitment to achieving quality in all areas of endeavour. To achieve this goal the School has utilised findings from evaluation of our academic programs and research projects to refine the program offered. This evaluation has involved seeking and receiving critical appraisal from various sources including student, teacher and external evaluation, from external advisory committees and members of the physiotherapy profession, from national and international colleagues and from members of this and other faculties of the University.

In common with other departments at The University of Sydney, the School of Physiotherapy promotes students' development of generic as well as discipline-specific knowledge and skills. Generic skills, for example communication and team work skills, are necessary attributes of all graduates of higher education in this age of change. In fostering these skills the School is preparing its graduates to work in many different settings to promote health and facilitate rehabilitation. Work venues include generalist and specialist settings in city and rural regions, and in institutional, school, industrial and community contexts.

The School of Physiotherapy offers two undergraduate programs (pass and honours bachelor degrees). The honours program is available to students completing their second year of the undergraduate program who have met the eligibility criteria and quota for admission to the Honours program.

The School conducts ten graduate programs. These include research programs at masters and doctoral levels and coursework masters programs in manipulative physiotherapy, sports physiotherapy, cardiopulmonary physiotherapy, neurological physiotherapy, paediatric physiotherapy, double degree in sports and manipulative physiotherapy, and a combined program, which addresses a number of other professional sub-disciplines.

In addition, the School offers a Graduate Physiotherapy Program. More information on this two year masters level program, open to graduates of relevant human movement degrees, can be found in this chapter.

Enquiries regarding postgraduate courses should be directed to the following:

- Academic Program Administrator: Mr Chamreun Cheen, (02) 9351 9378
- Postgraduate Coursework Programs Coordinator: Dr Jenny Alison (02) 9351 9371
- Research Masters Program and PhD Program Coordinator: Associate Professor Nick O'Dwyer, (02) 9351 9385.
- Graduate Physiotherapy Program Coordinator: Dr Louise Ada, (02)93519544

Enquiries regarding undergraduate courses should be directed to the following:

- Academic Program Administrator: Mr Chamreun Cheen, (02) 9351 9378
- Undergraduate and Honours Programs Coordinator: Dr Sharon Kilbreath, (02) 9351 9272

■ Master of Physiotherapy (Graduate Physiotherapy Program)

Course coordinator: Dr. Louise Ada (02) 9351 9544

Course Aims

The principal aims of the course are to:

- Produce a body of graduates with the academic and clinical skills to be registered as beginning practitioner physiotherapists in NSW; and
- Encourage the undertaking of research within the profession.

Admission requirements

To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:

(a) Possess an award of Bachelor of Applied Science (Exercise and Sport Science) from The University of Sydney; or
(b) Possess an award of Bachelor of Exercise Science from the University of Wollongong; or
(c) Possess such studies as are deemed to be equivalent to (a) and/or(b)

To enter this course, the applicant shall normally have at least a credit grade average in their undergraduate degree.
The selection process will involve a review of the applicant's ability to meet the admission requirements. In addition, applicants will need to have demonstrated adequate background knowledge of their career selection. Where more applicants exist than number of places available, admission will be granted on the basis of merit, including GPA.

Course outlines

This course enables students with selected previous degrees to undertake study in physiotherapy taking into account their previous knowledge and skills. This course will require the completion of 96 credit points. The course is structured around four academic blocks (Semester 1 = orientation week +13 weeks, Semester 2 = 8 weeks, Semester 3 = 12 weeks, Semester 4 = 5 weeks) and five clinical blocks (one 4-week block and four 5-week blocks). See Table 16.1.

The course outlines for the Graduate Physiotherapy Program are presented in Table 16.1.

Table 16.1: Master of Physiotherapy

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1684: full-time, 2 years Credit points: 96					
■ Year 1					
BIOS 5054	*11519*	Functional Musculoskeletal Anatomy M	4	A Basic musculoskeletal anatomy.	1
BIOS 5055	*11520*	Neurosciences for Physiotherapists M	3	A Basic neuroscience equivalent to Introductory Neuroscience BIOS 1137.	2
PHTY 5139	*16568*	Electrophysical Agents M	8	c Musculoskeletal Physiotherapy Ml PHTY 5140 (16569).	1
PHTY 5140	*16569*	Musculoskeletal Physiotherapy Ml	11	C Electrophysical Agents M PHTY 5139, Biomedical Sciences M BIOS 55052.	Full year
PHTY 5141	*16570*	Cardiopulmonary Physiotherapy Ml	4		Full year
PHTY 5142	*16571*	Ethical Physiotherapy Practice M	2		2
PHTY 5143	*16572*	Research Project Support Ml	3		2
PHTY 5144	*16573*	Clinical Education MIA	6	P Electrophysical Agents M PHTY 5139 (16568). C Cardiopulmonary Physiotherapy MI PHTY 5141 (16570), Musculoskeletal Physiotherapy Ml PHTY 5140 (16569).	2
PHTY 5145	*16574*	Clinical Education M1B	■7	P Electrophysical Agents M PHTY 5139 (16568). C Cardiopulmonary Physiotherapy MI PHTY 5141 (16570), Musculoskeletal Physiotherapy Ml PHTY 5140 (16569), Clinical Education MIA PHTY 5144 (16573).	2
Stage total for Year 1:			48 credit points		
■ Year 2					
BACH 5323	*2559V 2559TX*	Advanced Counselling Skills	6	A Basic counselling skills. P Counselling.	2
PHTY 5146	*16575*	Cardiopulmonary Physiotherapy M2	2	P Biomedical Science M BIOS 5052 and Cardiopulmonary Physiotherapy Ml PHTY 5141.	1
PHTY 5147	*16576*	Musculoskeletal Physiotherapy M2	6	P Musculoskeletal Physiotherapy MI PHTY 5146.	Full year
PHTY 5148	*16577*	Neurological Physiotherapy M	5	P Biomedical Sciences M BIOS 5052.	Full year
PHTY 5149	*16578*	Paediatric Physiotherapy M	3	P Cardiopulmonary Physiotherapy Ml PHTY 5141, Musculoskeletal Physiotherapy Ml PHTY 5140. C Neurological Physiotherapy M PHTY 5148, Cardiopulmonary Physiotherapy M2 PHTY 5146.	Full year
PHTY 5150	*16579*	Community & Occupational Physio M	5	P Biomedical Sciences BIOS 5052. C Musculoskeletal Physiotherapy M2 PHTY 5142, Cardiopulmonary Physiotherapy M2 PHTY 5146, Neurological Physiotherapy M PHTY 5148.	Full year
PHTY 5151	*16580*	Research Project Support M2	4	P Research Project Support Ml PHTY 5143 (16572).	1,2
PHTY 5152	*16581*	Clinical Education M2A	7	P Musculoskeletal Physiotherapy Ml PHTY 5140 (16569). c Cardiopulmonary Physiotherapy M2 PHTY 5141 (16575), Neurological Physiotherapy M PHTY 5148 (16577), Paediatrics M PHTY 5149 (16578).	1
PHTY 5153	*16582*	Clinical Education M2B	7	P Cardiopulmonary Physiotherapy M2 PHTY 5146. c Neurological Physiotherapy M PHTY 5148 (16577), Musculoskeletal Physiotherapy M2 PHTY 5147, Paediatrics M PHTY 5149 (16578).	2
PHTY 5154	*16583*	Clinical Education M2C	7	P Cardiopulmonary Physiotherapy M2 PHTY 5146. C Neurological Physiotherapy M PHTY 5148 (16577), Musculoskeletal Physiotherapy M2 PHTY 5147, Paediatrics M PHTY 5149 (16578).	2
Stage total for Year 2:			48 credit points		

■ Master of Health Science (Cardiopulmonary Physiotherapy)

Course Coordinator: Dr Jenny Alison (02) 9351 9371

Course aims

The principal aims of the course are to:

- Produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in the specialist area of cardiopulmonary physiotherapy; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This course will also enable physiotherapists to gain credit towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements

To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:

a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or
b) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from Cumberland College of Health Sciences; or
c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or
d) Other evidence of academic, general and/or professional qualifications as will satisfy the Graduate Studies Committee of the Faculty of Health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

To enter this course, the applicant shall normally have at least two years clinical experience in cardiopulmonary physiotherapy and demonstrate continuing education within the field of cardiopulmonary physiotherapy.

Credit transfer and articulation options

Credit transfer and articulation options follow the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook. In addition, those graduates of the University of Sydney who have completed a Graduate Diploma of Health Science (Physiotherapy-Cardiopulmonary stream) from 1997 onwards will be given credit for up to 42 credit points for their award and will be permitted to articulate to the revised master's degree with the completion of a specified unit of study worth 6 credit points. This policy will remain in place until the year 2004.

Course outlines

This course is composed of specified units of study totalling 48 credit points. The course outlines for the Master of Health Science (Cardiopulmonary Physiotherapy) course are presented in Table 16.2 and 16.2.1.

Table 16.2: Master of Health Science (Cardiopulmonary Physiotherapy) Pass course

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1661: full-time, 1 year offered in all even years (eg, 2004) Course code 1662: part-time, 2 years Credit points: 48					
Full-time mode (Not available in 2003)					
PHTY 5100	*16532*	Evaluation & Research in Physiotherapy Practice	6	N Scientific Investigation III PHTY 5135 (16566).	1
PHTY 5101	*16533*	Advanced Functional Anatomy & Biomechanics	6		1
PHTY 5120	*16551*	Clinical Cardiopulmonary Physiotherapy A	6		1
Elective (List A)			Semester 1 credit points: 6.		
PHTY 5105	*16536*	Physiological & Cognitive Bases of Clinical Practice	6		2
PHTY 5121	*16552*	Cardiopulmonary Physiotherapy A	6	c Evaluation and Research in Physiotherapy Practice PHTY 5100 (16532).	2
PHTY 5123	*16554*	Clinical Cardiopulmonary Physiotherapy B	6		2
Elective (List B)			Semester 2 credit points: 6.		
Stage total for Year 1:			48 credit points		
Part-time mode					
■ Year 1					
PHTY 5100	*16532*	Evaluation & Research in Physiotherapy Practice	6	N Scientific Investigation III PHTY 5135 (16566).	1
PHTY 5101	*16533*	Advanced Functional Anatomy & Biomechanics	6		1
PHTY 5105	*16536*	Physiological & Cognitive Bases of Clinical Practice	6		2
PHTY 5121	*16552*	Cardiopulmonary Physiotherapy A	6	C Evaluation and Research in Physiotherapy Practice PHTY 5100 (16532).	2
Stage total for Year 1:			24 credit points		
■ Year 2					
PHTY 5120	*16551*	Clinical Cardiopulmonary Physiotherapy A	6		1
Elective (List A)			Semester 1 credit points: 6.		
PHTY 5123	*16554*	Clinical Cardiopulmonary Physiotherapy B	6		2
Elective (List B)			Semester 2 credit points: 6.		
Stage total for Year 2:			24 credit points		

Electives

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
List A					
PHTY 5119	*16550*	Topics in Cardiopulmonary Physiotherapy *NB: Offered subject to a minimum number of enrolments.*	6	C Physiological and Cognitive Bases of Clinical Practice PHTY 5105 (16536).	1
PHTY 5159	*16588X*	Structuring & Managing Clinical Education Placements	6	A Professional practice and teaching experience.	1.
Approved Faculty or other cardiopulmonary elective: Semester 1 credit points: 6.					
List B					
PHTY 5122	*16553*	Cardiopulmonary Physiotherapy B	6		2
Approved Faculty or other cardiopulmonary elective: Semester 2 credit points: 6.					

Table 16.2.1: Master of Health Science (Cardiopulmonary Physiotherapy) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1663: full-time, 1 year 3 months . Course code 1664: part-time, maximum 2.5 years Credit points: 60					
Full-time mode					
■ **Year 1** As per Pass course. '					
■ **Year 2 Honours year**					
PHTY 5109	*16540*	Dissertation	12		1,2
Part-time mode					
■ **Year 1 and Year 2** As per Pass course					
■ **Year 3 Honours year**					
PHTY 5109	*16540*	Dissertation	12		1,2

■ Master of Health Science (Manipulative Physiotherapy)

Course Coordinator: Ms Dale Larsen (02) 9351 9176

Course aims

The principal aims of the course are to:

- Produce a body~of graduates with academic and clinical skills to foster and develop the role of physiotherapy in the specialist area of manipulative physiotherapy; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This course will also enable physiotherapists to gain credit towards the Australian Physiotherapy Association title of 'Musculoskeletal Physiotherapist' and towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements

To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:

a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or
b) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from Cumberland College of Health Sciences; or
c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or
d) Other evidence of academic, general and/or professional qualifications as will satisfy the Graduate Studies Committee of the Faculty of Health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

To enter this course, the applicant shall normally have at least two years clinical experience in musculoskeletal physiotherapy and demonstrate continuing education within the field of manual therapy.

Credit transfer and articulation options

Credit transfer and articulation options follow the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook. In addition, those graduates of the University of Sydney who have completed a Graduate Diploma of Health - Science (Manipulative Physiotherapy) from 1998 onwards will be given credit for up to 42 credit points for their, award and will' ' be permitted to articulate to the revised Master's degree with the , completion of a specified unit of study worth 6 credit points. This policy will remain in place until the year 2004.

Course outlines

This course is composed of specified units of study totalling .48 credit points. The course outlines for the Master of Health Science (Manipulative Physiotherapy) course are presented in ■■■■■ Table 16.3 and 16.3.1.

Table 16.3: Master of Health Science (Manipulative Physiotherapy) Pass course

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1657: full-time, 1 year Course code 1658: part-time, 2 years Credit points: 48					
Full-time mode					
PHTY **5100**	*16532*	Evaluation & Research in Physiotherapy Practice	6	N Scientific Investigation III PHTY 5135 (16566).	1
PHTY **5101**	*16533*	Advanced Functional Anatomy & Biomechanics	6		1
PHTY **5124**	*16555*	Advanced Musculoskeletal Disorders A	6	C Functional Anatomy and Biomechanics.	1
PHTY **5125**	*16556*	Clinical Manipulative Physiotherapy A	6	C Functional Anatomy and Biomechanics, Musculoskeletal Disorders A.	1
PHTY **5105**	*16536*	Physiological & Cognitive Bases of Clinical Practice	6		2
PHTY **5126**	*16557*	Advanced Musculoskeletal Disorders B	6	P Functional Anatomy and Biomechanics.	2
PHTY **5107**	*16538*	Advanced Complex Case Studies in Musculoskeletal Physiotherapy	6	P Functional Anatomy & Biomechanics, Musculoskeletal Disorders A. c Musculoskeletal Disorders B.	2
PHTY **5128**	*16559*	Clinical Manipulative Physiotherapy B	6	p Functional Anatomy and Biomechanics, Musculoskeletal Disorders A, Musculoskeletal Disorders B. c Functional Anatomy and Biomechanics, Musculoskeletal Disorders A, Musculoskeletal Disorders B.	2
Stage total for Year **1:**			**48** credit points		
Part-time mode					
■ **Year 1**					
PHTY **5101**	*16533*	Advanced Functional Anatomy & Biomechanics	6		1
PHTY **5105**	*16536*	Physiological & Cognitive Bases of Clinical Practice	6		2
PHTY **5124**	*16555*	Advanced Musculoskeletal Disorders A	6	C Functional Anatomy and Biomechanics.	1
PHTY **5126**	*16557*	Advanced Musculoskeletal Disorders B	6	p Functional Anatomy and Biomechanics.	2
Stage total for Year 1:			**24** credit points		
■ **Year 2**					
PHTY **5100**	*16532*	Evaluation & Research in Physiotherapy Practice	6	N Scientific Investigation III PHTY 5135 (16566).	1
PHTY **5125**	*16556*	Clinical Manipulative Physiotherapy A	6	C Functional Anatomy and Biomechanics, Musculoskeletal Disorders A.	1
PHTY **5107**	*16538*	Advanced Complex Case Studies in Musculoskeletal Physiotherapy	6	p Functional Anatomy & Biomechanics, Musculoskeletal Disorders A. C Musculoskeletal Disorders B.	2
PHTY **5128**	*16559*	Clinical Manipulative Physiotherapy B	6	p Functional Anatomy and Biomechanics, Musculoskeletal Disorders A, Musculoskeletal Disorders B. c Functional Anatomy and Biomechanics, Musculoskeletal Disorders A, Musculoskeletal Disorders B.	2
Stage total for Year 2:			24 credit points		

Table 16.3.1 Master of Health Science (Manipulative Physiotherapy) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1659: full-time 1 year 3 months Course code 1660: part-time 2.5 years Credit points: 60					
Full-time mode					
■ **Year 1**					
As per Pass course					
■ **Year 2 Honours year**					
PHTY **5109**	*16540*	Dissertation	12		1,2
Part-time mode					
■ **Years 1 and 2**					
As per Pass course					
■ **Year 3 Honours year**					
PHTY **5109**	*16540*	Dissertation	12		1,2

■ Master of Health Science (Neurological Physiotherapy)

Course Coordinator: Dr Sharon Kilbreath (02) 9351 9272

Course aimsThe principal aims of the course are to:

- Produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in the specialist area of neurological physiotherapy; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This course will also enable physiotherapists to gain credit towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements

To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:

a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or
b) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from Cumberland College of Health Sciences; or
c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or
d) Other evidence of academic, general and/or professional qualifications as will satisfy the Graduate Studies Committee of the Faculty of Health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

To enter this course, the applicant shall normally have at least two years clinical experience in neurological physiotherapy and demonstrate continuing education within the field of. neurological physiotherapy.

Credit transfer and articulation options

Credit transfer and articulation options follow the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook. In addition, those graduates of the University of Sydney who have completed a Graduate Diploma of Health Science (Physiotherapy-Neurology stream) from 1997 onwards will be given credit for up to 42 credit points for their award and will be permitted to articulateto the revised master's degree with the completion of a specified unit of study worth 6 credit points. This policy will remain in place until the year 2004.

Course outlines

This course.is composed of specified units of study totalling 48 credit points. The course outlines for the Master of Health Science (Neurological Physiotherapy) course are presented in Table 16.4 and 16.4.1.

Table 16.4: Master of Health Science (Neurological Physiotherapy) Pass course

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1669: full-time, 1 year, offered in all even ending years (eg, 2004)					
Course code 1670: part-time, 2 years					
Credit points: 48					
Full-time mode (not available in 2003)					
PHTY 5100	*16532*	Evaluation & Research in Physiotherapy Practice	6	N Scientific Investigation III PHTY 5135 (16566).	1
PHTY 5101	*16533*	Advanced Functional Anatomy & Biomechanics	6		1
PHTY 5114	*16545*	Physiotherapy Management of Impairment, Disability & Handicap	6	A 2 years Neurology clinical experience.	1
PHTY 5115	*16546*	Clinical Neurological Physiotherapy A	6	A 2 years Neurology clinical experience.	1
PHTY 5105	*16536*	Physiological & Cognitive Bases of Clinical Practice	6	' ' '	2
PHTY 5116	*16547*	Optimising Motor Performance	6	A 2 year clinical experience in Physiotherapy. p Functional Anatomy & Biomechamics.	2
PHTY 5117	*16548*	Topics in Neurological Physiotherapy	6	A 2 years Neurology clinical experience.	2
PHTY 5118	*16549*	Clinical Neurological Physiotherapy B	6	A 2 years Neurology clinical experience.	2
Stage total for Year 1:			48 credit points		
Part-time mode					
■ Year 1					
PHTY 5100	*16532*	Evaluation & Research in Physiotherapy Practice	6	N Scientific Investigation III PHTY 5135 (16566).	1
PHTY 5101	*16533*	Advanced Functional Anatomy & Biomechanics	6		1
PHTY 5105	*16536*	Physiological & Cognitive Bases of Clinical Practice	6		2
PHTY 5116	*16547*	Optimising Motor Performance	6	A 2 year clinical experience in Physiotherapy. p Functional Anatomy & Biomechamics.	2
Stage total for Year 1:			24 credit points		
■ Year 2					
PHTY 5114	*16545*	Physiotherapy Management of Impairment, Disability & Handicap	6	A 2 years Neurology clinical experience.	1
PHTY 5115	*16546*	Clinical Neurological Physiotherapy A	6	A 2 years Neurology clinical experience.	1
PHTY 5117	*16548*	Topics in Neurological Physiotherapy	6	A 2 years Neurology clinical experience.	2
PHTY 5118	*16549*	Clinical Neurological Physiotherapy B	6	A 2 years Neurology clinical experience.	2
Stage total for Year 2:			24 credit points		

Table 16.4.1: Master of Health Science (Neurological Physiotherapy) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1671: full-time 1 year 3 months Course code 1672: part-time 2.5 years Credit points: 60					
Full-time mode					
■ **Year 1**					
As per Pass course					
■ **Year 2 Honours year**					
PHTY 5109	*16540*	Dissertation	12		1.2
Part-time mode					
■ **Years 1 and 2**					
As per Pass course					
■ **Year 3 Honours year**					
PHTY 5109	*16540*	Dissertation	12		1,2

■ Master of Health Science (Paediatric Physiotherapy)

Course Coordinators: Ms Jane Butler (02) 9351 9265 and Ms Genevieve Dwyer (02) 9351 9548

Course aims

The principal aims of the course are to:

- Produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in the specialist area of paediatric physiotherapy; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This course will also enable physiotherapists to gain credit towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements

To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:

a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or
b) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from Cumberland College of Health Sciences; or
c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or
d) Other evidence of academic, general and/or professional qualifications as will satisfy the Graduate Studies Committee of the Faculty of Health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

To enter this course, the applicant shall normally have at least two years clinical experience in paediatric physiotherapy and demonstrate continuing education within the field of paediatric therapy.

Credit transfer and articulation options

Credit transfer and articulation options follow the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook. In addition, those graduates of the University of Sydney who have completed a Graduate Diploma of Health Science (Physiotherapy-Paediatric stream) degree from 1997 onwards, will be given credit for up to 42 credit points for their award and will be permitted to articulate to the revised master's degree with the completion of a specified unit of study worth 6 credit points. This policy will remain in place until the year 2004.

Course outlines

This course is composed of specified units of study totalling 48 credit points. The course outlines for the Master of Health Science (Paediatric Physiotherapy) course are presented in Table 16.5 and 16.5.1.

Table 16.5 Master of Health Science (Paediatric Physiotherapy) Pass course

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1665: full-time, 1 year, offered in all even years (eg, 2004,2006) Course code 1666: part-time, 2 years Credit points: 48					
Full-time mode (not available in 2003)					
PHTY 5100	*16532*	Evaluation & Research in Physiotherapy Practice	6	N Scientific Investigation III PHTY 5135 (16566).	1
PHTY 5101	*16533*	Advanced Functional Anatomy & Biomechanics	6		1
PHTY 5129	*16560*	Topics in Paediatric Physiotherapy A	6	A 2 years Paediatric Phyiotherapy clinical experience.	1
PHTY 5130	*16561*	Clinical in Paediatric Physiotherapy A	6	A 2 years Paediatric Physiotherapy clinical experience.	1
PHTY 5105	*16536*	Physiological & Cognitive Bases of Clinical Practice	6		2
PHTY 5131	*16562*	Conceptual Framework Underlying Paediatric Physiotherapy	6	A 2 years Paediatric Physiotherapy clinical experience. *NB: Offered subject to a minimum number of enrolments or approved elective.*	2
PHTY 5132	*16563*	Topics in Paediatric Physiotherapy B	6	A 2 years Paediatric Physiotherapy clinical experience.	2
PHTY 5133	*16564*	Clinical Paediatric Physiotherapy B	6	A 2 years Paediatric Physiotherapy clinical experience. P Topics in Paediatric Physiotherapy A PHTY 5129 (16560).	2
Stage total for Year 1:			48 credit points		

Table 16.5 Master of Health Science (Paediatric Physiotherapy) Pass course (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Part-time mode					
■ **Year 1**					
PHTY 5100	*16532*	Evaluation & Research in Physiotherapy Practice	6	N Scientific Investigation III PHTY 5135 (16566).'	1
PHTY 5101	*16533*	AdvancedFunctionalAnatomy & Biomechanics	6		1
PHTY 51**05**	*16536*	Physiological & Cognitive Bases of Clinical Practice	6		2
PHTY 5131	*16562*	Conceptual Framework Underlying Paediatric Physiotherapy	6	A 2 years Paediatric Physiotherapy clinical experience. *NB: Offered subject to a minimum number of enrolments or approved elective.*	2
Stage total for Year 1:			24 credit points		
■ **Year 2**					
PHTY 5129	*16560*	Topics in Paediatric Physiotherapy A	6	A 2 years Paediatric Phyiotherapy clinical experience.	1
PHTY 5130	*16561*	Clinical in Paediatric Physiotherapy A	6	A 2 years Paediatric Physiotherapy clinical experience.	1
PHTY . **5132**	*16563*	Topics in Paediatric Physiotherapy B	6	A 2 years Paediatric Physiotherapy clinical experience.	2
PHTY 5133	*16564*	Clinical Paediatric Physiotherapy B	6	A 2 years Paediatric Physiotherapy clinical experience. P Topics in Paediatric Physiotherapy A PHTY 5129 (16560).	2
Stage total for Year 2: 24 credit points Or approved elective in paediatric physiotherapy area					

Table 16.5.1: Master of Health Science (Paediatric Physiotherapy) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	. Semester
Course code 1667: full-time, 1 year 3 months Course code 1668: part-time, maximum 2.5 years Credit points: 60					
Full-time mode					
■ **Year 1**					
As per Pass course					
■ **Year 2 Honours year**					
PHTY 5109	*16540*	Dissertation	12		1,2
Part-time mode					
■ **Years 1 and 2**					
As per Pass course					
■ **Year 3 Honours year**					
PHTY 5109	*16540*	Dissertation	12		1,2

■ Master of Health Science (Physiotherapy)

Course Coordinator: Mr Martin Mackey (02) 9351 9374

Course aims

The principal aims of the course are to:

- Produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in a range of professional areas; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This course will also enable physiotherapists to gain credit towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements

To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:

a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or

b) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from Cumberland College of Health Sciences; or

c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or

d) Other evidence of academic, general and/or professional qualifications as will satisfy the Graduate Studies Committee of the Faculty of Health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

To enter this course, the applicant shall normally have at least two years clinical experience in physiotherapy and demonstrate continuing education in physiotherapy.

Credit transfer and articulation options

Credit transfer and articulation options follow the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook. In addition, those graduates of the University of Sydney who have completed a Graduate Diploma of Health Science (Physiotherapy) degree from 1997 onwards will be given credit for up to 42 credit points for their award and will be permitted to articulate to the revised master's degree with the completion of a specified unit of study worth 6 credit points. This policy will remain in place until the year 2004.

Course outlines

This course is composed of specified units of study totalling 48 credit points. The course outlines for the Master of Health Science (Physiotherapy) course are presented in Tables 16.6 and 16.6.1.

Table 16.6: Master of Health Science (Physiotherapy) Pass course

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1677: full-time, 1 year Course code 1678: part-time, 2 years Credit points: 48					
Full-time mode					
PHTY 5100	*16532*	Evaluation & Research in Physiotherapy Practice	6	N Scientific Investigation III PHTY 5135 (16566).	1
PHTY 5101	*16533*	Advanced Functional Anatomy & Biomechanics	6		1
PHTY 5111	*16542*	Clinical Practice A	6		1
Elective (List A)			Semester 1 credit points: 6.		
PHTY 5105	*16536*	Physiological & Cognitive Bases of Clinical Practice	6		2
PHTY 5113	*16544*	Clinical Practice B	6		2
2 Electives (List B)			Semester 2 credit points: 12.		
Stage total for Year 1:			48 credit points		
Part-time mode					
■ **Year 1**					
PHTY 5100	*16532*	Evaluation & Research in Physiotherapy Practice	6	N Scientific Investigation III PHTY 5135 (16566).	1
PHTY 5101	*16533*	Advanced Functional Anatomy & Biomechanics	6		1
PHTY 5105	*16536*	Physiological & Cognitive Bases of Clinical Practice	6		2
Elective (List B)			Semester 2 credit points: 6.		
Stage total for Y e a r 1 :			**24** credit points		
■ **Year 2**					
PHTY 5111	*16542*	Clinical Practice A	6		1
Elective (List A)			Semester 1 credit points: 6.		
PHTY 5113	*16544*	Clinical Practice B	6		2
Elective (List B)			Semester 2 credit points: 6.		
Stage total for Year 2:			24 credit points		

Electives

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
List A - Semester 1 (00E61 A)					
PHTY 5110	*16541*	Introduction to Ergonomics	6	A Undergraduate Ergonomics.	1
PHTY 5112	*16543*	Orthopaedic Physiotherapy	6		1
PHTY 5159	*16588X*	Structuring & Managing Clinical Education Placements	6	A Professional practice and teaching experience.	1
2 Approved Faculty and other electives			6 or 12 credit points		
List B - Semester 2 (00E62D)					
PHTY 5107	*16538*	Advanced Complex Case Studies in Musculoskeletal Physiotherapy	6	P Functional Anatomy & Biomechanics, Musculoskeletal Disorders A. **c** Musculoskeletal Disorders B.	2
PHTY 5116	*16547*	Optimising Motor Performance	6	A 2 year clinical experience in Physiotherapy. P Functional Anatomy & Biomechanics.	2
PHTY 5121	*16552*	Cardiopulmonary Physiotherapy A	6	**c** Evaluation and Research in Physiotherapy Practice PHTY 5100 (16532).	2
PHTY 5131	*16562*	Conceptual Framework Underlying Paediatric Physiotherapy	6	A 2 years Paediatric Physiotherapy clinical experience. *NB: Offered subject to a minimum number of enrolments or approved elective.*	2
PHTY 5134	*16565*	Therapy in Disorders of the Hand	6	A Graduate experience in hand therapy as a qualified Physiotherapist or Occupational Therapist.	2
PHTY 5135	*16566*	Scientific Investigation III	6	N Evaluation and research in Physiomerapy Practice. *NB: Master conversion students only.*	2
2 Approved Faculty and other electives			6 or 12 credit points		

Table 16.6.1: Master of Health Science (Physiotherapy) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1679: full-time, 1 year 3 months Course code 1680: part-time, 2.5 years Credit points: 60					
Full-time mode					
■ **Year 1**					
As per Pass course					
■ **Year 2 Honours year**					
PHTY 5109	*16540*	Dissertation	12		1,2
Part-time mode					
■ **Years 1 and 2**					
As per Pass course					
■ **Year 3 Honours year**					
PHTY 5109	*16540*	Dissertation	12		1,2

■ Master of Health Science (Sports Physiotherapy)

Course Coordinator: Associate Professor Kathryn Refshauge (02)93519180

Course aims

The principal aims of the course are to:

- Produce a body of graduates with academic and clinical skills to; foster and develop the role of physiotherapy in the specialist area of sports physiotherapy; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This course will also enable physiotherapists to gain credit towards the Australian Physiotherapy Association of Sports Physiotherapist and towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements

To qualify for admission to this course conducted by the School of Physiotherapy, applicants shall:

a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or
b) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from Cumberland College of Health Sciences; or
c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or
d) Other evidence of academic, general and/or professional qualifications as will satisfy the Graduate Studies Committee of the Faculty of Health Sciences that the applicant possesses the educational preparation and capacity to pursue graduate studies.

To enter this course, the applicant shall normally have at least two years clinical experience in musculoskeletal physiotherapy and demonstrate continuing education within the field of sports physiotherapy.

Credit transfer and articulation options

Credit transfer and articulation options follow the existing Faculty policy as outlined in the Faculty of Health Sciences Handbook. In addition, those graduates of the University of Sydney, who have completed a Graduate Diploma of Health Science (Sports Physiotherapy) from 1998 onwards, will be given credit for up to 42 credit points for their award and will be permitted to articulate to the revised Master's degree with the completion of a specified unit of study worth 6 credit points. This policy will remain in place until the year 2004.

Course outlines

This course is composed of specified units of study totalling 48 credit points. The course outlines for the Master of Health Science (Sports Physiotherapy) course are presented in Table 16.7 and 16.7.1.

Table 16.7: Master of Health Science (Sports Physiotherapy) Pass course

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1673: full-time, 1 year Course code 1674: part-time, 2 years Credit points: 48					
Full-time mode					
PHTY 5100	*16532*	Evaluation & Research in Physiotherapy Practice	6	N Scientific Investigation HI PHTY 5135 (16566).	1
PHTY 5101	*16533*	Advanced Functional Anatomy & Biomechanics	6		1
PHTY 5103	*16534*	Musculoskeletal Sports Injuries A	6	C Functional Anatomy & Biomechanics.	1
PHTY 5104	*16535*	Clinical Sports Physiotherapy A	6	C Musculoskeletal Sports Injuries A, Advanced Functional Anatomy & Biomechanics.	1
PHTY 5105	*16536*	Physiological & Cognitive Bases of Clinical Practice	6		• 2
PHTY 5106	*16537*	Musculoskeletal Sports Injuries B	6	P Functional Anatomy & Biomechanics.	2
PHTY 5107	*16538*	Advanced Complex Case Studies in Musculoskeletal Physiotherapy	6	P Functional Anatomy & Biomechanics, Musculoskeletal Disorders A. C Musculoskeletal Disorders B.	2
PHTY 5108	*16539*	Clinical Sports Physiotherapy B	6	P Musculoskeletal Sports Injuries A, Functional Anatomy & Biomechanics. C Musculoskeletal Sports Injuries B, Functional Anatomy & Biomechanics.	2
Stage total for Y e a r 1 :			48 credit points		

Table 16.7: Master of Health Science (Sports Physiotherapy) Pass course (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Part-time mode					
■ **Year 1**					
PHTY 5101	*16533*	AdvancedFunctionalAnatomy & Biomechanics	6		1
PHTY 5103	*16534*	Musculoskeletal Sports Injuries A	6	C Functional Anatomy & Biomechanics.	1
PHTY 5105	*16536*	Physiological & Cognitive Bases of Clinical Practice	6		2
PHTY 5106	*16537*	Musculoskeletal Sports Injuries B	6	p Functional Anatomy & Biomechanics.	2
Stage total for Y e a r 1 :			24 credit points		
■ **Year 2**					
PHTY 5100	*16532*	Evaluation & Research in Physiotherapy Practice	6	N Scientific Investigation III PHTY 5135 (16566).	1
PHTY 5104	*16535*	Clinical Sports Physiotherapy **A**	6	C Musculoskeletal Sports Injuries A, Advanced Functional Anatomy & Biomechanics.	1
PHTY 5107	*16538*	Advanced Complex Case Studies in Musculoskeletal Physiotherapy	6	p Functional Anatomy & Biomechanics, Musculoskeletal Disorders A. C Musculoskeletal Disorders B.	2
PHTY 5108	*16539*	Clinical Sports Physiotherapy B	6	P Musculoskeletal Sports Injuries A, Functional Anatomy & Biomechanics. C Musculoskeletal Sports Injuries B, Functional Anatomy & Biomechanics.	?
Stage total for Year 2:			24 credit points		

Table 16.7.1: Master of Health Science (Sports Physiotherapy) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1675: full-time, 1 year 3 months Course code 1676: part-time, maximum 2.5 years Credit points: 60					
Full-time mode					
■ **Year 1**					
As per Pass course					
■ **Year 2 Honours year**					
PHTY 5109	*16540*	Dissertation	12		1,2
Part-time mode					
■ **Years 1 and 2**					
As per Pass course					
■ **Year 3 Honours year**					
PHTY 5109	*16540*	Dissertation	12		1,2

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

Course Coordinators: Ms Dale Larsen (02) 9351 9176 and Associate Professor Kathy Refshauge (02) 9351 9180

Course aims

- Produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in the specialist areas of sports and manipulative physiotherapy; and
- Encourage the development of a high standard of academic and clinical skills and promote a scientific approach to the evaluation of current therapeutic interventions.

This program will also enable physiotherapists to gain credit towards the Australian Physiotherapy Association of Sports Physiotherapist, Musculoskeletal Physiotherapist and towards the clinical specialisation process of the Australian College of Physiotherapists.

Admission requirements

To qualify for admission to this program conducted by the School of Physiotherapy, applicants will:

a) Possess an award of Bachelor of Applied Science (Physiotherapy) from the Cumberland College of Health Sciences or from The University of Sydney; or
b) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, or its equivalent, and a Graduate Diploma in Physiotherapy from Cumberland College of Health Sciences; or
c) Possess such qualifications as are deemed to be equivalent to (a) and/or (b); or
d) Other evidence of academic, general and/or professional qualifications as will satisfy the School of Physiotherapy that the applicant possesses the educational preparation and capacity to pursue graduate studies.

The successful applicant will have at least two years clinical experience in musculoskeletal physiotherapy and demonstrate continuing education within the field of sports or manipulative physiotherapy.

Course outline

The program will require the completion of a 48 credit point Master of Health Science (Sports Physiotherapy) or (Manipulative Physiotherapy) followed by completion of 24 credit points in the other discipline (see Table 16.8). The program can be undertaken in full-time or part-time mode.

Normally, students enrolled in the combined program will not take out the first award, but will transfer to the combined award. Content will include biomedical and behavioural sciences, research methods and clinical practice (Tables 16.7 and 16.8; and units of study descriptions at the end of this chapter).

Full-time mode: Total length of candidature for the combined degree will usually be three semesters full-time. That is, two semesters for the single degree and an additional one semester to complete the combined degree.

Part-time mode: Total length of candidature for the combined degree will usually be 6 semesters part-time. That is, 4 semesters for the single degree and an additional one or two semesters to complete the combined degree. Candidates will be encouraged to complete the additional units of study in one semester; if they choose to undertake only one unit of study at a time, they may be required to return the following year for Semester I to complete the second unit of study.

Credit transfer

For new enrolments, credit transfer will follow the existing Faculty policy as outlined in the Faculty of Health Sciences handbook. Students must complete the prescribed 48-credit point program in Sports Physiotherapy or Manipulative Physiotherapy before transferring to the combined degree program. The combined degree will require the completion of additional credit points that complement the previous degree (Tables 16.8 and 16.8.1). In other words, those who have completed the requirements of the Master of Health Science (Manipulative Physiotherapy) will complete units of study to expand their Sports Physiotherapy knowledge and skills, and vice versa.

. Students who have had the degree of Master of Health Science (Sports Physiotherapy) or (Manipulative Physiotherapy) conferred but elect to return to enrol in the alternate degree, will not be awarded the combined degree. They will, instead, have two masters degrees-ie, Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy).

Credit transfer is outlined below for potential applicants, including:

- Enrolled students of Master of Health Science (Manipulative Physiotherapy) or (Sports Physiotherapy)
- Graduates of Master of Health Science (Manipulative Physiotherapy) or (Sports Physiotherapy)
- Graduates of Master of Applied Science (Manipulative Physiotherapy) or (Sports Physiotherapy) within 5 years, and
- Graduates of Graduate Diploma of Applied Science (Manipulative Physiotherapy) or (Sports Physiotherapy) within 5 years.

Enrolled students of Master of Health Science (Manipulative Physiotherapy) or (Sports Physiotherapy)

Students enrolled in the Master of Health Science (Manipulative Physiotherapy) or (Sports Physiotherapy) from 2001 who wish to transfer to the 72 credit points combined degree can do so by completing 24 credit points units of study in addition to the 48 credit points of the original degree.

Graduates of Master of Health Science (Manipulative Physiotherapy) or (Sports Physiotherapy) prior to 2001

The combined course is not available to these applicants. These applicants can take out the award of the alternate master degree by successfully completing 30 credit points.

Graduates of Master of Applied Science (Manipulative Physiotherapy) or (Sports Physiotherapy) within 5 years

The combined course is not available to these applicants. These applicants can take out the award of the alternate master degree by successfully completing 30 credit points. .

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

As with other master's degree programs within the School and Faculty, students can transfer to a Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) Honours, provided they have successfully completed the Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) Pass degree at a level deemed to be of sufficient merit by the School.

Graduates of Graduate Diploma of Applied Science (Manipulative Physiotherapy) or (Sports Physiotherapy) within 5 years

These applicants can convert to a Master of Health Science (Manipulative Physiotherapy) or (Sports Physiotherapy), by a - path that already exists for this conversion. They can then complete the alternate master degree by completing 30 credit points.

Table 16.8: Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1685: full-time, 1 semester					
Course code 1686: part-time, 2 semesters (duration depends on when units of study are offered)					
Total credit points: 72. The Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative: physiotherapy) degree involves the addition of 24 credit points					
Full-time mode					
■ **Year 1**					
Stage total for Year 1:			48 credit points		
■ **Year 2**					
PHTY 5155	*16584*	Clinical Manipulative Physiotherapy C	12	P Master of Health Sciences (Sports Physiotherapy).	1
PHTY 5156	*16585*	Clinical Manipulative Physiotherapy D	12	P Master of Heath Sciences (Sports Physiotherapy). C Clinical Manipulative Physiotherapy C.	1
Stage total for Year 2:			24 credit points		
Part-time mode					
■ **Years 1 and 2**					
Stage total:			48 credit points		
■ **Year 3 (duration depends on when units of study are offered)**					
PHTY 5155	*16584*	Clinical Manipulative Physiotherapy C	12	**P** Master of Health Sciences (Sports Physiotherapy).	1
PHTY 5156	*16585*	Clinical Manipulative Physiotherapy D	12	p Master of Heath Sciences (Sports Physiotherapy). C Clinical Manipulative Physiotherapy C.	1
Stage total for Year 3:			24 credit points		

Table 16.8.1: Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1685: full-time, 1 semester Course code 1686: part-time, 2 semesters (duration depends on when units of study are offered) Total credit points: 72. The Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative physiotherapy) degree involves the addition of 24 credit points					
Full-time mode					
■ Year 1 See Table 16.3					
Stage total for Year 1:			48 credit points		
■ Year 2					
PHTY 5157	*16586*	Clinical Sports Physiotherapy C	12	P Must have completed Master of Health Science (Manipulative Physiotherapy).	1
PHTY 5158	*16587*	Clinical Sports Physiotherapy D	12	P Must have completed Master of Health Science (Manipulative Physiotherapy).	1or2
Stage total for Year 2:			24 credit points		
Part-time mode					
■ Years 1 and 2 See Table 16.3					
Stage total:			48 credit points		
■ Year 3 (duration depends on when units of study are offered)					
PHTY 5157	*16586*	Clinical Sports Physiotherapy C	12	P Must have completed Master of Health Science (Manipulative Physiotherapy).	1
PHTY 5158	*16587*	Clinical Sports Physiotherapy D	12	P Must have completed Master of Health Science (Manipulative Physiotherapy).	1or2
Stage total for Year 3:			24 credit points		

Table 16.8.2: Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
The Master of Health Science Honours degree involves the addition of a 12-credit point dissertation. Students of sufficient merit can apply to enter the Master of Health Science Honours degree. Course code 1687: full-time, 3 months Course code 1690: part-time, minimum 1 semester, maximum 2 semesters Credit points: 12					
Full-time mode					
PHTY 5109	*16540*	Dissertation	12		1,2
Part-time mode					
PHTY 5109	*16540*	Dissertation	12		1,2
Stage total:			24 credit points		

■ Master of Applied Science (Physiotherapy) by research

The Master of Applied Science (Physiotherapy) course is a research degree. The course is designed to provide an opportunity for research and scholarship in specific areas of physiotherapy.

Course Coordinator: Associate Professor Nick O'Dwyer (02) 93519385

Admission requirements

The Faculty may, on the recommendation of the Head of School concerned, admit to candidature for a degree of Master within the Faculty an applicant:

i) who has completed courses appropriate to the area of study* in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.

ii) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

*Appropriate courses are those deemed equivalent to the Bachelor degree in Physiotherapy from Cumberland College of Health Sciences or The University of Sydney.

Time limits

The standard course comprises of both enabling preparatory work to support the research and research thesis. Students who enter the course with adequate research preparation may be exempt from completing some or all of the enabling components in preparation for their Master's Research Thesis - eg, research elective units and/or thesis workshops. Usually degree program at honours level I or II. The minimum length of the course for such students is one year full-time or two years part-time.

Course outline

The course outline for the Master of Applied Science (Physiotherapy) course is presented in Table 16.9.

Table 16.9 Master of Applied Science (Physiotherapy) by Research

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 1603: part-time, Special Program (for master's qualifying students)					
Course code 1643: full-time, Special Program (for master's qualifying students)					
Course code 1624: full-time, minimum 1.5 years, maximum 2 years					
Course code 1625: part-time, minimum 3 years, maximum 4 years					
Note: Students may be required (in consultation with the Head of School, Course Coordinator and/or research supervisors), to undertake one or two enabling research elective units (listed in chapter 20), and/or participate in thesis workshop discussion sessions to support the development of their research project proposal and thesis.					
Fulltime mode					
■ Year 1 (and subsequent years)					
PHTY 6014	*16503A*	Research Thesis A			Full year
PHTY 6015	*I6503B*	Research Thesis B			Full year
Part-time mode					
■ Year 1 (and subsequent years)					
PHTY 6014	*16503A*	Research Thesis A			Full year
PHTY 6015	*16503B*	Research Thesis B			Full year

■ Units of study

BACH 5323 Advanced Counselling Skills

Old code 2559T/2559TX. 6 credit points. Dr Chris Lennings (02) 9351 9587 and Dr Dianna Kenny (02) 9351 9644. Semester: 2. Classes; Contract learning. Assumed knowledge: Basic counselling skills. Prerequisite: Counselling. Assessment: Case study analysis.

Students are introduced to specific applications of generic counselling skills, including drug and alcohol settings, crisis settings, family work and grief. Group work skills are emphasised, as well as developing their individual orientations towards counselling. Students are also taught how to critically analyse and develop an awareness of their use of skills, and to begin to specialise into a preferred treatment model. It is expected that students will acquire skill in the use of counselling techniques in specific settings. The unit is taught as a series of six seminars in the semester following completion of the Counselling unit. The unit is also available in Distance Education Mode. Assessment requires students to critically analyse a counselling session they have undertaken.

Textbooks

Principles of Clinical and Counselling Psychology. 3rd Edition. Todd and Bohardt.

BIOS 5054 Functional Musculoskeletal Anatomy M

Old code 11519.4 credit points. Ms Jan Douglas-Morris. Semester: 1. Classes: Daytime regularly scheduled classes and Web CT learning. Assumed knowledge: Basic musculoskeletal anatomy. Assessment: Mid-semester practical exam (30 mins, 20%); end-semester practical exam (30 mins, 20%); end-semester written exam (2 hrs, 60%, MCQ and SAQ).

Assuming a knowledge of basic musculoskeletal anatomy, this unit will cover an in depth exploration of the functional musculoskeletal anatomy of the limbs, trunk, pelvis and neck. Material will be presented in lectures, tutorials, laboratory classes and on-line. 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 (2002) Anatomy and Human Movement (4th edition)

BIOS 5055 Neurosciences for Physiotherapists M

Old code 11520.3 credit points. Dr John Burne. Semester: 2. Classes: On campus 30 hours. Assumed knowledge: Basic neuroscience equivalent to Introductory Neuroscience BIOS 1137. Assessment: Take home exam (1 hr, 0%) and Final exam (2 hrs, 100%).

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 on-line. 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

Reference list (no prescribed texts)

PHTY 5100 Evaluation & Research in Physiotherapy Practice

Old code 16532. 6 credit points. Dr Louise Ada, l.ada@fhs.usyd.edu.au. Semester: 1. Classes: On-campus 4 hours/week, late after and evening. Prohibition: Scientific Investigation III PHTY 5135 (16566). Assessment: grant submission, seminar presentation, written submission.

The unit will provide the opportunity for students to learn the skills needed for the critical evaluation of literature pertinent to physiotherapy practice, the principles underlying evidence-based practice and epidemiology. This unit will also develop the students' skills in searching electronic databases as well as acquiring scientific writing skills by developing a grant submission of a research question. In addition, the use and validity of statistical tests will be covered.

PHTY 5101 Advanced Functional Anatomy & Biomechanics

Old code 16533.6 credit points. Dr Karen Ginn, k.ginn@fhs.usyd.edu.au; Mr Michael Lee, m.lec@fhs.usyd.edu.au. Semester: 1. Classes: On-campus 2-3 hours/week, afternoon classes, and Web based. Assessment: Written examination, individual project and essay.

This unit will consist of two modules. The first will involve an in-depth exploration of functional anatomy and will comprise one half of the unit. An understanding of the relation between structure and function of muscle will lead into the second module that focuses on biomechanics. Most of this module will focus on the kinetics, power and energy of human movement as well as the mechanical properties of different body tissues.

PHTY 5103 Musculoskeletal Sports Injuries A

Old code 16534.6 credit points. Assoc. Prof. Kathryn Refshauge, k.refshauge@fhs.usyd.edu.au. Semester: 1. Classes: On-campus 3-4 hours/week, during the day. Corequisite: Functional Anatomy & Biomechanics. Assessment: Written report, seminar presentation and practical examinations, objective structured clinical exam.

This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the cervical spine and upper limbs. Specific emphasis is placed on sports therapy, particularly throwing and overhead injury management, but in the context of total patient management. The unit aims to integrate relevant knowledge from related sciences into musculoskeletal physiotherapy practice.

PHTY 5104 Clinical Sports Physiotherapy A

Old code 16535.6 credit points. Dr Leslie Nicholson, l.nicholson@fhs.usyd.edu.au. Semester: 1. Classes: On-campus 2 hours/week, and will require off campus commitment. Corequisite: Musculoskeletal Sports Injuries A, Advanced Functional Anatomy & Biomechanics. Assessment: Seminar presentations and written reports; Workbook A (50%); Seminar Presentation 30 mins (40%), Workbook B (10%).

This unit will provide the opportunity for students to integrate their knowledge gained in other units in this course, and their previous clinical knowledge and skills, with new approaches to the management of the person with a sports injury. Clinical learning opportunities will be provided in a variety of spheres of sports physiotherapy practice, including different age groups and different types of sport, and ranging from acute on-field management to procedures designed to prevent injury or effectively deal with chronic or recurring injuries.

PHTY 5105 Physiological & Cognitive Bases of Clinical Practice

Old code 16536.6 credit points. Assoc. Prof. Nick O'Dwyer, n.odwyer@fhs.usyd.edu.au. Semester: 2. Classes: On-campus 4 hours/week, afternoon/evening classes. Assessment: Four written 500-word reports (60%); short answer question exam 2 hrs (40%).

The majority of this unit will involve the study of the pathophysiological adaptations of muscle and nerve to training and disuse from both the physical and behavioural perspectives. It will also cover aspects of the nutritional basis of activity, the pharmacological effects of various medications and the effects of altered sleep patterns on function.

PHTY 5106 Musculoskeletal Sports Injuries B

Old code 16537.6 credit points. Assoc. Prof. Kathryn Refshauge, k.refshauge@fhs.usyd.edu.au. Semester: 2. Classes: On-campus 3-4 hours/week, during the day. Prerequisite: Functional Anatomy & Biomechanics. Assessment: Written report, seminar presentation and practical examinations; video analysis and report.

This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the lumbar, thoracic spine and the lower limbs. Specific emphasis is placed on sports therapy, particularly running and jumping injury management, but in the context of total patient management. Current clinical evidence for the role of therapeutic exercise is a focus in all areas.

PHTY 5107 Advanced Complex Case Studies in Musculoskeletal Physiotherapy

Old code 16538.6 credit points. Assoc. Prof. Kathryn Refshauge, k.refshauge@fhs.usyd.edu.au. Semester: 2. Classes: On-campus 4 hours/week, during the day. Prerequisite: Functional Anatomy & Biomechanics, Musculoskeletal Disorders A. Corequisite: Musculoskeletal Disorders B. Assessment: Case study analyses, group participation and seminar presentations; panel discussion 30mins (20%x2), exam-short answer question 2hrs (60%).

This unit will adopt a problem based learning approach to the assessment and management of complex case studies of the musculoskeletal system.

PHTY 5108 Clinical Sports Physiotherapy B

Old code 16539.6 credit points. Dr Leslie Nicholson, l.nicholson@fhs.usyd.edu.au. **Semester: 2. Classes:** Some on-campus but mostly undertaken off-campus. **Prerequisite:** Musculoskeletal Sports Injuries A, Functional Anatomy & Biomechanics. **Corequisite:** Musculoskeletal Sports Injuries B, Functional Anatomy & Biomechanics. **Assessment:** Peer review, practical examinations and written reports; Workbook A Wk 8 (25%); Clinical exam 1 hr (45%) plus 15mins viva, Workbook B (30%).

This unit will provide the opportunity for students to integrate their knowledge gained in other units in this course, and their previous clinical knowledge and skills, with new approaches to the management of the person with a sports injury. Clinical learning opportunities will be provided in a variety of spheres of sports physiotherapy practice, including different age groups and different types of sport, and ranging from acute on-field management to procedures designed to prevent injury or effectively deal with chronic or recurring injuries.

PHTY 5109 Dissertation

Old code 16540.12 credit points. Mr Martin Mackey, m.mackey@fhs.usyd.edu.au. **Semester:** 1,2. **Assessment:** 5000-7000 words (100%) - Wk 14 Sem 1, Full-time - Wk 13 Sem 2, Part-time).

The dissertation comprises a major written work that involves the preparation of a non-research dissertation on a specific area of interest, under supervision. This document is a substantial scholarly work (of approximately 5,000-7,000 words) that is an exposition of a range of knowledge in a specific area of physiotherapy (clinical) practice and is expected to include original argument substantiated by reference to acknowledged authorities. It-does not involve data collection but may take the form of analysis of existing data, developing a clinical tool or 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.

PHTY 5110 Introduction to Ergonomics

Old code 16541.6 credit points. Mr Martin Mackey, m.mackey@fhs.usyd.edu.au. **Semester: 1. Classes:** on-campus 3-4 hours/week, late afternoon / early **evening/Assumed knowledge:** Undergraduate Ergonomics. **Assessment:** Written exam and seminar presentation.

