## Contents

<table>
<thead>
<tr>
<th>Welcome</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message from the Dean</td>
<td>1</td>
</tr>
</tbody>
</table>

### Bachelor of Health Sciences – BPHEASCI2000

| Bachelor of Health Sciences | 3 |
| Bachelor of Health Sciences (Pass) | 5 |
| Bachelor of Health Sciences (Honours) | 6 |

### Bachelor of Health Sciences – descriptions

| Pass table | 7 |
| Honours table | 10 |
| Years 1 to 3 | 10 |
| Year 4 | 10 |

### Bachelor of Health Sciences – Hearing and Speech major

| Bachelor of Health Sciences with a Hearing and Speech second major | 11 |

### Bachelor of Health Sciences – Hearing and Speech major

| Bachelor of Health Sciences with a Hearing and Speech second major | 13 |
| Year 1 | 13 |
| Year 2 (first offered 2015) | 14 |
| Year 3 (last offered 2015) | 15 |

### Bachelor of Health Sciences – Movement Science major

| Bachelor of Health Sciences with a Movement Science second major | 17 |

### Bachelor of Health Sciences – movement science major

| Bachelor of Health Sciences with a Movement Science second major | 19 |
| Year 1 | 19 |
| Year 2 (first offered 2015) | 20 |
| Year 3 (last offered 2015) | 21 |

### Bachelor of Health Science / Master of Nursing – BUHSCNUR2000

| Bachelor of Health Sciences / Master of Nursing | 23 |

### Bachelor of Health Science / Master of Nursing – BUHSCNUR2000

| Bachelor of Health Sciences / Master of Nursing | 25 |

### Bachelor of Applied Science (Diagnostic Radiography) – BPASDRAD1000

| Bachelor of Applied Science (Diagnostic Radiography) | 31 |
| Course resolutions | 31 |

### Bachelor of Applied Science (Diagnostic Radiography) – BPASDRAD1000

| Bachelor of Applied Science (Diagnostic Radiography) Pass | 33 |
| Bachelor of Applied Science (Diagnostic Radiography) Honours | 34 |

### Bachelor of Applied Science (Diagnostic Radiography) – BPASDRAD1000

| Bachelor of Applied Science (Diagnostic Radiography) Pass | 35 |
| Bachelor of Applied Science (Diagnostic Radiography) Honours | 35 |
| Year 1 | 35 |
| Year 2 (first offered 2015) | 36 |
| Bachelor of Applied Science (Diagnostic Radiography) Honours - Years 1 to 2 | 37 |
| Year 3 (first offered 2016) | 37 |
| Year 4 (first offered 2017) | 37 |

### Bachelor of Applied Science (Diagnostic Radiography) – BPASDRAD1000

| Clinical Education | 39 |

### Bachelor of Applied Science (Exercise and Sport Science) – BPASESSC2000

| Course rules | 41 |
| Bachelor of Applied Science (Exercise and Sport Science) | 41 |
| Course resolutions | 41 |

### Bachelor of Applied Science (Exercise and Sport Science) – BPASESSC2000

| Bachelor of Applied Science (Exercise and Sport Science) Pass | 43 |
| Exercise and Sport Science Electives | 44 |
| Bachelor of Applied Science (Exercise and Sport Science) Honours | 44 |

### Bachelor of Applied Science (Exercise and Sport Science) – BPASESSC2000

| Bachelor of Applied Science (Exercise and Sport Science) Pass | 45 |
| Exercise and Sport Science Electives | 48 |
| Bachelor of Applied Science (Exercise and Sport Science) Honours | 50 |
| Years 1 to 3 | 50 |
Year 4 50

Bachelor of Applied Science (Exercise and Sport Science) – BPASESSC2000 51
Work Integrated Learning 51

Bachelor of Applied Science (Exercise and Sport Science) – BPASENUD1000 / Master of Nutrition and Dietetics - MANUTDIE1000 53
Course rules 53
Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics 53
Course resolutions 53

Bachelor of Applied Science (Exercise and Sport Science) – BPASENUD1000 / Master of Nutrition and Dietetics - MANUTDIE1000 55
Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics 55
Bachelor of Applied Science (Exercise and Sport Science) Honours / Master of Nutrition and Dietetics 57

Bachelor of Applied Science (Exercise and Sport Science) – BPASENUD1000 / Master of Nutrition and Dietetics - MANUTDIE1000 59
Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics 59
Year 1 59
Year 2 60
Year 3 62
Master of Nutrition and Dietetics 63
Year 1 63
Year 2 64
Bachelor of Applied Science (Exercise and Sport Science) Honours / Master of Nutrition and Dietetics 65
Years 1-3 65
Year 4 65
Master of Nutrition and Dietetics 65
Year 1 65
Year 2 66

Bachelor of Applied Science (Exercise Physiology) – BPASEXP1000 69
Course rules 69
Bachelor of Applied Science (Exercise Physiology) 69
Course resolutions 69

Bachelor of Applied Science (Exercise Physiology) – BPASEXP1000 71
Bachelor of Applied Science (Exercise Physiology) 71
Exercise Physiology electives 72

Bachelor of Applied Science (Exercise Physiology) – BPASEXP1000 73
Bachelor of Applied Science (Exercise Physiology) 73
Year 1 73
Year 2 (first offered 2015) 74
Year 3 (last offered 2015) 75
Year 4 (last offered 2016) 76
Exercise Physiology electives 77

Bachelor of Applied Science (Exercise Physiology) – BPASEXP1000 79
Clinical Education 79

Bachelor of Applied Science (Occupational Therapy) – BPASOCYTE5000 81
Course rules 81
Bachelor of Applied Science (Occupational Therapy) 81
Course resolutions 81

Bachelor of Applied Science (Occupational Therapy) – BPASOCYTE5000 83
Bachelor of Applied Science (Occupational Therapy) Pass 83
Bachelor of Applied Science (Occupational Therapy) Honours 85
Occupational Therapy Electives 86

Bachelor of Applied Science (Occupational Therapy) – BPASOCYTE5000 87
Bachelor of Applied Science (Occupational Therapy) Pass 87
Year 1 87
Year 2 88
Year 3 89
Year 4 90
Bachelor of Applied Science (Occupational Therapy) Honours 91
Years 1 and 2 91
Year 3 (first offered 2015) 91
Year 4 (last offered 2015) 91
Occupational Therapy Electives 93

Bachelor of Applied Science (Occupational Therapy) – BPASOCYTE5000 95
Clinical Education 95

Bachelor of Applied Science (Physiotherapy) – BPASPHYS6000 97
Course rules 97
Bachelor of Applied Science (Physiotherapy) 97
Course resolutions 97

Bachelor of Applied Science (Physiotherapy) – BPASPHYS6000 99
Bachelor of Applied Science (Physiotherapy) Pass 99
Bachelor of Applied Science (Physiotherapy) Electives 101
Bachelor of Applied Science (Physiotherapy) Honours 101

Bachelor of Applied Science (Physiotherapy) – BPASPHYS6000 103
Bachelor of Applied Science (Physiotherapy) Pass 103
Year 1 103
Year 2 104
Year 3 (first offered 2015) 105
Year 4 (last offered 2015) 106
Bachelor of Applied Science (Physiotherapy) Electives 108
<table>
<thead>
<tr>
<th>Course Resolution</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science (Physiotherapy)</td>
<td>108</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Physiotherapy) Honours</td>
<td>108</td>
</tr>
<tr>
<td>Years 1 to 2</td>
<td>108</td>
</tr>
<tr>
<td>Year 3 (first offered 2015)</td>
<td>108</td>
</tr>
<tr>
<td>Year 4 (last offered 2015)</td>
<td>110</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Physiotherapy) – BPASPHYS6000</td>
<td>111</td>
</tr>
<tr>
<td>Clinical Education</td>
<td>111</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology) – BPASSPPA6000</td>
<td>113</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology)</td>
<td>113</td>
</tr>
<tr>
<td>Course resolutions</td>
<td>113</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology) – BPASSPPA6000 pass</td>
<td>115</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology) pass</td>
<td>115</td>
</tr>
<tr>
<td>Speech Pathology electives</td>
<td>118</td>
</tr>
<tr>
<td>Speech Pathology Honours</td>
<td>119</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology) – BPASSPPA6000 pass</td>
<td>121</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology) pass</td>
<td>121</td>
</tr>
<tr>
<td>Textbooks</td>
<td>121</td>
</tr>
<tr>
<td>Year 1</td>
<td>121</td>
</tr>
<tr>
<td>Year 2</td>
<td>122</td>
</tr>
<tr>
<td>Year 3</td>
<td>124</td>
</tr>
<tr>
<td>Year 4</td>
<td>126</td>
</tr>
<tr>
<td>Group A</td>
<td>126</td>
</tr>
<tr>
<td>Group B</td>
<td>127</td>
</tr>
<tr>
<td>Speech Pathology electives</td>
<td>129</td>
</tr>
<tr>
<td>Speech Pathology Honours</td>
<td>130</td>
</tr>
<tr>
<td>Years 1 and 2</td>
<td>130</td>
</tr>
<tr>
<td>Year 3 (first offered 2015)</td>
<td>130</td>
</tr>
<tr>
<td>Year 4 (last offered 2015)</td>
<td>131</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology) – BPASSPPA6000</td>
<td>135</td>
</tr>
<tr>
<td>Clinical Education</td>
<td>135</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Medical Radiation Sciences) Diagnostic Radiography – unit of study tables</td>
<td>137</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Medical Radiation Sciences) Diagnostic Radiography Pass</td>
<td>137</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Medical Radiation Sciences) Honours</td>
<td>137</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Medical Radiation Sciences) Diagnostic Radiography – BUASSDRA1000</td>
<td>139</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Medical Radiation Sciences) Diagnostic Radiography Pass</td>
<td>139</td>
</tr>
<tr>
<td>Year 3 (last offered 2015)</td>
<td>139</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Medical Radiation Sciences) Honours</td>
<td>140</td>
</tr>
<tr>
<td>Years 1 to 3</td>
<td>140</td>
</tr>
<tr>
<td>Year 4</td>
<td>140</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Diagnosis Radiography) – BUASSDRA1000</td>
<td>141</td>
</tr>
<tr>
<td>Clinical Education</td>
<td>141</td>
</tr>
<tr>
<td>Faculty elective list</td>
<td>143</td>
</tr>
<tr>
<td>Master of Health Science (Developmental Disability) – MAHSDEDI2000</td>
<td>145</td>
</tr>
<tr>
<td>Course rules</td>
<td>145</td>
</tr>
<tr>
<td>Graduate Certificate of Health Science (Developmental Disability)</td>
<td>145</td>
</tr>
<tr>
<td>Master of Health Science (Developmental Disability)</td>
<td>145</td>
</tr>
<tr>
<td>Course resolutions</td>
<td>145</td>
</tr>
<tr>
<td>Master of Health Science (Developmental Disability) – MAHSDEDI1000</td>
<td>149</td>
</tr>
<tr>
<td>Graduate Certificate of Health Science (Developmental Disability)</td>
<td>149</td>
</tr>
<tr>
<td>Full-time mode</td>
<td>149</td>
</tr>
<tr>
<td>Part-time mode</td>
<td>149</td>
</tr>
<tr>
<td>Master of Health Science (Developmental Disability)</td>
<td>149</td>
</tr>
<tr>
<td>Developmental Disability Electives</td>
<td>150</td>
</tr>
<tr>
<td>Master of Diagnostic Radiography – MADIARAD1000</td>
<td>153</td>
</tr>
<tr>
<td>Course rules</td>
<td>153</td>
</tr>
<tr>
<td>Master of Diagnostic Radiography</td>
<td>153</td>
</tr>
<tr>
<td>Course resolutions</td>
<td>153</td>
</tr>
<tr>
<td>Master of Diagnostic Radiography – MADIARAD1000</td>
<td>155</td>
</tr>
<tr>
<td>Master of Diagnostic Radiography</td>
<td>155</td>
</tr>
<tr>
<td>Diagnostic Radiography Electives</td>
<td>156</td>
</tr>
<tr>
<td>Master of Diagnostic Radiography – MADIARAD1000</td>
<td>157</td>
</tr>
<tr>
<td>Master of Diagnostic Radiography</td>
<td>157</td>
</tr>
<tr>
<td>Year 1</td>
<td>157</td>
</tr>
<tr>
<td>Year 2</td>
<td>158</td>
</tr>
<tr>
<td>Diagnostic Radiography electives</td>
<td>159</td>
</tr>
<tr>
<td>Master of Diagnostic Radiography – MADIARAD1000</td>
<td>161</td>
</tr>
<tr>
<td>Clinical Education</td>
<td>161</td>
</tr>
<tr>
<td>Master of Medical Imaging Science – MAMDIMG1000</td>
<td>163</td>
</tr>
<tr>
<td>Master of Medical Imaging Science</td>
<td>163</td>
</tr>
<tr>
<td>Course resolutions</td>
<td>163</td>
</tr>
<tr>
<td>Medical Imaging Science</td>
<td>165</td>
</tr>
<tr>
<td>Graduate Certificate in Medical Imaging Science</td>
<td>165</td>
</tr>
</tbody>
</table>
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma in Medical Imaging Science</td>
<td>165</td>
</tr>
<tr>
<td>Master of Medical Imaging Science</td>
<td>165</td>
</tr>
<tr>
<td>Medical Imaging Science – Specialisations</td>
<td>167</td>
</tr>
<tr>
<td>Medical Imaging Science – Electives</td>
<td>169</td>
</tr>
<tr>
<td>Medical Imaging Science – Descriptions</td>
<td>171</td>
</tr>
<tr>
<td>Capstone Units</td>
<td>171</td>
</tr>
<tr>
<td>Medical Imaging Science Electives</td>
<td>171</td>
</tr>
<tr>
<td>Semester 1</td>
<td>172</td>
</tr>
<tr>
<td>Medical Imaging Science - Research Electives</td>
<td>173</td>
</tr>
<tr>
<td>Master of Exercise Physiology – MAEXPHYS1000</td>
<td>175</td>
</tr>
<tr>
<td>Course rules</td>
<td>175</td>
</tr>
<tr>
<td>Master of Exercise Physiology</td>
<td>175</td>
</tr>
<tr>
<td>Course resolutions</td>
<td>175</td>
</tr>
<tr>
<td>Master of Exercise Physiology – MAEXPHYS1000</td>
<td>177</td>
</tr>
<tr>
<td>Master of Exercise Physiology</td>
<td>177</td>
</tr>
<tr>
<td>Master of Exercise Physiology – MAEXPHYS1000</td>
<td>179</td>
</tr>
<tr>
<td>Full-time mode</td>
<td>179</td>
</tr>
<tr>
<td>Year 1</td>
<td>179</td>
</tr>
<tr>
<td>Year 2</td>
<td>180</td>
</tr>
<tr>
<td>Master of Exercise Physiology – MAEXPHYS1000</td>
<td>183</td>
</tr>
<tr>
<td>Master of Molecular Imaging – MAMOLIMG2000</td>
<td>185</td>
</tr>
<tr>
<td>Master of Molecular Imaging</td>
<td>185</td>
</tr>
<tr>
<td>Course resolutions</td>
<td>185</td>
</tr>
<tr>
<td>Master of Molecular Imaging – MAMOLIMG2000</td>
<td>187</td>
</tr>
<tr>
<td>Master of Molecular Imaging</td>
<td>187</td>
</tr>
<tr>
<td>Master of Molecular Imaging – MAMOLIMG2000</td>
<td>189</td>
</tr>
<tr>
<td>Full-Time mode</td>
<td>189</td>
</tr>
<tr>
<td>Year 1</td>
<td>189</td>
</tr>
<tr>
<td>Year 2 (first offered 2015)</td>
<td>190</td>
</tr>
<tr>
<td>Industry Stream</td>
<td>190</td>
</tr>
<tr>
<td>Research Stream</td>
<td>190</td>
</tr>
<tr>
<td>Part-Time mode</td>
<td>190</td>
</tr>
<tr>
<td>Year 1</td>
<td>190</td>
</tr>
<tr>
<td>Year 2</td>
<td>191</td>
</tr>
<tr>
<td>Semester 2</td>
<td>191</td>
</tr>
<tr>
<td>Year 3</td>
<td>192</td>
</tr>
<tr>
<td>Master of Occupational Therapy – MAOCCTHE2000</td>
<td>193</td>
</tr>
<tr>
<td>Course rules</td>
<td>193</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>193</td>
</tr>
<tr>
<td>Course resolutions</td>
<td>193</td>
</tr>
<tr>
<td>Master of Occupational Therapy – MAOCCTHE2000</td>
<td>195</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>195</td>
</tr>
<tr>
<td>Occupational Therapy Electives</td>
<td>198</td>
</tr>
<tr>
<td>Master of Occupational Therapy – MAOCCTHE2000</td>
<td>199</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>199</td>
</tr>
<tr>
<td>Full-time mode</td>
<td>199</td>
</tr>
<tr>
<td>Year 1</td>
<td>200</td>
</tr>
<tr>
<td>Year 2</td>
<td>202</td>
</tr>
<tr>
<td>Part-time mode</td>
<td>202</td>
</tr>
<tr>
<td>Year 1</td>
<td>202</td>
</tr>
<tr>
<td>Year 2</td>
<td>203</td>
</tr>
<tr>
<td>Year 3</td>
<td>204</td>
</tr>
<tr>
<td>Year 4</td>
<td>204</td>
</tr>
<tr>
<td>Occupational Therapy Electives</td>
<td>205</td>
</tr>
<tr>
<td>Master of Occupational Therapy – MAOCCTHE2000</td>
<td>207</td>
</tr>
<tr>
<td>Master of Physiotherapy – MAPHYSIO1000</td>
<td>209</td>
</tr>
<tr>
<td>Course rules</td>
<td>209</td>
</tr>
<tr>
<td>Master of Physiotherapy</td>
<td>209</td>
</tr>
<tr>
<td>Course resolutions</td>
<td>209</td>
</tr>
<tr>
<td>Master of Physiotherapy – MAPHYSIO1000</td>
<td>211</td>
</tr>
<tr>
<td>Master of Physiotherapy</td>
<td>211</td>
</tr>
<tr>
<td>Master of Physiotherapy electives</td>
<td>212</td>
</tr>
<tr>
<td>Master of Physiotherapy – MAPHYSIO1000</td>
<td>215</td>
</tr>
<tr>
<td>Master of Physiotherapy</td>
<td>215</td>
</tr>
<tr>
<td>Year 1 (first offered 2015)</td>
<td>215</td>
</tr>
<tr>
<td>Year 2 (last offered 2015)</td>
<td>216</td>
</tr>
<tr>
<td>Master of Physiotherapy electives</td>
<td>218</td>
</tr>
<tr>
<td>Master of Physiotherapy – MAPHYSIO1000</td>
<td>221</td>
</tr>
<tr>
<td>Clinical Education</td>
<td>221</td>
</tr>
<tr>
<td>Master of Rehabilitation Counselling – MAREHCOU3000</td>
<td>223</td>
</tr>
<tr>
<td>Course rules</td>
<td>223</td>
</tr>
<tr>
<td>Graduate Diploma in Rehabilitation Counselling</td>
<td>223</td>
</tr>
<tr>
<td>Master of Rehabilitation Counselling</td>
<td>223</td>
</tr>
<tr>
<td>Course resolutions</td>
<td>223</td>
</tr>
<tr>
<td>Master of Rehabilitation Counselling – MAREHCOU3000</td>
<td>225</td>
</tr>
<tr>
<td>Graduate Diploma in Rehabilitation Counselling</td>
<td>225</td>
</tr>
<tr>
<td>Master of Rehabilitation Counselling</td>
<td>226</td>
</tr>
<tr>
<td>Master of Rehabilitation Counselling – MAREHCOU3000</td>
<td>229</td>
</tr>
<tr>
<td>Graduate Diploma in Rehabilitation Counselling</td>
<td>229</td>
</tr>
<tr>
<td>Full-time mode</td>
<td>229</td>
</tr>
<tr>
<td>Part-time mode</td>
<td>230</td>
</tr>
<tr>
<td>Year 1</td>
<td>230</td>
</tr>
<tr>
<td>Year 2</td>
<td>231</td>
</tr>
<tr>
<td>Master of Rehabilitation Counselling</td>
<td>231</td>
</tr>
</tbody>
</table>
A warm welcome to our new students and to those considering pursuing studies in health sciences in the future.

The University of Sydney’s Faculty of Health Sciences is a world leader in health sciences and allied health research and education. Our faculty continues to make many outstanding contributions: we teach the next generation of leaders in health, we research critical health issues, and translate the solutions into community and clinical settings to improve health outcomes across society.

By joining us you are taking an important first step on the path to becoming part of this distinguished group. We have a network of more than 18,000 alumni working across all corners of the globe. Our alumni include CEOs of national and international authorities and hospitals, founders and directors of leading not-for-profit organisations, government officials and presidents of professional associations – not to mention leading clinicians and researchers across the whole spectrum of allied health.

Depth and quality of our programs

This outstanding alumni group is in many ways a product of the depth and quality of the learning and teaching programs offered by the Faculty of Health Sciences. Our courses rigorously test and enhance our students’ abilities. They equip you with the knowledge and expertise that will place you at the forefront of your field, with the skills and ability to apply innovative practices that are evidence-based, to work in and lead multi-disciplinary teams and in different settings, to think creatively and strategically, be flexible, and to work collaboratively – the skills that future employers will be looking for.

To achieve these outcomes, we have a particular focus on fostering a learning environment that is inclusive and cross-disciplinary, and on attracting teachers who are world-leading researchers in their area of expertise.

We have world-leading researchers making new discoveries in fields as diverse as breast cancer screening, treating children for stuttering and speech disorders and preventing diseases associated with ageing. You will be learning from these experts and your study will be informed by the latest research.

A diverse staff and student body

At the Faculty of Health Sciences we pride ourselves on the diversity of our faculty, with students coming from across Australia and 113 countries worldwide. We are committed to building a health workforce appropriate for Australia’s social and cultural diversity and have a particular focus on increasing the participation of Aboriginal and Torres Strait Islander people at every level of our study, work and research.

This diversity makes for a rich campus environment but also informs the way we teach and carry out our research. We know that ability and passion can’t always be measured by academic performance alone, so to ensure we are attracting the best people we offer you entry options such as the Early Offer Year 12, Cadigal and Broadway schemes.

Partnerships to prepare you for the real world

The Faculty of Health Sciences maintains a network of learning, teaching, research and corporate partnerships worldwide that will provide you with the best opportunities for hands-on training and professional contacts to advance your career, not to mention the opportunities that collaborations with other University of Sydney faculties, units and centres bring.

We offer some exciting mentorship opportunities to our students. Our Leadership Mentoring Program involves senior executives in the health sector mentoring those students who aspire to be future leaders in health. One of our current mentors is the NSW Minister of Health who is mentoring a final year Occupational Therapy student. In our Alumni Student Mentoring Program, alumni mentor final year students to prepare them for the next steps in their career, and to encourage them to think creatively about career paths.

For clinical training we have a network of partnerships Australia-wide that will provide you with varied and challenging opportunities for hands-on training. From CBD hospitals to working with rural schools in Broken Hill – your clinical experiences with us will prepare you for the real world. We also offer opportunities to study and volunteer overseas through programs such as the Faculty of Health Sciences Study Abroad program that will differentiate you as an international citizen and global graduate.

We offer our students a vibrant study and extracurricular experience. I hope you will take up this challenge and join us for a truly transformational experience of an education in the health sciences, whether for the first time as an undergraduate or continue to engage in a journey of lifelong learning as a postgraduate or higher degree research student with the faculty.

Professor Kathryn Refshauge
Dean
Welcome
Bachelor of Health Sciences

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPHEASCI-02</td>
<td>Bachelor of Health Sciences</td>
</tr>
<tr>
<td>BHHEASCH-02</td>
<td>Bachelor of Health Sciences (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

4 Requirements for award

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

(a) the Faculty of Health Sciences Table of units of study for the Bachelor of Health Sciences;
(b) the Faculty of Health Sciences Table of Undergraduate Elective units of study;
(c) Table 1: Bachelor of Science, of the Faculty of Science Tables of units of study;
(d) Table A of the Faculty of Arts and Social Sciences Table of units of study; and
(e) Section 2 of the University of Sydney Business School Table of undergraduate units of study.

(2) To qualify for the award of the pass degree, a candidate must complete 144 credit points comprising:

(a) a Faculty of Health Sciences Major;
(b) a second Major in an area related to Health; and
(c) additional elective units of study to satisfy the total number of credit points required for the award. (These elective units of study may be chosen from any undergraduate units available throughout the University, subject to approval by the Dean.)

5 Majors

(1) Completion of two majors is a requirement of the course. Except as specified in the Bachelor of Health Sciences Table of units of study, units counted towards one major may not count towards any other major completed.

(2) Health Sciences Major

(a) The Health Sciences Major comprises 60 credit points of units of study, including:

(i) 18 credit points of Junior core units, as listed in the Bachelor of Health Sciences Table;
(ii) 6 credit points of a core Psychology unit, as listed in the Bachelor of Health Sciences Table;
(iii) 6 credit points of a Junior Biology unit, chosen from Science Table 1; and
(iv) 6 credit points of a core Intermediate unit, as listed in the Bachelor of Health Sciences Table; and
(V) 24 credit points of Senior units, chosen from the Bachelor of Health Sciences Table, including a minimum of 6 credit points of Senior Research units chosen from the Bachelor of Health Sciences Senior Research unit list.

(3) Major in Health

(a) The second Major must be in an area related to Health. It may be completed in units offered by the Faculty of Health Sciences or in a subject area offered by the Faculties of Arts and Social Sciences, Science or Business School.

(b) The Majors available within the Faculty of Health Sciences are:

(i) Hearing and Speech; and

(ii) Movement Science.

(c) Candidates undertaking one of these Majors in the Faculty of Health Sciences must complete the units of study prescribed in the Table of units of study for the Bachelor of Health Sciences for that major.

(d) Health Majors available in other faculties are:

(i) Anatomy and histology;
(ii) Industrial Relations and Human Resource Management;
(iii) Information Systems

(iv) Languages;
(vi) Management;
(vii) Marketing;
(viii) Psychology;
(ix) Sociology; and

(x) other Majors in Health, chosen from the Arts and Social Sciences, Business or Science Tables and approved on a case-by-case basis by the Dean.

(4) Any Major completed in an Arts and Social Sciences, Business or Science subject area must be completed in accordance with the rules relating to the completion of a Major in that Faculty, as set out in the relevant Faculty Resolutions.
6 Progression rules
Candidates must pass all core units of study for the degree and any units of study required for the completion of the Faculty of Health Sciences Majors. Candidates who fail one of these units of study must repeat the failed unit at the first opportunity.

7 Requirements for the Honours degree
(1) Honours is available to meritorious students who complete an additional year of full-time study, after the completion of the pass degree. Part-time study is permitted if the head of department/ discipline/ program coordinator is satisfied the candidate cannot undertake full-time study.

(2) To qualify for admission to the Honours Year a candidate must have:
(a) qualified for the award of, or been awarded, the pass degree or an equivalent degree from another university;
(b) completed a major/s in the intended area/s of study;
(c) completed a Bachelor of Health Sciences Senior Research unit of study, or an equivalent unit;
(d) a WAM of at least 65; and
(e) the permission of the relevant head of department/ discipline/ program coordinator.

(3) To qualify for the award of the Honours degree a candidate must complete 48 credit points of honours units of study from the Honours Table, as prescribed by the head of department/ discipline/ program coordinator.

8 Award of the degree
(1) The Bachelor of Health Sciences is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

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

9 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2020. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Health Sciences – BPHEASCI2000

Bachelor of Health Sciences (Pass)

View semester session codes here.

View Science Table 1: Biology here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BPHEASCI-02: Pass course; full-time, 3 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students must complete the following units of study for the award of the Bachelor of Health Sciences:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Three core BHlthSci Junior units of study:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH1006 Foundations of Health Science</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH1008 Health Determinants and Interventions</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH1009 Health Care Resources and Systems</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>The core Biology and Psychology units of study:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC1001 Psychology 1001</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>or PSYC1002 Psychology 1002</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2 Summer Main</td>
</tr>
<tr>
<td>Any Junior Biology unit of study [6] selected from the Faculty of Science, table 1: Biology, link available at top of this table.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>One core BHlthSci Intermediate unit of study [6]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH2007 Research Methods in Health</td>
<td>6</td>
<td>P HSBH1006, HSBH1008, HSBH1009</td>
<td></td>
<td>N HSBH1007 or BACH2140</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>At least three of the following BHlthSci Senior units of study:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH3001 Health and Indigenous Populations</td>
<td>6</td>
<td>P (HSBH1006, HSBH1008 and HSBH1009) or (NURS1003)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>HSBH3003 Health Service Strategy and Policy</td>
<td>6</td>
<td>P HSBH1006, HSBH1008, HSBH1009</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3004 Health, Ethics and the Law</td>
<td>6</td>
<td>P HSBH1006, HSBH1008, HSBH1009</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH3009 International Health</td>
<td>6</td>
<td>P HSBH1006, HSBH1008, HSBH1009</td>
<td>N BACH3128</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3010 Health and Lifelong Disability</td>
<td>6</td>
<td>P HSBH1006, HSBH1008, HSBH1009</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3011 Rural Health</td>
<td>6</td>
<td>P HSBH1006, HSBH1008, HSBH1009</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH3012 FHS Abroad</td>
<td>6</td>
<td>P Successful completion of all 1st year units in an undergraduate FHS degree</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>HSBH3015 Mental Health Rehabilitation</td>
<td>6</td>
<td>P (HSBH1006, (HSBH1007 or HSBH2007), HSBH1008, HSBH1009) or (48 credit points of previous study with a minimum of 24 from Intermediate units of study)</td>
<td>N OCCP2084 Students must have completed at least 48 credit points to enrol in this UoS</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB3064 Alcohol and Drug Misuse Rehabilitation</td>
<td>6</td>
<td>P (HSBH1006, (HSBH1007 or HSBH2007), HSBH1008, HSBH1009) or 48 credit points of previous study.</td>
<td>N REHB3061 Students must have completed 48 credit points to enrol in this unit</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>At least one of the following BHlthSci Senior Research units of study:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BHSC3014 Writing a Research Proposal</td>
<td>6</td>
<td>P HSBH1007 or BACH2140 or HSBH2007</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3005 Evidence Based Health Care</td>
<td>6</td>
<td>P HSBH1006, (HSBH1007 OR HSBH2007), HSBH1008, HSBH1009</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3018 Quantitative Research Methods in Health</td>
<td>6</td>
<td>P HSBH1007 or HSBH2007</td>
<td></td>
<td>N SCLG3603, PSYC2512 Bachelor of Health Sciences students must have completed 24 credit points of HSBH junior units for enrolment into this unit. All other students must have completed 48 credit points.</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH3019 Qualitative Research Methods in Health</td>
<td>6</td>
<td>P HSBH1007 or HSBH2007</td>
<td></td>
<td>N SCLG2602, BACH4056</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

For internal use by University of Sydney staff only.
Bachelor of Health Sciences – BPHEASCI2000

Unit of study | Credit points | A: Assumed knowledge | P: Prerequisites | C: Corequisites | N: Prohibition | Session
--- | --- | --- | --- | --- | --- | ---
Units of study required for the second major (see note 1)

Elective units of study (see note 2)

Notes
1. The number of credit points required to satisfy the requirements for the second major varies with each major.
2. Along with satisfying the double major requirements, students must complete enough electives to achieve 144 credit points for the award of the degree. Electives may be chosen from units of study available throughout the University, subject to approval, availability and minimum enrolment.
3. Students commencing prior to 2014, may also select from the BHlthSc Senior Research units of study as part of their BHlthSc Senior units of study requirements.