This unit aims to give the student an overview of the discipline of ergonomics and explores the inter-relationship and relevance of a variety of ergonomic issues in the workplace through analysis and exploration of case study scenarios. Ergonomic concepts explored include a review of work physiology, biomechanics and kinesiology, physical and psychological factors influencing the worker, anthropometry and work system issues. A problem-based learning approach Will be used for content delivery with students working individually and in small groups to acquire and analyse case information and related materials. The tutor will facilitate this learning process. The unit will be assessed by written report and (group) seminar presentation. Peer evaluation, (of each individual's contribution to the group problem solving process), will also form part of the overall assessment for each student.

Practical: Up to 10 hours of fieldwork

Textbooks

Ergonomics, the Physiotherapist in the Workplace, B M (1990)
Fitting the Task to the Man (4th ed) E. Grandjean (1990)

PHTY 5111 Clinical Practice A

Old code 16542.6 credit points. Mr Martin Mackey, m.mackey@fhs.usyd.edu.au. **Semester:** 1. **Classes:** Predominantly off campus clinical practice. **Assessment:** Clinical journal, seminar presentation.

This unit provides students with the opportunity to apply knowledge gained during the course within a clinical environment. Clinical placement will depend upon identified needs of the students and the availability of appropriate clinical areas. To this end students are required to develop a learning contract which specifies their learning goals, strategies, resources and outcomes.

Note: To undertake this unit overseas and interstate trained physiotherapists must apply to the NSW Physiotherapists Registration Board for approval to 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.

Practical: Involves both on- and off-campus clinical hours

PHTY 5112 Orthopaedic Physiotherapy

Old code 16543.6 credit points. Ms Trudy Rebbeck, t.rebbeck@fhs.usyd.edu.au; Ms Angela Stark, a.stark@fhs.usyd.edu.au. Semester: 1. Classes: off-campus 4 hours/week. Assessment: written assignment, seminar presentation, written exam. Includes an on-line exam for the initial (elective) refresher re-entry module and seminars and an essay for the remaining modules.

This unit of study provides the student with the opportunity to improve their knowledge and skills in the area of orthopaedic physiotherapy. Students will complete 3 or 4 modules dependent on entry level. The unit will focus on the assessment, clinical diagnosis and management of common orthopaedic conditions including Rheumatology, Osteoporosis and Orthopaedic post-. surgical rehabilitation and an independent, learning module. The unit has been designed to be offered in distance education mode with on-line tutorials, electronic student chat rooms and electronically posted assignments.

PHTY 5113 Clinical Practice B

Old code 16544.6 credit points. Mr Martin Mackey, m.mackey@fhs.usyd.edu.au. **Semester: 2. Classes:** Predominantly off campus clinical practice. **Assessment:** Clinical journal, seminar presentation.

This unit provides students with the opportunity to apply knowledge gained during the course within a clinical environment. Clinical placement will depend upon identified needs of the students and the availability of appropriate clinical areas. To this end students are required to develop a learning contract which specifies their learning goals, strategies, resources and outcomes.

Note: To undertake this unit overseas and interstate trained physiotherapists must apply to the NSW Physiotherapists Registration Board for approval to 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.

Practical: Involves both on- and off-campus clinical hours

PHTY 5114 Physiotherapy Management of Impairment, Disability & Handicap

Old code 16545.6 credit points. Dr Louise Ada, l.ada@fhs.usyd.edu.au.. **Semester:** 1. **Classes:** On-campus 4 hours/week, late afternoon or evening. **Assumed knowledge:** 2 years Neurology clinical experience. **Assessment:** Written exam (40%); Seminar presentation (class) (30%); Seminar presentation (20%).

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.

PHTY 5115 Clinical Neurological Physiotherapy A

Old code 16546.6 credit points. Dr Colleen Canning, c.canning@fhs.usyd.edu.au. **Semester: 1. Classes:** Various 4 hours/ week, late afternoon or evening. **Assumed knowledge:** 2 years Neurology clinical experience. **Assessment:** Assignment 1 (30%); Assignment 2 (30%); take-home exam (40%).

This unit is designed to enable students to explore in some depth aspects of clinical practice in order 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.

Practical: Clinical hours as determined by student and coordinator

PHTY 5116 Optimising Motor Performance

Old code 16547.6 credit points. Dr Sharon Kilbreath, s.kilbreath@fhs.usyd.edu.au. **Semester:** 2. **Classes:** On-campus 4 hours/week, late afternoon or evening. **Assumed knowledge:** 2 year

clinical experience in Physiotherapy. **Prerequisite:** Functional Anatomy & Biomechamics. Assessment: Written assignment (30%); viva exam 15 mins (40%); essay 1500 words (30%).

In this unit, students examine normal motor behaviour in order to develop skill in analysing motor performance, planning and implementing motor training and preventing disabling adaptive processes. In addition, there will be a module examining the historical development of physiotherapy.

PHTY 5117 Topics in Neurological Physiotherapy

Old code 16548.6 credit points. Dr Colleen Canning, c.canning@fhs.usyd.edu.au. **Semester: 2. Classes:** On-campus 4 hours/week, off-campus. **Assumed knowledge:** 2 years Neurology clinical experience. **Assessment:** Varies, depending on electives chosen.

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.

PHTY 5118 Clinical Neurological Physiotherapy B

Old code 16549.6 credit points. Dr Colleen Canning, c.canning@fhs.usyd.edu.au. **Semester:** 2. **Classes:** On-campus 4 hours/week, late afternoon and evening. **Assumed knowledge:** 2 years Neurology clinical experience. **Assessment:** Training videotape (50%); written report of a case study (50%).

This unit provides students with the opportunity to apply knowledge gained in Optimising Motor Performance within a clinical environment without the pressure of the usual work place. Students will also prepare, document and write up the results of a case study of training a patient to improve performance on a specific task. It involves both clinical and academic hours. The clinical hours may be undertaken at the student's convenience.

Practical: Yes

PHTY 5119 Topics in Cardiopulmonary Physiotherapy

Old code 16550.6 credit points. Dr Jenny Alison, j.alison@fhs.usyd.edu.au. **Semester: 1. Classes:** On-campus 4 hours/week, late afternoon and evening. **Corequisite:** Physiological and Cognitive Bases of Clinical Practice PHTY 5105 (16536). **Assessment:** Written examination and/or written assignment.

NB: Offered subject to a minimum number of enrolments

This unit covers topics of current interest to physiotherapists in areas such as intensive care, pulmonary rehabilitation, cardiac rehabilitation, sleep disordered breathing. Topics covered will depend on available expertise and perceived importance to future directions in cardiopulmonary physiotherapy. Some of this unit may be presented in block mode.

PHTY 5120 Clinical Cardiopulmonary Physiotherapy A

Old code 16551.6 credit points. Dr Jenny Alison, j.alison@fhs.usyd.edu.au. **Semester:** 1. **Classes:** Off campus. **Assessment:** Case presentation/written report and a report on a clinical investigation.

This unit will provide the equivalent of 2 weeks access to clinical experience in specialist areas enabling the student to apply knowledge gained during the course and develop clinical expertise. Clinical placement will be dependent upon the identified needs of the student and the availability of appropriate clinical areas. Students will be required to develop a learning contract, which specifies their learning goals, strategies, resources and outcomes.

Practical: Approximately 60 hours

PHTY 5121 Cardiopulmonary Physiotherapy A

Old code 16552.6 credit points. Dr Jenny Alison, j.alison@fhs.usyd.edu.au. **Semester:** 2. **Classes:Text** based off-campus mode. **Corequisite:** Evaluation and Research in Physiotherapy Practice PHTY 5100 (16532). Assessment: Five worksheets, three written assignments (2000 words each).

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.

PHTY 5122 Cardiopulmonary Physiotherapy B

Old code 16553.6 credit points. Dr Jenny Alison, j.alison@fhs.usyd.edu.au. **Semester:** 2. **Classes:** On-campus 4 hours/week, late afternoon and evening. **Assessment:** Seminar presentations and case study analysis.

This unit applies knowledge gained in Cardiopulmonary Physiotherapy A, Advanced Funtional Anatomy and Biomechanics and Physiological and Cognitive Bases of Clinical Practice to specific case studies with the aim of identifying clinical problems and designing appropriate clinical interventions. Students will prepare discussion questions to present in tutorials.

PHTY 5123 Clinical Cardiopulmonary Physiotherapy B

Old code 16554. 6 credit points. Dr Jenny Alison, j.alison@fhs.usyd.edu.au. **Semester: 2. Assessment:** Case presentation (50%), Essay (50%).

This unit will provide the equivalent of 2 weeks access to clinical experience in specialist areas enabling the student to apply knowledge gained during the course and develop clinical expertise. Clinical placement will be dependent upon the identified needs of the student and the availability of appropriate clinical areas. Students will be required to develop a learning contract, which specifies their learning goals, strategies, resources and outcomes.

Practical: Approximately 60 hours

PHTY 5124 Advanced Musculoskeletal Disorders A

Old code 16555.6 credit points. Dr Debra Shirley, d.shirley@fhs.usyd.edu.au. **Semester: 1. Classes:** On-campus 4 hours/week during day. **Corequisite:** Functional Anatomy and Biomechanics. **Assessment:** Essay 1500 words (40%); Objective structured clinical exam 2hrs (60%).

This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the cervical spine and upper limbs. Specific emphasis is placed on manipulative physiotherapy, but in the context of total patient management. The unit aims to integrate relevant knowledge from related sciences into manipulative physiotherapy practice.

PHTY 5125 Clinical Manipulative Physiotherapy A

Old code 16556.6 credit points. Dr Rob Boland, r.boland@fhs,usyd.edu.au. Semester: 1. Classes: 12 hours/week. Corequisite: Functional Anatomy and Biomechanics, Musculoskeletal Disorders A. Assessment: Clinical exam short case (x2) (30% each); Clinical exam long case (includes viva) (40%).

This unit will provide the opportunity for students to integrate their knowledge gained in other units of this course, and their previous clinical knowledge and skills, with advanced approaches to the management of a person with a musculoskeletal disorder. This unit will be conducted in the out-patient departments of selected NSW public hospitals for three half days per week.

PHTY 5126 Advanced Musculoskeletal Disorders B

Old code 16557.6 credit points. Dr Debra Shirley, d.shirley@fhs.usyd.edu.au. **Semester: 2. Classes:** On-campus 3-4 hours/week, during the day. **Prerequisite:** Functional Anatomy and Biomechanics. **Assessment:** Essay 1500 words (40%); Objective structured clinical exam 2hrs (60%).

This unit will focus on the assessment, clinical diagnosis and management of musculoskeletal problems in the lumbar, thoracic spine and lower limbs. Specific emphasis is placed on manipulative physiotherapy, but in the context of total patient management. Current clinical evidence for the role of therapeutic exercise is a focus in all areas.

PHTY 5128 Clinical Manipulative Physiotherapy B

Old code 16559.6 credit points. Dr Rob Boland, r.boland@fhs.usyd.edu.au. Semester: 2. Classes: 12 hours/week. Prerequisite: Functional Anatomy and Biomechanics, Musculoskeletal Disorders A, Musculoskeletal Disorders B. Corequisite: Functional Anatomy and Biomechanics, Musculoskeletal Disorders A, Musculoskeletal Disorders B. Assessment: Clinical exam short case 1 hr (30% each); Clinical exam long case (includes viva) (40%).

This unit will provide the opportunity for students to integrate their knowledge gained in other units of this course, and their previous clinical knowledge and skills, with advanced approaches to the management of a person with a musculoskeletal disorder. This unit will be conducted in the out-patient departments of selected NSW public hospitals for three half days per week.

PHTY 5129 Topics in Paediatric Physiotherapy A

Old code 16560.6 credit points. Ms Genny Dwyer, g.dwyer@fhs.usyd.edu.au. Semester: 1. Classes: Predominantly off-campus. Assumed knowledge: 2 years Paediatric Phytotherapy clinical experience. Assessment: Seminar presentation 45mins (40%); assignment 2000-4000 words (60%).

This unit covers topics of current interest to paediatric physiotherapists in the area of neurological impairment, cardiorespiratory and musculoskeletal issues. The student will choose one of these areas to study and will be required to analyse information presented in the form of a clinical scenario, identify their learning needs and explore the pathophysiology and management of the problem through a process of supported self directed learning. Furthermore, the student will be required to identify clinical implications for assessing and training motor skills based on current research findings, justify their selection of intervention on the basis of best evidence available and identify the most appropriate means to evaluate the effectiveness of the intervention.

PHTY 5130 Clinical in Paediatric Physiotherapy A

Old code 16561.6 credit points. Ms Genny Dwyer, g.dwyer@fhs.usyd.edu.au. **Semester:** 1. **Classes:** Predominantly off-campus. **Assumed knowledge:** 2 years Paediatric Physiotherapy clinical experience. **Assessment:** Seminar presentation 45 minutes (50%) and written report 3000-4000 words (50%).

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 theirplacement through a learning contract supported self-directed learning.

PHTY 5131 Conceptual Framework Underlying Paediatric Physiotherapy

Old code 16562.6 credit points. Ms Jane Butler, j.butler@fhs.usyd.edu.au. **Semester: 2. Classes:** On-campus 4 hours/ week, off-campus. **Assumed knowledge:** 2 years Paediatric Physiotherapy clinical experience. **Assessment:** Seminar presentation-individual, 20 mins (30%); Written assignment 2000 words (70%).
NB:. Offered subject to a minimum number of enrolments or approved elective

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.

PHTY 5132 Topics in Paediatric Physiotherapy B

Old code 16563.6 credit points. Ms Jane Butler, j.butler@fhs.usyd.edu.au. Semester: 2. Classes: Off-campus. Assumed knowledge: 2 years Paediatric Physiotherapy clinical experience. Assessment: In accordance with selected unit.

This unit is designed to allow the student the opportunity to select their own area of study related to paediatric physiotherapy. With approval from the course academic advisor and unit of study coordinator, the student may select a unit of study from within the Faculty or through another university.

PHTY 5133 Clinical Paediatric Physiotherapy B

Old code 16564.6 credit points. Dr Adrienne Hunt, a.hunt@fhs.usyd.edu.au. **Semester: 2. Classes:** predominantly off-campus. **Assumed knowledge:** 2 years Paediatric Physiotherapy clinical experience. **Prerequisite:** Topics in Paediatric Physiotherapy A PHTY 5129 (16560). **Assessment:** Seminar presentation, Written report of a case study.

This unit provides the students with the opportunity to apply knowledge gained in Topics in Paediatric Physiotherapy A within a clinical environment. Students will prepare, document and write up the results of a case study of training a patient to improve performance on a specific task. It involves both clinical and academic hours. The academic hours will be negotiated with the unit coordinator with the clinical hours undertaken at the student's convenience.

Practical: As deemed relavant by student and unit coordinator

PHTY 5134 Therapy in Disorders of the Hand

Old code 16565. 6 credit points. Ms Rosemary Prosser, rosemary_hands@msn.com.au; Mr Martin Mackey, m.mackey@fhs.usyd.edu.au. **Semester:** 2. **Classes:** On-campus (block) and 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.

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.

PHTY5135 Scientific Investigation III

Old code 16566.6 credit points. Dr Louise Ada, l.ada@fhs.usyd.edu.au. **Semester:** 2. **Classes:** On-campus block mode, off-campus. **Prohibition:** Evaluation and research in Physiotherapy Practice. Assessment: Report 750 words (50%), essay 2000 words (50%).
NB: Master conversion students only

The unit will consist of two modules. The first will provide the opportunity for students to learn the principles underlying evidence-based practice and the application of epidemiology research to clinical practice. The second will provide the opportunity for the student to study a researcher's work in detail in order to examine the scientific process. The researcher will visit the campus to discuss aspects of their work with students. The unit will be presented in flexible delivery mode - there will be some on-campus block mode sessions at the beginning and end of the semester with distance learning mode being offered during semester.

PHTY 5139 Electrophysical Agents M

Old code 16568.8 credit points. Semester: 1. Classes: Presented on-campus with regular scheduled classes held during the day. Corequisite: Musculoskeletal Physiotherapy M1 PHTY 5140 (16569). Assessment: Practical/viva exam (50%) and written exam 2 hr (50%).

This unit involves the student in the study of the physical basis and physical consequences of various electrophysical modalities. It provides the student with the opportunity to develop basic knowledge and skills in the safe and effective use of a range of modalities including conductive heating and cooling, ultrasound, pressure therapy, shortwave diathermy, electrical stimulation, and surface electromyographic biofeedback. The efficacy of these treatment modalities will be explored and safety issues are emphasised. Also, an emphasis is placed on communication skills development, which is considered an integral part of quality health management. This unit also aims to assist in the development of clinical reasoning and problem solving skills.

Textbooks

Electrotherapy explained: Principles and practice (3rd ed) Low, J. and Reed, A (2000) London: Butterworth-Heinemann

PHTY 5140 Musculoskeletal Physiotherapy M1

Old code 16569.11 credit points. Semester: Full year. Classes: Presented on-campus with regularly scheduled classes held during the day. **Corequisite:** Electrophysical Agents M PHTY 5139, Biomedical Sciences M BIOS 55052. Assessment: Sem 1 - written examination 2 hr (50%), practical examination (20%), Sem 2-seminar 10%, written exam 1 hr (20%).

Semester 1: 10 credit points. Semester 2: 1 credit point

This unit introduces students to musculoskeletal physiotherapy and aims to equip students with the necessary cognitive and practical skills to assess and manage patients with selected problems of the peripheral musculoskeletal system. Students will study the structure and function of the normal musculoskeletal system and the response of the system to trauma and disease. Principles of medical and physiotherapy management of musculoskeletal disorders will also be covered. Students will learn how to take a history and to perform selected physical examination and management procedures, including patient manual handling skills. They will learn about muscle actions, measurement of joint range of motion and measurement of muscle strength. In this unit, areas covered include clinical assessment, clinical decision making, philosophy and guidelines for treatment of various conditions affecting the foot, ankle, knee, hip, shoulder, elbow and hand regions. Specific therapeutic interventions taught include exercise prescription and manual therapy skills (selected peripheral mobilisation techniques and soft tissue stretching). Other topics include pain management, peripheral nerve injuries, osteoporosis, health promotion, sports injuries, pharmacology for physiotherapists and rheumatology.

Textbooks

1. Magee DJ (2002) Orthopaedic Physical Assessment (4th ed) Philadelphia: W B Saunders

2. Bruckner and Khan (2000) Clinical Sports Medicine (2nd edn) McGraw-Hill.

PHTY 5141 Cardiopulmonary Physiotherapy M1

Old code 16570.4 credit points. Ms Lyndal Maxwell, l.maxwell@fhs.usyd.edu.au. Semester: Full year. Classes: Presented on-campus with regularly scheduled classes held during the day. Assessment: Sem 1 - practical viva exam 15 min (15%), written exam 1 hr (25%), Sem 2 - written exam 2 hr (60%).

This unit will introduce students to the knowledge, skills and clinical decision making process necessary for effective assessment and management of patients with respiratory and cardiac dysfunction. In particular, students will evaluate the pathophysiological consequences of abdominal, thoracic and cardiac surgery, infective and inflammatory conditions and airflow limitation on pulmonary function and impaired cardiac function on the cardiovascular performance. Additionally, students will develop treatment strategies to effectively manage respiratory and cardiac problems. There will be an emphasis on preventative management and pulmonary rehabilitation.

Semester 1, 3 credit points; Semester 2, 1 credit point

Textbooks

1. Ptyor J.A and Prasad SA (2002) Physiotherapy for respiratory and cardiac problems (3rd ed) Churchill Livingstone

PHTY 5142 Ethical Physiotherapy Practice M

Old code 16571.2 credit points. Dr Elizabeth Eilis, e.ellis@fhs.usyd.edu.au. **Semester: 2. Classes'.** Presented on-campus with regularly scheduled classes held during the day. **Assessment:** Seminar with video (100%).

In this unit of study, students explore the Australian Physiotherapy Association Professional Code of Ethics and the application of this code in clinical decision making. The importance of communication and respect for cultural differences in professional conduct is also addressed. The responsibility associated with being a member of a regulated profession, regulation of physiotherapy practice by the Physiotherapists Registration Act of NSW 2001 and by other health acts and the meaning of professional misconduct and other associated behaviours are also explored in both lecture and tutorial format.

Textbooks

Reference list but no prescribed texts.

PHTY 5143 Research Project Support M1

Old code 16572.3 credit points. Dr Roger Adams, r.adams@fhs.usyd.edu.au. **Semester: 2. Classes:** Presented on-campus with regularly scheduled classes held during the day. **Assessment:** Written assignment 1000 wd (40%), seminar 15 min (30%), written assignment 1500 wd (30%).

The course provides students with the opportunity to undertake a supervised research project in an area of physiotherapy. The unit assists students to evaluate the suitability of assumptions made in physiotherapy related research, to evaluate design strategies and their appropriateness for the proposed research project and to design and evaluate effective sampling procedures. This unit will build on previous knowledge of research methods and develop skills in applying this to research models for physiotherapists. In this unit each student will design and begin to implement an approved research project. The unit provides assistance in the statistical procedures that may be used in the research project by consolidating and extending skills acquired previously. Where appropriate, training in software support will be provided. By the time students have completed this unit they will have prepared a written research proposal.

Textbooks

Various - no single prescribed text.

PHTY 5144 Clinical Education M1A

Old code 16573.6 credit points. Dr Cath Dean, c.dean@fhs.usyd.edu.au. **Semester: 2. Classes:** Presented off-campus at various clinical sites. **Prerequisite:** Electrophysical Agents M PHTY 5139 (16568). **Corequisite:** Cardiopulmonary Physiotherapy MI PHTY 5141 (16570), Musculoskeletal Physiotherapy M1 PHTY 5140 (16569). **Assessment:** Continuous assessment.

The aim of this unit is to provide an opportunity for the student to develop a broad understanding of the provision of physiotherapy services in hospital or community-based healthcare settings. The development of communication skills is an integral part of this unit. In addition, the emphasis of the unit is on safety in patient handling, aspects of examination, the analysis of information gained from the examination and the implementation of a treatment program.

PHTY5145 Clinical Education M1B

Old code 16574.7 credit points. Dr Cath Dean, c.dean@fhs.usyd.edu.au. **Semester:** 2. **Classes:** Presented off-campus at various clinical sites. **Prerequisite:** Electrophysical Agents M PHTY 5139 (16568). **Corequisite:** Cardiopulmonary Physiotherapy MI PHTY 5141 (16570), Musculoskeletal Physiotherapy M1 PHTY 5140 (16569), Clinical Education M1A PHTY 5144 (16573). **Assessment:** Continuous assessment.

This unit of study will involve clinical placement in general wards so that the student can gain experience in orthopaedics. Students will build on experience gained in Clinical Education M1A and they will be expected to demonstrate an increased ability in the management of patients (assessment, treatment and evaluation). In addition, professional practices will be emphasised.

PHTY 5146 Cardiopulmonary Physiotherapy M2

Old code 16575.2 credit points. Ms Lyndal Maxwell, l.maxwell@fhs.usyd.edu.au. **Semester:** 1. **Classes:** presented on-campus with regularly scheduled classes held During the day. **Prerequisite:** Biomedical Science M BIOS 5052 and Cardiopulmonary Physiotherapy M1 PHTY 5141. **Assessment:** Written examination (60%) and case study (40%).

The aim of this unit is to continue to develop knowledge and skills in the assessment and management of patients with cardiopulmonary dysfunction. 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 treatment management of intubated and non-intubated patients in respiratory failure. They will also examine issues related to and develop skills in the early rehabilitation of acute care patients.

Textbooks

Intensive Care Medicine (4th ed) Oh T.E. (1997) Sydney: Butterworth-Heinemann

PHTY 5147 Musculoskeletal Physiotherapy M2

Old code 16576.6 credit points. Dr Jane Latimer, j.latimer@fhs.usyd.edu.au. Semester: Full year. Classes: Presented on-campus with regularly scheduled classes held during the day. Prerequisite: Musculoskeletal Physiotherapy Ml PHTY 5146. Assessment: Sem 1 - Practical exam (10 %), written exam 2 hr (60%); sem 2 - practical exam (10%), written exam 1 hr (20%).

This unit aims to develop the cognitive and practical skills needed to manage patients presenting with selected musculoskeletal disorders of the vertebral column. Students will apply the principles of assessment and management learnt in Musculoskeletal Physiotherapy MI, to selected musculoskeletal disorders of the vertebral column. As before, the emphasis is on evidence-based practice with students exposed to a range of physiotherapy management options for spinal pain, such as manual therapy and various forms of exercise plus the medical options for spinal pain. A small module on chronic pain is included in the unit. Students study practical and theoretical aspects of manipulative physiotherapy to encourage integration of selected spinal and peripheral manipulative procedures into the overall management of a patient's problem. Students evaluate the efficacy of advanced manipulative procedures, and the mechanisms of effect where known. Students also practice the application of advanced manipulative procedures including manipulation of selected peripheral and spinal joints. Students thus practice and evaluate a range of strategies to decrease pain and impairment and to improve function in patients with acute, sub-acute and chronic pain. The roles of other health professionals in management of musculoskeletal conditions are also examined, including exposure to the chiropractic perspective in managing musculoskeletal conditions. This unit also examines the theoretical base for clinical intervention.

Textbooks

l.Waddell, G (1998) The Back Pain Revolution, Edinburgh: Churchill Livingstone

PHTY 5148 Neurological Physiotherapy M

Old code 16577.5 credit points. Dr Louise Ada, l.ada@fhs.usyd.edu.au. **Semester:** Full year. **Classes:** Presented on-campus with regularly scheduled classes held during the day. **Prerequisite:** Biomedical Sciences M BIOS 5052. **Assessment:** Sem 1 - Practical examination 10 min (25%), written examination 2 hr (50%); sem 2 - written examination 1 hr (25%).

Neurological Physiotherapy M aims to develop in students an ability to apply relevant theoretical and data-based scientific findings to clinical practice in the area of movement dysfunction associated with disease and trauma to the nervous system. In first semester, this unit introduces the impairments and disability arising from brain damage of acute onset using examples such as

stroke and brain injury. Impairments such as weakness, loss of dexterity, loss of sensation, ataxia and spasticity as well as adaptations to these impairments such as the development of contracture will be studied. Students will learn to assess, train and measure outcome of everyday activities such as standing up, balancing in sitting and standing, walking, reaching and manipulating objects with the hand, rolling over and getting out of bed, and swallowing. In second semester, this unit introduces the impairments and disability arising from long-term conditions of the nervous system such as Guillain Barre syndrome, motor neuron disease, traumatic spinal cord injury, Parkinson 's disease and multiple sclerosis. The relation between the pathology and prognosis of these conditions will be examined. Students will learn to plan, implement and evaluate therapeutic intervention for individuals with long-term conditions of the nervous system. In addition, analysis of the rehabilitation environment and strategies to increase the amount of practice carried out will be covered.

PHTY5149 Paediatric Physiotherapy M

Old code 16578.3 credit points. Ms Jane Butler, j.butler@fhs.usyd.edu.au; Ms Genevieve Dwyer, g.dwyer@fhs.usyd.edu.au. **Semester:** Full year. Classes: Presented on-campus with regularly scheduled classes held during the day. **Prerequisite:** Cardiopulmonary Physiotherapy M1 PHTY 5141, Musculoskeletal Physiotherapy M1 PHTY 5140. **Corequisite:** Neurological Physiotherapy M PHTY 5148, Cardiopulmonary Physiotherapy M2 PHTY 5146. **Assessment:** Sem 1 & 2 -tutorial resource (group assessment) 45%; sem 2-viva exam 15 min (individual assessment) 55%.

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 that 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 problem-based learning.

Textbooks

1.Burns YR, MacDonald J (Eds)(1996) Physiotherapy and the Growing Child, London, WB Saunders Co

2.Campbell SK, Vander Linden DW, Palisano RJ (Eds) (2000) Physical Therapy for Children, 2nd Ed, Philadelphia, WB Saunders Co

3. Shepherd RB (1995) Physiotherapy in Paediatrics, 3rd Ed Heinemann

PHTY 5150 Community & Occupational Physio M

Old code 16579.5 credit points. Mr Martin Mackey, m.mackey@fhs.usyd.edu.au; Ms Gwenda Lansbury, g.lansbury@fhs.usyd.edu.au; Ms Virginia Fowler, v.fowler@fhs.usyd.edu.au. **Semester:** Full year. Classes: Presented on-campus with regularly scheduled classes held during the day. **Prerequisite:** Biomedical Sciences BIOS 5052. **Corequisite:** Musculoskeletal Physiotherapy M2 PHTY 5142, Cardiopulmonary Physiotherapy M2 PHTY 5146, Neurological Physiotherapy M PHTY 5148. **Assessment:** Sem 1 -written exam 1 hr (30%), viva exam 10 min (20%); sem 2 - Group seminar or poster (20%), written exam 1 hr (30%).

This unit examines primary health care issues that are pertinent to physiotherapy practice. Semester 1 covers the modules special populations (They include healthy elderly people and those with disease and/or disability; pregnant women; incontinence; people with burn injuries - especially children, people with amputations, with HIV/AIDS, diabetes, mental illness and Aboriginal health issues pertinent to physiotherapy), and infection control. Students will develop their skills in analysing and planning management of patients with multi-system and/or complex problems. This involves in-depth discussion of a small number of case studies in tutorials. Lectures provide extra information to the cases under discussion. Semester 2 covers the modules health promotion, ergonomics and occupational health. The principles and practice of health promotion are explored within a community based framework, with specific reference to the well elderly, and are applied to the role of the physiotherapist 's contribution in a number of healthcare areas. Other issues that are examined are those that are important in the provision of a professional physiotherapy service, which include marketing and business and quality management.

Textbooks

Reference list but no prescribed texts.

PHTY 5151 Research Project Support M2

Old code 16580.4 credit points. Dr Roger Adams, r.adams@fhs.usyd.edu.au. Semester: 1,2. Classes: Presented on-campus with regularly scheduled classes held during the day. Prerequisite: Research Project Support M1 PHTY 5143 (16572). Assessment: Sem 2 - seminar (20%), Thesis (80%).

This unit provides students with the opportunity to undertake a supervised research project in an area of physiotherapy. Each student will design and implement an approved research project and submit a thesis describing the project and its implications. While completing the research and thesis, each student will work closely with their supervisor. The aim of this unit is to develop students 'skills required to present orally their research project and to produce their thesis. This unit supports students with their ongoing research. It is intended that students will develop their presentation abilities, critical analysis skills and their understanding of the research process. ' • '

PHTY 5152 Clinical Education M2A

Old code 16581.7 credit points. Ms Cheryl Hobbs, c.hobbs@fhs.usyd.edu.au. **Semester:** 1 .**Classes:** Presented off-campus at various clinical sites. **Prerequisite:** Musculoskeletal Physiotherapy M1 PHTY 5140 (16569). **Corequisite:** Cardiopulmonary Physiotherapy M2 PHTY 5141 (16575), Neurological Physiotherapy M PHTY 5148 (16577), Paediatrics M PHTY 5149 (16578). Assessment: Continuous assessment.

The student will continue clinical placements in one of the following areas - neurological, cardiopulmonary, or musculoskeletal (outpatient department). 6 Paediatric issues may be addressed in any of these areas. Further integration, decision making and justification of patient management will be expected on progressive units.

PHTY5153 **Clinical Education M2B**

Old code 16582.7 credit points. Ms Angela Stark, a.stark@fhs.usyd.edu.au. Semester: 2. Classes: Presented off-campus at various clinical sites. Prerequisite: Cardiopulmonary Physiotherapy M2 PHTY 5146. Corequisite: Neurological Physiotherapy M PHTY 5148 (16577), Musculoskeletal Physiotherapy M2 PHTY 5147, Paediatrics M PHTY 5149 (16578). Assessment: Continuous assessment.

The student will continue clinical placements in one of the following areas - neurological, cardiopulmonary, or musculoskeletal (outpatient department). Paediatric issues may be addressed in any of these areas. Further integration, decision making and justification of patient management will be expected on progressive units.

PHTY 5154 **Clinical Education M2C**

Old code 16583.7 credit points. Dr Catherine Dean, c.dean@fhs.usyd.edu.au. Semester: 2. Classes: Presented off-campus at various clinical sites. Prerequisite: Cardiopulmonary Physiotherapy M2 PHTY 5146. Corequisite: Neurological Physiotherapy M PHTY 5148 (16577), Musculoskeletal Physiotherapy M2 PHTY 5147, Paediatrics M PHTY 5149 (16578). Assessment: Continuous assessment.

The student will continue clinical placements in one of the following areas - neurological, cardiopulmonary, or musculoskeletal (outpatient department). Paediatric issues may be addressed in any of these areas. Further integration, decision making and justification of patient management will be expected on progressive units.

PHTY 5155 Clinical Manipulative Physiotherapy C

Old code 16584.12 credit points. Dr Rob Boland, r.boland@fhs.usyd.edu.au. Semester: 1. Prerequisite: Master of Health Sciences (Sports Physiotherapy). Assessment: Assessment will be clinical and practical examinations and seminar presentation.

This unit will provide the opportunity for students to integrate their knowledge gained in other units of this course, and their previous clinical knowledge and skills, with advanced approaches to the management of a person with a musculoskeletal disorder. This unit will be conducted in the outpatient departments of selected NSW public hospitals for three half days per week. In addition there will be an academic component, which will involve on-campus attendance at classes.

The aim of this unit is to advance course participants' clinical skills by providing the opportunity to conduct clinical practice in a supervised and supportive environment, wherein experienced clinicians provide expert feedback to participants. Over the course of the semester, the focus of teaching will evolve so that each component of the 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.

PHTY 5156 Clinical Manipulative Physiotherapy D

Old code 16585.12 credit points. Dr Rob Boland, r.boland@fhs.usyd.edu.au. Semester:! Prerequisite: Master of Heath Sciences (Sports Physiotherapy). Corequisite: Clinical Manipulative Physiotherapy C. Assessment: Assessment will be by clinical and practical examinations and seminar presentation.

This unit will provide the opportunity for students to integrate their knowledge gained in other units of this course, and their previous clinical knowledge and skills, with advanced approaches to the management of a person with a musculoskeletal disorder. This unit will be conducted in the outpatient departments of selected NSW public hospitals for three half days per week and will be supervised by an experienced musculoskeletal physiotherapist. In addition there will be an academic component, which will involve on-campus attendance at classes.

The aim of this unit is to advance course participants' clinical skills by providing the opportunity to conduct clinical practice in a supervised and supportive environment, wherein experienced clinicians provide expert feedback to participants. Over the course of the semester, the focus of teaching will evolve so that each component of the assessment and treatment interaction between therapist and patient will receive attention. Within the constraints of the patient demographic for each hospital unit, participants will have the opportunity to receive feedback and be evaluated while managing individual caseloads of acute to chronic, and spinal or peripheral problems, and younger versus older patients. Skills and knowledge gained within the other subjects will also be applied during clinical education. Students will also complete a module on manipulation of the cervical and cervicothoracic spines. This will include the theoretical bases as well as the practical skills required.

PHTY 5157 Clinical Sports Physiotherapy C

Old code 16586.12 credit points. Dr Leslie Nicholson, l.nicholson@fhs.usyd.edu.au. **Semester: 1. Prerequisite:** Must have completed Master of Health Science (Manipulative Physiotherapy). **Assessment:** Assessment will include clinical exams, seminar presentations and written reports.

This unit will provide the opportunity for students to integrate their knowledge gained in other units in this course, and their previous clinical knowledge and skills, with new approaches to the management of the person with a sports injury. The focus of this unit is on musculoskeletal disorders of the upper body sustained in sports contexts. Clinical learning opportunities will be provided in a variety of spheres of sports physiotherapy practice, including different age groups and different types of sport, and ranging from acute on-field management to procedures designed to prevent injury or effectively deal with chronic or recurring injuries. Students will be required to complete clinical hours equivalent to three half days per week. In addition there will be an academic component, which will involve on-campus attendance at classes.

PHTY 5158 Clinical Sports Physiotherapy D

Old code 16587.12 credit points. Dr Leslie Nicholson, l.nicholson@fhs.usyd.edu.au. **Semester: 1** or **2. Prerequisite:** Must have completed Master of Health Science (Manipulative Physiotherapy). **Assessment:** Assessment will include clinical exams, seminar presentations and written reports.

This unit will provide the opportunity for students to integrate their knowledge gained in other units in this course, and their previous clinical knowledge and skills, with new approaches to the management of the person with a sports injury in the lower body. Clinical learning opportunities will be provided in a variety of spheres of sports physiotherapy practice, including different age groups and different types of sport, and ranging from acute on-field management to procedures designed to prevent injury or effectively deal with chronic or recurring injuries. This unit will have on-campus hours and will require considerable off campus commitment. Students will also complete a module which will require further investigation of selected clinical presentations.

PHTY 5159 Structuring & Managing Clinical Education Placements

Old code 16588X. 6 credit points. Prof Joy Higgs, j.higgs@fhs.usyd.edu.au; Ms Carolyn Gates, c.gates@fhs.usyd.edu.au. **Semester:** 1. Classes: Distance and one to two on campus block workshops. **Assumed knowledge:** Professional practice and teaching experience. **Assessment:** Workplace project - Reflective diary on experiences in organisation and administration of your clinical placement OR A practical guide for organising your clinical placement (70%) Participation in on campus workshop OR Essay on clinical education management (30%).

Within the overall curriculum framework planned by the university school where the students are enrolled, fieldwork and clinical educators face the task of designing, implementing and evaluating clinical/fieldwork practicums/placements. They need to liaise with the relevant educational and fieldwork/clinical institutions. This unit will focus on the practical aspects of structuring and organising clinical placements. It wiE deal with the various organisational, interpersonal, and administrative aspects of this challenging task. Part of the learning will entail reflecting on the participants' experience in conducting clinical education and exploring new strategies for structuring their clinical education/fieldwork placements. This will be supplemented by an on campus workshop and independent learning based on readings and self-directed learning activities.

PHTY 6014 Research Thesis A

Old code 16503A. **Semester:** Full year.

The successful submission of a research thesis is the ultimate objective of the course. This process will necessitate a collaborative endeavour between the student and the supervisor and will involve the student's advisory committee.

Students may be required (in consultation with the Head of School, Course Coordinator and/or research supervisors), to undertake one or two enabling research elective units and/or participate in thesis workshop discussion sessions to support the development of their research project proposal and thesis. This preparatory work would be designed to optimally prepare each student for the research thesis. It could consist of some or all of the following components:

1. Enabling research elective unit(s), which allow the student to pursue an area of study related to the development of knowledge and skills in specific area(s) of research methods and/or statistical analyses.
2. Thesis discussion workshops which are designed to orient students to study at master's level, support the development of a research proposal, to exchange and test ideas pertaining to the research proposal, to report on work in progress, to defend procedures to be used in the research project and to support specific sections of the research thesis.

PHTY 6015 Research Thesis B

Old code 16503B. **Semester:** Full year.

The successful submission of a research thesis is the ultimate objective of the course. This process will necessitate a collaborative endeavour between the student and the supervisor and will involve the student's advisory committee.

Students may be required (in consultation with the Head of School, Course Coordinator and/or research supervisors), to undertake one or two enabling research elective units and/or participate in thesis workshop discussion sessions to support the development of their research project proposal and thesis. This preparatory work would be designed to optimally prepare each student for the research thesis. It could consist of some or all of the following components:

1. Enabling research elective unit(s), which allow the student to pursue an area of study related to the development of knowledge and skills in specific area(s) of research methods and/or statistical analyses.
2. Thesis discussion workshops which are designed to orient students to study at master's level, support the development of a research proposal, to exchange and test ideas pertaining to the research proposal, to report on work in progress, to defend procedures to be used in the research project and to support specific sections of the research thesis.

17 Yooroang Garang: School of Indigenous Health Studies

Yooroang Garang: The School of Indigenous Health Studies was established in February 1999. The Schools' vision is to facilitate improvements in Indigenous health and well being through innovation and excellence in teaching and research. The School provides professional education and training for Indigenous health workers at the undergraduate and postgraduate levels. It conducts and supervises research projects in Indigenous community health. It also offers a comprehensive academic support program for Indigenous students enrolled in the Faculty of Health Sciences.

The School teaches two undergraduate programs, the Diploma and Bachelor of Health Sciences (Aboriginal Health and Community Development). These programs incorporate a number of innovative features designed to facilitate flexible learning options for Indigenous students. These include block mode and distance mode delivery, provisions for special entry for Indigenous students, articulation with other tertiary and accredited providers, third year entry to the Bachelor degree, mid year intake, block credit transfer for units undertaken in other institutions and recognition of prior learning. The School also facilitates community based and independent learning which it is developing through a variety of media.

The School also offers two enabling programs 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 which provides a 'reduced load' option which enables students to undertake the first year of their undergraduate program over two years.;

The School adopts a multidisciplinary approach to teaching and learning in the health sciences. Central to the School's philosophy and curriculum is a focus on the health and community development needs of Aboriginal and Torres Strait Islander people. This focus is also pertinent to the needs of other Indigenous communities with whom Yooroang Garang has developed collaborative links.

The Diploma of Health Science (Aboriginal Health and Community Development) has evolved from the Certificate and Associate Diploma in Aboriginal Health first offered at Cumberland campus in the 1980s. The Diploma has undergone major curriculum revision and continues to provide students with a basic training in the broad range of areas required by most Aboriginal health workers. Graduates of the program work with specific client groups such as in drug and alcohol, women's health services, Aboriginal Medical services or in oflier health and community fields. This course incorporates competency levels A to D of the Aboriginal and Torres Strait Islander Health Worker Competency Standards.

The Bachelor of Health Science (Aboriginal Health and Community Development) was first offered as a 3-year degree in 1993. After extensive consultation a major revision was undertaken in 1996 and the course was taught as a 4-year degree from 1998. This innovative program is designed to provide students with maximum recognition of prior learning and flexible course options (entry and exit points).

The Bachelor's program is taught in two stages. The first stage (years one and two) incorporates the Diploma program. The second stage (years three and four) enable individual students to elect a program of study, which is best suited to the needs of their workplace, community and individual interests. The third year entry is also open to graduates of diploma courses in Education, Community Management, Social Welfare and Aboriginal Studies. The Diploma and Bachelor programs are both offered in block-study mode to facilitate access to these courses for the broadest range of students

The degree offers a professional program in Aboriginal Health and Community Development. On completion students will have the attributes required to commence a career in Aboriginal health work and related areas. They may be employed in Aboriginal health, community development or other related roles.

In 1999 the School introduced a series of articulated graduate coursework programs as well as a research Master's degree and PhD level studies. The Graduate Certificate, Graduate Diploma and Master of Health Science (Indigenous Community Health) are offered in distance mode. These programs are available to Indigenous and non-Indigenous people interested in developing their skills in planning, implementing and evaluating community health programs, health promotion and cultural awareness.

Further course information about the School's programs may be obtained from the School on (02) 9351 9393.

■ Graduate studies in Indigenous Community Health

The Graduate courses in Indigenous Community Health aim to provide people currently "working, or intending to work, in the field of Indigenous Community Health with core knowledge and skills appropriate to maintaining health, preventing diseases and promoting the well-being of Indigenous people. Project Based and Research Based pathways contain many elective choices to enable students to develop their professional and research skills.

Project based pathway

This course provides a broad, multidisciplinary learning experience in core areas of community health theory and practice, as well as opportunities of 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 improve their areas of professional interest.

Research based pathway

This course focuses on the development of research pathway through a consecutive series of research electives and research projects. Students in this course will be introduced to a range of research methods applicable to health science research.

■ Graduate Certificate of Health Science (Indigenous Community Health)

This course will provide students with the relevant skills and attributes that are required for work in Indigenous context. The course focuses on the health needs of Indigenous people and their communities. The opportunity for choice of electives provides students with flexibility and ability to select subjects relevant to - their professional development needs.

Admission requirements

i) have completed undergraduate diploma or degree in health science or relevant areas; or
ii) evidence of equivalent professional qualification and/or experience to demonstrate the capacity to pursue graduate studies.

Course outline

The course outline for the Graduate Certificate of Health Science (Indigenous Community Health) is presented in Table 17.1.

Table 17.1: Graduate Certificate of Health Science (Indigenous Community Health)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0715: full-time off-campus, minimum 1 semester Course code 0716: part-time off-campus, minimum 2 semesters Credit points: 24					
■ Year 1					
AHCD 5052	*07552X*	Introduction to Indigenous Community Health	6		1,2
AHCD 5054	*07554X*	Introduction to Research and Evaluation in Indigenous Health	6		1,2
Elective (see note 1) or Research Elective (see note 2): Semester 1 credit points: 6. Elective (see note 1) or Research Elective (see note 2): Semester 2 credit points: 6.					
Stage total for Year 1: 24 credit points					

■ Notes

1. Project-based pathway. At least one elective must be chosen from electives offered by Yooroang Garang: School of Indigenous Health Studies. This portion provides students with the relevant skills and attributes that are required for work in Indigenous context.
2. Research-based pathway. This option introduces students to the development of 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

i) have 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
iii) a minimum of two years work experience in areas of health and related fields.

Course outline

The course outline for the Graduate Diploma of Health Science (Indigenous Community Health) is presented in Table 17.2.

Table 17.2: Graduate Diploma of Health Science (Indigenous Community Health)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0717: full-time, off-campus, minimum2 semesters Course code 0718: part-time, off-campus, maximum 4 semesters Credit points: 36					
■ **Year 1**					
AHCD 5052	*07552X*	Introduction to Indigenous Community Health	6		1.2
AHCD 5054	*07554X*	Introduction to Research and Evaluation in Indigenous Health	6		1,2
Elective (see note **1)** or **Research Elective** (see note 2): Semester 1 credit points: 6. **Elective** (see note **1**) or **Research Elective** (see note 2): Semester 2 credit points: 6.					
Stage total for Y e a r 1 :			24 credit **points**		
■ **Year 2**					
Option 1 - Project-based pathway					
AHCD 5041	*07541/ 07541X*	Project Development	6		1
AHCD 5042	*07542/ 07542X*	Project Management	6		2
Option 2 - Research-based pathway					
AHCD 5056	*07556X*	Integrative paper	12		1.2
Stage total for Year 2:			12 credit points		

■ Notes

1. Project-based pathway. At least one elective must be chosen from electives offered by Yooroang Garang: School of Indigenous Health Studies. This portion provides students with the relevant skills and attributes that are required for work in Indigenous context.
2. Research-based pathway. This option introduces students to the development of research proposal through the study of research methodologies applied to health science research.

■ Master of Health Science (Indigenous Community Health) by coursework

This course enables students to develop advanced knowledge, skills and understanding of project evaluation and research in Indigenous health. The course is offered in a flexible mode and accommodates individual approaches to learning.

Admission requirements

i) have completed degree in health science or other relevant areas; or
ii) evidence of equivalent professional qualification and/or experience to demonstrate the capacity to pursue graduate studies, and
iii) a minimum of two years work experience in areas of health and related fields.

Course outline

The course outline for the Master of Health Science (Indigenous Community Health) is presented in Table 17.3.

Table 17.3 Master of Health Science (Indigenous Community Health) by coursework

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0719: full-time, off-campus, minimum 2 semesters Course code 0720: part-time, off-campus, maximum 4 semesters Credit points: **48**					
■ **Year 1**					
AHCD 5052	*07552X*	Introduction to Indigenous Community Health	6		1,2
AHCD 5054	*07554X*	Introduction to Research and Evaluation in Indigenous Health	6		1,2
Option 1 - Project Based Pathway					
AHCD 5041	*07541/ 07541X*	Project Development	6		. 1
AHCD 5042	*07542/ 07542X*	Project Management	6		2
Option 2 - Research Based Pathway **Elective** (see note 1) or **Research Elective** (see note 2): Semester 1 credit points: 6. **Elective** (see note 1) or **Research Elective** (see note 2): Semester 2 credit points: 6.					
Stage total for Y e a r 1 :			24 credit points		
■ **Year 2**					
Option 1 - Project-based pathway •					
AHCD 5068	*07568X*	Project Evaluation (Theory)	6		1,2
OR **Elective**			Semester 1 credit points: 6.		
AHCD 5069	*07569X*	ProjectEvaluation:(Practice)	6	P Project Evaluation (Theory) AHCD 5068 (07568X).	1,2
OR **Elective**			Semester 2 credit points: 6.		
AHCD 5043	*07543X*	Project Report	6		2
OR **Elective**			Semester 1 credit points: 6.		
Option 2 - Research-based pathway					
AHCD 5056	*07556X*	Integrative paper	12		1,2
AHCD 5057	*07557X*	Literature Critique	12		1,2
Stage total for Year 2:			24 credit points		

■ Notes

1. Project based pathway. At least one elective must be chosen from electives offered by Yooroang Garang: School of Indigenous Health Studies. This portion provides students with the relevant skills and attributes that are required for work in Indigenous context.
2. Research based pathway. This option introduces students to the development of research proposal through the study of research methodologies applied to health science research.

■ Master of Health Science (Indigenous Community Health) 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

i) have completed a degree in health science or other relevant areas; or
ii) evidence of equivalent professional qualification and/or experience to demonstrate the capacity to pursue graduate studies, and
iii) a minimum of two years work experience in areas of health and related fields.

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

Course outline

The course outline for the Master of Health Science (Indigenous Community Health) Honours is presented in Table 17.4.

Table 17.4: Master of Health Science (Indigenous Community Health) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0721: full-time, off-campus, minimum 3 semesters Course code 0722: part-time, off-campus, maximum 6 semesters Credit points: **60**					
B Years 1 and 2 As per Pass course (see Table 17.3)					
Stage total:			48 credit points		
■ **Year 3**					
AHCD 5055	*07555X*	Dissertation	12	p Normally students undertaking the Dissertation will have completed 48 credit points.	1,2
Stage total for Year 3:			12 credit points		

Project-based pathway electives

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
■ **I. Electives** The following elective units may be offered subject to staff availability. Electives from other courses in the University may be taken by students after consultation with the Course Coordinator, phone (02) 9351 9127, and the appropriate School. For more electives see chapter 20.					
AHCD 5002	*07502/ 07502X*	Program Planning and Evaluation	6		2
AHCD 5033	*07533X*	Cultural Awareness for Indigenous Health	6		1,2
AHCD 5038	*07538X*	Indigenous Health: Social, Economic and Cultural Context	6		1
AHCD 5039	*07539X*	Health Promotion	6		2
AHCD 5041	*07541/ 07541X*	Project Development	6		1
AHCD 5042	*07542/ 07542X*	Project Management	6		2
AHCD 5043	*07543X*	Project Report	6		2
AHCD 5053	*07553X*	Social Justice and Indigenous Health	6		Full year
AHCD 5058	*07558X*	Art and Media in Indigenous Health Promotion	6	A Internet skills: use of bulletin boards, email and Web searching. High quality access to the Web is necessary to undertake this unit. *NB: Not offered in 2003.*	1,2
AHCD 5059	*07559X*	Alcohol and Other Drugs B	6	*NB: A 4 credit point version of this unit of study [AHCD 5012 (07512X)] is also available. See chapter 20 Electives for more information.*	2
AHCD 5060	*07560X*	Community Development B	6	*NB: A 4 credit point version of this unit of study [AHCD 5020 (07520X)] is also available. See chapter 20 Electives for more information.*	2
AHCD 5061	*07561X*	Indigenous Family Health B	6	*NB: A 4 credit point version of this unit of study [AHCD 5022 (07522X)] is also available. See chapter 20 Electives for more information.*	1,2
AHCD 5062	*07562X*	Indigenous Mental Health B	6	*NB: A 4 credit point version of this unit of study [AHCD 5023 (07523X)] is also available. See chapter 20 Electives for more information.*	1,2
AHCD 5063	*07563X*	Housing and Health B	6	*NB: A 4 credit point version of this unit of study [AHCD 5030 (07530X)] is also available. See chapter 20 Electives for more information.*	2
AHCD 5064	*07564X*	Strategic Planning B	6	*NB: A 4 credit point version of this unit of study [AHCD 5031 (075 3IX)] is also available. See chapter 20 Electives for more information.*	1,2
AHCD 5065	*07565X*	Injury Prevention B	6	*NB: A 4 credit point version of this unit of study [AHCD 5035 (07535X)] is also available. See chapter 20 Electives for more information.*	2
AHCD 5066	*07566X*	Independent Learning B	6	*NB: A 4 credit point version of this unit of study [AHCD 5036 (07536X)] is also available. See chapter 20 Electives for more information.*	1

Project-based pathway electives (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
AHCD 5067	*07567*	Issues in Community Mental Health **B**		*NB: A 4 credit point version of this unit of study [AHCD 5010 (07510X)] is also available. See chapter 20 Electives for more information.*	**1,2**
AHCD 5068	*07568X*	Project Evaluation (Theory)			1,2
AHCD 5069	*07569X*	Project Evaluation (Practice)	6	P Project Evaluation (Theory) AHCD 5068 (07568X).	**1,2**

■ **2. Research electives**

Students will select with the aid of their supervisor appropriate research electives from the Faculty-wide master's research electives: see chapter 20.

■ Master of Applied Science (Indigenous Community Health) by research

This course provides the opportunity for research in Indigenous Community Health.

Admission requirements

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

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

iii) In addition, meet any other requirements for admission to the program as may be prescribed.

Course outline

The course outline for the Master of Applied Science (Indigenous Community Health) by Research is presented in Table 17.5.

Table 17.5 Master of Applied Science (Indigenous Community Health) by Research

Unit[1] code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 0708: full-time, minimum 1.5 years, maximum 2 years Course code 0709: part-time, minimum 3 years, maximum 4 years					
Full-time mode					
■ **Year 1 (and subsequent years)**					
AHCD 6001	*07601A*	Research Thesis			1
AHCD 6002	*07602B*	Research Thesis:			2
Part-time mode					
■ **Year 1 (and subsequent years)**					
AHCD 6001	*07601A*	Research Thesis-			▪[1]
AHCD 6002	*07602B*	Research Thesis!			2

■ Units of study

AHCD 5002 **Program Planning and Evaluation**

Old code 07502/07502X. 6 credit points. Enquiries (02) 9351 9393. Semester: 2. Classes: External/distance mode.

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.

AHCD 5033 **Cultural Awareness for Indigenous Health**

Old code 07533X. 6 credit points. Enquiries (02) 9351 9393. **Semester:** 1, 2. **Classes:** External/distance mode.