Bachelor of Health Sciences (Honours)

View semester session codes here.

Unit of study | Credit points | A: Assumed knowledge | P: Prerequisites | C: Corequisites | N: Prohibition | Session
--- | --- | --- | --- | --- | --- | ---
Course BHHEASCH-02: Honours program; full-time, 4 years

Years 1 to 3

As per Pass course

Notes
1. Honours is undertaken as an additional fourth year of study.
2. Electives may be chosen from electives available throughout the University, subject to approval, availability and minimum enrolment. A list of electives available in the Faculty of Health Sciences is included in the Faculty Electives chapter of the handbook.

Year 4

Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSC4005 Honours Thesis A</td>
<td>24</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSC4006 Honours Thesis B</td>
<td>24</td>
<td>P BHSC4005</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

SEMESTER 2 TOTAL: 24 CREDIT POINTS
Bachelor of Health Sciences – descriptions

Pass table

View semester session codes here.

Course BPHEASCI-02: Pass course; full-time, 3 years

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

Three core BHlthSci Junior units of study:

**HSBH1006 Foundations of Health Science**

*Credit points: 6*  
*Teacher/Coordinator: A/Prof Lee-Fay Low*  
*Session: Semester 1*  
*Classes: 2x1-hr lecture/week, 1-hr tutorial/week*  
*Assessment: Online learning online learning support.*  
*Assessment: Tutorial attendance and presentation (25%), essay (25%) and 2hr final exam (50%)*  
*Mode of delivery: Normal (lecture/lab/tutorial) day*

This is an introductory unit for students entering the health sciences. The unit will provide students with knowledge and understanding of key approaches to health and illness, patterns of health and disease at a national and international level, and how we measure health status in an individual, a community and a nation. Students will gain an understanding of who provides health care at the professional, community and family level, and the roles taken up by non-professionals in advocating for change through health-focused consumer and community-based support groups. Students will develop a range of core skills and competencies needed in the study and practice of health sciences and as a basis for working in health-related areas or for postgraduate study.

**HSBH1008 Health Determinants and Interventions**

*Credit points: 6*  
*Teacher/Coordinator: A/Prof Kate O’Loughlin*  
*Session: Semester 1*  
*Classes: 1x2-hr lecture/week, 1x1-hr tutorial/week*  
*Assessment: Tutorial attendance and presentation (25%), essay (25%), 2hr final exam (50%)*  
*Mode of delivery: Normal (lecture/lab/tutorial) day*

This unit will introduce students to the main social and economic factors associated with patterns of health in Australia and a global context and will explore the social, cultural and environmental processes involved in determining the similarities and disparities in the health of populations and peoples, drawing primarily on sociological approaches. Students will be introduced to a repertoire of key concepts for understanding these processes including class, gender, occupation, ethnicity, indigeneity, disability, inequality, globalisation, and the role of governments. Initiatives to promote preventable hospitalisation and increased health and wellbeing within and across population groups will be examined, particularly those proposed by the WHO’s Commission on the Social Determinants of Health.

**HSBH1009 Health Care Resources and Systems**

*Credit points: 6*  
*Teacher/Coordinator: Prof Stephanie Short*  
*Session: Semester 2*  
*Classes: 2x1-hr lectures/week, 1-hr tutorial/week*  
*Assessment: Online quizzes (30%), team project (30%) and final exam (40%)*  
*Mode of delivery: Normal (lecture/lab/tutorial) day*

The unit of study comprises three modules: Health care systems - provides foundational knowledge about the Australian health care system in an international context. Approaches to health policy - introduces students to the key approaches and concepts in health policy analysis and applies them to contemporary challenges in Australian health policy. Key challenges in health care resources and systems - outlines key challenges for analysis.

Textbooks


The core Biology and Psychology units of study:

**PSYC1001 Psychology 1001**

*Credit points: 6*  
*Teacher/Coordinator: Dr Caleb Owens*  
*Session: Semester 1, Summer Main*  
*Classes: Three 1 hour lectures and one 1 hour tutorial per week*  
*Assessment: Written group assignment (30%), written individual assignment (20%), 1x2-hr exam (50%)*  
*Mode of delivery: Normal (lecture/lab/tutorial) day*

Psychology 1001 is a general introduction to the main topics and methods of psychology, and is the basis for advanced work as well as being of use to those not proceeding with the subject. Psychology 1001 covers the following areas: science and statistics in psychology; behavioural neuroscience; applied psychology; social psychology; personality theory; human development. This unit is also offered in the Sydney Summer School. For more information consult the website:

http://sydney.edu.au/summer_school/

Textbooks

Course Coordinator will advise

or

**PSYC1002 Psychology 1002**

*Credit points: 6*  
*Teacher/Coordinator: Dr Caleb Owens*  
*Session: Semester 2*  
*Classes: Three 1 hour lectures and one 1 hour tutorial per week*  
*Assessment: One 2.5hr exam, one 1250 word research report, multiple tutorial tests, experimental participation (100%)*  
*Mode of delivery: Normal (lecture/lab/tutorial) day*

Psychology 1002 is a further general introduction to the main topics and methods of psychology, and it is the basis for advanced work as well as being of use to those not proceeding with the subject. Psychology 1002 covers the following areas: human mental abilities; learning, motivation and emotion; visual perception; cognitive processes; abnormal psychology. This unit is also offered in the Sydney Summer School. For more information consult the web site:

http://sydney.edu.au/summer_school/

Textbooks

Course Coordinator will advise

Any Junior Biology unit of study [6] selected from the Faculty of Science, table 1: Biology, link available at top of this table.

One core BHlthSci Intermediate unit of study [6]

**HSBH2007 Research Methods in Health**

*Credit points: 6*  
*Teacher/Coordinator: A/Prof Kate O’Loughlin*  
*Session: Semester 1*  
*Classes: 2x1-hr lecture/week, 1x1-hr tutorial/week*  
*Prerequisites: HSBH1006, HSBH1008, HSBH1009*  
*Prohibitions: HSBH1007 or BACH2140*  
*Assessment: Written group assignment (30%), written individual assignment (20%), 1x2-hr exam (50%)*  
*Mode of delivery: Normal (lecture/lab/tutorial) day*

The unit of study introduces students to the design and evaluation of research questions relating to health. Drawing on both qualitative and
quantitative research methods, students will be introduced to key concepts relating to methodology; research design and research method.

At least three of the following BHlthSci Senior units of study:

HSBH3001
Health and Indigenous Populations
Credit points: 6 Teacher/Coordinator: Ms Vanessa Lee Session: Semester 1, Semester 2 Classes: 1x2-hr lecture/week, 1x1-hr tutorial/week. Prerequisites: (HSBH1006, HSBH1008 and HSBH1009) or (NURS1003) Assessment: On line quizzes (4x10%), report 1 500wd (30%), online discussion 1500wd (30%). Mode of delivery: Normal (lecture/lab/tutorial) day

The aim of this unit of study is to bridge the gap in understanding the post-colonial impact on the health of Indigenous Australians today. It explores how imposed policies have contributed to the disadvantage experienced by Indigenous Australians and how this has been perpetuated through the generations contributing to the high incidences of various health conditions. The unit of study will also provide students with avenues of Best Practice in closing the gap, between Indigenous and non-Indigenous people, for effective health service delivery.

HSBH3003
Health Service Strategy and Policy
Credit points: 6 Teacher/Coordinator: A/Prof Kate O'Loughlin Session: Semester 2 Classes: 2x1-hr lectures/week, 1-hr tutorial/week. Prerequisites: HSBH1006, HSBH1008, HSBH1009 Assessment: On-line assessment of tutorial content (20%), 2000 word report (40%) and 1.5hr exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study offers students an insight into the larger picture of how a nation sets priorities for health services. The importance of evidence-based health policy development in planning health services will be highlighted. Strategies for increasing the cost-effectiveness of health services will be covered. Issues of communication and advocacy in health are portrayed. Students will gain skills in health service needs assessment, measuring cost-effectiveness, macroeconomic evaluation of health services and systems and health equity assessment. It is envisaged that students will develop a capacity to understand the concept of health policy and its relevance to the delivery of health care services and to take a problem-oriented approach to analysing and evaluating current policy provisions and strategies in the Australian context.

HSBH3004
Health, Ethics and the Law
Credit points: 6 Teacher/Coordinator: Dr Jennifer Smith-Merry Session: Semester 1 Classes: 2x1-hr lectures/week, 1-hr tutorial/week. Prerequisites: HSBH1006, HSBH1008, HSBH1009 Assessment: Participation (10%), mid-semester exam (20%), research report (40%) and final exam (30%) Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit of study focuses on ethics and law in relation to the Australian health system. Fundamental ethical principles applied to ethical issues in health and health research are covered. Medico-legal aspects of health and health services will be explored. Particular areas of focus include mental health, health complaints, reproductive technologies, the start and end of life, disability, public health and genetic technology. Students will develop their own ethical thinking and an understanding of professionally acceptable behaviours appropriate to practice in a wide range of health professions. Learning is interactive and scenarios are used to develop ethical thinking. Students get to write a research report on an ethical and legal issue of their choosing.

Textbooks

HSBH3009
International Health
Credit points: 6 Teacher/Coordinator: A/Prof Kate O'Loughlin Session: Semester 2 Classes: 1x2-hour lecture/week, 1x1-hr online tutorial/week Prerequisites: HSBH1006, HSBH1008, HSBH1009 Prohibitions: BACH3128

Assessment: blog (30%), discussion (20%) and 2000wd report (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit examines theoretical and practical issues confronting global health professionals, especially in low resource settings. The unit introduces students to: a) historical, political and economic forces that influence the health of populations around the world and contribute to international health inequalities; and b) international health practices, including key actors and initiatives, as well as challenges and strategies for working in post-colonial and cross-cultural contexts. Examples of topics covered include health, poverty and inequality, globalisation and trade, foreign aid and development assistance. The unit also provides an introductory overview of contemporary international health challenges such as humanitarian crises and climate change. Students will undertake an in-depth study of a global health issue, exploring the context in which it emerged and the forces that propel it, and advocate for actions to improve the issue in a specific local context and population group.

HSBH3010
Health and Lifelong Disability
Credit points: 6 Teacher/Coordinator: Prof Luis Salvador-Carulla Session: Semester 2 Classes: 1x2-hr lecture/week, 1x1-hr online tutorial/week. Prerequisites: HSBH1006, HSBH1008, HSBH1009 Assessment: On line participation (20%), essay 2000wd (35%) and individual case study (45%). Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study explores the roles and responsibilities of health professionals who work with children, adolescents and adults with lifelong disabilities, and their families. Using an inter-professional case-based curriculum, students will examine the nature of lifelong disability; factors which affect the participation of persons with lifelong disability in everyday life activities including education, leisure, and employment; and strategies for increasing their participation in these activities. Students will be supported to critique research literature, to examine the roles and responsibilities of allied health professionals in the context of working with persons with lifelong disability, and to develop practical strategies for interacting and working collaboratively and successfully with children, adolescents, and adults with lifelong disabilities, their families and fellow professionals. It is expected that through a combination of face-to-face teaching and online learning activities, this unit will assist students in preparing to work with individuals with lifelong disabilities in a range of workplace settings.

HSBH3011
Rural Health
Credit points: 6 Teacher/Coordinator: Ms Sheila Keane Session: Semester 1 Classes: Distance education mode, web-based learning: Week 1 lecture (2hrs) and Week 7 workshop (3hrs) on campus with mandatory attendance. All other materials asynchronous online. Prerequisites: HSBH1006, HSBH1008, HSBH1009 Assessment: Participation (online activities, attendance at timetabled lectures) (25%), group paper (30%), individual case study assignment (45%) Mode of delivery: Distance education/intensive on campus

Note: Department permission required for enrolment.

This unit introduces students to issues in rural health care. Topics covered include: the nature and varieties of rural settings and related social determinants of health; working at a distance; rural health status and access to services; population health perspectives; rural health promotion, injury prevention and education; settlement and health care for refugees; Indigenous health services; cultural safety; health service delivery models in rural settings; rural health workforce; tele-health; and inter-professional practice.

HSBH3012
FHS Abroad
Credit points: 6 Teacher/Coordinator: Dr Elaine Ryan, Dr Charlotte Scarf Session: Semester 1, Semester 2 Classes: Full-day briefing session, half-day debriefing session. Prerequisites: Successful completion of all 1st year units in an undergraduate FHS degree Assessment: Pre-departure research (30%), field diary (20%), report (40%) and presentation (10%). Practical field work: 4-6 weeks working with a community-based organisation in a developing country. Mode of delivery: Field experience

Cultural practices, disease patterns and healthcare systems are vastly different in different countries around the globe. This unit provides
students with the opportunity to gain international experience in a health services setting in a developing country. Students will participate in a 4-6 week health care placement with a community-based organisation in South or Southeast Asia. Countries where students can be placed include Vietnam, Cambodia, India and Nepal. As part of the unit, you will be expected to participate in local development programs, live within the community that you are visiting, and document and reflect on key health and development issues facing local populations. The unit will require you to demonstrate cultural sensitivity and an ability to adapt to new environments, a capacity for critical reflection and awareness of complex global health and development issues.

HSBH3015  
Mental Health Rehabilitation  
Credit points: 6  
Teacher/Coordinator: A/Prof Lynda Matthews  
Session: Semester 1  
Classes: Online  
Prerequisites: (HSBH1006, HSBH1007 or HSBH2007), HSBH1008, HSBH1009 or (48 credit points of previous study with a minimum of 24 from Intermediate units of study).  
Prohibitions: OCCC2084  
Assessment: 2x online tests (40%), 1x2000wd essay (50%) and participation (10%).  
Mode of delivery: Online  
Note: Students must have completed at least 48 credit points to enrol in this Unit of Study.

Poor mental health poses a major challenge to our society, and health care professionals, among others, are charged with 'making a difference'. To do so, they need to be equipped with the most up-to-date knowledge of effective mental health approaches and interventions. This unit will overview major mental health conditions and significant social, philosophical, and historical influences on health care service delivery and reform to provide a context for contemporary rehabilitation practice. Students will be introduced to the goals, values and guiding principles of psychiatric rehabilitation and to practices that aim to address the culture of stigma and low expectations by society of people with mental health conditions. Rehabilitation interventions that have demonstrated efficacy in promoting recovery by reducing obstacles to participation for people with mental health conditions will be examined. Local and international research underpinning best practice in rehabilitation management and service delivery will be reviewed and consumer perspectives and experiences explored.

REHB3064  
Alcohol and Drug Misuse Rehabilitation  
Credit points: 6  
Teacher/Coordinator: Dr Rood Rothwell  
Session: Semester 1  
Classes: Online  
Prerequisites: (HSBH1006, HSBH1007 or HSBH2007), HSBH1008, HSBH1009 or 48 credit points of previous study.  
Prohibitions: REHB3061  
Assessment: Short answer test (20%), Essay 2500 words (40%), 2 x online MCQ tests (40%)  
Mode of delivery: Distance education  
Note: Students must have completed 48 credit points to enrol in this unit

This unit introduces students to issues relating to a major public health problem: the misuse of alcohol and other addictive drugs. The unit introduces students to two major aspects of this area: issues relating to the development of health prevention/health promotion policy, covering the philosophies of harm minimisation and zero tolerance; approaches to rehabilitation and treatment of those oversusing both alcohol and other drugs. The unit commences with an analysis of public health policy approaches to the rehabilitation and treatment of people oversusing alcohol and other harmful drugs. Students will be required to undertake an exercise involving an analysis of the effectiveness of the two major policy approaches to the problem of drug overuse and abuse: harm reduction and zero tolerance. They will be required to examine the evidence supporting these two approaches to public health policy. In the second part of the unit students will study the major therapeutic approaches to treatment and rehabilitation. This will include familiarisation with Alcoholics Anonymous, clinically based approaches including transactional analysis and other group therapy oriented approaches, the various behavioural therapies, therapeutic communities, methadone maintenance, needle exchange and recent trails in safe injection facilities. They will become familiar with the nature of services offered, the role of the various health professionals in these services and the nature of effective treatment and rehabilitation outcomes.

At least one of the following BHlthSci Senior Research units of study:

BHSC3014  
Writing a Research Proposal  
Credit points: 6  
Teacher/Coordinator: A/Prof Kate O'Loughlin  
Session: Semester 2  
Classes: 1x2-hr lecture/week, 1x1-hr tutorial/week.  
Prerequisites: HSBH1107 or BACH2140 or HSBH2007  
Assessment: Project plan (20%), oral presentation (20%), research proposal (60%).  
Mode of delivery: Supervision

This unit is designed to assist students understand the principles of writing a research proposal, applicable for either project planning or evaluation within health or for further research (eg Honours). Students will be introduced to the key components of preparing and writing up a proposal: purpose of the research and question(s) to be addressed; reviewing existing literature on the topic; deciding on a research methodology and methods used to collect data; proposing an approach for data analysis; identifying ethical issues and working through the process of applying for ethics approval; providing a clear plan and timeline for each stage of the research. At the completion of this unit, students will have planned, orally presented and written up a research proposal. This unit of study is recommended for students who wish to undertake Honours after completion of the pass degree.

HSBH3005  
Evidence Based Health Care  
Credit points: 6  
Teacher/Coordinator: A/Prof Lee-Fay Low  
Session: Semester 2  
Classes: 1x2-hr lecture/week, 1x1-hr tutorial/week.  
Prerequisites: HSBH1106, (HSBH1007 OR HSBH2007), HSBH1008, HSBH1009  
Assessment: online and tutorial activities (40%) and 2500 word critical appraisal (60%).  
Mode of delivery: Normal (lecture/lab/tutorial) day

Evidence-based health care is the conscientious use of current best evidence in making decisions about the care of individuals or the delivery of health services. This unit will introduce you to evidence based health care by developing your understanding of knowledge and evidence, and critical appraisal skills to inform your decision making in health care policy and practice.

HSBH3018  
Quantitative Research Methods in Health  
Credit points: 6  
Teacher/Coordinator: Dr Tatjana Seizova-Cajic, Dr Mary Lam  
Session: Semester 2  
Classes: 1x2-hr lecture/week, 1x1-hr tutorial or laboratory.  
Prerequisites: HSBH1107 OR HSBH2007  
Prohibitions: SCLG3603, PSYC2012  
Assessment: Class and online participation (10%), in-class quiz (20%), 800wd report (20%) and end semester exam (50%).  
Mode of delivery: Normal (lecture/lab/tutorial) day  
Note: Bachelor of Health Sciences students must have completed 24 credit points of HSBH Junior units for enrolment into this unit. All other students must have completed 48 credit points.

This unit teaches about the research process from development of a research question to study design, quantitative data analysis, and interpretation of outcomes in the context of theory and practical applications. You will learn about concepts and logic that apply to quantitative research in general with an emphasis on issues and types of studies most relevant in health research. As either an individual or group exercise, you will perform most aspects of the research process using examples given to you or created by you, and will receive comprehensive feedback along the way. The unit will prepare you to critically evaluate research findings in your future career, and to engage in further research training should you wish to do so. Skills you are expected to develop include succinct academic writing, simple data analysis using SPSS, and developing ideas in the context of teamwork.

research activities. Students will meet regularly with their supervisors; academic staff, normally 2 co-supervisors, who will supervise their submit a thesis describing the project and its implications. In designing and/or implementing an approved research project and discipline area within the Faculty. Each student will contribute to Honours students undertake a supervised research project in a health 40% of the final Honours grade.

Note: Department permission required for enrolment. Note: This unit constitutes Credit points: 24 Session: Semester 1, Semester 2 Classes: Seminars and tutorials: 24-hrs, irregularly throughout the semester. Supervisory meetings: normally 1-hr/week (varies) Prerequisites: BHSC4005 Assessment: Journal manuscript and detailed methods chapter (minimum 3000 words) (80%); Oral presentation (20 mins) (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

Honours Thesis B

Credit points: 24 Session: Semester 1, Semester 2 Classes: Seminars and tutorials: 24-hrs, irregularly throughout the semester. Supervisory meetings: normally 1-hr/week (varies) Prerequisites: BHSC4005 Assessment: Journal manuscript and detailed methods chapter (minimum 3000 words) (80%); Oral presentation (20 mins) (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment. Note: This unit constitutes 60% of the final Honours mark.

Honours students undertake a supervised research project in a health discipline area within the Faculty. Each student will contribute to designing and/or implementing an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with academic staff, normally 2 co-supervisors, who will supervise their research activities. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis. During this semester the student will work closely with their supervisor to carry out, analyse and synthesise their results. Each student will submit a thesis describing the project and its implications comprised of their literature review, their research proposal, their journal manuscript and associated methods chapter, their final oral slides and their response to the questions. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis.

Textbooks
A list of recommended or required texts will be provided at the beginning of semester.

SEMMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

BHSC4006

Honours Thesis B

Credit points: 24 Session: Semester 1, Semester 2 Classes: Seminars and tutorials: 24-hrs, irregularly throughout the semester. Supervisory meetings: normally 1-hr/week (varies) Prerequisites: BHSC4005 Assessment: Journal manuscript and detailed methods chapter (minimum 3000 words) (80%); Oral presentation (20 mins) (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment. Note: This unit constitutes 60% of the final Honours mark.

Honours students undertake a supervised research project in a health discipline area within the Faculty. Each student will contribute to designing and/or implementing an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with academic staff, normally 2 co-supervisors, who will supervise their research activities. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis.

Textbooks
A list of recommended or required texts will be provided at the beginning of semester.

SEMMESTER 2 TOTAL: 24 CREDIT POINTS
Bachelor of Health Sciences – Hearing and Speech major

Bachelor of Health Sciences with a Hearing and Speech second major

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BPHEASCI-02: Pass course; full-time, 3 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO1003 Human Biology</td>
<td>6</td>
<td>A HSC Biology, however, students who have not completed HSC biology (or equivalent) are strongly advised to take the Biology Bridging Course in February.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>HSBH1006 Foundations of Health Science</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH1008 Health Determinants and Interventions</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC1001 Psychology 1001</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>PSYC1002 Psychology 1002</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2 Summer Main</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH1009 Health Care Resources and Systems</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Three elective units of study [18] (see note 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 (first offered 2015)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1163 Speech Science</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD1034 Linguistics and Phonetics</td>
<td>6</td>
<td>Speech Pathology students must pass this unit in order to enrol in clinical units in Year 2. Students without a sound knowledge of formal traditional grammar are encouraged to undertake the Grammar bridging course in February. This unit is a prerequisite for CSCD2057 Child Language and CSCD2068 Speech Sound Disorders</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>HSBH2007 Research Methods in Health</td>
<td>6</td>
<td>P HSBH1006, HSBH1008, HSBH1009</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>One elective unit of study [6] (see note 1)</td>
<td></td>
<td>N HSBH1007 or BACH2140</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1165 Hearing Science and Audiology</td>
<td>6</td>
<td>P BIOS1163</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS1166 Neuroscience 1: Communication Disorders</td>
<td>6</td>
<td>N BIOS1132, BIOS1171, BIOS1141</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD1032 Human Communication</td>
<td>6</td>
<td>A CSCD1034</td>
<td>P BACH1165 or PSYC1001 or PSYC1002 or HSBH1003 Speech Pathology students must pass this unit in order to enrol in clinical units in Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One BHlthSci Senior unit of study [6] (see note 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 (last offered 2015)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS2062 Neuroscience II: Communication Disorders</td>
<td>6</td>
<td>P BIOS1166</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Two BHlthSci Senior units of study [12] (see note 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One elective [6] (see note 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Health Sciences – Hearing and Speech major

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH2142 Cognitive Neuropsychology</td>
<td>6</td>
<td></td>
<td>P BACH1165 or PSYC1001 or PSYC1002</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH2143 Counselling &amp; Behaviour Management for CD</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD3090 Audiology 2</td>
<td>6</td>
<td>P BIOS1165</td>
<td>Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD3091 Fieldwork</td>
<td>6</td>
<td>P CSCD1032, CSCD1034</td>
<td>Students must hold a current CPR certificate before they can enrol in this unit. Attendance at Fieldwork orientation is compulsory. Students must advise the Unit Coordinator before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Notes**

1. Electives may be chosen from units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives available in the Faculty of Health Sciences is included in Faculty Electives chapter of the handbook.

2. A list of available BHlthSci Senior units of study can be found in the Bachelor of Health Sciences (Pass) table.
Bachelor of Health Sciences with a Hearing and Speech second major

View semester session codes here.

Course BPHEASCI-02: Pass course; full-time, 3 years

Year 1

Semester 1

BIOL1003 Human Biology

Credit points: 6 Teacher/Coordinator: Dr Osu Ilie Session: Semester 1, Summer Main Classes: Two 1-hour lectures per week (three lectures in some weeks), one 3-hour practical class per fortnight, one 2-hour workshop per fortnight, 6-9 hours of online activities per fortnight. Prohibitions: EDUH1016, BIOL1903, BIOL1500, BIOL1993 Assumed knowledge: HSC Biology, however, students who have not completed HSC biology (or equivalent) are strongly advised to take the Biology Bridging Course (in February). Assessment: One 2-hour exam, assignment, group project presentation and quizzes (100%). Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study provides an introduction to human anatomy and physiology. It includes an overview of cell and tissue structures, the skeletal system, nutrition, digestion and excretion. Human Biology looks at how our bodies respond to environmental stimuli with respect to the endocrine, nervous and immune systems. After discussion of reproduction and development, it concludes with an overview of modern studies in human genetics. This unit has four main components: lectures, practicals, workshops and HB Online activities; this unit of study provides a suitable foundation for intermediate biology units of study.

Textbooks

HSBH1006 Foundations of Health Science

Credit points: 6 Teacher/Coordinator: A/Prof Lee-Fay Law Session: Semester 1 Classes: 2x1-hr lecture/week, 1-hr tutorial/week and eLearning online learning support. Assessment: Tutorial attendance and presentation (25%), essay (25%) and 2hr final exam (50%). Mode of delivery: Normal (lecture/lab/tutorial) day

This is an introductory unit for students entering the health sciences. The unit will provide students with knowledge and understanding of key approaches to health and illness, patterns of health and disease at a national and international level, and how we measure health status in an individual, a community and a nation. Students will gain an understanding of who provides health care at the professional, community and family level, and the roles taken up by non-professionals in advocating for change through health-focused consumer and community-based support groups. Students will develop a range of core skills and competencies needed in the study and practice of health sciences and as a basis for working in health-related areas or for postgraduate study.

HSBH1008 Health Determinants and Interventions

Credit points: 6 Teacher/Coordinator: A/Prof Kate O'Loughlin Session: Semester 1 Classes: 1x2-hour lecture/week, 1x1-hour tutorial/week. Assessment: Tutorial attendance and presentation (25%), essay (25%), 2hr final exam (50%). Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will introduce students to the main social and economic factors associated with patterns of health in Australia and a global context and will explore the social, cultural and environmental processes involved in determining the similarities and disparities in the health of populations and peoples, drawing primarily on sociological approaches. Students will be introduced to a repertoire of key concepts for understanding these processes including class, gender, occupation, ethnicity, indigeneity, disability, inequality, globalisation, and the role of governments. Initiatives to promote preventable hospitalisation and increased health and wellbeing within and across population groups will be examined, particularly those proposed by the WHO/’s Commission on the Social Determinants of Health.

PSYC1001 Psychology 1001

Credit points: 6 Teacher/Coordinator: Dr Caleb Owens Session: Semester 1, Summer Main Classes: Three 1 hour lectures and one 1 hour tutorial per week, plus 1 hour per week of additional web-based (self-paced) material related to the tutorial. Assessment: One 2.5hr exam, one 1000w essay, multiple tutorial tests, experimental participation (100%) Mode of delivery: Normal (lecture/lab/tutorial) day

Psychology 1001 is a general introduction to the main topics and methods of psychology, and is the basis for advanced work as well as being of use to those not proceeding with the subject. Psychology 1001 covers the following areas: science and statistics in psychology; behavioural neuroscience; applied psychology; social psychology; personality theory; human development.

This unit is also offered in the Sydney Summer School. For more information consult the website: http://sydney.edu.au/summer_school/

Textbooks
Course Coordinator will advise

or

PSYC1002 Psychology 1002

Credit points: 6 Teacher/Coordinator: Dr Caleb Owens Session: Semester 2, Summer Main Classes: Three 1 hour lectures and one 1 hour tutorial per week, plus 1 hour per week of additional web-based (self-paced) material related to the tutorial. Assessment: One 2.5 hour exam, one 1250 word research report, multiple tutorial tests, experimental participation (100%) Mode of delivery: Normal (lecture/lab/tutorial) day

Psychology 1002 is a further general introduction to the main topics and methods of psychology, and it is the basis for advanced work as well as being of use to those not proceeding with the subject. Psychology 1002 covers the following areas: human mental abilities; learning, motivation and emotion; visual perception; cognitive processes; abnormal psychology.

This unit is also offered in the Sydney Summer School. For more information consult the web site: http://sydney.edu.au/summer_school/

Textbooks
Course Coordinator will advise

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

HSBH1009 Health Care Resources and Systems

Credit points: 6 Teacher/Coordinator: Prof Stephanie Short Session: Semester 2 Classes: 2x1-hr lectures/week, 1-hr tutorial/week. Assessment: online quizzes (30%), team project (30%) and final exam (40%). Mode of delivery: Normal (lecture/lab/tutorial) day

For internal use by University of Sydney staff only.
The unit of study comprises three modules: Health care systems - provides foundational knowledge about the Australian health care system in an international context. Approaches to health policy - introduces students to the key approaches and concepts in health policy analysis and applies them to contemporary challenges in Australian health policy. Key challenges in health care resources and systems - outlines key challenges for analysis.

Textbooks

Three elective units of study [18] (see note 1) SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2 (first offered 2015)

Semester 1

BIOS1163 Speech Science
Credit points: 6 Session: Semester 1 Classes: Three 1hr lectures/week, 2hr practical tutorials/week Assessment: mid semester exam (30%), worksheet (5%), end semester exam (65%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to provide an understanding of the anatomy, physiology and physics of speech. Students will gain a detailed knowledge of the anatomy of the head and neck as well as functional activities involving swallowing and speech. In addition student will learn the role of physics in sound production. Control of breathing and respiration in normal and pathological condition is also covered in this unit. Practical classes will take a case-based approach to learning. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is required.

Linguistics and Phonetics
Credit points: 5 Teacher/Coordinator: Dr Greg Flannery Session: Semester 1, Summer Main Classes: 2x2/hr lectures/week, 3x1/hr tutorial/semester Assessment: Transcription exam 1 barrier task (20%), transcription exam 2 barrier task (20%), final exam (55%), 1x1hr research participation (5%) Practical field work: Participation in practical learning Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Speech Pathology students must pass this unit in order to enrol in clinical units in Year 2. Students without a sound knowledge of formal traditional grammar are encouraged to undertake the Grammar bridging course in February. This unit is a prerequisite for CSCD2057 Child Language and CSCD2060 Speech Sound Disorders

Students will explore the nature of language: introduction to phonology, morphology, syntax, semantics, pragmatics and orthographic systems, with a clinical focus. Particular emphasis on grammar, phonetics and articulation assessment and intervention. Analysis of language for clinical purposes (especially grammar transcription and phonetic transcription skills). This unit of study prepares students with the necessary background knowledge to undertake phonology, language and clinical units later in the course.

Textbooks

HSBH2007 Research Methods in Health
Credit points: 6 Teacher/Coordinator: A/Prof Kate O’Laughlin Session: Semester 1 Classes: 1x1hr lecture/week, 1x1hr tutorial/week Assessment: mid semester exam (30%), written individual assignment (20%), 1x2hr exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

The unit of study introduces students to the design and evaluation of research questions relating to health. Drawing on both qualitative and quantitative research methods, students will be introduced to key concepts relating to methodology; research design and research method.