The aim of this unit is to sensitise people of Indigenous and non-Indigenous communities with the cultural diversity in Indigenous societies. This is a unit which aims to increase participants knowledge through defining their prior knowledge of Indigenous culture.

AHCD 5038 **Indigenous Health: Social, Economic and Cuiturai Context**

Old code 07538X. 6 credit points. Enquiries (02) 9351 9393. **Semester:** 1. **Classes:** External/distance mode.

This unit examines the relationship between social inequality and the distribution of health in societies with particular reference to the Indigenous population. It explores the relevance of an analysis of socio-political relations and processes for understanding these patterns.

AHCD 5039 **Health Promotion**

Old code 07539X. 6 credit points. Enquiries (02) 9351 9393. **Semester:** 2. **Classes:** External/distance mode.

This unit provides an introduction to the principles and processes of major approaches to health promotion. Participants in this subject will be able to use their previous skills, knowledge and practices in developing culturally appropriate health promotion services/programs/projects.

AHCD 5041 **Project Development**

Old code 07541/07541X. 6 credit points. Enquiries (02) 9351 9393. **Semester:** 1. **Classes:** External/distance mode.

This unit provides students with an opportunity to integrate learning by defining, planning, and developing a project related to professional practice in Aboriginal health and Community Development.

AHCD 5042 **Project Management**

Old code 07542/07542X. 6 credit points. Enquiries (02) 9351 9393. Semester: 2. Classes: External/distance mode.

In this unit students, using management tools, are practically engaged in the management of a project in areas of health and health care system.

AHCD 5043 **Project Report**

Old code 07543X. 6 credit points. Enquiries (02) 9351 9393. **Semester: 2. Classes:** External/distance mode.

The aim of this subject is to give students opportunity to describe their evaluated project, explain its achievements/failures, discuss its significance and its financial implication for both consumers and service providers.

AHCD 5052 **Introduction to Indigenous Community Health**

Old code 07552X. 6 credit points. Enquiries (02) 9351 9393. **Semester: 1, 2. Classes:** External/distance mode.

This unit of study provides an introduction to the conceptual underpinning of Indigenous community as an area of academic study and professional practice. The multi-disciplinary, problem 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.

AHCD 5053 **Social Justice and Indigenous Health**

Old code 07553X. 6 credit points. Enquiries (02) 9351 9393. Semester: Full year. Classes: External/distance mode.

This unit of study focuses on social justice as a fundamental principle in understanding the current situation of Indigenous health in Australia. Concept of power and historical settings and their impact on social justice, human rights, equity and access to services will be explored. Models of change aiming toward individual and community empowerment, organisational and institutional change theories will be examined and utilised in the development of plan to bring about changes in the community, workplace or institutions. Strategies such as International Human Rights mechanisms, domestic policies and laws, social and community development models and principles of advocacy and equity will be the major components of this unit of study at micro and macro levels.

AHCD 5054 **Introduction to Research and Evaluation in Indigenous Health**

Old code 07554X. 6 credit points. Dr Freidoon Khavarpour (02) 9351 9127, f.khavarpour@fhs.usyd.edu.au. **Semester:** 1, 2. **Classes:** Distance Mode, approximately 156 hours or 12 hours per week. **Assessment:** Essay and action plan.

This unit provides an introduction to approaches in Indigenous research and evaluation, as well as major ethical issues in Indigenous health contexts. It involves an examination of the social, economic, and political constructions of Indigenous Australia. Some of the issues addressed include protocols, collaboration, dissemination of outcomes and their implication, questions of intellectual property, ownership, research, evaluation and development for self-determination. Particular emphasis will be placed on a critical analysis of existing research and evaluation practices and procedures as they impact and influence Aboriginal and Torres Strait Islander populations.

Textbooks

Resources provided in print based learning packages and others are available on the Web.

AHCD 5055 **Dissertation**

Old code 07555X. 12 credit points. Dr Freidoon Khavarpour (02) 9351 9127, f.khavarpour@fhs.usyd.edu.au. **Semester:** 1, 2. **Classes:** Distance Mode. Off campus independent learning. Approximately 312 hours or 24 hours per week. **Prerequisite:** Normally students undertaking the Dissertation will have completed 48 credit points. **Assessment:** Written dissertation.

The honours dissertation aims to give students the opportunity to develop the skills required for an independent investigation in an area of relevance to their professional interests. This may take several forms depending on the nature of the investigation.

Textbooks

Resources provided in print based packages and others are available on the Web.

AHCD 5056 **Integrative** paper

Old code 07556X. 12 credit points. Dr Freidoon Khavarpour (02) 9351 9127, f.khavarpour@fhs.usyd.edu.au. **Semester: 1,2. Classes:** Distance mode, approximately 312 hours or 24 hours per week. **Assessment:** Written essays.

This unit of study enables students to investigate an area related to research that is of relevance to their professional interests

Textbooks

Resources provided in print based learning packages and others are available on the Web.

AHCD 5057 **Literature Critique**

Old code 07557X. 12 credit points. Dr Freidoon Khavarpour (02) 9351 9127, f.khavarpour@fhs.usyd.edu.au. Semester: 1, 2. Classes: Distance mode, approximately 312 hours or 24 hours per week. Assessment: Annotated Bibliography and literature review.

This unit will enable students to conduct an analysis of the literature in a chosen area and develop a number of research questions that could assist in preparation for the honours dissertation. Students will be required to select an area of study in consultation with the unit coordinator and identify as well as critique the main body of literature in the field. Assessment will involve the submission of a 12,000 word critical review of this literature.

Textbooks

Resources provided in print based learning packages and others are available on the Web.

AHCD 5059 **Alcohol and Other Drugs B**

Old code 07559X. 6 credit points. **Semester: 2. Classes:** External/ Distance Mode. **Assessment:** Negotiated learning contract.

NB: A 4 credit point version of this unit of study [AHCD 5012 (07512X)] is also available. See chapter 20 Electives for more information.

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.

AHCD 5060 **Community Development B**

Old code 07560X. 6 credit points. **Semester: 2. Classes:** Off campus. **Assessment:** Negotiated learning contract.

NB: A 4 credit point version of this unit of study [AHCD 5020 (07520X)] is also available. See chapter 20 Electives for more information.

This unit has been designed to give students the knowledge and skills to design, plan and evaluate community development projects. Methods of obtaining involvement for maximum benefit of communities are examined.

AHCD 5061 **Indigenous Family Health B**

Old code 07561X. 6 credit points. Semester: 1, 2. Classes: External/ Distance Mode. Assessment: Negotiated learning contract.

NB: A 4 credit point version of this unit of study [AHCD 5022 (07522X)] is also available. See chapter 20 Electives for more information.

The purpose of this unit is to describe the Family Health within the context of Aboriginal culture and holistic approach to intervention, particularly in areas of family violence and sexual assault. This perspective is quite different from the conventional. western approach of dealing with violence upon women and children. It uses a positive approach with cultural perspective to deal with the problem..

AHCD 5062 **IndigenoustMental Health B**

Old code 07562X.6 credit points. Semester: 1, 2. Classes: External/ Distance Mode. Assessment: Negotiated learning contract.

NB: A 4 credit point version of this unit of study [AHCD 5023 (07523X)] is also available. See chapter 20 Electives for more information.

Mental Health has only beenirecently acknowledged as a specific health issue for Aboriginal and Torres Strait Islander people. In the past Aboriginal Mental health was treated in the realm of drug and alcohol problems. Indigenous Mental Health does require an insiders perspective, and a framework for acknowledging the. injustices forced upon Indigenous population. Any discussion and solution to the mental health problems needs to consider the healing process through appropriate strategies based on experience of those familiar'and knowledgeable about Aboriginal culture. The aimiof this unit is to consider these frameworks.

AHCD 5063 **Housing and Health B**

Old code 07563X. 6 credit points. **Semester: 2. Classes:** External/ Distance Mode. **Assessment:** Negotiated learning contract.

NB: A 4 credit point versiowof this unit of study [AHCD 5030 (07530X)] is also available; See chapter 20 Electives for more information.

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.

AHCD 5064 **Strategic Planning B**

Old code 07564X. 6 credit points. **Semester: 1, 2. Classes:** External/ Distance Mode. **Assessment:** Negotiated learning contract.

NB: A 4 credit point version of this unit of study [AHCD 5031 (0753IX)] is also available. See chapter 20 Electives for more information.

Strategic planning is vital for the future of health organisations as well as business and government agencies. This elective is designed to provide health professionals with a model and set of tools in order to develop a long range strategic plan for an organisation. Students may use this opportunity to support the writing of a strategic plan for an organisation to which they belong.

AHCD 5065 **Injury Prevention B**

Old code 07565X. 6 credit points. **Semester: 2. Classes:** External/ Distance Mode. **Assessment:** Negotiated learning contract.

NB: A 4 credit point version of this unit of study [AHCD 5035 (07535X)] is also available. See chapter 20 Electives for more information.

This unit introduces students to the basic principles of injury control within a community health framework. Students will gain the skills and knowledge to understand injury as a preventable problem, identify data sources and use data in a variety of ways. Issues surrounding personal and community responsibility for injury will be considered. Specific case studies will be critically examined to assess the way in which injury prevention strategies have been used in Indigenous and non Indigenous contexts.

AHCD 5066 **Independent Learning B**

Old code 07566X. 6 credit points. **Semester:** 1. **Classes:** External/ Distance Mode. **Assessment:** Negotiated learning contract.

NB: A 4 credit point version of this unit of study [AHCD 5036 (07536X)] is also available. See chapter 20 Electives for more information.

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.

AHCD 5067 **Issues in Community Mental Health B**

Old code 07567.6 credit points. **Semester: 1, 2. Classes:** External/ Distance Mode. **Assessment:** Negotiated learning contract.

NB: A 4 credit point version of this unit of study [AHCD 5010 (07510X)] is also available. See chapter 20 Electives for more information.

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.

AHCD 5068 **Project Evaluation (Theory)**

Old code 07568X. 6 credit points. **Semester: 1, 2. Classes:** External/ Distance Mode.

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.

AHCD 5069 **Project Evaluation (Practice)**

Old code 07569X. 6 credit points. **Semester: 1, 2. Classes:** Contract learning. **Prerequisite:** Project Evaluation (Theory) AHCD 5068 (07568X).

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.

AHCD 6001 **Research Thesis**

Old code 07601 A. Enquiries (02) 9351 9393. **Semester: 1. Classes:** Independent learning.

A supervisor is appointed to assist the student in carrying out the research project following approval of the research proposal. Regular meetings are held with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework where this is considered necessary to the student's research thesis.

AHCD 6002 **Research Thesis**

Old code 07602B. Enquiries (02) 9351 9393. **Semester: 2. Classes:** Independent learning.

A supervisor is appointed to assist the student in carrying out the research project following approval of the research proposal. Regular meetings are held with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework where this is considered necessary to the student's research thesis.

18 Research centres

The Faculty has three research centres established to encourage research in specific areas of the health sciences. Students can enrol in a research degree (Master of Applied Science or PhD) in any of the Research Centres. Information on the degree of Doctor of Philosophy is contained in the Faculty Handbook.

■ Master of Applied Science

Admission requirements

In order to qualify for admission to this course:

i) The Faculty, may, on the recommendation of the Head of the School/Centre concerned, admit to candidature for a degree of Master within the Faculty an applicant:

a) who is a graduate of The University of Sydney and has completed courses appropriate to the area of study in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies;

b) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

ii) Notwithstanding subsection (i), the Academic Board may admit a person to candidature in accordance with the provisions of chapter 10 of the By-laws.

Selection process

Students wishing to enrol in a research degree in one of the Faculty Research Centres should apply for admission to candidature within the Centre.

The Centre in which admission has been sought will select from among the applicants who meet the entry requirements.

Course outlines

The course outlines for the Master of Applied Science are presented in Table 18.1.

Master's research thesis

The successful submission of a research thesis is the ultimate objective of the program. The process will necessitate a collaborative endeavour between a student and the supervisor and will involve a student's advisory committee.

■ Australian Stuttering Research Centre

This Centre of Faculty was established in January 1996. Staff of the Centre work closely with speech pathologists in and outside Australia. The purposes of the Centre are to:

- conduct world class stuttering research
- establish national and international collaborative research links
- provide mentorship for Australian stuttering treatment researchers
- provide professional continuing education to Australian and international speech pathologists
- provide postgraduate research programs in stuttering research
- disseminate to the Australian community information about stuttering treatment.

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

For enquiries contact the Director of the Centre, Professor Mark Onslow.
Phone: (02) 9351 9061
Fax: (02) 9351 9392
Email: m.onslow@fhs.usyd.edu.au
Web: www.fhs.usyd.edu.au/asrc

Table 18.1: Master of Applied Science (Research)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2403: full-time, minimum 1.5 years, maximum 2 years Course code 2404: part-time, minimum 3 years, maximum 4 years					
Full-time mode					
■ **Year 1**					
STUT 6002	*24501A*	Research Thesis Preparation			
STUT 6003	*24501B*	Research Thesis Preparation			
■ **Year 2**					
STUT 6004	*24502A*	Research Thesis			
STUT 6005	*24502B*	Research Thesis			
Part-time mode					
■ **Years 1 and 2**					
STUT 6002	*24501A*	Research Thesis Preparation			
STUT 6003	*24501B*	Research Thesis Preparation			
■ **Years 3 and 4**					
STUT 6004	*24502k*	Research Thesis			
STUT 6005	*24502B*	Research Thesis			

19 Singapore 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.

The program structure for the Master's in Child and Adolescent Health, Education and Gerontology will be **four core** units and **four electives.** The core units will be offered as distance education units and, in addition, each core unit will have 16 hours of face-to-face contact with a content specialist. The electives are to be offered as distance education/on-line offerings only.

a Master of Health Science (Child and Adolescent Health)

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

Admission requirements

In order to qualify for admission to this course, applicants shall , have:
i) A bachelor degree with a major in anthropology, sociology or psychology; or
ii) A bachelor degree in social work; or
iii) An approved bachelor degree in a health profession with satisfactory performance in behavioural sciences; or
iv) Evidence of general and/or professional qualifications Where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to (i), (ii), or (iii).

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

Course outline

The course outline for graduate coursework studies in Child and Adolescent Health is presented in Tables 19.1 and 19.1.1.

Table 19.1: Master of Health Science (Child and Adolescent Health)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2020: part-time, two years, July start Credit points: 48					
Part-time mode					
■ Year 1					
BACH 5186	*25560*	Graduate Skills for Professional Development	6		1,2
BACH 5321	*2559RX*	Psychology for Graduate Students	6		Full year
BACH 5313	*2559J/ 2559JX*	Child and Adolescent Psychology	6	P Undergraduate Psychology units.	2
Elective			Semester 2 credit points: 6.		
Stage total for Y e a r 1 :			24 credit points		
■ Year 2					
BACH 5063	*2552G*	Therapy with Children, Adolescents and their Families	6		1,2
Elective 2 Electives (6 credit points each)			Semester 1 credit points: 6. Semester 2 credit points: 12.		
Stage total for Year 2:			24 credit points		
■ Electives					
1. Choose any one elective					
BACH 5138	*2554K/ 2554KX*	Abnormal Psychology and Mental Health	6	P Undergraduate Psychology units.	1,2
BACH 5198	*2556C*	Contemporary Issues I	6	p Undergraduate Psychology units or Psychology for Graduate Students.	1,2
BACH 5268	*2558A/ 2558AX*	Developing a Research Project	6		1,2
2. Choose any one elective					
BACH 5070	*2552N/ 2552NX*	Family and Caring in the Community	6		2
BACH 5138	*2554K/ 2554KX*	Abnormal Psychology and Mental Health	6	P Undergraduate Psychology units.	1,2
BACH 5143	*2554P/ 2554PX*	Counselling	6	P Undergraduate Psychology units.	1,2
BACH 5198	*2556C*	Contemporary Issues I	6	P Undergraduate Psychology units or Psychology for Graduate Students.	1,2

Table 19.1: Master of Health Science (Child and Adolescent Health) (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
BACH 5200	*2556E/ 2556EX*	Contemporary Issues II	6	P Contemporary Issues I BACH 5198 (2556C).	2
3. Choose any two electives					
BACH 5138	*2554K/ 2554KX*	Abnormal Psychology and Mental Health	6	P Undergraduate Psychology units.	1,2
BACH 5143	*2554P/ 2554PX*	Counselling	6	P Undergraduate Psychology units.	1,2
BACH 5198	*2556C*	Contemporary Issues I	6	p Undergraduate Psychology units or Psychology for Graduate Students.	1,2
BACH 5200	*2556E/ 2556EX*	Contemporary Issues II	6	P Contemporary Issues I BACH 5198 (2556C).	2
BACH 5268	*2558A/ 2558AX*	Developing a Research Project	6		1,2

Table 19.1.1: Master of Health Science (Child and Adolescent Health) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2021: Honours part-time, one semester Credit points: 60					

Part-time mode

■ **Year 1 and Year 2**

As per Pass course

■ **Year 3 Honours**

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.

BACH 5263	*25585/ 25585X*	Dissertation	12		Full year
Stage total for Year 3:			12 credit points		

■ Master of Health Science (Education)

Off-shore (Singapore-based)

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

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

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

Admission requirements

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

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

iii) have completed at least one year full-time practice as a health science professional. Current or recent experience in teaching is considered desirable.

Course outline

The course outline for the Master of Health Science (Education) is presented in the Table 19.2.

Table 19.2: Master of Health Science (Education)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2019: part-time, two years, July start Credit points: 48					

Part-time mode

■ **Year 1**

BACH 5001	*25500/ 25500X*	Adult Learning	6		1,2
BACH 5186	*25560*	Graduate Skills for Professional Development	6		1,2
BACH 5002	25501/ 25501X	Educational Design	6		1,2
Elective (group 1)			Semester 2 credit points: 6.		
Stage total for Year 1:			24 credit points		

Table 19.2: Master of Health Science (Education) (continued)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
■ Year 2					
BACH 5003	*25502/ 25502X*	Facilitating Learning	6	A Some knowledge of Adult Learning Theory and Group Dynamics useful.	2
Elective (group 2) 2 Electives (6 credit points each from group 3)			Semester 1 credit points: 6. Semester 2 credit points: 12.		
Stage total for Year 2:			24 credit points		
■ **Electives**					
1 .Choose any one elective					
BACH 5020	*25519X*	Introduction to Educational Computing	6		1
BACH 5085	*25533/ 25533X*	Clinical Teaching and Supervision	6		1
BACH 5153	*25552/ 25552X*	Assessment of Learning	6	A Knowledge of Adult Learning and Educational Design is useful. P Educational Design BACH 5002 (25501/25501X).	1
BACH 5284:	*2558Q*	Learning in the Workplace	6	A Adult Learning Theory and Educational Design. *NB: Not offered in 2003.*	1
2. Choose any one elective					
BACH 5007	*25506/ 25506X*	Curriculum Leadership	6	P Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X).	2
SACK **5024**	*2551D/ 2551DX*	In-Service and Continuing Education in Health Services	6	A Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Workplace learning an advantage.	2
BACH 5025	*2551E/ 2551EX*	Patient Education	6	A Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). P Non prescribed. *NB: Not offered in 2003.*	2
BACH 5042	*2551V/ 2551VX*	Teaching Clinical Reasoning	6		2
BACH 5116	*2553Y/ 2553YX*	Developing a Web-based Education System	6	A Basic computer skills.	2
3. Choose any two electives					
BACH 5020	*25519X*	Introduction to Educational Computing	6		1
BACH 5085	*25533/ 25533X*	Clinical Teaching and Supervision	6		1
BACH 5153	*25552/ 25552X*	Assessment of Learning	6	A Knowledge of Adult Learning and Educational Design is useful. P Educational Design BACH 5002 (25501/25501X).	1
BACH 5284	*2558Q*	Learning in the Workplace	6	A Adult Learning Theory and Educational Design. *NB: Not offered in 2003.*	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.

Admission requirements

i) Have completed the requirements for the Master of Health Science Education with at least 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.

Course outline

The course outline for the Master of Health Science (Education) Honours by Coursework is presented in Table 19.2.1.

Table 19.2.1: Master of Health Science (Education) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2022: Honours part-time, one semester Credit points: 60					
Part-time mode					
■ **Years 1 and 2**					
As per Pass course					
■ **Year 3 Honours**					
BACH 5263	*25585/ 25585X*	Dissertation	12		Full year
Stage total for Year 3: 12 credit points					

■ Master of Health Science (Gerontology)

Off-shore (Singapore-based)

This course offers professional development for practitioners whose work requires understanding of individual and population ageing. Graduates are equipped to occupy senior positions in management, policy, planning, education, research, clinical or other service delivery settings.

The course structure reflects the need for professionals to understand the theoretical basis of gerontology and its application in specialised areas of knowledge about ageing and older people. To this end, participants undertake four core units of study and a choice of specialist electives in Gerontology (to a total of 24 credit points).

Admission requirements

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

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

Course outline

The course outlines for the Master of Health Science (Gerontology) by Coursework and Master of Health Science (Gerontology) Honours by Coursework are presented in Table 19.3 and 19.3.1.

Table 19.3: Master of Health Science (Gerontology)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2018: part-time, two years, July start Credit points: 48					
■ Year 1					
BACH 5186	*25560*	Graduate Skills for Professional Development	6		1,2
BACH 5041	*255IU*	Introduction to Gerontology	6		1,2
BACH 5216	*2556U*	Behavioural Aspects of Ageing	6		2
Elective (from group 1)			Semester 2 credit points: 6.		
Stage total for Year 1:			24 credit points		
■ Year 2					
BIOS 5041	*11502X*	Biological Aspects of Ageing	6		2
Elective (from group 2)			Semester 1 credit points: 6.		
2 Electives (6 credit points each from group 3)			Semester 2 credit points: 12.		
Stage total for Year 2:			24 credit points		
■ Electives					
1. Choose any one elective					
BACH 5027	*2551G*	Mental Health in Later Life	6		1,2
BACH 5034	*2551N*	The Residential Care Setting and Older People	6		1,2
BACH 5038	*2551R*	The Community Setting and Older People	6		1,2
BACH 5224	*25572/ 25572X*	Organisational Management	6		1
2. Choose any one elective					
BACH 5001	*25500/ 25500X*	Adult Learning	6		1,2
BACH 5038	*2551R*	The Community Setting and Older People	6		1,2
BACH 5058	*2552B/ 2552BX*	Residential Care Policies and Services	6		1,2
BIOS 5018	*11433X*	Health, Dysfunction and Ageing	6		2
3. Choose any two electives					
BACH 5001	*25500/ 25500X*	Adult Learning	6		1,2
BACH 5027	*2551G*	Mental Health in Later Life	6		1,2
BACH 5034	*2551N*	The Residential Care Setting and Older People	6		1,2
BACH 5036	*2551P*	Community Aged Care	6		1,2
BACH 5038	*2551R*	The Community Setting and Older People	6		1,2
BACH 5058	*2552B/ 2552BX*	Residential Care Policies and Services	6		1,2
BACH 5224	*25572/ 25572X*	Organisational Management	6		1

Table 19.3.1: Master of Health Science (Gerontology) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2023: Honours part-time, one semester Credit points: 60					
Part-time mode					
■ **Years** 1 **and** 2					
As per Pass course					
■ **Year 3 Honours**					
BACH 5263	*25585/ 25585X*	Dissertation	12		Full year
Stage total for Year 3: 12 credit points					

■ Master of Health Science (Management)

Off-shore (Singapore-based)

The Faculty of Health Sciences offers the Master of Health Science (Management) course to professionals in the health sector of Singapore. The program is designed to develop the management knowledge and skills of a range of professionals employed in the planning and delivery of health services in the Singapore context.

Admission requirements

i) A bachelor degree in health sciences from a recognised tertiary institution; and
ii) A minimum of three years experience in the health services of a kind acceptable to the Dean of the Faculty of Health Sciences; or such qualifications as are deemed to be equivalent to (i) above.

Course outline

The course outline for the Master of Health Science (Management) is presented in Table 19.4.

Table 19.4: Master of Health Science (Management)

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2013: pass course, two years, Jul)/start Credit points: **48**					
Part-time mode					
■ Year 1					
SING 5001	*20501*	Organisational and Managerial Behaviour	6		1
SING 5002	20502	Health Economics	6		1
SING 5003	*20503*	Health Service Leadership and Change	6		2
SING 5004	*20504*	Accounting and Financial Management for Health Service Managers:[1]	6		2
Stage total for Year 1:			**24** credit points		
■ Year 2					
SING 5005	*20505*	Health Service Marketing	6		1
SING 5006	*20506*	Strategic Management and Planning	6		1
SING 5007	*20507*	Health Sector Human Resource Management and Industrial Relations	6		2
SING 5008	*20508*	Information and Decision Analysis	6		2
Stage total for Year 2:			**24** credit points		

■ Master of Health Science (Management) Honours

A candidate may be invited to enter the master degree award with 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 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 24 credit points and will normally be completed within two semesters.

Course outline

The course outline for the Master of Health Science (Management) Honours is presented in Table 19.4.1.

Table 19.4.1: Master of Health Science (Management) Honours

Unit code	Old code	Unit name	CP	A: Assumed knowledge P: Prerequisite Q: Qualifier C: Corequisite N: Prohibition	Semester
Course code 2014: part-time, one semester Credit points: 60					
■ **Years** 1 **and** 2 As per Pass course					
■ **Year 3 Honours**					
SING 5012	*20509B*	Dissertation	24		Full year
Stage total for Year 3:			24 credit points		

■ Units of study

BACH 5001 **Adult Learning**
Old code 25500/25500X. 6 credit points. Ms Victoria Neville (02) 9351 ' 9118. Semester: 1, 2. Classes: Night classes (starts after 4.00pm); external/distance mode; independent learning packages. Assessment: Assignment based (non exam).
In this unit participants will develop their knowledge about theories of learning, the process of learning, the role of the teacher and learner in health science education, trends in higher education and the context of health science education.

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

BACH 5002 **Educational Design**
Old code 25501 /25501X. 6 credit points. Ms Fran Everingham (02) 9351 9116. Semester: 1, 2. Classes: Some night classes for on-campus students by arrangement with lecturer. Independent learning packages and email support for external/distance students. Assessment: Assignment-based (non exam).
Emphasis in this unit is on the development of basic skills in planning for effective teaching and learning. Participants learn planning skills by undertaking an educational design project.

BACH 5003 **Facilitating Learning**
Old code 25502/25502X. 6 credit points. Ms Fran Everingham (02) 9351 9116. Semester: 2. Classes: Independent learning package; external/ distance mode. Optional three Saturday workshops. Assumed knowledge: Some knowledge of Adult Learning Theory and Group Dynamics useful. Assessment: Essay and report based (no exam).
The primary function of a teacher is the facilitation of effective learning. Micro skills of teaching and facilitation skills that enable learning from experience are both studied and practiced. The process of reflection is used to illuminate and develop personal style. Knowledge of learning in groups (group dynamics) is useful.

Distance education and on-campus mode with independent learning packages and email support. Both modes are encouraged to attend three Saturday workshops for skills practice.

Practical: Videoed practice of teaching skills in campus workshop or participants setting

Textbooks

The Skilful Teaching: On techniques, trust and responsiveness in the classroom. Brookfield, S. (1990). San Francisco: Jossey Bass.

BACH 5007 **Curriculum Leadership**
Old code 25506/25506X. 6 credit points. Ms Fran Everingham (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all on-campus and off-campus mode. Some night classes by arrangement with lecturer. Email support. Prerequisite: Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Assessment: Assignment choices include essays or workplace project (no exam).
Leadership in curriculum requires a knowledge of curriculum practice combined with creative problem-solving and design. Combined with these, studies focus on how to effect and manage change and enable the positive negotiation of curriculum innovation in the many organisations in which health science educators work.

BACH 5020 **Introduction to Educational Computing**
Old code 25519X. 6 credit points. Ms Victoria Neville (02) 9351 9118. Semester: 1. Classes: External/distance. Assessment: Assignment based (non exam).
This unit examines the conceptual and technological developments in educational computing and their use and impact on health science education. Participants will learn to apply concepts and skills of educational computing to their own educational settings, including selecting appropriate courseware and developing a small Computer-Assisted Learning package. (Some basic computer skills would be an advantage). Class size will be limited by the number of computers available.

BACH 5024 **In-Service and Continuing Education in Health Services**
Old code 2551D/2551DX. 6 credit points. Ms Fran Everingham (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all. on-campus and Off-campus mode. Evening classes held fortnightly for on campus students if sufficient numbers. Email support. Assumed knowledge: Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Workplace learning an advantage. Assessment: Assignment based (non exam).
This elective aims to provides opportunities for participants to explore the main challenges facing educators delivering inservice and continuing education in the 1990s. The effect of, for example, the training reform agenda, competency-based education, workplace standards, organisational constraints, and flexible delivery modes on the planning, implementation and evaluation of inservice and continuing education are explored.

BACH 5025 **Patient Education**
Old code 2551 E/2551 EX. 6 credit points. Ms Fran Everingham (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all. Distance and on-campus mode. Some night classeses for on-campus students by arrangement with lecturer. Email support. Assumed knowledge: Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Prerequisite: Non prescribed. Assessment: Assignment based (non exam).
NB: Not offered in 2003
Participants consider current theoretical approaches and skills that underpin patient education particularly with regard to chronic diseases.

BACH 5027 **Mental Health in Later Life**
Old code 2551G. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. Semester: 1, 2. Classes: Independent learning package; external/ distance mode. Assessment: Two assignments.
The unit aims to provide a broad understanding of factors affecting mental health in later life and the opportunity for in-depth study of an area of professional relevance.

BACH 5034 **The Residential Care Setting and Older People**
Old code 2551N. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. Semester: 1, 2. Classes: Independent learning package or web-based; external/distance mode. Assessment: Three assignments.
This unit examines the environment of supported accommodation from the perspective of older residents and

professional care staff. 3 Modules: Quality of life in residential care; Working in residential care; Managing for quality in residential care.

BACH 5036 Community Aged Care

Old code 2551 P. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. **Semester:** 1, 2. **Classes:** Contract learning. **Assessment:** Negotiated learning contract.

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

Textbooks

www.fhs.usyd.edu.au/bach/5036

BACH 5038 The Community Setting and Older People

Old code 2551R. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. Semester: 1, 2. Classes: Independent learning package; external/ distance mode. Assessment: Three assignments.

This unit explores the home and community environment of older people in relation to factors which affect their health and quality of life.

BACH 5041 Introduction to Gerontology

Old code 2551U. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129;Semester: 1, 2. Classes: Independent learning package or web-based; off campus mode. Assessment: Three assignments.

This unit provides an overview of gerontology as a multi-disciplinary field of study and its application to professional practice. It explains basic concepts and key issues in the study of ageing at the level of individuals and of populations. 3 Modules: Population ageing and public policy; Understanding health and ageing; Ageing, society and professional practice.

Textbooks

Australia's New Aged. McCallum, J Geiselhart, K. (1996). Allen & Unwin.

BACH 5042 Teaching Clinical Reasoning

Oldxode 2551V/2551VX. 6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester:** 2. **Classes:** Night classes; independent learning package; external/distance mode. **Assessment:** Assignment based (non-exam).

Participants explore theories and models of clinical reasoning and decision-making from the medical, nursing and allied health literature. A range of strategies to facilitate the development of clinical reasoning will be examined. Participants will have the opportunity to plan the application of strategies to their teaching context.

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

Textbooks

Clinical Reasoning in the Health Professions. 2nd Edition. Higgs, J. & Jones, M. (2000). Butterworth Heinneman.

BACH 5058 Residential Care Policies and Services

Old code 2552B/2552BX. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. **Semester: 1, 2. Classes:** Independent Study Package: External Distance Mode.

This unit provides an overview of the development and implementation of residential care policies for older Australians and explores specific issues in the delivery of residential aged care services.

BACH 5063 Therapy with Children, Adolescents and their Families

Old code 2552G. 6 credit points. Assoc. Prof. Dianne Kenny (02) 9351 9644. **Semester:** 1, 2. **Classes:** Contract learning. **Assessment:** Assignments.

Theoretical models addressing concerns specific to children and adolescents .will be considered covering a variety of theoretical perspectives; including behavioural, psychoanalytic and systemic. These models will provide a background for developing interviewing techniques. Students will gain practical skills in interviewing the client within the context relevant to the presenting problem; for example the student will learn when to interview an individual and when to interview the entire family. The unit will conclude with a consideration of the role of the therapist during the process and termination of therapy.

Textbooks

SPSS Analysis Without Anguish. Coakes, S.J. & Steed, L.G. (1999).

BACH 5070 Family and Caring in the Community

Old code 2552N/2552NX. 6 credit points. Prof. Gwynnyth Llewellyn (02) , 9351 9213 and Dr Rosemary Cant (02)9351 9560. Semester: 2. Classes: On campus and off campus block mode. Assessment: Contribution to tutorials.and group work and an individual final report.

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

BACH 5085 Clinical Teaching and Supervision

Old code 25533/25533X. 6 credit points. Ms Victoria Neville (02) 9351 9118. Semester: 1. **Classes:** Night classes; independent learning package; external/distance mode. **Assessment:** Assignment based (non exam).

In this unit participants explore aspects of clinical teaching and the way clinical teachers relate to students and patients/clients in the clinical learning environment. Participants develop knowledge and skills in such areas as clinical teaching strategies and assessment, the role of the supervisor and ways to promote effective student interaction.

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

Textbooks

Faciliting Learning in Clinical Settings. McAllister, L. et al (1997). Stanehy Thome

BACH 5116 Developing a Web-based Education System

Old code 2553Y/2553YX. 6 credit points. Ms Victoria Neville (02) 9351 9118. Semester: 2. Classes: Web-based (distance and on-campus mode {night classes}). Assumed knowledge: Basic computer skills. Assessment: Assignment based (non exam).

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

Textbooks

Building a Web-based Education System. McCormack & Jones. (1998). Wiley

BACH 5138 Abnormal Psychology and Mental Health

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

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

Textbooks

Abnormal Psychology, 3rd Edition. Comer, R. (1996).

BACH 5143 Counselling

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

Counselling is an essential and underlying skill in most forms of applied psychology. This includes clinical psychology (with its emphasis on counselling in interview as well as therapy skills), educational psychology (with the additional emphasis on theories of development and working in organisations) and industrial-organisational psychology (with its emphasis on counselling as selection and evaluation interviews as well as crises, out-placement and general staff development issues.) This unit 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. (1998).

BACH 5153 Assessment of Learni ng

Old code 25552/25552X. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 1. Classes:** Independent learning package for external/ distance students. Some night classes for on-campus students by arrangement with lecturer. **Assumed knowledge:** Knowledge of Adult Learning and Educational Design is useful. **Prerequisite:** Educational Design BACH 5002 (25501/25501X). **Assessment:** Two written assignments.

Various educationalists point to the impact of assessment on student approaches to learning. Combined with concern to promote deep approaches are pragmatic mandates to reduce amount of assessment while ensuring quality in accreditation of competence in professional practice. These issues are examined against a backdrop of ensuring validity and reliability in both assessment and evaluation of learner development in any context.

Distance education and on campus mode night classes with independent learning packages, email and Web support.

BACH 5186 Graduate Skills for Professional Development

Old code 25560.6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester:** 1, 2. **Classes:** Contact in off-campus mode. **Assessment:** Assignments.

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

Textbooks

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.

BACH 5198 Contemporary Issues I

Old code 2556C. 6 credit points. Dr Chris Lennings (02) 9351 9587 and Dr Dianna Kenny (02) 9351 9644. **Semester:** 1, 2. **Classes:** Contract Learning or Distance Mode. **Prerequisite:** Undergraduate Psychology units or Psychology for Graduate Students. **Assessment:** Four annotated biobliographies and one literature review.

This unit will enable students to study in depth two areas of special interest related to child and adolescent health and adjustment. These two areas will be selected from: violence against children; young people and social control; juvenile crime in Australia; substance abuse in young people; youth suicide; adjustment and coping; homelessness; learning disabilities; and mental health issues.

Textbooks

Readings (supplied)

BACH 5200 Contemporary Issues II

Old code 2556E/2556EX. 6 credit points. Dr Chris Lennings (02) 9351 9587 and Dr Dianna Kenny (02) 9351 9644. **Semester: 2. Classes:** Contract Learning/Distance. **Prerequisite:** Contemporary Issues I BACH 5198 (2556C). **Assessment:** Four annotated bibliographies and literature reviews.

This unit will enable students to study in depth two areas of special interest related to child and adolescent health and adjustment not previously studied in Contemporary Issues 1. These two areas will be selected from: violence against children; young people and social control; juvenile crime in Australia; substance abuse in young people; youth suicide; adjustment and coping; homelessness; learning disabilities; and mental health issues.

Textbooks

Readings supplied

BACH 5216 Behavioural Aspects of Ageing

Old code 2556U. 6 credit points. Dr Steve Cumming (02) 9351 9404. **Semester:** 2. **Classes:** Independent learning package; external/distance mode.

Cognitive, perceptual, sensory, motor and personality development in later life will be studied in relation to social theories of ageing and typical life events of older people.

BACH 5224 Organisational Management

Old code 25572/25572X. 6 credit points. Dr Barbara Adamson (02) 9351 9579 and Dr Rosemary Cant (02) 9351 9560. **Semester: 1. Classes:** On-campus or off-campus. **Assessment:** Continuous assessment using case study approach.

This unit has been designed to assist students to understand contemporary management theories and practice. It is generally agreed that effective managers need good analytical skills and critical capacity, to be able to respond creatively and constructively to the new challenges that they face in the 21st century. The unit explores different perspectives on organisations and uses Fayd's elements of management as a springboard for the analysis of changing functions of a successful manager.

BACH 5263 Dissertation

Old code 25585/25585X. 12 credit points. Dr Cherry Russell (02) 9351 9129. **Semester:** Full year. **Classes:** Contract learning; external/distance mode. **Assessment:** Report.

The dissertation provides candidates with an opportunity to undertake an advanced investigation in a topic or issue through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem or issue.

BACH 5268 Developing a Research Project

Old code 2558A/2558AX. 6 credit points. Kate O'Loughlin (02) 9351 9531. Semester: 1, 2. Classes: Attendance required; Mondays from 5 to 8pm in Semester 1 or by off-campus mode in Semester 1 or Semester 2.

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

BACH 5284 Learning in the Workplace

Old code 2558Q. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 1. Classes:** Independent learning packages, email support and web-support, on-campus and on-campus mode (evening classes). **Assumed knowledge:** Adult Learning Theory and Educational Design. **Assessment:** Assignment based (non exam).

*NB: Not offered **in** 2003*

This unit explores current and future issues about work-based learning, for example: informal and incidental learning; learning organisations and transfer of learning to the workplace.

(This unit may be offered by distance only if insufficient on-campus enrolments.)

Textbooks

Understanding Learning at Work. Boud, D. & Garrick, J. (1999). Routledge.

BACH 5313 Child and Adolescent Psychology

Old code 2559J/2559JX. 6 credit points. Assoc. Prof. Diana Kenny (02) 9351 9644. **Semester: 2. Prerequisite:** Undergraduate Psychology units. **Assessment:** Literature review.

This unit will provide students with an understanding of the major theories of child and adolescent development, research methods appropriate to its study, an overview of current issues in childhood and adolescence and the applications of developmental theory to health professional practices. The focus in this unit will be on normal development.

Textbooks

Development of Children and Adolescents. Berger (1999).

BACH 5321 Psychology for Graduate Students

Old code 2559RX. 6 credit points. Dr Chris Lennings (02) 9351 9587. **Semester:** Full year. Classes: External/distance mode. **Assessment:** Literature review.

This subject provides students with an understanding of the major theoretical perspectives, concepts and vocabulary of psychology. Psychology is concerned with the science of human behaviour- how individuals perceive, think about, and behave in the 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. The unit is available by distance and by individual learning contract.

Textbooks

Pathways to Psychology. Sternberg, R. (1999).

BIOS 5018 Health, Dysfunction and Ageing

Old code 11433X. 6 credit points. Ms Dana Strain (02) 9351 9140. **Semester: 2. Classes:** Directed. **Assessment:** Written assignment, independent study.

This unit aims to provide an understanding of the factors responsible for the increased prevalence with age of certain diseases and impairments, especially those with a tendency to become disabling and a handicap. Particular attention is paid to the contribution of environmental factors to the development of these conditions and to the ways in which such disorders may be prevented from leading to further disability. The unit also provides for in-depth study of a specific aspect of individual student interest.

BIOS 5041 Biological Aspects of Ageing

Old code 11502X. 6 credit points. Dr Ron Balnave (02) 9351 9530. **Semester: 2. Classes:** Independent learning package. **Assessment:** Written assignment.

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.

SING 5001 Organisational and Managerial Behaviour

Old code 20501.6 credit points. Semester: 1.

Historical development of management and organisations; perspectives on organisations; individual and group behaviour; theories of organisation; organisational politics, culture, structure; organisational communication.

SING 5002 Health Economics

Old code 20502.6 credit points. **Semester: 1.**

Introduction to health economics as a way of thinking about problems of resource allocation (priority setting) in health care. Introduction to microeconomics, health care markets, market failure, government intervention and the values that underly decision-making.

SING 5003 Health Service Leadership and Change

Old code 20503.6 credit points. Semester: 2.

Historical and current theories of leadership; leader-follower behaviour; the language, rhetoric and practice of leaders; the imperative for change; models of change; change management strategies and tactics; continuous quality improvement; application to the Singapore environment.

SING 5004 Accounting and Financial Management for Health Service Managers

Old code 20504.6 credit points. Semester: 2.

Accounting and information needs; accounting principles; financial statements; inventory, asset and financial reporting and management; management accounting; cost, budgeting and expenditure analysis; funding options and models in health care; investments; financing; dividends; risk management.

SING 5005 Health Service Marketing

Old code 20505.6 credit points. Semester: 1.

The marketing concept; theory and practice; services marketing and its relationship to health care; analysing market needs in health care; marketing strategy, planning and development; marketing and competitor analysis; competitor behaviour; marketing program design; ethical marketing for health care; case studies in health services marketing; marketing program evaluation.

SING 5006 Strategic Management and Planning

Old code 20506.6 credit points. **Semester:** 1.

Environmental scanning; scenario planning; strategic behaviour; managing strategically; expressing strategic intent; competitive strategy; ideas, tools and techniques of the strategist; the learning organisation; strategic planning; evaluation; relationship to leadership.

SING 5007 Health Sector Human Resource Management and Industrial Relations

Old code 20507.6 credit points. Semester: 2.

HRM and IR theories; historical context; skills; the IR system in Singapore; role and application of various HRM and IR techniques; internal and external labour markets; motivation and productivity; OH&S; EEO; globalisation of HRM and IR.

SING 5008 Information and Decision Analysis

Old code 20508.6 credit points. Semester: 2.

Computing and information analysis; decision analysis and control; Information systems development, management; decision support systems and EIS; healfhinformation management - sources, limitations, issues, principles.

SING 5012 Dissertation

Old code 20509B. 24 credit points. Semester: Full year.

Semester 1-12 credit points; Semester 2-12 credit points;

The dissertation provides candidates with an opportunity to undertake an advanced investigation in a topic or issue through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem.

20 Elective units of study

The information provided in this schedule includes an individual code for each unit of study - ie, electives for postgraduate students. Not all electives are offered each semester. The mode of presentation varies between schools. Students who require further information about the content or administration of electives and when they are offered should contact the school offering the specific elective. To obtain this information a unit of study code has been used next to the unit title:

- The four letter prefix represents the school in which the elective is taught (see Table 20.1)
- the first digit represents the level of that unit:
  5 = postgraduate coursework
  6 = master's research
  7 = PhD
- a further three digits distinguish the particular unit of study
- during the transition to the new unit code format, the old 'subject' code is also listed.

Each unit of study (elective) has a credit point value. Students should note that limitations on enrolment are imposed for some units of study.

Table 20.1: Unit code prefixes

Prefix	Taught by	Office	Phone
DHSC	Doctor of Health Science	G101	(02)93519220
ORTH	School of Applied Vision Sciences	T326	(02)93519250
BACH	School of Behavioural and Community Health Sciences	G101	(02)93519228
BIOS	School of Biomedical Sciences	S202	(02)93519455
CSCD	School of Communication Sciences and Disorders	S101	(02)93519450
EXSS	School of Exercise and Sport Science	K122	(02) 9351 9612
HIMT	School of Health Information Management	T301	(02)93519494
MRTY	School of Medical Radiation Sciences	M201	(02)93519640
OCCP	School of Occupation and Leisure Sciences	M501	(02)93519386
PHTY	School of Physiotherapy	O100	(02)93519273
AHCD	Yooroang Garang: School of Indigenous Health Studies	T409	(02)93519497

■ Faculty electives

BACH 5138 **Abnormal Psychology and Mental Health**

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

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

Textbooks

Abnormal Psychology, 3rd Edition. Comer, R. (1996).

BACH 5001 **Adult Learning**

Old code 25500/25500X. 6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester: 1, 2. Classes:** Night classes (starts after 4.00pm); external/distance mode; independent learning packages. **Assessment:** Assignment based (non exam).

In this unit participants will develop their knowledge about theories of learning, the process of learning, the role of the teacher and learner in health science education, trends in higher education and the context of health science education.

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

BACH 5323 **Advanced Counselling Skills**

Old code 2559T/2559TX. 6 credit points. Dr Chris Lennings (02) 9351 9587 and Dr Dianna Kenny (02) 9351 9644. Semester: 2. Classes: Contract learning. Assumed knowledge: Basic counselling skills. Prerequisite: Counselling. Assessment: Case study analysis.

Students are introduced to specific applications of generic counselling skills, including drug and alcohol settings, crisis settings, family work and grief. Group work skills are emphasised, as well as developing their individual orientations towards counselling. Students are also taught how to critically analyse and develop an awareness of their use of skills, and to begin to specialise into a preferred treatment model. It is expected that students will acquire skill in the use of counselling techniques in specific settings. The unit is taught as a series of six seminars in the semester following completion of the Counselling unit. The unit is also available in Distance Education Mode. Assessment requires students to critically analyse a counselling session they have undertaken.

Textbooks

Principles of Clinical and Counselling Psychology. 3rd Edition. Todd and Bohardt.

BACH 5149 **Ageing and Australian Society**

Old code 2554X. 6 credit points. Ms Kate O'Loughlin (02) 9351 9531. Semester: 1, 2. Classes: Contract learning.

A sociological analysis of ageing in Australia will lead the student to an understanding of the multiple relationships between social structures and processes, the individual experience of ageing and the position of elderly people in Australian society.

AHCD 5012 **Alcohol and Other Drugs A**

Old code 07512X. 4 credit points. Enquiries (02) 9351 9393. **Semester: 2. Classes:** Contract learning.

NB: A 6 credit point version of this unit of study [AHCD 5059 (07559X)] is also available. See chapter 17 for more information.

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.

EXSS 5035 **Applied Biomechanics**

Old code 22535. 6 credit points. Dr Peter Sinclair. Semester: 2. Classes: On-campus 4 hours/week. Assessment: Assignment and examinations. This unit extends and deepens the tools for assessing the mechanical effectiveness and efficiency of movement introduced in Human Mechanics. The mechanical properties of tissues and anatomical structures will be related to injury occurrence and prevention. These concepts and skills will be applied to a variety of human tasks from sport, leisure and work through in-depth case studies. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.

Practical: Practical assignment included

Textbooks

Introduction to Sports Biomechanics. Bartlett, R.

EXSS 5029 **Applied Physiology**

Old code 22529.6 credit points. MrTom Gwinn (02) 9351 9569. Semester: 1.

A sound knowledge of basic human physiology is required for this unit. The unit provides the student with the background knowledge in exercise and environmental physiology required for the units in Advanced Musculoskeletal and Advanced Cardiorespiratory Physiology, Exercise Testing and Prescription, and Exercise and Rehabilitation. It reviews the acute cardiovascular, respiratory, metabolic, renal, neuromuscular and thermoregulatory responses to exercise. The effects of thermal and hypoxic environmental stresses on exercise responses are then considered. The modifying effects of physiological adaptations arising from deconditioning, physical training and acclimatisation are examined in the light of variations in habitual activity and environmental stress. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.

BACH 5153 **Assessment of Learning**

Old code 25552/25552X. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 1. Classes:** Independent learning package for external/ distance students. Some night classes for on-campus students by arrangement with lecturer. **Assumed knowledge:** Knowledge of Adult Learning and Educational Designjs useful. **Prerequisite:** Educational Design BACH 5002 (25501/25501X). **Assessment:** Two written assignments.

Various educationalists point to the impact of assessment on student approaches to learning. Combined with concern to promote deep approaches are pragmatic mandates to reduce amount of assessment while ensuring quality in accreditation of competence in professional practice. These issues are examined against a backdrop of ensuring validity and reliability in both assessment and evaluation of learner development in any context.

Distance education and on campus mode night classes with independent learning packages, email and Web support.

AHCD 5005 **Australian Society and Health**

Old code 07505.6 credit points. Enquiries (02) 9351 9393. **Semester: 2. Classes:** Attendance required; night classes.

This unit examines the relationship between social inequality and the distribution of health in Australian society. It explores the relevance of an analysis of socio-political relations and processes for understanding these patterns.

BACH 5216 **Behavioural Aspects of Ageing**

Old code 2556U. 6 credit points. Dr Steve Cumming (02) 9351 9404. **Semester: 2. Classes:** Independent learning package; external/distance mode.

Cognitive, perceptual, sensory, motor and personality development in later life will be studied in relation to social theories of ageing and typical life events of older people.

BACH 5139 **Behaviour Modification and Cognitive Behavioural Therapy**

Old code 2554L. 6 credit points. Dr Mairwen Jones. **Semester: 1. Classes:** Contract learning. **Assessment:** Assignments and examination.

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. (1998).

BACH 5140 **Biofeedback**

Old code 2554M. 4 credit points. Classes: Contract learning.

This elective covers the history of the development of biofeedback research, and considers the range of biofeedback modalities used in therapy to alleviate physical health problems. The main modalities examined are those related to the electromyograph, skin temperature, GSR, and the electroencephalograph. Other areas also considered include blood pressure, heart and respiration rate, blood sugar levels, and incontinence. Recent,research, exploring other areas, is critically examined.

BIOS 5041 **Biological Aspects of Ageing**

Old code 11502X. 6 credit points. Dr Ron Balnave (02) 9351 9530. **Semester:** 2. **Classes:** Independent learning package. Assessment: Written assignment.

This unit studies human ageing from biological perspectives. The emphasis is on understanding the main features of 'normal' ageing or senescence as distinct from disease processes and the contribution of environmental factors to ageing.

BIOS 5053 **Body Function for Health Professionals**

Old code 11518.6 credit points. Dr Jennifer Lingard (02) 9351 9527. **Semester: 2. Classes:** On campus flexible mode by independent study modules complemented.by some lectures and tutorials. (By off-campus mode by 2004). **Assessment:** Written examination and integrative - assignment.

This unit of study is designed for students who wish to expand their knowledge of the factors affecting human function in health and disease. It will help students to understand how body function affects day to day activities of living. The subject will be taught from a functional viewpoint, making it suitable for all students, regardless of their existing knowledge of physiology and anatomy.

The major body systems to be studied are the cardiovascular and respiratory systems. The other major units of study are pharmacology (examining the therapeutic benefits and side effects of commonly used drugs, compliance and adverse reactions), and disease and infection control.

The focus will be on the function of the healthy body, and the implications of dysfunction in each of the systems studied. Development and ageing will be studies.

The unit will provide an opportunity for students to apply their professional knowledge and to integrate it with the study of function and problems of dysfunction in several body systems.

HIMT 5076 **Casemix Measurement Systems**

Old code 09555.6 credit points. Ms Joanne Callen/Prof Beth Reid, (02) 9351 9494. **Semester: 2. Classes:** Off-campus mode. **Assessment:** Assignments.

NB: Available in off-campus mode:

This unit introduces the student to casemix classification systems which are used by states and territories to fund healthcare services. This unit is designed to cover a variety of casemix classification systems for acute and non-acute inpatients and ambulatory patients. The major emphasis will be on Diagnosis Related Groups (DRGs) with specific reference to the Australian National Diagnosis Related Groups (AN-DRGs). Casemix applications and current casemix initiatives will also be explored.

HIMT 5077 **Change Management in an Organisational Context**

Old code 09556. 6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. **Semester:** 2. **Classes:** On-campus block mode. **Assessment:** Assignments and examinations.

This unit aims to provide students with management skills that are needed to ensure the successful implementation of change within an organisation. Change management theories are explored with specific emphasis on applying these theories to the healthcare environment. The linkage of decision making, organisational culture and communication to successful change management are also explored. The features and development of an effective learning organisation are discussed with exploration of the five disciplines of systems thinking, personal mastery, mental models, shared vision and team learning.

BACH 5313 Child and Adolescent Psychology

Old code 2559J/2559JX. 6 credit points. Assoc. Prof. Diana Kenny (02) 9351 9644. **Semester:** 2. **Prerequisite:** Undergraduate Psychology units. **Assessment:** Literature review.

This unit will provide students with an understanding of the major theories of child and adolescent development, research methods appropriate to its study, an overview of current issues in childhood and adolescence and the applications of developmental theory to health professional practices. The focus in this unit will be on normal development.

Textbooks

Development of Children and Adolescents. Berger (1999).

BACH 5308 Children's Health and Welfare Policy

Old code 2559E. 4 credit points. Dr Carol O'Donnell (02) 9351 9580. **Semester:** Full year. **Classes:** Contract learning. **Assessment:** Written report.

Using data to assist identification of risks to children's health and welfare, and through an assessment of existing legislation and/or services related to risk control, students will design a program for the delivery of a health or social welfare service for children which aims to improve upon current service delivery structures and their outcome.

BIOS 5050 Clinically Oriented Musculoskeletal Anatomy

Old code 11515.4 credit points. Ms Catherine Willis (02) 9351 9458. **Semester: 1, 2. Classes:** Normal/Traditional. **Assessment:** Written examination and assignment.

This unit of study meets the needs of students seeking a basic knowledge of the gross structure of the Musculoskeletal System of the human body. The structures studies have been carefully selected to support the knowledge required by health practitioners and there is particular emphasis on the practical applications of the knowledge within the framework of clinical situations. A detailed study of the gross anatomical structure and functional anatomy of the upper limb will be undertaken as well as an examination of the histological features of the musculoskeletal system. The unit includes laboratory classes where tissues from of human cadavers are examined in detail. Attendance at such classes is required for this unit. Instructional methodology will include: lectures, tutorials, practical classes, CD-ROM based learning support packages and self-directed learning.

BACH 5085 Clinical Teaching and Supervision

Old code 25533/25533X. 6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester:** 1. **Classes:** Night classes; independent learning package; external/distance mode. **Assessment:** Assignment based (non exam).

In this unit participants explore aspects of clinical teaching and the way clinical teachers relate to students and patients/clients in the clinical learning environment. Participants develop knowledge and skills in such areas as clinical teaching strategies and assessment, the role of the supervisor and ways to promote effective student interaction.

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

Textbooks

Faciliting Learning in Clinical Settings. McAllister, L. et al (1997). Stanehy Thome

BACH 5141 Cognitive Function in Neurological Disorders

Old code 2554N. 4 credit points. Dr Lynn Harris (02) 9351 9162. **Classes:** Contract learning. **Prohibition:** Psychology of Ageing. **Assessment:** Assignments and essay.

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

BACH 5036 Community Aged Care

Old code 2551 P. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. **Semester:** 1,2. **Classes:** Contract learning. **Assessment:** Negotiated learning contract.

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

Textbooks

www.fhs.usyd.edu.au/bach/5036

AHCD 5020 Community Development A

Old code 07520X. 4 credit points. Enquiries (02) 9351 9393. Semester: 2. Classes: Contract learning.

NB: A 6 credit point version of this unit of study [AHCD 5060 (07560X)] is also available. See chapter 17 for more information.

This unit has been designed to give students the knowledge and skills to design, plan and evaluate community development projects. Methods of obtaining involvement for maximum benefit of communities are examined.

AHCD 5016 Community Health Policy and Services

Old code 07516.6 credit points. Enquiries (02) 9351 9393. Semester: 1, 2. Classes: Independent learning package.

This unit introduces students to basic principles, concepts and policies which underpin the practice of community health. Major topics include the formal structure and organisation of the Australian health care system, approaches to health needs assessment, and the development of appropriate local level strategies.

AHCD 5015 Community Nutrition

Old code 07515.4 credit points. Enquiries (02) 9351 9393. Semester; 2. Classes: Contract learning.

NB: Not offered in 2003.

This unit aims to increase knowledge and develop skills of allied health professionals concerning the theory and methods of community nutrition practices and service delivery. A major goal is to enable students to idenify and utilise opportunities for appropriate development and integration of community nutrition services within the general health services in which they work.

BACH 5038 The Community Setting and Older People

Old code 2551R. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. Semester: 1, 2. Classes: Independent learning package; external/ distance mode. Assessment: Three assignments.

This unit explores the home and community environment of older people in relation to factors which affect their health and quality of life.

BACH 5198 Contemporary Issues I

Old code 2556C. 6 credit points. Dr Chris Lennings (02) 9351 9587 and Dr Dianna Kenny (02) 9351 9644. Semester: 1, 2. Classes: Contract Learning or Distance Mode. Prerequisite: Undergraduate Psychology units or Psychology for Graduate Students. Assessment: Four annotated biobliographies and one literature review.

This unit will enable students to study in depth two areas of special interest related to child and adolescent health and adjustment. These two areas will be selected from: violence against children; young people and social control; juvenile crime in Australia; substance abuse in young people; youth suicide; adjustment and coping; homelessness; learning disabilities; and mental health issues.

Textbooks

Readings (supplied)

BACH 5200 Contemporary Issues II

Old code 2556E/2556EX. 6 credit points. Dr Chris Lennings (02) 9351 9587 and Dr Dianna Kenny (02) 9351 9644. **Semester: 2. Classes:** Contract Learning/Distance. **Prerequisite:** Contemporary Issues I BACH 5198 (2556C). **Assessment:** Four annotated bibliographies and literature reviews.

This unit will enable students to study in depth two areas of special interest related to child and adolescent health and adjustment not previously studied in Contemporary Issues 1. These two areas will be selected from: violence against children; young people and social control; juvenile crime in Australia; substance abuse in young people; youth suicide; adjustment and coping; homelessness; learning disabilities; and mental health issues.

Textbooks

Readings supplied

BACH 5143 Counselling

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

Counselling is an essential and underlying skill in most forms of applied psychology. This includes clinical psychology (with its

emphasis on counselling in interview as well as therapy skills), educational psychology (with the additional emphasis on theories of development and working in organisations) and industrial-organisational psychology (with its emphasis on counselling as selection and evaluation interviews as well as crises, out-placement and general staff development issues.) This unit 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. (1998).

BACH 5294 Counselling Practicum

Old code 25590.6 credit points. Dr Chris Lennings (02) 9351 9587, and Dr Diana Kenny (02) 9351 9644. Prerequisite: Counselling BACH 5143 (2554P). Corequisite: Advanced Counselling Skills BACH 5323 (2559T). Assessment: Case study.
The practicum serves to ensure students are able to use the skills of counselling in real situations. The unit also provides students with their initial experiences of supervision.
Practical: Counselling clients

AHCD 5033 Cultural Awareness for Indigenous Health

Old code 07533X. 6 credit points. Enquiries (02) 9351 9393. Semester: 1, 2. Classes: External/distance mode.
The aim of this unit is to sensitise people of Indigenous and non-Indigenous communities with the cultural diversity in Indigenous societies. This is a unit which aims to increase participants knowledge through defining their prior knowledge of Indigenous culture.

BACH 5007 Curriculum Leadership

Old code 25506/25506X. 6 credit points. Ms Fran Everingham (02) 9351 9116. Semester: 2. Classes: Independent learning packages for all on-campus and off-campus mode. Some night classes by arrangement with lecturer. Email support. Prerequisite: Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). Assessment: Assignment choices include essays or workplace project (no exam).
Leadership in curriculum requires a knowledge of curriculum practice combined with creative problem-solving and design. Combined with these, studies focus on how to effect and manage change and enable the positive negotiation of curriculum innovation in the many organisations in which health science educators work.

BACH 5116 **Developing a Web-based Education System**

Old code 2553Y/2553YX. 6 credit points. Ms Victoria Neville (02) 9351 9118. Semester: 2. Classes: Web-based (distance and on-campus mode [night classes}). Assumed knowledge: Basic computer skills. Assessment: Assignment based (non exam).
Participants will be introduced to the major conceptual and technological issues, products and methods involved in planning, development, implementation and evaluation of web-based education systems (WBES). Participants will have the opportunity to develop WBES for their own teaching context. This unit will be offered via the World Wide Web.
Textbooks
Building a Web-based Education System. McCormack & Jones. (1998). Wiley

BACH 5289 Disability and the Community

Old code 2558V. 6 credit points. Semester: 1, 2. Classes: Contract learning.
This unit examines definitions of disability and handicap. Of particular importance will be how ways of viewing disability and handicap affect how people with disabilities are treated in the community and in health care settings. Students will be encouraged to focus their study on a particular segment of the community (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). The underlying aim will be for students to develop strategies for improving attitudes in their chosen area. Some of the topics covered will be definitions of disability and handicap, models of disability (medical, social, psychological, psychosocial), origins of attitudes toward disability, attitudes of particular groups in the community and strategies for improving community attitudes toward disability.

BACH 5288 Disability and the New Genetics

Old code 2558U. 6 credit points. Semester: 1,2. Classes: Contract learning.
This unit examines the influence of current research into the genetic basis of disability and disease on how the community and health professions view health, disability and disease. This unit will look at the role of genetic counselling in health care. Students will also examine how the increasing availability of genetic testing for many genetic disorders will affect individuals and their families. Some of the topics covered will be definitions of genetic counselling, application of genetic counselling to different groups (ie, pre-symptomatic testing, diagnostic testing, pre-natal testing), goals of genetic counselling and testing. The unit will examine the different perspectives of health professions in genetic counselling and testing - ie, clinical geneticists, science trained counsellors, social workers, psychologists and nurses. The course will also examine how the presence of genetic disease or disorder affects the individual and family (will cover various types of condition and patterns of inheritance). The dilemmas individuals and their families face in deciding whether or not to seek genetic counselling will also,be discussed.

BACH 5101 Flexible Distance Learning

Old code 2553J. 6 credit points. Dr Mary Jane Mahony (02) 9351 9754. Semester: 1. Classes: Independent learning package with one phone Conference and supported by a Web site. One optional in-person meeting on the Cumberland Campus. Assumed knowledge: Basic principles of adult learning and educational design. Assessment: Three assignments: proforma review of an existing distance/flexible learning situation, reflective journal, and proposal report, no examination.
NB: Not offered in 2003
Participants investigate contemporary distance and flexible education, examining both policy and practice, using a systems approach. They develop their ability to select policy and practice options which best fit a set of specific client needs. As part of their studies they also investigate one or more delivery media and critically evaluate its contribution to specified teaching/learning situations.

BACH 5266 Ecological, Environmental and Nutritional Health

Old code 25588.6 credit points. Dr Carol O' Donnell (02) 9351 9580 and Dr Kaye Brock (02) 9351 9124. Semester: 1, 2. Classes: Contract learning. Assessment: Two assignments (2000 words and 4000 words).
Human ecology is the study of the interaction of people with their environment. The aim of this unit is to provide students with a theoretical and practical understanding of health within the context of the dynamics and distribution of populations. The role of environmental factors in the health of humans will be investigated with special emphasis on nutrition.
Practical: Yes

BACH 5002 Educational Design

Old code 25501/25501X. 6 credit points. Ms Fran Everingham (02) 9351 9116. Semester: 1, 2. Classes: Some night classes for on-campus students by arrangement with lecturer. Independent learning packages and email support for external/distance students. Assessment: Assignment-based (non exam).
Emphasis in this unit is on the development of basic skills in planning for effective teaching and learning. Participants learn planning skills by undertaking an educational design project.

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

Old code 2554A/2554AX. 6 credit points. Ms Victoria Neville (02) 9351 9118 and subject specialists where relevant. Semester: 1. Classes: Learning contract. Assessment: Report based.
This unit enables participants to explore the major issues concerned with developing, implementing and evaluating an educational innovation in their own teaching context. This unit addresses the first part of the project.
Supervised project available in distance education and on campus mode (night classes) with email support.

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

Old code 2554B/2554BX. 6 credit points. Ms Victoria Neville (02) 9351 9118 and subject specialists where relevant. Semester: 2. Classes: Learning contract. Assumed knowledge: Educational Design BACH 5002 (25501/25501X). Assessment: Report based.
This unit enables participants to explore the major issues concerned with developing, implementing and evaluating an educational innovation in their own teaching context. This unit addresses the first part of the project.

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

BACH 5004 Educational Practice

Old code 25503/25503X. 6 credit points. Ms Victoria Neville (02) 9351 9118. Semester: 1, 2. Classes: Contract learning. **Assumed knowledge:** Educational design BACH 5002 (25501). **Assessment:** Assignment based (non exam).

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

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

BACH 5286 Ethnic Minorities and Health Care in Australia

Old code 2558S. 6 credit points. DrToni Schofield (02) 9351 9577. **Classes:** Contract learning.

This unit explores the health and health care experiences of Australians from non-English speaking backgrounds (NESB). It does so by examining the concept of cultural diversity in health in relation to structures of class, gender and ethnicity. The unit will be presented in contract learning mode with individual student consultations. Assessment will be an essay, and topics will be decided through negotiation between the unit coordinator and the student.

HIMT 5067 Evidence Based Health Care

Old code 09547.6 credit points. Ms Margaret Williamson (02) 9351 9494, m.williamson@fhs.usyd.edu.au. **Semester: 1,** 2. **Classes:** Offered on-campus as a 3 day block. **Assessment:** Assignments and presentations.

Greater demands are being placed upon health care practitioners and managers to adopt evidenced-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.

BACH 5003 Facilitating Learning

Old code 25502/25502X. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester:** 2. **Classes:** Independent learning package; external/ distance mode. Optional three Saturday workshops. **Assumed knowledge:** Some knowledge of Adult Learning Theory and Group Dynamics useful. **Assessment:** Essay and report based (no exam).

The primary function of a teacher is the facilitation of effective learning. Micro skills of teaching and facilitation skills that enable learning from experience are both studied and practiced. The process of reflection is used to illuminate and develop personal style. Knowledge of learning in groups (group dynamics) is useful.

Distance education and on-campus mode with independent learning packages and email support. Both modes are encouraged to attend three Saturday workshops for skills practice.

Practical: Videoed practice of teaching skills in campus workshop or participants setting

Textbooks

The Skilful Teaching: On techniques, trust and responsiveness in the classroom. Brookfield, S. (1990). San Francisco: Jossey Bass.

HIMT5078 Financial Management in Health Care Facilities

Old code 09557.6 credit points. Ms Michelle Bramley (02) 9351 9494, m.bramley@fhs.usyd.edu.au. **Semester:** 2. **Classes:** On-campus block mode. **Assessment:** Assignments and examinations.

In this unit students are introduced to the financial management of hospitals and health service institutions. Topics covered include basic financial accounting, costing and budgeting with an emphasis on departmental budgeting. Billing and claims processes in the private sector are examined as well as methods of funding used in the public sector. Differences between financial management approaches in the private and public sectors are highlighted.

BIOS 5051 Function and Dysfunction of Body Systems

Old code 11516.6 credit points. Dr Jennifer Lingard (02) 9351 9527. Semester: 2. Classes: On campus flexible mode by independent study modules complemented by some lectures and tutorials, by off-campus mode from 2002. Assessment: Written examination and by integrative assignment.

NB: Not offered in 2003.

Disorders in many body systems can seriously affect an individual's ability to manage the activities of daily living. This unit will present the key roles of the kidney, gastrointestinal system and endocrine glands in maintaining homeostasis in the body. It will cover both normal function and the effects of dysfunction. The unit will also present an overview of normal reproductive function and dysfunction that will give the student insight into problems with the reproductive system, and serve to underpin the elective on sexuality.

The unit is designed to increase students' understanding of normal body function and dysfunction and enhance their ability to work within health care teams. It is suitable for students wishing to broaden their knowledge of the effects of compromised body function on health and daily living. It will provide an opportunity for students to apply their professional knowledge and to integrate it with the study of function and problems of dysfunction in several body systems.

The knowledge gained will also provide a strong foundation for other electives in biomedical sciences and for other related aspects of a student's course.

HIMT 5023 Fundamentals of Medicine and Medical Terminology

Old code 09505.6 credit points. Prof. Beth Reid (02) 9351 9494, b.reid@fhs.usyd.edu.au. **Semester: 2. Classes:** Off-campus mode.

NB: Available in off-campus mode.

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.

BACH 5186 Graduate Skills for Professional Development

Old code 25560.6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester:** 1, 2. **Classes:** Contact in off-campus mode. **Assessment:** Assignments.

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

Textbooks

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.

HIMT 5069 Health Care Systems

Old code 09549.6 credit points. Ms Janelle Craig or Prof Beth Reid (02) 9351 9494, j.craig@fhs.usyd.edu.au. **Semester: 1. Classes:** On-campus, block mode, scheduled and web-based. **Assessment:** Assignments and examinations.

This unit provides an introduction to the Australian Health Care system. Topics covered include Commonwealth and State responsibilities for health with a particular focus on funding issues, healthcare expenditure, the structure and organisation of health insurance, health care facilities and the health workforce. The unit encourages a critical appraisal of current health arrangements and policies and an appreciation of the pluralistic nature of the health system. Students will participate in the 'Health Care Game', an interactive web-based program, as part of the unit.

BIOS 5018 Health, Dysfunction and Ageing

Old code 11433X. 6 credit points. Ms Dana Strain (02) 9351 9140. **Semester: 2. Classes:** Directed. **Assessment:** Written assignment, independent study.

This unit aims to provide an understanding of the factors responsible for the increased prevalence with age of certain diseases and impairments, especially those with a tendency to become disabling and a handicap. Particular attention is paid to the contribution of environmental factors to the development of these conditions and to the ways in which such disorders may be prevented from leading to further disability. The unit also provides for in-depth study of a specific aspect of individual student interest.

AHCD5013 Health in the Developing World

Old code 07513.4 credit points. Enquiries (02) 9351 9393. **Semester: 1, 2. Classes:** Contract learning.

This unit is designed to provide students with an understanding of the major health issues and related socioeconomic characteristics of developing countries, in particular Australia's neighbours in the Pacific and Southeast Asian region. Topics include the historical and contemporary factors which have shaped the morbidity and mortality patterns of these countries, the relationship of health status and health care to development, the principles and processes of planning, implementing and evaluating primary health care programs at the village level, experience of, and the role of aid agencies in the Third World.

BACH 5148 Health Policy and Social Theory

Old code 2554V. 6 credit points. Mr Dennis Mclntyre (02) 9351 9567. Semester: 1, 2. Classes: Contract learning. On-campus mode.

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

BACH 5319 Health, Population and Policy Development

Old code 2559P. 6 credit points. Dr Zakia Hossain (02) 9351 9340. Semester: 2. Classes: Contract.learning. Assessment: Assignment.

This unit examines the changing population characteristics of Australia and the effect of health and well being; health delivery services and policy development. The unit provides a socio-demographic analysis of changing patterns of mortality and morbidity, nuptiality and fertility in Australia over time and their impact on policy development in particular health policy. The unit also examines Australia's population and health in a global context. The unit uses cross-cultural and cross sectional analyses in understanding the issues relevant to population change, health and policy development.

Textbooks

Materials from various sources

AHCD5039 Health Promotion

Old code 07539X. 6 credit points. Enquiries (02) 9351 9393. **Semester: 2. Classes:** External/distance mode.

This unit provides an introduction to the principles and processes of major approaches to health promotion. Participants in this subject will be able to use their previous skills, knowledge and practices in developing culturally appropriate health promotion services/programs/projects.

BACH 5008 Health Promotion, Planning and Evaluation

Old code 25507.6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester:** 1, 2. **Classes:** Attendance required. **Prerequisite:** Introduction to Health Education (08481. **Corequisite:** Introduction to Health Education (08481). **Assessment:** Assignment (2000 words and 4000 words).

NB: Not offered in 2003

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

BACH 5306 Health Risk Management (International Perspectives)

Old code 2559C/2559CX. 6 credit points. Dr Carol O'Donnell (02) 9351 9580. **Semester:** Full year. **Classes:** Contract learning; external/distance mode. Assessment: Two assignments (2000 words and 4000 words).

This unit aims to provide students with an understanding of the requirements of basic health risk managment in the context of the principles adopted by the Asia/Pacific Economic Cooperation (APEC) Agreement and other relevant international standards and agreements. Basic principles of health risk management as required by relevant International Labour Organisation (ILO) Conventions and Australian legislation related to health, work and rehabilitation also addressed. Students develop a program for controlling risks to health in a particular regional environment in the light of these international and national requirements.

Practical: Yes

■HIMT 5074 Health Services Management

Old code 09553.6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. **Semester:** 1. Classes: Block mode (3 days on-campus attendance). **Assessment:** Assignments.

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.

AHCD5030 Housing and Health A

Old code 07530X. 4 credit points. Enquiries (02) 9351 9393. **Semester:** 2. **Classes:** Night classes.

NB: A 6 credit point version of this unit of study [AHCD 5063 (07563X)] is also available. See chapter 17 for more information.

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.

EXSS5030 Human Mechanics

Old code 22530.6 credit points. Associate Professor Richard Smith. **Semester:** 1. **Classes:** On-campus 4 hours/week. **Assessment:** Assignment and examinations.

This unit applies the principles of functional anatomy and biomechanics to the analysis of selected activities. The unit aims to investigate the relationship between anatomical structure and function particularly in relation to the body during sport and exercise. Methods of estimation of muscle activity (electromyography) will be used to explore how muscles create the internal forces in the human body necessary for balance, movement and protection of joints. The unit will also introduce some basic analysis of human physical task performance. Offered by full-time and part-time coursework on-campus with regularly scheduled classes held in the early evening.

Practical: Practical assignment included

Textbooks

Skeletal muscle structure and function. Leiber, R.L.

HIMT 5070 Human Resource Management

Old code 09550.6 credit points. Ms Joanne Callen (02) 9351 9494, j.callen@fhs.usyd.edu.au. **Semester:** 1. **Classes:** On-campus, block mode. **Assessment:** Assignments and examinations.

This unit of study focuses on managing the human resources of an organisation. Students explore in depth the individual processes of human resource management and their inter-relationships, including: human resource planning; recruitment; selection; orientation and training; career development and performance appraisal. The unit also covers the industrial relations framework in Australia with particular emphasis on the current workplace focus with enterprise bargaining. The implications of equal employment legislation and affirmative action legislation to the employment relationship are also covered.

HIMT 5019 Introduction to Casemix

Old code 09501.6 credit points. Prof Beth Reid, (02) 9351 9494, b.reid@fhs.usyd.edu.au. **Semester:** 1. **Classes:** Off-campus mode. **Assessment:** Assignments.

This unit is designed to equip students with knowledge of casemix measurement systems and will cover a variety of casemix classification systems for acute and non-acute inpatients and ambulatory patients. The unit covers the history and development of casemix classification systems for acute and other settings, and applications and implications of casemix. The major emphasis is on Diagnosis Related Groups (DRGs), with specific reference to the Australian National Diagnosis Related Groups (AN-DRGs) and Australian Refined Diagnosis Related Groups (AR-DRGs).

HIMT 5027 Introduction to Epidemiology

Old code 09509.6 credit points. Dr Aditi Dey, (02) 9351 9494, a.dey@fhs.usyd.edu.au. Semester: 1. Classes: Off-campus mode. Assessment: Assignments & Examination.

NB: Available in off-campus mode.

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.

BACH 5044 Implementing Distance Learning

Old code 2551X/2551XX. 6 credit points. Ms Fran Everingham (02) 9351 9116. Semester: 2. Classes: Independent learning package; external/ distance mode. Assumed knowledge: Distance Learning. Assessment: Assignment based (non exam).

This elective builds onto Distance Learning. You develop skills formulating distance course proposals, structuring materials; selecting and integrating media; promoting interactivity; and tackling the writing process for distance packages. Studies are by independent learning packages with teleconferences and webwize.

BACH 5326 Improving Health Systems

Old code 2559X/2559XX. 6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. Semester: 1, 2. Classes: On-line. Assessment: Continuous. Project based assignments and participation.

The aim of this unit is to examine the process of planning, evaluating and improving projects or health services. Students will gain experience in using a variety of planning and evaluation strategies. Web based instruction.

Textbooks

www.fhs.usyd.edu.au/bach/5326

BACH 5024 In-Service and Continuing Education in Health Services

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

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

BACH 5151 Independent Investigation I

Old code 25550/25550X. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 1. Classes:** Contract learning. **Assumed knowledge:** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). **Prerequisite:** Negotiated. **Assessment:** Negotiated.

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

BACH 5022 Independent Investigation II

Old code 2551 B/2551 BX. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 2. Classes:** Contract learning. **Prerequisite:** Negotiated. **Corequisite:** Adult learning BACH 5001 (25500/25500X) and Educational design BACH 5002 (25501/25501X). **Assessment:** Negotiated.

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

AHCD 5036 Independent Learning A

Old code 07536X. 4 credit points. Enquiries (02) 9351 9393. **Semester:** 1. **Classes:** Contract learning.

NB: A 6 credit point version of this unit of study [AHCD 5066 (07566X)] is also available. See chapter 17 for more information.

The aim of this unit is to provide the students with opportunities in exploring areas of studies which are not covered by the other unit topics, either in depth or meet their needs. It will help the students to explore a context in which their skills, independent learning interests learning objectives could come together. Students through their own set of objectives and negotiation with their supervisor identify their learning needs. A set of negotiation contract will facilitate this process.

AHCD 5022 Indigenous Family Health A

Old code 07522X. 4 credit points. Enquiries (02) 9351 9393. **Semester: 1, 2. Classes:** Contract learning.

NB: A 6 credit point version of this unit of study [AHCD 5061 (07561X)] is also available. See chapter 17 for more information. Not. offered in 2003.

The purpose of this unit is to describe the Family Health within the context of Aboriginal culture and holistic approach to intervention, particularly in areas of family violence and sexual assault. This perspective is quite different from the conventional western approach of dealing with violence upon women and children. It uses a positive approach with cultural perspective to deal with the problem.

AHCD 5023 Indigenous Mental Health A

Old code 07523X. 4 credit points. Enquiries (02) 9351 9393. **Semester: 1, 2. Classes:** Contract learning.

NB: A 6 credit point version of this unit of study [AHCD 5062 (07562X)] is also available. See chapter 17for more information.

Mental Health has only been recently acknowledged as a specific health issue for Aboriginal and Torres Strait Islander people. In the past Aboriginal Mental health was treated in the realm of drug and alcohol problems. Indigenous Mental Health does require an insiders perspective, and a framework for acknowledging the injustices forced upon Indigenous population. Any discussion and solution to the mental health problems needs to consider the healing process through appropriate strategies based on experience of those familiar and knowledgable about Aboriginal culture. The aim of this unit is to consider these frameworks.

AHCD 5035 Injury Prevention A

Old code 07535/07535X. 4 credit points. Enquiries (02) 9351 9393. **Semester: 2. Classes:** Contract learning.

NB: A 6 credit point version of this unit of study [AHCD 5065 (07565X)] is also available. See chapter 17 for more information.

This unit introduces students to the basic principles of injury control within a community health framework. Students will gain the skills and knowledge to understand injury as a preventable problem, identify data sources and use data in a variety of ways. Issues surrounding personal and community responsibility for injury will be considered. Specific case studies will be critically examined to assess the way in which injury prevention strategies have been used in Indigenous and non Indigenous contexts.

AHCD 5010 Issues in Community Mental Health A

Old code 07510.4 credit points. Enquiries (02) 9351 9393. **Semester: 1, 2. Classes:** Contract learning.

NB: A 6 credit point version of this unit of study [AHCD 5067 (07567X)] is also available. See chapter 17 for more information.

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 rehabilitation for people with chronic mental health problems.

BACH 5196 International Health: Sociological Analysis

Old code 2556A/2556AX. 6 credit points. DrZakia Hossain (02) 9351 9340 and Ms Ann Hale (02) 9351 9578. **Semester: 2. Classes:** Independent learning package; external/distance mode. **Assessment:** Project and assignment.

This unit aims to provide students with an understanding of psychosocial and political aspects of health and illness in bom developed and developing countries. The unit examines the demographic, epidemiological and health transitions in these

countries. It examines the impact of structural and non-structural factors on health and life expectancy; and analyses the current health issues and health priorities in developed and developing countries.

Textbooks

Materials from various sources

BACH 5208 Introduction to Computers & the Internet

Old code 2556M. 6 credit points. Dr Peter Choo (02) 9351 9583 and Dr Zakia Hossain (02) 9351 9340. **Semester: 1, 2. Classes:** Contract learning. **Assumed knowledge:** Familiarity with Windows. **Prohibition:** Computing Applications for Health Practitioners BACH 3105 (253B7). **Assessment:** One ssignment.

This unit introduces the student to the use of computers for research, educational, and professional purposes. Important computer concepts will be covered, however the emphasis will be on developing practical computer skills. Skills covered will include the rudiments of computer programming; the use of popular applications such as word processors, spreadsheets and databases; and the use of the Internet as a research and communications tool.

Practical: 1 project

BAGH 5020 Introduction to Educational Computing

Old code 25519X. 6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester:** 1. **Classes:** External/distance. **Assessment:** Assignment based (non exam).

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

PHTY 5110 Introduction to Ergonomics

Old code 16541.6 credit points. Mr Martin Mackey, m.mackey@fhs.usyd.edu.au. **Semester: 1 .Classes:** on-campus 3-4 hours/week, late afternoon / early evening. **Assumed knowledge:** Undergraduate Ergonomics. **Assessment:** Written exam and seminar presentation.

This unit aims to give the student an overview of the discipline of ergonomics and explores the inter-relationship and relevance of a variety of ergonomic issues in the workplace through analysis and exploration of case study scenarios. Ergonomic concepts explored include a review of work physiology, biomechanics and kinesiology, physical and psychological factors influencing the worker, anthropometry and work system issues. A problem-based learning approach will be used for content delivery with students working individually and in small groups to acquire and analyse case information and related materials. The tutor will facilitate this learning process. The unit will be assessed by written report arid (group) seminar presentation. Peer evaluation, (of each individual's contribution to the group problem solving process), will also form part of the overall assessment for each student.

Practical: Up to 10 hours of fieldwork

Textbooks

Ergonomics, the Physiotherapist in the Workplace, B M (1990) Fittingthe Task to the Man (4th ed) E. Grandjean (1990)

MRTY 5055 Introduction to Functional Neuro-imaging

Old code 18545X. 6 credit points. Dr Simon Cowell. **Semester: 1, 2. Classes:** Off-campus. **Assessment:** Continuous assessment, no examination.

Neuro-imaging techniques such as positron emission tomography (PET), functional magnetic resonance imaging (fMRI), single photon emission computed tomography (SPECT), electroencephalography (EEG), magnetic resonance spectroscopy, (MRS), event related potentials (ERP) and magnetoencephalography (MEG) are used to map functional areas of the brain. While these techniques are frequently cited across a range of disciplines including; neurology, psychiatry, speech pathology, radiography, radiology, nuclear medicine and neuropsychology, many practitioners have only a vague understanding of the principles and applications of these techniques. This is understandable as functional brain mapping uses complex technology that is constantly changing. This unit of study aims: (a) to introduce practitioners to the principles and complementary applications of these techniques and (b) to develop practical understanding of specific brain mapping issues such as paradigm design, patient interaction and image coregistration. The unit will be offered in distance education mode.

BACH 5041 Introduction to Gerontology

Old code 2551U. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. **Semester: 1, 2. Classes:** Independent learning package or web-based; off campus mode. Assessment:Three assignments.

This unit provides an overview of gerontology as a multi-disciplinary field of study and its application to professional practice. It explains basic concepts and key issues in the study of ageing at the level of individuals and of populations. 3 Modules: Population ageing and public policy; Understanding health and ageing; Ageing, society and professional practice.

Textbooks

Australia's New Aged. McCallum, J Geiselhart, K. (1996). Allen & Unwin.

BACH 5037 Introduction to Health Education

Old code 2551Q. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 2. Classes:** Independent learning packages and email support. **Assumed knowledge:** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). **Assessment:** Assignment based (non exam).

NB: Not offered in 2003

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

Independent learning packages and email support.

AHCD 5052 Introduction to Indigenous Community Health

Old code 07552X. 6 credit points. Enquiries (02) 9351 9393. **Semester: 1, 2. Classes:** External/distance mode.

This unit of study provides an introduction to the conceptual underpinning of Indigenous community as an area of academic study and professional practice. The multi-disciplinary, problem 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.

BACH 5162 Introduction to Medical Anthropology

Old code 2555B. 6 credit points. Ms Ann Hale (02) 9351 9578. **Semester: 1, 2. Classes:** Contract learning; 4 hours/week. **Assessment:** Final assignment.

This unit provides an introduction to the perspective's of medical anthropology as well as providing a historical analysis of its development as a new sub-discipline.

BACH 5039 Large GroupTeaching

Old code 2551S/2551SX. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 1. Classes:** Independent learning package; external/distance mode (no classes). **Assumed knowledge:** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). **Assessment:** Assignment based (non exam).

Large group teaching is a common method of education. Doing it well is a challenge. In this unit participants will increase their knowledge arid skills about ways to work with large groups more effectively.

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

BACH 5213 Law and the Health Services

Old code 2556R. 6 credit points. Dr Judith Mair (02) 9351 9126. **Semester: 2. Classes:** 2 hours alternate weeks. **Assessment:** Assignment and seminar presentation.

This unit aims to equip providers of health services with knowledge of the legal framework for the delivery of health services in Australia together with law relevant to the client base. The unit will cover legal issues involving children, childbirth, older people, the mentally ill, those addicted to drugs or alcohol, and people with intellectual arid physical disabilities. The unit will also cover law protecting safety and compensation for accidents in the home, at work and transport related. This unit is available on-campus and regular group discussions will be held on a fortnightly basis.

Textbooks

List of references to be supplied.

BACH 5118 Learning in Groups

Old code 25540/25540X. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 1. Classes:** Independent learning package; on-campus (held weekly) and off-campus. **Assessment:** Assignment based (non exam).

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

Textbooks

Various suggested

BACH 5284 Learning in the Workplace

Old code 2558Q. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 1. Classes:** Independent learning packages, email support and web-support, on-campus and on-campus mode (evening classes). **Assumed knowledge:** Adult Learning Theory and Educational Design. **Assessment:** Assignment based (non exam).

NB: Not offered in 2003

This unit explores current and future issues about work-based learning, for example: informal and incidental learning; learning organisations and transfer of learning to the workplace.

(This unit may be offered by distance only if insufficient on-campus enrolments.)

Textbooks

Understanding Learning at Work. Boud, D. & Garrick, J. (1999). Routledge.

BACH 5027 Mental Health in Later Life

Old code 2551G. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. Semester: 1, 2. Classes: Independent learning package; external/distance mode. Assessment: Two assignments.

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

HIMT 5068 Microcomputing and Data Mining

Old code 09548.6 credit points. Ms Angelika Lange (02) 9351 9494, a.lange@fhs.usyd.edu.au. Semester: 1. Classes: On-campus attendance. Assessment: Assignments and examinations.

This unit introduces the student to common computer applications including word processors, spreadsheets, databases, and Web browsers. The aim is for students to acquire sophisticated skills in the use of these applications. Search strategies for finding health information on the Internet are covered and different search engines are compared. An introduction to the structure of literature databases, thesauri and MESH-systems is given and methods of searching the medical literature, for example using CD-ROM databases are presented.

BACH 5236 Motor Learning

Old code 2557E. 3 credit points. Dr Roger Adams (02) 9351 9275. **Semester:** 2.

NB: For Exercise and Sport Science students only.

This unit develops the model of information processing in the human sensory-motor system as the basis of the acquisition and execution of motor behaviour. Topics covered include: the stages of skill acquisition; automatic versus conscious motor control; expert-novice skill differences in pattern recognition and movement production, simultaneous multi-task performance; attention, effort and resources; planning and controlling movements; hemispheric specialisation; memory for movements; imagery and mental rehearsal; practice and automatisation; stress, arousal and performance; disorders of movement; ecological and motor program approaches to motor learning.

BACH 5254 Motor Performance and Learning

Old code 2557W. 3 credit points. Mr Roger Adams (02) 9351 9275.

The aim of this unit is to study, in-depth, the factors influencing skill acquisition, skill relearning and skill performance and their role in modifying inappropriate, but automated motor behaviours. These may need to be changed in response to disease or continuing injury, in order to improve functional outcome and/or prevent further injury. Topics to be covered include: motivation/goal setting; operant behavioural approach; optimising the benefits of physical practice; attention, concentration and arousal; mental practice; awareness during performance; feedback and evaluating the effectiveness of strategies designed to modify inappropriate, but automated movement behaviours.

BACH 5212 Multicultural Issues in Gerontology

Old code 2556Q. 6 credit points. Dr Zakia Hossain (02) 9351 9340. Semester: 1. **Classes:** Independent learning package. **Assessment:** Project.

This unit examines what it means to be old in a country whose language, expectations for aged behaviour and types of support available, differ from those of their country of origin. The impact of immigration policy and services provision will be analysed.

Textbooks

Materials from various sources

BACH 5164 Occupational Health

Old code 2555D. 6 credit points. Dr Carol O'Donnell and Ms Kate O'Loughlin. Semester: 1, 2. Classes: Contract learning. Assessment: Two assignments (2000 words and 4000 words).

This unit teaches basic management principles related to the effective implementation of the duty of care in regard to occupational health and safety. Students will gain an understanding of the legislative and policy provisions associated with occupational health and safety, workers' compensation, rehabilitation and re-training. Students will be required to gain access to a workplace and develop a prevention program proposal based on identification of risks and provision of strategies for their control.

Practical: Yes

BACH 5291 Occupational Rehabilitation

Old code 2558X/2558XX. 6 credit points. Dr Carol O'Donnell (02) 9351 9580, and Ms Kate O'Loughlin (02) 9351 9531. **Semester:** Full year. **Classes: T. Assessment:** two assignments (2000 words and 4000 words).

This unit will examine current issues in the provision of occupational rehabilitation to persons injured in the workplace. Recent initiatives will be examined, together with the roles of key stakeholders in the management of workers in the post-injury phase. Students will be required to interview an injured worker and evaluate the extent to which their experience after injury was consistent with good management practice, current legislative requirements and the public interest.

Practical: Yes

BACH 5224 Organisational Management

Old code 25572/25572X. 6 credit points. Dr Barbara Adamson (02) 9351 9579 and Dr Rosemary Cant (02) 9351 9560. **Semester:** 1. **Classes:** On-campus or off-campus. **Assessment:** Continuous assessment using case study approach.

This unit has been designed to assist students to understand contemporary management theories and practice. It is generally agreed that effective managers need good analytical skills and critical capacity, to be able to respond creatively and constructively to the new challenges that they face in the 21st century. The unit explores different perspectives on organisations and uses Fayd's elements of management as a springboard for the analysis of changing functions of a successful manager.

BACH 5290 Organisational Psychology

Old code 2558W/2558WX. 6 credit points. Dr Barbara Adamson (02) 9351 9579. **Classes:** Contract learning; external/distance mode.

NB: Not offered in 2003

This unit covers recent topics of interest to students who wish to further their understanding of organisational behaviour. Topics will include: dimensions of personality, occupational choice and personnel selection; work motivation and work satisfaction and their relationship with performance, absenteeism and turnover; organisational change and effective implementation; downsizing and its impact on organisational behaviour and organisational climate; working conditions, for example, shift work and their effects on work performance: and, women and work. This unit is offered on-campus as a directed independent study unit and is available in distance education mode.

BACH 5226 Organisational Structures in Health Contexts

Old code 25574.6 credit points. Dr Rosemary Cant (02) 9351 9560. **Classes:** Contract learning.

This unit focuses on rational structuring of organisations and relates it to administrative problem solving. It examines the effects of societal context on organisational growth and the interdependence between layers or sectors of organisations. It contrasts the characteristics of private, public sector and voluntary organisations and uses power and interests as analytic

concepts to elucidate process. This unit is offered on-campus as a directed independent study unit.

BACH 5025 **Patient Education**

Old code 2551 E/2551 EX. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester: 2. Classes:** Independent learning packages for all. Distance and on-campus mode. Some night classeses for on-campus students by arrangement with lecturer. Email support. **Assumed knowledge:** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). **Prerequisite:** Non prescribed. **Assessment:** Assignment based (non exam).
*NB: Not offered **in** 2003*
Participants consider current theoretical approaches and skills that underpin patient education particularly with regard to chronic diseases.

MRTY 5056 **Patient/Practitioner Communication**

Old code 18546X. 6 credit points. Mr John Atyeo. Semester: 2. Classes: Off-campus. Assessment: Continuous assessment, no examination.
This unit extends the patient communication skills of the medical radiations practitioner. It aims to make the practitioner more effective at giving and receiving information when interacting with the patient. The enhancement of listening skills will be encouraged, with an emphasis on patient empowerment and history and note-taking. Transfer of information from the practitioner to the patient will also be covered. The student will collect local information regarding patient support services. Video and audio tapes may be used to provide practical examples for student study.
Textbooks

No specific text recommended. Primary & secondary library sources to be accessed by student

BACH 5028 **Improving Health Systems**

Old code 2559X. 6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. **Semester: 1, 2. Classes:** Web based. **Assessment:** Continuous.
The aim of this unit is to examine the process of planning, evaluating and improving programs and projects. Students will gain experience in using a variety of planning and evaluation strategies. Web based instruction.

OGCP5140 **Politics and Power in the Workplace**

Old code 15574.3 credit points. Dr Susan Griffin (02) 9351 9377. Semester: 1, 2. Classes: Internet and distance delivery for all students. Assessment: Essay, reflective journal.
This unit of study provides the opportunity for students to examine a variety of theoretical perspectives on how power is developed and shared within work places. Students will examine various strategies for developing and maintaining influence in the workplace. A variety of workplace settings will be considered. Students will undertake an independent guided reading program.

OCCP5141 **Politics and Power in the Workplace**

Old code 15575.6 credit points. Dr Susan Griffin (02) 9351 9377. **Semester: 1, 2. Classes:** Internet and distance delivery for all students. **Assessment:** Essay, reflective journal plus report of a work place based project.
This unit of study provides the opportunity for students to examine a variety of theoretical perspectives on how power is developed and shared within work places. Students will examine various strategies for developing and maintaining influence in the workplace. A variety of work place settings will be considered. Students will undertake an independent guided reading program in greater depth than for the 3 credit point unit of study in addition to a workplace project negotiated with the lecturer.

BACH 5165 **Post Trauma Stress**

Old code 2555E. 6 credit points. DrGomathi Sitharthan (02) 9351 9584. Semester: 1. Classes: Contract learning. Assessment: Assignments.
This elective traces the history of reactions to traumatic events, including the acceptance of a syndrome known as post traumatic stress syndrome in recent years. Various disorders with similar characteristics are compared and contrasted and the research and clinical literature presented. Current views on the treatment and evaluation of post traumatic disorders are presented and appraised. This is an on-campus directed independent study unit.

AHCD 5002 **Program Planning and Evaluation**

Old code 07502/07502X. 6 credit points. Enquiries (02) 9351 9393. Semester: 2. Classes: External/distance mode.
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.

AHCD 5041 **Project Development**

Old code 07541/07541X. 6 credit points. Enquiries (02) 9351 9393. **Semester:** 1. **Classes:** External/distance mode.
This unit provides students with an opportunity to integrate learning by defining, planning, and developing a project related to professional practice in Aboriginal health and Community Development.

AHCD 5069 **Project Evaluation (Practice)**

Old code 07569X. 6 credit points. **Semester:** 1, 2. **Classes:** Contract learning. **Prerequisite:** Project Evaluation (Theory) AHCD 5068 (07568X).
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.

AHCD 5068 **Project Evaluation (Theory)**

Old code 07568X. 6 credit points. **Semester:** 1,2. **Classes:** External/ Distance Mode.
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.

AHCD 5042 **Project Management**

Old code 07542/07542X. 6 credit points.. Enquiries (02) 9351 9393. Semester: 2. Classes: External/distance mode.
In this unit students, using management tools, are practically engaged in the management of a project in areas of health and health care system.

HIMT 5065 **Project Management**

Old code 09545.6 credit points. Ms Janelle Craig (02) 9351 9494, j.craig@fhs.usyd.edu.au. Semester: 1, 2. Classes: Offered on-campus as a 4 day block. Assessment: Assignments and examinations.
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.

AHCD 5043 **Project Report**

Old code 07543X. 6 credit points. Enquiries (02) 9351 9393. **Semester:** 2. **Classes:** External/distance mode.
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.

BACH 5309 **Psychological Assessment of Children and Adolescents**

Old code 2559F/2559FX. 6 credit points. Dr Chris Lennings (02) 9351 9587 and Dr Diana Kenny (02) 9351 9644. **Semester:** 2. **Classes:** Contract learning. **Prerequisite:** Undergraduate Psychology units; Psychology of Children Adolescents. **Assessment:** Case study and literature review.
The assessment of children and adolescents requires an understanding of the course and impact that developmental factors play in cognition, personality and behaviour. It requires a capacity to utilise questionnaire as well as text-based assessment schedules. This course expects students to be aware of assessment issues such as psychometric values of testing (reliability and validity), the nature of various tests, and a capacity to interview (children, adolescents, and families).
Practical: Observation of assessment and use of psychological tests
Textbooks

Fundamentals of Clinical and Counselling Psychology. 3rd Edition. Todd, C&Bohardt. (1996).

BACH 5321 **Psychology for Graduate Students**

Old code 2559RX. 6 credit points. Dr Chris Lennings (02) 9351 9587. **Semester:** Full year. **Classes:** External/distance mode. **Assessment:** Literature review.
This subject provides students with an understanding of the major theoretical perspectives, concepts and vocabulary of psychology. Psychology is concerned with the science of human

behaviour-how individuals perceive, think about, and behave in the 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. The unit is available by distance and by individual learning contract.
Textbooks
Pathways to Psychology. Sternberg, R. (1999).

BACH 5147 **Psychology of Ageing**
Old code 2554U. 6 credit points. Dr Steve dimming (02) 9351 9404, and Dr Lynn Harris (02) 9351 9162. **Semester:** 1, 2. **Classes:** On campus, directed independent and contract learning.
This elective develops a biopsychological approach to examining the psychology of late adulthood. It considers the psychological impact of the changes of social, environmental, economic, and relationship patterns that occur as people age, as well as examining the psychological concomitants of physical ageing process. The interrelation between biological, social and environmental factors with psychological function will be considered both in the context of the healthy aging process and in the context of age-related physical and mental illnesses. Broader issues related to psychologically appropriate design and delivery of therapeutic services of the elderly will be highlighted.

BACH 5238 **Psychosocial Aspects of Sport**
Old code 2557G. 4 credit points. Mr Ian Andrews (02) 9351 9588. **Semester:** 2. **Classes:** Contract learning.
The first part of this unit considers psychological factors in sports performance. Topics covered include: managing motivation, anxiety and aggression; arousal-performance relationships; psychosocial characteristics of peak performance; personality and sport performance; relaxation and energising techniques; cognitive techniques; attention control training; goal-setting; leadership; team cohesion; athlete staleness and burnout; stress, injury and psychological rehabilitation.

The second part of the unit is concerned with the historical development of leisure and its relationship to work; sport as a dominant aspect of Australian culture; sources of tensions and conflicts in sport and leisure which are related to power, race, class, gender, age, ideology in sporting and leisure contexts.

BACH 5324 **Psychotherapy**
Old code 2559V. 6 credit points. Dr Chris Lennings (02) 9351 9587 and Prof Diana Kenny (02) 9351 9644. Semester: 2. Classes: Contract learning. Prerequisite: Counselling. Corequisite: Advanced Counselling. Assessment: Detailed case plan.
Psychotherapy has an eclectic history. It is essentially the gathering of techniques and theories from a variety of different fields with the core similarity of 'helping'. The unit explores six modules, investigating the nature of psychotherapy and relationship with counselling, the development of psychodynamic approaches to counselling, the use of cognitive behavioural skills, and Action therapies in psychotherapy, and teaches students how to develop a therapy plan and integrate assessment and practice with their clients. The unit is delivered as a series of six seminars. Assessment requires the students to develop a case plan.
Textbooks

Fundamental of Clinical & Counselling Psychology. 3rd Edition. Todd, C. &Bohardt(1996).

BACH 5074 **Reflective Inquiry in Practice**
Old code 2552R/2552RX. 6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. **Semester: 1, 2. Classes:** Web based. **Assessment:** Continuous. Project based assignments and participation.
NB: Internet access is necessary
In Reflective Inquiry in Practice students participate in a learning set to read, plan, implement, reflect and report on a reflective inquiry project. Participants use reflective inquiry cycles that can be applied in action learning, professional development, reflective practice, problem solving, diagnostic professional practice, continuous improvement, and action inquiry.

Reflective Inquiry in Practice is delivered through the Internet for on-campus study, distance education, workplace learning or facilitated learning. Access to the World Wide Web is essential.
Textbooks
www.fhs.usyd.edu.au/bach/5074

BACH 5058 **Residential Care Policies and Services**
Old code 2552B/2552BX. 6 credit points. Assoc. Prof. Cherry Russeil (02) 9351 9129. **Semester:** 1, 2. **Classes:** Independent Study Package: External Distance Mode.
This unit provides an overview of the development and implementation of residential care policies for older Australians and explores specific issues in the delivery of residential aged care services.

BACH 5034 **The Residential Care Setting and Older People**
Old code 2551N. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. Semester: 1, 2. Classes: Independent learning package or web-based; external/distance mode. Assessment: Three assignments.
This unit examines the environment of supported accommodation from the perspective of older residents and professional care staff. 3 Modules: Quality of life in residential care; Working in residential care; Managing for quality in residential care.

BACH 5305 **Risk Management and Rehabilitation Policy**
Old code 2559B/2559BX. 6 credit points. Dr Carol O'Donnell (02) 9351 9580 and Ms Kate O'Loughlin (02) 9351 9531. Semester: Full year. Classes: Contract learning; external/distance mode. Assessment: Two assignments (2000 words and 4000 words).
Students will be taught the basic principles for continuous improvement in health related service delivery. They will produce a risk management plan related to health promotion or consumer protection, or will undertake a critical evaluation of the effectiveness of an individual's occupational rehabilitation. Particular attention will be drawn to the Australian and New Zealand Standards on Risk Management (AS / NZS 4630:1999).
Practical: Yes

AHCD5027 **School Health A**
Old code 07527.4 credit points. Enquiries (02) 9351 9393. **Semester:** 1, 2. **Classes:** Contract learning.
NB: Not offered in 2003.
Schools are among those domains that provide opportunities for their residents, students, teachers, parents and others to develop a healthy behaviour that will enable them to reach their fullest potential. The purpose of this unit is to make the participants familiar with the concept of Healthy Schools a new approach in building a healthy community.

BACH 5172 **Social Change and Health Services**
Old code 2555L. 6 credit points. **Semester:** 1, 2. **Classes:** Contract learning.
This elective will assist the student to develop an understanding of the processes of social change in health care systems, and will develop an ability to evaluate the efficiency of proposed structural and role changes within the health care system, and the implications of those changes for the quality of health care provided.

AHCD 5053 **Social Justice and Indigenous Health**
Old code 07553X. 6 credit points. Enquiries (02) 9351 9393. Semester: Full year. Classes: External/distance mode.
This unit of study focuses on social justice as a fundamental principle in understanding the current situation of Indigenous health in Australia. Concept of power and historical settings and their impact on social justice, human rights, equity and access to services will be explored. Models of change aiming toward individual and community empowerment, organisational and institutional change theories will be examined and utilised in the development of plan to bring about changes in the community, workplace or institutions. Strategies such as International Human Rights mechanisms, domestic policies and laws, social and community development models and principles of advocacy and equity will be the major components of this unit of study at micro and macro levels.

BACH 5174 **Social Theory and Special Groups**
Old code 2555N. 6 credit points. Dr Rosemary Cant (02) 9351 9560 and Ms Kate O'Loughlin (02) 9351 9531.
This elective gives students a basic understanding of social theory. As an example of a special group which might be studied, it examines women's health in the context of social class and gender divisions in Australian Society. Students will be encouraged to consider as research issues patterns and concerns regarding the status of women's health using socialist, feminist and psychoanalytic perspectives. Research into particular ethnic groups and multicultural issues are also within the scope of this elective.

BACH 5322 Sociology for Health Professionals

Old code 2559S/2559SX. 6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. **Classes:** Contract learning; external/ distance mode.

The aim of this unit is to develop an understanding of basic sociological concepts and theories and their applications in analysing health issues. It also aims to develop an ability to critically examine and evaluate aspects of a familiar society in order to extend an understanding of the social structures, institutions and processes relevant to health issues. It will provide opportunities for enhancing linguistic, writing, and analytical skills by introducing some of the sociological methods of collecting, analysing and reporting health data.

Textbooks

www.fhs.usyd.edu.au/bach/5322

BACH 5243 The Sociology of Deviance

Old code 2557L. 6 credit points. **Semester:** 1. **Classes:** Contract learning.

This unit will use the paradigms developed by the theoretical approach to the sociology of deviance to examine adolescent behaviour in relation to substance abuse, homelessness and other non-traditional lifestyles. This unit will incorporate an historical approach to community breakdown, social control, the effects of media imagery and the changing approaches of social control agents such as governments, the legal system, law enforcement officers and medical personnel. An analysis of legislation and of royal commission findings will be made using structural and interactional theories.

BACH 5059 Sociology of Gender Relations

Old code 2552C. 6 credit points. Classes: Contract learning.

This elective examines research perspectives concerning gender relations within the structure of industrial capitalism, with particular focus on relations of power, the sexual division of labour, sexuality, the social construction of gender, production and reproduction and family.

AHCD5031 Strategic Planning A

Old code 07531X. 4 credit points. Enquiries (02) 9351 9393. **Semester: 1,2. Classes:** Contract learning.

NB: A 6 credit point version of this unit of study [AHCD 5064 (07564X)] is also available. See chapter 17 for more information.

Strategic planning is vital for the future of health organisations as well as business and government agencies. This elective is designed to provide health professionals with a model and set of tools in order to develop a long range strategic plan for an organisation. Students may use this opportunity to support the writing of a strategic plan for an organisation to which they belong.

BACH 5178 Stress and Disability

Old code 2555R. 6 credit points. **Semester:** 1, 2. **Classes:** Contract learning.

This elective examines the incidence of various disabilities. Community perceptions will be examined, including the reasons behind the existence of 'high profile', 'stigma' and 'cultural acceptability' differences across disabilities. Factors associated with living with a disability will be examined, and the relationship of research to individual accounts critically examined.

BACH 5180 Stress and Illness

Old code 2555T. 6 credit points. Dr Gomathi Sitharthan (02) 9351 9584. Semester: 1. Classes: Contract learning. Assessment: Assignments.

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.

PHTY 5159 Structuring & Managing Clinical Education Placements

Old code 16588X. 6 credit points. Prof Joy Higgs, j.higgs@fhs.usyd.edu.au; Ms Carolyn Gates, c.gates@fhs.usyd.edu.au. **Semester:** 1. **Classes:** Distance and one to two on campus block workshops. **Assumed knowledge:** Professional practice and teaching experience. **Assessment:** Workplace project - Reflective diary on experiences in organisation and administration of your clinical placement OR A practical guide for organising your clinical placement (70%) Participation in on campus workshop OR Essay on clinical education management (30%).