One elective unit of study [6] (see note 1) SEMESTER 2 TOTAL: 24 CREDIT POINTS

Semester 2

BIOS1165 Hearing Science and Audiology
Credit points: 6 Teacher/Coordinator: Dr Aaron Camp Session: Semester 2 Classes: 3hr lectures/week, 2hr practical/tutorial/week Prerequisites: BIOS1163 Assessment: mid semester exam (15%), end-semester exam (65%), 4 online quizzes (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study aims to provide an understanding of the physics, anatomy and physiology of the hearing mechanism. Students will also learn about pathologies of the ear, nose and throat and development of the human embryo. The unit also includes an introduction to deafness, basic audiological tests and evaluation of hearing.

BIOS1166 Neuroscience I: Communication Disorders
Credit points: 6 Teacher/Coordinator: Dr Damian Holsinger Session: Semester 2 Classes: 5hrs lectures, 2hr practicals, tutorials/week Prohibitions: BIOS1132, BIOS1171, BIOS1141 Assessment: quiz (5%), two mid semester exams in week 5 (15%) and in week 8: (30%), end semester exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study includes fundamental concepts of nervous system structure and function. Anatomy of the brain and spinal cord is studied using models. Basic mechanisms of spinal reflexes and the function of the somatosensory system comprise the physiological component of the unit. Students are also introduced to the anatomy and physiology of the autonomic nervous system and motor pathways. Case studies aimed at identifying simple neural problems associated with sensory and motor systems are specifically designed for students undertaking professional preparation degrees.

CSCD1032 Human Communication
Credit points: 6 Teacher/Coordinator: Dr Greg Flannery Session: Semester 2 Classes: 1x2hr lecture/week, 1x1hr lecture/week (weeks 3-13) 4x1hr tutorials/semester Assessment: BACH1165 or PSYC1001 or PSYC1002 or HSBH1103 Assumed knowledge: CSCD1034 Assessment: mid semester exam (20%), assignment (40%) final exam (35%) and oral reflection task (5%) barred task) Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Speech Pathology students must pass this unit in order to enrol in clinical units in Year 2

Students will acquire knowledge about typical communication development in English across the lifespan and in cultures relevant to the Australian context. Students will learn about the sequence of normal communication development from prelinguistic communication development through to adult language; the significance of context and function in the development of language; the universality of communication development, and the effect of gender in communication development. This unit of study prepares students to undertake observation of communication and to demonstrate understanding of the theories and facts in the normal acquisition of communication skills and apply this knowledge to people of different ages. Students will also begin accumulating knowledge about professional communication skills needed by health professionals to work with clients, carers and colleagues.

Textbooks

One BHlthSci Senior unit of study [6] (see note 2) SEMESTER 2 TOTAL: 24 CREDIT POINTS
Year 3 (last offered 2015)

Semester 1

BIOS2062  
Neuroscience II: Communication Disorders

Credit points: 6  
Teacher/Coordinator: Dr David Mor  
Session: Semester 1  
Classes: 3hrs lectures/week, 2hr practicals/week  
Prerequisites: BIOS1166  
Assessment: mid semester exam (33%), end semester exam (67%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study considers the development and anatomy of the brainstem and cranial nerves. The anatomy and physiology of special sensory systems and the control and integration of somatic motor activity with special reference to communication are explored comprehensively. Higher functions of the nervous system and adaptive properties including plasticity and recovery of the nervous system after injury are also examined. Considerable emphasis is placed on the anatomical and physiological basis of neurological problems relating to communication disorders throughout the unit of study. This unit of study includes laboratory classes where tissues from human cadavers are examined in detail; attendance at such classes is required for the unit of study.

Two BHlthSci Senior units of study [12] (see note 2)One elective [6]  
(see note 1)SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

BACH2142  
Cognitive Neuropsychology

Credit points: 6  
Teacher/Coordinator: A/Prof Steven Cumming  
Session: Semester 2  
Classes: 2-hrs lecture/week, 1-hr tutorial/week  
Prerequisites:  
BACH1165 or PSYC1001 or PSYC1002  
Assessment: group presentation (15%), essay and annotated bibliography (35%) and final examination (50%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

Students acquire knowledge of normal cognition and the cognitive neuropsychological approach to brain-behaviour relationships and cognitive processes; the cognitive and behavioural consequences of brain damage and models of cognitive rehabilitation.

BACH2143  
Counselling & Behaviour Management for CD

Credit points: 6  
Teacher/Coordinator: A/Prof Steven Cumming  
Session: Semester 2  
Classes: 2-hrs lecture/week, 1-hr tutorial  
Assessment: counselling class paper (30%), behaviour management assignment (30%), final exam (40%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

Students will acquire skills and knowledge of basic and advanced counselling, psychotherapeutic and behaviour management skills as they are used by students and professionals in health sciences working with individuals with communication disorders.

Textbooks

There is no prescribed text for this unit. Students will be given collections of recent publications on relevant topics.

CSCD3090  
Audiology 2

Credit points: 6  
Teacher/Coordinator: Ms Yetta Abrahams  
Session: Semester 2  
Classes: 1x2-hr lecture/week Wk 1-13, 6x1-hr practicals/semester, including practicals with children and adults  
Prerequisites: BIOS1165  
Assessment: Practical assessment (40% barrier task), journal article presentation (30% barrier task) and attendance and participation (30% barrier task)  
Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012

This unit of study provides an introduction to complex audiological assessment and intervention techniques for hearing impaired adults and children. This unit of study may be undertaken as an elective unit with the permission of the program coordinator.
Bachelor of Health Sciences – Movement Science major

Bachelor of Health Sciences with a Movement Science second major

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BPHEASCI-02: Pass course; full-time, 3 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL1003 Human Biology</td>
<td>6</td>
<td>A HSC Biology, however, students who have not completed HSC biology (or equivalent) are strongly advised to take the Biology Bridging Course (in February).</td>
<td></td>
<td>N EDUH1016, BIOL1903, BIOL1500, BIOL1993</td>
<td></td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>HSBH1006 Foundations of Health Science</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH1008 Health Determinants and Interventions</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC1001 Psychology 1001</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC1002 Psychology 1002</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2 Summer Main</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH1009 Health Care Resources and Systems</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Three electives [18] (see note 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2 (first offered 2015)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1170 Body Systems: Structure and Function</td>
<td>6</td>
<td>N BIOS1133, BIOS1127, BMED2403, PHSI2006, BIOS2099, PHSI2005, BIOS1155, BIOS2098</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BIOS1171 Neuroscience</td>
<td>6</td>
<td>N BIOS1137, BIOS2103</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>EXSS1032 Fundamentals of Exercise Science</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH2007 Research Methods in Health</td>
<td>6</td>
<td>P HSBH1006, HSBH1008, HSBH1009</td>
<td></td>
<td>N HSBH1007 or BACH2140</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1168 Functional Musculoskeletal Anatomy A</td>
<td>6</td>
<td>N BIOS1136, BIOS1159, BIOS5090</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>EXSS1018 Biomechanics of Human Movement</td>
<td>6</td>
<td>A HSC mathematics</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>One BHlthSci Senior unit of study [6] (see note 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One elective [6] (see note 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 3 (last offered 2015)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1169 Functional Musculoskeletal Anatomy B</td>
<td>6</td>
<td>P BIOS1168</td>
<td></td>
<td>N BIOS1144, BIOS1139, BIOS1160</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>EXSS2027 Exercise Physiology for Clinicians</td>
<td>6</td>
<td>A BIOS1170</td>
<td>Bachelor of Health Sciences students must have completed EXSS1032 for enrolment into this unit of study</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Two BHlthSci Senior units of study [12] (see note 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For internal use by University of Sydney staff only.
### Unit of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS2025 Motor Control and Learning</td>
<td>6</td>
<td>A BIOS1171</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
</tbody>
</table>

One BHlthSci Senior unit of study [6] (see note 1)
Two electives [12] (see note 2)

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Notes

1. A list of available BHlthSci Senior units of study can be found in the Bachelor of Health Sciences (Pass) table.
2. Electives may be chosen from units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives available in the Faculty of Health Sciences is included in Faculty Electives chapter of the handbook.
Bachelor of Health Sciences – movement science major

Bachelor of Health Sciences with a Movement Science second major

View semester session codes here.

Course BPHASESCI-02: Pass course; full-time, 3 years

Year 1
Semester 1

BIOL1003 Human Biology

Credit points: 6 Teacher/Coordinator: Dr Osu Lilje Session: Semester 1, Summer Main Classes: Two 1-hour lectures per week (three lectures in some weeks), one 3-hour practical class per fortnight, one 2-hour workshop per fortnight, 6-9 hours of online activities per fortnight. Prohibitions: EDUH1016, BIOL1903, BIOL1500, BIOL1993 Assumed knowledge: HSC Biology, however, students who have not completed HSC biology (or equivalent) are strongly advised to take the Biology Bridging Course (in February). Assessment: One 2-hour exam, assignment, group project presentation and quizzes (100%).

Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study provides an introduction to human anatomy and physiology. It includes an overview of cell and tissue structures, the skeletal system, nutrition, digestion and excretion. Human Biology looks at how our bodies respond to environmental stimuli with respect to the endocrine, nervous and immune systems. After discussion of reproduction and development, it concludes with an overview of modern studies in human genetics. This unit has four main components: lectures, practicals, workshops and HB Online activities; this unit of study provides a suitable foundation for intermediate biology units of study.

Textbooks

HSBH1006 Foundations of Health Science

Credit points: 6 Teacher/Coordinator: A/Prof Lee-Fay Low Session: Semester 1 Classes: 2x1-hr lecture/week, 1-hr tutorial/week and eLearning online learning support. Assessment: Tutorial attendance and presentation (25%), essay (25%) and 2hr final exam (50%). Mode of delivery: Normal (lecture/lab/tutorial) day

This is an introductory unit for students entering the health sciences. The unit will provide students with knowledge and understanding of key approaches to health and illness, patterns of health and disease at a national and international level, and how we measure health status in an individual, a community and a nation. Students will gain an understanding of who provides health care at the professional, community and family level, and the roles taken up by non-professionals in advocating for change through health-focused consumer and community-based support groups. Students will develop a range of core skills and competencies needed in the study and practice of health sciences and as a basis for working in health-related areas or for postgraduate study.

HSBH1008 Health Determinants and Interventions

Credit points: 6 Teacher/Coordinator: A/Prof Kate O'Loughlin Session: Semester 1 Classes: 1x2-hour lecture/week, 1x1-hour tutorial/week. Assessment: Tutorial attendance and presentation (25%), essay (25%), 2hr final exam (50%). Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will introduce students to the main social and economic factors associated with patterns of health in Australia and a global context and will explore the social, cultural and environmental processes involved in determining the similarities and disparities in the health of populations and peoples, drawing primarily on sociological approaches. Students will be introduced to a repertoire of key concepts for understanding these processes including class, gender, occupation, ethnicity, indigeneity, disability, inequality, globalisation, and the role of governments. Initiatives to promote preventable hospitalisation and increased health and wellbeing within and across population groups will be examined, particularly those proposed by the WHO’s Commission on the Social Determinants of Health.

PSYC1001 Psychology 1001

Credit points: 6 Teacher/Coordinator: Dr Caleb Owens Session: Semester 1, Summer Main Classes: Three 1 hour lectures and one 1 hour tutorial per week. Assessment: One 2.5hr exam, one 1000w essay, multiple tutorial tests, experimental participation (100%) Mode of delivery: Normal (lecture/lab/tutorial) day

Psychology 1001 is a general introduction to the main topics and methods of psychology, and is the basis for advanced work as well as being of use to those not proceeding with the subject. Psychology 1001 covers the following areas: science and statistics in psychology; behavioural neuroscience; applied psychology; social psychology; personality theory; human development.

This unit is also offered in the Sydney Summer School. For more information consult the website: http://sydney.edu.au/summer_school/

Textbooks
Course Coordinator will advise

or

PSYC1002 Psychology 1002

Credit points: 6 Teacher/Coordinator: Dr Caleb Owens Session: Semester 2, Summer Main Classes: Three 1 hour lectures and one 1 hour tutorial per week, plus 1 hour per week of additional web-based (self-paced) material related to the tutorial. Assessment: One 2.5 hour exam, one 1250 word research report, multiple tutorial tests, experimental participation (100%) Mode of delivery: Normal (lecture/lab/tutorial) day

Psychology 1002 is a further general introduction to the main topics and methods of psychology, and it is the basis for advanced work as well as being of use to those not proceeding with the subject. Psychology 1002 covers the following areas: human mental abilities; learning, motivation and emotion; visual perception; cognitive processes; abnormal psychology.

This unit is also offered in the Sydney Summer School. For more information consult the web site: http://sydney.edu.au/summer_school/

Textbooks
Course Coordinator will advise

SEMMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

HSBH1009 Health Care Resources and Systems

Credit points: 6 Teacher/Coordinator: Prof Stephanie Short Session: Semester 2 Classes: 2x1-hr lectures/week. Assessment: online quizzes (30%), team project (30%) and final exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

19
The unit of study comprises three modules: Health care systems - provides foundational knowledge about the Australian health care system in an international context. Approaches to health policy - introduces students to the key approaches and concepts in health policy analysis and applies them to contemporary challenges in Australian health policy. Key challenges in health care resources and systems - outlines key challenges for analysis.

Textbooks

Three electives [18] (see note 2) SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2 (first offered 2015)

Semester 1

**BIOS1170**

Body Systems: Structure and Function

Credit points: 6  
Teacher/Coordinator: Dr Jamie Polson  
Session: Semester 1, Semester 2  
Classes: 3hr lectures, 2hr practical/week  
Prohibitions: BIOS1133, BIOS1127, MDEM2403, PHSI2006, BIOS2099, PHSI2005, BIOS1155, BIOS2098  
Assessment: mid semester exam (30%), end semester exam (70%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will present the gross anatomy, functional histology, physiology and pathophysiology of the cardiovascular, respiratory and renal systems. Specific diseases of these systems that are commonly encountered in health care practice will be described. The unit will also cover the characteristics of the body’s fluids and the concept of acid-base balance within the body. This unit includes laboratory classes at which human cadaveric material is studied; attendance at such classes is strongly encouraged. Students who achieve a pass will have a basic working knowledge of professionally relevant aspects of anatomy and physiology. Students who achieve higher grades will be better able to integrate various aspects of the unit, and to apply their knowledge to solve problems or explain higher level phenomena.

**BIOS1171**

Neuroscience

Credit points: 6  
Teacher/Coordinator: Dr Jin Huang, Dr Alan Freeman  
Session: Semester 1, Semester 2  
Classes: 3hr lectures, 2hrs practical/week  
Prohibitions: with a small online component  
Assessment: mid semester exam (40%), end semester exam (60%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study includes fundamental concepts of nervous system organisation and function. Anatomy of the brain and spinal cord is studied using models to understand the cortical and subcortical pathways as well as integrating centres that control movement and posture. The physiology component introduces students to mechanisms of signal generation and transmission, basic mechanisms of spinal reflexes, the function of the somatosensory and autonomic nervous system and motor pathways. Case studies aimed at identifying simple neural problems associated with sensory and motor systems are specifically designed for students following professional preparation degrees. This unit includes a few laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

**EXSS1032**

Fundamentals of Exercise Science

Credit points: 6  
Teacher/Coordinator: Dr Kate Edwards  
Session: Semester 1  
Classes: 2-hr lectures/week, 2hr practical/week  
Assessment: Practical skills assessment (20%), excel tutorial and practical class-based worksheets (20%) and end semester exam (60%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

The aim of this unit is to provide students with an understanding of the fundamental principles of exercise science and an introduction to their application to physical activity, sport, fitness and health. A focus of Fundamentals of Exercise Science is the practical application of testing procedures to the measurement of physiological function. In this unit issues related to work (and its measurement), energy supply, physiological capacity and muscular fitness are covered, with emphasis on the integration of these concepts, the use of scientific rigour and evidence-based practice. Practical classes will cover various fundamental skills for exercise scientists including standard health screening procedures and the principles and practice aerobic and muscular fitness testing. Worksheets will include data presentation and analysis skills using excel software. The exercise prescription component of the unit introduces students to the concepts of programming for cardio-respiratory/aerobic and muscular fitness for healthy individuals. A major emphasis of the unit is the acquisition of laboratory based testing/assessment skills, and data handling and presentation skills.

**HSBH2007**

Research Methods in Health

Credit points: 6  
Teacher/Coordinator: A/Prof Kate O'Loughlin  
Session: Semester 1  
Classes: 1x2-hr lecture/week, 1x1-hr tutorial/week  
Prerequisites: HSBH1006, HSBH1008, HSBH1009  
Assessment: Written group assignment (30%), written individual assignment (20%), 1x2-hr exam (50%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

The unit of study introduces students to the design and evaluation of research questions relating to health. Drawing on both qualitative and quantitative research methods, students will be introduced to key concepts relating to methodology; research design and research method.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

**BIOS1168**

Functional Musculoskeletal Anatomy A

Credit points: 6  
Teacher/Coordinator: Assoc Prof Leslie Nicholson, Dr Bronwen Ackermann  
Session: Semester 1, Semester 2  
Classes: 2hr lectures, 2hr practical/tutorial/week  
Prohibitions: BIOS1136, BIOS1159, BIOS5090  
Assessment: Mid semester practical exam (30%), end semester practical exam (30%), end semester exam (40%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces the basic concepts in musculoskeletal anatomy prior to a more detailed study of the gross anatomical structure of the upper limb as it relates to functional activities. Students will also study the histological structure of musculoskeletal tissues and surface anatomy of the upper limb. Material will be presented in lectures, practical sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

**EXSS1018**

Biomechanics of Human Movement

Credit points: 6  
Teacher/Coordinator: Dr Mark Halaki  
Session: Semester 2  
Classes: 2-hr lecture /week, 4x2-hr practical/semester, 4x1-hr tutorials/semester, online weekly quizzes for feedback  
Assumed knowledge: HSC mathematics  
Assessment: 2 hr mid-semester exam (40%), and 2 hr end-semester exam (60%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to develop an appreciation of how mechanical principles can be applied to understand the underlying causes of human movement. Topics include: kinematics, vectors, Newton’s laws of motion, work, energy, power, and momentum; for both translational and rotational motion; and the influence of fluids on motion. Emphasis is placed on developing mathematical skills and analytical problem solving techniques. The laboratory classes complement the lectures; providing opportunities to validate mechanical principles in a quantitative manner.

One BHlthSci Senior unit of study [6] (see note 1) One elective [6] (see note 2) SEMESTER 2 TOTAL: 24 CREDIT POINTS
Year 3 (last offered 2015)

Semester 1

BIOS1169
Functional Musculoskeletal Anatomy B

Credit points: 6  Teacher/Coordinator: Ms Jan Douglas-Morris  Session: Semester 1, Semester 2  Classes: 2hr lectures, 2hr practical-tutorial/week  Prerequisites: BIOS1168  Prohibitions: BIOS1144, BIOS1139, BIOS1160  Assessment: Mid-semester practical exam (35%), end-semester practical exam (25%), end-semester theory exam (40%)  Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study examines the detailed gross, radiological and surface anatomy of the lower limb, trunk and neck. Included are the anatomical analyses of functional activities which involve the lower limb, back and neck. Material will be presented in lectures, practical and tutorial sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

EXSS2027
Exercise Physiology for Clinicians

Credit points: 6  Teacher/Coordinator: Dr Kate Edwards  Session: Semester 1  Classes: 1x1-hr and 1x2-hr lecture/week, 4x1-hr tutorials/semester  Assumed knowledge: BIOS1170  Assessment: Class practical reports (25%), mid semester exam (25%), end semester exam (50%)  Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Bachelor of Health Sciences students must have completed EXSS1032 for enrolment into this unit of study

The aim of this unit is to provide students with a broad understanding of the physiological responses and adaptations to physical activity and inactivity. The unit has a primary focus on the physiological responses to exercise, and the application of exercise as a treatment modality. The unit describes the basic metabolic, cardiovascular and respiratory responses and adaptations to exercise training in healthy, asymptomatic individuals (children, adults and the elderly). Attention is given to special populations who are often in need of increased exercise training (eg. overweight, obese, elderly). Two class experiments are included during lecture hours to add practical experience and to develop critical thinking.

Textbooks

Two BHlthSci Senior units of study [6] (see note 1)Two electives [12] (see note 2)SEMESTER 2 TOTAL: 24 CREDIT POINTS

Notes
1. A list of available BHlthSci Senior units of study can be found in the Bachelor of Health Sciences (Pass) table.2. Electives may be chosen from units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives available in the Faculty of Health Sciences is included in Faculty Electives chapter of the handbook.

Semester 2

EXSS2025
Motor Control and Learning

Credit points: 6  Teacher/Coordinator: Dr Stephen Cobley (sem 1) & Prof Ross Sanders (sem 2)  Session: Semester 1, Semester 2  Classes: 2-hr lecture/week; Practical field work 1x2-hr class/week (Weeks 1-7, 9)  Assumed knowledge: BIOS1171  Assessment: tutorial presentation (15%), mid semester exam (10%), group presentation of training project skill (pass/fail), written group project report (30%), end semester exam (45%)  Mode of delivery: Normal (lecture/lab/tutorial) day

This unit provides students with a broad overview of motor control and learning with the aim of stimulating students to think about the mechanisms of normal human movement. Both a behavioural and a neurophysiological approach are taken to understand the acquisition and execution of skilled motor actions. The behavioural approach is directed at the structures and processes underlying movement without considering their physical basis, while the neurophysiological approach is directed at the neuromuscular machinery and the functional neural connections that govern movement. The unit consists of 3 modules. The first module examines the information processing and energetic capacities of the learner that underpin motor performance; that is, characteristics of the perceptual-motor system such as memory, attention, reaction time, speed-accuracy trade-off, force control, economy of energy, coordination, and automaticity. The second module examines features of the learning environment that can be manipulated to promote motor learning such as individual differences (e.g., motivation), methods of instruction, practice conditions, and the structuring of feedback. The third module examines applications to teaching motor skills, coaching and rehabilitation and includes a group project in which a motor skill is trained, thereby enabling students to apply the principles of motor control and learning.

One BHlthSci Senior unit of study [6] (see note 1)Two electives [12] (see note 2)SEMESTER 2 TOTAL: 24 CREDIT POINTS

Bachelor of Health Sciences – movement science major
Bachelor of Health Sciences – movement science major
Bachelor of Health Science / Master of Nursing – BUHSCNUR2000

Bachelor of Health Sciences / Master of Nursing
View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code BUHSCNUR-02: Full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year 1**

**Semester 1**

- **BIO1003** Human Biology 6 A HSC Biology, however, students who have not completed HSC biology (or equivalent) are strongly advised to take the Biology Bridging Course (in February).
  - N EDUH1016, BIOL1903, BIOL1500, BIOL1993

- **HSBH1006** Foundations of Health Science 6 Semester 1

- **HSBH1008** Health Determinants and Interventions 6 Semester 1

- **PSYC1001** Psychology 1001 6 Semester 1
  or
  - **PSYC1002** Psychology 1002 6 Semester 2

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

- **HSBH1009** Health Care Resources and Systems 6 Semester 2
  - Three electives [18] (see note 2)

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 2 (first offered 2015)**

**Semester 1**

- **HSBH2007** Research Methods in Health 6 P HSBH1006, HSBH1008, HSBH1009
  - N HSBH1007 or BACH2140

- **NURS5002** Social Contexts of Health 6 Semester 1

- **NURS5081** Introduction to Nursing Practice 6 Semester 1
  - Elective [6] (see note 2)

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

- **NURS5006** Illness Experience and Nursing Care Practice 6 P NURS5042

- **NURS5086** Drug Therapy, Disease & Nursing Practice 6 P NURS5083 or BIOL1003 or BIOL1903 or NURS6001
  - This unit of study is not available in 2015
  - Two BHlthSci Senior electives [12] (see note 1)

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 3 (last offered 2015)**

**Semester 1**

- **NURS5082** Developing Nursing Practice 6 C Corequisite: NURS5081

- **NURS5083** Human Bioscience in Health Practice 6
  - This unit of study is not available in 2015
  - One BHlthSci Senior elective [6] (see note 1)
  - Elective [6] (see note 2)

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**
### Unit of study

<table>
<thead>
<tr>
<th>Credit</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>NURS5084</td>
<td><strong>Nursing the Acutely Ill Person</strong></td>
<td>6</td>
<td>P NURS5082 and NURS5081</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS5085</td>
<td><strong>Mental Health Nursing Practice</strong></td>
<td>6</td>
<td>C NURS5084</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>One BHlthSci Senior elective [6] (see note 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective [6] (see note 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Year 4

**Semester 1**

<table>
<thead>
<tr>
<th>Credit</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>NURS6008</td>
<td><strong>Research and Evidence</strong></td>
<td>6</td>
<td>P NURS5002 and NURS5081 and NURS5082 and (NURS5083 or NURS6001) and NURS5006</td>
<td>Semester 1 and NURS5084 and NURS5085 and NURS5086 Teaching for this unit of study starts in February before the commencement of the semester. Students will be notified of specific dates during second semester in the year prior. EPD: Change of UoS Title to ‘Research and Evidence’</td>
<td></td>
</tr>
<tr>
<td>NURS6018</td>
<td><strong>Care and Chronic Conditions</strong></td>
<td>6</td>
<td>P NURS5084 and NURS5085 and NURS5082 and (NURS5043 or NURS5086)</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>NURS6019</td>
<td><strong>High Acuity Nursing</strong></td>
<td>6</td>
<td>P NURS5082 and NURS5084 and (NURS5042 or NURS5083) and (NURS5043 or NURS5086)</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>NURS6023</td>
<td><strong>Professional Practice of Nursing</strong></td>
<td>6</td>
<td>P NURS5002 and NURS5081 and NURS5082 and (NURS5083 or NURS6001) and NURS5006</td>
<td>Semester 1 and NURS5084 and NURS5085 and NURS5086</td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

<table>
<thead>
<tr>
<th>Credit</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>NURS6004</td>
<td><strong>Nursing and the Politics of Health Care</strong></td>
<td>6</td>
<td>P NURS5002 and NURS5081 and NURS5082 and (NURS5083 or NURS6001) and NURS5006</td>
<td>Semester 2 and NURS5084 and NURS5085 and NURS5086</td>
<td></td>
</tr>
<tr>
<td>NURS6022</td>
<td><strong>Community Health Nursing</strong></td>
<td>6</td>
<td>P NURS6018 and NURS6019</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>NURS6024</td>
<td><strong>Global Health and Nursing</strong></td>
<td>6</td>
<td>P NURS5002 and NURS5081 and NURS5082 and (NURS5083 or NURS6001) and NURS5006</td>
<td>Semester 2 and NURS5084 and NURS5085 and NURS5086</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and one of the following electives:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS6025</td>
<td><strong>Nursing Practice (Mental Health Option)</strong></td>
<td>6</td>
<td>P NURS5002 and NURS5081 and NURS5082 and (NURS5083 or NURS6001) and NURS5006</td>
<td>Semester 2 and NURS5084 and NURS5085 and NURS5086 and NURS6018 and NURS6019</td>
<td></td>
</tr>
<tr>
<td>NURS6028</td>
<td><strong>Nursing Practice (Paediatric Option)</strong></td>
<td>6</td>
<td>P NURS5002 and NURS5081 and NURS5082 and (NURS5083 or NURS6001) and NURS5006</td>
<td>Semester 2 and NURS5084 and NURS5085 and NURS5086 and NURS6018 and NURS6019</td>
<td></td>
</tr>
<tr>
<td>NURS6027</td>
<td><strong>Nursing Practice (High Acuity Option)</strong></td>
<td>6</td>
<td>P NURS5002 and NURS5081 and NURS5082 and (NURS5083 or NURS6001) and NURS5006</td>
<td>Semester 2 and NURS5084 and NURS5085 and NURS5086 and NURS6018 and NURS6019</td>
<td></td>
</tr>
<tr>
<td>NURS6028</td>
<td><strong>Nursing Practice (Clinical Nursing Opt)</strong></td>
<td>6</td>
<td>P NURS5002 and NURS5081 and NURS5082 and NURS5083 and NURS5006 and NURS5084</td>
<td>Semester 2 and NURS5085 and NURS5086 and NURS6018 and NURS6019</td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Notes

1. A list of available BHlthSci Senior units of study can be found in the Bachelor of Health Sciences (Pass) table.
2. Electives may be chosen from units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives available in the Faculty of Health Sciences is included in Faculty Electives chapter of the handbook.
3. See academic advisor, for advice on Nursing electives.
Bachelor of Health Science / Master of Nursing – BUHSCNUR2000

Bachelor of Health Sciences / Master of Nursing

View semester session codes here.

Code BUHSCNUR-02: Full-time, 4 years

Year 1

Semester 1

BIOL1003
Human Biology
Credit points: 6
Teacher/Coordinator: Dr Osu Lilje
Session: Semester 1,
Summer Main
Classes: Two 1-hour lectures per week (three lectures in some weeks), one 3-hour practical class per fortnight, one 2-hour workshop per fortnight, 6-9 hours of online activities per fortnight.
Prohibitions: EDUH1016, BIOL1903, BIOL1500, BIOL1993
Assumed knowledge: HSC Biology, however, students who have not completed HSC biology (or equivalent) are strongly advised to take the Biology Bridging Course (in February).
Assessment: One 2-hour exam, assignment, group project presentation and quizzes (100%).
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study provides an introduction to human anatomy and physiology. It includes an overview of cell and tissue structures, the skeletal system, nutrition, digestion and excretion. Human Biology looks at how our bodies respond to environmental stimuli with respect to the endocrine, nervous and immune systems. After discussion of reproduction and development, it concludes with an overview of modern studies in human genetics. This unit has four main components: lectures, practicals, workshops and HB Online activities; this unit of study provides a suitable foundation for intermediate biology units of study.

Textbooks

HSBH1006
Foundations of Health Science
Credit points: 6
Teacher/Coordinator: A/Prof Lee-Fay Low
Session: Semester 1
Classes: 2x1-hr lecture/week, 1-hr tutorial/week and eLearning online learning support.
Assessment: Tutorial attendance and presentation (25%), essay (25%) and 2hr final exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This is an introductory unit for students entering the health sciences. The unit will provide students with knowledge and understanding of key approaches to health and illness, patterns of health and disease at a national and international level, and how we measure health status in an individual, a community and a nation. Students will gain an understanding of who provides health care at the professional, community and family level, and the roles taken up by non-professionals in advocating for change through health-focused consumer and community-based support groups. Students will develop a range of core skills and competencies needed in the study and practice of health sciences and as a basis for working in health-related areas or for postgraduate study.

HSBH1008
Health Determinants and Interventions
Credit points: 6
Teacher/Coordinator: A/Prof Kate O'Loughlin
Session: Semester 1
Classes: 1x2-hour lecture/week, 1x1-hour tutorial/week
Assessment: Tutorial attendance and presentation (25%), essay (25%), 2hr final exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will introduce students to the main social and economic factors associated with patterns of health in Australia and a global context and will explore the social, cultural and environmental processes involved in determining the similarities and disparities in the health of populations and peoples, drawing primarily on sociological approaches. Students will be introduced to a repertoire of key concepts for understanding these processes including class, gender, occupation, ethnicity, indigeneity, disability, inequality, globalisation, and the role of governments. Initiatives to promote preventable hospitalisation and increased health and wellbeing within and across population groups will be examined, particularly those proposed by the WHO’s Commission on the Social Determinants of Health.

PSYC1001
Psychology 1001
Credit points: 6
Teacher/Coordinator: Dr Caleb Owens
Session: Semester 1,
Summer Main
Classes: Three 1 hour lectures and one 1 hour tutorial per week, plus 1 hour per week of additional web-based (self-paced) material related to the tutorial.
Assessment: One 2.5hr exam, one 1250w essay, multiple tutorial tests, experimental participation (100%)
Mode of delivery: Normal (lecture/lab/tutorial) day

Psychology 1001 is a general introduction to the main topics and methods of psychology, and is the basis for advanced work as well as being of use to those not proceeding with the subject. Psychology 1001 covers the following areas: science and statistics in psychology; behavioural neuroscience; applied psychology; social psychology; personality theory; human development.

This unit is also offered in the Sydney Summer School. For more information consult the website:
http://sydney.edu.au/summer_school/
Textbooks
Course Coordinator will advise

or

PSYC1002
Psychology 1002
Credit points: 6
Teacher/Coordinator: Dr Caleb Owens
Session: Semester 2,
Summer Main
Classes: Three 1 hour lectures and one 1 hour tutorial per week, plus 1 hour per week of additional web-based (self-paced) material related to the tutorial.
Assessment: One 2.5 hour exam, one 1250 word research report, multiple tutorial tests, experimental participation (100%)
Mode of delivery: Normal (lecture/lab/tutorial) day

Psychology 1002 is a further general introduction to the main topics and methods of psychology, and it is the basis for advanced work as well as being of use to those not proceeding with the subject. Psychology 1002 covers the following areas: human mental abilities; learning, motivation and emotion; visual perception; cognitive processes; abnormal psychology.

This unit is also offered in the Sydney Summer School. For more information consult the website:
http://sydney.edu.au/summer_school/
Textbooks
Course Coordinator will advise

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

HSBH1009
Health Care Resources and Systems
Credit points: 6
Teacher/Coordinator: Prof Stephanie Short
Session: Semester 2
Classes: 2x1-hour lectures/week, 1-hour tutorial/week
Assessment: online quizzes (30%), team project (30%) and final exam (40%)
Mode of delivery: Normal (lecture/lab/tutorial) day
The unit of study comprises three modules: Health care systems - provides foundational knowledge about the Australian health care system in an international context. Approaches to health policy - introduces students to the key approaches and concepts in health policy analysis and applies them to contemporary challenges in Australian health policy. Key challenges in health care resources and systems - outlines key challenges for analysis.

Textbooks

Three electives [18] (see note 2)SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2 (first offered 2015)

Semester 1
HSBH2007
Research Methods in Health
Credit points: 6
Teacher/Coordinator: A/Prof Kate O'Loughlin
Session: Semester 1
Classes: 1x2-hr lecture/week, 1x1-hr tutorial/week
Prerequisites: HSBH1006, HSBH1008, HSBH109
Prohibitions: HSBH1007 or BACH2140
Assessment: Written group assignment (30%), written individual assignment (20%), 1x2-hr exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

The unit of study introduces students to the design and evaluation of research questions relating to health. Drawing on both qualitative and quantitative research methods, students will be introduced to key concepts relating to methodology; research design and research method.

NURS5002
Social Contexts of Health
Credit points: 6
Session: Semester 1
Classes: 10x2-hr lectures, and 8x2-hr tutorials
Assessment: essay (40%) and group work (10%) and written examination (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

The main focus of this unit is on the social determinants of health through a critical analysis of the relationships between social factors (e.g., ethnicity, gender, socio-economic status, employment) and patterns of health and illness across the lifespan in contemporary Australia. The unit includes a module that introduces students to epidemiology, the study of causes and patterns of disease within defined populations. This unit is underpinned by the understanding that ideas and beliefs about health, illness and care are intrinsically connected to particular social and historical contexts. Some of these ideas and beliefs relevant to Australia today will be explored. The unit also introduces students to the study of cultural competence as it relates to health care in contemporary Australia.

NURS5081
Introduction to Nursing Practice
Credit points: 6
Session: Semester 1
Classes: 10x2-hr lectures, 8x2-hr tutorial, 10x2-hr labs, clinical placements (80 hrs)
Assessment: essay/report (20%) and exam (50%) and practice development portfolio (30%) and completion of a WHS quiz and satisfactory assessment by simulation and clinical performance
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study provides an opportunity for students to develop an understanding of professional nursing; \( \Delta_2 \) what it is and what it is not\( \Delta_2 \) (Nightingale, 1859) and to observe and explore the roles and relationships among nurses, patients and other health professionals in a practice setting.

The unit will introduce physical assessment, work health and safety and will equip nursing students to develop a \( \Delta_2 \) tool\( \Delta_2 \) of fundamental nursing practice strategies and \( \Delta_2 \)craft\( \Delta_2 \) skills. This will include a focus on working with patients across the lifespan and within different cultural groups. Students will be introduced to the cycle of practice thinking and patterns of knowing that underpin nursing practice.

Elective [6] (see note 2)SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2
NURS5006
Illness Experience and Nursing Care
Credit points: 6
Session: Semester 2
Classes: 12x2-hr lectures, 3x2-hr tutorials online, labs 2x2-hr, and clinical placements (80 hrs)
Prerequisites: NURS5042
Assessment: essay (45%) and nurse-patient interaction/relationship skills (10%) and written examination (45%) and satisfactory off-campus clinical assessment
Mode of delivery: Normal (lecture/lab/tutorial) day

The ways in which individual people subjectively experience illness and care, particularly nursing care, is the focus of this unit of study. The unit encourages students to think critically about their own attitudes, beliefs, and ideas about health, illness, and care, and to examine how these might have a bearing on the experiences of those in their care. Theories that inform understanding of what it is to be embodied, illness and the body, emotions arising in illness, issues of self-identity and social attitudes to illness and disability.

The unit also introduces students to qualitative research methodologies that are used to explore illness experiences. A variety of illness experiences are then examined. With this knowledge, the nurse-patient relationship is then critically examined. From within a communication-based framework, students focus on ideas about therapeutic listening and use of self as well as the concept of knowledge transfer as it is relevant to nurse-patient interactions. Students also engage with contemporary debates about the nature of nurse-patient interactions and relationships today and explore the ways in which these might vary in different health care settings, and with people from different cultural backgrounds, including Aboriginal and Torres Strait Islander peoples.

NURS5086
Drug Therapy, Disease & Nursing Practice
This unit of study is not available in 2015
Credit points: 6
Session: Semester 2
Classes: 13x2-hr lectures, 6x2-hr tutorials
Prerequisites: NURS5083 or BIOL1003 or BIOL1903 or NURS6001
Assessment: essay (25%) and tutorial report (25%) and written examination (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

The knowledge acquired in Bioscience in Health about the cellular and systemic organisation and normal functioning of the human body will be used as a foundation for this unit of study. Basic cellular changes associated with disease processes such as inflammation, infection, neoplasia, thrombosis, ischaemia, haemodynamic disturbance and disturbances of neuro and hormonal transmission will be explored. Pharmacological interventions aimed at restoring or replacing the function of specific cells, tissues or organs affected by these pathological changes will be considered.

Two BHlthSci Senior electives [12] (see note 1)SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 3 (last offered 2015)

Semester 1
NURS5082
Developing Nursing Practice
Credit points: 6
Session: Semester 1
Classes: 10x2-hr lectures, 9x2-hr laboratory, 8x2-hr tutorials, and clinical placements (80 hrs)
Corequisites: NURS5081
Assessment: essay - case study (40%) and written examination (50%) and clinical performance appraisal (10%) and satisfactory off-campus clinical performance
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study complements Introduction to Nursing Practice and further develops the understanding of clinical judgement in practice and the role of nursing in assisting those experiencing hospitalisation. Such assistance includes but is not limited to: maintenance of appropriate fluid status, infection control, oral medications, effective levels of oxygenation and pain relief. This knowledge will be extended to incorporate the experience of caring for patients when the body fails to function as expected, and particularly where surgery is required. This unit of study will further develop skills in physical assessment,
communication, and documentation and introduce students to medication administration.

**NURS5083**

Human Bioscience in Health

**This unit of study is not available in 2015**

**Credit points:** 6

**Session:** Semester 1

**Classes:** 12x2-hr lectures, 11x2-hr labs, 6x2-hr tutorials, and clinical placements (100-hrs)

**Prerequisites:** NURS5082 and NURS5081

**Assessment:** essay (40%) and medication administration assessment (10%) and written examination (50%) and satisfactory clinical performance appraisal and satisfactory clinical performance

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

This unit of study will examine various biological processes to assist students in developing their understanding of human cellular structure and function and the contribution this makes to body functions in health. The major body systems and following physiological concepts will be addressed within the context of neuro-hormonal regulation, and the body’s maintenance of a general state of homeostasis: Oxygenation, metabolism, elimination, movement, pH & fluid-electrolyte balance, immunity & reproduction.


**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

**NURS5084**

Nursing the Acutely Ill Person

**Credit points:** 6

**Session:** Semester 2

**Classes:** 12x2-hr lectures, 11x2-hr labs, 6x2-hr tutorials, and clinical placements (100-hrs)

**Prerequisites:** NURS5082 and NURS5081

**Assessment:** essay (40%) and medication administration assessment (10%) and written examination (50%) and satisfactory clinical performance appraisal and satisfactory clinical performance

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

This unit of study complements Illness Experience and Nursing Care, focusing on the responses of individuals and others to disruption to health. This unit of study aims to address issues surrounding acute nursing practices for various patients with common health care needs. Nursing practices associated with: the restoration and maintenance of oxygenation, ventilation and circulation; metabolism and elimination; consciousness and regulation; and movement and protection, are expanded upon using the framework for practice thinking.

A life span approach will be used throughout with a focus on how diseases manifest and are treated differently as they occur at different life stages. In this unit of study students will further develop comprehensive health assessment skills and their understandings of accurate medication administration.

**NURS5085**

Mental Health Nursing Practice

**Credit points:** 6

**Session:** Semester 2

**Classes:** 12x2-hr lectures, 8x2-hr tutorials, and clinical placements (120-hrs)

**Corequisites:** NURS5084

**Assessment:** online quiz (15%) and essay (35%) and written examination (50%) and satisfactory off-campus clinical performance

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

This unit of study is based on the principle that knowledge of mental health and illness and skills related to working with people with compromised mental health, are essential for all nurses. The unit of study is underpinned by a biopsychosocial or whole-person approach that privileges the individual experience of those with mental health problems.

Students are introduced to the constructs of mental health and wellbeing and mental illness and how these apply across the life span alongside cultural and gender influences. Using the context of a whole-person approach, students will explore the role of the nurse in promoting mental health, preventing mental health problems and minimising negative effects of mental illness for individuals and their family/carers. Mental health and illness are explored in relation to determinants of health/risk and protective factors; the stress-vulnerability model, prevalent and low-prevalent mental health problems (for example depression and schizophrenia) and the varied manifestations of symptoms, including mood, anxiety, and psychotic symptoms. Current evidence for nursing care, psychotherapeutic interventions and physical treatment approaches are addressed in relation to symptom management and promotion of mental health and wellbeing. Consumer and carer perspectives will inform and further strengthen students’ understandings.

Comorbid physical health conditions and/or poor physical health are common for people experiencing mental health problems regardless of age or diagnosis. In addition, high co-occurrence of substance use is an area of significant concern for this population. These issues increase the complexity and burden of illness. Comorbid conditions and their implications are broadly addressed and the nursing management of comorbid conditions is considered.

The nurse’s effective use of self and the therapeutic nurse/client relationship are core aspects of nursing practice with mental health consumers that are addressed from both a theoretical and practical perspective. Students will consider how to develop and demonstrate requisite interpersonal communication skills and will develop foundational assessment and interviewing skills. The care continuum in mental health and the scope of nursing practice in a range of mental health and ethico-legal contexts are addressed with the overall aim of promoting nursing practice that supports effective outcomes for mental health consumers and their family/carers across community, primary and acute care settings.


**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 4**

**Semester 1**

**NURS6008**

Research and Evidence

**Credit points:** 6

**Session:** Semester 1

**Classes:** 9x2-hr lectures

**Prerequisites:** NURS5002 and NURS5081 and NURS5082 and (NURS5083 or NURS6001) and NURS5006 and NURS5084 and NURS5085 and NURS5086

**Assessment:** critical literature review (40%) and mini-poster (20%) and research roundtable (5%) and written examination (35%)

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

*Note: Teaching for this unit of study starts in February before the commencement of the semester. Students will be notified of specific dates during second semester in the year prior. EPD: Change of UoS Title to ‘Research and Evidence’*

This unit of study will extend students’ ability to utilise research in their nursing practice and understand research approaches that have proved successful for improving nursing practice(s) and patient care. Students will develop skills and knowledge appropriate to working in a research-informed manner, identifying areas where research could enhance practice and generate knowledge, and using this in their professional role in assessing research relevant to their professional practice. This unit of study will provide students with the tools to appreciate the process of inquiry, and the methods used to construct nursing knowledge and provide evidence for practice. The ability to differentiate between these various modes of inquiry and the appropriateness of their use in the investigation of nursing practice will be developed. Students will have become familiar with the contemporary literature on knowledge translation, utilisation and transfer. Students will have the opportunity to critique the contribution of research to informing nursing practice and healthcare. Throughout the unit students will gain knowledge and experience of literature reviews, critiquing studies, research ethics and governance, and the factors that guide the development of a research project.

**NURS6018**

Care and Chronic Conditions

**Credit points:** 6

**Session:** Semester 1

**Classes:** 6x2-hr lectures, and 4x3-hr labs, and 1x2-hr and 3x3-hr tutorial, and clinical placements (100-hrs)

**Prerequisites:** NURS5004 and NURS5085 and NURS5082 and (NURS5043 or NURS5086)

**Assessment:** family practice diary and report (60%) and written examination (40%) and satisfactory clinical performance appraisal and satisfactory off-campus clinical assessments

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

This unit of study addresses nursing practices designed to meet the needs of individuals and families who are either living with long-term health conditions or terminal illness. A lifespan approach, childhood to old age, will provide an overview. An emphasis is placed on an
holistic approach to nursing care, irrespective of setting. Continuity of care provision between hospital and community is emphasised using a case management model of care. The dynamics of self management for persons living with chronic conditions will be highlighted.

Common chronic conditions in the Australian population will be identified together with their lifestyle and biomedical risk factors. Mental health issues will be addressed where appropriate, and chronic pain, its impact and management will be discussed as many chronic conditions have pain as a component. Co-morbidities, particularly within the care of elderly persons, will be explored. The importance of community engagement in addressing issues associated with chronic conditions in Aboriginal and Torres Strait Islander communities will be studied. Palliative nursing skills will be a focus, including symptom management and psychosocial care which facilitate a peaceful and dignified death.

NURS6019
High Acuity Nursing
Credit points: 6 Session: Semester 1 Classes: 6x2-hr lectures, 4x3-hr labs, 11x2-hr tutorial, and clinical placements (80-hrs) Prerequisites: NURS5082 and NURS5084 and (NURS5042 or NURS5043) and (NURS5043 or NURS5086) and NURS5002 and NURS5081 and NURS5082 and (NURS5083 or NURS6001) and NURS5006 and NURS5084 and NURS5085 and NURS5086 Assessment: essay (45%) and quiz (10%) and written examination (45%) and satisfactory clinical performance appraisal and satisfactory off-campus clinical performance Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study extends the students understanding of acute illness and introduces them to the complex challenges of caring for critically ill and physiologically unstable patients in high acuity settings. An important component of this unit of study is the understanding of the nursing assessment and management required when caring for patients with rapidly changing clinical conditions. Using a systematic approach to patient assessment students will develop nursing practices and interventions designed to meet the needs of these patients. In this context, specific clinical situations will be identified which include caring for patients with altered circulation, trauma, and severe sepsis. This unit also explores the high acuity environment and the technological monitoring devices that can be used to assist in the management of these acutely ill patients. It builds on knowledge and capabilities developed in NURS 5084 Nursing the Acutely Ill Person

NURS6023
Professional Practice of Nursing
Credit points: 6 Session: Semester 1 Classes: 8x2-hr lectures, 8x2-hr tutorials, two study days Prerequisites: NURS5002 and NURS5081 and NURS5082 and (NURS5083 or NURS6001) and NURS5006 and NURS5084 and NURS5085 and NURS5086 Assessment: essay (45%) and professional e-portfolio (25%) and poster presentation (30%) Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Teaching for this unit of study starts in February before the commencement of the semester. Students will be notified of specific dates during second semester in the year prior.

This unit of study examines key relevant parts of the four elements of the regulation of health care professionals, using nursing as the example. The four elements are:
1. Registration; including continuing competence and professional portfolios, life-long learning and currency and recency of practice
2. Education; including accreditation of programs
3. Professional standards; including codes of professional conduct and ethics, standards for registered nurses, enrolled nurses, midwives and nurse practitioners, professional boundaries, legal frameworks for practice and decision making frameworks; and
4. Professional competence; including conduct, health and performance.

The unit will explore the key elements of this framework in relation to the professional practice of nurses and will enable the student to understand their legal and ethical framework for professional practice and the regulatory environment they will enter upon registration. The unit will focus particularly on providing a helpful frame of reference for the student that will give them the confidence to practise within a professional framework and the resources to access should professional issues arise.

This unit is also designed to assist students prepare for making the transition into the workforce and to understand current practice and professional issues, particularly those relevant to leadership and management.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2
NURS6004
Nursing and the Politics of Health Care
Credit points: 6 Session: Semester 2 Classes: 6x2-hr lectures, 4x2-hr tutorials Prerequisites: NURS5002 and NURS5081 and NURS5082 and (NURS5083 or NURS6001) and NURS5006 and NURS5084 and NURS5085 and NURS5086 Assessment: essay (40%) and tutorial presentation (15%) and written examination (45%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study critically analyses the Australian health-care system, with an emphasis on its structure, funding arrangements, and the ways in which it is influenced by contemporary ideologies and economic and political factors. The unit focuses on current political issues and debates (including those concerning nursing) and the ways in which these affect health policy and the delivery of care in Australia and elsewhere, as well as on issues of access and equity and resource allocation. The Australian health care system is compared with other OECD country systems to help students to think critically about the effectiveness of the Australian system in global terms.

NURS6022
Community Health Nursing
Credit points: 6 Session: Semester 2 Classes: 8x2-hr lecture, 6x2-hr tutorials, and clinical placements (80-hrs) Prerequisites: NURS6018 and NURS6019 Assessment: group presentation (10%) and essay (40%) and written examination (50%) and satisfactory off-campus clinical assessment Mode of delivery: Normal (lecture/lab/tutorial) day

Increasingly complex and chronic health conditions are being managed in the community. This unit of study examines the major concepts and principles of community health nursing including self-care, continuity of care, primary health care, health promotion/illness prevention, community assessment, family assessment, and home care. Approaches to the provision of nursing care for people of all ages with acute, chronic, or life threatening illness in settings where they live will be examined. Particular attention will be given to case management and the home visit process: its therapeutic nature, communication skills and safety issues. Areas of specialisation within community health will also be discussed, and the nurse’s role in health promotion and disease prevention will be explored with special consideration given to aboriginal, and child and adolescent health. Epidemiological concepts and methodologies integral to community health nursing are explored. Students will undertake a community assessment of a chosen local government area using a ‘community profile’ approach. They also examine a public health problem in relation to the local government area, with the role of the community nurse in addressing the public health problem. Community clinical placements will provide students with the opportunity to consolidate and integrate theoretical knowledge and community nursing practice.

NURS6024
Global Health and Nursing
Credit points: 6 Session: Semester 2 Classes: 1x2-hr/week, 1x2-hr tutorial/week Prerequisites: NURS5002 and NURS5081 and NURS5082 and (NURS5083 or NURS6001) and NURS5006 and NURS5084 and NURS5085 and NURS5086 Assessment: written report (50%) and written examination (40%) and group tutorial presentation (10%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study explores the emerging role of nurses as global citizens and the role of the profession in its global context. The ways in which individual and local nursing activities may impact on global health and sustainability will be explored through examination of some of the current debates. Analyses of demographic trends surrounding newly emerging and re-emerging major physical and mental health issues will be examined. The unit will also focus on the integration of non-western and western approaches to providing care, the related
issue of knowledge translation in developing countries, and international nurse migration patterns and associated ethical issues. Students will be encouraged to think critically about the way forward for nursing as a profession through an examination of past and current interventions such as Human Rights, Primary Health Care and Millennium Development Goals, along with a focus on the organisations tasked with the responsibility of implementation such as UN, WHO, UNESCO and UNDP together with the Nursing and Midwifery international organisations such as ICN and ICM. Concepts and initiatives that have proven effective in achieving more sustainable outcomes such as health promoting settings and global health reform will be explored as possible strategies for achieving sustainability.

and one of the following electives:

NURS6025
Nursing Practice (Mental Health Option)
Credit points: 6
Session: Semester 2
Classes: 8x2-hr lectures, 8x2-hr tutorials, clinical placements
Prerequisites: NURS5002 and NURS5001 and NURS5082 and (NURS5083 or NURS6001) and NURS5006 and NURS5084 and NURS5085 and NURS6006 and NURS6018 and NURS6019
Assessment: discussion paper (40%) and group presentation (20%) and mental health consumer experience report (40%) and satisfactory off-campus clinical assessment
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study is an elective option for students who wish to extend their knowledge and skills in a mental health nursing environment. It provides students with an opportunity to extend and develop their understandings of mental health problems and practices and explore a range of complex mental health issues in further depth. The needs of special populations are a particular focus. These include perinatal mental health, infant, child and adolescent mental health issues, mental health issues affecting the older person, and the mental health of incarcerated and displaced persons. The relationship between trauma and mental health and the impact of violence and trauma on mental health is also explored.

Therapeutic and complementary/alternative approaches to mental health are an associated focus and students will have the opportunity to extend their understandings of specific approaches in respect to individual and group implementation. The unit also assists in preparing students for an extended clinical placement in mental health in the final semester of the program.

NURS6026
Nursing Practice (Paediatric Option)
Credit points: 6
Session: Semester 2
Classes: 8x2-hr lectures, 8x2-hr tutorials, clinical placements
Prerequisites: NURS5002 and NURS5001 and NURS5082 and (NURS5083 or NURS6001) and NURS5006 and NURS5084 and NURS5085 and NURS6006 and NURS6018 and NURS6019
Assessment: clinical project outline (20%) and tutorial presentation (20%) and clinical project written assessment (60%) and satisfactory off-campus clinical assessment
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study is an elective option for students who wish to extend their knowledge and skills in a paediatric nursing environment. It will examine the integration of theoretical and clinical components of nursing knowledge to enable the provision of care to children and adolescents. Building on all of the units previously undertaken, the responses of children and adolescents and their families to disruptions to health will be explored. Using those illnesses commonly found in our community, the experiences of illness and how these illnesses impact on children, adolescents, families and communities will be examined. The family, however defined, will remain as the central organising frame through which parenting, childhood and adolescence will be further examined, and a developmental life stage approach will be maintained. This unit of study will include accident prevention and actions to enhance health. Throughout this unit of study cultural and Indigenous health practices and their potential implications for the care provided in these situations will be considered.

NURS6027
Nursing Practice (High Acuity Option)
Credit points: 6
Session: Semester 2
Classes: 8x2-hr lectures, 8x2-hr tutorials, clinical placements
Prerequisites: NURS5002 and NURS5001 and NURS5082 and (NURS5083 or NURS6001) and NURS5006 and NURS5084 and NURS5085 and NURS5086 and NURS6018 and NURS6019
Assessment: essay (40%) and essay (60%) and satisfactory off-campus clinical component
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study is an elective option for students who wish to extend their knowledge and skills in a high acuity nursing environment. It provides students with the opportunity to examine the theoretical and professional aspects of critical care nursing practice. The unit will build on the work of High Acuity Nursing to specifically focus on nursing practices for patients with an increased dependence on nursing support in a critical care environment. This unit will foster the development of specific knowledge, skills, and attitudes that will enable students to understand the needs of critically ill patients. The legal and ethical constraints and frameworks in which critical care nursing practice is conducted will also be explored. A period of off-campus clinical education within an appropriate critical care setting is also included, for example, intensive care, high dependency or coronary care units or emergency departments.

NURS6028
Nursing Practice (Clinical Nursing Opt)
Credit points: 6
Session: Semester 2
Classes: 8x2-hr lectures, 8x2-hr tutorials, clinical placements
Prerequisites: NURS5002 and NURS5001 and NURS5082 and NURS5083 and NURS5006 and NURS5084 and NURS5085 and NURS5086 and NURS6018 and NURS6019
Assessment: learning contract proposal (30%) and final contract contribution (60%) and online reflective journal (10%) and satisfactory off-campus clinical placement
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study is an elective option for students who wish to extend their knowledge and skills in a clinical nursing environment. It provides students with an opportunity to consolidate prior learning, and expand their knowledge base and nursing practice expertise across a variety of health care settings. Attention will be extended in areas such as aged care, palliative care, and the adult person experiencing surgery or medical illness. The framework of the nursing practice thinking cycle will be used to guide the teaching and learning strategies, while each phase of the cycle will be addressed in detail as related to specific contexts in a range of clinical settings. Elements of care will include, for example, patient education, pain management, models of care, quality use of medications, consumer advocacy and other interventions to restore or maintain patients’ clients’ physical and psychosocial health.

SEMMESTER 2 TOTAL: 24 CREDIT POINTS

Notes
1. A list of available BHlthSci Senior units of study can be found in the Bachelor of Health Sciences (Pass) table 2. Electives may be chosen from units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives available in the Faculty of Health Sciences is included in Faculty Electives chapter of the handbook. 3. See academic advisor, for advice on Nursing electives.
Bachelor of Applied Science (Diagnostic Radiography) – BPASDRAD1000

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASDRAD-01</td>
<td>Bachelor of Applied Science (Diagnostic Radiography)</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>Bachelor of Applied Science (Diagnostic Radiography) (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full-time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

4 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences:
(a) Table of units of study for the Bachelor of Applied Science (Diagnostic Radiography); and
(b) Table of International Health Electives; and
(c) Table of Undergraduate Elective units of study.
(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of units of study comprising:
(a) 174 credit points of core units; and
(b) 6 credit points of elective units chosen from the International Health Elective list; and
(c) 12 credit points chosen from the Faculty of Health Sciences Undergraduate Faculty Elective List (or from any undergraduate units available throughout the University, subject to approval by the Dean.)

5 Progression rules

Students are required to attempt and pass all MRTYXXXX Work Integrated Learning units of study in the progression order as displayed table of units of study for the Bachelor of Applied Science (Diagnostic Radiography) Pass and Honours. Students who fail Work Integrated Learning units of study will undergo remediation activities in accordance with the Faculty’s Clinical progression policy.

6 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an alternative set of units of study in the third and fourth years of the program. Admission to the honours program is by permission of the program coordinator after the completion of the first semester of the third year. Admission requires a credit or higher average without any fail grades in units of study completed to that point.
(2) To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative 18 credit point unit of study listed in the Honours pathway section of the Diagnostic Radiography Table of units of study and a thesis, or equivalent, of not more than 15,000 words. The grade of honours will be determined by the weighted marks achieved in the Honours Thesis units of study with weightings comprised of:
(a) 30% of the final grade for MRTY3XXX Honours Thesis 1; and
(b) 30% of the final grade for MRTY4XXX Honours Thesis 2; and
(c) 40% of the final grade for MRTY4XXX Honours Thesis 3.

7 Award of the degree

(1) The Bachelor of Applied Science (Diagnostic Radiography) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.
(2) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the pass degree.

8 International exchange

The Faculty encourages candidates to participate in international exchange programs subject to the host institution offering units of study that are considered acceptable by the Course Director or contained within an institutional-specific MoU. For more information on international exchanges refer to the International Office.

9 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Rule and the Resolutions of the Faculty of Health Sciences. All candidates for the Bachelor of (Diagnostic Radiography) pass and Bachelor of (Diagnostic Radiography) honours notwithstanding any credit transfer, must complete 192 credit points of study.

10 Course Transfer

A student currently enrolled in the Bachelor of Applied Science (MRS) Diagnostic Radiography may apply for the Bachelor of Applied Science (Diagnostic Radiography) through the Universities Admissions Centre, or where applicable, through the International Office as a new student.
Candidates who receive an offer of admission into the new degree may receive credit for some first year units of study but will not receive credit for any units of study completed in years 2 or 3 of their original course.
Bachelor of Applied Science (Diagnostic Radiography) – BPASDRAD1000

Bachelor of Applied Science (Diagnostic Radiography) Pass

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BPASDRAD-01: Pass course; full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH1161 Introductory Behavioural Health Sciences</td>
<td>6</td>
<td>N BACH1132, HSBH1003, BACH1134</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1155 Structure, Function and Disease A</td>
<td>6</td>
<td>N BIOS1170</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1167 Human Cell Biology</td>
<td>6</td>
<td>N BIOS1161, BIOS1156, BIOS1126, HSBM1001, BIOS1130</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY1031 Medical Radiation Physics</td>
<td>6</td>
<td>A HSC Physics, 2 unit Maths</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students without the assumed knowledge are strongly advised to enrol in the Foundation Mathematics and Physics Bridging Courses offered prior to the commencement of Semester 1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1158 Structure, Function and Disease B</td>
<td>6</td>
<td>N HSBM1003</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY1036 Health Physics and Radiation Biology</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY1037 Imaging Technology 1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY1038 Foundations of Work Integrated Learning</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2 (first offered 2015)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY2101 Radiographic Science 1</td>
<td>6</td>
<td>P MRTY1037 and MRTY1038</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY2102 Radiographic Evaluation 1</td>
<td>6</td>
<td>A MRTY1037 and MRTY1038</td>
<td>C Corequisites: MRTY2101 Radiographic Science 1</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY2103 Image Optimisation and Processing</td>
<td>6</td>
<td>A MRTY1037</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY2104 Radiography Work Integrated Learning 1</td>
<td>6</td>
<td>A MRTY1037</td>
<td>P MRTY1038</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY2105 Radiographic Science 2</td>
<td>6</td>
<td>C Corequisites: MRTY2106 Radiographic Evaluation 2</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY2106 Radiographic Evaluation 2</td>
<td>6</td>
<td>A MRTY1037 and MRTY1038</td>
<td>C Corequisites: MRTY2105 Radiographic Science 2</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY2107 Imaging Technology 2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY2108 Radiography Work Integrated Learning 2</td>
<td>6</td>
<td>P MRTY2104 Radiographic Work Integrated Learning 1</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The course will comprise of 24 credit points per semester in Year 3 and 4.

Work Integrated Learning units of study comprising of a 6 week clinical placement. Placements will commence from Year 2 semester 1 onwards. Year 2 (6 credit points) per semester, Year 3 (6 credit points) per semester, Year 4 (12 credit points) per semester.
Bachelor of Applied Science (Diagnostic Radiography) Honours

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BHXXXXXX-01 Honours course; full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years 1 to 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As per pass course</td>
</tr>
<tr>
<td>Year 3 (first offered 2016)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4 (first offered 2017)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This is an entry level unit of study designed to give students an overview of the biological and biochemical processes that are fundamental to life. Knowledge gained in this unit will enable students to understand the key principles of health and disease and the scientific basis for many of the professional practices they will undertake in their careers. Topics are not covered in the detail that is applicable to general chemistry or biochemistry units of study. Students who achieve a pass have a basic working knowledge of the following topics: structure and function of cells, homeostasis, the basic chemistry of life, the biochemistry of human cell function (including protein synthesis, metabolic processes and diseases), and the genetics of health and disease. Students who achieve higher grades are better able to integrate various aspects of the unit and to apply their knowledge to the relevance of these fundamental principles to health care practices.