Within the overall curriculum framework planned by the university school where the students are enrolled, fieldwork and clinical educators face the task of designing, implementing and evaluating clinical/fieldwork practicums/placements. They need to liaise with the relevant educational and fieldwork/clinical institutions. This unit will focus on the practical aspects of structuring and organising clinical placements. It will deal with the various organisational, interpersonal, and administrative aspects of this challenging task. Part of the learning will entail. reflecting on the participants' experience in conducting clinical education and exploring new strategies for structuring their clinical education/fieldwork placements. This will be supplemented by an on campus workshop and independent learning based on readings and self-directed learning activities.

BACH 5248 Subcultural and Cross Cultural Issues: The Costs of Marginality

Old code 2557Q. 6 credit points. DrZakia Hossain (02) 9351 9340. **Semester:** 2. Classes: Contract learning. **Assessment;** Assignments.

Much work has been done illuminating the different courses taken in the development of self-concept and self-esteem in minority group children and adolescents. This unit will consider the child and adolescent in cultural context, revealing the relative nature of the concept of 'adjustment' and exploring the particular challenges faced by migrant and refugee children and adolescents as well as those of indigenous minority groups. Possible interventions will be discussed in easing adjustment required by cultural transitions. The different social effects of similar behaviours evidenced by different cultures will be discussed with special emphasis on the criminalisation of self-destructive behaviours in some cultural groups. Avenues of social change and service provision will be explored.

Textbooks

Materials from various sources

BACH 5042 Teaching Clinical Reasoning

Old code 2551V/2551VX. 6 credit points. Ms Victoria Neville (02) 9351 9118. Semester: 2. Classes: Night classes; independent learning package; external/distance mode. **Assessment:** Assignment based (non-exam).

Participants explore theories and models of clinical reasoning and decision-making from the medical, nursing and allied health literature. A range of strategies to facilitate the development of clinical reasoning will be examined. Participants will have the opportunity to plan the application of strategies to their teaching context.

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

Textbooks

Clinical Reasoning in the Health Professions. 2nd Edition. Higgs, J. & Jones, M. (2000). Butterworth Heinneman.

BACH 5047 Teaching with Reduced Resources

Old code 25520/25520X. 6 credit points. Ms Fran Everingham (02) 9351 9116. **Semester:** 2. **Classes:** Independent learning package; for on-campus and off-campus (no classes). **Assumed knowledge:** Adult Learning BACH 5001 (25500/25500X) and Educational Design BACH 5002 (25501/25501X). **Assessment:** Essays, observation report (no exam).

NB: Not offered in 2003

This unit tackles the perplexing issues to do with providing effective learning experiences in the face of shrinking resources in education. Independent learning packages and email support. Assessment is (non exam) assignment based.

Practical: Video of self practicing skills

BACH 5127 Teaching with Technology

Old code 25549/25549X. 6 credit points. Ms Victoria Neville (02) 9351 9118. **Semester: 1. Classes:** Night classes; independent learning package; external/distance mode. **Corequisite:** Educational Design BACH 5002 (25501/25501X). **Assessment:** Assignment based (non exam).

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

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

Textbooks

Instructional Media and Technologies for Learning. 6th Edition. Heinich, R. et ati. (1999). Macmillan.

PHTY 5134 Therapy in Disorders of the Hand

Old code 16565.6 credit points. Ms Rosemary Prosser, rosemary_hands@msn.com.au; Mr Martin Mackey, m.mackey@fhs.usyd.edu.au. Semester: 2. Classes: On-campus (block) and 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.

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.

BACH 5063 Therapy with Children, Adolescents and their Families

Old code 2552G. 6 credit points. Assoc. Prof. Dianne Kenny (02) 9351 9644. **Semester:** 1, 2. **Classes:** Contract learning. **Assessment:** Assignments.

Theoretical models addressing concerns specific to children and adolescents will be considered covering a variety of theoretical perspectives; including behavioural, psychoanalytic and systemic. These models will provide a background for developing interviewing techniques. Students will gain practical skills in interviewing the client within the context relevant to the presenting problem; for example the student will learn when to interview an individual and when to interview the entire family. The unit will conclude with a consideration of the role of the therapist during the process and termination of therapy.

Textbooks

SPSS Analysis Without Anguish. Coakes, S.J. & Steed, L.G. (1999).

BACH 5182 Visualisation and Imagery

Old code 2555V. 6 credit points. **Semester:** 1,2. **Classes:** Contract learning.

This elective examines the role of visualisation, and of imagery generally, in the healing context from both a psychological and sociological/anthropological perspective. Students can choose one or more of the following topics, or they can choose a related topic. (1) The techniques used to enhance imagery skills. (2) The factors controlling imagery as predictor of wellbeing, illness and treatment outcomes. (3) Altered states of consciousness and health.

AHCD 5007 Women's Health A

Old code 07507.4 credit points. Enquiries (02) 9351 9393. **Semester:** 2. **Classes:** Contract Learning.

This unit seeks to examine the pattern and source of women's health in Australia and to critically evaluate health care services for women.

■ Research electives

AHCD 5048 Action Research

Old code 07548/07548X. 6 credit points. Dr Freidoon Khavarpour (02) 9351 9127, f.khavarpour@fhs.usyd.edu.au. **Semester:** 1. **Classes:** Off-campus/contract learning.

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

AHCD 5049 Action Research

Old code 07549.8 credit points. Dr Freidoon Khavarpour (02) 9351 9127, f.khavarpour@fhs.usyd.edu.au.

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

BACH 5066 Developing a Research Project

Old code 2552J. 8 credit points. Ms Kate O'Loughlin. Classes: Attendance required; external/distance mode.

This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. 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. This unit is usually offered on Mondays from 5 to 8pm in Semester 1 or by off-campus mode in Semester 1 or Semester 2.

BACH 5268 Developing a Research Project

Old code 2558A/2558AX. 6 credit points. Kate O'Loughlin (02) 9351 9531. Semester: 1, 2. Classes: Attendance required; Mondays from 5 to 8pm in Semester 1 or by off-campus mode in Semester 1 or Semester 2.

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

BACH 5100 Epidemiological Research

Old code 25531.8 credit points. Dr Kaye Brock (02) 9351 9124. **Semester:** 1, 2. **Classes:** On-campus 3 hours/week. **Assumed knowledge:** Basic research methods. **Prerequisite:** Some undergraduate research methods. **Assessment:** Assignments and examination.

In this unit students will be exposed to aspects of conducting epidemiological research, an area which focuses on the study of the distribution of disease, the search for determinants of the observed distribution and a subsequent evaluation of a causal hypothesis. A guided epidemiological review of the students research interest will be undertaken in this subject. Statistical methods in epidemiological data analysis will be reviewed.

Textbooks

Epidemiology in Medicine. Hennekens & Buring.

BACH 5302 Epidemiological Research

Old code 25598.6 credit points. Dr Kaye Brock (02) 9351 9124. **Semester:** Full year. **Classes:** On-campus 3 hours/week. **Assumed knowledge:** Basic research methods. **Prerequisite:** Some Undergraduate research methods. **Assessment:** Assignments and examination.

In this unit students will be exposed to aspects of conducting epidemiological research, an area which focuses on the study of the distribution of disease, the search for determinants of the observed distribution and a subsequent evaluation of a causal hypothesis.

Textbooks
Epidemiology in Medicine. Hennekens & Buring

BACH 5328 Evaluating Health Interventions

Old code 2559Z/2559ZX. 6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. **Semester:** 1, 2. **Classes:** Web based (may be some evening classes). **Assessment:** Continuous. Project based assignments and participation.

Researchers and professional evaluate health interventions to improve knowledge of health, disease and clinical practice, and to support decision making for improved health services. This unit will enable students to make informed choices among a range of evaluation perspectives, theories, methods and designs.
Textbooks
J.Ovretreit (1998) Evaluating Health Interventions, Buckingham: Open University Press, www.fhs.usyd.edu.au/bach/5328

AHCD 5046 Evaluation Research

Old code 07546.6 credit points. Dr Freidoon Khavarpour (02) 9351 9127, f.khavarpour@fhs.usyd.edu.au. **Semester: 1. Classes:** Contract learning.

In this unit, students will examine aspects of conducting evaluation research, an area that focuses on the application of research methods to health services. Empowering and critical approaches will be included.

AHCD 5047 Evaluation Research

Old code 07547.8 credit points. Dr Freidoon Khavarpour (02) 9351 9127, f.khavarpour@fhs.usyd.edu.au.

In this unit, students will examine aspects of conducting evaluation research, an area that focuses on the application of research methods to health services empowering and critical approaches will be included.

DHSC 7003 Foundations for Doctoral Studies

Old code 26703.6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. Semester: 1. Classes: On-campus; external/distance mode. Assessment: Continuous.
Participants will gain knowledge and skills to meet the challenges of study at the doctoral level, and of professional practice in the information age. Students will develop skills of: accessing; evaluating and retrieving information; advanced literacy; critical thinking; analytical writing and effective communication. This will include the manipulation and presentation of quantitative and qualitative data.

There will be flexibility in selecting curriculum content to match the background and needs of each student. Practical exercises may include annotated bibliography, critical review of literature or policy documents, formation of tables and graphs, report, seminar presentation or article. This unit is Web supported.
Textbooks
www.fhs.usyd.edu.au/bach/dhsc7003

BACH 5098 History and Philosophy of Scientific Methodology

Old code 2553G. 8 credit points..

This unit is designed to provide students with a critical perspective as a specific form of knowledge. It introduces students to the major philosophies of the scientific enterprise taking into account the social versus natural science controversy.

BACH 5298 History & Philosophy of Scientific Methodology

Old code 25594.6 credit points. Dr Rod Rothwell. **Semester: 1. Classes:** On-campus night course. **Assessment:** 2 assignments 1000 words each.

This unit is designed to provide students with a critical perspective on science as a specific form of knowledge. It introduces students to the major philosophies of the nature of the scientific enterprise taking into account the social versus natural science controversy. Emphasis will be placed also on methodologies designated as hermeneutic/interpretive.
Textbooks
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

BACH 5253 Intermediate Statistics

Old code 2557V. 6 credit points. Dr Peter Choo (02) 9351 9583 and Dr Zakia Hossain (02) 9351 9340. **Semester: 1, 2. Classes:** On-campus, Night classes. **Assumed knowledge:** Basic statistics and research design. **Prerequisite:** Research Methods I and Research Methods II: Data Analysis and Statistics, or equivalent. **Assessment:** Written reports, written examination.

In this unit, students will extend and consolidate the research methods and statistical skills acquired in Research Methods I and II. Students will gain experience in data screening techniques, analysis of variance, multiple regression and non-parametric statistics. Students will learn how to use SPSS to conduct these statistical tests. This unit is usually offered on Mondays 5-8pm.

BACH 5312 Intermediate Statistics

Old code 25591.8 credit points. Dr Peter Choo (02) 9351 9583, and Dr Zakia Hossain (02) 9351 9340. Semester: Full year. **Classes:** On-campus. Night classes. **Assumed knowledge:** Basic statistics and research design. **Prerequisite:** Research Methods I and Research Methods II: Data Analysis and Statistics, or equivalent. **Assessment:** Written reports and written examination.

In this unit, students will extend and consolidate the research methods and statistical skills acquired in Research Methods I and II. Students will gain experience in data screening techniques, analysis of variance, multiple regression and non-parametric statistics. Students will learn how to use SPSS to conduct these statistical tests. This unit is usually offered on Mondays 5-8pm.

BACH 5327 Internet Research

Old code 2559Y/2559YX. 6 credit points. Dr Ian Hughes (02) 9351 9582, i.hughes@fhs.usyd.edu.au. Semester: 1, 2. Classes: Internet delivery for on-campus and external/distance mode. Assumed knowledge: Basic knowledge of research approaches and methods. Assessment: Project based assignments and participation.
This unit of study teaches Web-Based management strategies that focus on data collection, analysis and dissemination over the Internet, by either using the Internet as a tool, resource or topic of Investigation.

Students taking this unit of study will acquire the knowledge and skills to conduct research projects by using the Internet and will be able to effectively apply such techniques in many research and applied employment positions.
Textbooks
www.fhs.usyd.edu.au/bach/5327

BACH 5329 Introduction to SAS

Old code 255A2.6 credit points. Dr Zakia Hossain (02) 9351 9340 and Dr Kaye Brock (02) 9351 9124. Semester: 1.
This unit teaches students to use SAS for Windows computer package to manage and analyse research data using a range of standard statistical procedures. The unit provides students with skills in both data managements and statistical analysis (in particular categorical). Data management procedures will include data transformation, selection, importing and exporting. Statistical analyses include descriptive statistics, t-test, chi-square, ANOVA, correlation, regression. Regression will include simple, multiple and conditional analysis. Teaching is by on-campus mode only, using contract learning with practical assignments for assessment.

BACH 5330 Introduction to SAS

Old code 255A1.8 credit points. Dr Zakia Hossain (02) 9351 9340 and Dr Kaye Brock (02) 9351 9124. Semester: 1.
This unit teaches students to use SAS for Windows computer package to manage and analyse research data using a range of standard statistical procedures. The unit provides students with skills in both data managements and statistical analysis (in particular categorical). Data management procedures will include data transformation, selection, importing and exporting. Statistical analyses include descriptive statistics, t-test, chi-square, ANOVA, correlation, regression. Regression will include simple, multiple and conditional analysis. Teaching is by on-campus mode only, using contract learning with practical assignments for assessment.

BACH 5050 Issues in Educational Research

Old code 25523.6 credit points. Ms Fran Everingham (02) 9351 9116. Classes: Contract learning. Assumed knowledge: Adult Learning Theory and Graduate Skills. Assessment: Essay (non exam).
This unit explores issues in educational research, including using theories and conceptual frameworks to help deal with multiple dimensions of the educational process, and considers some of the methodologies used in educational research.

BACH 5094 Issues in Educational Research

Old code 2553C. 8 credit points. Ms Fran Everingham (02) 9351 9116. **Classes:** Contract learning.

This unit explores issues in educational research, including using theories and conceptual frameworks to help deal with multiple

dimensions of the educational process, and considers some of the methodologies used in educational research.

BACH 5256 Multivariate Statistics

Old code 2557Y. 6 credit points. Dr Peter Choo (02) 9351 9583. **Classes:** Contract learning. **Prerequisite:** Intermediate Statistics (10503), or equivalent.

This unit examines a variety of multivariate designs and statistical procedures including factor analysis, discriminant function analysis, analysis of covariance. Other procedures will be considered according to the needs and interests of enrolling students.

BACH 5314 Multivariate Statistics

Old code 2559K. 8 credit points. Dr Peter Choo (02) 9351 9583. **Classes:** Night classes; Contract learning. **Prerequisite:** Intermediate Statistics (10503), or equivalent.

This unit examines a variety of multivariate designs and statistical procedures including factor analysis, discriminant function analysis, analysis of covariance. Other procedures will be considered according to the needs and interests of enrolling students.

BACH 6042 Qualitative Research Methods

Old code 25641.8 credit points. Dr Cherry Russell (02) 9351 9129. **Semester:** Full year. **Classes:** Attendance required. 3 hours/week. **Assessment:** Assignments.

In this unit students will learn about qualitative research techniques such as in-depth interviewing and participant observation which focus on the investigation of people's experiences and their interpretation of events. This unit examines the types of research questions for which these methods are best suited, and provides training in data collection methods and analysis. The unit is conducted as a seminar in which students actively participate, and students work on a research project in small groups. This unit is usually offered on Wednesdays 4-7 pm.

DHSC 7002 Research and Inquiry in the Health Professions

Old code 26702. 6 credit points. **Semester:** 1,2. **Classes:** On-campus; external/distance mode.

This unit provides an overview of the research process applied to the formulation of a research proposal. Students will review and update their knowledge of a range of research designs and approaches to data analysis, and will consider the advantages of alternative strategies for addressing particular research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental, interview, observation, single case and survey research methods. At the conclusion of this unit, students will have developed a research proposal for answering a research question of their choosing.

BACH 5285 Research Design

Old code 2558R. 6 credit points. **Semester: 1. Classes:** External/ distance mode.

This unit has been designed especially for distance learning students in stage 3 of the Master of Rehabilitation Counselling (by coursework) program. It introduces students to the research process and focuses on developing informed consumers of research. The unit includes consideration of the philosophy of science, research ethics, qualitative and quantitative research, the development of research questions and the specification of hypotheses and variables, conceptualisation and operationalisation, sampling issues, validity and reliability. A broad range of research methods will be introduced, including experimental research, single case designs, surveys, interview and observational studies, secondary data analysis and content analysis. Data quantification techniques will be discussed and students will be introduced to research applications in the health sciences including needs assessment, evaluation research, action research and epidemiology. Assessment for this subject will include a final exam, weekly exercises and formulation of a research prospectus.

BACH 5311 Research Design

Old code 2559H. 8 credit points. Classes: External/distance mode.

This unit has been designed especially for distance learning students in stage 3 of the Master of Rehabilitation Counselling (by coursework) program. It introduces students to the research process and focuses on developing informed consumers of research. The unit includes consideration of the philosophy of science, research ethics, qualitative and quantitative research, the development of research questions and the specification of hypotheses and variables, conceptualisation and operationalisation, sampling issues, validity and reliability. A broad range of research methods will be introduced, including experimental research, single case designs, surveys, interview and observational studies, secondary data analysis and content analysis. Data quantification techniques will be discussed and students will be introduced to research applications in the health sciences including needs assessment, evaluation research, action research and epidemiology. Assessment for this subject will include a final exam, weekly exercises and formulation of a research prospectus.

OCCP 5073 Research Design and Methods for Therapists

Old code 15511.8 credit points. Dr Maureen Fitzgerald.

The purpose of this unit is to explore a variety of research designs, research methods, and related issues appropriate to applied research. The exploration will be accomplished through student led seminar discussions of selected readings and each student will develop a research proposal on a topic of their choice content will include such things as: an overview of appropriate research designs, strengths and weaknesses of a broad selection of designs and methods, reliability and validity, selection of a study population, research ethics, development of research statements and questions, proposal writing, and the use of computers and other technology in research.

OCCP 6008 Research Design and Methods for Therapists

Old code 15502.6 credit points. Dr Maureen Fitzgerald (02) 9351 9216. **Semester: 1, 2. Classes:** on-campus, Group discussion, Group work. **Assessment:** Assignments.

The purpose of this unit is to explore a variety of research designs, research methods, and related issues appropriate to applied research. The exploration will be accomplished through student led seminar discussions of selected readings and each student will develop a research proposal on a topic of their choice. Content will include such things as: an overview of appropriate research designs, strengths and weaknesses of a broad selection of designs and methods, reliability and validity, selection of a study population, research ethics, development of research statements and questions, proposal writing, and the use of computers and other technology in research.

BACH 5053 Research Elective Independent Study

Old code 25526.6 credit points. Ms Fran Everingham (02) 9351 9116. Semester: 1, 2. Classes: Contract learning. Assessment: Negotiated. NB: For Health Science Education students only.

This unit will function as an independent study program. As with other research elective units, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methodology in preparation for their research thesis. Students will enrol in this unit if the research methods they wish to study are not covered to the extent required in other research electives.

BACH 5096 Research Elective Independent Study

Old code 2553E. 8 credit points. Ms Fran Everingham (02) 9351 9116.

This unit will function as an independent study program. As with other research elective units, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methodology in preparation for their research thesis. Students will enrol in this unit if the research methods they wish to study are not covered to the extent required in other research electives.

PHTY 5067 Research Elective Independent Study

Old code 16505.6 credit points. Prat. Joy Higgs (02) 9351 9070. NB: For Physiotherapy research students only

This unit will function as an independent study program. As with other research elective units, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methods in preparation for their thesis.

PHTY 5094 Research Elective Independent Study

Old code 16529.8 credit points. Prof. Joy Higgs (02) 9351 9070. NB: For Physiotherapy research students only

This unit will function as an independent study program. As with other research elective units, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methods in preparation for their thesis.

BACH 5240 **Research Methods**

Old code 25571.3 credit points. Dr Peter Choo (02) 9351 9583. Semester: 2. Classes: On-campus. Assessment: Written examination.
NB: Exercise and Sports Science only
Familiarity is assumed with basic descriptive and inferential methods. These basic methods are expanded upon with the major focus being on problem solving with a view to extracting meaning from data. The emphasis is on practical application of methodologies with extensive use made of modem statistical software. The nexus between design and analysis is stressed using a linear model approach to demonstrate the partitioning of variance and the behaviour of random error. Single and multiple variable models are considered. The specific research designs and strategies used to illustrate concepts will be tailored to the needs and expectations of the students.

BACH 5310 **Research Methods I: Design**

Old code 2559G. 2 credit points. Dr Rob Heard (02) 9351 9498. Semester: 1. Classes: On-campus. Assessment: Written examinations.
NB: For existing Graduate Diploma of Health Science (Health Information Management) students only.

This unit introduces students to the research process and focuses on developing informed consumers of research. The unit begins with brief consideration of the philosophy of science, then covers research ethics, qualitative and quantitative research, the development of research questions and the specification of hypotheses and variables, conceptualisation and operationalisation, sampling issues, validity and reliability. A broad range of research methods will be introduced, including experimental research, single case designs, surveys, interview and observational studies, secondary data analysis and content analysis. Data quantification techniques will be discussed and students will be introduced to research applications in health sciences including needs assessment, evaluation research, action research and epidemiology.

BACH 5026 **Special Investigation**

Old code 2551 F/2551 FX. 6 credit points. Assoc. Prof. Cherry Russell (02) 9351 9129. Semester: 1, 2. Classes: Contract learning on- and off-campus. Assessment: Negotiated learning contract.
This unit provides participants with an opportunity to undertake a critical review of the literature in relation to a significant topic or issue of relevance to their professional interest.
Textbooks
www.fhs.usyd.edu.au/bach/5026

BACH 5061 **Statistical Analysis with SPSS**

Old code 2552E. 6 credit points. Dr Peter Choo (02) 9351 9583 and Ms Karen Pepper (02) 9351 9589. **Semester: 1,2. Classes:** Contract learning including a small number of on-campus. **Assessment:** Practical assignments.
This unit teaches the student to use the SPSS for Windows computer package to manage and analyse research data using a range of common statistical procedures. Data management procedures will include data transformation and selection, and import and exporting data. Statistical analyses to be covered include descriptive statistics, t-test, analysis of variance, correlation and regression, chi-square, non-variance, multiple regression, and factor analysis.
Textbooks
SPSS Analysis Without Anguish, Coakes, S.J. & Steel, L.G. (1999)

BACH 5011 **Survey Research Methods**

Old code 25510.6 credit points. Dr Peter Choo (02) 9351 9583 and Ms Kate O'Loughlin (02) 9351 9531. **Semester: 1, 2. Classes:** Contract learning; night classes.
This unit examines survey research design principles and considers conceptualization, sampling, questionnaire construction and pilot testing of data collection instruments. Techniques for the collection, coding and keypunching of survey data will be covered and students will gain experience with computer analysis of survey data. The strengths and limitations of survey data will be discussed. This unit is usually offered on Mondays from 5-8pm.

BACH 5315 **Survey Research Methods**

Old code 2559L. 8 credit points. Dr Peter Choo (02) 9351 9583 and Ms Kate O'Loughlin (02) 9351 9531. **Semester: 2. Classes:** Contract learning; night classes.
This unit examines survey research design principles and considers conceptualization, sampling, questionnaire construction and pilot testing of data collection instruments. Techniques for the collection, coding and keypunching of survey data will be covered and students will gain experience with computer analysis of survey data. The strengths and limitations of survey data will be discussed. This unit is usually offered on Mondays from 5-8pm.

PHTY 5095 **Structuring a Qualitative Research Thesis**

Old code 16527.6 credit points. Prof. Joy Higgs (02) 9351 9070. **Semester:** 1.
Students engaged in qualitative research need to consider structures for their theses which can be different from traditional quantitative models. This unit explores elements of qualitative research in the context of graduate research programs. Topics will include: philosophical basis for research paradigms, the nature of qualitative research, paradigms and strategies, ethical issues and strategies in qualitative research, writing qualitative research, and quality in qualitative research. These elements will enable students to structure their research theses. The unit will be practical and numbers are limited. It is open to masters and doctoral students in the Faculty. (Limited to 12 students only).

DHSC 7001 **Theory in the Health Professions**

Old code 26701.6 credit points. Dr Rod Rothwell. Semester: 1. Classes: On-campus; external/distance mode. Assessment: Three assignments.
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

21 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, management skills and as well to master techniques that develop competence at the level of a beginning practitioner.

Clinical education is provided in a variety of settings reflecting the current trends for the profession concerned. The facilities include hospitals, government agencies, schools, community health centres, private health agencies, private practice, and on-campus clinics. The settings may be located in metropolitan and rural areas of New South Wales and, occasionally, interstate and overseas.

The timing and structure of clinical education will vary according to School preferences. Patterns include day-release programs during the semester, clinical simulation in the classroom, and periodic block placements.

Students should be aware of the patterns of clinical education for their course as the timing and structure of clinical education affect the exact length of courses and vacation time.

Arrangement of clinical education

Clinical education is arranged by negotiation between staff of the respective School, acting as clinical academics, and the directors of the individual clinical settings. The School negotiates the standard, type of experience, and number of student places to be offered. In most cases, formal agreements are signed between the University and the placement facility. In some instances, the arrangements are informal, reflecting the mutual dependency of health and education in providing academically and clinically competent health professionals to meet the challenges confronting them in delivering quality health services in a complex society.

Assessment of students

Students are expected to take an active responsibility for their own education by identifying their own learning needs, assisting the supervisor in planning and implementing the learning experiences, being familiar with and adhering to procedures and rules laid down by the University and the affiliating centre, and in evaluating their own performance. The clinical supervisor performs the role of teacher, facilitator, coordinator and professional role model. Supervision may be conducted by School staff, or by practitioners expert in their professional area. The nature of the assessment varies across Schools but usually 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 rales have implications for progression in the course and acceptance into the relevant profession after graduation.

Students should consult the relevant handbooks of their schools for such rules and details of the Clinical Education/ Fieldwork/ Professional Experience Program.

Students should note that the Faculty has resolved as follows: 'Candidates for any (degree, diploma or certificate) whose conduct or work towards their award is unsatisfactory may, on the recommendation of the Head of School concerned, be refused permission by the Faculty to undertake or continue the Clinical Educational Fieldwork/Professional Experience) component of their award.'

Policy on timing of clinical placements for non-standard students

Definitions

Non-standard students being defined as follows:

a) Students undertaking *Deferred Assessments* - students did not attend the entire units of study (UOS) because of extenuating circumstances and final assessment has been deferred because of misadventure or illness.

b) Students whose assessment is *Incomplete*- used for units commenced but not completed - eg, days may need to be made up

c) Students who are *repeating the unit because they have previously failed* - students have completed the unit of study but have not met the requirements to a pass level and have achieved a fail.

Policy (as passed at Faculty August 2000)

All students normally undertake clinical education placements according to the schedule published in the academic/clinical calendar of the Faculty handbook. All clinical placements are organised and approved by the clinical education team of the relevant School.

1. Placements for Incomplete and Deferred Assessments will be organised to be completed at the earliest opportunity and subject to availability.
2. Failure in any unit of study (academic or clinical) may affect the student's progression through the undergraduate program and potentially delay graduation.
3. Enrolment or re-enrolment in clinical education units of study for non-standard students is dependent on meeting all co- and prerequisites as well as avoiding a timetable clash with academic units of study and the scheduled clinical placement. Refer to Faculty Policy 1995 effective from 1.1.95 — Procedures to be Followed in Event of Refusing A Student Permission to Undertake or Continue Clinical Placement/ Fieldwork/Professional Experience in the Event of Unsatisfactory Conduct, Part 2 Guidelines for a Student to be Refused Permission to Undertake Clinical Education/ Fieldwork/Professional Experience Placement.

4. Students who have failed a clinical unit may be permitted to re-enrol in the unit at non-standard times, subject to availability of placements and at the discretion of the Clinical Academic and after all students with Deferred Assessments and Incompletes have been placed.

[Also refer to Rules Applying to Clinical Education above.]

Clinical practice dates

Please refer to clinical practice dates listed under each course.

Insurance coverage for students on fieldwork

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

Other relevant policies

The University has a personal accident policy covering postgraduate students against accidental bodily injury, providing death and capital benefits, as well as a weekly benefit whilst disabled. The Students'Representative Council of the University maintains a similar policy for undergraduates. If you require further information, please contact the Risk Management Office on (02) 9351 4127 or (02) 9351 2782.

Information on infectious diseases for students and clinical teachers

Infectious diseases are of concern to all those working in clinical 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 circular, 2002/97.

Vaccinations and advice are available through the University Health Service that operates a part time clinic at the Cumberland Campus (phone (02) 9351 9224 to make an appointment), or a full time service at the Camperdown Campus, [phone (02) 9351 3484 or (02) 9351 4095].

Information on this subject is available during orientation week and from www.unihealth.usyd.edu.au.edu.au/ Vaccination.htm, and www.health.nsw.gov.au/fcsd/rmc/cib/ circulars/2002/ (scroll to 97).

Further information about infectious diseases is available, in confidence, from the Faculty adviser, Ms Lynne Adamson, Associate Dean Clinical Education, phone (02) 9351 9510, or email l.adamson@fhs.usyd.edu.au.

Counselling support for students on clinical placements

Students who feel that they have any personal or family issues which may impact negatively on their performance on clinical placements should contact either their clinical academic for referral to the counsellor or may approach the counsellor at Cumberland directly. The counselling service at Cumberland is both free and confidential and students are encouraged to ask for help as early as possible before their placements begin. The Counsellor can also provide support for students already on placements who find they are having problems with after hours appointments or by phone. Typical problems for students on clinic include balancing work and family, stress, interpersonal relationships, supervisor - student relations, anxiety about the workplace etc. The Counsellor is located at Room A005 in A Block. Students wishing to make an appointment with the Counsellor can phone (02) 9351 9473, or Student Welfare Services reception (02) 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 system, are required to be subject to a criminal records check as a condition of gaining access to NSW Health Department facilities. Depending on the nature of the offence for which a conviction has been recorded, the NSW Department of Health has the right not to accept a health care student or worker for placement in the NSW health care system.

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 Administration, Cumberland as soon as possible after receipt. Student Administration will forward forms on to the NSW Department of Health for processing. Failure to return your form could mean non-acceptance by the NSW Department of Health for a placement to undertake clinical experience. *If you do not receive confirmation of criminal clearance within six weeks of* submitting the form, you are strongly advised to follow up with Student Administration, Cumberland to check if your form has been processed. Non-acceptance of a student under this policy could affect that student's academic progress. Accordingly, you are urged to contact the Faculty adviser if you have any concerns or if you wish to obtain a full copy of the NSW Department of Health's policy refer to NSW Department of Health circulars - 2000, at www.health.nsw.gov.au/fcsd/rmc/cib/ circulars/2000/ (scroll to 2000/69 - *nsw department of health policy on employment screening using criminal record checks).* Enquiries concerning this policy can also be directed to Faculty Adviser, Ms Lynne Adamson, Associate Dean Clinical Education, phone: (02) 9351 9510, or email l.adamson@fhs.usyd.edu.au.

The University is not involved in this checking process and it will not be given any information about students on whom an adverse criminal record report is made. This information will be retained by the NSW Department of Health, which is legally entitled to hold such records, and the NSW Department of Health will correspond directly with adversely affected students. The University, in consultation with the Students Representative Council (SRC), has established protocols to enable students affected by the policy to receive appropriate advice and support and, if necessary, to enable them to transfer their enrolment to another course. These protocols were implemented in 1998.

NSW Child Protection (Prohibited Employment) Act.

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

Broadly, the purpose of the Act is to regulate the employment of 'prohibited persons' in 'child-related employment'. Under the Act a 'prohibited person' is a person who has committed a serious sex offence. 'Child-related employment' means employment, paid or unpaid, which involves direct contact with children, where that contact is not directly supervised. **The Act specifically includes persons undertaking practical training as part of an educational or vocational course within its definition of employment.**

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

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

Further details can be obtained from NSW Commission for Children and Young People -Working with Children Check Web site, 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 Privacy and Personal Information Protection Act 1998. For further information, see NSW Department of Health circulars - 2000 at the Web site

www.health.nsw.gov.au/fcsd/rmc/cib/circulars/2000/ (scroll to 2000/62 - *NSW Health Privacy Management Plan).*

■ School of Applied Vision Sciences

The School of Applied Vision Sciences acknowledges the following for their support in the School's clinical education program.

Public hospitals

Metropolitan

Bankstown
Blacktown
Concord Repatriation General
Coorabel
Liverpool
Prince of Wales, Randwick
Royal North Shore Public Hospital
Ryde Rehabilitation and Geriatric Service
St George, Kogarah
Sydney Eye, Sydney
The Children's Hospital at Westmead
Westmead Centre
Western Sydney Development Disability Service, Marsden Campus

Country and interstate

Repatriation and General, Greenslopes Brisbane
Royal Brisbane

Community agencies and private organisations

Alice Betteridge School
Bondi Junction Laser Sight Centre
Campbelltown Community Health Centre
Central Sydney Area Health and Service
Child, Adolescent and Family Health Services, Glebe
Eye Associates, Sydney
Eye Institute, Chatswood
Eye Spy Australia Pty Ltd, Pagewood
Ingleburn Community Health Centre
Laser Sight Centre, Parramatta
Marsden Eye Specialists, Parramatta
Netwest Eye Centre, Blacktown
North Shore Eye Centre, St Leonards
Northern Eye Surgery, Hornsby
Penrith Community Health Centre
Royal Blind Society for NSW - Enfield, Newcastle and Canberra
Royal Far West Children's Health Scheme, Manly
Sebban Eye Centre, Warringah
Sydney Eye Specialist Centre, Kingsford
Wyong Eye Surgery

Private practitioners

M Awad, Y Makdissi - Dr S Franks
Drs C Baker, W Barnett and Moore - R Lang
Dr M Branley
Dr J Chau-Vo - M Karakaya
Dr Cohen - J Cumines
Dr J Downie - S El Khaled
DrPSDuke-FArdati
Dr M P Flaherty - R Lewarne
Drs A Flax, E Soicher - C Peterson
Dr I Goldberg
Dr THaymet-S Piatt
Dr K Herbstein
Dr G S Horowitz
Dr A Hunyor - A Pryke
Dr D McKay
Drs M Manku, C Joneshart, W Porter and C Challinor - P Britz
Dr F Martin-S Sutton
Dr P Martin - B Tsibiridis
Dr C N Moshegov
Drs P Myers, K Sindhu - S Dawson
Dr R Rawson - M Pourzimal
Dr A Rosenberg - Y Pham-Vu
DrDSharota-DDinh
Dr J Smith
Dr M Steiner - R Davis
Dr M Wei-S Hooper
Dr S Wine-A Coyne

■ School of Behavioural and Community Health Sciences

The School of Behavioural and Community Health Sciences wishes to acknowledge the following organisations for their contribution to the field experience in the Bachelor's degree, Graduate Diploma and Master's degree courses in Rehabilitation Counselling.

Public hospitals and community health services

Metropolitan

Bankstown-Lidcombe Hospital
Blacktown Mental Health Team
Blue Mountains Area Health Service
Botany Community Health Centre, Mental Health Team
Chatswood Mental Health Outreach Team
Eastern Sydney Area Health Service, The Centre, Leichardt
Glebe Community Health Centre
Granville Mental Health Rehabilitation Service
Herbert St Drug and Alcohol Services
Hornsby Kuring-gai Hospital- Drug and Alcohol Services
Liverpool Hospital Brain Injury unit
Manly Hospital Mental Health Rehabilitation
Merrylands Community Health Centre
Penrith Living Skills Centre
Prince Henry Hospital
Royal North Shore Hospital
Royal North Shore Hospital Pain Clinic
Royal North Shore Sexual Health Clinic
Royal Prince Alfred Hospital - Detoxification Services
Ryde Hospital and Community Health Services
St George Hospital and Community Health Services •
St Joseph's Hospital, Auburn
St Vincent's Hospital
St Vincent's Hospital Pain Management
Sydney Hospital Sexual Health Clinic
The Children's Hospital at Westmead
Westmead Hospital Brain Injury unit
Westmead Hospital Volunteers Program

Country

Alcohol and Drug Program, Canberra
Coffs Harbour Drug and Alcohol unit
Coledale Hospital, Coledale ,
Cooma Community Health Centre, Mental Health Team
Mental Health Association, Qld
Morrisett Hospital
Southwest Brain Injury Rehabilitation Service, Albury
Tamworfh Base Hospital

Private hospitals

'Carrawan-a' Brain Injury unit, St John of God Hospital, Goulburn
Lady Davidson Hospital
Royal Rehabilitation Centre, Sydney Occupational Rehabilitation unit
St Edmonds Private Hospital

Commonwealth government departments and agencies

CRS Australia

Metropolitan

Ashfield; Bankstown; Blacktown; Chatswood; Darlinghurst; Dee Why; Epping; Fairfield; Granville South; Granville Vocational unit; Hurstville; Liverpool; Maroubra; Miranda; Mt Druitt; Parramatta; Richmond; Rockdale.

Country and interstate

Albury; Armidale; Bathurst; Dubbo; Gosford; Katherine; Lismore; Maitland; Maroochydore, Qld; Melbourne; Moree; Newcastle; Orange; Port Macquarie; Queanbeyan; Southport, Qld; Tamworth; Toowong, Qld; Wollongong; Wyong.

Community agencies and private organisations

Metropolitan

'Bedrock' Radio
Accent Rehabilitation Services
Action for Citizens with Disabilities, St Ives
Active Employment Parramatta
Active Occupational Health Services, Penrith
AMP Insurance
Amputee Association, Greenacre

ANCORW, Auburn
Anglicare Youth Services
ARAFMI
Assertive Recovery in the Community, Chatswood
Australia Post
Australian Injury Management, Granville
Australian Quadriplegic Association, Matraville
Autism Association of NSW
Barnardos
Bates Drive Special School
Bidwell Refuge
Blacktown City Mental Health Centre
Bosnian Information and Welfare Centre, Lidcombe
Breakthru Personnel
Bridgeway House, North Parramatta
Buckingham House, Surry Hills
Burwood City Council
CARE Nautilus Project, Croydon
Carlton House, Peakhurst
Centacare
Challenge Employment
Clarke Saunders Psychological Services, Parramatta
CMS Rehabilitation, Bankstown
Cobham Juvenile Justice Centre, St Marys
Coles MyerPty Ltd
Combrook Pty Ltd
Community Outreach Ministries, Youthline
Congruence, Abbotsford
Corporate Rehabilitation Services, Parramatta
Crowle Foundation
Deaf Society of NSW
Department of Community Services
Department of Corrective Services
Durossil Challenge Foundation, Merrylands
Eastern Suburbs Learning Centre
Epilepsy Association
Flintwood Disability Services, Westmead
GROW
House in the Park, Wahroonga
House With No Steps, Alstonville
ICLA, Bondi
IMAC, Pennant Hills
Inala, Cherrybrook
Injury Management Assist, Liverpool
IPC Employment, Cabrammatta
Job Support Inc Kingstown; Blacktown
JobMatch, Parramatta
Juvenile Diabetes Foundation, St Leonards
Juvenile Justice Department
L'Arche Society, Burwood
Life After Prison Inc, North Parramatta
Lotus Glen Correctional Centre
Lou's Place, Kings Cross
McDonalds Australia
MEND Rehabilitation Services, Glebe
Mission Employment - Mt Druitt; Penrith; Blacktown; Brookvale; Punchbowl
Motor Accident Authority
Multiple Sclerosis Society, Lidcombe
Muluwa Correctional Services
Natcover, Sydney City
North Rocks School for Deaf and Blind Children
North West Disability Services, Baulkham Hills
Northern Beaches Interchange, Warriewood
NOVA Employment, St Marys
NSW Ambulance Service
NSW Correctional Services
NSW Fire Brigade
NSW Police Service
Occupational Health Professionals, Wetherill Park
Odessey House
Ozanam
Paraquad, Homebush
Pecky's
People With Disabilities, Stawberry Hills
Pindari Centre
PRA, Harris Park
PRA, Redfern
QANTAS
QBE Insurance
Re-Employ, Liverpool
Rehab. Management Australia, Parramatta
Reiby Juvenile Justice Centre, Campbelltown
Resolutions, Glebe
Roger Q Enterprises, Dural
Royal & Sun Alliance Insurance
Royal Blind Society, Burwood
STEPS Employment, Chatswood
School for Children with Autism - Peakhurst; Wetherill Park
SEE Foundation, Westmed
Silverwater Gaol
Silverwater Work Release Correctional Centre
Star City Casino
STARTTS, Fairfield
State Transit Authority
Sydney Employment Development Service
Syd-West Personnel, Parramatta
Sylvania Children's Respite
The JUM, Salvation Army, Parramatta
The Langton Centre, Surry Hills
The Salvation Army - Joblink
The Spastic Centre
The Spastic Centre, CASS, Brookvale
Unilever, Ryde
University of New South Wales
Victims of Crime, Sydney City
Victims Veterans Counselling Service, Parramatta
Vincentia Day Village
Vocational Capacity Centre, North Sydney
Wangee Park Special School, Lakemba
Wesley Life Skills: Bankstown, Croydon Park, Granville, Petersham
Wesley Mission, Wesley Disability Support Services
Wesley Street Smart Youth Services, Haymarket
Westworks, Penrith
Women at Work
Work Directions Parramatta
Work Directions Sydney
Work Focus Australia, Newtown
Work Right
WorkCoverNSW
Workers' Health Centre, Granville
Yasma Juvenile Justice Centre, Haberfield
Youth Reach, DeeWhy
Zurich Insurance

Country and interstate

ABI Community Access Team, Gosford
ACROD, Cabarita
AW Workwise, Newcastle
Blue Mountains Disability Services, Springwood
CHESS, Coffs Harbour
CMS Rehabilitation, Newcastle
Combrook - Geelong; Melbourne
Essential Personnel, Nowra
Gulmarrad Public School, Gulmarrad
Headway Tasmania
Hill Street Occupational Rehabilitation Service, Gosford
IDAFE, Port Macquarie
ISIS Primary Care, Victoria
Joint Coal Board, Singleton
Kamiera Farm, Wyong
Lismore Skills Centre
Lotus Glen Correctional Centre, Mareeba Qld
McLean High School
Mission Employment Katoomba
Murrumbidgee & District Occupational Health & Rehabilitation Service, Gundagai
Overseas International Sports Training Camp
ParaMeadows, Wollongong
Peel Valley Training and Employment, Tamworth
PEP Gosford
PEP Wyong
Royal Blind Society, Orange
Smart Rehabilitation, Wollongong
Success at Work, HobartTAS
The Leisure Company, Wagga Wagga
The Victorian Rehabilitation Centre, Glen Waverly
Triple Care Farm, Robertson
West Kempsey Public School, West Kempsey
Work Ability Personnel, Bega
Workcover Bundaberg, Qld
Workcover Gympie, Qld

Workways, Canberra
Overseas
Overseas International Sports Training Camp

■ School of Communication Sciences and Disorders

The School of Communication Sciences and Disorders wishes to acknowledge the contributions to the clinical education and fieldwork programs December 2001 - December 2002 of the following agencies.

Public hospitals

Metropolitan
Bankstown/Lidcombe Hospital
Blacktown/Mt Druitt Hospital
Braeside Hospital
Camden Hospital
Concord Hospital
Hornsby Kuringai Hospital
Lady Davidson Hospital
Liverpool Head & Neck / BIU
Liverpool Hospital
Lottie Stewart Hospital
Nepean Hospital
Prince of Wales Hospital
Royal North Shore Hospital, St Leonards
Royal Prince Alfred Hospital
Royal Ryde Rehabilitation Service
Ryde Hospital
Ryde Brain Injury Unit
St George Hospital, Kogarah
St Josephs Hospital, Auburn
St Vincent's Hospital
St Vincent's Sacred Heart Rehabilitation
Sutherland Hospital
Sydney Children's Hospital
War Memorial Hospital, Waverley
The Children's Hospital at Westmead
Westmead Brain Injury Unit
Public Hospitals
Country / interstate
Albury Base Hospital
Armidale CHC / Hospital
Belmont Hospital
Blue Mountains District Hospital
Cairns Base Hospital
Coff's Harbour Hospital
Kurri Kurd Hospital
Lourdes Hospital, Dubbo
Maitland Hospital
Manning Base Hospital, Taree
Orange Base Hospital
Port Kembla Hospital
Port Macquarie Hospital
Royal Hobart Hospital
Shoalhaven District Memorial Hospital
St Vincent's Hospital, Robina QLD
Tamworth Base Hospital
Woy Woy Hospital
Wyong Hospital
Community Health / NSW, Country, Interstate
Alice Springs Community Health Centre
Bega Community Health Centre
Burwood Child Adolescent & Family Health
Central Coast Health
Child Health Development Service, ACT
Dubbo Community Health Centre
Hurstville Community Health Service
Kiama Community Health Service
Lower Nth Shore Child & Health Service
Merrylands Community Health Centre
Mullumbimby Community Health Centre
Rockdale Community Health Centre
Rosemeadow Community Health Centre
Royal South Sydney Community Health Centre
Ryde-Hunters Hill Health
St Clair Community Health Centre
Sylvania Community Health Centre
Tweed Heads Community Health Centre
Department of Aging Disability and Homecare (DADHC)
Blacktown DADHC
Campbelltown DADHC
Katoomba DADHC
Penrith DADHC
Metro-West Residences DADHC
Mt Druitt DADHC
Community Agencies and Private Organisations
Autism Association
Alice Betteridge School, North Rocks
Cairns Child & Development Unit
Dalwood Assessment Centre
Kids Cottage
Kintore Community Services, NT
Leichhardt Disability Services
Spastic Centre of NSW
Speech Pathology Services, NT
The Children's Cochlear Implant Centre

Other organisations
Broderick / Gillawama Special School
Mater Dei Special School
Regina Coelli Primary School
Shepherd Centre, NSW
Smithton Primary School, TAS
Spastic Centre Rural Outreach Team
St Joseph's Primary School
St Mary's Star of the Sea Primary School

■ School of Exercise and Sport Science

The School of Exercise and Sport Science would like to acknowledge the cooperation and support of the following institutions in the School's practicum program.

Public hospitals

Balmain Hospital
Concord Hospital
Lady Davidson Hospital
New Children's 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 Drag 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, The 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
RTACrashlab
Sport Nutrition
Sports Focus
Sports Medicine Australia (NSW Branch)
Sydney Academy of Sport
Sydney City RLFC
Sydney University Women's Sports Association
Workcare Medical

■ School of Health Information Management

The School of Health Information Management acknowledges the cooperation and support of the following institutions in the School's professional experience program.

Public hospitals

Metropolitan
Balmain Hospital
Bankstown Hospital
Blacktown District Hospital
Blacktown/Mt Druitt Health, Mt Druitt Campus
Canterbury Hospital
Cumberland Hospital, Parramatta
Fairfield District Hospital
Hawksbury Hospital, Windsor
Hornsby Ku-Ring-Gai Hospital.and Area Health Service
Liverpool Hospital
Macarthur Health Service
Manly Hospital and Community Health Services
Mona Vale Hospital
Nepean Hospital Penrith
Prince of Wales Hospital, Randwick
Repatriation General Hospital, Concord
Royal Hospital for Women, Paddington
Royal North Shore Hospital, St Leonards
Royal Prince Alfred Hospital, Camperdown
Royal Ryde Rehabilitation Centre
Ryde Hospital and Ryde-Hunters Hill Area Health Service
Sacred Heart Palliative Care Service
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 Children's Hospital, Randwick
Sydney Hospital & 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
Camden 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
Lithgow Hospital
Orange Base Hospital
Pambula Hospital
Port Macquarie Base Hospital
Princess Alexandra Hospital, Brisbane
Royal Darwin Hospital
Royal Newcastle Hospital
Royal Women's Hospital, Brisbane
The Canberra Hospital
Wollongong Hospital
Overseas
Hospital Authority, Hong Kong
North District Hospital, Hong Kong
Prince of Wales Hospital, Hong Kong
Princess Margaret Hospital, Hong Kong
Queen Elizabeth Hospital, Hong Kong
Queen Mary Hospital, Hong Kong
Royal Cornwall Hospital, United Kingdom
Singapore General Hospital

Private hospitals and nursing homes

Holroyd Private Hospital
Hurstville Community Cooperative, Hurstville
Illawarra Private Hospital
Kareena Private Hospital
Newcastle Mater Hospital, Waratah
North Shore Private Hospital
St George Private Hospital
St Margaret's Private Hospital, Darlinghurst
St Vincent's Private Hospital, Darlinghurst
Strathfield Private Hospital
Sydney Adventist Hospital, Wahroonga
The Hills Private Hospital
The Poplars Hospital, Epping
The Scottish Hospital, Paddington

Government departments and agencies

Central Cancer Registry
Central Coast Area Health Service, Gosford
Central Sydney Health Service, Camperdown
Central West Regional Office, Peak Hill
Cumberland Developmental Disability Service
Department of Community and Health Services, Hobart
Department of Health (NSW), Health Statistics Unit
Hunter Area Health Service, Newcastle
Long Bay Prison Complex
National Centre for Classification in Health
North Coast Regional Office, Lismore
Northern Sydney Area Health Service, St Leonards
Orana and Far West Regional Office, Dubbo
South East Regional Office, Goulburn
South West Regional Office, Wagga
STARTTS

Other organisations

3M Health Care Group
Commonwealth Bank Health Care of Australia
Health Information Management Association of Australia, North Ryde
Medical Benefits Fund of Australia
NHMRC Clinical Trials Centre, The University of Sydney
Prime Care Pty Ltd
Rolls Manufacturing, Castle Hill
Startts-Fairfield
The Simpson Centre for Health Service Innovation
Veterinary Teaching Hospital, The University of Sydney

■ School of Medical Radiation Sciences

The School of Medical Radiation Sciences would like to recognise the following clinical centres for their invaluable assistance in the clinical education program.