MRTY1031
Medical Radiation Physics
Credit points: 6  Teacher/Coordinator: A/Prof John O'Byrne  Session: Semester 2
Classes: Four 1hr lectures, one 2hr practical/week  Prohibitions: HSBM1003  Assessment: 1hr mid-semester exam (30%), 2hr end semester exam (70%), Formative assessment provided  Mode of delivery: Normal (lecture/lab/tutorial) day

MRTY1031 is a Junior level unit designed specifically for students enrolled in the Bachelor of Applied Science (MRS) Diagnostic Radiography. It provides a basic knowledge and understanding of concepts in physics relevant to the use of ionising radiation in medicine - specifically X-rays. It presents an examination of the structure of matter, types of ionising radiation and their interactions with matter, all within the context of medical imaging and therapy.

Textbooks

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2
BIOS1158
Structure, Function and Disease B
Credit points: 6  Teacher/Coordinator: Dr Elizabeth Hegedus  Session: Semester 2
Classes: Four 1hr lectures, one 2hr practical/week  Prohibitions: HSBM1003  Assessment: 1hr mid-semester exam (30%), 2hr end semester exam (70%), Formative assessment provided  Mode of delivery: Normal (lecture/lab/tutorial) day

This is an entry-level unit designed to give students an overview of anatomy, physiology and pathophysiology of the musculoskeletal, cardiovascular and respiratory systems relevant for professional practice. The basic concepts of pharmacology will also be introduced to enable students to understand the actions of drugs on each of the body systems as they are covered in this unit and in BIOS1158, Structure, Function and Disease B. Material will be presented in lectures and practical sessions. Students are expected to complete self-directed learning packages prior to some practical sessions. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged. Students who achieve higher grades are better able to integrate various aspects of the unit, and to apply their knowledge to solve problems or explain higher level phenomena.

For internal use by University of Sydney staff only.
MRTY1036
Health Physics and Radiation Biology
Credit points: 6
Teacher/Coordinator: A/Prof John O'Byrne
Session: Semester 2
Classes: 2-hour lecture, 2-hour lab, 1-hour tutorial per week and directed independent learning.
Assessment: Pre-lecture quizzes, workshop tutorials, studio lab sessions, assignments, mid-semester test, and final exam (100%).
Mode of delivery: Normal (lecture/lab/tutorial) day

MRTY1036 is a Junior level unit designed specifically for students enrolled in the Bachelor of Applied Science (MRS) Diagnostics Radiography. It provides a basic knowledge and understanding of concepts in radioactivity and ultrasound, laying the foundation for understanding ultrasonic transducers, cycloflectors and radiation detectors. It also explores the effects of ionising and non-ionising radiation on biological systems, including implications for radiological protection.

Textbooks

MRTY1037
Imaging Technology 1
Credit points: 6
Teacher/Coordinator: Dr Mark McEntee
Session: Semester 2
Classes: 1x2-hour lecture/week, 1x2-hour practical or tutorial/week.
Assessment: 3x 20 min MCQ (30%) and 2x500wd practical reports (40%) and 10min group presentations (30%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This UOS is a foundation unit introducing the student to the diagnostic imaging equipment that is commonly employed in the Medical Imaging Department. Students will be expected to demonstrate a knowledge of the theory and application of fixed and mobile x-ray equipment, including Computed Radiography and Digital Radiography. Students will be expected to demonstrate ability to evaluate image quality, including exposure factor selection and AEC. The "digital image" will be investigated in terms of spatial and brightness resolution, image manipulation, spatial frequency and storage and display.

MRTY1038
Foundations of Work Integrated Learning
Credit points: 6
Teacher/Coordinator: Ms Natalie Charlton
Session: Semester 2
Classes: 2-hour lecture/week, 1-hour tutorial/week, 1-hour practical/week
Assessment: ePortfolio (40%), essay 2000 wd (40%), and practical test (20%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study is a foundation clinical unit in which students will be introduced to the fundamentals of professional practice. It aims to provide the student with the necessary knowledge required to undertake Work Integrated Learning placements. Aspects to be covered include professional communication, professional behaviour and teamwork, work health and safety, ethics and interprofessional practice.

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2 (first offered 2015)

Semester 1

MRTY2101
Radiographic Science 1
Credit points: 6
Teacher/Coordinator: John Robinson
Session: Semester 1
Classes: 1x2 hr lecture and 1x2hr practical/tutorial per week. Prerequisites: MRTY1037 and MRTY1038. Assessment: Practical examination (20%), case study (30%), 1x2hr exam (50%). Practical field work: Students will be expected to attend practical sessions.
Mode of delivery: Normal (lecture/lab/tutorial) day

This UOS builds upon foundation knowledge of imaging technology and patient care. Students will be expected to apply knowledge of general radiographic projections of the appendicular skeleton, including exposure factors, to a range of patient presentations and clinical indications. Using research as evidence for best practice, students will understand the clinical challenge/question and apply their knowledge of human anatomy demonstrate adaptability of plain radiographic imaging technique.

MRTY2102
Radiographic Evaluation 1
Credit points: 6
Teacher/Coordinator: Dr Sarah Lewis
Session: Semester 1
Classes: 1x2hr lecture and 1x2hr practical/tutorial per week. Corequisites: MRTY2101. Assessment: Image interpretation examinations (50%), 1x2hr exam (50%). Practical field work: Students will be expected to attend practical sessions.
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study builds upon foundation knowledge of imaging technology, image quality and radiographic anatomy. Students will be expected to evaluate general radiographic images for quality and interpret plain radiographs for common pathologies and normal variants. This unit of study combines an evidence based approach using research articles applied to case based learning.

MRTY2103
Image Optimisation and Processing
Credit points: 6
Teacher/Coordinator: A/Prof Claudia Mello-Thoms
Session: Semester 1
Classes: 2x1hr lectures and 1x2hr practical/tutorial per week
Assumed knowledge: MRTY1037. Assessment: 1x2hr exam (50%), mid semester quiz (25%), practical report (25%). Practical field work: Students will be expected to attend practical sessions.
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study builds upon the theory and application of Imaging Technology 1. Students will be expected to demonstrate an appreciation of image quality theory as it applies to x-ray systems, including tubes, detectors, radiation dose and display. Image processing, in both spatial and frequency domains, will be explored in an applied context so that students can optimise their practical understanding of imaging technique and image display.

MRTY2104
Radiography Work Integrated Learning 1
Credit points: 6
Teacher/Coordinator: Natalie Charlton
Session: Semester 1
Classes: 6 weeks of clinical placement arranged by the Work Integrated Learning Team. Briefing and debriefing sessions.
Prerequisites: MRTY1038. Assumed knowledge: MRTY1037. Assessment: Clinical educator assessment (50%), OSCE (25%), reflective assignment (25%). Mode of delivery: Clinical experience

This unit of study builds upon foundation knowledge of work integrated learning strategies and chest imaging. Students will be placed in a work placement for 6 weeks and learn the professional and technical skills of a novice student radiographer. At the end of this unit of study, students are expected to have competently performed a range of general radiographic examinations under supervision and developed appropriate professional care and imaging skills.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

MRTY2105
Radiographic Science 2
Credit points: 6
Teacher/Coordinator: John Robinson
Session: Semester 2
Classes: 1x2hr lecture and 1x2hr practical/tutorial per week. Corequisites: MRTY2106. Assessment: 1x2hr exam (50%), practical examination (20%), case study (30%). Practical field work: Students will be expected to attend practical sessions.
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study continues to build knowledge of general radiographic examinations with a focus on imaging technology, technique adaptation and radiographic anatomy of the axial skeleton. Students will be expected to evaluate general radiographic images for quality and interpret plain radiographs for common pathologies and normal variants. This unit of study combines an evidence based approach using research articles applied to case based learning. Cross sectional imaging through a variety of modalities will be introduced and students will be expected to demonstrate skill in recognising sectional anatomy.

MRTY2106
Radiographic Evaluation 2
Credit points: 6
Teacher/Coordinator: Dr Sarah Lewis
Session: Semester 2
Classes: 1x2hr lecture and 1x2hr practical/tutorial per week. Corequisites: MRTY2105.
Assumed knowledge:
MRTY1037 and MRTY1038  
**Assessment:** 1x2hr exam (50%), image interpretation examinations (50%)  
**Practical field work:** Students will be expected to attend practical sessions  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study builds upon knowledge of imaging technology, image quality and radiographic anatomy. Students will be expected to evaluate general radiographic images for quality and identify anatomical structures, injuries and diseases of the human body in planar images, including significant medical findings requiring urgent information giving. This unit of study combines an evidence based approach using research articles applied to case based learning.

**MRTY2107**  
**Imaging Technology 2**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Sarah Lewis  
**Session:** Semester 2  
**Classes:** 2x1hr lectures and 1x2hr practical/tutorial per week  
**Assessment:** 1x2hr exam (50%), mid semester quiz (25%), written report 1500 words (25%)  
**Practical field work:** Students will be expected to attend practical sessions  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study extends students’ knowledge of direct and computed radiography systems. Imaging principles of fluoroscopy, computed tomography, dental imaging and magnetic resonance imaging will be investigated with particular reference to equipment, safety, dosimetry and artefacts. Students will be expected to demonstrate an understanding of image processing techniques commonly applied in sectional imaging modalities. Film-screen radiography will be evaluated from a historical perspective, including changes in exposure factors resulting from newer technologies.

**MRTY2108**  
**Radiography Work Integrated Learning 2**

**Credit points:** 6  
**Teacher/Coordinator:** Natalie Charlton  
**Session:** Semester 2  
**Classes:** 6 weeks of clinical placement, briefing and debriefing sessions.  
**Prerequisites:** MRTY2104 Radiographic Work Integrated Learning 1  
**Assessment:** Clinical educator assessment (50%), OSCE (25%), reflective assignment (25%)  
**Mode of delivery:** Clinical experience

This unit of study continues to build knowledge and skill of work integrated learning strategies and general radiographic examinations. Students will be placed in a work placement for 6 weeks and learn the professional and technical skills of a novice student radiographer. At the end of this unit of study, students are expected to have competently performed a range of general radiographic (appendicular and axial skeleton) examinations under supervision and developed appropriate professional care and imaging skills.

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**  
The course will comprise of 24 credit points per semester in Year 3 and 4Work Integrated Learning units of study comprising of a 6 week clinical placement. Placements will commence from Year 2 semester 1 onwards. Year 2 (6 credit points) per semester. Year 3 (6 credit points) per semester. Year 4 (12 credit points) per semester.

Bachelor of Applied Science (Diagnostic Radiography) Honours -

View semester session codes here.

Course BHXXXXXXX-01 Honours course; full-time, 4 years

**Years 1 to 2**  
As per pass course

**Year 3 (first offered 2016)**

**Year 4 (first offered 2017)**
Clinical Education

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program.

Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

All students are required to have completed the relevant pre-placement compliance requirements in the indicated time frame prior to the placement commencing.

Failure to do so may result in the student not being allocated a placement by WIL or cancellation of the placement by the placement organisation and impact on the student's progression within their program.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

- necessary vaccination and immunisation for specified infectious diseases
- obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
- meet the requirements of NSW Working with Children legislation and
- agree to abide by the NSW Health Code of Conduct
- as well as other requirements.

It is strongly advised that students commence the vaccination/immunisation requirements and the application for the National Criminal Record Check (to obtain a National Police Certificate) before starting their program, as students will be formally checked for compliance with these requirements either before enrolment into their program or within the first few weeks of Semester 1. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
Bachelor of Applied Science (Exercise and Sport Science) – BPASESSC2000

Course rules

Bachelor of Applied Science (Exercise and Sport Science)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASESSC-02</td>
<td>Bachelor of Applied Science (Exercise and Sport Science)</td>
</tr>
<tr>
<td>BHASESSH-01</td>
<td>Bachelor of Applied Science (Exercise and Sport Science) (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

4 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Exercise and Sport Science).

(2) To qualify for the award of the pass degree, a candidate must complete 144 credit points of units of study comprising:

(a) 120 credit points of core units; and

(b) 24 credit points of elective units, following the rules specified in the table listed in the Faculty of Health Sciences Handbook.

5 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an additional year of full-time study, after the completion of the pass degree. Part-time study is permitted if the head of department/ discipline/ program coordinator is satisfied the candidate cannot undertake full-time study.

(2) To qualify for admission to the Honours Year a student must:

(a) have qualified for, or been awarded, the pass degree of Bachelor of Applied Science (Exercise and Sport Science), or an equivalent qualification;

(b) have a WAM of at least 65 in that course; and

(c) have the permission of the relevant head of department/ discipline/ program coordinator.

(3) To qualify for the award of the honours degree a candidate must complete 48 credit points of honours units of study from the Honours pathway section of the Exercise and Sport Science Table, as prescribed by the head of department/ discipline/ program coordinator.

6 Award of the degree

(1) The Bachelor of Applied Science (Exercise and Sport Science) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

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

7 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Applied Science (Exercise and Sport Science) – BPASESSC2000

Bachelor of Applied Science (Exercise and Sport Science) Pass

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BPASESSC-02: Pass course; full-time, 3 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH1161</td>
<td>6</td>
<td>N BACH1132, HSBH1003, BACH1134</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Behavioural Health Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1167</td>
<td>6</td>
<td>N BIOS1161, BIOS1156, BIOS1126, HSBM1001, BIOS1130</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Cell Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1168</td>
<td>6</td>
<td>N BIOS1136, BIOS1159, BIOS5090</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Musculoskeletal Anatomy A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS1032</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Exercise Science</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1169</td>
<td>6</td>
<td>P BIOS1168</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Musculoskeletal Anatomy B</td>
<td>N BIOS1144, BIOS1139, BIOS1160</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1170</td>
<td>6</td>
<td>N BIOS1133, BIOS1127, BMED2403, PHSI2006, BIOS2099, PHSI2005, BIOS1155, BIOS2098</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Systems: Structure and Function</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS1029</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muscle Mechanics and Training</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS1018</td>
<td>6</td>
<td>A HSC mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomechanics of Human Movement</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1171</td>
<td>6</td>
<td>N BIOS1137, BIOS2103</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroscience</td>
<td></td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS2018</td>
<td>6</td>
<td>P EXSS1018</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomechanical Analysis of Movement</td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS2028</td>
<td>6</td>
<td>A BIOS1167, EXSS1032</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise Physiology and Biochemistry</td>
<td>N EXSS2017, EXSS2019</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH1007</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Science and Research</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS2021</td>
<td>6</td>
<td>P EXSS2028</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition, Health and Performance</td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS2022</td>
<td>6</td>
<td>P EXSS2028</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise Physiology-Training Adaptations</td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS2026</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth, Development and Ageing</td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS3023</td>
<td>6</td>
<td>A EXSS2027 or EXSS2028</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise Testing and Prescription</td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS2025</td>
<td>6</td>
<td>A BIOS1171</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor Control and Learning</td>
<td></td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS3024</td>
<td>6</td>
<td>A EXSS3023 and either EXSS2022 or EXSS2027</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise, Health and Disease</td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS3049 Sport and Exercise Psychology</td>
<td>6</td>
<td></td>
<td>P BACH1161</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS3045 Professional Practice</td>
<td>6</td>
<td></td>
<td>P EXSS3023</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

SEMESTER 1 TOTAL: 24 CREDIT POINTS

### Semester 2

Choose four electives from the list below. The offering of any one of these elective units of study will depend on sufficient student demand and staff availability. Subject to approval of the relevant head of academic unit, elective units of study may be taken from within or outside the Faculty.

SEMESTER 2 TOTAL: 24 CREDIT POINTS

### Exercise and Sport Science Electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS3065 Anatomical Analysis of Exercise</td>
<td>6</td>
<td></td>
<td>P BIOS1168 and BIOS1169</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3027 Exercise and Rehabilitation</td>
<td>6</td>
<td>A Either both EXSS2028 and EXSS2022 or EXSS2027</td>
<td>P EXSS3024</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3040 Physiological Testing and Training</td>
<td>6</td>
<td></td>
<td>P EXSS2022</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3041 Management, Marketing and the Law</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3051 Projects in Exercise and Sport Science</td>
<td>6</td>
<td>A BIOS1168, BIOS1169, EXSS1018, EXSS1032, EXSS2022, EXSS2025, EXSS2028</td>
<td>P HSBH1007 OR HSBH2007</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3012 FHS Abroad</td>
<td>6</td>
<td></td>
<td>P Successful completion of all 1st year units in an undergraduate FHS degree</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS3037 Exercise Pharmacology and Immunology</td>
<td>6</td>
<td></td>
<td>P BIOS1170 and EXSS2028</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3044 Biomechanics of Sports Techniques</td>
<td>6</td>
<td></td>
<td>P EXSS1018</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Bachelor of Applied Science (Exercise and Sport Science) Honours

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science BHASESSH-01: Honours program; full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years 1 to 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As per Pass course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BHSC4005 Honours Thesis A</td>
<td>24</td>
<td>Note: Department permission required for enrolment</td>
<td>This unit constitutes 40% of the final Honours grade.</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BHSC4006 Honours Thesis B</td>
<td>24</td>
<td>P BHSC4005</td>
<td>Note: Department permission required for enrolment</td>
<td>This unit constitutes 60% of the final Honours mark.</td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Bachelor of Applied Science (Exercise and Sport Science) – BPASESSC2000

Bachelor of Applied Science (Exercise and Sport Science) Pass

View semester session codes here.

Course BPASESSC-02: Pass course; full-time, 3 years

Year 1

Semester 1

BACH1161 Introductory Behavioural Health Sciences

Credit points: 6 Teacher/Coordinator: Dr Mairwen Jones Session: Semester 1 Classes: 2 hr lecture/week, 1 x 1-hr tutorial/week Prohibitions: BACH1132, HSBM1003, BACH1134 Assessment: Assignment (30%), group class presentation (20%), exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is an introduction to areas of psychology and sociology relevant to health and wellbeing. The unit provides sociological tools (covering both theory and method) useful for understanding and practicing in health and wellbeing. It is also an introduction to the principles and applications of psychology as they pertain to these areas. The unit aims to develop a ‘sociological imagination’, a quality of mind that will be used to prompt students to question common-sense assumptions regarding health and wellbeing. Students will also gain familiarity with the major paradigms and methodological approaches of contemporary psychology and will develop applications of psychological theory to specific health issues in their major area of study.

BIOS1167 Human Cell Biology

Credit points: 6 Teacher/Coordinator: Dr Diana Oakes Session: Semester 1 Classes: 3 x 1 hr lectures/week, 3 x 2 hr practical/semester Prohibitions: BIOS1161, BIOS1156, BIOS1126, HSBM1001, BIOS1130 Assessment: Online quizzes (5%), Examinations (85%) consisting of a mid semester exam 30% and an end semester exam 70% Mode of delivery: Normal (lecture/lab/tutorial) day

This is an entry level unit of study designed to give students an overview of the biological and biochemical processes that are fundamental to life. Knowledge gained in this unit will enable students to understand the key principles of health and disease and the scientific basis for many of the professional practices they will undertake in their careers. Topics are not covered in the detail that is applicable to general chemistry or biochemistry units of study. Students who achieve a pass have a basic working knowledge of the following topics: structure and function of cells, homeostasis, the basic chemistry of life, the biochemistry of human cell function (including protein synthesis, metabolic processes and diseases), and the genetics of health and disease. Students who achieve higher grades are better able to integrate various aspects of the unit and to apply their knowledge to the relevance of these fundamental principles to health care practices.

BIOS1168 Functional Musculoskeletal Anatomy A

Credit points: 6 Teacher/Coordinator: Assoc Prof Leslie Nicholson, Dr Bronwen Ackermann Session: Semester 1, Semester 2 Classes: 2 hr lectures, 2 hr practical/tutorial/week Prohibitions: BIOS1136, BIOS1159, BIOS5090 Assessment: Mid semester practical exam (30%), end semester practical exam (30%), end semester exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces the basic concepts in musculoskeletal anatomy prior to a more detailed study of the gross anatomical structure of the upper limb as it relates to functional activities. Students will also study the histological structure of musculoskeletal tissues and surface anatomy of the upper limb. Material will be presented in lectures, practical sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

EXSS1032 Fundamentals of Exercise Science

Credit points: 6 Teacher/Coordinator: Dr Kate Edwards Session: Semester 1 Classes: 2 hr lectures/week, 2 hr practical/week Assessment: Practical skills assessment (20%), excel tutorial and practical class-based worksheets (20%) and end semester exam (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

The aim of this unit is to provide students with an understanding of the fundamental principles of exercise science and an introduction to their application to physical activity, sport, fitness and health. A focus of Fundamentals of Exercise Science is the practical application of testing procedures to the measurement of physiological function. In this unit issues related to work (and its measurement), energy supply, physiological capacity and muscular fitness are covered, with emphasis on the integration of these concepts, the use of scientific rigour and evidence-based practice. Practical classes will cover various fundamental skills for exercise scientists including standard health screening procedures and the principles and practice aerobic and muscular fitness testing. Workshops will include data presentation and analysis skills using excel software. The exercise prescription component of the unit introduces students to the concepts of programming for cardio-respiratory/aerobic and muscular fitness for healthy individuals. A major emphasis of the unit is the acquisition of laboratory based testing/assessment skills, and data handling and presentation skills

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

BIOS1169 Functional Musculoskeletal Anatomy B

Credit points: 6 Teacher/Coordinator: Ms Jan Douglas-Morris Session: Semester 1, Semester 2 Classes: 2 hr lectures, 2 hr practical/tutorial/week Prohibitions: BIOS1165 Prohibitions: BIOS1144, BIOS1139, BIOS1160 Assessment: Mid semester practical exam (35%), end semester exam (25%), end semester theory exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study examines the detailed gross, radiological and surface anatomy of the lower limb, trunk and neck. Included are the anatomical analyses of functional activities which involve the lower limb, back and neck. Material will be presented in lectures, practical and tutorial sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

BIOS1170 Body Systems: Structure and Function

Credit points: 6 Teacher/Coordinator: Dr Jaimie Poisson Session: Semester 1, Semester 2 Classes: 2 hr lectures, 2 hr practical/week Prohibitions: BIOS1133, BIOS1127, BMED2403, PHSI2006, BIOS2099, PHSI2005, BIOS1155, BIOS2098 Assessment: mid semester exam (30%), end semester exam (70%) Mode of delivery: Normal (lecture/lab/tutorial) day
This unit will present the gross anatomy, functional histology, physiology and pathophysiology of the cardiovascular, respiratory and renal systems. Specific diseases of these systems that are commonly encountered in health care practice will be described. The unit will also cover the characteristics of the body’s fluids and the concept of acid-base balance within the body. This unit includes laboratory classes at which human cadaveric material is studied; attendance at such classes is strongly encouraged. Students who achieve a pass will have a basic working knowledge of professionally relevant aspects of anatomy and physiology. Students who achieve higher grades will be better able to integrate various aspects of the unit, and to apply their knowledge to solve problems or explain higher level phenomena.

EXSS1029
Muscle Mechanics and Training
Credit points: 6
Teacher/Coordinator: Mr Tom Gwinn
Session: Semester 2
Classes: 2hr lecture/week, 2hr practical/week
Assessment: Mid semester exam (30%), practical exam (10%), end semester exam (60%)
Practical field work: Includes participation in high resistance training. Mode of delivery: Normal (lecture/lab/tutorial) day

The determinants of maximal active muscle force and power production are examined in terms of the crossbridge cycle, sarcomere arrangement, myosin isoforms and the extent of muscle activation. Evidence for neural adaptations to high resistance training is examined and the practical significance of these adaptations is discussed. The responses of skeletal muscle to high-resistance training are discussed in terms of i) the control of protein synthesis, ii) sarcomere remodelling and myofilament assembly, and iii) whole muscle hypertrophy and fibre type shifts. An evidence-based approach is used to examine the dose-response relationship between high-resistance variables (load, number of sets, training, frequency, rest interval) and hypertrophy. Muscle structural and functional adaptations to disuse (bed rest, non-weight bearing, immobilization) are examined, as well as the effects of re-ambulation and re-training. The determinants of muscle range of motion and passive stiffness are discussed. The response of muscle to long term stretching (e.g. bone elongation) is examined. This is contrasted to the relative lack of muscle structural adaptation to short-term static stretch interventions.

Textbooks
No textbook required, students are recommended to obtain unit of study manual

EXSS1018
Biomechanics of Human Movement
Credit points: 6
Teacher/Coordinator: Dr Mark Halaki
Session: Semester 2
Classes: 2hr lecture/week, 4x2hr practical/semester, 4x1hr tutorials/semester, online weekly quizzes for feedback
Assumed knowledge: HSC mathematics Assessment: 2 hr mid-semester exam (40%), and 2 hr end-semester exam (60%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to develop an appreciation of how mechanical principles can be applied to understand the underlying causes of human movement. Topics include: kinematics, vectors, Newton’s laws of motion, work, energy, power, and momentum; for both translational and rotational motion; and the influence of fluids on motion. Emphasis is placed on developing mathematical skills and analytical problem solving techniques. The laboratory classes complement the lectures; providing opportunities to validate mechanical principles in a quantitative manner.

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2
Semester 1
BIO5171
Neuroscience
Credit points: 6
Teacher/Coordinator: Dr Jin Huang, Dr Alan Freeman
Session: Semester 1, Semester 2
Classes: 3hr lectures, 2hrs practical/week, with a small online component
Assessment: BIO5113, BIO52103 Assessment: mid-semester exam (40%), end-semester exam (60%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit introduces students to key research paradigms in health, and to the major approaches to designing and evaluating basic and applied research in health. Students are exposed to the types of research which inform our understanding of normal and abnormal functions of the human body and of treatment and preventative health care. Students will be engaged in the generation of new knowledge
through evidence-based practice and evidence-based innovation. Current issues in health science research will be identified, with emphasis on the role of technology and e-health.

SEMMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

EXSS2021 Nutrition, Health and Performance

Credit points: 6
Teacher/Coordinator: Dr Helen O'Connor
Session: Semester 2
Classes: 2x1-hr lecture/tutorial/alternate weeks
Prerequisites: EXSS2028
Assessment: mid-semester examination (20%), presentation (20%), end of semester exam (60%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit provides students with an understanding of the principles of nutrition to optimise physical performance in sport, recreation and occupation. In addition key aspects of public health nutrition including dietary management of obesity, diabetes and cardiovascular disease are also a focus. This unit defines the importance of macro and micro nutrients in the maintenance of health, and the specific roles of carbohydrate, protein and lipids in energy metabolism during exercise. In addition, the interaction between dietary intake and physical activity and its effects on energy balance, cardiovascular health and other lifestyle diseases are considered.

EXSS2022 Exercise Physiology-Training Adaptations

Credit points: 6
Teacher/Coordinator: A/Prof Chin-Moi Chow
Session: Semester 2
Classes: 3-hr lecture/week for 13 weeks, 2-hr practical/tutorial/week for 4 weeks
Prerequisites: EXSS2028
Assessment: debate session (10%), quizzes (5x1%), 1.5-hr mid semester exam (35%), end semester exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is concerned with the physiological adaptations associated with training. This unit will focus on cardiorespiratory and metabolic adaptations to endurance, high resistance and interval/sprint training, and benefits/interference effects of concurrent training. The implications of training will be discussed with respect to mechanisms behind muscle damage and fatigue, improved fatigue resistance resulting from changes in the structural and functional capacities of organ systems under normal conditions as well as altered environmental conditions such as altitude and temperature. The physical and physiological mechanisms that determine exercise and work performance in the heat, and how these can be modified, will also be examined. Appropriate recovery, in particular sleep needs in athletes, will also be discussed. This unit will build on fundamental topics of EXSS2028 Exercise Physiology and Biochemistry.

Textbooks:

EXSS2026 Growth, Development and Ageing

Credit points: 6
Teacher/Coordinator: A/Prof Emmanuel Stamatakis
Session: Semester 2
Classes: 1x2-hr lectures/week for 13 weeks, 1x1-hr tutorial/week for 6 weeks
Assessment: Mid semester exam (35%) and end semester exam (70%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study aims to provide the student with an appreciation of certain critical phases of both ends of the lifespan. Issues around physiologic changes, motor skill development, physical performance, the role of exercise for disease prevention and treatment, and the role of nutrition, will be examined and related to stages of childhood and adolescent growth and ageing. The relationships between growth, development, gender and physical activity in its broader sense will also be explored. The biological changes and consequences of ageing on physiologic and psychological health, disease and exercise capacity will be investigated. The student will also be able to gain some understanding of exercise prescription for pregnant women, children, adolescents and older adults.

EXSS3023 Exercise Testing and Prescription

Credit points: 6
Teacher/Coordinator: Dr Chê Fornusek
Session: Semester 2
Classes: 2x1-hr lecture/week for 13 weeks, 3x 1-hr tutorial, 5x2-hr practical
Assumed knowledge: EXSS2027 or EXSS2028
Assessment: brochure/report (20%), practical exam with report (30%), end semester exam (50%)
Practical field work: During practical session, students will have to use different techniques and protocols to evaluate aerobic fitness and muscle function. This will also involve adequate collection and interpretation of data. Tutorials will be used to introduce students to exercise programming. Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is designed to provide a comprehensive and critical examination of exercise testing and programming in low-risk populations. The scientific evidence for exercise dosages for aerobic exercise and resistance training required for health and fitness outcomes will be critically reviewed. Other aspects of exercise programming such as flexibility, warm up and instructional technique will also be covered in this unit. Through the use of lectures and case studies, students will learn how to integrate both the physiological components and logistical aspects of exercise performance, to devise individualised exercise test batteries and prescriptions. During practical sessions, students will have to use different techniques and protocols to evaluate aerobic fitness and muscle function. Student will have to demonstrate excellent data collection skills and ability to interpret results and communicate them to a lay audience.

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 3

Semester 1

EXSS2025 Motor Control and Learning

Credit points: 6
Teacher/Coordinator: Dr Stephen Cobley (sem 1) & Prof Ross Sanders (sem 2)
Session: Semester 1, Semester 2
Classes: 2-hr lecture/week, Practical field work 1x2-hr class/week (Weeks 1-7)
Assumed knowledge: BIOS1171
Assessment: tutorial presentation (15%), mid semester exam (10%), group presentation of training project skill (pass/fail), written group project report (30%), end semester exam (45%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit provides students with a broad overview of motor control and learning with the aim of stimulating students to think about the mechanisms of normal human movement. Both a behavioural and a neurophysiological approach are taken to understand the acquisition and execution of skilled motor actions. The behavioural approach is directed at the structures and processes underlying movement without considering their physical basis, while the neurophysiological approach is directed at the neuromuscular machinery and the functional neural connections that govern movement. The unit consists of 3 modules. The first module examines the information processing and energetic capacities of the learner that underpin motor performance; that is, characteristics of the perceptual-motor system such as memory, attention, reaction time, speed-accuracy trade-off, force control, economy of energy, coordination, and automaticity. The second module examines features of the learning environment that can be manipulated to promote motor learning such as individual differences (e.g., motivation), methods of instruction, practice conditions, and the structuring of feedback. The third module examines applications to teaching motor skills, coaching and rehabilitation. The unit concludes with a large group project in which a motor skill is trained, thereby enabling students to apply the principles of motor control and learning.

EXSS3024 Exercise, Health and Disease

Credit points: 6
Teacher/Coordinator: Dr Daniel Hackett
Session: Semester 1
Classes: 2x1-hr lecture/week, 2x1-hr tutorial for 5 weeks, 2x1-hr practical for 3 weeks
Assumed knowledge: EXSS3023 and either EXSS2022 or EXSS2027
Assessment: mid semester exam (25%), oral presentation (25%), end semester exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

The aim of this unit is to investigate the application of exercise science for the promotion and maintenance of health via the prevention of chronic disease and the management of people suffering from chronic
disease. Students will explore a range of topics including the pathophysiology of numerous chronic diseases, risk factor assessment, clinical exercise testing, ECG interpretation, and exercise prescription. Emphasis will be placed on the use of scientific evidence to guide exercise prescription for individuals with chronic diseases. The chronic disease conditions covered include obesity, metabolic syndrome, diabetes, cardiovascular, and chronic obstructive pulmonary disease.

EXSS3049
Sport and Exercise Psychology
Credit points: 6
Teacher/Coordinator: Dr Stephen Cobley
Session: Semester 1, Semester 2
Prerequisites: No specific prerequisites
Assessment: mid-semester exam (20%), facilitating behaviour change project (40%), end of semester exam (40%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit provides an introduction to the key inter-individual psychological factors that influence exercise behaviour as well as motor and sport performance. Consideration is also given to how participation in exercise and physical activity influences psychological functioning, health and well-being. A broad array of topics is covered, including: theoretical and applied perspectives of motivation, behavioural modification, adherence and addiction. Other sport performance topics include stress and coping, anxiety, psychological skills training, athlete development and expert performance. Practical applications are made to teaching, coaching and rehabilitation across ages and skill level. Special consideration is given to facilitating exercise participation and adherence in individuals with varying degrees of present exercise behavior.

EXSS3045
Professional Practice
Credit points: 6
Teacher/Coordinator: Dr Jacqueline Raymond
Session: Semester 1, Semester 2
Prerequisites: No specific prerequisites
Assessment: mid of semester in the unit of study
Prerequisites: EXSS3045 and EXSS1161
Assessment: Attendance on placement, competency in professional and practical skills and submission of coursework. Practical fieldwork: supervised experience in professional settings
Mode of delivery: Professional practice

The aim of this unit is to engage students in practical experiences relevant to exercise science. These experiences should reinforce theoretical knowledge and practical skills acquired through university studies. Students complete at least 140 hours of supervised practicum in relevant areas such as design, delivery and evaluation of exercise interventions as well as exercise science projects in a community health area. Students participate in an on-campus placement which allows them to build their skill and confidence prior to undertaking an allocated placement at a site which is usually located off-campus.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2
Choose four electives from the list below. The offering of any one of these elective units of study will depend on sufficient student demand and staff availability. Subject to approval of the relevant head of academic unit, elective units of study may be taken from within or outside the Faculty. Please choose four electives for Semester 2.

Exercise and Sport Science Electives

Notes
Availability of electives may vary from year to year. Subject to approval of the relevant head of academic unit, elective units of study may be taken from within or outside the Faculty. Please choose four electives for Semester 2.

Semester 2
BIOS3065
Anatomical Analysis of Exercise
Credit points: 6
Teacher/Coordinator: Assoc Prof Karen Ginn
Session: Semester 2
Prerequisites: BIOS1168 and BIOS1169
Assessment: mid-semester exam (35%), end semester exam (35%), quizzes (30%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study will extend the student's knowledge of functional musculoskeletal anatomy by applying functional anatomy principles to the analysis of exercises. Relevant research and advanced knowledge of functional musculoskeletal anatomical concepts will be used to explore exercises designed to: strengthen and lengthen specific muscles; improve muscle coordination; develop dynamic stability; and prevent the development of muscle imbalances that may contribute to musculoskeletal injury. The application of musculoskeletal anatomy principles to increase exercise difficulty and variety will also be explored. This unit will include laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

EXSS3027
Exercise and Rehabilitation
Credit points: 6
Teacher/Coordinator: Dr Peter Sinclair
Session: Semester 2
Prerequisites: EXSS2027 or EXSS2028 or EXSS2022
Assessment: practical exam 1 (25%), practical exam 2 (25%), end semester exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

The aim of this unit is to investigate the strategic application of the principles of exercise prescription to target specific prevention and rehabilitation goals. The unit explores the pathophysiological basis of exercise limitations across a range of musculoskeletal injuries including the ankle, knee and shoulder, chronic low back pain, osteoarthritis, osteoporosis, and joint replacement. The underlying aim of the unit is to focus on the application of exercise rehabilitation and function for patients who suffer from such conditions. The principles of exercise prescription include examining scientific evidence for the safety and efficacy of numerous exercise modalities to help establish core stability; rebalance neuromuscular control; restore full range of motion; restore or increase muscular strength, endurance, and power; and maintain cardio-respiratory fitness.

EXSS3040
Physiological Testing and Training
Credit points: 6
Teacher/Coordinator: Dr Ollie Jay
Session: Semester 2
Prerequisites: EXSS2022
Assessment: Mid-semester exam (20%) practical activity report (30%), end semester exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study provides students with both theoretical knowledge and practical skills (laboratory and field-based) for the physiological assessment and training of elite athletes. The application of current tests and measurements in sports science together with training theory and practice will be critically reviewed. Special attention will be given to the role of speed, strength and endurance in sports performance. Fundamental questions concerning the nature of the training stimulus, training thresholds, elasticity of muscle, dose-response relationships, detraining and overtraining will be investigated. Teaching and learning strategies include lectures, case studies, practical test and measurement skills. On completion of this unit of study students will demonstrate competency within the sports testing environment and a capacity to provide well researched consultancy advice on sports training theory and practice.

EXSS3041
Management, Marketing and the Law
Credit points: 6
Teacher/Coordinator: Mr Dieter Wilhelmi
Session: Semester 2
Prerequisites: None
Assessment: assignment (40%), end semester exam (60%)
Mode of delivery: Normal (lecture/lab/tutorial) day
This unit presents management, marketing and legal issues that impact on Australian businesses. The management component provides an overview to the key elements in operating a small business within the sport, health or fitness industry. Management concepts that will be covered include business planning, total quality management, operations management, negotiation and leadership. The marketing component introduces marketing strategies such as market planning, market research and market segmentation. All businesses must demonstrate legal compliance. This unit highlights those areas of the law that have particular relevance to businesses operating within the health and fitness industry. Workplace contracts, insurance, sponsorship, consumer protection, liability and legislative obligations (harassment and discrimination) will be discussed. Students will develop an understanding of the various business legal structures and will be able to select an appropriate structure for a business of their choice.

EXSS3051
Projects in Exercise and Sport Science
Credit points: 6 Teacher/Coordinator: Dr Mark Halaki Session: Semester 2 Classes: 1-hr lecture/week, 2-hr practical or tutorial/week Prerequisites: HSBB1007 OR HSBB2007 Assumed knowledge: BIOS1168, BIOS1169, EXSS1018, EXSS1032, EXSS2022, EXSS2025, EXSS2028 Assessment: 2500 word literature review (50%), 500 word project proposal (10%), 15 minute presentation (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

The aim of this unit is to allow students to integrate knowledge from previous units of study in the exploration of a research question of their own interest. The unit is designed specifically for students who may be interested in gaining some research experience. Topics covered include: critical evaluation of the literature, research design, research ethics, data collection and analysis and presentation of results. Activities and assessments will focus on practical applications in exercise and sport science. Emphasis will be placed on practical research skills and generic skills such as communication, teamwork, independent and critical thinking. Students who are planning on enrolling into Honours are encouraged to enrol in this unit.

HSBB3012
FHS Abroad
Credit points: 6 Teacher/Coordinator: Dr Elaine Ryan, Dr Charlotte Scarf Session: Semester 1, Semester 2 Classes: Full-day briefing session, half-day debriefing session. Prerequisites: Successful completion of all 1st year units in an undergraduate FHS degree Assessment: Pre-departure research (30%), field diary (20%), report (40%) and presentation (10%). Practical field work: 4-6 weeks working with a community-based organisation in a developing country. Mode of delivery: Field experience

Cultural practices, disease patterns and healthcare systems are vastly different in different countries around the globe. This unit provides students with the opportunity to gain international experience in a health services setting in a developing country. Students will participate in a 4-6 week health or care placement with a community-based organisation in South or Southeast Asia. Countries where students can be placed include Vietnam, Cambodia, India and Nepal. As part of the unit, you will be expected to participate in local development programs, live within the community that you are visiting, and document and reflect on key health and development issues facing local populations. The unit will require you to demonstrate cultural sensitivity and an ability to adapt to new environments, a capacity for critical reflection and awareness of complex global health and development issues.

EXSS3037
Exercise Pharmacology and Immunology
Credit points: 6 Teacher/Coordinator: Dr Rhonda Orr Session: Semester 2 Classes: 2-hr lecture/week, 5 tutorials/semester Prerequisites: BIOS1170 and EXSS2028 Assessment: Mid semester exam (40%), and end semester exam (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study will introduce the student to the principles of pharmacology and immunology as well as the effect and influence of exercise on the respective fields. Students will gain an understanding of the pharmacokinetic and pharmacodynamic action of drugs in the body. Students will be able to describe the site and mechanism of action of selected drug groups, to identify the therapeutic use of the drug and its adverse effects, to examine the effect of the exercise and disease on drug action, and the effect of the drug on the exercise response. Special emphasis will be given to drugs used for therapeutic medication, for recreational purposes and for performance enhancement in sport. The nature of immunity, the immune response, pathological disorders of the immune system and its response to exercise and ageing will be examined.

EXSS3044
Biomechanics of Sports Techniques
Credit points: 6 Teacher/Coordinator: Dr Edouard Rene Ferdinands Session: Semester 2 Classes: 2x1-hr lectures/week, 2x1hr tutorial or practical/week Prerequisites: EXSS1018 Assessment: 1-hr mid semester exam (20%), practicals (20%), 2hr end semester exam (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

The prime focus of this unit is the application of biomechanical principles to the analysis, understanding, assessment, feedback and improvement of techniques to enhance sport performance. Students will be introduced to the biomechanical analysis of various popular sports such as cricket, golf, soccer, weight lifting, tennis, throwing, etc. A significant portion of the lecture material will be based on published research studies. Many of the case studies introduce a component of practical assessment competency. Skills include the development of a qualitative analysis framework in which to use biomechanical principles to analyse sporting techniques. This unit is designed for students who enjoy sport, providing them with an essential working knowledge of sports biomechanics, of importance to all who may work in the sports science industry.
Bachelor of Applied Science (Exercise and Sport Science) – BPASESSC2000

Bachelor of Applied Science (Exercise and Sport Science) Honours

View semester session codes here.

Course BHASSESSH-01: Honours program; full-time, 4 years

Years 1 to 3

As per Pass course

Year 4

Semester 1

BHSC4005
Honours Thesis A

Credit points: 24  Session: Semester 1, Semester 2  Classes: 12-hrs seminars/tutorials per week, Wk 1-13. Supervisory meetings: normally 1-hr/week (variable)  Assessment: Research design assessments 2000wds (or equivalent) (20%); Research proposal 3000wds (30%); Literature review 4000wds (50%)  Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment. Note: This unit constitutes 40% of the final Honours grade.

Honours students undertake a supervised research project in a health discipline area within the Faculty. Each student will contribute to designing and/or implementing an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with academic staff, normally 2 co-supervisors, who will supervise their research activities. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis.

Students will attend classes on research methods and statistics, ethics, writing a literature review, and presentation skills. Additionally students should expect to engage with their supervisor(s) on a regular basis for individual academic/research supervision.

Textbooks

A list of required and recommended textbooks will be available at the beginning of semester.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

BHSC4006
Honours Thesis B

Credit points: 24  Session: Semester 1, Semester 2  Classes: Seminars and tutorials: 24-hrs, irregularly throughout the semester. Supervisory meetings: normally 1-hr/week (varies)  Prerequisites: BHSC4005  Assessment: Journal manuscript and detailed methods chapter (minimum 3000 words) (80%); Oral presentation (20 mins) (20%)  Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment. Note: This unit constitutes 60% of the final Honours mark.

Honours students undertake a supervised research project in a health discipline area within the Faculty. Each student will contribute to designing and/or implementing an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with academic staff, normally 2 co-supervisors, who will supervise their research activities. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis. During this semester the student will work closely with their supervisor to carry out, analyse and synthesise their results. Each student will submit a thesis describing the project and its implications comprised of their literature review, their research proposal, their journal manuscript and associated methods chapter, their final oral slides and their response to the questions. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis.

Textbooks

A list of recommended or required texts will be provided at the beginning of semester.

SEMESTER 2 TOTAL: 24 CREDIT POINTS
Work Integrated Learning

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program. Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

All students are required to have completed the relevant pre-placement compliance requirements in the indicated time frame prior to the placement commencing. Failure to do so may result in the student not being allocated a placement by WIL or cancellation of the placement by the placement organisation and impact on the student's progression within their program.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

• obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
• meet the requirements of NSW Working with Children legislation and
• agree to abide by the NSW Health Code of Conduct
• as well as other requirements.

It is strongly advised that students commence the application for the National Criminal Record Check (to obtain a National Police Certificate) well before commencing their placement. This requirement can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
Course rules

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

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASENUD-01</td>
<td>Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics</td>
</tr>
<tr>
<td>BHASESSH-01</td>
<td>Bachelor of Applied Science (Exercise and Sport Science) (Honours) / Master of Nutrition and Dietetics</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master’s type

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

4 Cross-faculty management

(1) Candidates will be under the general supervision of the Faculty of Health Sciences until the end of the semester in which they complete the requirements for the Bachelor of Applied Science (Exercise and Sport Science). They will then be under the supervision of the Faculty of Science.

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

5 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

6 Requirements for the award of the degrees in the double degree

(1) The units of study that may be taken for the degrees in the double degree program are set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics.

(2) To qualify for the award of the degrees in the double degree program, a candidate must complete 240 credit points comprising:

   a) 144 credit points of units of study prescribed for the Bachelor of Applied Science (Exercise and Sport Science) component. All units of study are core units; and
   
   b) 96 credit points of core units of study prescribed for the Master of Nutrition and Dietetics component.

7 Progression rules

(1) Candidates must complete the requirements for the Bachelor of Applied Science (Exercise and Sport Science) with a WAM of at least 65 in order to be eligible to proceed to the Master of Nutrition and Dietetics.

(2) Candidates who complete the requirements for the Bachelor of Applied Science (Exercise and Sport Science) but fail to achieve a WAM of 65 will be awarded the Bachelor of Applied Science (Exercise and Sport Science).

(3) Candidates for the Master of Nutrition and Dietetics must complete First Year units of study before proceeding to the Second Year units.

8 Requirements for the Honours degree

(1) Honours is available in the Bachelor of Applied Science (Exercise and Sport Science) to meritorious candidates who complete an additional year of full-time study, after completion of the pass degree. Part-time study over two years may be permitted if the Faculty is satisfied the candidate cannot undertake honours full time.

(2) Admission and award requirements for honours are described in the Course Resolutions relating to the Bachelor of Applied Science (Exercise and Sport Science).

(3) Candidates who qualify to undertake honours in the Bachelor of Applied Science (Exercise and Sport Science) will enrol in and complete the honours program prior to the commencement of the Master of Nutrition and Dietetics course.

9 Award of the degrees

(1) The Bachelor of Applied Science (Exercise and Sport Science) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class, according to the rules specified in the Resolutions of the Faculty of Health Sciences.

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

(3) The Master of Nutrition and Dietetics is awarded at Pass level only.
Course transfer

(1) A candidate may abandon the double degree program and elect to complete the Bachelor of Applied Science (Exercise and Sport Science) in accordance with the resolutions governing that degree.

(2) Completion of the Master of Nutrition and Dietetics in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Applied Science (Exercise and Sport Science) / Bachelor of Applied Science (Exercise and Sport Science) – BPASENUD1000

Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics - MANUTDIE1000

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

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BPASENUD-01: Pass course; full-time, 3 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates must complete the BAppSc (Ex&amp;SportSc) degree with an overall Weighted Average Mark (WAM) of at least 65 in order to be accepted into the Master of Nutrition and Dietetics. Students who do not achieve a WAM of 65 will graduate with the award of BAppSc (Ex&amp;SportSc).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM1001 Fundamentals of Chemistry 1A</td>
<td>6</td>
<td>A There is no assumed knowledge of chemistry for this unit of study, but students who have not undertaken an HSC chemistry course are strongly advised to complete a chemistry bridging course before lectures commence.</td>
<td>N CHEM1906, CHEM1909, CHEM1901, CHEM1101, CHEM1905, CHEM1109, CHEM1903</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>or CHEM1101 Chemistry 1A</td>
<td>6</td>
<td>A HSC Chemistry and Mathematics</td>
<td>N CHEM1905, CHEM1906, CHEM1903, CHEM1001, CHEM1909, CHEM1109, CHEM1901</td>
<td></td>
<td></td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>and BACH1161 Introductory Behavioural Health Sciences</td>
<td>6</td>
<td>N BACH1132, HSBH1003, BACH1134</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1168 Functional Musculoskeletal Anatomy A</td>
<td>6</td>
<td>N BIOS1138, BIOS1159, BIOS5090</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>EXSS1032 Fundamentals of Exercise Science</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM1002 Fundamentals of Chemistry 1B</td>
<td>6</td>
<td>P CHEM1001 or CHEM1101 or equivalent</td>
<td>N CHEM1102, CHEM1902, CHEM1907, CHEM1904, CHEM1108, CHEM1908</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>or CHEM1102 Chemistry 1B</td>
<td>6</td>
<td>P CHEM1101 or CHEM1901 or a Distinction in CHEM1001 or equivalent</td>
<td>N CHEM1904, CHEM1907, CHEM1902, CHEM1108, CHEM1908, CHEM1002</td>
<td></td>
<td></td>
<td>Semester 1 Semester 2 Summer Main</td>
</tr>
<tr>
<td>and BIOS1170 Body Systems: Structure and Function</td>
<td>6</td>
<td>N BIOS1133, BIOS1127, BMED2403, PHSI2006, BIOS2099, PHSI2005, BIOS1155, BIOS2098</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>EXSS1029 Muscle Mechanics and Training</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS1018 Biomechanics of Human Movement</td>
<td>6</td>
<td>A HSC mathematics</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1169 Functional Musculoskeletal Anatomy B</td>
<td>6</td>
<td>P BIOS1168</td>
<td>N BIOS1144, BIOS1139, BIOS1160</td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>BIOS1171 Neuroscience</td>
<td>6</td>
<td>N BIOS1137, BIOS2103</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>EXSS2018 Biomechanical Analysis of Movement</td>
<td>6</td>
<td>P EXSS1018</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS2028 Exercise Physiology and Biochemistry</td>
<td>6</td>
<td>A BIOS1167, EXSS1032</td>
<td>N EXSS2017, EXSS2019</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS2021 Nutrition, Health and Performance</td>
<td>6</td>
<td>P EXSS2028</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Bachelor of Applied Science (Exercise and Sport Science) – BPASENUD1000 / Master of Nutrition and Dietetics - MANUTDIE1000

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS2022 Exercise Physiology-Training Adaptations</td>
<td>6</td>
<td>P EXSS2028</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3023 Exercise Testing and Prescription</td>
<td>6</td>
<td>A EXSS2027 or EXSS2028</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MBLG1001 Molecular Biology and Genetics (Intro)</td>
<td>6</td>
<td>A 6 credit points of Junior Biology and 6 credit points of Junior Chemistry.</td>
<td>P Assumed knowledge: 6 credit points of Junior Biology and 6 credit points of Junior Chemistry.</td>
<td>N MBLG1901, MBLG1991</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

SEMMETER 2 TOTAL: 24 CREDIT POINTS

Year 3

Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM2072 Human Biochemistry</td>
<td>6</td>
<td>P (MBLG1001 or MBLG1901) and 12 credit points of Junior Chemistry</td>
<td>N BCHM2002, BCHM2102, BCHM2972, BCHM2902, BCHM2112</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS3024 Exercise, Health and Disease</td>
<td>6</td>
<td>A EXSS3023 and either EXSS2022 or EXSS2027</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS3049 Sport and Exercise Psychology</td>
<td>6</td>
<td>P BACH1161</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MBLG2071 Molecular Biology and Genomics</td>
<td>6</td>
<td>P (MBLG1001 or MBLG1901) and 12 CP of Junior Chemistry</td>
<td>N BCHM2001, MBLG2111, MBLG2871, BCHM2901, AGCH2001, MBLG2901, BCHM2101, MBLG2010, MBLG2971, MBLG2771, MBLG2001</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS2025 Motor Control and Learning</td>
<td>6</td>
<td>A BIOS1171</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS2026 Growth, Development and Ageing</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3045 Professional Practice</td>
<td>6</td>
<td>P EXSS3023</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH1007 Health Science and Research</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Note

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

Master of Nutrition and Dietetics

Course MANUTDIE-01: Pass course; full-time, 2 years

Year 1

Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTDT5503 Dietary Intake &amp; Nutritional Assessment</td>
<td>6</td>
<td>C NTDT5602, NTDT5601 and NTDT5604</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>NTDT5601 Nutritional and Food Science</td>
<td>6</td>
<td>C NTDT5602, NTDT5503 and NTDT5604 (previously known as NTDT5504)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>NTDT5602 Methods in Nutrition Research</td>
<td>6</td>
<td>C NTDT5601, NTDT5503 and NTDT5604</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>NTDT5604 Dietetics Professional Studies</td>
<td>6</td>
<td>C NTDT5601, NTDT5602 and NTDT5503</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTDT5305 Food Service Management</td>
<td>6</td>
<td>P NTDT5601, NTDT5503, NTDT5604 and NTDT5602</td>
<td>C NTDT5307 and NTDT5608</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>NTDT5307 Medical Nutrition</td>
<td>12</td>
<td>P NTDT5503, NTDT5601, NTDT5602, NTDT5604</td>
<td>C NTDT5305 and NTDT5608</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>NTDT5608 Community and Public Health Nutrition</td>
<td>6</td>
<td>C NTDT5305 and NTDT5307</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2

Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTDT5612 Dietetics Training Placement</td>
<td>24</td>
<td>P NTDT5601, NTDT5503, NTDT5604, NTDT5602, NTDT5305, NTDT5307, NTDT5608</td>
<td>Department permission required for enrolment. Placements commence in late January or early July</td>
<td></td>
<td></td>
<td>Intensive February Intensive July</td>
</tr>
</tbody>
</table>

56
Bachelor of Applied Science (Exercise and Sport Science) – BPASENUD1000 / Master of Nutrition and Dietetics - MANUTDIE1000

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NTDT5310</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition Research Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>NTDT5307</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Dietetics Training Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BHASESSH-01: Honours program; full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates must complete the BAppSc (Ex&amp;SportSc) degree with an overall Weighted Average Mark (WAM) of at least 65 in order to be accepted into the Master of Nutrition and Dietetics. Students who do not achieve a WAM of 65 will graduate with the award of BAppSc (Ex&amp;SportSc).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years 1-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As per Pass course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BHSC4005</td>
<td>24</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honours Thesis A</td>
<td></td>
<td>This unit constitutes 40% of the final Honours grade.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BHSC4006</td>
<td>24</td>
<td>P BHSC4005</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honours Thesis B</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This unit constitutes 60% of the final Honours mark.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Note</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry to the Master of Nutrition and Dietetics is dependent on the student achieving a credit (65%) average or above in the undergraduate degree.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Master of Nutrition and Dietetics

Course MANUTDIE-01: Pass course; full-time, 2 years

| Year 1                             |               |                      |                  |                |                |               |
| Semester 1                          |               |                      |                  |                |                |               |
| NTDT5503                            | 6             | C NTDT5602, NTDT5601 and NTDT5604 |                  |                |                | Semester 1    |
| Dietary Intake & Nutritional Assessment |               |                      |                  |                |                |               |
| NTDT5601                            | 6             | C NTDT5602, NTDT5603 and NTDT5604 (previously known as NTDT5504) |                      |                |                | Semester 1    |
| Nutritional and Food Science        |               |                      |                  |                |                |               |
| NTDT5602                            | 6             | C NTDT5601, NTDT5603 and NTDT5604 |                  |                |                | Semester 1    |
| Methods in Nutrition Research       |               |                      |                  |                |                |               |
| NTDT5604                            | 6             | C NTDT5601, NTDT5602 and NTDT5603 |                  |                |                | Semester 1    |
| Dietetics Professional Studies      |               |                      |                  |                |                |               |
| SEMESTER 1 TOTAL: 24 CREDIT POINTS |               |                      |                  |                |                |               |
| Semester 2                          |               |                      |                  |                |                |               |
| NTDT5305                            | 6             | P NTDT5601, NTDT5503, NTDT5604 and NTDT5602 |                  |                |                | Semester 2    |
| Food Service Management             |               | C NTDT5307 and NTDT5608 |                  |                |                |               |
| NTDT5307                            | 12            | P NTDT5503, NTDT5601, NTDT5602, NTDT5604 |                  |                |                | Semester 2    |
| Medical Nutrition                   |               | C NTDT5305 and NTDT5608 |                  |                |                |               |
| NTDT5608                            | 6             | C NTDT5305 and NTDT5307 |                  |                |                | Semester 2    |
| Community and Public Health Nutrition |           | NTDT5608 is available as an elective to students in the Graduate Certificate, Graduate Diploma and Master of Medicine as well as the Master of Science in Medicine (Metabolic Health). For these students, there are no prerequisites for entry into NTDT5608. However, these students must apply for Special Permission from the unit of study coordinator in order to be enrolled. |                  |                |                |               |
| Semester 2 TOTAL: 24 CREDIT POINTS |               |                      |                  |                |                |               |
| Year 2                             |               |                      |                  |                |                |               |
| Semester 1                          |               |                      |                  |                |                |               |
| NTDT5612                            | 24            | P NTDT5601, NTDT5503, NTDT5604, NTDT5602, NTDT5305, NTDT5307, NTDT5608 | Department permission required for enrolment. Placements commence in late January or early July. |                  |                | Semester 1    |
| Dietetics Training Placement        |               |                      |                  |                |                |               |

SEMESTER 1 TOTAL: 24 CREDIT POINTS
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTDT5310 Nutrition Research Project</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
</tbody>
</table>

SEMESTER 2 TOTAL: 24 CREDIT POINTS
Bachelor of Applied Science (Exercise and Sport Science) – BPASENUD1000 / Master of Nutrition and Dietetics - MANUTDIE1000

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

View semester session codes here.

Course BPASENUD-01: Pass course; full-time, 3 yearsCandidates must complete the BAppSc (Ex&SportSc) degree with an overall Weighted Average Mark (WAM) of at least 65 in order to be accepted into the Master of Nutrition and Dietetics. Students who do not achieve a WAM of 65 will graduate with the award of BAppSc (Ex&SportSc).

Year 1

Semester 1

CHEM1001 Fundamentals of Chemistry 1A
Credit points: 6 Session: Semester 1 Classes: Three 1 hour lectures and one 1 hour tutorial per week; one 3 hour practical per week for 9 weeks. Prohibitions: CHEM1906, CHEM1909, CHEM1901, CHEM1101, CHEM1905, CHEM1109, CHEM1903 Assumed knowledge: There is no assumed knowledge of chemistry for this unit of study, but students who have not undertaken an HSC chemistry course are strongly advised to complete a chemistry bridging course before lectures commence. Assessment: Theory examination (60%), laboratory work (15%), online assignments (10%) and continuous assessment quizzes (15%) Practical field work: A series of 9 three-hour laboratory sessions, one per week for 9 weeks of the semester. Mode of delivery: Normal (lecture/lab/tutorial) day

The aim of the unit of study is to provide those students whose chemical background is weak (or non-existent) with a good grounding in fundamental chemical principles together with an overview of the relevance of chemistry. There is no prerequisite or assumed knowledge for entry to this unit of study. Lectures: A series of 39 lectures, three per week throughout the semester.

Textbooks

or

CHEM1101 Chemistry 1A
Credit points: 6 Session: Semester 1, Semester 2, Summer Main Classes: Three 1 hour lectures and one 1 hour tutorial per week; one 3 hour practical per week for 9 weeks. Prohibitions: CHEM1905, CHEM1906, CHEM1903, CHEM1001, CHEM1909, CHEM1109, CHEM1901 Assumed knowledge: HSC Chemistry and Mathematics Assessment: Theory examination (60%), laboratory work (15%), online assignment (10%) and continuous assessment quizzes (15%) Practical field work: A series of 9 three-hour laboratory sessions, one per week for 9 weeks of the semester. Mode of delivery: Normal (lecture/lab/tutorial) day

Chemistry 1A is built on a satisfactory prior knowledge of the HSC Chemistry course. Chemistry 1A covers chemical theory and physical chemistry. Lectures: A series of 39 lectures, three per week throughout the semester.

Textbooks

and

BACH1161 Introductory Behavioural Health Sciences
Credit points: 6 Teacher/Coordinator: Dr Maiwen Jones Session: Semester 1 Classes: 2-hr lecture/week, 1x1-hr tutorial/week Prohibitions: BACH1132, HSBH1003, BACH1134 Assessment: Assignment (30%), group class presentation (20%), exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is an introduction to areas of psychology and sociology relevant to health and wellbeing. The unit provides sociological tools (covering both theory and method) useful for understanding and practicing in health and wellbeing. It is also an introduction to the principles and applications of psychology as they pertain to these areas. The unit aims to develop a 'sociological imagination', a quality of mind that will be used to prompt students to question common-sense assumptions regarding health and wellbeing. Students will also gain familiarity with the major paradigms and methodological approaches of contemporary psychology and will develop applications of psychological theory to specific health issues in their major area of study.

BIOS1168 Functional Musculoskeletal Anatomy A
Credit points: 6 Teacher/Coordinator: Assoc Prof Leslie Nicholson, Dr Bronwen Ackermann Session: Semester 1, Semester 2 Classes: 2hr lectures, 2hr practical/tutorial/week Prohibitions: BIOS1136, BIOS1159, BIOS5090 Assessment: Mid semester practical exam (30%), end semester practical exam (30%), end semester exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces the basic concepts in musculoskeletal anatomy prior to a more detailed study of the gross anatomical structure of the upper limb as it relates to functional activities. Students will also study the histological structure of musculoskeletal tissues and surface anatomy of the upper limb. Material will be presented in lectures, practical sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

EXSS1032 Fundamentals of Exercise Science
Credit points: 6 Teacher/Coordinator: Dr Kate Edwards Session: Semester 1 Classes: 2 hr lectures/week, 2hr practical/week Assessment: Practical skills assessment (20%), excel tutorial and practical class-based worksheets (20%) and end semester exam (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

The aim of this unit is to provide students with an understanding of the fundamental principles of exercise science and an introduction to their application to physical activity, sport, fitness and health. A focus of Fundamentals of Exercise Science is the practical application of testing procedures to the measurement of physiological function. In this unit issues related to work (and its measurement), energy supply, physiological capacity and muscular fitness are covered, with emphasis on the integration of these concepts, the use of scientific rigour and evidence-based practice. Practical classes will cover various fundamental skills for exercise scientists including standard health screening procedures and the principles and practice aerobic and muscular fitness testing. Worksheets will include data presentation and analysis skills using excel software. The exercise prescription component of the unit introduces students to the concepts of programming for cardio-respiratory/aerobic and muscular fitness for healthy individuals. A major emphasis of the unit is the acquisition of laboratory based testing/assessment skills, and data handling and presentation skills.
Evidence for neural adaptations to high resistance training is examined in terms of the crossbridge cycle, sarcomere function, and myofibril assembly. A series of 9 three-hour laboratory sessions, one per week for 9 weeks of the semester. **Mode of delivery:** Normal (lecture/lab/tutorial) day

CHEM1002 builds on CHEM1001 to provide a sound coverage of inorganic and organic chemistry. Lectures: A series of 39 lectures, three per week throughout the semester.

**Textbooks**
A list is available from the First Year Chemistry website.

**CHEM1102 Chemistry 1B**
Credit points: 6
**Session:** Semester 1, Semester 2, Summer Main Classes:
One 3 hour lecture and 1 hour tutorial per week; one 3 hour practical per week for 9 weeks. **Prerequisites:** CHEM1101 or CHEM1901 or a Distinction in CHEM1001 or equivalent **Prohibitions:** CHEM1902, CHEM1904, CHEM1907, CHEM1908

**Assessment:** Theory examination (60%), laboratory work (15%), online assignment (10%) and continuous assessment quizzes (15%). **Practical field work:** A series of 9 three-hour laboratory sessions, one per week for 9 weeks of the semester. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Chemistry 1B is built on a satisfactory prior knowledge of Chemistry 1A and covers inorganic and organic chemistry. Successful completion of Chemistry 1B is an acceptable prerequisite for entry into Intermediate Chemistry units of study. Lectures: A series of 39 lectures, three per week throughout the semester.