Diagnostic Radiography

Adelaide Women & Children's Hospital
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
Bondi Junction Radiology
Border Medical Imaging - Albury Base Hospital
Border Medical Imaging - 3 Ramsay PI. Albury
Bourke District Hospital
Bowral Hospital
Brisbane Waters Hospital Radiology
Broken Hill Health Service
Bulli District Hospital
Cabramatta X-Ray Centre
Cairns Base Hospital
Calvary Hospital
Canberra Imaging Group, Belconnen
Canberra Imaging Group, Erindale
Canberra Imaging Group, Garran
Canberra Imaging Group, John James Hospital
Canberra Imaging Group, Queanbeyan
Canterbury District Hospital
Castlereagh Imaging, Windsor
Castlereagh Radiology, Brookvale
Castlereagh Radiology, Mt Druitt
Castlereagh Radiology, Tamworth
Central Coast Radiology
Central Queensland Medical Imaging
Central Sydney Imaging Ashfield
Central Sydney Imaging Newtown
Cessnock District Hospital
City Medical Imaging
Clarence Valley Imaging
Coffs Harbour Base Hospital
Coffs Harbour Radiology
Concord Repatriation General Hospital
Dee Why X-ray and CT
Dr Glenn & Partners Medical Imaging
Dr Jones & Partners, Adelaide
Dr Rush, Taylor & Partners Hobart
Dubbo Base Hospital
Eastwood X-Ray Centre
Erina Radiology
Fairfield District Hospital
Fairfield X-Ray
Frenchs Forest X-ray & CT
Geelong Hospital
Gold Coast Hospital
Gosford District Hospital
Goulburn Base Hospital
Grafton Base Hospital
Greenslopes Private Hospital
Hawkesbury Hospital
Hornsby & Ku-ring-gai Hospital
Hunter Imaging Group
Hunter Imaging Group, Broadmeadow
Hunter Imaging Group, Cardiff
Hunter Imaging group, Maitland
Hunter Imaging Group-Nelson Bay
Hurstville Imaging Centre
Illawarra Radiology
Illawarra Radiology Corimal
Ipswich Hospital
John Flynn Hospital
John Hunter Hospital
John James Hospital
Kalgoorlie Regional Hospital
Kempsey District Hospital
Launceston General Hospital
Lismore Base Hospital
Lithgow Integrated Health Facility
Liverpool Hospital
Logan Hospital
Macarthur Diagnostic Imaging
Macarthur Health Service, Campbelltown
Maitland Hospital
Manly District Hospital
Manly Radiology & CT
Manning Base Hospital
Manning Valley Medical Imaging
Maroubra Medical Imaging Centre
Marrickville Diagnostic Centre
Maryborough Base Hospital
Mater Imaging
Mater Private Hospital, Townsville
Mayne Health Diagnostic Imaging Bankstown
Mayne Health Diagnostic Imaging Campsie
Mayne Health Diagnostic Imaging Castle Hill
Mayne Health Diagnostic Imaging Kareena
Mayne Health Diagnostic Imaging Merrylands
Mayne Health Diagnostic Imaging Miranda
Mayne Health Diagnostic Imaging Noosa
Mayne Health Diagnostic Imaging North Gosford
Mayne Health Diagnostic Imaging Sunshine Coast X-Ray & Imaging
Mayne Health Diagnostic Imaging Sutherland
Mayne Health Diagnostic Imaging Wetherill Park
Mayne health Diagnostic Imaging, Eastwood
Mayne Health Diagnostic Strathfield Imaging Centre
Mona Vale Hospital
Moree Plains Health Service
Mt Alvemia Mercy Hospital Bendigo
Mt Druitt Hospital
Mudgee Health Service
Mudgee Radiology
Murwillumbah Hospital
National Capital Diagnostic Imaging, Deakin
National Capital Diagnostic Imaging, Tuggeranong
National Capital Diagnostic Imaging, Woden
Nepean Hospital
Nepean Private Hospital
New Campsie Radiology
North Coast Radiology
North Shore Radiology
North West Radiology - Castle Hill
North West Radiology, Blacktown
North West Radiology, Eastwood
North West Radiology, Hornsby'
NorthWest Imaging, Westmead
Northwest Regional Hospital, Burnie
Nowra Community Hospital
Orana Radiology
Orange Base Hospital
Parramatta Diagnostic Imaging
Pennant Hills Diagnostic Centre
Penrith Imaging
Penrith Imaging (2)
Port Macquarie Base Hospital
Primary Diagnostic Imaging
Prince Charles Hospital
Prince of Wales Hospital and Childrens
Queanbeyan District Hospital
Queens Medical Centre
Queensland X-ray Services Parkhaven Medical Centre
Rayscan Imaging Burwood
Rayscan Imaging, Fairfield
Rayscan Imaging, Liverpool
Rayscan Imaging, The Hills
Rayscan Mudgee X-Ray
Redcliffe Hospital
Regional Imaging Limited (Albury/Wodonga)
Rockhampton Hospital
Royal Hobart Hospital
Royal Adelaide Hospital
Royal Brisbane Hospital
Royal Melbourne Hospital
Royal North Shore Hospital
Royal Perth Hospital
Royal Prince Alfred Hospital
Rush Taylor & Partner
Ryde Hospital
Shellharbour District Hospital
Shoalhaven District Hospital
Shoalhaven Medical Centre
South Coast X-ray
Southern Radiology - Miranda
St George Hospital

St George Private Hospital Imaging Complex
St George Private Radiology
St John of God Geelong
St Vincent's Hospital
St Vincents Launceston
St Vincent's Private Hospital
Sutherland Hospital
Sydney & Sydney Eye Hospitals
Sydney Adventist Hospital
Sydney CT& MR
Sydney X-ray, Maroubra
Tamworth Base Hospital
The Canberra Hospital
The Children's Hospital at Westmead
The Hills Private Hospital
The Townsville Hospital
Toowomba Hospital
Townsville General Hospital
Tweed Heads District Hospital
Ultrascan Auburn
Ultrascan Campbelltown
Ultrascan Liverpool
Ultrascan Mt Druitt
Wagga Base Hospital
Wagga Medical Imaging
Westmead Hospital
Whistler Radiology Moruya
Wollongong Hospital

Nuclear Medicine

Bankstown-Lidcombe Hospital
Brisbane Waters Nuclear Medicine
Burwood Nuclear Medicine Diagnostic Centre
Camden Nuclear Medicine
Campsie Nuclear Imaging
Canberra Imaging Group
Canterbury Bankstown Nuclear Imaging
Coffs Harbour Nuclear Medicine
Concord Repatriation General Hospital
Dee Why Nuclear Medicine
Dubbo Private Hospital
Gosford Nuclear Medicine
Hobart Isotope Imaging
Holy Spirit Medical Imaging
Hornsby Ku-Ring-Gai Hospital
Hornsby Ku-Ring-Gai Nuclear Medicine
Illawarra Regional Hospital
JohnFlynn Hospital
John Hunter Hospital
Kanwal Nuclear Medicine
Liverpool Hospital
Mayne Health Diagnostic Imaging - Port Macquarie
McCarther Nuclear Medicine,..
National Capital Diagnostic Imaging
Nepean Hospital
Newtown Diagnostic Nuclear Medicine
Newtown Nuclear Medicine and Diagnostic Ultrasound
North Coast Nuclear Medicine
North Coast Radiology
North Shore Private Hospital
Nuclear Medicine and Ultrasound Associates Group
Orange Base Hospital
Royal Adelaide Hospital
Royal Brisbane Hospital
Royal North Shore Hospital
Royal Perth Hospital
Royal Prince Alfred Hospital
Shoalhaven Nuclear Imaging
South West Nuclear Medicine Group
St George Nuclear Imaging
St George Private Hospital and Medical Centre
St Vincent's Hospital
Sutherland Nuclear Medicine
Sydney Adventist Hospital
Tamworth Hospital
The Canberra Hospital
The Children's Hospital at Westmead
The Prince of Wales Hospital
The Ryde Medical Centre
The St George Hospital
Wagga Medical Imaging
Western Nuclear Medicine Group
Westmead Diagnostic Imaging
Westmead Hospital
Wollongong Nuclear Medicine

Radiation Therapy

Central Coast Radiation Oncology
East Coast Cancer Care, John Flynn Radiation Oncology
Illawarra Cancer Care Centre, Wollongong Hospital
Launceston General Hospital
Liverpool Hospital
Mater Misericordiae Hospital
North Queensland Oncology Services, Tow nsville
Peter MacCallum Cancer Institute
Prince of Wales Hospital
Radiation Oncology Associates P/L - Mater Misercordiae Hospital
Radiation Oncology Network - Nepean campus
Radiation Oncology Network - Westmead campus
Riverina Cancer Care Centre
Royal Adelaide 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 Hospital
Sydney Radiotherapy and Oncology Centre - Sydney Adventist Hospital
The Canberra Hospital

■ School of Occupation and Leisure Sciences

The School of Occupation and Leisure Sciences wishes to acknowledge the following organisations for their contribution to the 2002 fieldwork program for its students in the Bachelor of Applied Science (Leisure and Health) and the Bachelor of Applied Science (Occupational Therapy) courses.

Metropolitan

Accent Rehab
Access Australia
Active Health & Safety
Active Solutions
Alice Betteridge School
All OT & Rehab
Allowah Babies Hospital
Alwyn Rehabilitation Hospital
Alzheimers Association
Anglican Retirement Village
Arthritis Foundation
Assertive Community Treatment Team
Assertive Recovery In The Community
Auburn Hospital
Australian Soccer Federation
Autumn Lodge Village
Balmain Hospital
Banksia House
Bankstown CHC
Bankstown Handicapped Children's Centre
Bankstown Lidcombe Hospital
Beaumont Road School
Beechwood Nursing Home
Beecroft Nursing Home
Belmore Nursing Home
Belrose Country Club
Benevolent Society
Berkeley Vale Private Hospital
Bethel Nursing Home
Birdwood Road Day Care Centre
Blacktown City MH Service
Blacktown Community Services Centre
Blacktown Hospital
Bosley Park Nursing Home
Bowral CHC
Braeside Hospital
BRATS
Bridgeway House
Brookvale Early Intervention Centre

Buckingham House
Bunganibee House
Calvary Hospital
Camden Hospital
Campbelltown Hospital
Campbelltown MH Service
Canterbury AC AT
Canterbury Hospital
Cardinal Gilroy Village
Centacare Early Intervention Team
Central Sydney Area Occupational Therapy in MH
Central Sydney Community Drag & Alcohol Service
Chalmers Road School for Specific Purposes
Citizen Advocacy
Cobham Juvenile Justice
Commonwealth Government Departments and Agencies
Commonwealth Rehabilitation Service
Community Services Centre
Concord Hospital
Cromehurst Special School
Croydon Living Skills Centre
Cumberland Hospital
Cumberland Prospect Disability Service
Dalcross Private Hospital
Delmar Private Hospital
Department of Community Services
Department Veteran Affairs
Des Renford Aquatic Centre
Developmental Disability Service
Dixson Unit - Ryde Rehabilitation Unit
Doherty Centre
Dorothy Henderson Lodge
Early Intervention Team
Eastern Respite and Recreation
Eastern Suburbs Private Hospital
Ella Community Centre
EppingYMCA
Eversleigh Hospital
Evesham Clinic
Fairfield City Council
Fairfield-DOCS
Fairfield Hospital
Fairfield Rehab Centre
Fisher Road Special School
Glebe Community team
Gowrie Village
Greenhouse The
Greenwich Hospital
Greystanes Children's Homes
Halinda School
Hand in Hand Mercy Family Centre
Head East
Headway
Hills Community Health Centre
Holdsworth Street Community Centre
Holroyd Peer Support
Hopewood Health Resort
Homsby Ku-ring-gal Hospital
Hurstville - DOCS
Independent Living Centre
Injury Management Assist
Injury Management Rehabilitation
Inner West Disability Services
IRS Total Injury Management
James Milson Nursing Home
Jewish Welfare
Job-Support Incorporated
John Williams Therapy Centre
Kalinda Living Skills
Kalparrin - Concord Hospital
Karonga School
Kathleen York House
Lady Davidson Hospital
Learning Links
Leichhardt Disability Service
Lets go Surfing
Links to Learning
Liverpool Health Service
Liverpool Hospital
Liverpool Leisure Club
Lottie Stewart Hospital
Macarthur Home Modifications
Macarthur Paediatric OT
Maclean CHC - Maclean Hospital
Macquarie Hospital
Mandy Shapiro - Private Practice
Manly Hospital
Manly Hospital - East Wing
Margi McMaster - Private Practice
Marrickville CHC
Matuscka OT Service
MEND
Mental Illness Education Australia
Metro South Disability Services
Metropolitan Rehabilitation Hospital
Michelle Arundle - Private Practice
Mona Vale Hospital
Mosman Day Centre
MtDruittCHC
Mt Druitt Hospital
Mt Wilga Hospital
Mulawa
Multiple Sclerosis Society of NSW
Myrtle Cottage
Narrabeen Sport & Recreation Centre
Nepean Hospital
Neringah Hospital
Network of Community Activities
Newtown Neighbourhood Centre
North Shore Recreation Network
North Sydney Council SUPS Team
North West Disability Services
Northcott Society
Northhaven Retirement Village
NSW Department of Sport & Recreation
NSW Rugby Union
Occupational Therapy for Kids
Occupational Therapy Helping Children
Occupational Therapy for Students and Schools
OHS Solutions
OTECS
Pacific Hills Special School
Pain In The Grass
Parkinson's Association
Peakhurst High School
Peakhurst Retirement Village
Pecky's Playground
Penrith Community Services Centre
Pioneer Clubhouse
Prader Willi Association
Prairewood CHC
Prince Henry Hospital
Prince of Wales Hospital
Progressive Employment Personnel
QBE Worker's Compensation
Quadraplegic Association
Qualitec Ltd
Quamby Detention Centre
QueensciffCHC
Rachel Foster Hospital
Randwick Public School Vacation Care Program
Recovre
Red Cross
Redfern CHC
Re-Employ
Rehab Management
Rehab Dynamics
Residential Support Service
Restart Consulting
ROADDS
Robertson Nursing Home
Ronald MacDonald House
Roselands Sports & Aquatic Centre
Royal Alexandra Hospital for Children
Royal Blind Society
Royal North Shore Hospital
Royal NSW Institute for Deaf and Blind
Royal Prince Alfred Hospital
Royal Rehabilitation Centre
Rozelle Hospital
Rydalmere Centre
Ryde Community MH Service

Ryde Health Promotion
Ryde Hospital
Salvation Army - The Collaroy Centre
SCEGGS Redlands Primary
Schizophrenia Fellowship
Shalom Hostel and Nursing Home
Sir Eric Woodward Special School
South Sydney CHC
South West Hand Therapy
Southcare
Southern Sydney Therapy Centre
Springwood CHC
St Basils Homes
St Catherine's Villa
St George Community Services Centre
St George Division of MH
St George Hospital
St Joseph's Hospital
St Vincent's Hospital
St Ives YMCA
St Mary's Community Health
Starlight Foundation
STARTT'S
Stepping Stone House
Studio Artes
Sultan Lalani - Private Practice
Sunnyfields
Supported Accommodation
Susan Lowe - Private Practice
Sutherland Hospital
Sutherland Leisure Centre
Sutherland Shire Council
Sydney Academy of Sport
Sydney Eye Hospital
Sydney University Sports & Aquatic Centre
Sylvania CHC
Sylvanvale School
Technical Aid to the Disabled
Ted Noffs Foundation
The Autistic Association
The Children's Hospital at Westmead
The Clubhouse
The Greenhouse
The Health Club
The Hills Special School
The Maroubra Centre
The Spastic Centre
The-Whitlam Centre
Tom O'Neill Centre
Total Rehabilitation Service
VeiriBarnett School
Wahroonga Rehab Service
War/Memorial Hospital
Wareemba Community Living
Warringah Council
Waverley CHC
Waves Aquatic & Fitness Centre
Wesley Mission
Wesley Private Hospital
Wesley Retirement Village
Westmead Hospital
Whalan School
Willoughby Leisure Centre
Willyama Cottage (Westmead Hospital)
WIMS
Work Solutions
Workcare Medical
Workcase
Workcover
Workfocus Australia

Country and interstate

ACT MH Services
Adolescent & Adult CHC - NT
Aged & Disability Team for East Arnhem
Aged Care Advisory Service - Wagga Wagga
Aged Care Assessment Team - Kurri Kurd
Alfred Hospital - Prahran
Armidale & New England Hospital
Ballina Hospital
BathurstACAT
Bathurst Base Hospital
Bathurst Brain Injury Unit
BegaCHC
Belconnen Health Centre -ACT
Belmont District Hospital
Berkley Vale Private Hospital
Bloomfield Hospital - Orange
Blue Mountains District Health Service
Bowral CHC
Broken Hill Hospital
Byron Bay and Mullumbimby CHC
Byron Bay Primary Health Centre
Calvary Hospital - ACT
Canberra Hospital - ACT
Canberra PCYC-ACT
Caufield Hospital-VIC
Central Coast Area Health Service
Cessnock/Kurri Kurri Hospital
Child Health & Development Centre - Tuggeranong
Coastlink Respite Centre -
Coffs Harbour Base Hospital
Coledale District Hospital
Commonwealth Rehabilitation Service - Southport
Community Programs Incorporated - Grafton
Cooma Hospital
Cowra District Hospital
Cyprus Lakes Resort
David Berry Hospital -
DOCS-Bowral
Dubbo Base Hospital
Dubbo CHC
Dubbo DOCS
Edmund Rice Camps - Mulgoa
Eurobodalla Community Health - Moruya
Family Links - Wagga Wagga
Forbes District Hospital
Forster CHC
Geraldton Health Service - WA
Giant Steps - Launceston
Glengarry Campus - Kangaroo Valley
Gold Coast Hospital - QLD
Gosford Hospital
Goulburn Base Hospital
Hamilton Base Hospital
Homeleigh Rehab Centre - Wollongong
Hunter Residences - Newcastle
Hunter Rural ACAT - Newcastle
Illawarra Brain Injury Service - Wollongong
Illawarra Child Development Centre -Wollongong
Independent Living Centre - ACT
Interact Injury Management - Bathurst
IRS Total Injury Management - Orange
James Fletcher Hospital - Newcastle
Jocelyn White - Wagga Wagga
John Hunter Hospital - Newcastle
Joint Coal Board - Newcastle
Karabar CHC - Queanbeyan
Kempsey Hospital
Kiama Hospital
Kingswood Community Care
Launceston Hospital
Lismore Community Mental Health Team
Lithgow Health Service
Lourdes Hospital - Dubbo
MandurahCHC-WA
Mercy Care Centre -Young
Mercy Hospital - Albury
Moore Options-ACT
Morisset Hospital
Moruya Hospital
Murwillumbah Hospital
Narribri Health Service
Nelson Bay CHC
Newcastle Hospital
North Gosford Private Hospital
Occupational Therapy Services Singleton
Orange Base Hospital
Parkes CHC
Peninsula Health Rosebud Hospital -VIC
Pilbara Development Commission -WA
Port Kembla Hospital
Port Macquarie Base Hospital

Port Macquarie CHC
Professional Injury Management - Port Macquarie
Project Hahn lnc-TAS
Ramsay Professional Services - Coffs Harbour
Rankin Park Unit - Newcastle
Rosebud Hospital -VIC
Royal Darwin Hospital - NT
Royal Hobart Hospital - TAS
Royal Newcastle Hospital
Rural Health Department - Wagga Wagga
Sheraton Mirage - QLD
Sheraton Port Douglas - QLD
Shoalhaven District Memorial Hospital
Southern Area Brain Injury Service
Southwest Health Care - VIC
Springwood CHC
St Giles School - Launceston
St Vincent's Hospital - Lismore
Taniworth Base Hospital
Taree CHC
The Golden Door - QLD
Total Recreation-NT
Upper Hunter CHC
Wagga Wagga Base Hospital
Wellington CHC
Wollongong Hospital
Workability Post School Options - Bega
Workplace Solutions QLD
Wreck Bay CHC

Overseas

Dipartmento di Salute Mentale - Trieste, Italy
Alexandra Hospital - Singapore
Leith Social Work Centre - UK
Richmond Royal Hospital - UK
Middlesex Hospital - UK
YMCA Camp Marston - USA

■ School of Physiotherapy

The School of Physiotherapy wishes to acknowledge the vital function performed by physiotherapists who undertake the clinical education of its undergraduate students. These clinical educators are located in clinical units in New South Wales and interstate.

Public hospitals

Metropolitan

Auburn Hospital
Balmain Hospital
Bankstown-Lidcombe Hospital
Blacktown Hospital
Blue Mountains District Anzac Memorial Hospital
Braeside Hospital
Community Rehabilitation and Geriatric Services, Kogarah
Camden Hospital
Campbelltown Hospital
Canterbury Hospital
Concord Repatriation General Hospital
Fairfield Hospital
Greenwich Hospital
Hornsby Ku-Ring-Gai Hospital and Area Health Service
Lady Davidson Hospital, North Turramurra
Liverpool Health Service
Manly Hospital and Community Health Service
Mt Druitt Hospital
Mona Vale Hospital
Nepean Hospital
Prince Henry Hospital, Little Bay
Prince of Wales Hospital, Randwick
Royal Hospital for Women, Randwick
Royal North Shore Hospital, St Leonards
Royal Prince Alfred Hospital, Camperdown
Royal Prince Alfred Hospital, Institute for Rheumatology & Orthopaedics
Royal Prince Alfred Hospital, Sleep Disorder Unit
Royal Rehabilitation Centre, Sydney
Royal Rehabilitation Centre, Dixson Unit
Royal South Sydney Community Health Complex
Ryde Hospital and Community Health Services
St George Hospital, Kogarah
St Joseph's Hospital, Auburn
St Vincent's Hospital, Darlinghurst
Sutherland Hospital, Caringbah
Sydney Hospital & Sydney Eye Hospital
Sydney Children's Hospital, Randwick
The Children's Hospital at Westmead
War Memorial Hospital, Waverley
Westmead Hospital

***Country** and interstate*

Aged Care Rehabilitation Unit, Hobart
Albury Base Hospital
Alice Springs Hospital
Armidale and New England Hospital
Ballina Community Health
Bathurst Base Hospital
Bega District Hospital
Broken Hill Base Hospital
Bulli District Hospital
Bundaberg Base Hospital
Calvary Health Care, ACT
Canowindra Soldier's Memorial Hospital
Casino Primary Health
Child Health and Development Service (CHADS), ACT
Coffs Harbour Base Hospital
Coledale District Hospital
Condobolin District Hospital
Cooma Hospital and Health Service
Cootamundra Hospital
Dubbo Base Hospital
Forbes District Hospital
Gilgandra Hospital
Gosford Hospital
Goulburn Base Hospital
Grafton Base Hospital
Griffith Base Hospital
Hunter Brain Injury Service
Hunter Intergrated Pain Service, Royal Newcastle Hospital
Hunter Rehab
John Hunter Hospital
Kempsey District Hospital
Launceston General Hospital
Lawrence Hargrave Hospital
Lismore Base Hospital
Lithgow Health Service
Long Jetty Health Care Centre
Lourdes Hospital, Dubbo
Maclean Community Health
Maitland Hospital
Manning Base Hospital, Taree
Mercy Care Centre, Young
Mercy Hospital, Albury
Mildura Hospital
Mudgee District Hospital
Murwillumbah District Hospital
Newcastle Mater Misericordiae Hospital
North West Regional Hospital, Burnie
Orange Base Hospital
Parkes Health Service
Port Kembla Hospital
Port Macquarie Base Hospital
Queanbeyan District Hospital
Rankin Park Unit (at Royal Newcastle Hospital)
Rankin Park Day Hospital, (William Lyne Site)
Royal Darwin Hospital
Royal Newcastle Hospital
Shellharbour Hospital
Shoalhaven District Memorial Hospital, Nowra
St John of God Hospital, Goulburn
St Vincent's Hospital, Lismore
Tarn worth Base Hospital & Health Service
The Canberra Hospital
Townsville General Hospital
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
Delmar Private Hospital
Eastern Suburbs Private Hospital
Hawkesbury District Health Service
Hirondelle Private Hospital
Lady Davidson Hospital
Metropolitan Rehabilitation Hospital
Mt Wilga Private Hospital
North Gosford Private Hospital
North Shore Private Hospital
Sydney Adventist Hospital
Tamara Private Hospital
Toronto Private Hospital
Wesley Gardens Aged Care Centre
Wolper Jewish Hospital

Commonwealth government departments and agencies

ACT Community Care (Dickson Health Centre, Phillip Health Centre)
ADHOC (Aging Disability and Homecare Service)
Commonwealth Rehabilitation Service-Australia
HMAS Penguin
1 st Health Support Battalion (1 HSB)
No 3 RAAF Base Hospital, Richmond

State government department and agencies

Central Coast Community Rehabilitation Team
Leichhardt Disability Service

Community agencies and private organisations

Anglican Retirement Villages (MOWLL)
Community Aged Care Services
JCB Health
Multiple Sclerosis Society of NSW, Lidcombe
Royal Institute for Deaf and Blind Children - The Alice Betteridge School
Spastic Centre (Ryde, Allambie Heights, Carlingford, North Ryde, Prairiewood)

Private practitioners

Alison Coles
Alison Hewitt
Alison Murchison
Allan Bourke
Anne Pine
Annette O'Sullivan
Bernard Rusterholz
Beverley Giovanelli and Jeffrey Flood
Beverley Trevithick
Charles Tzannes
Chris Matsias
Christopher Duffy
Craig Nicholson, Colin Thompson, Martin Todd-Smith and Mark Wilson
David Bick, Britt Caling, Kingsley Gibson and Brent Kirkbride
David Philpot
Ed Hollis
Elizabeth Steet and Mark Bevan
Gary Eastburn, Margaret Eastburn and Stephen Hill
Gavin Malouf
Grant Pleffer
Greg Craig and Karen Avery
Greg Sheather
Greg Williams
Jan Williams
JeffPross
Jenny Aiken and Andrew Gray
Jim Liakos
Joanna Kelton
Joel Werman
John Munro
John Roberts
Julie Godfrey and Margaret Banff
KateHind
Kathie Newton
Kim, Murray
Lesley Nicholson
Lindsay Trigar
Lisa Tomlinson-Alonso
Luke Wakely
Mark and Sally Cassidy
Matthew Stewart
Meg Mclntyre
Melinda Klarenaar
Melody Martin and Julia Hush
Nick Stepkovitch
Patricia Glover-Seppelt
Patricia Hunn
Paul Colenso
Pepe Stark
Peter Buffon and Denny Shearwood
Peter Kent
Peter Knapman and Mary Knapman
Phillip Camden
Phillip Richardson and Francis Crossle
Rob Hoy
Robert Tindale
Sonja Schulze
Suzanne Jones and Margaret Lay
Tony McNamara
Tracey Powell and Christopher McKenna
Warren Ansell

University of Sydney

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

■Yooroang Garang: School of Indigenous Health Studies

Yooroang Garang: School of Indigenous Health Studies wishes to acknowledge the following organisations for their contribution to the 2002 field experience in the Diploma and Bachelor of Health Science (Aboriginal Health and Community Development) courses.

Hosptials

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 S A

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

22 Facilities and services

ATMs

- Blue Dot ATM located in the JDV Cafe in U block
- Unicom Credit Union Rediteller located in F block

Bookshop

The University Co-operative Bookshop operates a branch on the Cumberland campus. Situated at the ground level of the Student Guild, the Bookshop holds all prescribed texts and various stationery and software items. Enquiries can be made on (02) 9351 9484 or (02) 9646 5335, fax (02) 9646 2495, email cumberland@coop-bookshop.com.au.

Childcare: Ngallia Child Care Centre

Ngallia, the on-campus child care centre is available for children aged between 6 weeks and 6 years. The children are cared by dedicated and qualified staff. Parents are welcome to visit the children throughout the day. For further information phone (02) 9749 7575 between 1 and 3 pm.

Counselling service

Student Welfare Services provides a counselling service to assist students who wish to discuss concerns of a personal, academic or vocational nature. The service is free and confidential. The Counsellor, a registered psychologist, is located in A005 in A Block. Students who wish to make an appointment with the Counsellor can phone (02) 9351 9473, or Student Welfare Services reception (02) 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 whose classes are in the evening or who are studying part-time. In event of emergency when no counsellor is available on Cumberland campus, students can also arrange to see a counsellor at the Counselling Service on the Camperdown campus by calling (02) 9351 2228.

Cumberland Student Guild (CSG)

The Cumberland Student Guild (CSG) is the student-based organisation for those enrolled on the Cumberland Campus of The University of Sydney. As a Student Guild, it provides a broad spectrum of resources and representation that encompasses Food and Beverage, Sport and Recreation, Retail, Academic Support Services, Accommodation and Social Activities. This student-based organisation's policies and directions are determined by an annually elected Management Committee of students. The Student Guild is your support organisation on campus.

The Management Committee of the Cumberland Student Guild has employed a range of professional staff members with expertise in a wide range of Student Guild services and facilities to deliver the services and facilities on campus in a professional way. Student Guild Administration is the contact point on campus for all enquiries relating to any of the Student Guild's programs, services and facilities. The Student Guild Office is located up the ramp on Level 3 of the Student Guild Building (Building U) and is open each weekday from 9 am to 5 pm.

The Student Guild has undertaken rapid expansion over the last few years and this expansion has allowed for the provision of better facilities and expanded services to students. The diverse student population on campus is reflected in the wide range of services and facilities provided with all activities of the Student Guild funded from your compulsory subscription fees and other sources of revenue.

Student Guild services and facilities

Services and facilities provided on and around the Cumberland campus by the Student Guild include:

- Bite Me canteen
- JDV Cafe and Bar
- Student Guild Service Centre
- Free Internet cafe
- Student Guild Sports Centre, including gymnasium, free lockers and sport programs
- Food and drink vending machines around campus
- Retail shop
- Co-op Bookshop
- RENTLINK - a private accommodation search program for students
- WORKLINK - a service aimed at providing employment opportunities on and off campus
- *Corpus Callosum* - Cumberland campus student newspaper distributed fortnightly
- Student representation - students have a say on most decision-making bodies of the University through the student representatives. The Student Guild is an active advocate of the student rights to the University.
- Conference Subsidies
- Blue Dot ATM located in the JDV Cafe in U block
- Public phones around campus
- Clubs and societies - the Student Guild has a number of affiliated sport and recreation clubs and societies.

The activities of the clubs and societies are subsidised from Student Guild funds. Clubs and Societies provide activities for students from all walks of life to participate in. For further details visit the Student Guild Web site www.csg.org.au or email contact@csg.org.au.

Support services

Cumberland Peer Support Network (CPSN)

The Cumberland Peer Support Network (CPSN) scheme aims to assist new students to settle in and adapt to university life as well as encourage them to participate actively in campus life. For further information on the Cumberland Peer Support Network, please email cpsn@csg.org.au.

Scholarships

The Cumberland Student Guild has a range of scholarships for new and continuing students undertaking undergraduate or postgraduate study at the Cumberland Campus. For a full list of scholarships available to undergraduate and postgraduate students, see the Student Guild Web site at www.csg.org.au or visit the University's scholarship site at www.usyd.edu.au/study/scholarships.shtml.

Contacting the Cumberland Student Guild

The Student Guild is always seeking input on ways to improve its services and facilities. The Student Guild can be contacted Monday to Friday between 9 am and 5 pm:

- In person at Student Guild Administration, Level 3, Student Guild Building (Building U),
- By phone on (02) 9351 9970
- By fax on (02) 9351 9971
- On the Web at www.csg.org.au
- By email: contact@csg.org.au.

Disability services

Students with disabilities or other special needs are assisted by the Disabilities Officer, Student Welfare Services. The Faculty has a wide range of resources to assist students, and a professional interest and commitment to provide high quality services. Consultations are confidential.

Students with disabilities are strongly advised to inform University staff of their needs as early as possible each academic year. A disability might be apparent or invisible, and might range from very slight to severe. It could be a physical, sensory, psychological, medical, or learning disability, or a combination of these. Students can experience difficulty meeting their educational commitments because of the educational disadvantage created by a disability. A variety of support services is available including notetakers, scribes, special examination arrangements, library facilities including the Special Study Room, and equipment for use and loan. Such assistance can minimise the disadvantage that might otherwise occur.

In the first instance, students are invited to contact Student Welfare Services on (02) 9351 9638 or (02) 9351 9081 for a consultation on what support services they need, for information on what assistance is available, and for guidance on University procedures. Students may also wish to have a confidential discussion with the student counsellor by phoning directly on (02) 9351 9473. Initial contact sheets can be downloaded from Student Welfare Services' Web site at www.fhs.usyd.edu.au/sws.

English language tuition

The tutors who work in the Language and Learning unit of Student Welfare Services provide supplementary and concurrent tuition in English for Academic Purposes and English for Clinical Placements for any student enrolled on Cumberland campus. This service is in the form of one-to-one tutorials and is particularly valuable for both international and local students whose first language is not English. Preparatory courses are offered to international students who have accepted a place in the Faculty in January/February prior to the start of the academic year. Academic skills day, a one-day program for students wishing to enhance their study skills, is held during orientation week. The Language and Learning unit tutors are also trained in cross-cultural communication. This enables them to assist native speakers of English (staff or students) in communicating clearly with those who speak English as a second language. These services are only for enrolled students. International applicants who require preparatory courses to raise their English language proficiency to the required level to enter the University should contact the Centre for English Teaching at Camperdown campus on (02) 9351 0706 or email info@cet.usyd.edu.au.

Equal employment opportunity and affirmative action

The University has a Staff and Student Equal Opportunity unit and an EEO and Affirmative Action Management Plan. EEO and Affirmative Action policies are designed to prevent discrimination, promote equity, and work in the interests of target groups who have suffered discrimination in the past. Such groups include Aboriginal and Torres Strait Islanders, women, people from non-English speaking backgrounds and people with mental or physical disabilities.

The campus has its own Cumberland Equity Advisory Committee (CACE) which provides a forum for discussion and promotion of these policies.

Equity issues

Harassment and discrimination issues

University of Sydney employees and students have a right to use the University's Harassment and Discrimination Resolution Procedure if they are harassed or discriminated against in connection with their work or study.

The role of the Manager, Harassment and Discrimination Resolution (HDR) is to resolve staff and student concerns, problems and complaints relating to discrimination and harassment quickly, fairly and confidentially, in accordance with the University's Resolution Procedure. The Manager, HDR is independent of any Faculty, and or any management hierarchy, and is professionally trained to deal with harassment and discrimination issues.

Staff and students wishing to talk confidentially to someone about a discrimination or harassment issue, or needing information about what they can do to have a discrimination or harassment issue resolved, should contact a Harassment and Discrimination Support Officer. Harassment and Discrimination Support Officers are ordinary employees who have been specially trained to help anyone who has, or thinks they may have, a harassment or discrimination problem, concern or complaint. Support Officers also assist staff and students about whom a complaint has been made. The Support Officers can give confidential advice about the best way to tackle a problem and can provide contact details of other people who can help. The Harassment and Discrimination Support Officers are located on all University campuses.

A list of the Harassment and Discrimination Support Officers and the University's Harassment and Discrimination Prevention Policies and Resolution Procedure are available from the Staff and Student Equal Opportunity unit on (02) 9351 2212 or at www.usyd.edu.au/su/eeo. The Manager, Harassment and Discrimination Resolution can be contacted on (02) 9351 8713.

Staff and Student Equal Opportunity unit

The Staff and Student Equal Opportunity unit aims to ensure that all current and potential employees are treated fairly and have equal opportunity in the work place.

The unit provides expert legal and policy advice on harassment and discrimination, including in relation to individual cases; equal employment opportunity and affirmative action policy development, promotion and training for staff and students; and monitors and reports to external bodies on the University's progress in the equal opportunity arena.

The Staff and Student Equal Opportunity unit can be contacted on (02) 9351 2212 or for more information please see our Web site at www.usyd.edu.au/su/eeo.

Financial assistance

The University's loan scheme provides supplementary assistance, not full support, to students who demonstrate financial hardship. These interest-free loans are for essential living and study expenses. All enquiries should be directed to Financial Services, phone (02) 9351 9365, where you can pick up an application form. You will need to discuss your loan application with the Student Fees and Loans Officer (A Block).

Graduates Association and alumni

The Graduates Association was established in 1980. The general aims of the Association are to:

- support and advance the character, status and interests of the College/Faculty
- provide meeting opportunities for graduates to maintain or re-establish friendships
- act as a centre for liaison with industry, commerce and community
- assist the College/Faculty to communicate with graduates
- assist in the future development of the College/Faculty and of tertiary education in the health sciences

All graduates of the Faculty of Health Sciences (formerly Cumberland College of Health Sciences), and graduates of the professional schools which together formed Cumberland College, are eligible for membership of this Association and can therefore retain a vital, active and professional link with the . University. For further information please call (02) 9988 0079.

The Faculty's Alumni include all its graduates, ex-staff, ex-students and community friends. Alumni are kept in touch through the Faculty Web site.

All alumni are able to become life members of the Graduate Association on payment of a once-only fee of $50. Members can:

- borrow from the Faculty Library
- make their voice heard on issues affecting the Faculty
- become eligible for a Graduates Association Grant for postgraduate study in the Faculty of Health Sciences.

The Graduates Association offers annually a grant of $1500 to provide financial assistance to a new or continuing student in any course of postgraduate study in the Faculty of Health Sciences. The grant is made over one year for full-time students and over two years for part-time students. Applicants must be members of the Association.

Membership enquiries: (02) 9988 0079.

Graduate Association Grant enquiries: (02) 9351 9637.

Health Sciences Library

The University of Sydney's Cumberland Campus maintains its own library to provide resources and support to students, staff and researchers. The Library's collection, of approximately 80,000 books and videos and 900 journal titles, is particularly oriented towards the health sciences. The library aims to support undergraduate, graduate, and research programs, to provide service and assistance to users, as well as to provide certain general and recreational materials and a pleasant environment for study and research.

The Health Sciences Library is located centrally on campus, in R block, and is accessible to users with physical disabilities. Level 1 includes the Reference collection, current issues of journals, Reserve, the Information desk, the Circulation desk, audio-visual, photocopying, printing, database and Internet facilities, a study room for students with disabilities, Computer Training Room, study areas and the staff work area.

Level 2 contains the main collection of resources, study areas, additional photocopiers, and several group study rooms.

Access to the Library collection is via a user-friendly OPAC (online public access catalogue). Material may be located by author, title, subject or keyword approaches. OPACs are located on both levels of the Library. The catalogue lists all holdings within the University Library system including Fisher Library and eighteen other branch libraries. The catalogue offers many self-service options and can be accessed externally through the Internet.

Extensive computer facilities allow users to make their own literature searches on a wide variety of databases. Many of these offer full text or are interactive. Library staff conduct regular classes in use of the database network, the Internet, and other methods of information gathering.

Distance education students may be eligible for some special benefits which are outlined in a separate booklet.

Information Desk (02) 93519437

Enquiries about any aspect of the Library's services are most welcome.

Circulation Desk (02) 93519423

Renewals of loans may be made in person or by phone during library hours. Loans can also be renewed through the Internet. Overdue items may not be renewed.

Library hours

During semester

Monday-Thursday: 8 am - 9 pm
Friday: 8 am - 6 pm
Saturday: 9 am - 4 pm
Sunday: 1 pm - 5 pm

Inter-semester and long vacation

Monday-Friday: 9 am - 5 pm
Saturday and Sunday: Closed.

For more information about the Library's collections and services, including remote access instructions to the OPAC, see the Web page at www.library.usyd.edu.au/libraries/ healthsciences/.

A detailed list of the various databases available can be found atwww.library.usyd.edu.au/Databases/.

International student advisory service

Advisory services for international students and visiting scholars are provided by Student Welfare Services. They include the Study Preparation Program held every January-February for newly enrolled students, orientation to living and studying in Australia, arrival and accommodation assistance, family support, personal, intercultural and academic guidance, tutorial support, English language tuition, arrangements for social events and excursions, and returning home services. The International Student Adviser can be contacted on (02) 9351 9634 or fax (02) 93519635.

Language and Learning unit

The Language and Learning unit (LLU) is located in A014 and is part of Student Welfare Services. The tutors in the unit provide academic and communication skills tuition for all students, as well as English language tuition for those who require it. The staff have postgraduate qualifications in education, applied linguistics, foreign languages, cross-cultural communication, and in teaching English as a second language. One-to-one tutorials, regular workshops and seminars on academic, clinical, and professional communication skills are available during semester and in vacations. Schedules are announced from time to time on noticeboards around the campus, and in Corpus Callosum and on the Student Welfare Services Web page, www.fhs.usyd.edu.au/sws. Students and lecturers are invited to contact the unit and consult with the tutors on any matter related to the above areas and services. Phone (02) 9351 9319 or Student Welfare Services on (02) 9351 9638 or email a.chan@fhs.usyd.edu.au. The fax number is (02) 9351 9635.

Lockers

A limited number of lockers are available on campus on a first-come-first-served basis. All lockers must be cleared at the end of each semester. The University will not accept responsibility for any item lost from these lockers. Students are required to provide their own padlock.

There are also a small number of lockers set aside for the use of students with disabilities located in S and T Blocks. Students wishing to use these lockers should contact Student Welfare Services, phone (02) 9351 9638 or (02) 9351 9081.

The Cumberland Student Guild Sports Centre provides lockers free of charge for gymnasium users. For further information, please contact the Sports Centre on (02) 9351 9613 or sport@csg.org.au.

Lost property

Property found on campus should be taken to Property Services Division. Lost property is held for a period of three months. If unclaimed after two months, it may be claimed by the finder (not including a member of staff). If it is still unclaimed after a three month period, the University reserves the right to dispose of these items.

Official notice boards

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

The Official Notice Boards are located in the following buildings:

- A Block, northern entrance
- R Block, outside main entrance

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 on (02) 9351 9231. Those requiring access to parking spaces for people with disabilities are asked to contact Student Welfare Services Division (02) 9351 9638.

Peer tutoring service

A register of senior students who have volunteered their services as subject tutors is available in Student Welfare Services. Students wishing to become tutors, or to obtain tutoring in units they are having difficulties with, should contact the office to check the register or seek advice. Payment is generally negotiable between parties involved. For information phone (02) 9351 9638, or visit Student Welfare Services' Web site at www.fhs.usyd.edu.au/cmu/sws.

Sporting facilities (multi-purpose courts and oval)

Bookings for the multi-purpose tennis, netball and basketball courts must be made with the Cumberland Student Guild Sports Centre on (02) 9351 9613 or sport@csg.org.au. Bookings for the oval must be made with the Property Services Division.

Student accommodation

Auburn Hospital

Auburn Health leases 132 rooms through the NSW Department of Health at the Auburn Health Services Accommodation Block. This student accommodation is situated close to the campus and many major retail, leisure and sporting facilities. The rooms are available for all students inlcuding country, interstate and overseas students studying at the University. For more information, contact Auburn Accommodation Block on phone (02) 9563 9542, fax (02) 9563 9520 or email sharlene_donahue@wsahs.nsw.gov.au.

RENTLINK program

Information on private accommodation in the local area is also available through the RENTLINK program - an accommodation referral service with listings of full board, share flats and other accommodation options for students. For more information, contact the Cumberland Student Guild on phone (02) 9351 9970 oremailcontact@csg.org.au. •

Yannadah

The student residence on the Cumberland campus, Lidcombe, provides accommodation for up to thirty-nine first year students

from outside the greater metropolitan area of Sydney. Application forms are included with course offers. Places are determined by ballot. For information contact the Residential Manager on (02) 9351 9405.

Student Welfare Services (SWS)

Student Welfare Services is concerned with the general welfare of all students on Cumberland Campus. Students may seek advice and assistance on any issue related to or impacting on their academic study, clinical placements, or life on campus. Student Welfare Services mirrors the services provided by Student Services on the Camperdown Campus, with the exception of accommodation and casual work which are managed at Cumberland by the Student Guild. Student Welfare Services provides a high level of academic and personal support services through the activities of advising, facilitating, teaching, counselling and mediating in order to assist students to succeed in their studies, and to benefit from and enjoy the University, campus and clinical placement experience. Lecturers are invited to contact Student Welfare Services for further information and to refer students for assistance. Specialised services within Student Welfare Services are the Language and Learning unit, English language tuition, International Student Advisory Service, Peer Tutoring Service, Disability Services, and the Counselling Service (see details under separate headings). Visit the Student Welfare Services Web site at www.fhs.usyd.edu.au/cmu/sws, phone (02) 9351 9638, fax (02) 9351 9635, email r.mckenzie@fhs.usyd.edu.au or a.chan@fhs.usyd.edu.au. Office hours are 9 am to 5 pm during semester and vacations.

23 Resolutions of the Senate

■ Constitution of the Faculty of Health Sciences

1. The Faculty of Health Sciences shall comprise the following persons:
   (a) the professors, associate professors, heads of schools, readers, principal lecturers, senior lecturers, lecturers and associate lecturers who are full-time or fractional (40 per cent or greater) continuing or fixed-term members of the teaching staff of the schools placed under the supervision of the Faculty of Health Sciences;
   (b) the Deans of the Faculties of Arts, Dentistry, Medicine, Nursing, Pharmacy and Science or their nominees and the Head of the Department of Social Policy and Sociology or nominee;
   (c) seven student members elected in a manner prescribed by resolution of the Senate, namely:
      (i) five students enrolled as candidates for an undergraduate degree or diploma offered by the Faculty;
      (ii) one student enrolled as a candidate for a postgraduate coursework degree, diploma or certificate offered by the Faculty; and
      (iii) one student enrolled as a candidate for a postgraduate research degree offered by the Faculty.
   (d) full-time and fractional (40 per cent or greater) continuing or fixed-term members of the research staff of the schools and centres of the Faculty who are appointed as research-only staff;
   (e) not more than three persons who are distinguished in a field of Health Science, appointed by the Faculty on the nomination of the Dean of the Faculty;
   (f) the Faculty Manager, the Health Sciences Librarian and the Head of Student Administration (Cumberland Campus);
   (g) four persons, being members of the general staff employed at Cumberland Campus having a close and appropriate association with the Faculty's work of teaching and research.
   In addition to the above, the following persons are ex officio members: the Chancellor, the Deputy Chancellor, the Vice-Chancellor, the Deputy Vice-Chancellors and the University Librarian (or nominee of the University Librarian); and the Cumberland Campus Manager is invited to be in attendance.
2. The Faculty shall encourage teaching, scholarship and research in the schools and centres that the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Health Sciences and shall have the same powers and functions as are specified for faculties by resolution of the Senate.

■ Degrees, diplomas and certificates in the Faculty of Health Sciences

1. The degrees in the Faculty of Health Sciences shall be:
   (a) Bachelor of Applied Science (BAppSc)
   (b) Bachelor of Health Science (BHlthSc)
   (c) Bachelor of Behavioural Health Science (BBHSc)
   (d)Bachelor of Health Sciences (BHlthSci)
   (e) Master of Applied Science (MAppSc)
   (f) Master of Communication Disorders (MCommDis)
   (g) Master of Health Information Management (MHIM)
   (h) Master of Health Science (MHlthSc)
   (i) Master of Occupational Therapy (MOT)
   (j) Master of Physiotherapy (MPhty)
   (k) Master of Rehabilitation Counselling (MRehabClng)
   (1) Doctor of Philosophy (PhD)
   (m)Doctor of Health Science (HScD).
2. The diplomas and certificates in the Faculty of Health Sciences shall be:
   (a) Diploma of Health Science (DipHlthSc)
   (b) Graduate Diploma of Health Science (Grad DipHlthSc)
   (c) Graduate Diploma in Rehabilitation Counselling (GradDipRehabClng)
   (d) Graduate Certificate of Health Science (GradCert HlthSc)
3. The Faculty, acting on the recommendation of the head of school concerned, may refuse permission to a candidate for any of the above degrees, diplomas or certificates, to undertake or continue the clinical education (fieldwork/ professional experience) component of the award, in circumstances where the candidate has not demonstrated satisfactory progress toward fulfilling the clinical requirements of the award.
4. The Faculty delegates authority to the Associate Dean (Undergraduate Studies)/Associate Dean (Graduate Studies) to act on behalf of Faculty in relation to section (3) above, and that the Dean be the first point of appeal for students in relation to actions taken in this matter.

Bachelor of Applied Science

1. The degree of Bachelor of Applied Science may be awarded in the grade of Pass degree in:
   (a) Exercise and Sport Science
   (b) Health Information Management
   (c) Leisure and Health
   (d) Medical Radiation Sciences
   (e) Occupational Therapy
   (f) Orthoptics
   (g) Physiotherapy
   (h) Speech Pathology.
2. (1)The degree of Bachelor of Applied Science may be awarded in the grade of Honours degree in the following areas:
      (a) Exercise and Sport Science
      (b) Health Information Management
      (c) Leisure and Health
      (d)Medical Radiation Sciences
      (e) Occupational Therapy
      (f) Orthoptics
      (g) Physiotherapy
      (h) Speech Pathology.
   (2) There shall be three classes of honours, namely Class I, Class II, and Class HI.
   (3) Within Class II there shall be two divisions, namely Division 1 and Division 2.
   (4) If a candidate qualifies for the award of Honours Class I and the Faculty is of the opinion that the candidate's work is of outstanding merit, that candidate shall receive a bronze medal.
3. (1)A unit of study shall consist of lectures together with such clinical, laboratory and tutorial instruction, practical work, exercises and essays as may be prescribed by the Faculty or the school concerned.
   (2) The words 'to complete a unit of study' and derivative expressions mean:
      (a) to attend the lectures and the meetings, if any, for clinical, laboratory or tutorial instruction; and
      (b)to obtain a passing grade for that unit of study in accordance with the assessment criteria prescribed by the Faculty or the school concerned.
   (3) A candidate permitted to re-enrol in a unit of study which has previously not been satisfactorily completed shall, unless exempted by the Faculty, again complete all the work of the unit.
4. Where in these resolutions a power is given to the Faculty or a head of school, subject to any express indication to the contrary or resolution passed by the Faculty, the Faculty or a head of school may, in their discretion, in any particular case:
      (a) exercise the power,
      (b) exercise the power conditionally, or
      (c) decline to exercise the power.

5. (1) A candidate readmitted to candidature for the degree after an absence of more than one year shall complete the degree under such conditions as the Faculty shall determine.
   (2) Except with the permission of the Faculty, on the recommendation of the head of the school concerned, a candidate shall not enter a unit of study unless entry requirements prescribed for that unit of study have been satisfied.
6. A candidate may be granted credit towards the degree on the basis of a unit of study or units of study regarded by the Faculty, on the recommendation of the head of school concerned, as equivalent in workload and academic standard, completed at another university or other tertiary institution, provided that the maximum credit granted shall not exceed the equivalent of two-thirds of the degree requirements for a program of three years standard length or three-quarters for a program of four years length.
7. 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 in each relevant school's chapter.
8. A candidate for the Honours degree shall meet the requirements prescribed by the Faculty for admission to the honours program and shall complete the units as set out in the tables in respect of the appropriate degree area in each relevant school's chapter.

Bachelor of Health Science

1. The degree of Bachelor of Health Science may be awarded in the grade of Pass degree in:
   (a) Rehabilitation Counselling
   (b) Aboriginal Health and Community Development
   (c) Hearing and Speech
   (d) Nursing
   (e) Medical Radiation Technology[1]
   (f) Occupational Therapy 1
   (g) Physiotherapy 1.
2. (1)The degree of Bachelor of Health Science may be awarded in the grade of Honours degree in:
   (a) Rehabilitation Counselling
   (b) Aboriginal Health and Community Development
   (c) Hearing and Speech
   (d) Occupational Therapy
   (2) There shall be three classes of honours, namely Class I, Class II, and Class III.
   (3) Within Class II there shall be two divisions, namely Division 1 and Division 2.
   (4)If a candidate qualifies for the award of Honours Class I and the Faculty is of the opinion that the candidate's work is of outstanding merit, that candidate shall receive a bronze medal.
3. (1) A unit of study shall consist of lectures together with such clinical, laboratory and tutorial instruction, practical work, exercises and essays as may be prescribed by the Faculty or the school concerned.
   (2) The words 'to complete a unit of study' and derivative expressions mean:
   (a) to attend the lectures and the meetings, if any, for clinical, laboratory or tutorial instruction; and
   (b) to obtain a passing grade for that unit of study in accordance with the assessment criteria prescribed by the Faculty or the school concerned.
   (3) A candidate permitted to re-enrol in a unit of study which has previously not been satisfactorily completed shall, unless exempted by the Faculty, again complete all the work of the unit.
4. Where in these resolutions a power is given to the Faculty or a head of school, subject to any express indication to the contrary or resolution passed by the Faculty, the Faculty or a head of school may, in their discretion, in any particular case:
   (a) exercise the power,
   (b) exercise the power conditionally, or
   (c) decline to exercise the power.
5. (1) A candidate readmitted to candidature for the degree after an absence of more than one year shall complete the degree under such conditions as the Faculty shall determine.
   (2) Except with the permission of the Faculty, on the recommendation of the head of the school concerned, a candidate shall not enter a unit of study unless entry requirements prescribed for that unit of study have been satisfied.
6. A candidate may be granted credit towards the degree on the basis of a unit of study or units of study regarded by the Faculty, on the recommendation of the head of school concerned, as equivalent in workload and academic standard, completed at another university or other tertiary institution, provided that the maximum credit granted shall not exceed the equivalent of two-thirds of the degree requirements.
7. A candidate for the Pass degree shall complete the units of study as set out in the table in respect of the appropriate degree area in each relevant school's chapter.
8. A candidate for the Honours degree shall meet the requirements prescribed by the Faculty for admission to the honours program and shall complete the units of study as set out in the tables in respect of the appropriate degree area in each relevant school's chapter.

Bachelor of Behavioural Health Science

1. The degree of Bachelor of Behavioural Health Science is awarded in two grades: Pass and Honours.
2. In the Honours grade, there are:
   (l)three classes of Honours, namely Class I, Class II, and Class III; and
   (2) within Class II there shall be two divisions, namely Division 1 and Division 2.
3. If a candidate qualifies for the award of Honours Class I and the Faculty is of the opinion that the candidate's work is of outstanding merit, that candidate shall receive a bronze medal.
4. (1) A unit shall consist of lectures together with such laboratory and tutorial instruction practical work, exercises, essays, and reports as may be prescribed by the faculty or the school concerned.
   (2)The words 'to complete a unit' and derivative expressions mean:
   (a) to attend the lectures and the meetings, if any, for clinical, laboratory, or tutorial instruction; and
   (b)to obtain a passing grade for that unit in accordance with the assessment criteria prescribed by the Faculty or the School concerned.
   (3) A candidate permitted to re-enrol in a unit which has previously not been satisfactorily completed shall, unless exempted by the Faculty, again complete all the work of the unit.
5. Where in these resolutions a power is given to the Faculty or a head of school, subject to any express indication to the contrary or resolution passed by the Faculty, the Faculty or a head of school may, in their discretion, in any particular case:
   (a) exercise the power,
   (b) exercise the power conditionally, or
   (c) decline to exercise the power.
6. (1) A candidate readmitted to candidature for the degree after an absence of more than one year shall complete the degree under such conditions as the Faculty shall determine.
   (2) Except with the permission of the Faculty, on the recommendation of the head of the school concerned, a candidate shall not enter a unit unless entry requirements prescribed for that unit have been satisfied.
7. A candidate may be granted credit towards the degree on the basis of a unit or units regarded by the Faculty, on the recommendation of the head of school concerned, as equivalent in workload and academic standard, completed at another university or other tertiary institution, provided that the maximum credit granted shall not exceed the equivalent of two-thirds of the degree requirements.
8. A candidate for the Pass degree shall complete the units as set out in the table in respect of the appropriate degree area in chapter 6, School of Behavioural and Community Health Sciences.
9. A candidate for the Honours degree shall meet the requirements prescribed by the Faculty for admission to the honours program and shall complete the units as set out in the table in respect of the appropriate degree area in chapter 6, School of Behavioural and Community Health Sciences.

1. Sydney-based conversion courses.

Bachelor of Health Sciences

The following Resolutions of the Senate relating to the degree of Bachelor of Health Sciences are adopted from 1 January 2002.

Bachelor of Health Sciences

1. These Resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000, which sets out the requirements for all undergraduate courses, and the relevant Faculty Resolutions.

Requirements for the degree

2. To qualify for the award of the degree students must:
(1)complete successfully units of study giving credit for a total of 144 credit points for the pass degree and 192 credit points for the honours degree; and
(2) satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

Requirements for the Honours degree

3. To qualify for the award of the honours degree students must complete the honours requirements published in the faculty resolutions relating to the course.

Division 1 - Admission, course requirements, credit points and assessment

1. Admission

(1) An applicant for admission to candidature for the degree of Bachelor of Health Sciences shall have:
(a) successfully completed the requirements of the NSW Higher School Certificate (or interstate equivalent) and the requirements for calculation of a Universities Admission Index (UAI), or
(b) fulfilled the requirements of eligibility for tertiary entry under mature age entry criteria or specific admission criteria as set out in the University of Sydney Calendar, Part 9 Admission to Courses.

2. Units of study

(1) A candidate for the Bachelor of Health Science shall complete the units of study prescribed by the Faculty satisfying all requirements with regard to mandatory units of study.
(2) Units of study may specify assumed knowledge, prerequisite or co-requisite units of study.
(3) The units of study prescribed for the Bachelor of Health Sciences are set out in the table in respect of the appropriate degree areas in chapter 15, Bachelor of Health Sciences.

■ Master's degrees

The following information should be read in conjunction with the Senate Resolutions in the University of Sydney Calendar and the relevant entry in the chapter of the presenting school/centre.

Subject areas

1. (1)The degree of Master of Applied Science may be taken as:
(a) a generic degree offered by the Faculty of Health Sciences in appropriate cognate fields of:
(b) within the schools in the following subject areas:
(i) Behavioural Science
(ii) Biomedical Sciences
(iii) Communication Sciences & Disorders
(iv) Education
(v) Exercise and Sport Science
(vi) Gerontology
(vii) Health Information Management
(viii) Indigenous Community Health
(ix) Medical Radiation Sciences
(x) Occupational Therapy
(xi) Orthoptics
(xii) Physiotherapy
(xiii) Rehabilitation
(xiv) Rehabilitation Counselling
(xv) Stuttering
(xvi) Voice
(2) The degree of Master of Health Science may be awarded in the grade of Pass degree or Honours degree in the following subject areas:
(i) Behavioural Science
(ii) Cardiopulmonary Physiotherapy
(iii) Child and Adolescent Health
(iv) Clinical Data Management
(v) Developmental Disability
(vi) Education
(vii) Exercise and Sport Science
(viii) Gerontology
(ix) Health Informatics
(x) Indigenous Community Health
(xi) Management
(xii) Manipulative Physiotherapy
(xiii) Medical Radiations Sciences
(xiv) Medical Sonography
(xv) Neurological Physioptherapy
(xvi) Occupational Therapy
(xvii) Paediatric Physiotherapy
(xviii) Physiotherapy
(xix) Speech-Language Pathology
(xx) Sports Physiotherapy
(3) The combined Masters degree in the Faculty of Health Sciences is:
(i) Master of Health Science (Sports Physiotherapy) and Master of Health Science (Manipulative Physiotherapy)
(4) The degree of Master may be awarded in the following subject areas:
(i) Health Information Management
(ii) Occupational Therapy
(iii) Physiotherapy
(iv) Rehabilitation Counselling
(5) The degree of Master may be awarded in the following subject areas:
(i) Communication Disorders.

Eligibility for admission

2. (1)The Faculty may, on the recommendation of the head of the department or centre concerned, admit to candidature for a degree of master within the Faculty an applicant:
(a) who is a graduate of the University of Sydney and has completed courses appropriate to the area of study in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies; and
(b) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.
(2) Notwithstanding subsection (1), the Academic Board may admit a person to candidature in accordance with the provisions of chapter 10 of the By-laws.

Availability

3. Admission to candidature for any master's degree or any program within a master's degree may be limited by quota.
4. In determining any quota the University will take into account:
(a) availability of resources including space, library, equipment and computing facilities; and
(b) availability of adequate and appropriate supervision, including both the supervision of research candidatures and the coordination of coursework programs.
5. In considering an application for admission to candidature the Faculty shall take account of any quota and will select in preference applicants who are most meritorious in terms of section 2 above.
6. Before recommending the admission of any applicant the head of the school or centre concerned shall ensure that the extent of the resources and supervision available is known to and understood by the applicant and is appropriate to the applicant's proposed area of study and research.

Preliminary studies

7. (1) An applicant may be required to undertake preliminary or qualifying studies, and complete such preliminary examinations as the Faculty may prescribe, before admission to candidature.
(2) Such an applicant shall complete the preliminary studies in not less than one semester and in not greater time than the Faculty may prescribe but in any case in not longer than two years.

Probationary admission

8. A candidate may be accepted by the Faculty on a probationary basis for a period not exceeding twelve months and upon completion of this period the Faculty shall review the candidate's work and shall either confirm the candidate's status with effect from the date of the original acceptance or terminate the candidature.

Method of progression

9. A candidate shall proceed:
   (a) primarily by research and thesis; or
   (b) by coursework and thesis; or
   (c) primarily by coursework.

Time limits

10. A candidate may be admitted to proceed on either a full-time basis or a part-time basis.

11. (1) Except with the permission of the Faculty as provided in section 11(3) below:
   (a) a full-time candidate proceeding primarily by research and thesis shall complete the requirements not earlier than the end of the third semester and not later than the end of the fourth semester of candidature;
   (b) a full-time candidate proceeding primarily by coursework shall complete the requirements not earlier than the end of the second semester and not later than the end of the sixth semester of candidature except in the case of candidates proceeding to the award of the degree of Master of Physiotherapy and Master of Occupational Therapy where the minimum period of candidature is four semesters and the maximum period of candidature is eight semesters;
   (c) a part-time candidate proceeding primarily by research and thesis shall complete the requirements not earlier than the end of the sixth semester and not later than the end of the eighth semester of candidature;
   (d) a part-time candidate proceeding by coursework shall complete the requirements not earlier than the end of the fourth semester, and not later than the end of the tenth semester of candidature.

   (2) The Faculty may in special circumstances extend a candidate's maximum period of candidature and may prescribe special conditions to be fulfilled by the candidate.

   (3) The Faculty, at the time of admission to candidature, may permit a candidate proceeding primarily by research and thesis who holds a bachelor's degree with first or second class honours from the University of Sydney or an equivalent qualification, to complete the requirements not earlier than the end of the first year of candidature if a full-time candidate and not earlier than the end of the second year of candidature if a part-time candidate.

Credit

12. (1) The Faculty may, in respect of a candidate who before admission to candidature has spent time in advanced study or research in the University of Sydney or in another university or institution:
   (a) deem such time to have been time spent after admission to candidature; and
   (b) grant credit towards the degree on the basis of a course or courses regarded as equivalent in workload and academic standard; provided that the time recognised or the credit granted represents no more than half of the total candidature and that any attendance requirements as may be prescribed by resolution of the Faculty are met.

   (2) The Faculty may, under specific conditions prescribed by resolution of the Faculty, grant credit additional to that specified in subsection (l)(b) to holders of graduate diplomas awarded by the Faculty.

Supervision

13. (l) The Faculty shall appoint, on the recommendation of the head of the school or centre concerned, a full-time member of the academic staff of the Faculty to act as supervisor of each candidate proceeding primarily by research and thesis or by coursework and thesis and may appoint, for each such candidate, an advisory committee.

   (2) The Faculty shall appoint, on the recommendation of the head of the school or centre concerned, a full-time member of the academic staff of the Faculty to act as supervisor or adviser, as thought most appropriate for each candidate proceeding primarily by coursework.

   (3) The Faculty may appoint, on the recommendation of the head of the school or centre concerned, from amongst appropriately qualified persons, an associate supervisor to assist in the supervision of any candidature.

Enrolment

14. (1) A candidate shall, unless otherwise permitted by the Faculty, enrol each year until the requirements for the degree are completed or the candidature terminated.

   (2) A candidate readmitted to candidature after an absence of more than one year shall complete the degree under such conditions as the Faculty shall determine.

Requirements for the degree

15. A candidate for the degree proceeding primarily by coursework shall complete the courses for the degree as prescribed by the Faculty and set out in tables of units of study.

16. (1) A candidate for the degree proceeding primarily by research and thesis or by coursework and thesis shall:
   (a) complete the units of study for the degree as prescribed by the Faculty and set out in tables of units of study;
   (b) carry out supervised research on a topic which has been approved by the Faculty on the recommendation of the head of the school or centre concerned no later than the end of the second semester of the full-time candidature or the third semester of part-time candidature;
   (c) write a thesis embodying the results of the research; and in completion of the requirements for the degree lodge with the Registrar three copies of the thesis, typewritten and bound in either a temporary or permanent form.

   (2) Theses submitted in a temporary binding should be strong enough to withstand ordinary handling and postage and the preferred form of temporary binding is the 'perfect binding' system; ring-back or spiral binding is not acceptable. Theses submitted in a temporary form shall have fixed to the cover a label clearly identifying the name of the candidate, the title of the thesis, and the year of submission.

   (3) Theses submitted in abound form shall normally be on international standard A4 size paper sewn and bound in boards covered with bookcloth or buckram or other binding fabric. The title of the thesis, the candidate's initials and surname, the title of the degree, the year of submission and the name of the University of Sydney should appear in lettering on the front cover or on the title page. The lettering on the spine, reading from top to bottom, should conform as far as possible to the above except that the name of the University of Sydney may be omitted and the thesis title abbreviated. Supporting material should be bound in the back of the thesis as an appendix or in a separate set of covers.

   (4) The degree shall not be awarded until the candidate has caused at least two copies of the thesis (containing any corrections or amendments that may be required) to be bound in a permanent form.

   (5) The candidate shall state in the thesis the sources from which the information was derived, the extent to which the work of others has been used and the portion of the work claimed as original.

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

   (7) A candidate may not present as the thesis a work which has been presented for a degree in this or another university, but will not be precluded from incorporating such in the thesis provided that in presenting the thesis the candidate indicates the part of the work which has been so incorporated.

17. On completion of the requirements for the degree by a candidate proceeding primarily by research and thesis or by coursework and thesis, the Faculty, on the recommendation of the head of the school or centre concerned, shall appoint two examiners, of whom one shall not be a member of the academic staff of the Faculty, to examine and report on the thesis.

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

19. The reports of the examiners shall be made available to the head of the school or centre concerned who shall consult with the supervisor.

20. The head of the school or centre concerned shall report the result of the examination of the candidature together with a recommendation concerning the award of the degree (mark/grade) to the Faculty which shall determine the final result and its grade.

21. In special cases the Faculty may, on the recommendation of the head of the school or centre concerned, require the candidate to take a further examination in the area of the

thesis which may be an oral examination to be held at the Faculty or at such other location as may be determined by the Faculty.

22. The Faculty may permit an unsuccessful candidate to revise and resubmit the thesis for re-examination if, in the opinion of the head of the school or centre concerned, the candidate's work is of sufficient merit and may prescribe special conditions to be fulfilled by the candidate.

23. On the completion of the requirements for the degree by a candidate proceeding primarily by coursework the head of school concerned shall report the results of the examination of the coursework to the Faculty which shall determine the result of the candidature.

Progress

24. (1) A report on the progress towards completion of the requirements for the degree shall be prepared by the appointed supervisor at least annually in respect of each candidate proceeding primarily by research and thesis or by coursework and thesis.

(2) The report shall be shown to the candidate and the candidate shall sign the report as having sighted the contents.

(3) The report, after signature by the candidate, shall be forwarded to the Faculty through the head of the school or centre concerned.

25. The Faculty may, on the recommendation of the head of the school or centre concerned, call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

■ 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 Studies Handbook.

■ Doctor of Health Science

1. Admission to candidature

(1) General Admission Requirements An applicant for admission to candidature shall:

(a) apply in writing to the Dean, and

(b) submit with the application an outline of the proposed course of advanced study and research, including the general area of the proposed thesis, and

(c) subject to the approval of the supervisor, head of academic unit, and the Dean, a candidate shall pursue the program of advanced study and research either:

(i) within the University including research stations and teaching hospitals;

(ii) on fieldwork either in the field or in libraries, museums or other repositories;

(iii) within industrial laboratories or research institutions or other institutions considered by the Faculty to provide adequate facilities for that candidature; or

(iv) within a professional working environment. (A candidate shall be regarded as engaging in work within the University if 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.) An applicant for admission to part-time candidature, in addition to the above, shall also submit with the application a written undertaking that the applicant will:

(a) have sufficient time available to complete the requirements for the degree in accordance with these Senate Resolutions, and within the maximum time period prescribed in section 6, and

(b) be able to attend the University at such time and on such occasions for the purposes of consultation and participation in prescribed academic and educational activities, as may be required on the recommendation of the Dean, Pro-Dean, Associate Dean (Graduate Studies) or head of academic unit in which the research is being supervised. An applicant may be admitted to candidature in the off-campus mode as either a full-time or part-time candidate and will comply with the above regulations. A candidate pursuing candidature outside Australia must also complete a cumulative minimum period of two semesters of candidature within the University.

(2) Admission to Candidature by the Faculty The Dean may admit an applicant to candidature for the degree if:

(a) the candidate's application complies with the general requirements in section 1.(1) above, and

(b) the applicant holds or has fulfilled the requirements for:

(i) the degree of Bachelor with First or Second Class Honours from the University of Sydney, or

(ii) an undergraduate degree deemed to be equivalent to that in 1.(2)(b)(i), or

(iii) the degree of Master by research from the University of Sydney, or

(iv) the degree of Master by coursework from the University of Sydney with a credit average, or

(v) a postgraduate degree deemed to be equivalent to either that in 1.(2) (b) (iii) or (iv) and

(c) the applicant has a minimum of three years' recent, full-time experience in the health field.

(3) Admission to Candidature by the Academic Board On the recommendation of the Faculty of Health Sciences the Academic Board may admit to candidature for the degree an applicant whose application complies with section 1.(1) above and who:

(a) possesses such qualifications as a deemed equivalent to those described in section 1.(2), and

(b) is recommended by the Faculty of Health Sciences as being suitably prepared to pursue graduate studies at this level.

2. Studies during the candidature

(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:

(a) postgraduate units of study at a grade level as prescribed by Faculty of which no more than 48 credit points can be credited towards the award, and

(b) a thesis and doctoral seminar program together worth 96 credit points. In the doctoral seminar program students will be expected to present three (3) research colloquia to their peers in the form of a thesis proposal and two 'work in progress' seminars, one of which might be analogous to an oral defence of the nearly-completed thesis. Candidates must complete a thesis of 60,000 words (or equivalent) in length 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) An applicant applying for credit transfer win have satisfied the admission criteria listed above and who has demonstrated a high level of competency in the completed graduate coursework for which credit transfer is requested. Approval for credit transfer will be granted by the Graduate Studies Standing Committee of the Faculty of Health Sciences on the recommendation of the relevant Head of Academic Unit. Normally, credit transfer will only be granted for previously completed units of study which can be demonstrated as contributing to the candidate's total program of study in the Doctor of Health Science degree. In exceptional circumstance up to a maximum of 48 credit points (the coursework component of the degree) may be granted as credit transfer.

3. Progress

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

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

(3) If a candidate fails to submit evidence of progress or if the Head of Academic Unit concerned considers that the evidence submitted does not indicate satisfactory progress, the Faculty may, on the Head's recommendation, call upon the candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree and where, in the opinion of the Faculty, the

candidate does not show good cause the Faculty may terminate that candidature or may impose conditions on the continuation of that candidature.

4. The thesis

(1)The candidate shall present a thesis of 60 000 words (or equivalent) in length, which shall be a substantial and original contribution to the subject concerned. The thesis shall carry a credit point value of 96 credit points. The candidate shall state the sources from which the information is derived, the extent to which the work of others has been made use of, and the portion of the work that the candidate claims as original.

(2) The topic of the thesis shall be approved by Faculty.

(3) The dean on the recommendation of the Head of Academic Unit shall appoint a supervisor who shall be a member of the academic staff of the Faculty. In appropriate cases the Dean may appoint an associate supervisor

(4) A candidate may not present as the thesis any work which has been presented for a degree at this or any other university, but the candidate will not be precluded from incorporating such work in the thesis, provided that, in presenting the thesis, the candidate indicates the part of the work which has been incorporated.

(5) A candidate shall submit to the Registrar four copies of the thesis in a form prescribed by the Faculty.

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

(7) When the degree has been awarded, a copy of the thesis incorporating any required emendations and revisions shall be lodged in the University Library.

5. ***Degree result***

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

6. Time limits

(l)Subject to sub-section 1.(1) a candidate may proceed either on a full-time or part-time basis.

(2) Except in special circumstances and with the approval of the Dean all candidates shall complete a minimum of six (6) semesters of candidature taken over a period of time and in such manner as approved by the Dean.

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

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

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

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

■ Diploma of Health Science

1. (l)The Diploma of Health Science may be awarded in the area of:
   (a) Aboriginal Health and Community Development.
2. (1) A unit of study shall consist of lectures together with such clinical, laboratory and tutorial instruction, practical work, exercises and essays as may be prescribed by the Faculty or the school concerned.
   (2)The words 'to complete a unit of study' and derivative expressions mean:
   (a) to attend the lectures and the meetings, if any, for clinical, laboratory or tutorial instruction; and
   (b)to obtain a passing grade for that unit of study in accordance with the assessment criteria prescribed by the Faculty or the school concerned.
   (3) A candidate permitted to re-enrol in a unit of study which has previously not been satisfactorily completed shall, unless exempted by the Faculty, again complete all the work of the unit.
3. Where in these resolutions a power is given to the Faculty or a head of school, subject to any express indication to the contrary or resolution passed by the Faculty, the Faculty or a head of school may, in their discretion, in any particular case:
   (a) exercise the power;
   (b) exercise the power conditionally; or
   (c) decline to exercise the power.
4. (1) A candidate readmitted to candidature for the diploma after an absence of more than one year shall complete the diploma under such conditions as the Faculty shall determine.
   (2) Except with the permission of the Faculty, on the recommendation of the head of school concerned, a candidate shall not enter a unit of study unless entry requirements prescribed for that unit of study have been satisfied.
5. A candidate may be granted credit towards the diploma on the basis of a unit of study or units of study regarded by the Faculty, on the recommendation of the head of school concerned, as equivalent in workload and academic standard, completed at another university or other tertiary institution, provided that the maximum credit granted shall not exceed the equivalent of two-thirds of the diploma requirements.
6. A candidate for the diploma shall complete the units of study as set out in the tables in respect of the appropriate diploma area in chapter 14, Yooroang Garang: School of Indigenous Health Studies.

■ Graduate diplomas and graduate certificates

Subject areas

1. (l)The Graduate Diploma of Health Science may be taken in the following subject areas:
   (i) Behavioural Science[1]
   (ii) Child and Adolescent Health[1]
   (iii) Education
   (iv) Exercise and Sport Science
   (iv) Gerontology[1]
   (vi) Health Information Management[1]
   (vii) Indigenous Community Health
   (viii) Manipulative Physiotherapy[1]
   (ix) Medical Radiation Sciences
   (x) Medical Sonography
   (xi) Physiotherapy[1]
   (xii) Sports Physiotherapy[1]
   (xiiiv) Vision Impairment
   (2) A Graduate Diploma may be taken in the following subject areas:
   (i) Rehabilitation Counselling
   (3)The Graduate Certificate of Health Science may be taken in the following areas:
   (i) Behavioural Science
   (ii) Casemix
   (iii) Child and Adolescent Health
   (iv) Clinical Data Management
   (v) Developmental Disability
   (vi) Education
   (vii) Exercise and Sport Science
   (viii) Indigenous Community Health
   (ix) Medical Radiation Sciences
   (x) Medical Sonography
   (xi) Occupational Therapy
   (xi) Vision Impairment

Eligibility for admission

2. (l)The Faculty may, on the recommendation of the head of the school concerned, admit to candidature for a graduate diploma or a graduate certificate within the Faculty an applicant:
   (a) who is a graduate of the University of Sydney and has completed courses appropriate to the area of study in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional

1. No commencing students.

qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies; and

(b) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

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

Availability

3. Admission to candidature for any graduate diploma or graduate certificate or for any program within a graduate diploma or graduate certificate may be limited by quota.
4. In determining any quota the University will take into account:
   (a) availability of resources including space, library, equipment and computing facilities; and
   (b) availability of adequate and appropriate supervision, including both the supervision of research candidatures and the coordination of coursework programs.
5. In considering an application for admission to candidature the Faculty shall take account of any quota and will select in preference applicants who are most meritorious in terms of section 2 above.
6. Before recommending the admission of any applicant the head of the school concerned shall ensure that the extent of the resources and supervision available is known to and understood by the applicant and is appropriate to the applicant's proposed area of study and research.

Time limits

7. A candidate may be admitted to proceed on either a full-time basis or a part-time basis.

Credit

8. The Faculty may, in respect of a candidate who before admission to candidature has spent time in advanced study or research in the University of Sydney or in another university or institution:
   (a) deem such time to have been time spent after admission to candidature; and
   (b) grant credit towards the graduate diploma or graduate certificate on the basis of a course or courses regarded as equivalent in workload and academic standard; provided that the time recognised or the credit granted represents no more than half of the total candidature and that any attendance requirements as may be prescribed by resolution of the Faculty are met.

Enrolment

9. (1) A candidate shall, unless otherwise permitted by the Faculty, enrol each year until the requirements for the graduate diploma or graduate certificate are completed or the candidature terminated.
   (2) A candidate readmitted to candidature after an absence of more than one year shall complete the graduate diploma or graduate certificate under such conditions as the Faculty shall determine.

Requirements for the graduate diploma and graduate certificate

10. A candidate for the graduate diploma or graduate certificate shall complete the courses as prescribed by the Faculty and set out in tables of courses.
11. On the completion of the requirements for the graduate diploma or graduate certificate the head of school concerned shall report the results of the examination of the coursework to the Faculty which shall determine the result of the candidature.

Progress

12. The Faculty may, on the recommendation of the head of the school concerned, call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the graduate diploma or graduate certificate and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

■ University of Sydney (Coursework) Rule 2000

Preliminary

1. Commencement and purpose of Rule

(l) 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.

(2) This Rule comes into force on 1 January 2001.

(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:

award course means a formally approved program of study which can lead to an academic award granted by the University.

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;

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.

Specific credit means the recognition of previously completed studies as directly equivalent to units of study.

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;

credit points mean 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;

dean means the dean of a faculty or the director or principal of an academic college or the chairperson of a board of studies;

degree means a degree at the level of bachelor or master for the purpose of this Rule;

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;

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;

major means a defined program of study, generally comprising specified units of study from later stages of the award course;

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;

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.

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% of the overall award course requirements;

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.

student means a person enrolled as a candidate for a course;

testamur means a certificate of award provided to a graduate, usually at a graduation ceremony;
transcript or *academic transcript* means a printed statement setting out a student's academic record at the University;
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;
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

(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) 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

(l)To qualify for the award of a degree, diploma or certificate, a student must:
(a) complete the award course requirements specified by the Senate for the award of the degree, diploma or certificate concerned;
(b) 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;
(c) 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
(d) satisfy the requirements of all other relevant by-laws, rules and resolutions of the University.

4. Units of study and credit points

(l)(a) 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.
(b) 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.
(2) A student completes a unit of study if the student:
(a) participates in the learning experiences provided for the unit of study;
(b) meets all examination, assessment and attendance requirements for the unit of study; and
(c) passes the required assessments for the unit of study.
(3) Each unit of study is assigned a specified number of credit points by the faculty responsible for the unit of study.
(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.
(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.
(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*

(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.
(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.
(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.
(4) Examination and assessment in the University are conducted in accordance with the policies and directions of the Academic Board.

6. Attendance

(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.
(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

(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.
(2) Except as provided in sub-section (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.
(3) A student may not enrol in units of study additional to award course requirements without first obtaining permission from the relevant dean.
(4) Except as prescribed in faculty resolutions or with the permission of the relevant dean:
(a) 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
(b) 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

(l)Students may be granted credit on the basis of previous studies.
(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:
(a) for undergraduate award courses, complete a minimum of the equivalent of two full-time semesters of the award course at the University; and
(b)for postgraduate award courses, complete at least fifty percent 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.
(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.
(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.
(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

(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.

(2) The relevant dean has authority to determine any conditions applying to cross-institutional study.

Division 4 - Progression

10. Repeating a unit of study

(1) A student who repeats a unit of study shall, unless granted exemption by the relevant dean:
(a) participate in the learning experiences provided for the unit of study; and
(b) meet all examination, assessment and attendance requirements for the unit of study.

(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

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

(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:
(a) that the discontinuation occurred at an earlier date; and
(b) that there was good reason why the application could not be made at the earlier time.

(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:
(a) the relevant dean has granted prior permission to re-enrol; or
(b) the student is reselected for admission to candidature for that course.

(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:
(a) the discontinuation occurred at an earlier date; and
(b) there was good reason why the application could not be made at the earlier time.

(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

(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.

(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.

(3) A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the relevant faculty.

(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

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

(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.

(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.

(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:

(1) exclude the student from the relevant course; or

(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:
(a) completion of a unit or units of study within a specified time;
(b) 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
(c) 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

(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 readmission to the award course or re-enrolment in the unit or units of study concerned after at least 4 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.

(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

(1) In this Rule a reference to the Appeals Committee is a reference to the Senate Student Appeals Committee (Exclusions and Readmissions).

(2) (a) (i) A student who has been excluded in accordance with this Rule may appeal to the Appeals Committee.
(ii) A student who has applied for readmission to an award course or re-enrolment in a unit of study after a period of exclusion, and who is refused readmission or re-enrolment may also apply to the Appeals Committee.

(b) The Appeals Committee shall comprise:
(i) 3 *ex officio* members (the Chancellor, the Deputy Chancellor and the Vice-Chancellor and Principal);
(ii) the Chair and Deputy Chairs of the Academic Board;
(iii) 2 student Fellows; and
(iv) up to 4 other Fellows.

(c) The Appeals Committee may meet as one or more sub-committees providing that each sub-committee shall include at least 1 member of each of the categories of:
(i) *ex officio* member;
(ii) Chair or Deputy Chair of the Academic Board;
(iii) student Fellow; and
(iv) other Fellows.

(d) Three members shall constitute a quorum for a meeting of the Appeals Committee or a sub-committee.

(e) The Appeals Committee and its sub-committees have authority to hear and determine all such appeals and must report its decision to the Senate annually.

(f) The Appeals Committee or a sub-committee 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.

(g) No appeal shall be determined without granting the student the opportunity to appear in person before the Appeals Committee or sub-committee considering the appeal. A student so appearing may be accompanied by a friend or adviser.

(h) The Appeals Committee or sub-committee 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 sub-committee hears the student.

(i) If, due notice having been given, a student fails to attend a meeting of the Appeals Committee or sub-committee scheduled to consider that student's appeal, the Appeals Committee or sub-committee, at its discretion, may defer consideration of the appeal or may proceed to determine the appeal.

(j) 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

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

(1) Undergraduate diplomas may be awarded in five grades - pass, pass with merit, pass with distinction, pass with high distinction or honours.

(2) Degrees of bachelor may be awarded in two grades - pass or honours.

(3)Graduate diplomas and graduate certificates may be awarded in one grade only - pass.

(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

(l)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.

(2) Each faculty shall publish the grading systems and criteria for the award of honours in that faculty.

(3) Classes which may be used for the award of honours are:
First Class
Second Class/Division 1
Second Class/Division 2
Third Class.

(4) With respect to award courses which include an additional honours year:
(a) a student may not graduate with the pass degree while enrolled in the honours year;
(b) 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;
(c) faculties may prescribe the conditions under which a student may enrol part-time in the honours year;
(d) 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

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

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

(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.

(2)Testamurs may indicate streamsor majors or both as specified in the relevant faculty resolutions.

Division 9 -Transitional provisions

25.Application of this Rule during transition

This Rule applies to all candidates for degrees, diplomas and certificates who commence candidature after 1 January 2001. 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.

24 General University information

See also the Glossary for administrative information relating to particular terms.

Accommodation Service

The Accommodation Service assists students to find off-campus accommodation by maintaining an extensive database of suitable accommodation in various areas but primarily close to University or within easy access via public transport.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3312
Fax: (02) 9351 8262
Email: accomm@stuserv.usyd.edu.au
Web: www.usyd.edu.au/accom

Admissions Office

The Admissions Office (see address below) is responsible for overseeing the distribution of offers of undergraduate admission and can advise prospective local undergraduate students regarding admission requirements. Postgraduate students should contact the appropriate faculty. If you are an Australian citizen or a permanent resident but have qualifications from a non-Australian institution, phone (02) 9351 4118 for more information. For enquiries regarding Special Admissions (including Mature-Age Entry), phone (02) 9351 3615. Applicants without Australian citizenship or permanent residency should contact the International Office.
Student Centre

Ground Floor, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4117 or (02) 9351 4118
Fax: (02) 9351 4869
Email: admissions@records.usyd.edu.au

Applying for a course

Local applicants for undergraduate courses and programs of study

Citizens and permanent residents of Australia and citizens of New Zealand are considered local applicants for the purpose of admission and enrolment. If you are in this group and you wish to apply for admission into an undergraduate course, you would generally apply through the Universities Admissions Centre (UAC) by the last working day of September of the year before enrolment. Go to 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.

Local applicants for postgraduate courses and programs of study

Citizens and permanent residents of Australia and citizens of New Zealand are considered local applicants for the purpose of admission and enrolment. Application is direct to the faculty (not to the department, Student Centre or the Admissions Office) which offers the course in which you are interested. Application forms for postgraduate coursework, postgraduate research and the Master's qualifying or preliminary program, or for non-award postgraduate study can be found at www.usyd.edu.au/su/studentcentre/applications/applications.html.

Please note that not all faculties use these application forms for admission into their courses. Some faculties prefer to use their own specially tailored application forms rather than the standard ones. Please contact the relevant faculty.

International applicants for all course types (undergraduate and postgraduate)

All applicants other than Australian citizens, Australian permanent residents and citizens of New Zealand are considered to be international applicants. In the vast majority of cases applicants apply for admission through the University's International Office. All of the information international applicants need, as well as downloadable application forms, is available from the International Office's section of the University's Web site, www.usyd.edu.au/io.

Assessment

For matters regarding assessment, refer to the relevant department or school.

Careers information

Provides careers information and advice, and help in finding course-related employment both while you're studying and when you commence your career.
Careers Centre
Ground Floor, Mackie Building, KOI
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3481
Fax: (02) 9351 5134
Email: info@careers.usyd.edu.au
Web: www.careers.usyd.edu.au

Casual Employment Service

The Casual Employment Service helps students find casual and part-time work during their studies and in University vacations.
Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 8714
Fax: (02) 9351 8717
Email: ces@stuserv.usyd.edu.au
Web: www.usyd.edu.au/cas_emp

Centre for Continuing Education

Bridging courses, study skills courses, essay writing courses, accounting extension courses, university preparation courses, access to university courses, non-award short courses.
Mackie Building, KOI
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2907
Fax: (02) 9351 5022
Email: info@cce.usyd.edu.au
Web: www.usyd.edu.au/cce

Centre for English Teaching

The Centre for English Teaching (CET) offers a range of English language courses including Academic English, General & Business English and IELTS preparation. CET programs help international students to reach the required English language levels for entry to degrees at the University. Students have the opportunity to take the CET university direct entry test at the completion of their language programs.
Level 2, Building F, 88 Mallett St
University of Sydney (M02)
NSW 2006 Australia
Phone: (02)9351 0706
Fax: (02) 9351 0710
Email: info@cet.usyd.edu.au
Web: www.usyd.edu.au/cet

Child care

Contact the Child Care Coordinator for information about children's services for students and staff of the University who are parents.
Child Care Coordinator
Level 7, Education Building, A35
Phone: (02)9351 5667
Fax: (02) 9351 7055
Email: childc@stuserv.usyd.edu.au
Web: www.usyd.edu.au/childcare

The Co-op Bookshop

As well as providing textbooks for all courses, the Co-op stocks a wide range of supplementary material including recommended readings, course notes, study aids, reference titles, general fiction, non fiction, academic and professional titles. Co-op members receive up to 15 per cent discount and the shop stocks software at up to 70 per cent off for students and academics.

The Co-op is located in the Sydney University Sports and Aquatic Centre.

Phone: (02) 9351 3705 or (02) 9351 2807
Fax: (02) 9660 5256
Email: sydu@mail.coop-bookshop.com.au
Web: www.coop-bookshop.com.au

Counselling Service

The Counselling Service aims to help students fulfil their academic, individual and social goals through professional counselling which is free and confidential. Counselling presents an opportunity to: gain greater self awareness; learn to cope more efficiently with the problem at hand; discuss any work related, social or personal issues that cause concern; explore options with professionally trained staff. In addition, workshops are offered each semester on topics such as stress management, relaxation, exam anxiety, communication skills and others.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2228
Fax: (02) 9351 7055
Email: counsell@mail.usyd.edu.au
Web: www.usyd.edu.au/counsel

Disability Services

Disability Services is the principal point of contact and advice on assistance available for students with disabilities. The Service works closely with academic and administrative staff to ensure that students receive reasonable accommodations in all areas of their study. Assistance available includes the provision of notetaking, interpreters, and advocacy with academic staff to negotiate assessment and course requirement modifications where appropriate.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 7040
Fax: (02) 9351 3320
TTY: (02) 9351 3412
Email: disserv@stuserv.usyd.edu.au
Web: www.usyd.edu.au/disability

Enrolment and pre-enrolment

Students entering first year

Details of the enrolment procedures will be sent with the UAC Offer of Enrolment. Enrolment takes place at a specific time and date, depending on your surname and the Faculty in which you are enrolling, but is usually within the last week of January. You must attend the University in person or else nominate, in writing, somebody to act on your behalf. On the enrolment day, you pay the compulsory fees for joining the Student Union, the Students' Representative Council and sporting bodies and nominate your preferred 'up front' or deferred payment for your Higher Contribution Scheme (HECS) liability. You also choose your first-year units of study, so it's important to consult the Handbook before enrolling.

***All** other students*

A pre-enrolment package is sent to all enrolled students in late September, and contains instructions on the procedure for pre-enrolment.

Examinations

The Examinations and Exclusions Office (see address below) looks after the majority of exam papers, timetables and exclusions. Some faculties, such as the Sydney Conservatorium of Music, make all examination arrangements for the units of study that they offer.

Examinations and Exclusions Office
Student Centre
Level 1, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4005 or (02) 9351 4006
Fax: (02) 9351 7330
Email: exams.office@exams.usyd.edu.au

Fees

For information on how to pay, where to pay, and if payments have been received.

Fees Office
Margaret Telfer Building, K07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 5222
Fax: (02) 9351 4202

Financial Assistance Office

The University has a number of loan funds and bursaries to assist students who experience financial difficulties. Assistance is not intended to provide the principal means of support but to help in emergencies and to supplement other income.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2416
Fax: (02) 9351 7055
Email: fao@stuserv.usyd.edu.au
Web: 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;
- enables a member of the public to ensure that records held by the University concerning his or her personal affairs are not incomplete, incorrect or out of date.

  (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 be made within a specified time period, generally 21 days. Determinations are made by the University's Registrar.

While application may be made for access 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 FOI activities on a regular basis. The two reports produced are the Statement of Affairs and the Summary of Affairs. The Statement of Affairs contains information about the University, its structure and function and the kinds of documents held. The Summary of Affairs identifies the University's policy documents and provides information regarding how to make application for access to University documents.

Further information, and copies of the current reports may be found at 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
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3199, (02) 9351 4009, Protocol (02) 9351 4612
Fax: (02) 9351 5072

(Grievances) appeals

Many decisions about academic and non-academic matters are made each year and you may consider that a particular decision affecting your candidature for a degree or other activities at the University may not have taken into account all the relevant matters.

In some cases the by-laws or resolutions of the Senate (see University Calendar) specifically provide for a right of appeal against particular decisions; for example, there is provision for appeal against academic decisions, disciplinary decisions and exclusion after failure.

A document outlining the current procedures for appeals against academic decisions is available at the Student Centre, at the SRC, and on the University's Web site at www.usyd.edu.au/su/planning/policy/.

If you wish to seek assistance or advice regarding an appeal, contact:

Students' Representative Council
Level 1, Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9660 5222

HECS

Student Centre
Ground Floor, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 5659, (02) 9351 5062, (02) 9351 2086
Fax: (02) 9351 5081

Information Technology Services (ITS)

Information Technology Services oversees the University's computing infrastructure. Students can contact ITS either through the ITS Helpdesk (helpdesk.usyd.edu.au), located in the University Computer Centre (Building H08), or through the University Access Labs (www.usyd.edu.au/su/is/labs/). The access labs on main campus are located in:

- Fisher Library (Level 2)
- Carslaw (Room 201)
- Education (Room 232)
- The Link Building (Room 222)
- Pharmacy (Room 510)

Other labs are available at the Law, Orange, Westmead and Cumberland campuses.

The labs allow students free access to computers, including office and desktop publishing software and storage, at-cost Internet access, printing facilities and the opportunity to host their own Web site.

Each student is supplied with an account, called a 'Unikey' or 'extro' account, which allows access to a number of services including:
Free email (www-mail.usyd.edu.au);

- Access to the Internet both from home and from the access labs (helpdesk.usyd.edu.au/services.html);
- Online course material (groucho.ucc.usyd.edu.au:9000/webct/public/home.pi);
- Student facilities via the intranet (www.intranet.usyd.edu.au), including exam results and seating, student timetables and bulletin boards; and
- Free courses in Microsoft Word and Excel, Photoshop, Internet use and html.

International Student Centre

The International Student Centre consists of the International Office (IO), the International Student Services unit (ISSU) and the Study Abroad and Exchange Office. The International Office provides assistance with application, admission and enrolment procedures and administers scholarships for international students. The ISSU provides a wide range of international student support services including orientation and assistance with finding accommodation for new arrivals and psychological counselling and welfare advice for international students and their families. The Study Abroad and Exchange unit assists both domestic and international students who wish to enrol for Study Abroad or Exchange programs.

International Student Centre
Services Building, G12
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4079
Fax: (02) 9351 4013
Email: info@io.usyd.edu.au
Web: www.usyd.edu.au/io

International** Student Services **Unit
Phone: (02) 9351 4749
Fax: (02) 9351 6818
Email: info@issu.usyd.edu.au
Web: www.usyd.edu.au/issu

Study Abroad and Exchange Unit
Study Abroad
Phone: (02) 9351 3699
Fax: (02) 9351 2795
Email: studyabroad@io.usyd.edu.au
Web: www.usyd.edu.au/io/studyabroad
Exchange
Phone: (02) 9351 3699
Fax: (02) 9351 2795
Email: exchange@io.usyd.edu.au
Web: www.usyd.edu.au/io/exchange

Intranet

The University is continually increasing the amount of information and services it provides through the Web. This can be seen in the University's intranet, called USYDnet. Here, students and staff can find information on everything, from University policies, through to courses and units of study. As well as delivering this information, USYDnet provides interactive services such as a calendar of events, where students and staff can enter events and publish them on the Web, access to a single point of email, the ability to search for housing and casual jobs, and other student/staff specific information.

MyUni is the personalised section of USYDnet. All staff and students are provided with access to MyUni through a login name and password. MyUni enables them to receive delivery of personal information such as exam results, enrolment variations and seat numbers. MyUni is a portal from which students and staff can complete tasks that were previously only able to be done in person, offline.

Koori Centre and Yooroang Garang

The Koori Centre provides tutorial assistance: access to computers, Indigenous counsellor, Aboriginal Studies library study rooms, Orientation program at the beginning of the year, and assistance in study and learning skills. Education unit: courses in Education for ATSI students. Indigenous Studies unit: aims to increase the awareness of Indigenous Australian issues through courses across the University.
Ground Floor, Old Teachers' College, A22
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2046 general enquiries,
(02) 9351 7003 Liaison Officer
Fax: (02) 9351 6923
Email: koori@koori.usyd.edu.au
Web: www.koori.usyd.edu.au

Language Centre

Provides self-access course materials in over 140 languages. Beginner and intermediate courses in Modern Spanish, Modern Russian, Modern Welsh, Modern Irish, Modern Portuguese languages and cultures; Diploma course in Modern Language Teaching.
Level 2, Christopher Brennan Building, A18
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2371
Fax: (02) 9351 3626
Email: language.enquiries@language.usyd.edu.au
Web: www.arts.usyd.edu.au/Arts/departs/langcent/home.html

Learning Centre

The Learning Centre helps students to develop the generic learning and communication skills which 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 are an Individual Learning Program, a special program for international students, faculty-based workshops, computer-based learning resources, publications of learning resources and library facilities.
Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3853
Fax: (02) 9351 4865
Email: lc@stuserv.usyd.edu.au
Web: www.usyd.edu.au/lc

Library

Students are welcome to use any of the 20 libraries in the University. The student card is also the library borrower's card. Further details of the libraries, including services provided, locations and opening hours are available on the Library's Web page, www.library.usyd.edu.au, as well as in the printed Library Guide, available at any library. Consult the Library staff for assistance.

The libraries listed below are located on the Camperdown/ Darlington campus unless otherwise specified.

Architecture Library
Wilkinson Building, G04
Phone: (02) 9351 2775
Fax: (02) 9351 4782
Email: architecture@library.usyd.edu.au

Badham Library
Badham Building, A16
Phone: (02) 9351 2728
Fax: (02) 9351 3852
Email: badham@library.usyd.edu.au

Biochemistry Library
Biochemistry Building, G08
Phone: (02) 9351 2231
Fax: (02) 9351 7699
Email: biochemistry @library,usyd.edu.au

Burkitt-Ford Library
Sir Edward Ford Building, A27
Phone: (02) 9351 4364
Fax-(02) 93517125
Email: burkittford@library.usyd.edu.au

Camden Library
University Farms, Werombi Rd, Camden, C15
Phone: (02) 9351 1627
Fax: (02)4655 6719
Email: camden@library.usyd.edu.au

Chemistry Library
From December 2002, merged with the Geosciences Library in the Madsen Building

Curriculum Resources Library
Relocated to Fisher Library, Floor 1
Phone: (02) 9351 6254
Fax: (02) 9351 7766
Email: curriculum@library.usyd.edu.au

Dentistry Library
United Dental Hospital, 2 Chalmers St, Surry Hills, C12
Phone: (02)9351 8331
Fax: 9212 5149
Email: dentistry@library.usyd.edu.au

Engineering Library
PN Russell Building, J02
Phone: (02) 9351 2138
Fax: (02) 9351 7466
Email: engineering@library.usyd.edu.au

Fisher Library
Eastern Ave, F03
Phone: (02) 9351 2993
Fax: (02) 9351 4328
Email: fishinf@library.usyd.edu.au

Geosciences Library
Madsen Building, F09
Phone: (02)9351 6456
Fax: (02) 9351 6459
Email: geosciences@library.usyd.edu.au

Health Sciences Library
East St, Lidcombe, C42
Phone: (02) 9351 9423
Fax: (02) 9351 9421
Email: library@fhs.usyd.edu.au

Law Library
Law School, 173-175 Phillip St, Sydney, C13
Phone: (02)9351 0216
Fax: (02) 9351 0301
Email: library@law.usyd.edu.au

Mathematics Library
Carslaw Building, F07
Phone: (02) 9351 2974
Fax: (02) 9351 5766
Email: mathematics @library.usyd.edu.au

Medical Library
Bosch Building, D05
Phone: (02) 9351 2413
Fax: (02) 9351 2427
Email: medical@library.usyd.edu.au

Music Library
Seymour Centre, J09
Phone: (02) 9351 3534
Fax: (02) 9351 7343
Email: music@library.usyd.edu.au

Nursing Library
88 Mallett St, Camperdown, M02
Phone: (02) 9351 0541
Fax: (02) 9351 0634
Email: nursing@library.usyd.edu.au

Orange Library
Leeds Parade, Orange
Phone: (02) 6360 5593
Fax: (02) 6360 5637
Email: lib@orange.usyd.edu.au

Physics Library
New Wing, Physics Building, A29
Phone: (02) 9351 2550
Fax: (02) 9351 7767
Email: physics@library.usyd.edu.au

Schaeffer Fine Arts Library
Mills Building, A26
Phone: (02) 9351 2148
Fax: (02) 9351 7624
Email: john.spencer@arthist.usyd.edu.au

Sydney College of the Arts Library
Balmain Rd, Rozelle, N01
Phone: (02) 9351 1036
Fax: (02) 9351 1043
Email: scalib@sca.usyd.edu.au

Sydney Conservatorium of Music Library
Macquarie St (opposite Bridge St), Sydney, C41
Phone: (02) 9351 1316
Fax: (02) 9351 1372
Email: library@conmusic.usyd.edu.au

Mathematics Learning Centre

The Mathematics Learning Centre assists students to develop the mathematical knowledge, skills and confidence that are needed for studying mathematics or statistics 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 during the year through individual assistance and small group tutorials to eligible students.

Level 4, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4061
Fax: (02) 9351 5797
Email: mlc@stuserv.usyd.edu.au
Web: www.usyd.edu.au/mlc

Part-time, full-time

Undergraduate students
Undergraduate students are normally considered as full-time if they have a HECS weighting 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)
Whether a postgraduate coursework student is part-time or full-time is determined solely by credit-point load for all coursework programs. A students is classed as enrolled full-time in a semester if he/she is enrolled in units of study which total at least 18 credit points. Anything under this amount is considered a

part-time study load. Please note that classes for some coursework programs are held in the evenings (generally 6-9 pm).

Postgraduate students (research)

Full-time candidates for research degrees do not keep to the normal semester schedule but work continuously throughout the year except for a period of four weeks' recreation leave. There is no strict definition of what constitutes full-time candidature but, generally speaking, 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 as may be required) you should enrol as a part-time candidate. If in doubt you should consult your faculty or supervisor.

International students

International students who are resident in Australia are normally required under the terms of their entry visa to undertake full-time candidature only.

Privacy

The University is subject to the NSW Privacy and Personal Information Protection Act 1998 (the Act). Central to the Act are the twelve Information Protection Principles (IPPs) which regulate the collection, management, use and disclosure of personal information. The University has 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 new University Privacy Policy were endorsed by the Vice-Chancellor on 28 June 2000.

Further information and a copy of the Plan may be found at www.usyd.edu.au/arms/privacy.

Any questions regarding the Freedom of Information Act, the Privacy and Personal Information Protection Act or the Privacy Management Plan should be directed to:
Tim Robinson: (02) 9351 4263; or Anne Picot: (02) 9351 7262
Email: foi@mail.usyd.edu.au

Scholarships for undergraduates

Scholarships Unit, Room 147
Ground Floor, Mackie Building, KOI
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2717
Fax: (02) 9351 5134
Email: scholarships@careers.usyd.edu.au
Web: www.usyd.edu.au/study/scholarships.shtml

Student Centre

Ground Floor, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3023 General Enquiries
(02) 9351 4109 Academic Records
(02) 9351 3023 Discontinuation of Enrolment
(02) 9351 5057 Handbooks
(02) 9351 5060 Prizes
Fax: (02) 9351 5081, (02) 9351 5350 Academic Records

Student identity cards

The student tidentity card functions as a library borrowing card, a transport concession card, when suitably endorsed, and a general identity card for a range of purposes within the Univesity. The card must be carried at all times on the grounds of the University and must be shown on demand. Students are required to provide a passport-sized colour photograph incorporating head nd shoulders only for lamination to this card. Free lamination is provided at a range of sites throughout the University during the January/February enrolment/pre-enrolment period. Cards which are not laminated or do not include a photograph will not be accepted. New identity cards are required for each year of a student enrolment.

Student Services

Student Services exists to help you achieve your educational goals by providing personal, welfare, and academic support services to facilitate your success at University. Many factors can impact on your well being while studying at University and Student Services can assist you in managing and handling these more effectively. Refer to Accommodation Service, Casual Employment Service, Child Care, Counselling Service, Disability Services, Financial Assistance Office, Learning Centre, Mathematics Learning Centre. The Web site is at www.usyd.edu.au/stuserv.

The Sydney Summer School

Most faculties at the University offer units of study from undergraduate degree programs during January/February. There are also some units of study available from postgraduate coursework programs from some faculties. As the University uses all of its HECS quota 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 requisite subjects before they commence their degrees. Units start on 6 January and run for up to six weeks (followed by an examination week). Notice of the units available is contained in the various faculty handbooks, on the summer school Web site (www.summer.usyd.edu.au) and is usually circulated to students with their results notices.

Timetabling unit

The timetabling unit in the Student Centre is responsible for producing students' class and tutorial timetables. Students can obtain their Semester 1 timetables from the Wednesday of Orientation Week via the Web.

The Sydney Conservatorium of Music operates in accordance with a local calendar of dates and produces a complete timetable for all teaching that it delivers. The timetable is available on enrolment at the Conservatorium.

University Health Service

Provides full general practitioner services and emergency medical care to the University community.

Email: director@unihealth.usyd.edu.au
Web: www.unihealth.usyd.edu.au

University Health Service (Wentworth)

Level 3, Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3484
Fax: (02) 9351 4110

University Health Service (Holme)

Science Rd Entry, Holme Building, A09
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4095
Fax: (02) 9351 4338

■ Student organisations

Students' Representative Council

Level 1, Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9660 5222 Editors, Honi Soit/Legal Aid
(02) 9660 4756 Second-hand Bookshop
(02) 9351 0691 Mallett St
(02) 9351 1291 Pitt St - Conservatorium
Fax: (02) 9660 4260
Email: postmaster@src.usyd.edu.au

Sydney University Postgraduate Representative Association (SUPRA)

SUPRA is an organization which provides services to and represents the interests of postgraduate students.

All postgraduate students at the University of Sydney are members of SUPRA.

Raglan Street Building, G10
University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3715, Freecall 1800 249 950
Fax: 02 9351 6400
Email: supra@mail.usyd.edu.au
Web: www.usyd.edu.au/supra/

Sydney University Sports Union

Services, facilities and clubs for sport, recreation and fitness.
Noel Martin Sports and Aquatic Centre, G09
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4960
Fax: (02) 9351 4962
Email: sports_union@susu.usyd.edu.au

University of Sydney Union

Main provider of catering facilities, retail services, welfare programs, and social and cultural events for the University community on the Camperdown and Darlington campuses, and at many of the University's affiliated campuses.
University of Sydney Union
Box 500, Holme Building, A09
The[1] University of Sydney
NSW 2006 Australia
Phone: (02) 9563 6000 Switchboard/Enquiries
Fax: (02) 9563 6239
Email: email@usu.usyd.edu.au
Web: www.usu.usyd.edu.au

Women's Sports Association

Provides for students, predominantly women, to participate in sport and recreation through the provision of facilities, courses and personnel.
. The Arena Sports Centre, A30
The University of Sydney
NSW 2006 Australia
Phone: (02)9351 8111
Fax: (02) 9660 0921
Email: secretary@suwsa.usyd.edu.au
Web: www.suwsa.usyd.edu.au

Glossary

This glossary describes terminology in use at the University of Sydney.

Academic Board

The Academic Board is the senior academic body within the University. In conjunction with faculties, the Academic Board has responsibility for approving, or recommending to Senate for approval, new or amended courses and units of study and policy relating to the admission of students. (For further information, see the University Calendar.)

Academic cycle

The Academic cycle is the program of teaching sessions offered over a year. Currently the cycle runs from the enrolment period for Semester 1 through to the completion of the processing of results at the end of Semester 2. (See also *Stage.)*

Academic record

The academic record is the complete academic history of a student at the University. It includes, among other things, personal details, all units of study and courses taken, assessment results (marks and grades), awards and prizes obtained, infringements of progression rales, approvals for variation in course requirements and course leave, thesis and supervision details.

Access to a student's academic record is restricted to authorised University staff. A student's academic record is not released to a third party without the written authorisation of the student. (See also *Academic transcript.)*

Academic transcript

An academic transcript is a printed statement setting out a student's academic record at the University. There are two forms of academic transcript: external and internal. (See also *External transcript, Internal transcript.)*

Academic year

An academic year is a normal full-time program taken in a course in a year. Some courses consist of stages, which may readily be equated with academic year. Others use the aggregation of credit points to do this (eg, 48 credit points = an academic year). (See also *Academic cycle, Stage.)*

Addresses

All enrolled students need to have a current postal address recorded on FlexSIS to which all official University correspondence is sent. (See also *Business address, Permanent home address, Semester address, Temporary address.)*

Admission

Admission is governed by the University's admission policy and is the process for identifying applicants eligible to receive an initial offer of enrolment in a course at the University. Admission to most courses is based on performance in the HSC with applicants ranked on the basis of their UAI. Other criteria such as a portfolio, interview, audition, or results in standard tests may also be taken into account for certain courses.

Admission basis

The main criterion used by a faculty in assessing an application for admission to a course. The criteria used include, among other things, previous secondary, TAFE or tertiary studies, work experience, special admission and the Universities Admission Index (UAI).

Admission (deferment)

An applicant who receives an offer of admission to a course may apply to defer enrolment in that course for one semester or one academic cycle.

Admission mode

Admission mode is a classification based on how a student was admitted to a course, for example 'UAC or 'direct'.

Admission period

The period during which applications for admission to courses are considered. The main admission period takes place before Semester 1, but there may also be an admission period for mid-year applicants before the beginning of Semester 2 and other admission periods.

Admission reply

A code used by FlexSIS to indicate whether an applicant who has received an offer has accepted the offer or not.

Admission result

A code used by FlexSIS to indicate the result of a direct application to study at the University (eg, offer, unsuccessful, withdrawn).

Admission year

The year the student began the course.

Advanced diplomas

See *Award course.*

Advanced standing

See *Credit.*

Advisor

A member of academic staff appointed in an advisory role for some postgraduate coursework students. (See also *Associate supervisor, Instrumental supervisor (teacher), Research supervisor, Supervision.)*

Annual Progress Report

The Annual Progress Report is a form issued by faculties which is used to monitor a research student's progress each year. The form provides for comments by the student, the supervisor, the head of the department and the dean (or nominee). The completed form is attached to the student's official file. FlexSIS records that the form has been sent out and that it has been satisfactorily completed.

APA

Australian Postgraduate Awards. (See also *Scholarships, UPA.)*

Appeals

Students may lodge appeals against academic or disciplinary decisions. FlexSIS will record an academic appeal (eg, against exclusion) while they are under consideration and will record the outcome of the appeal. Disciplinary (that is, non-academic) appeals are not recorded on FlexSIS.

ARTS

Automated Results Transfer System. This system was developed on behalf of ACTAC (Australasian Conference of Tertiary Admissions Centres) to allow the electronic academic record of a student to be accessible, via an admission centre, between tertiary institutions.

Assessment

The process of measuring the performance of students in units of study and courses. The assessment of performance in a unit of study may include examinations, essays, laboratory projects, or assignments. (See also *Board of examiners, Result processing, Result processing schedule.)*

Associate supervisor

A person who is appointed in addition to the supervisor of a research student who can provide the day-to-day contact with the candidate or provide particular expertise or additional experience in supervision. (See *also Advisor, Instrumental supervisor (teacher), Research supervisor, Supervision.)*

Assumed knowledge

For some units of study, a student is assumed to have passed a relevant subject at the HSC 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 mode

A DEST classification defining the manner in which a student is undertaking a course - ie, internal, external, mixed or offshore.

Attendance pattern/type

Refers to whether the student is studying part-time or full-time. For coursework students this is a function of course load - ie, the

proportion being undertaken by the student of the normal full-time load specified for the course in which the student is enrolled. To be considered full-time, a coursework student must undertake at least 0.75 of the normal full-time load over the academic cycle or at least 0.375 if only enrolling in half of an academic year. It is important to note, however, that, for some purposes, to be considered full-time a student may need to be enrolled in at least 0.375 in each half year. Research students, with the approval of their faculty, nominate whether they wish to study part-time or full-time. The attendance status is then recorded on FlexSIS as part of the application or enrolment process. (See also *Coursework, Student load.)*

AusAID

Australian Agency for International Development.