**Textbooks**
A list is available from the First Year Chemistry website.

**BIOS1170 Functional Musculoskeletal Anatomy B**
Credit points: 6
**Teacher/Coordinator:** Dr Jaimie Polson
**Session:** Semester 1, Semester 2
**Classes:** 3hr lectures, 2hr practical/week 
**Prohibitions:** BIOS1133, BIOS1127, BMED2403, PHSI2006, BIOS2099, PHSI2005, BIOS1155, BIOS2098 

**Assessment:** mid semester exam (30%), end semester exam (70%) 
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will present the gross anatomy, functional histology, physiology and pathophysiology of the cardiovascular, respiratory and renal systems. Specific diseases of these systems that are commonly encountered in health care practice will be described. The unit will also cover the characteristics of the body's fluids and the concept of acid-base balance within the body. This unit includes laboratory classes at which human cadaveric material is studied; attendance at such classes is strongly encouraged. Students who achieve a pass will have a basic working knowledge of professionally relevant aspects of anatomy and physiology. Students who achieve higher grades will be better able to integrate various aspects of the unit, and to apply their knowledge to solve problems or explain higher level phenomena.

**EXSS1029 Muscle Mechanics and Training**
Credit points: 6
**Teacher/Coordinator:** Prof Tom Gwinn
**Session:** Semester 2
**Classes:** 2hr lecture/week, 2hr practical/week 
**Assessment:** Mid semester exam (30%), practical exam (10%), end semester exam (60%)

**Practical field work:** Includes participation in high resistance training. **Mode of delivery:** Normal (lecture/lab/tutorial) day

The determinants of maximal active muscle force and power production are examined in terms of the crossbridge cycle, sarcomere arrangement, myosin isoforms and the extent of muscle activation. Evidence for neural adaptations to high resistance training is examined and the practical significance of these adaptations is discussed. The responses of skeletal muscle to high-resistance training are discussed in terms of i) the control of protein synthesis, ii) sarcomere remodelling and myofibril assembly, and iii) whole muscle hypertrophy and fibre type shifts. An evidence-based approach is used to examine the dose-response relationship between high-resistance variables (load, number of sets, training, frequency, rest interval) and hypertrophy. Muscle structural and functional adaptations to disuse (bed rest, non-weight bearing, immobilization) are examined, as well as the effects of re-ambulation and re-training. The determinants of muscle range of motion and passive stiffness are discussed. The response of muscle to long term stretching (e.g. bone elongation) is examined. This is contrasted to the relative lack of muscle structural adaptation to short-term static stretch interventions.

**Textbooks**
No textbook required, students are recommended to obtain unit of study manual

**EXSS1018 Biomechanics of Human Movement**
Credit points: 6
**Teacher/Coordinator:** Dr Mark Halaki
**Session:** Semester 2
**Classes:** 2hr lecture/week, 4x2-hr practical/semester, 4x1-hr tutorials/semester, online weekly quizzes for feedback 
**Assumed knowledge:** HSC mathematics 

**Assessment:** 2 hr mid-semester exam (40%), and 2 hr end-semester exam (60%) 
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit aims to develop an appreciation of how mechanical principles can be applied to understand the underlying causes of human movement. Topics include: kinematics, vectors, Newton’s laws of motion, work, energy, power, and momentum; for both translational and rotational motion; and the influence of fluids on motion. Emphasis is placed on developing mathematical skills and analytical problem solving techniques. The laboratory classes complement the lectures; providing opportunities to validate mechanical principles in a quantitative manner.

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Year 2

#### Semester 1

**BIOS1169 Functional Musculoskeletal Anatomy B**

This unit considers the detailed gross, radiological and surface anatomy of the lower limb, trunk and neck. Material will be presented in lectures, practical and tutorial sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

**BIOS1171 Neuroscience**

This unit of study includes fundamental concepts of nervous system organisation and function. Anatomy of the brain and spinal cord is studied using models to understand the cortical and subcortical pathways as well as integrating centres that control movements and posture. The physiology component introduces students to mechanisms of signal generation and transmission, basic mechanisms of spinal reflexes, the function of the somatosensory and autonomic nervous system and motor pathways. Case studies aimed at identifying simple neural problems associated with sensory and motor systems
are specifically designed for students following professional preparation degrees. This unit includes a few laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

**EXSS2018 Biomechanical Analysis of Movement**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Peter Sinclair  
**Session:** Semester 1  
**Classes:** 2 hr lecture/week, 1-2 hrs tutorial or practical/week.  
**Prerequisites:** EXSS1016 Assessment: movement analysis assignment (25%), mid semester exam (30%), end of semester exam (45%)  
**Practical field work:** Problem solving and data analysis from laboratory work  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

The main emphasis of this unit is in developing practical expertise in techniques for the biomechanical analysis of human movement. Students will learn how to conduct kinematic and kinetic analyses, using video, force platforms and electromyography. Other components of this unit are aimed at further development of mathematical and problem-solving skills for the analysis of movement. Topics include static and dynamic equilibrium, calculation of centre of mass, determination of joint torques using inverse dynamics, electromyography, tissue mechanics and gait analysis.

**EXSS2028 Exercise Physiology and Biochemistry**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Kieron Rooney  
**Session:** Semester 1  
**Classes:** 3x1 hr lectures/week for 13 weeks, 1x2 hr practical or tutorial/week for 6 weeks  
**Prohibitions:** EXSS2017, EXSS2019  
**Assumed knowledge:** BIO1167, EXSS1032 Assessment: quizzes (14%), 1.5 hr mid semester exam (36%), 2 hr end semester exam (50%)  
**Practical field work:** 1x2 hr class on 3 occasions  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit discusses the acute responses to exercise with a specific emphasis on the roles of the respiratory and cardiovascular systems in oxygen transport and the significance of sub-maximal and maximal oxygen consumption in the limitations to performance. The concepts of acid-base balance during exercise and of lactate and ventilatory thresholds will be examined. Furthermore, this unit develops an understanding of the specific metabolic response to exercise at the peripheral cellular level and the biochemical strategies that maintain energy balance during exercise and a return to homeostasis in recovery. Students will put theory into practice with laboratory tasks that encourage skill acquisition in the collection of real-time physiological data of the respiratory and cardiovascular response to exercise.

**Textbooks**


**EXSS3023 Exercise Testing and Prescription**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Chë Fornusek  
**Session:** Semester 2  
**Classes:** 2x1 hr lecture/week for 13 weeks, 3x1 hr tutorial, 5x2 hr practical  
**Assumed knowledge:** EXSS2027 or EXSS2028 Assessment: brochure/report (25%), practical exam with report (30%), end semester exam (50%)  
**Practical field work:** During practical session, students will have to use different techniques and protocols to evaluate aerobic fitness and muscle function. This will also involve adequate collection and interpretation of data. Tutorials will be used to introduce students to exercise programming.  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit is designed to provide a comprehensive and critical examination of exercise testing and programming in low-risk populations. The scientific evidence for exercise dosages for aerobic exercise and resistance training required for health and fitness outcomes will be critically reviewed. Other aspects of exercise programming such as flexibility, warm up and instructional technique will also be covered in this unit. Through the use of lectures and case studies, students will learn how to integrate both the physiological components and logistical aspects of exercise performance, to devise individualised exercise test batteries and prescriptions. During practical sessions, students will have to use different techniques and protocols to evaluate aerobic fitness and muscle function. Student will have to demonstrate excellent data collection skills and ability to interpret results and communicate them to a lay audience.

**MLBG1001 Molecular Biology and Genetics (Intro)**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Dale Hancock  
**Session:** Semester 2  
**Classes:** Two 1-hour lectures per week; one 1-hour tutorial and one 4-hour practical per fortnight  
**Assumed knowledge:** 6 credit points of Junior Biology and 6 credit points of Junior Chemistry  
**Prohibitions:** MBLG11901; MBLG11919  
**Assumed knowledge:** 6 credit points of Junior Biology and 6 credit points of Junior Chemistry  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

The lectures in this unit of study introduce the "Central Dogma" of molecular biology and genetics -i.e., the molecular basis of life. The course begins with the information macromolecules in living cells: DNA, RNA and protein, and explores how their structures allow them to fulfill their various biological roles. This is followed by a review of how DNA is organised into genes leading to discussion of replication and gene expression (transcription and translation). The unit concludes with an introduction to the techniques of molecular biology and, in particular, how these techniques have led to an explosion of interest.
and research in Molecular Biology. The practical component complements the lectures by exposing students to experiments which explore the measurement of enzyme activity, the isolation of DNA and the ‘cutting’ of DNA using restriction enzymes. However, a key aim of the practicals is to give students higher level generic skills in computing, communication, criticism, data analysis/evaluation and experimental design.

Textbooks

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 3

Semester 1

BCHM2072 Human Biochemistry
Credit points: 6 Teacher/Coordinator: A/Prof Gareth Denyer Session: Semester 1 Classes: Two lectures per week, 8-10 optional tutorials, increasing in frequency towards the exams, and 2-3 hours per week of practical Prerequisites: (MBLG1001 or MBLG1901) and 12 credit points of Junior Chemistry Prohibitions: BCHM2002, BCHM2102, BCHM2972, BCHM2902, BCHM2911. Assessment: One 3-hour exam (65%), practical work (25%), in semester assignments (10%). Mode of delivery: Normal (lecture/lab/tutorial) day

Note: This unit is not available to BMedSc students. Recommended concurrent units of study: MBLG2071 or MBLG2971 and BCHM2071 for progression to Senior Biochemistry.

This unit of study aims to describe how cells work at the molecular level, with a special emphasis on human biochemistry. The chemical reactions that occur inside cells are described in the first series of lectures, Cellular Metabolism. Aspects of the molecular architecture of cells that enable them to transduce messages and communicate with each other are described in the second half of the unit of study, Signal Transduction. At every stage there is emphasis on the ‘whole body’ consequences of reactions, pathways and processes. Cellular Metabolism describes how cells extract energy from fuel molecules like fatty acids and carbohydrates, how the body controls the rate of fuel utilisation and how the mix of fuels is regulated (especially under different physiological circumstances such as starvation and exercise).

The metabolic inter-relationships of the muscle, brain, adipose tissue and liver and the role of hormones in coordinating tissue metabolic relationships is discussed. The unit also discusses how the body lays down and stores vital fuel reserves such as fat and glycogen, how hormones modulate fuel partitioning between tissues and the strategies involved in digestion and absorption and transport of nutrients. Signal Transduction covers how communication across membranes occurs (i.e. via surface receptors and signaling cascades). This allows detailed molecular discussion of the mechanism of hormone action and intracellular process targeting. The practical component complements the lectures by exposing students to experiments that investigate the measurement of glucose utilisation using radioactive tracers and the design of biochemical assay systems. During the unit of study, generic skills are nurtured by frequent use of analytical and problem solving activities. Opportunities are provided to redesign and repeat experiments so as to provide a genuine research experience. Student exposure to generic skills will be extended by the introduction of exercises designed to teach oral communication, instruction writing and planning skills.

EXSS3024 Exercise, Health and Disease
Credit points: 6 Teacher/Coordinator: Dr Daniel Hackett Session: Semester 1 Classes: 2-hour lecture/week, 2-hour tutorial for 5 weeks, 2-hour practical for 3 weeks Assumed knowledge: EXSS3023 and either EXSS2022 or EXSS2027 Assessment: mid semester exam (25%), oral presentation (25%), and semester exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

The aim of this unit is to investigate the application of exercise science for the promotion and maintenance of health via the prevention of chronic disease and the management of people suffering from chronic disease. Students will explore a range of topics including the pathophysiology of numerous chronic diseases, risk factor assessment, clinical exercise testing, ECG interpretation, and exercise prescription. Emphasis will be placed on the use of scientific evidence to guide exercise prescription for individuals with chronic diseases. The chronic disease conditions covered include obesity, metabolic syndrome, diabetes, cardiovascular, and chronic obstructive pulmonary disease.

EXSS3049 Sport and Exercise Psychology
Credit points: 6 Teacher/Coordinator: Dr Stephen Cobley Session: Semester 1 Classes: 2-hour lecture/week, 1-2 hour tutorial/week Prerequisites: BACH1161 Assessment: mid semester exam (20%), facilitating behaviour change project (40%), and end semester exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit provides an introduction to the key inter-individual psychological factors that influence exercise behaviour as well as motor and sport performance. Consideration is also given to how participation in exercise and physical activity influences psychological functioning, health and well being. A broad array of topics is covered, including: theoretical and applied perspectives of motivation, behavioural modification, adherence and addiction. Other sport performance topics include stress and coping, anxiety, psychological skills training, athlete development and expert performance. Practical applications are made to teaching, coaching and rehabilitation across ages and skill level. Special consideration is given to facilitating exercise participation and adherence in individuals with varying degrees of present exercise behavior.

MBLG2071 Molecular Biology and Genomics
Credit points: 6 Teacher/Coordinator: Dr Markus Holfer Session: Semester 1 Classes: Two 1-hour lectures per week and one 4-hour practical per fortnight. Prerequisites: (MBLG1001 or MBLG1901) and 12 CP of Junior Chemistry Prohibitions: BCHM2001, MBLG2111, MBLG2871, BCHM2901, AGCH2001, MBLG2901, BCHM2101, MBLG2101, MBLG2971, MBLG2771, MBLG2001 Assessment: One 2.5-hour exam, practical work, laboratory reports (100%) Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Recommended concurrent units of study: (BCHM2071 or BCHM2971) and (BCHM2072 or BCHM2972) for progression to Senior Biochemistry.

The flow of genetic information determines the characteristics and fate of every cell. In this course, we will explore how genetic information is regulated in eukaryotes, covering key processes such as replication, transcription and translation. We will investigate how these fundamental processes can be studied and manipulated in the laboratory. This course will introduce classical tools of molecular biology such as polymerase chain reaction, as well as more recent gene technology tools. We will discuss how model organisms, ranging from worms to transgenic mice, have changed our understanding of gene expression. In the practical component of the course, we will explore gene regulation and expression using model system as well as perform plasmid isolation and DNA fingerprinting. This unit of study extends the basic concepts introduced in MBLG1001/1901 and provides a firm foundation for students wishing to continue in molecular biology or apply molecular techniques to other fields.

Textbooks

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

EXSS2025 Motor Control and Learning
Credit points: 6 Teacher/Coordinator: Dr Stephen Cobley (sem 1) & Prof Ross Sanders (sem 2) Session: Semester 1, Semester 2 Classes: 2-hr lecture/week; Practical field work 1x2-hr class/week (Weeks 1-7, 9) Assumed knowledge: BIOG1171 Assessment: tutorial presentation (15%), mid semester exam (10%), group presentation of training project skill (pass/fail), written group project report (30%), end semester exam (45%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit provides students with a broad overview of motor control and learning with the aim of stimulating students to think about the
mechanisms of normal human movement. Both a behavioural and a neurophysiological approach are taken to understand the acquisition and execution of skilled motor actions. The behavioural approach is directed at the structures and processes underlying movement without considering their physical basis, while the neurophysiological approach is directed at the neuromuscular machinery and the functional neural connections that govern movement. The unit consists of 3 modules. The first module examines the information processing and energetic capacities of the learner that underpin motor performance; that is, characteristics of the perceptual-motor system such as memory, attention, reaction time, speed-accuracy trade-off, force control, economy of energy, coordination, and automatically. The second module examines features of the learning environment that can be manipulated to promote motor learning such as individual differences (e.g., motivation), methods of instruction, practice conditions, and the structuring of feedback. The third module examines applications to teaching motor skills, coaching and rehabilitation and includes a group project in which a motor skill is trained, thereby enabling students to apply the principles of motor control and learning.

EXSS2026 Growth, Development and Ageing
Credit points: 6 Teacher/Coordinator: A/Prof Emmanuel Stamatakis Session: Semester 2 Classes: 1x2-hour lectures/week for 13 weeks, 1x1-hour tutorial/week for 6 weeks. Assessment: Mid semester exam (30%) and end semester exam (70%). Mode of delivery: Normal (lecture/lab/tutorial) day
This unit of study aims to provide the student with an appreciation of certain critical phases of both ends of the lifespan. Issues around physiologic changes, motor skill development, physical performance, the role of exercise for disease prevention and treatment, and the role of nutrition, will be examined and related to stages of childhood and adolescent growth and ageing. The relationships between growth, development, gender and physical activity in its broader sense will also be explored. The biological changes and consequences of ageing on physiologic and psychological health, disease and exercise capacity will be investigated. The student will also be able to gain some understanding of exercise prescription for pregnant women, children, adolescents and older adults.

EXSS3045 Professional Practice
Credit points: 6 Teacher/Coordinator: Dr Jacqueline Raymond Session: Semester 1, Semester 2 Classes: 3x1-hour placement preparation tutorials held for students in Semester 2 of the year that precedes EXSS3045 and 1-hour tutorial in the semester of enrolment in the unit of study. Prerequisites: EXSS3023 Assessment: Attendance on placement, competency in professional and practical skills and submission of paperwork (Pass/Fail). Practical field work: supervised experience in professional settings Mode of delivery: Professional practice
The aim of this unit is to engage students in practical experiences relevant to exercise science. These experiences should reinforce theoretical knowledge and practical skills acquired through university studies. Students complete at least 140 hours of supervised practicum in relevant areas such as design, delivery and evaluation of exercise interventions as well as exercise science projects in a community health area. Students participate in an on-campus placement which allows them to build their skill and confidence prior to undertaking an allocated placement at a site which is usually located off-campus.

HSBH1007 Health Science and Research
Credit points: 6 Teacher/Coordinator: Prof Deborah Black Session: Semester 1, Semester 2 Classes: 2x1-hour lectures/week, 1x1-hour tutorial/week Assessment: Individual written report (20%), group written report (20%), 90 min end of semester exam (60%). Mode of delivery: Normal (lecture/lab/tutorial) day
This unit introduces students to key research paradigms in health, and to the major approaches to designing and evaluating basic and applied research in health. Students are exposed to the types of research which inform our understanding of normal and abnormal functions of the human body and of treatment and preventative health care. Students will be engaged in the generation of new knowledge through evidence-based practice and evidence-based innovation. Current issues in health science research will be identified, with emphasis on the role of technology and e-health.

SEMESTER 2 TOTAL: 24 CREDIT POINTS
Note
Entry to the Master of Nutrition and Dietetics is dependent on the student achieving a credit (65%) average or above in the undergraduate degree.

Master of Nutrition and Dietetics
Course MANUTDIE-01: Pass course; full-time, 2 years
Year 1
Semester 1
NTDT5503 Dietary Intake & Nutritional Assessment
Credit points: 6 Teacher/Coordinator: Dr Anna Rangan Session: Semester 1 Classes: Lectures/tutorials/workshops averaging 5 hours per week Corequisites: NTDT5602, NTDT5601 and NTDT5604 Assessment: One quiz (25%), one assignment (25%), 2-hour end of semester exam, (50%) Mode of delivery: Normal (lecture/lab/tutorial) day
This unit of study covers Dietary Assessment Methods in the context of individual, group and population dietary data; purposes of dietary assessment; uses of dietary data; key dietary assessment methods and their use, application, strengths, weaknesses, sources of measurement error; quantification of portion and serve sizes; evaluation and validation of dietary data; use and application of dietary reference standards; food composition databases; and the appraisal and interpretation of dietary assessment methods in published literature. This unit of study also covers Anthropometry, Body Composition, Nutritional Biochemistry and Nutritional Screening: anthropometric and body composition methods for the assessment of nutritional status; reference standards for assessing body composition; anthropometric measurements; biochemical and haematological indices for nutritional assessment; assessment of physical activity; objectives, advantages, limitations, and applications of nutritional screening. Tutorials and workshops aim to address the practical aspects of the administration of dietary assessment methods, as well as validation, interpretation and critical appraisal of such methods.
Textbooks

NTDT5601 Nutritional and Food Science
Credit points: 6 Teacher/Coordinator: Dr Jimmy Louie Session: Semester 1 Classes: 3 hours lectures and 1 workshop per week (1-2 hours) Corequisites: NTDT5602, NTDT5603 and NTDT5604 (previously known as NTDT5504) Assessment: Short quizzes (20%); group presentation (30%); 3 hour final exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day
This unit of study give students a broad appreciation of food and nutrients, including an understanding of food sources of nutrients; the nutrients that are necessary for survival and maintenance of individual and population health; nutrient requirements at different stages of life, such as childhood, pregnancy and lactation and older age; factors affecting nutrient availability for absorption; and the significance of nutrient deficiency and excess intakes/toxicity on nutritional and disease status.
Textbooks

NTDT5602 Methods in Nutrition Research
Credit points: 6 Teacher/Coordinator: A/Prof Margaret Allman-Farinelli Session: Semester 1 Classes: 3 hours of lectures and 2 hours of tutorial or practical work per week. Corequisites: NTDT5601, NTDT5503 and NTDT5604
NDTDT5604
Dietetics Professional Studies

Credit points: 6 Teacher/Coordinator: Dr Fiona O’Leary
Session: Semester 1
Classes: Lectures and tutorials average 5 hours per week.
Corequisites: NDTDT5601, NDTDT5602 and NDTDT5503
Assessment: Business assignment (40%), Small Group Education assignment (30%) and Communication assignment (30%) Mode of delivery: Normal (lecture/lab/tutorial) day

This course is designed to facilitate students to develop professional communication and organization/management skills that will enable them to work effectively as dietitians. Dietitians work in varied environments - within private and government organizations, industry and in private practice; solely and within teams. Interpersonal, individual and group communication, as well as professional, management, organizational and general business skills are required in all of these areas. This unit of study introduces communication, management and organizational group dynamics and behavioural theory to dietetics students. Students will have the opportunity to apply these through practical examples in class and by the completion of assessment tasks. Of the 4 components of the Unit of Study, namely Business, Small Group Education, Interpersonal Communication and Media Skills, only the first three are assessed.

Textbooks

SEMESTER 2 TOTAL: 24 CREDIT POINTS

NDTDT5305
Food Service Management

Credit points: 6 Teacher/Coordinator: Lana Hebdon
Session: Semester 2
Classes: 10 hours practical classes per semester. 4 hours lectures per week.
Corequisites: NDTDT5601, NDTDT5503, NDTDT5604 and NDTDT5602
Assessment: Practical task (30%), Major project (50%), Minor project (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

The course introduces students to the principles of Food Service Management including food service systems, food safety, food service across the continuum of care and special populations, accreditation and standards, menu and recipe development and assessment, nutrition promotion and marketing, and management and leadership in food service. Students gain knowledge, as well as practical skills in clinical, community, industry and commercial applications.

NDTDT5307
Medical Nutrition

Credit points: 12 Teacher/Coordinator: Dr Anna Rangan
Session: Semester 1, Semester 2
Classes: Lectures and tutorials average 8 hours per week, and Medical Nutrition Therapy (MNT) Workshops average 4 hours per week.
Prerequisites: NDTDT5503, NDTDT5601, NDTDT5602, NDTDT5604
Corequisites: NDTDT5605 and NDTDT5608
Assessment: Two assignments (15% and 20%), a mid semester test (15%) and end of semester exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

The broad objectives involve learning the role of medical nutrition therapy to prevent and alleviate disease. The importance of client focused factors in dietary modification; education and interpretation of theory for client understanding are key discussion points. This unit of study involves the study of medicine as it relates to nutrition, and the modification of diet to alter the disease process and nutrition support of patients with wasting illnesses and it includes a paediatric program at the Children's Hospital Westmead.

Textbooks

NDTDT5608
Community and Public Health Nutrition

Credit points: 6 Teacher/Coordinator: Dr Jimmy Louie
Session: Semester 2
Classes: 4 hours lectures and 2 tutorials per week.
Corequisites: NDTDT305 and NDTDT307
Assessment: 2 hour exam (45%); 4 assignments (55%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: NDTDT5608 is available as an elective to students in the Graduate Certificate, Graduate Diploma and Master of Medicine as well as the Master of Science in Medicine (Metabolic Health). For these students, there are no prerequisites for entry into NDTDT5608. However, these students must apply for Special Permission from the unit of study coordinator in order to be enrolled.

This unit of study introduces students to the concepts and principles underlying, and issues associated with, nutrition in community and public health contexts. It covers the principles of health promotion and teaches the students how to plan, implement and evaluate nutrition promotion strategies. The scope and distribution of chronic diseases and the role of nutrition in the etiology of diseases such as cancer, heart disease, diabetes and obesity is examined. This unit of study also investigates the food habits of culturally and linguistically diverse groups, nutritional intakes and requirements of people across the lifespan, and the current nutrition policies and guidelines aimed at preventing chronic diseases.

Textbooks

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2

NDTDT5612
Dietetics Training Placement

Credit points: 24 Teacher/Coordinator: Margaret Nicholson
Session: Intensive February, Intensive July Classes: 20 weeks full-time placement
Prerequisites: NDTDT5601, NDTDT5503, NDTDT5604, NDTDT5602, NDTDT5305, NDTDT5307, NDTDT5608
Assessment: Pass or fail at completion Mode of delivery: Professional practice
Note: Placements commence in late January or early July.

During twenty weeks students develop further practice-based skills in each of three settings of work; individual case management, community/public health and food service management. The semester commences late January for 1st semester or early July for 2nd semester and runs for 20 weeks as prescribed in the requirements of the professional body.

Textbooks
Placement manual provided by the University.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

NDTDT5310
Nutrition Research Project

Credit points: 24 Teacher/Coordinator: Ms Lana Hebdon
Session: Semester 1, Semester 2
Classes: Supervised research experience. Tutorial on scientific writing. Assessment: Oral presentation (15%), Supervisor assessment (35%) and research treatise (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

Bachelor of Applied Science (Exercise and Sport Science) – BPASENUD1000 / Master of Nutrition and Dietetics - MANUTDIE1000
During the research semester each student conducts a small research project under the supervision of a research academic or practitioner. Research projects can include small surveys, simple bench work, literature reviews, or clinical trials, and are carried out within the University or with an approved external supervisor.

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Bachelor of Applied Science (Exercise and Sport Science) Honours / Master of Nutrition and Dietetics**

View semester session codes here.

Course BHAESSH-01: Honours program; full-time, 4 years; Candidates must complete the BAppSc (Ex&SportSc) degree with an overall Weighted Average Mark (WAM) of at least 65 in order to be accepted into the Master of Nutrition and Dietetics. Students who do not achieve a WAM of 65 will graduate with the award of BAppSc (Ex&SportSc).

**Years 1-3**
As per Pass course

**Year 4**

### Semester 1

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**BHSC4005**

Honours Thesis A

**Credit points:** 24  
**Session:** Semester 1, Semester 2  
**Classes:** 12-hrs seminars/tutorials per week, Wk 1-13. Supervisory meetings: normally 1-hr/week (variable)  
**Assessment:** Research design assessments 2000wds (or equivalent) (20%); Research proposal 3000wds (30%); Literature review 4000wds (50%)

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

**Note:** Department permission required for enrolment. **Note:** This unit constitutes 40% of the final Honours grade.

Honours students undertake a supervised research project in a health discipline area within the Faculty. Each student will contribute to designing and/or implementing an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with academic staff, normally 2 co-supervisors, who will supervise their research activities. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis. During this semester the student will work closely with their supervisor to carry out, analyse and synthesise their results. Each student will submit a thesis describing the project and its implications comprised of their literature review, their research proposal, their journal manuscript and associated methods chapter, their final oral slides and their response to the questions. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis.

**Textbooks**
A list of recommended or required texts will be provided at the beginning of semester

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

**Master of Nutrition and Dietetics**

Course MANUTDIE-01: Pass course; full-time, 2 years

**Year 1**

### Semester 1

**NTDT5503**

Dietary Intake & Nutritional Assessment

**Credit points:** 6  
**Teacher/Coordinator:** Dr Anna Rangan  
**Session:** Semester 1  
**Classes:** Lectures/tutorials/ workshops averaging 5 hours per week  
**Corequisites:** NTDT5602, NTDT5601 and NTDT5604  
**Assessment:** One quiz (25%), one assignment (25%), 2-hour end of semester exam, (50%)

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

This unit of study covers Dietary Assessment Methods in the context of individual, group and population dietary data: purposes of dietary assessment; uses of dietary data; key dietary assessment methods and their use, application, strengths, weaknesses, sources of measurement error; quantification of portion and serve sizes; evaluation and validation of dietary data; use and application of dietary reference standards; food composition databases; and the appraisal and interpretation of dietary assessment methods in published literature. This unit of study also covers Anthropometry, Body Composition, Nutritional Biochemistry and Nutritional Screening: anthropometric and body composition methods for the assessment of nutritional status; reference standards for assessing body composition; anthropometric measurements; biochemical and haematological indices for nutritional assessment; assessment of physical activity; objectives, advantages, limitations, and applications of nutritional screening. Tutorials and workshops aim to address the practical aspects of the administration of dietary assessment methods, as well as validation, interpretation and critical appraisal of such methods.

**Textbooks**

### Semester 2

**BHSC4006**

Honours Thesis B

**Credit points:** 24  
**Session:** Semester 1, Semester 2  
**Classes:** Seminars and tutorials: 24-hrs, irregularly throughout the semester. Supervisory meetings: normally 1-hr/week (varies)  
**Prerequisites:** BHSC4005  
**Assessment:** Journal manuscript and detailed methods chapter (minimum 3000 words) (80%); Oral presentation (20 mins) (20%)

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

**Note:** Department permission required for enrolment. **Note:** This unit constitutes 60% of the final Honours mark.

Honours students undertake a supervised research project in a health discipline area within the Faculty. Each student will contribute to designing and/or implementing an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with academic staff, normally 2 co-supervisors, who will supervise their research activities. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis. During this semester the student will work closely with their supervisor to carry out, analyse and synthesise their results. Each student will submit a thesis describing the project and its implications comprised of their literature review, their research proposal, their journal manuscript and associated methods chapter, their final oral slides and their response to the questions. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis.

**Textbooks**
A list of recommended or required texts will be provided at the beginning of semester

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

**Bachelor of Applied Science (Exercise and Sport Science) – BPASENUD1000 / Master of Nutrition and Dietetics - MANUTDIE1000**

**Semester 1**

**NTDT5601**

Nutritional and Food Science

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jimmy Louie  
**Session:** Semester 1  
**Classes:** 3 hours lectures and 1 workshop per week (1-2 hours)  
**Corequisites:** NTDT5602, NTDT5603 and NTDT5604 (previously known as NTDT5504)  
**Assessment:** Short quizzes (20%); group presentation (30%); 3 hour final exam (50%)

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

This unit of study gives students a broad appreciation of food and nutrients, including an understanding of food sources of nutrients; the nutrients that are necessary for survival and maintenance of individual and population health; nutrient requirements at different stages of life, such as childhood, pregnancy and lactation and older age; factors affecting nutrient availability for absorption; and the significance of

**Semester 2**

**NTDT5602**

Dietary Intake & Nutritional Assessment

**Credit points:** 6  
**Teacher/Coordinator:** Dr Anna Rangan  
**Session:** Semester 2  
**Classes:** Lectures/tutorials/ workshops averaging 5 hours per week  
**Corequisites:** NTDT5602, NTDT5601 and NTDT5604  
**Assessment:** One quiz (25%), one assignment (25%), 2-hour end of semester exam, (50%)

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

This unit of study covers Dietary Assessment Methods in the context of individual, group and population dietary data: purposes of dietary assessment; uses of dietary data; key dietary assessment methods and their use, application, strengths, weaknesses, sources of measurement error; quantification of portion and serve sizes; evaluation and validation of dietary data; use and application of dietary reference standards; food composition databases; and the appraisal and interpretation of dietary assessment methods in published literature. This unit of study also covers Anthropometry, Body Composition, Nutritional Biochemistry and Nutritional Screening: anthropometric and body composition methods for the assessment of nutritional status; reference standards for assessing body composition; anthropometric measurements; biochemical and haematological indices for nutritional assessment; assessment of physical activity; objectives, advantages, limitations, and applications of nutritional screening. Tutorials and workshops aim to address the practical aspects of the administration of dietary assessment methods, as well as validation, interpretation and critical appraisal of such methods.