AUSCHECK

AUSCHECK is the software provided by Centrelink to validate data prior to reporting to Centrelink.

AUSTUDY

Replaced by Youth Allowance. (See also *Youth Allowance.)*

Award course

An award course is a formally approved program of study that can lead to an academic award granted by the University. An award course requires the completion of a program of study specified by course rules. (See also *Course rules.)*

Award courses are approved by Senate, on the recommendation of the Academic Board. Students normally apply to transfer between Award courses through the UAC. The award course name will appear on testamurs. The University broadly classifies courses as undergraduate, postgraduate coursework or postgraduate research. The award courses offered by the University are:

- Higher doctorates
- Doctor of philosophy (PhD)
- Doctorates by research and advanced coursework
- Master's degree by research
- Master's degree by coursework
- Graduate diploma
- Graduate certificate
- Bachelor's degree
- Advanced diplomas
- Diplomas
- Certificates

(See also *Bachelor's degree, Course rules, Diploma, Doctorate, Major, Master's degree, Minor, PhD, Stream.)*

Bachelor's degree

The highest undergraduate award offered at the University of Sydney. A bachelor's degree course normally requires three or four years of full-time study or the part-time equivalent. (See also *Award course.)*

Barrier

A barrier is an instruction placed on a student's FlexSIS record that prevents the student from re-enrolling or graduating. (See also *Deadline (fees), Suppression of results.)*

Board of examiners

A Board of examiners was a body appointed by a faculty or board of studies which met to approve the results of all students undertaking courses supervised by that faculty or board of studies. Boards of examiners were dis-established following revision of the University's examination procedures in 2000. (See also *Assessment, Result processing, Result processing schedule.)*

Board of studies

An academic body which supervises a course or courses and which is similar to a faculty except that it is headed by a chair rather than a dean and does not supervise PhD candidates.

Bursaries

See *Scholarships.*

Business address

FlexSIS can record a student's business address and contact details. (See also *Addresses, Permanent home address, Semester address, Temporary address.)*

Cadigal Program

The Cadigal Program is a University wide access and support scheme for Aboriginal and Torres Strait Islanders.

Campus

The grounds on which the University is situated. There are eleven campuses of the University of Sydney: Burren Street (Institute for International Health, Institute of Transport Studies), Camperdown and Darlington (formerly known as Main Campus), Camden (Agriculture and Veterinary Science), Conservatorium (Conservatorium of Music), Cumberland (Health Sciences), Mallett Street (Nursing), Orange (Faculty of Rural Management), Rozelle (Sydney College of the Arts), St lames (Law) and Surry Hills (Dentistry).

Census date

See *HECS census date.*

Centre for Continuing Education

The Centre for Continuing Education develops and conducts courses, conferences and study tours for the general public and professional groups. The Centre offers approximately 1,000 courses for approximately 20,000 students each year. Most of , . these courses are held over one of the four main sessions that are conducted each year, though the Centre is offering an increasing number of ad hoc courses in response to increased competition and changing demands. The Centre operates on a cost recovery/ income generation basis. (See also *Continuing professional education.)*

Centrelink

Centrelink is the agency responsible for providing information and assistance on a range of Commonwealth Government programs including Youth Allowance. (See also *Youth Allowance.)*

Ceremony

See *Graduation ceremony.*

Chancellor

The non-executive head of the University. An honorary position, the Chancellor chairs meetings of the University's governing body, the Senate, and presides over graduation ceremonies amongst other duties.

Class list

A listing of all currently enrolled students in a particular unit of study. (See also *Unit of study.)*

Combined 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

See *Combined course.*

Commencing student

A student enrolling in an award course at the University of Sydney for the first time. The DEST glossary provides a more detailed definition.

Comp subs

See *Compulsory subscriptions.*

Compulsory subscription rates

There are two rates for some annual subscriptions: full-time and part-time. (See also *Compulsory subscriptions.)*

Compulsory subscription waiver provision

Certain students over a certain age or with disabilities or medical conditions may be exempted from the subscription to the sports body.

Students with a conscientious objection to the payment of subscriptions to unions of any kind may apply to the Registrar for exemption. The Registrar may permit such a student to make the payment to the Jean Foley Bursary Fund instead.

(See also Compulsory subscriptions.)

Compulsory subscriptions

Each enrolled student is liable to pay annual (or semester) subscriptions as determined by the Senate to the student organisations at the University. These organisations are different on different campuses. There are different organisations for undergraduate and postgraduate students.

At the Camperdown/Darlington campus (formerly known as Main Campus), compulsory submissions depend on the level of study.

Undergraduate: the University of Sydney Union, Students' Representative Council (SRC) and the University of Sydney Sports Union or the Sydney University Women's Sports Association.

Postgraduate: the University of Sydney Union and the Sydney University Postgraduate Representative Association (SUPRA).

Student organisations at other campuses include: the Conservatorium Student Association, the Cumberland Student Guild, the Orange Agricultural College Student Association and

the Student Association of Sydney College of the Arts. (See also *Compulsory subscription rates, Compulsory subscription waiver provision, Joining fee, Life membership.)*

Confirmation of Enrolment form

A Confirmation of Enrolment form is issued to students after enrolment showing the course and the units of study they are enrolled in, together with the credit point value of the units of study and the HECS weights. Until all fees are paid, it is issued provisionally.

A new Confirmation of Enrolment form is produced every time a student's enrolment is varied.

For postgraduate research students the form also lists candidature details and supervisor information.

Where students have an appointed advisor, the advisor information is also shown.

Continuing professional education

The continuing professional education process provides a number of programs of continuing education courses for professionals as they move through their career. These programs are presently administered by the Centre for Continuing Education and a number of departments and Foundations across the University. This process supports the whole of life learning concept and requires/promotes the maintenance of a long term relationship between the student and the University. It is envisaged that the importance of this mode of education will increase in the future. (See also *Centre for Continuing Education.)*

Convocation

Convocation is the body comprising all graduates of the University.

Core unit of study

A unit of study that is compulsory for the course or subject area. (See also *Unit of study.)*

Corequisite

A corequisite is a unit of study which must be taken in the same semester or year as a given unit of study (unless it has already been completed). These are determined by the faculty or board of studies concerned, published in the faculty handbook and shown in FlexSIS. (See also *Prerequisite, Waiver)*

Course

An award course or non-award course undertaken at the University of Sydney. (See also *Award course, Non-award course.)*

Course alias

Each course in FlexSIS is identified by a unique five-digit alpha-numeric code.

Course code

See *Course alias.*

Course leave

Students (undergraduate and postgraduate) are permitted to apply for a period away from their course without losing their place, course leave is formally approved by the supervising faculty for a minimum of one semester and recorded on FlexSIS (leave for periods of less than one semester should be recorded internally by the faculty). Students on leave are regarded as having an active candidature, but they are not entitled to a student card. At undergraduate level leave is not counted towards the total length of the course. Students who are absent from study without approved leave may be discontinued and may be required to reapply formally for admission. The term 'suspension of candidature' was previously used to describe research students on course leave.

Course (research)

A classification of courses in which students undertake supervised research leading to the production of a thesis or other piece of written or creative work over a prescribed period of time. The research component of a research course must comprise 66 per cent or more of the overall course requirements.

Course rules

Course rules govern the allowable enrolment of a student in a course; eg, a candidate may not enrol in units of study having a total value of more than 32 credit points per semester. Course rules also govern the requirements for the award of the course; eg, a candidate must have completed a minimum of 144 credit points. Course rules may be expressed in terms of types of units of study taken, length of study, and credit points accumulated. (See also *Award course.)*

Course suspension

See *Course leave.*

Course transfer

A course transfer occurs where a student changes from one course in the University to another course in the University without the requirement for an application and selection (eg, from a PhD to a master's program in the same faculty).

***Course** type*

Course type is a DEST code.

Coursework

Coursework is a classification used to describe those courses that consist of units of study rather than research work. All undergraduate courses are coursework programs. Postgraduate courses can be either research courses or coursework courses. (See also *Course (research).)*

Credit

The recognition of previous studies successfully completed at this or another recognised (by the University of Sydney) university or tertiary institution as contributing to the requirements for the award of the course in which the apphcant requesting such recognition has been admitted.

Where the University agrees to recognise successfully completed previous studies, their contribution to the requirements for the award of the course, in which the applicant has been admitted, will be expressed as specific or non-specific credit.

Credit awarded to a credit applicant - whether specific or non-specific - will be recorded with a mark and grade of 50 pass, unless in individual cases the credit is assessed by the faculty as having a mark and grade greater than 50 pass. This equivalent mark and grade will be used for the purposes of calculating a student's weighted average mark and for the purposes of satisfying prerequisite rules where a level of passing grade is specified.

(See also *Precedents, Specific credit, Non-specific credit, Waiver, Weighted average mark (WAM))*

Creditpoints

Credit points are a measure of value indicating the contribution each unit of study provides towards meeting course completion requirements stated as a total credit point value. Each unit of study will have a credit point value assigned to it, normally in the range 3 to 24. Resolutions of Senate set the number and level of credit points required for graduation.

Cross-institutional enrolment

Cross-institutional enrolment is an enrolment in units of study at one university to count towards an award course at another university. Cross-institutional enrolments incur a HECS liability or tuition fee charge at the institution at which the unit of study is being undertaken. Students pay compulsory subscriptions to one university only (usually their home university - ie, the university which will award their degree). (See also *Non-award course, Enrolment non-award.)*

DAC (Data Audit Committee)

DAC is a sub-committee of the VCAC Enrolment Working Party, chaired by the Registrar, with membership including the deans, the Student Centre, FlexSIS and the Planning Support Office. Its role is to oversee the integrity and accuracy of the course and unit of study data as strategic university data. It has a role in advising the Academic Board on suggested policy changes with relation to course and unit of study data.

Deadlines (enrolment variations)

See *Enrolment variations.*

Deadlines (fees)

The University has deadlines for the payment of fees (eg, HECS, compulsory subscriptions, course fees, etc). Students who do not pay fees by these deadlines may have their enrolment cancelled or they may have a barrier placed on the release of their record. (See also *Barrier^)*

Dean

The head of a faculty or the principal or director of a college (such as the Conservatorium of Music or the Sydney College of Arts).

Dean's certificate

A statement from the dean certifying that all requirements, including fieldwork and practical work, have been met and that the student is eligible to graduate. Not all faculties use dean's

certificates. In faculties that do, qualified students have 'dean's certificate' noted on their academic record.

Deferment

See Admission (deferment), Leave.

Degree

(See also *Award course, Bachelor's degree.)*

Delivery mode

Indicates the mode of delivery of the instruction for a unit of study — eg, normal (ie, by attending classes at a campus of the University), distance (ie, remotely by correspondence or other distance means - eg, Web delivery). The delivery mode must be recorded for each unit as distinct from the attendance mode of the student - ie, an internal student may take one or more units by distance mode and an external student may attend campus for one or more units.

Department

For the purposes of FlexSIS, a department is the academic unit, which is responsible for teaching and examining a unit of study. It may be called a school, a department, a centre or a unit within the University.

DEST

The Department of Education, Science and Training is the Commonwealth Government-department responsible for higher education. The University is required to provide DEST with information about its students several times a year. The Government uses this information in its funding deliberations.

Differential HECS

See *Higher Education Contribution Scheme (HECS).*

Diploma

The award granted following'successful completion of diploma course requirements. A diploma course usually requires less study than a degree course. Graduate diploma courses are only available to students who already hold an undergraduate degree. (See also *Award course.)*

Direct admissions

For some courses, applications may be made directly to the University. Applications are received by faculties or the International Office, registered on FlexSIS and considered by the relevant department or faculty;body. Decisions are recorded on FlexSIS and FlexSIS produces letters to applicants advising them of the outcome. (See also *Admission, UAC admissions.)*

Disability information

Students may inform the University of any temporary or permanent disability, other than a financial disability, which affects their life as a student. Disability information is recorded in FlexSIS but it is only visible to particular authorised users because of its sensitive nature.i

Discipline codes

Discipline codes are four-letter codes for each area of study available at the university (eg, CHEM Chemistry, ECON Economics).

Discipline group

A 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 dissertation is a written exposition of a topic and may include original argument substantiated by reference to acknowledged authorities. It is a required unit of study for some postgraduate award courses in the faculties of Architecture and Law.

Distance and flexible learning

Distance and flexible learning affords the opportunity to provide higher education to a much wider market - including students from anywhere in the world- at times, locations and modes that suit them.

Doctor of philosophy (PhD)

See *Award course, Doctorate, PhD.*

Doctorate

The doctorate and the PhD are high-level postgraduate awards available at the University of Sydney. A doctorate course normally involves research and coursework; the candidate submits a thesis that is an original contribution to the field of study. Entry to a doctorate course often requires completion of a master's degree course. Note that the doctorate course is not available in all departments at the University of Sydney. (See also *Award course, PhD.)*

Earliest date

See *Research candidature.*

EFTSU

The equivalent full-time student unit (EFTSU) is a measure of student load expressed as a proportion of the workload for a standard annual program for a student undertaking a full year of study in a particular award course. A student undertaking the standard annual program of study (normally 48 credit points) generates one EFTSU.

EFTYR

The effective full-time enrolment year (EFTYR) is a calculation of how long, in terms of equivalence to full-time years of enrolment, a student has been enrolled in a course. If a student has always been full-time, the calculation is straightforward (eg, the fifth year of enrolment is EFTYR 5). If the student has had a mixture of part-time and full-time enrolment, this can be equated with an EFTYR. (See also *Stage.)*

Enrolment

A student enrolls in a course by registering with the supervising faculty in the units of study to be taken in the coming year, semester or session. The student pays whatever fees are owing to the University by the deadline for that semester. New students currently pay on the day they enrol which is normally in early February. Students already in a course at the University re-enrol each year or semester; for most students pre-enrolment is required. (See also *Pre-enrolment.)*

Enrolment non-award

Non-award enrolment is an enrolment in a unit or units of study, which does not count towards a formal award of the University. Non-award enrolments are recorded in various categories used for reporting and administrative purposes. (See also *Cross-institutional enrolment, Non-award course.)*

Enrolment status

A student's enrolment status is either 'enrolled' or 'not enrolled'. An enrolment status is linked to an enrolment status reason or category.

Enrolment status reason/category

Not enrolled status reasons/categories include: withdrawn, totally discontinued, cancelled, on leave (suspended), transferred, lapsed, terminated, qualified and conferred.

Enrolment variation

Students may vary their enrolment at the beginning of each semester. Each faculty determines its deadlines for variations, but HECS liability depends on the HECS census date. (See also *HECS.)*

Enrolment year

See *EFTYR, Stage.*

Examination

See *Examination paper code, Examination period, Supplementary exams.*

Examination paper code

A code that identifies each individual examination paper. Used to help organise examinations.

Examination period

The examination period is the time set each semester for the conduct of formal examinations.

Exchange student

An exchange student is either a student of the University of Sydney who is participating in a formally agreed program involving study at an overseas university or an overseas student who is studying here on the same basis. The International Office provides administrative support for some exchanges.

Exclusion

The faculty may ask a student whose academic progress is considered to be unsatisfactory to 'show cause' why the student should be allowed to re-enrol. If the faculty deems the student's explanation unsatisfactory, or if the student does not provide an explanation, the student may be excluded either from a unit of study or from a course. An excluded student may apply to the faculty for permission to re-enrol. Normally at least two years must have elapsed before such an application would be considered.

University policy relating to exclusion is set out in the University Calendar. (See also *Senate appeals.)*

Extended semesters

Distance learning students may be allowed more time to complete a module/program if circumstances are beyond the student's control - eg, drought, flood or illness, affect the student's ability to complete the module/program in the specified time.

External

See *Attendance mode.*

External transcript

An external transcript is a certified statement of a student's academic record printed on official University security paper. It includes the student's name, any credit granted, all courses the student was enrolled in and the final course result and all units of study attempted within each course together with the result (but not any unit of study which has the status of withdrawn). It also includes any scholarships or prizes the student has received. Two copies are provided to each student on graduation (one with marks and grades for each unit of study and one with grades only). External transcripts are also produced at the request of the student. The student can elect either to have marks appear on the transcript or not. (See also *Academic transcript, Internal transcript.)*

Faculty

A faculty, consisting mainly of academic staff members and headed by a dean, is a formal part of the University's academic governance structure, responsible for all matters concerning the award courses that it supervises (see the 2001 University Calendar, pp. 140-141). Usually, a faculty office administers the faculty and student or staff inquiries related to its courses. The Calendar sets out the constitution of each of the University's 17 faculties. (See also *Board of studies, Supervising faculty.)*

Fail

A mark of less than 50% which is not a concessional pass. (See also *Results.)*

Fee-paying students

Fee-paying students are students who pay tuition fees to the University and are not liable for HECS.

Fee rate

Local fees are charged in bands, a band being a group of subject areas. The bands are recommended by faculties and approved by the DV-C (Planning and Resources).

Fee type

Fee type can be 'international' or 'local'.

Flexible learning

See *Distance and Flexible learning.*

Flexible start date

Full fee-paying distance students should not be restricted to the same enrolment time frames as campus-based or HECS students.

FlexSIS

FlexSIS is the computer-based Flexible Student Information System at the University of Sydney. Electronically FlexSIS holds details of courses and units of study being offered by the University and the complete academic records of all students enrolled at the University. FlexSIS also holds the complete academic records of many (but not all) past students of the university. For past students whose complete records are not held on FlexSIS, there will be a reference on FlexSIS to card or microfiche records where details are kept.

Full-time student

See. Attendance status, EFTSU.

Grade

A grade is a result outcome for a unit of study normally linked with a mark range. For example, in most faculties, a mark in the range 85-100 attracts the grade 'high distinction' ('HD'). (See also *Mark.)*

Graduand

A Graduand is a student who has completed all the requirements for an award course but has not yet graduated. (See also *Graduation, Potential graduand.)*

Graduate

A graduate is a person who holds an award from a recognised tertiary institution.

(See also *Graduand, Graduation.)*

Graduate certificate

See Award course.

Graduate diploma

See Award course.

Graduate register

The graduate register is a list of all graduates of the University. (See also *Graduation.)*

Graduation

Graduation is the formal conferring of awards either at a ceremony or in absentia.

(See also *In absentia, Potential graduand.)*

Graduation ceremony

A graduation ceremony is a ceremony where the Chancellor confers awards upon graduands. The Registrar publishes annually the schedule of graduation ceremonies.

HECS

See *Higher Education Contribution Scheme (HECS).*

HECS census date

The date at which a student's enrolment, load and HECS liability are finalised before reporting to DEST. The following dates apply:

Semester 1:31 March

Semester 2: 31 August.

HECS code

A code used by DEST to identify the HECS status of a student (eg, 10 deferred, 11 upfront).

Higher doctorates

See Award course.

Higher Education Contribution Scheme (HECS)

All students, except international students, local fee-paying students and holders of certain scholarships are obliged to contribute towards the cost of their education under the Higher Education Contribution Scheme (HECS). HECS liability depends on the load being taken.

Current students, except possibly those who began their studies prior to 1997, have a HECS rate charged for each unit of study in their degree program which depends on the 'discipline group' it is in, and the 'band' to which the Government has assigned it. Theses are all determined annually by the Government.

Honorary degrees

A degree honoris causa (translated from the Latin as 'for the purpose of honouring') is an honorary award, which is conferred on a person whom the University wishes to honour.

A degree ad eundem gradum (translated as 'at the same level') is awarded to a member of the academic staff who is not a graduate of the University in recognition of outstanding service to the University. The award of an honorary degree is noted on the person's academic record.

Honours

Some degrees may be completed 'with Honours'. This may involve either the completion of a separate Honours year or additional work in the later years of the course or meritorious achievement over all years of the course. Honours are awarded in a class (Class 1, Class II, Class III) and sometimes there are two divisions within Class II.

HSC

The HSC is the NSW Higher School Certificate, which is normally completed at the end of year 12 of secondary school. The UAI (Universities Admission Index) is a rank out of 100 that is computed from a student's performance in the HSC.

In absentia

In absentia is Latin for 'in the absence of. Awards are conferred in absentia when a graduand does not, or cannot, attend the graduation ceremony scheduled for them.

Those who have graduated in absentia may later request that they be presented to the Chancellor at a graduation ceremony.

(See also *Graduation.)*

Instrumental supervisor (teacher)

All students at the Conservatorium of Music and BMus students on the Camperdown campus have an instrumental teacher appointed.

(See also *Advisor, Associate supervisor, Research supervisor, Supervision.)*

Internal

See Attendance mode.

Internal transcript
An Internal transcript is a record of a student's academic record for the University's own internal use. It includes the student's name, SID, address, all courses in which the student was enrolled and the final course result, and all units of study attempted within each course together with the unit of study result.

(See *also Academic transcript, External transcript.)*

International student
An International student is required to hold a visa to study in Australia and may be liable for international tuition fees. Any student who is not an Australian or New Zealand citizen or a permanent resident of Australia is an international student. New Zealand citizens are not classified as international students but have a special category under HECS that does not permit them to defer their HECS liability.

(See also *Local student, Student type.)*

Joiriingfee
Students enrolling for the first time pay, in addition, a joining fee for the University of Sydney Union or equivalent student organisation.

(See also *Compulsory subscription.)*

Leave
See *Course leave.*

Life membership
Under some circumstances (eg, after five full-time years of enrolments and contributions) students may be granted life membership of various organisations, which means they are exempt from paying yearly fees.

(See also *Compulsory subscription.)*

Load
Load for an individual student is the sum of the weights of all the units of study in which the student is enrolled.

(See also *EFTSU, HECS.)*

Local student
A local student is either an Australian or New Zealand citizen or Australian permanent resident. New Zealand citizens are required to pay their HECS upfront. (See also *Fee type, HECS, International student.)*

Major
A major is a defined program of study, generally comprising specified units of study from later stages of the award course. Students select and transfer between majors by virtue of their selection of units of study. One or more majors may be prescribed in order to satisfy course requirements. Majors may be included on testamurs. (See also *Award course, Minor, Stream.)*

Major timetable clash
Used by FlexSIS to denote occasions when a student attempts to enrol in units of study which have so much overlap in the teaching times that it has been decided that students must not enrol in the units together.

Mark
An integer (rounded if necessary) between 0 and 100 inclusive, indicating a student's performance in a unit of study. (See also *Grade.)*

Master's degree
A postgraduate award. Master's degree courses may be offered by coursework, research only or a combination of coursework and research. Entry to the course often requires completion of an Honours year at an undergraduate level. (See also *Award course.)*

Method of candidature
A course is either a research course or a coursework course and so the methods of candidature are 'research' and 'coursework'. (See also *Course, Course (research), Coursework.)*

Minor
A minor is a defined program of study, generally comprising units of study from later stages of the award course and requiring a smaller number of credit points than a major. Students select and transfer between minors (and majors) by virtue of their selection of units of study.

One or more minors may be prescribed in order to satisfy course requirements. Minors may be included on testamurs.

(See also *Award course, Major, Stream.)*

Minor timetable clash
Used by FlexSIS to denote occasions when a student attempts to enrol in units of study which have some identical times of teaching.

Mixed mode
See Attendance mode.

Mode
See Attendance mode and Delivery mode.

Mutually exclusive units of study
See *Prohibited combinations of units of study.*

MyUni
MyUni is a personalised space for staff and students on the University of Sydney's intranet, called USYDnet. MyUni is used to deliver information and services directly through a central location, while also allowing users to customise certain information. Students are able to access such services as exam seat numbers, results, timetables and FlexSIS pre-enrolment and enrolment variations on MyUni. (See also *UsydNet.)*

Non-award course
Non-award courses are courses undertaken by students who are not seeking an award from the University. These may be students enrolled in an award course at another institution or students not seeking an award from any institution. Non-award courses are assigned a course code in the same way as award courses. A separate course code is assigned for each faculty, level (undergraduate or postgraduate) and method (research or coursework) which offers a non-award course. Various categories of non-award enrolment are recorded on FlexSIS for reporting and administrative purposes.(See also *Course, Cross-institutional enrolment, Enrolment non-award.)*

Non-award enrolment
See *Enrolment non-award.*

Non-specific credit

Non-specific credit is awarded when previous studies are deemed to have satisfied defined components of a course other than named units of study. These components include, but are not limited to:

- entire years in courses that progress through the successful completion of a set of prescribed units of study per year
- a set number of credit points within a particular discipline or level (ie, first, second or third year)
- one or more semesters for research courses.

(See also *Credit, Specific credit.)*

Non-standard Teaching Period
A non-standard teaching period is when a unit of study is delivered in a teaching session of less than a standard semester (6 months). Summer School units of study, which are delivered and assessed in intensive mode during January of each year, are an example of non-standard teaching periods. (See also *Semester, Session.)*

OPRS
Overseas Postgraduate Research Scholarship.

Orientation Week
Orientation or 'O Week', takes place during the week prior to lectures in Semester 1. During O Week, students can join various clubs, societies and organisations, register for courses with departments and take part in activities provided by the University of Sydney Union.

Part-time student
See Attendance status, EFTSU.

PELS
See Postgraduate Education Loans Scheme

Permanent home address
The permanent home address is the address for all official University correspondence both inside and outside of semester time (eg, during semester breaks), unless overridden by semester address. (See also *Addresses, Business address, Semester address, Temporary address.)*

PhD
The Doctor of Philosophy (PhD) and other doctorate awards are the highest awards available at the University of Sydney. A PhD course is normally purely research-based; the candidate submits a thesis that is an original contribution to the field of study. Entry to a PhD course often requires completion of a master's degree course. Note that the PhD course is available in most departments in the University of Sydney. (See also *Award course, Doctorate.)*

Postgraduate
A term used to describe a course leading to an award such as graduate diploma, a master's degree or PhD, which usually requires prior completion of a relevant undergraduate degree (or

diploma) course. A 'postgraduate' is a student enrolled in such a course.

Postgraduate Education Loans Scheme (PELS)

The Postgraduate Education Loans Scheme (PELS) is an interest-free loans facility for eligible students who are enrolled in fee-paying, postgraduate non-research courses. It is similar to the deferred payment arrangements available under the Higher Education Contribution Scheme (HECS).

Potential graduand

Potential graduands are students who have been identified as being eligible to graduate on the satisfactory completion of their current studies. See also Graduand, Graduation.)

Precedents

Where a credit applicant has credit approved in terms of the granting of specific or non-specific credit on the basis of study previously taken, a precedent is established at system level. Any other credit applicant subsequently seeking credit on the basis of the same pattern of previous study will be eligible to have the item of credit to be immediately approved on the basis of the previously approved precedent. (See also *Credit.)*

Pre-enrolment

Pre-enrolment takes place in October for the following year. Students indicate their choice of unit of study enrolment for the following year. After results are approved, registered students are regarded as enrolled in those units of study they chose and for which they are qualified. Their status is 'enrolled' and remains so provided they pay any money owing or comply with other requirements by the due date. Re-enrolling students who do not successfully register in their units of study for the next regular session are required to attend the University on set dates during the January /February enrolment period. Pre-enrolment is also known as provisional re-enrolment. (See also *Enrolment.)*

Prerequisite

A prerequisite is a unit of study that is required to be completed before another unit of study can be attempted. Prerequisites can be mandatory (compulsory) or advisory. (See also *Assumed knowledge, Corequisite, Waiver, Qualifier.)*

Prizes

Prizes are awarded by the University, a faculty or a department for outstanding academic achievement. Full details can be found in the University Calendar.

Probationary candidature

A probationary candidate is a student who is enrolled in a postgraduate course on probation for a period of time up to one year. The head of department is required to consider the candidate's progress during the period of probation and make a recommendation for normal candidature or otherwise to the faculty.

Progression

See *Course progression.*

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. A unit related in this way to any other unit is linked in tables of units of study via use of the symbol N to identify related prohibited units.

Provisional re-enrolment

See *Pre-enrolment.*

Qualification

A qualification is an academic attainment recognised by the University.

Qualifier

A mandatory (compulsory) pre-requisite unit of study which must have a grade of Pass or better. (See also *Assumed knowledge, Corequisite, Prerequisite, Waiver.)*

Registrar

The Registrar is responsible to the Vice-Chancellor for the keeping of official records and associated policy and procedures within the University. (See the University Calendar for details.)

Registration

In addition to enrolling with the faculty in units of study, students must register with the department responsible for teaching each unit. This is normally done during Orientation Week.

Note that unlike enrolment, registration is not a formal record of units attempted by the student.

Research course

See *Course (research).*

Research supervisor

A supervisor is appointed to each student undertaking a research postgraduate degree. The person will be a full-time member of the academic staff or a person external to the University appointed in recognition of their association with the clinical teaching or the research work of the University. A research supervisor is commonly referred to as a supervisor. (See also *Advisor, Associate supervisor, Instrumental supervisor (teacher), Supervision.)*

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 Masters by research.

Resolutions of Senate

Regulations determined by the Senate of the University of Sydney that pertain to degree and diploma course requirements and other academic or administrative matters.

Result processing

Refers to the processing of assessment results for units of study. Departments tabulate results for all assessment activities of a unit of study and assign preliminary results for each unit of study. Preliminary results are considered by the relevant board of examiners, which approves final results. Students are notified of results by result notices that list final marks and grades for all units of study. (See also *Assessment, Examination period.)*

Result processing schedule

The result processing schedule will be determined for each academic cycle. It is expected that all departments and faculties will comply with this schedule. (See also *Assessment, Examination period, Result processing.)*

Results

The official statement of the student's performance in each unit of study attempted, as recorded on the academic transcript, usually expressed as a grade:

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 - eg, 'no more than one sixth of the total credit points for a course can be made up from PCON results'.
F	Fail	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 (ie, 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.
DF	Discontinued - fail	Recorded on transcript. This applies from the time DNF ceases to be automatically available up to the cessation of classes for the unit of study.
MINC	Incomplete with a mark of at least 50	This result may be 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 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: (a) 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 (b) automatically to the indicated mark and 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.
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: (a) 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 (b) 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 (eg, Honours).

RTS

See *Research Training Scheme.*

Scholarships

Scholarships are financial or other forms of support made available by sponsors to assist Australian and international students to pursue their studies at the University. When a student's means are a criterion, scholarships are sometimes called bursaries. (See also *Prizes.)*

School

See Department.

SCR

System change request.

Semester

A semester is a 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 teaching period) must be given special permission by the Academic Board. (See also *Session, Non-Standard Teaching Period.)*

Semester address

The semester address is the address to which all official University correspondence is sent during semester time, if it is different to the permanent address. Unless overridden by a temporary address all official University correspondence during semester (including Session 4 for students enrolled in Summer School) will be sent to this address. (See also *Addresses, Business address, Permanent home address, Temporary address.)*

Senate

The Senate of the University is the governing body of the University. (See the University Calendar.)

Senate appeals

Senate appeals are held for those students who, after being excluded by the faculty from a course, appeal to the Senate for 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 - ie, the department, faculty, board of study and, in the case of postgraduates, the Committee for Graduate Studies. (See also *Exclusion.)*

Session

A session is 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 1 or 2 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.*

Special consideration

Candidates who have medical or other serious problems, which may affect performance in any assessment, may request that they be given special consideration in relation to the determination of their results.

They can obtain an official form from the Student Centre. The Student Centre stamps the form and the medical or other documentation. The student gives a copy of the material to the Student Centre staff and takes copies to the relevant departments. The student retains the originals. The dates for which special consideration is sought are recorded on FlexSIS and printed on the examination register.

Special permission

See *Waiver.*

Specific credit

Specific credit is awarded when previous studies are entirely equivalent to one or more named units of study offered by the University of Sydney that contribute to the course in which the applicant has been admitted. (See also *Credit, Non-specific credit.)*

Sponsorship

Sponsorship is the financial support of a student by a company or government body. Sponsors are frequently invoiced directly.

SRS

SRS is the student record system responsible, prior to FlexSIS, for the processing of student records. The functions of SRS are gradually being incorporated into FlexSIS. (See also *FlexSIS.)*

Stage

For the purposes of administration, a course may be divided into • stages to be studied consecutively. The stages may be related to sessions or they may relate to an academic cycle. Part-time students progress through a course more slowly and would often enrol in the same stage more than once.

Status

Status is a variable for students both with relation to course and unit of study. With relation to course, students can have the status of enrolled or not enrolled. 'Not enrolled' reasons can be: totally discontinued, withdrawn, suspended, cancelled, awarded, etc. With relation to unit of study, students can have the status of CURENR or WITHDN, discontinued, etc.

Stream

A stream is a defined program of study within an award course, which requires the completion of a program of study specified by the course rules for the particular stream, in addition to the core program specified by the course rules for the award course. Students enrolled in award courses that involve streams will have the stream recorded in their enrolment record. Students normally enter streams at the time of admission, although some award courses require students to enrol in streams after the completion of level 1000 units of study. Where permitted to do so by faculty resolution, students may transfer from one stream to another, within an award course, provided they meet criteria approved by the Academic Board on the advice of the faculty concerned. A stream will appear with the award course name on testamurs - eg, Bachelor of Engineering in Civil Engineering (Construction Management). (See also *Award course, Major, Minor.)*

Student ID card

All students who enrol are issued with an identification card. The card includes the student name, SID, the course code, and a library borrower's bar code. The card identifies the student as eligible to attend classes and must be displayed at formal examinations. It must be presented to secure student concessions and to borrow books from all sections of the University Library.

Student identifier (SID)

A 9-digit number which uniquely identifies a student at the University.

Student load

See ***Load.***

Study Abroad Program

A scheme administered by the International Education 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 - eg, the unit of study 'History of Momoyama and Edo Art' may count towards the requirements for the subject areas 'Art History and Theory' and 'Asian Studies'.

Summer School

See *Sydney Summer School.*

Supervising faculty

The supervising faculty is the faculty which has the responsibility for managing the academic administration of a particular course - ie, the interpretation and administration of course rules, approving students' enrolments and variations to enrolments. Normally the supervising faculty is the faculty offering the course. However, in the case of combined courses, one of the two faculties involved will usually be designated the supervising faculty at any given time. Further, in the case where one course is jointly offered by two or more faculties (eg, the Liberal Studies course) a joint committee may make academic decisions about candidature and the student may be assigned a supervising faculty for administration.

The International Office has a supporting role in the administration of the candidatures of international students and alerts the supervising faculty to any special conditions applying to these candidatures (eg, that enrolment must be full-time). (See also *Board of studies.)*

Supervision

Supervision refers to a one-to-one relationship between a student and a nominated member of the academic staff or a person specifically appointed to the position. (See also *Advisor, Associate supervisor, Instrumental supervisor (teacher), Research supervisor.)*

Supplementary examinations

Supplementary exams may be offered by faculties to students who fail to achieve a passing grade or who were absent from assessment due to illness or misadventure.

Suppression of results

Results for a particular student can be suppressed by the University for the following reasons:

- the student has an outstanding debt to the university
- the student is facing disciplinary action.

Suspension

See *Course leave.*

Sydney Summer School

Sydney Summer School is a program of accelerated, intensive study running for approximately 6 weeks during January and February each year. Both undergraduate and postgraduate units are offered. Summer School provides an opportunity for students at Sydney and other universities to catch up on needed units of study, to accelerate completion of a course or to undertake a unit that is outside their award course. All units are full fee-paying and enrolled students are also liable for compulsory subscriptions. Some fee-waiver scholarships are available.

Teaching department

See *Department.*

Temporary address

Students may advise the University of a temporary address. Correspondence will be sent to this address between the dates specified by the student. (See also *Addresses, Business address, Permanent home address, Semester address.)*

Testamur

A testamur is a certificate of award provided to a graduate usually at a graduation ceremony.

Thesis

A thesis is a major work that is the product of an extended period of supervised independent research. 'Earliest date' means the earliest date at which a research student can submit the thesis. 'Latest date' means the latest date at which a research student can submit the thesis.

Timetable

Timetable refers to the schedule of lectures, tutorials, laboratories and other academic activities that a student must attend.

Transcript

See *Academic transcript.*

Transfer

See *Course transfer.*

Tuitionfees

Tuition fees may be charged to students in designated tuition fee-paying courses. Students who pay fees are not liable for HECS.

UAC

The Universities Admissions Centre (UAC) receives and processes applications for admission to undergraduate courses at recognised universities in NSW and the ACT. Most commencing undergraduate students at the University apply through UAC.

UAC admissions

Most local undergraduates (including local undergraduate fee payers) apply through the Universities Admission Centre (UAC). The University Admissions Office coordinates the processing of UAC applicants with faculties and departments and decisions are recorded on the UAC system. Applicants are notified by UAC and an electronic file of applicants who have been made offers of admission to courses at the University is loaded onto FlexSIS. (See also *Admission, Direct admissions.)*

UAI (Universities Admission Index)

The Universities Admission Index (UAI) is a number between 0.00 and 100.00 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection. The UAI is based on the aggregate of scaled marks in ten units of the HSC.

Undergraduate

A term used to describe a course leading to a diploma or bachelor's degree. An 'undergraduate' is a student enrolled in such a course.

Unit of study

A unit of study is the smallest stand-alone component of a student's course that is recordable on a student's transcript. Units of study have an integer credit point value, normally in the range 3-24. Each approved unit of study is identified by a unique sequence of eight characters, consisting of a four character alphabetical code which usually identifies the department or subject area, and a four character numeric code which identifies the particular unit of study. Units of study can be grouped by subject and level. (See also *Core unit of study, Course, Major.)*

Unit of study enrolment status
The enrolment status indicates whether the student is still actively attending the unit of study (ie, currently enrolled) or is no longer enrolled (withdrawn or discontinued)
Unit of study group
A grouping of units of study within a course. The units of study which make up the groups are defined within FlexSIS.
Unit of study level
Units of study are divided into Junior, Intermediate, Senior, Honours, Year 5, and Year 6. Most majors consist of 32 Senior credit points in a subject area (either 3000 level units of study or a mix of 2000 and 3000 level units of study).
University
Unless otherwise indicated, University in this document refers to the University of Sydney.
University Medal
A faculty may recommend the award of a University Medal to students qualified for the award of an undergraduate Honours degree or some master's degrees, whose academic performance is judged outstanding.
UPA
University Postgraduate Award.
USYDnet
USYDnet is the University of Sydney's intranet system. In addition to the customised MyUni service, it provides access to other services such as directories (maps, staff and student, organisations), a calendar of events (to which staff and students can submit entries), and a software download area. (See also *MyUni.)*
Variation of enrolment
See *Enrolment variation.*
Vice-Chancellor
The chief executive officer of the University, responsible for its leadership and management. The Vice-Chancellor is head of both academic and administrative divisions.
Waiver
In a prescribed course, a faculty may waive the prerequisite or corequisite requirement for a unit of study or the course rules for a particular student. Unlike credit, waivers do not involve a reduction in the number of credit points required for a course. (See also *credit.)*
Weighted average mark (WAM)
The Weighted Average Mark: (WAM) is the average mark in the unit of study completed, weighted according to credit point value and level. The formulae used to calculate the WAMs are course-specific: there are many different WAMs in the University.
Year of first enrolment (YFE)
The year in which a student first enrols at the University.
Youth Allowance
Youth Allowance is payable to a full-time student or trainee aged 16-24 years of age; and enrolled at an approved institution such as a school, college, TAFE or university, and undertaking at least 15 hours a week face-to-face contact. Youth Allowance replaces AUSTUDY.

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16575 =PHTY 5146
16576 = PHTY 5147
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16578 =PHTY 5149
16579 = PHTY 5150
16580 = PHTY 5151
16581 =PHTY 5152
16582 = PHTY 5153
16583=PHTY5154
16584 = PHTY 5155

16585 = PHTY 5156
16586 = PHTY5157
16587 = PHTY 5158
16588X = PHTY5159
18503A = MRTY6004
18503B=MRTY6005
18503C = MRTY6006
18503D = MRTY6007
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18503F = MRTY6009
18503G = MRTY6010
18515X = MRTY5024
18518X = MRTY5028
18520X = MRTY5030
18521X = MRTY5031
18522X = MRTY5032
18523X = MRTY5033
18524X = MRTY5034
18525X = MRTY5035
18526X = MRTY5036
18527X = MRTY5037
18528X = MRTY5038
18529X = MRTY5039
18530X = MRTY5040
1853IX = MRTY 5041
18532X = MRTY5042
18533X = MRTY5043
18534X = MRTY5044
18535X = MRTY5045
18537X = MRTY5047
18538X = MRTY5048
18539X = MRTY5049
18540X = MRTY5050
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18542X = MRTY5052
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18548X = MRTY5058
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18559X = MRTY5069
18560X = MRTY5070
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18578X = MRTY5088
18579X = MRTY5089
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18584X = MRTY5094
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18586X = MRTY5096
(18587X) = MRTY5097

20501 = SING 5001
20502 = SING 5002
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20504 = SING 5004
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20506 = SING 5006
20507 = SING 5007
20508 = SING 5008
20509B = SING 5012
22404 = EXSS 4003
22501A = EXSS6002
22501B = EXSS 6003
22503 = EXSS 5002
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22505 = EXSS 5004
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22543 = EXSS 5043
24501A = STUT6002
24501B = STUT 6003
24502A = STUT 6004
24502B = STUT 6005
2544Y = BACH5150
25500/25500X = BACH 5001
25501/25501X = BACH 5002
25502/25502X = BACH 5003
25503/25503X = BACH 5004
25505 = REHB 5001
25506/25506X = BACH 5007
25507 = BACH 5008
25510 = BACH 5011
25511IX = REHB 5043
255112X = REHB 5044
255113X = REHB 5045
255114X = REHB 5046
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255126 = REHB 5058
25519X = BACH 5020
2551B/2551BX = BACH 5022
2551C = BACH 5056
2551CX = REHB 5042
2551D/2551DX = BACH 5024
2551E/2551EX = BACH 5025
255 IF/2551FX = BACH 5026
2551G = BACH 5027
2551N = BACH 5034
2551P = BACH 5036
2551Q = BACH 5037
2551R = BACH 5038
2551S/2551SX = BACH 5039
2551 U = BACH 5041
2551V/2551VX = BACH 5042
2551X/2551XX = BACH 5044
25520/25520X = BACH 5047
25523 = BACH 5050
25526 = BACH 5053
2552B/2552BX = BACH 5058
2552BX = BACH 5205
2552C = BACH 5059
2552E = BACH 5061
2552G = BACH 5063
2552J = BACH 5066
2552K = BACH 5067
2552L = BACH 5068
2552N/2552NX = BACH 5070
2552R/2552RX = BACH 5074
25530X = REHB 5020
25532 = BACH 5117
25533/25533X = BACH 5085
2553C = BACH 5094
2553E = BACH 5096
2553G = BACH 5098
2553G = BACH 5135
25531 = BACH 5100
2553J = BACH 5101
2553KX = REHB 5012
2553LX = REHB 5014
2553MX = REHB 5016
2553N = REHB 5018
2553P = REHB 5022
2553Q/2553QX = REHB 5024
2553U/2553U = REHB 5032
2553V = REHB 5034
2553W = REHB 5036
2553Y/2553 YX = BACH 5116
25540/25540X = BACH 5118
25549/25549X = BACH 5127
2554A/2554AX = BACH 5128
2554B/2554BX = BACH 5129
2554K/2554KX = BACH 5138
2554L = BACH 5139
2554M = BACH 5140
2554N = BACH 5141
2554P/2554PX = BACH 5143
2554U = BACH 5147
2554V = BACH 5148
2554X = BACH5149
25552/25552X = BACH 5153
2555B = BACH 5162
2555D = BACH 5164
2555E = BACH5165
2555H = BACH5168
2555J = BACH 5170
2555L = BACH 5172
2555N = BACH5174
25550/25550X = BACH 5151
2555R = BACH 5178
2555T = BACH5180
2555 V = BACH 5182
25560 = BACH 5186
25564 = BACH 5190
2556A/2556AX = BACH 5196
2556C = BACH 5198
2556E/2556EX = BACH 5200
2556M = BACH 5208
2556Q = BACH 5212
2556R = BACH 5213
2556T = BACH 5215
2556U = BACH 5216
25572/25572X = BACH 5224

25574 = BACH 5226
25575 = BACH 5250
25576 = BACH 5228
2557C = BACH 5234
2557D = BACH 5235
2557E = BACH 5236
2557G = BACH 5238
25571 = BACH 5240
2557L = BACH 5243
2557N = BACH 5245
2557P = BACH 5247
2557Q = BACH 5248
2557R = BACH 5249
2557V = BACH 5253
255 7W = BACH 5254
2557X = BACH 5255
2557Y = BACH 5256
25585/25585X = BACH 5263
25588 = BACH 5266
2558A/2558AX = BACH 5268
2558G = BACH 5274
2558M = BACH 5280
2558NX = BACH 5281
2558Q = BACH 5284
2558R = BACH 5285
2558S = BACH 5286
2558T = BACH 5287
2558U = BACH 5288
2558V = BACH 5289
2558W/2558WX = BACH 5290
2558X/2558XX = BACH 5291
2558Y = BACH 5292
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2559B/2559BX = BACH 5305
2559C/2559CX = BACH 5306
2559E = BACH 5308
2559F/2559FX = BACH 5309
2559G = BACH5310
2559H = BACH5311
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2559L = BACH5315
2559N = BACH 5317
2559P = BACH5319
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2559S/2559SX = BACH 5322
2559T/2559TX = BACH 5323
2559V = BACH 5324
2559W = BACH 5325
2559X = BACH 5028
2559X/2559XX = BACH 5326
2559Y/2559YX = BACH 5327
2559Z/2559ZX = BACH 5328
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25606/25607 = BACH 6008
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25640 = BACH 6041
25641 = BACH 6042
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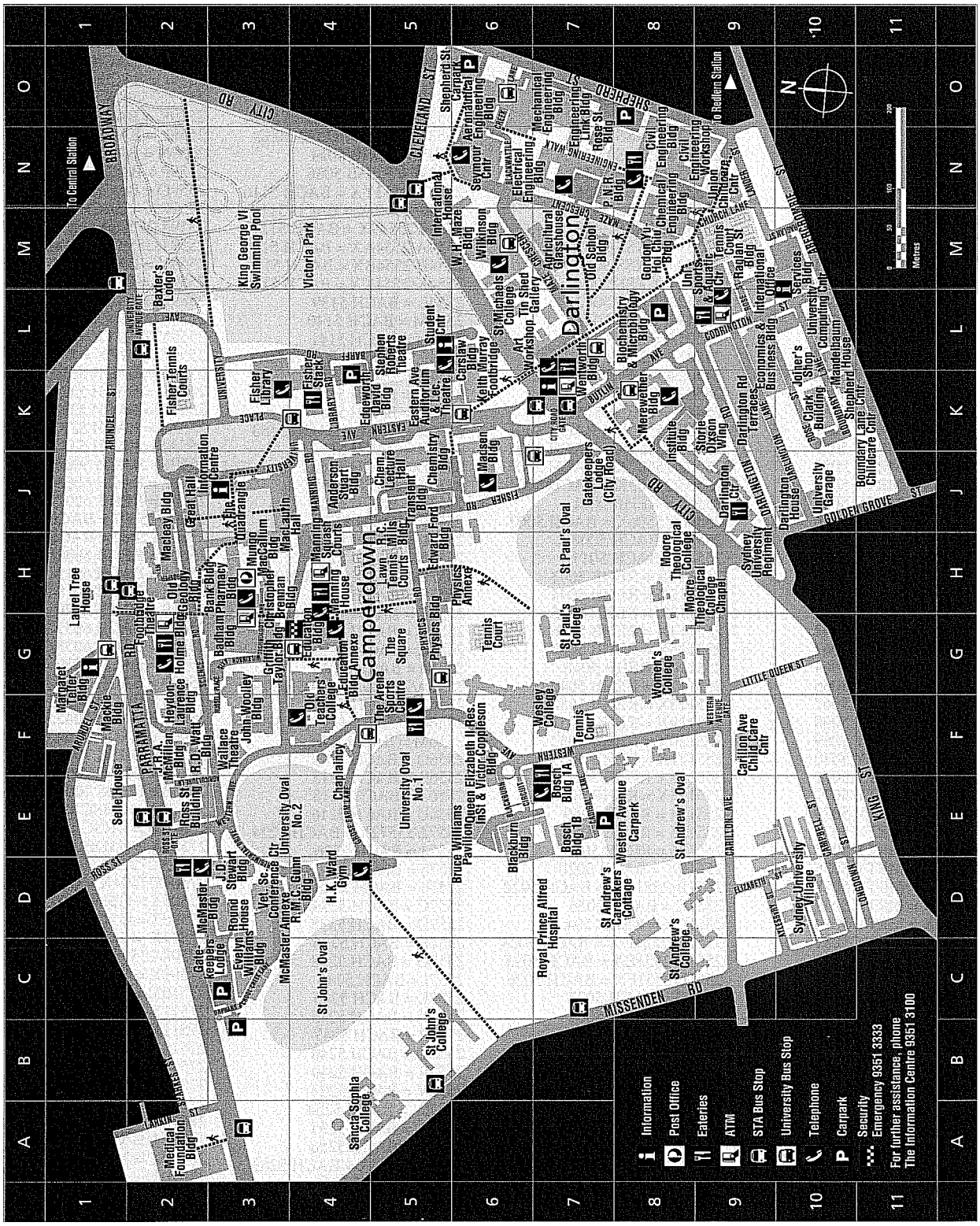
26702 = DHSC 7002
26703 = DHSC 7003
26R00A = DHSC 1002
26R00B = DHSC 1003
27501X = GSDD5001
27503/27503X = GSDD 5003
27504/27504X = GSDD 5004
27505X = GSDD 5005
27506X = GSDD 5006
27507X = GSDD 5007
27508/27508X = GSDD 5008
27509X = GSDD 5009
27510X = GSDD 5011
2751IX = GSDD 5012
27512X = GSDD 5013
27513X = GSDD5014
27514X = GSDD 5015
27801= GSDD 8001
27802 = GSDD 8002
28R01A = MASC1001
28R01B = MASC1002
28R01C = MASC1003
28R01D = MASC1004

Camperdown campus map



University Buildings

06 Aeronautical Engineering Building
J4 Anderson Stuart Building
L7 Art Workshop
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 IB
E6 Bruce Williams Pavilion
L6 Carslaw Building
F4 Chaplaincy
M8 Chemical Engineering Building
J5 Chemistry Building
H3 Christopher Brennan Building
N8 Civil Engineering Building
N9 Civil Engineering Workshop
K10 Clark Building
J9 Darlington Centre
J10 Darlington House
K9 Darlington Road Terraces
K5 Eastern Avenue Auditorium & Lecture Theatre Complex
L9 Economics and Business Building
K4 Edgeworth David 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
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
K8 Institute Building
N5 International House
F2 JRA McMillan Building
D3 JD Stewart Building
F3 John Woolley Building
Fl Mackie Building
H3 MacLaurin Hall
H2 Macleay Building
Gl Margaret Telfer Building
J6 Madsen Building
H4 Manning House
H4 Manning Squash Courts
D3 McMaster Annexe
D3 McMaster Building
06 Mechanical Engineering Building
A2 Medical Foundation Building
K8 Merewether Building
H3 Mungo MacCallum Building
H2 Old Geology Building
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
E2 Ross Street Building
F2 Science Road Cottage
El Selle House
M10 Services Building
N6 Seymour Centre
K10 Shepherd Centre
06 Shepherd Street Carpark
L5 Stephen Roberts Theatre
K9 Storie Dixson Wing
F5 The Arena Sports Centre
J3 The Quadrangle
J5 Transient Building
LI 0 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

K1l Boundary Lane
F9 Carillon Avenue
H1 Laurel Tree House
N9 Union

Colleges & Residential Accommodation

J10 Darlington House
K9 Darlington Road Terraces
N5 International House
K10 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
El Selle House
D10 Sydney University Village
F7 Wesley College
G8 Women's College

Computer Access Centres (ITS)

L6 Carslaw
G4 Education
K3 Fisher
N7 PNR

Cultural Venues

G2 Footbridge Theatre
H2 Macleay Museum
H3 Nicholson Museum
N6 Seymour Centre
K7 Sir Hermann Black Gallery
L6 Tin Sheds Gallery
H2 War Memorial Art Gallery

Faculties (offices)

E2 Agriculture
L6 Architecture
H3 Arts
J8 Economics & Business
G4 Education
N7 Engineering
H5 Medicine
G3 Pharmacy
K6 Science
D3 Veterinary Science

Libraries

L6 Architecture
G3 Badham
K8 Biochemistry
H5 Burkitt-Ford
J5 Chemistry
F4 Curriculum Resources
M7 Engineering
K3 Fisher
K4 Geosciences
K6 Mathematics
D7 Medical
N6 Music
H3 Pharmacy
H6 Physics
H5 Schaeffer Fine Arts

Retail

H3 Australia Post Office
H3 Bank Building
J9 Darlington Centre
G2 Holme Building
H4 Manning House

The University of Sydney

Cumberland Campus

East Street, PO Box 170, Lidcombe 1825
Telephone (02) 9351 2222 Fax (02) 9351 9977

KEY

A Campus Manager's Office
Continuing Professional Education
Education Connections
Faculty Office
Finance/Cashier
Personnel Services
Property Services Division
Purchasing
Student Administration Services
Student Counsellor
Student Welfare Services

B Teaching Rooms – Level 0
Information Technology Services
Open Access Computer Laboratories – Level 1

C FitAbility Programs (Exercise and Sport Science)
Health Clinic
Rehabilitation Research Centre

D Australian Stuttering Research Centre

E Lecture Theatre/Auditorium

F Food Services Canteen/ Credit Union

G Behavioural and Community Health Sciences

H Exercise and Sport Science/ Biomedical Sciences Laboratories

J Occupation and Leisure Sciences – Levels 0, 1 and 2

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
Occupation and Leisure Sciences Specialist Areas – Levels 3 and 4

N Teaching Rooms and Physiotherapy Research

O Physiotherapy

Q Ngallia Child Care Centre

R Production Services and Central Store
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 Student Guild, JDV Cafe, Service Centre, Co-op Bookshop

V Guild Sports Centre

W Building and Grounds Workshop

Y Yannadah (Student Residence)