**Textbooks**

**NTDT5603**

Dietary Intake & Nutritional Assessment

**Credit points:** 6  
**Teacher/Coordinator:** Dr Anna Rangan  
**Session:** Semester 2  
**Classes:** Lectures/tutorials/ workshops averaging 5 hours per week  
**Corequisites:** NTDT5602, NTDT5601 and NTDT5604  
**Assessment:** One quiz (25%), one assignment (25%), 2-hour end of semester exam, (50%)

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

This unit of study covers Dietary Assessment Methods in the context of individual, group and population dietary data: purposes of dietary assessment; uses of dietary data; key dietary assessment methods and their use, application, strengths, weaknesses, sources of measurement error; quantification of portion and serve sizes; evaluation and validation of dietary data; use and application of dietary reference standards; food composition databases; and the appraisal and interpretation of dietary assessment methods in published literature. This unit of study also covers Anthropometry, Body Composition, Nutritional Biochemistry and Nutritional Screening: anthropometric and body composition methods for the assessment of nutritional status; reference standards for assessing body composition; anthropometric measurements; biochemical and haematological indices for nutritional assessment; assessment of physical activity; objectives, advantages, limitations, and applications of nutritional screening. Tutorials and workshops aim to address the practical aspects of the administration of dietary assessment methods, as well as validation, interpretation and critical appraisal of such methods.

**Textbooks**

**NTDT5604**

Dietary Intake & Nutritional Assessment

**Credit points:** 6  
**Teacher/Coordinator:** Dr Anna Rangan  
**Session:** Semester 2  
**Classes:** Lectures/tutorials/ workshops averaging 5 hours per week  
**Corequisites:** NTDT5602, NTDT5601 and NTDT5604  
**Assessment:** One quiz (25%), one assignment (25%), 2-hour end of semester exam, (50%)

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

This unit of study covers Dietary Assessment Methods in the context of individual, group and population dietary data: purposes of dietary assessment; uses of dietary data; key dietary assessment methods and their use, application, strengths, weaknesses, sources of measurement error; quantification of portion and serve sizes; evaluation and validation of dietary data; use and application of dietary reference standards; food composition databases; and the appraisal and interpretation of dietary assessment methods in published literature. This unit of study also covers Anthropometry, Body Composition, Nutritional Biochemistry and Nutritional Screening: anthropometric and body composition methods for the assessment of nutritional status; reference standards for assessing body composition; anthropometric measurements; biochemical and haematological indices for nutritional assessment; assessment of physical activity; objectives, advantages, limitations, and applications of nutritional screening. Tutorials and workshops aim to address the practical aspects of the administration of dietary assessment methods, as well as validation, interpretation and critical appraisal of such methods.

**Textbooks**
nutrient deficiency and excess intakes/toxicity on nutritional and disease status.

Textbooks

NTDT5602
Methods in Nutrition Research
Credit points: 6 Teacher/Coordinator: A/Prof Margaret Allman-Farinelli Session: Semester 1 Classes: 3 hours of lectures and 2 hours of tutorial or practical work per week. Corequisites: NTDT5601, NTDT5503 and NTDT5604 Assessment: 2.5 hour exam (60%); 2 assignments (10% and 30%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces students to both qualitative and quantitative research methods that are essential tools for dietitians. Qualitative methods include the development of questionnaires and conduct of focus groups. Students will learn about study design and methods used in epidemiology to be able to critically analyse the scientific literature of nutrition and dietetics. An introduction to statistical tests with practical computer classes will also be included. Scientific writing techniques will be covered.

Textbooks

NTDT5604
Dietetics Professional Studies
Credit points: 6 Teacher/Coordinator: Dr Fiona O’Leary Session: Semester 1 Classes: Lectures and tutorials average 5 hours per week. Corequisites: NTDT5601, NTDT5602 and NTDT5503 Assessment: Business assignment (40%), Small Group Education assignment (30%) and Communication assignment (30%) Mode of delivery: Normal (lecture/lab/tutorial) day

This course is designed to facilitate students to develop professional communication and organization/management skills that will enable them to work effectively as dietitians. Dietitians work in varied environments - within private and government organizations, industry and in private practice; solely and within teams. Interpersonal, individual and group communication, as well as professional, management, organizational and general business skills are required in all of these areas. This unit of study introduces communication, management and organizational group dynamics and behavioural theory to dietetics students. Students will have the opportunity to apply these through practical examples in class and by the completion of assessment tasks. Of the 4 components of the Unit of Study, namely Business, Small Group Education, Interpersonal Communication and Media Skills, only the first three are assessed.

Textbooks

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

NTDT5305
Food Service Management
Credit points: 6 Teacher/Coordinator: Lana Hebben Session: Semester 2 Classes: 10 hours practical classes per semester, 4 hours lectures per week. Corequisites: NTDT5601, NTDT5605, NTDT5604 and NTDT5602 Assessment: Practical task (30%), Major project (50%), Minor project (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

The course introduces students to the principles of Food Service Management including food service systems, food safety, food service across the continuum of care and special populations, accreditation and standards, menu and recipe development and assessment, nutrition promotion and marketing, and management and leadership in food service. Students gain knowledge, as well as practical skills in clinical, community, industry and commercial applications.

NTDT5307
Medical Nutrition
Credit points: 12 Teacher/Coordinator: Dr Anna Rangan Session: Semester 2 Classes: Lectures and tutorials average 8 hours per week, and Medical Nutrition Therapy (MNT) Workshops average 4 hours per week. Corequisites: NTDT5603, NTDT5601, NTDT5602, NTDT5604 Assessment: Two assignments (15%) and (20%); a mid semester test (15%) and end of semester exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

The broad objectives involve learning the role of medical nutrition therapy to prevent and alleviate disease. The importance of client focused factors in dietary modification; education and interpretation of theory for client understanding are key discussion points. This unit of study involves the study of medicine as it relates to nutrition, and the modification of diet to alter the disease process and nutrition support of patients with wasting illnesses and it includes a paediatric program at the Children’s Hospital Westmead.

Textbooks

NTDT5608
Community and Public Health Nutrition
Credit points: 6 Teacher/Coordinator: Dr Jimmy Louie Session: Semester 2 Classes: 4 hours lectures and 2 tutorials per week Corequisites: NTDT5305 and NTDT5307 Assessment: 2 hour exam (45%); 4 assignments (55%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: NTDT5608 is available as an elective to students in the Graduate Certificate, Graduate Diploma and Master of Medicine as well as the Master of Science in Medicine (Metabolic Health). For those students, there are no prerequisites for entry into NTDT5608. However, these students must apply for Special Permission from the unit of study coordinator in order to be enrolled.

This unit of study introduces students to the concepts and principles underlying, and issues associated with, nutrition in community and public health contexts. It covers the principles of health promotion and teaches the students how to plan, implement and evaluate nutrition promotion strategies. The scope and distribution of chronic diseases and the role of nutrition in the etiology of diseases such as cancer, heart disease, diabetes and obesity is examined. This unit of study also investigates the food habits of culturally and linguistically diverse groups, nutritional intakes and requirements of people across the lifespan, and the current nutrition policies and guidelines aimed at preventing chronic diseases.

Textbooks

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2

Semester 1

NTDT5612
Dietetics Training Placement
Credit points: 24 Teacher/Coordinator: Margaret Nicholson Session: Intensive February, Intensive July Classes: 20 weeks full-time placement Corequisites: NTDT5601, NTDT5603, NTDT5604, NTDT5602, NTDT5605, NTDT5607, NTDT5608 Assessment: Pass or fail at completion Mode of delivery: Professional practice
Note: Placements commence in late January or early July.

During twenty weeks students develop further practice-based skills in each of three settings of work; individual case management, community/public health and food service management. The semester commences late January for 1st semester or early July for 2nd semester and runs for 20 weeks as prescribed in the requirements of the professional accrediting body.

Textbooks
Placement manual provided by the University.
SEMESTER 2

NTDT5310
Nutrition Research Project

Credit points: 24 Teacher/Coordinator: Ms Lana Hebden Session: Semester 1, Semester 2 Classes: Supervised research experience. Tutorial on scientific writing. Assessment: Oral presentation (15%), Supervisor assessment (35%) and research treatise (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

During the research semester each student conducts a small research project under the supervision of a research academic or practitioner. Research projects can include small surveys, simple bench work, literature reviews, or clinical trials, and are carried out within the University or with an approved external supervisor.

SEMESTER 2 TOTAL: 24 CREDIT POINTS
Bachelor of Applied Science (Exercise Physiology) – BPASEXPH1000

Course rules

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASEXPH-01</td>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

4 Requirements for award

(1) The units of study that may be taken for this course is set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Exercise Physiology).

(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of units of study including:

(a) 180 credit points of core units; and

(b) 12 credit points of elective units, chosen from the Faculty Elective List or, with the approval of the Dean, from any undergraduate units offered by the Faculty of Health Sciences or by any other faculty in the University.

5 Award of the degree

The Bachelor of Applied Science (Exercise Physiology) is awarded in the grade of Pass.

6 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Applied Science (Exercise Physiology) – BPASEXPH1000

Bachelor of Applied Science (Exercise Physiology)
View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BPASEXPH-01: Pass course; full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH1161 Introductory Behavioural Health Sciences</td>
<td>6</td>
<td>N BACH1132, HSBH1003, BACH1134</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1167 Human Cell Biology</td>
<td>6</td>
<td>N BIOS1161, BIOS1156, BIOS1126, HSBM1001, BIOS1130</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1168 Functional Musculoskeletal Anatomy A</td>
<td>6</td>
<td>N BIOS1136, BIOS1159, BIOS5090</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS1032 Fundamentals of Exercise Science</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1169 Functional Musculoskeletal Anatomy B</td>
<td>6</td>
<td>P BIOS1168</td>
<td>N BIOS1144, BIOS1139, BIOS1160</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1170 Body Systems: Structure and Function</td>
<td>6</td>
<td>N BIOS1133, BIOS1127, BMED2403, PHSI2006, BIOS2099, PHSI2005, BIOS1155, BIOS2098</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS1029 Muscle Mechanics and Training</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS1018 Biomechanics of Human Movement</td>
<td>6</td>
<td>A HSC mathematics</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2 (first offered 2015)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1171 Neuroscience</td>
<td>6</td>
<td>N BIOS1137, BIOS2103</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS2018 Biomechanical Analysis of Movement</td>
<td>6</td>
<td>P EXSS1018</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS2028 Exercise Physiology and Biochemistry</td>
<td>6</td>
<td>A BIOS1167, EXSS1032</td>
<td>N EXSS2017, EXSS2019</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS2029 Practice in Clinical Exercise Physiology</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS2021 Nutrition, Health and Performance</td>
<td>6</td>
<td>P EXSS2028</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS2022 Exercise Physiology-Training Adaptations</td>
<td>6</td>
<td>P EXSS2028</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS2026 Growth, Development and Ageing</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3023 Exercise Testing and Prescription</td>
<td>6</td>
<td>A EXSS2027 or EXSS2028</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 3 (last offered 2015)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS2025 Motor Control and Learning</td>
<td>6</td>
<td>A BIOS1171</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS3024 Exercise, Health and Disease</td>
<td>6</td>
<td>A EXSS3023 and either EXSS2022 or EXSS2027</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
### Bachelor of Applied Science (Exercise Physiology) – BPASEXPH1000

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS3049 Sport and Exercise Psychology</td>
<td>6</td>
<td>P BACH1161</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS3052 Practicum with Low Risk Clients</td>
<td>6</td>
<td>P EXSS3023</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS3027 Exercise and Rehabilitation</td>
<td>6</td>
<td>A Either both EXSS2028 and EXSS2022 or EXSS2027</td>
<td>P EXSS3024</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3037 Exercise Pharmacology and Immunology</td>
<td>6</td>
<td>P BIOS1170 and EXSS2028</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3050 Exercise Across the Lifespan</td>
<td>6</td>
<td>P EXSS2022, EXSS2028, EXSS3023</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

One Elective [6] (see elective list below)

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 4 (last offered 2016)**

#### Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS4007 Clinical Placement 1</td>
<td>6</td>
<td>P EXSS3024, EXSS3027, (EXSS3045 or EXSS3052)</td>
<td></td>
<td></td>
<td></td>
<td>Intensive January June</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment Students must have a current CPR certificate of competency prior to undertaking clinical work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS4010 Case Studies 1 Clinical Exercise Science</td>
<td>6</td>
<td>A EXSS3037, EXSS3050</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classes for this unit of study commence in Week -1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two Electives [12] (see elective list below)

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS4011 Clinical Placement 2</td>
<td>6</td>
<td>P EXSS4007</td>
<td></td>
<td></td>
<td></td>
<td>Intensive July June</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment Students must have a current CPR certificate of competency prior to undertaking clinical work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS4012 Clinical Placement 3</td>
<td>6</td>
<td>P EXSS4007</td>
<td></td>
<td></td>
<td></td>
<td>Intensive July Semester 2b</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment Students must have a current CPR certificate of competency prior to undertaking clinical work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS4013 Clinical Placement 4</td>
<td>6</td>
<td>P EXSS4007</td>
<td></td>
<td></td>
<td></td>
<td>Intensive November Semester 2b</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must have a current CPR certificate of competency prior to undertaking clinical work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS4014 Case Studies 2 Clinical Exercise Science</td>
<td>6</td>
<td>A EXSS3037, EXSS3050</td>
<td>P EXSS4010</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Exercise Physiology electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of electives may vary from year to year. Subject to approval of relevant head of academic unit, elective units of study may be taken from within or outside the Faculty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 3 Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS3065 Anatomical Analysis of Exercise</td>
<td>6</td>
<td>P BIOS1168 and BIOS1169</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3040 Physiological Testing and Training</td>
<td>6</td>
<td>P EXSS2022</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3041 Management, Marketing and the Law</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>EXSS3051 Projects in Exercise and Sport Science</td>
<td>6</td>
<td>A BIOS1168, BIOS1169, EXSS1018, EXSS1032, EXSS2022, EXSS2025, EXSS2028</td>
<td>P HSBH1007 OR HSBH2007</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3012 FHS Abroad</td>
<td>6</td>
<td>P Successful completion of all 1st year units in an undergraduate FHS degree</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

#### Year 4 Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS4009 Clinical Exercise Practice</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH3014 Workplace Injury Prevention/Management</td>
<td>6</td>
<td>P BIOS1168, EXSS1018</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Bachelor of Health Sciences students must have completed 24 credit points of HSBH junior units for enrolment into this unit. All other students must have completed 48 credit points.
Bachelor of Applied Science (Exercise Physiology) – BPASEXPH1000

Bachelor of Applied Science (Exercise Physiology)

View semester session codes here.

Course BPASEXPH-01: Pass course; full-time, 4 years

Year 1

Semester 1

BACH1161 Introductory Behavioural Health Sciences

Credit points: 6

Teacher/Coordinator: Dr Mairwen Jones

Session: Semester

1 Classes: 2-hr lecture/week, 1x1-hr tutorial/week

Prohibitions: BACH1132, HSBM1003, BACH1134

Assessment: Assignment (30%), group class presentation (20%), exam (50%)

Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is an introduction to areas of psychology and sociology relevant to health and wellbeing. The unit provides sociological tools (covering both theory and method) useful for understanding and practicing in health and wellbeing. It is also an introduction to the principles and applications of psychology as they pertain to these areas. The unit aims to develop a ‘sociological imagination’, a quality of mind that will be used to prompt students to question common-sense assumptions regarding health and wellbeing. Students will also gain familiarity with the major paradigms and methodological approaches of contemporary psychology and will develop applications of psychological theory to specific health issues in their major area of study.

BIOS1167 Human Cell Biology

Credit points: 6

Teacher/Coordinator: Dr Diana Oakes

Session: Semester

1 Classes: 3 x 1hr lectures/week, 3 x 2hr practical/semester

Prohibitions: BIOS1161, BIOS1156, BIOS1126, HSBM1001, BIOS1130

Assessment: Online quizzes (5%), Examinations (85%) [consisting of a mid semester exam 30% and an end semester exam 75%]

Mode of delivery: Normal (lecture/lab/tutorial) day

This is an entry level unit of study designed to give students an overview of the biological and biochemical processes that are fundamental to life. Knowledge gained in this unit will enable students to understand the key principles of health and disease and the scientific basis for many of the professional practices they will undertake in their careers. Topics are not covered in the detail that is applicable to general chemistry or biochemistry units of study. Students who achieve a pass have a basic working knowledge of the following topics: structure and function of cells, homeostasis, the basic chemistry of life, the biochemistry of human cell function (including protein synthesis, metabolic processes and diseases), and the genetics of health and disease. Students who achieve higher grades are better able to integrate various aspects of the unit and to apply their knowledge to the relevance of these fundamental principles to health care practices.

BIOS1168 Functional Musculoskeletal Anatomy A

Credit points: 6

Teacher/Coordinator: Assoc Prof Leslie Nicholson, Dr Bronwen Ackermann

Session: Semester 1, Semester 2

2 Classes: 2hr lectures, 2hr practical/tutorial/week

Prohibitions: BIOS1136, BIOS1159, BIOS5090

Assessment: Mid semester practical exam (30%), end semester practical exam (30%), exam (40%)

Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces the basic concepts in musculoskeletal anatomy prior to a more detailed study of the gross anatomical structure of the upper limb as it relates to functional activities. Students will also study the histological structure of musculoskeletal tissues and surface anatomy of the upper limb. Material will be presented in lectures, practical sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

EXSS1032 Fundamentals of Exercise Science

Credit points: 6

Teacher/Coordinator: Dr Kate Edwards

Session: Semester

1 Classes: 2-hr lectures/week, 2hr practical/week

Assessment: Practical skills assessment (20%), excel tutorial and practical class-based worksheets (20%) and end semester exam (60%)

Mode of delivery: Normal (lecture/lab/tutorial) day

The aim of this unit is to provide students with an understanding of the fundamental principles of exercise science and an introduction to their application to physical activity, sport, fitness and health. A focus of Fundamentals of Exercise Science is the practical application of testing procedures to the measurement of physiological function. In this unit issues related to work (and its measurement), energy supply, physiological capacity and muscular fitness are covered, with emphasis on the integration of these concepts, the use of scientific rigour and evidence-based practice. Practical classes will cover various fundamental skills for exercise scientists including standard health screening procedures and the principles and practice aerobic and muscular fitness testing. Workshops will include data presentation and analysis skills using excel software. The exercise prescription component of the unit introduces students to the concepts of programming for cardio-respiratory/aerobic and muscular fitness for healthy individuals. A major emphasis of the unit is the acquisition of laboratory based testing/assessment skills, and data handling and presentation skills

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

BIOS1169 Functional Musculoskeletal Anatomy B

Credit points: 6

Teacher/Coordinator: Ms Jan Douglas-Morris

Session: Semester 1, Semester 2

2 Classes: 2hr lectures, 2hr practical/tutorial/week

Prohibitions: BIOS1168

Assessment: Mid semester practical exam (35%), end semester practical exam (25%), end-semester theory exam (40%)

Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study examines the detailed gross, radiological and surface anatomy of the upper limb, trunk and neck. Included are the anatomical analyses of functional activities which involve the lower limb, back and neck. Material will be presented in lectures, practical and tutorial sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

BIOS1170 Body Systems: Structure and Function

Credit points: 6

Teacher/Coordinator: Dr Jaimie Poisson

Session: Semester 1, Semester 2

2 Classes: 2hr lectures, 2hr practical/week

Prohibitions: BIOS1133, BIOS1127, BMED2403, HPH2006, BIOS2099, HPH2005, BIOS1155, BIOS2098

Assessment: mid semester exam (30%), end semester exam (70%)

Mode of delivery: Normal (lecture/lab/tutorial) day

For internal use by University of Sydney staff only.
This unit will present the gross anatomy, functional histology, physiology and pathophysiology of the cardiovascular, respiratory and renal systems. Specific diseases of these systems that are commonly encountered in health care practice will be described. The unit will also cover the characteristics of the body’s fluids and the concept of acid-base balance within the body. This unit includes laboratory classes at which human cadaveric material is studied; attendance at such classes is strongly encouraged. Students who achieve a pass will have a basic working knowledge of professionally relevant aspects of anatomy and physiology. Students who achieve higher grades will be better able to integrate various aspects of the unit, and to apply their knowledge to solve problems or explain higher level phenomena.

**EXSS1029 Muscle Mechanics and Training**

**Credit points:** 6  
**Teacher/Coordinator:** Mr Tom Gwin  
**Session:** Semester 2  
**Classes:** 2hr lecture/week, 2hr practical/week  
**Assessment:** Mid semester exam (30%), practical exam (10%), end semester exam (60%)  
**Practical field work:** Includes participation in high resistance training.  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

The determinants of maximal active muscle force and power production are examined in terms of the crossbridge cycle, sarcomere arrangement, myosin isoforms and the extent of muscle activation. Evidence for neural adaptations to high resistance training is examined and the practical significance of these adaptations is discussed. The responses of skeletal muscle to high-resistance training are discussed in terms of i) the control of protein synthesis, ii) sarcomere remodelling and myofilament assembly, and iii) whole muscle hypertrophy and fibre type shifts. An evidence-based approach is used to examine the dose-response relationship between high-resistance variables (load, number of sets, training, frequency, rest interval) and hypertrophy. Muscle structural and functional adaptations to disuse (bed rest, non-weight bearing, immobilization) are examined, as well as the effects of re-ambulation and re-training. The determinants of muscle range of motion and passive stiffness are discussed. The response of muscle to long term stretching (e.g. bone elongation) is examined. This is contrasted to the relative lack of muscle structural adaptation to short-term static stretch interventions.

**Textbooks**  
No textbook required, students are recommended to obtain unit of study manual

**EXSS1018 Biomechanics of Human Movement**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Mark Halaki  
**Session:** Semester 2  
**Classes:** 2hr lecture /week, 4xx-hr practical/semester, 4xx-hr tutorials/semester, online weekly quizzes for feedback  
**Assumed knowledge:** HSC mathematics  
**Assessment:** 2 hr midterm exam (40%), and 2 hr end-semester exam (60%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit aims to develop an appreciation of how mechanical principles can be applied to understand the underlying causes of human movement. Topics include: kinematics, vectors, Newton’s laws of motion, work, energy, power, and momentum; for both translational and rotational motion; and the influence of fluids on motion. Emphasis is placed on developing mathematical skills and analytical problem solving techniques. The laboratory classes complement the lectures; providing opportunities to validate mechanical principles in a quantitative manner.

**SEMMER 2 TOTAL: 24 CREDIT POINTS**

**Year 2 (first offered 2015)**

**Semester 1**

**BIOS1171 Neuroscience**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jin Huang, Dr Alan Freeman  
**Session:** Semester 1, Semester 2  
**Classes:** 3hr lectures, 2hrs practical/week, with a small online component  
**Prohibitions:** BIOS1137, BIOS2103  
**Assessment:** mid-semester exam (40%), end-semester exam (60%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study includes fundamental concepts of nervous system organisation and function. Anatomy of the brain and spinal cord is studied using models to understand the cortical and subcortical pathways as well as integrating centres that control movements and pain. The physiological principles of signal generation and transmission, basic mechanisms of spinal reflexes, the function of the somatosensory and autonomic nervous system and motor pathways. Case studies aimed at identifying simple neural problems associated with sensory and motor systems are specifically designed for students following professional preparation degrees. This unit includes a few laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

**EXSS2018 Biomechanical Analysis of Movement**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Peter Sinclair  
**Session:** Semester 1  
**Classes:** 2-hr lecture/week, 1-2 hrs tutorial or practical/week  
**Prerequisites:** EXSS1018  
**Assessment:** movement analysis assignment (25%), mid semester exam (30%), end of semester exam (45%)  
**Practical field work:** Problem solving and data analysis from laboratory work  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

The main emphasis of this unit is in developing practical expertise in techniques for the biomechanical analysis of human movement. Students will learn how to conduct kinematic and kinetic analyses, using video, force platforms and electromyography. Other components of this unit are aimed at further development of mathematical and problem-solving skills for the analysis of movement. Topics include static and dynamic equilibrium, calculation of centre of mass, determination of joint torques using inverse dynamics, electromyography, tissue mechanics and gait analysis.

**EXSS2028 Exercise Physiology and Biochemistry**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Kieron Rooney  
**Session:** Semester 1  
**Classes:** 3x1-hr lectures/week for 13 weeks, 1x2-hr practical or tutorial/week for 6 weeks  
**Prohibitions:** EXSS2017, EXSS2019  
**Assumed knowledge:** BIOS1167, EXSS1032  
**Assessment:** quizzes (14%), 1.5h mid semester exam (36%), 2 hr end semester exam (50%)  
**Practical field work:** 1x2-hr class on 3 occasions  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit discusses the acute responses to exercise with a specific emphasis on the roles of the respiratory and cardiovascular systems in oxygen transport and the significance of sub-maximal and maximal oxygen consumption in the limitations to performance. The concepts of acid-base balance during exercise and of lactate and ventilatory thresholds will be examined. Furthermore, this unit develops an understanding of the specific metabolic response to exercise at the peripheral cellular level and the biochemical strategies that maintain energy balance during exercise and a return to homeostasis and recovery. Students will put theory into practice with laboratory tasks that encourage skill acquisition in the collection of real-time physiological data of the respiratory and cardiovascular response to exercise.

**Textbooks**  
Brooks, GA; Fahey, TD; Baldwin KM/Exercise physiology: human bioenergetics and its applications/Fourth Edition/2005/0-7-255642-0.  
Tidus P, Russell.  
Tupling A., Houston, ME.  

**EXSS2029 Practice in Clinical Exercise Physiology**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jacqueline Raymond  
**Session:** Semester 1  
**Classes:** 2x1-hr lectures/week, 1x1-hr tutorial/week  
**Assessment:** Written assessment 500wds (30%), practical examination (40%), oral presentation (30%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

The aim of this unit is to introduce students to a range of issues related to clinical exercise professional practice and service delivery. Topics covered include interdisciplinary collaboration, professional ethics, communication skills, clinical documentation and report writing. A major focus of this unit will be to introduce the concept of evidence-based practice and to teach how scientific evidence can be
used in clinical decision making about appropriate interventions for individual clients.

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

**EXSS2021 Nutrition, Health and Performance**

**Credit points:** 6 Teacher/Coordinator: Dr Helen O’Connor  
**Session:** Semester 2  
**Classes:** 2-hr lecture/tutorial/alternate weeks  
**Prerequisites:** EXSS2028  
**Assessment:** mid-semester examination (20%), presentation (20%), end of semester exam (60%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit provides students with an understanding of the principles of nutrition to optimise physical performance in sport, recreation and occupation. In addition key aspects of public health nutrition including dietary management of obesity, diabetes and cardiovascular disease are also a focus. This unit defines the importance of macro and micro nutrients in the maintenance of health, and the specific roles of carbohydrate, protein and lipids in energy metabolism during exercise. In addition, the interaction between dietary intake and physical activity and its effects on energy-balance, cardiovascular health and other lifestyle diseases are considered.

**EXSS2022 Exercise Physiology-Training Adaptations**

**Credit points:** 6 Teacher/Coordinator: A/Prof Chin-Moi Chow  
**Session:** Semester 2  
**Classes:** 3-hr lecture/week for 13 weeks, 2-hr practical/tutorial/week for 4 weeks  
**Prerequisites:** EXSS2028  
**Assessment:** debate session (10%), quizzes (5x1%), 1.5-hr mid semester exam (35%), end semester exam (50%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit is concerned with the physiological adaptations associated with training. This unit will focus on cardiorespiratory and metabolic adaptations to endurance, high resistance and interval/sprint training, and benefits/interference effects of concurrent training. The implications of training will be discussed with respect to mechanisms behind muscle damage and fatigue, improved fatigue resistance resulting from changes in the structural and functional capacities of organ systems under normal conditions as well as altered environmental conditions such as altitude and temperature. The physical and physiological mechanisms that determine exercise and work performance in the heat, and how these can be modified, will also be examined. Appropriate recovery, in particular sleep needs in athletes, will also be discussed. This unit will build on fundamental topics of EXSS2028 Exercise Physiology and Biochemistry.

**Textbooks**


**EXSS2026 Growth, Development and Ageing**

**Credit points:** 6 Teacher/Coordinator: A/Prof Emmanuel Stamatakis  
**Session:** Semester 2  
**Classes:** 1x2-hr lectures/week for 13 weeks, 1x1-hr tutorial/week for 6 weeks  
**Assessment:** Mid semester exam (30%) and end semester exam (70%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study aims to provide the student with an appreciation of certain critical phases of both ends of the lifespan. Issues around physiologic changes, motor skill development, physical performance, the role of exercise for disease prevention and treatment, and the role of nutrition, will be examined and related to stages of childhood and adolescent growth and ageing. The relationships between growth, development, gender and physical activity in its broader sense will also be explored. The biological changes and consequences of ageing on physiologic and psychological health, disease and exercise capacity will be investigated. The student will also be able to gain some understanding of exercise prescription for pregnant women, children, adolescents and older adults.

**EXSS3023 Exercise Testing and Prescription**

**Credit points:** 6 Teacher/Coordinator: Dr Ché Fornusek  
**Session:** Semester 2  
**Classes:** 2x1-hr lecture/week for 13 weeks, 3x 1-hr tutorial, 5x2-hr practical  
**Assessment:** brochure/report (20%), practical exam with report (30%), end semester exam (50%)  
**Practical field work:** During practical session, students will have to use different techniques and protocols to evaluate aerobic fitness and muscle function. This will also involve adequate collection and interpretation of data. Tutorials will be used to introduce students to exercise programming.  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit is designed to provide a comprehensive and critical examination of exercise testing and programming in low-risk populations. The scientific evidence for exercise dosages for aerobic exercise and resistance training required for health and fitness outcomes will be critically reviewed. Other aspects of exercise programming such as flexibility, warm up and instructional technique will also be covered in this unit. Through the use of lectures and case studies, students will learn how to integrate both the physiological components and logistical aspects of exercise performance, to devise individualised exercise test batteries and prescriptions. During practical sessions, students will have to use different techniques and protocols to evaluate aerobic fitness and muscle function. Student will have to demonstrate excellent data collection skills and ability to interpret results and communicate them to a lay audience.

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 3 (last offered 2015)**

**Semester 1**

**EXSS2025 Motor Control and Learning**

**Credit points:** 6 Teacher/Coordinator: Dr Stephen Cobley (sem 1) & Prof Ross Sanders (sem 2)  
**Session:** Semester 1, Semester 2  
**Classes:** 2-hr lecture/week, Practical field work 1x2-class/week (Weeks 1-7), 6 Assumed knowledge: BIOS1171  
**Assessment:** tutorial presentation (15%), mid semester exam (10%), group presentation of training project skill (pass/fail), written group project report (30%), end semester exam (45%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit provides students with a broad overview of motor control and learning with the aim of stimulating students to think about the mechanisms of normal human movement. Both a behavioural and a neurophysiological approach are taken to understand the acquisition and execution of skilled motor actions. The behavioural approach is directed at the structures and processes underlying movement without considering their physical basis, while the neurophysiological approach is directed at the neuromuscular machinery and the functional neural connections that govern movement. The unit consists of 3 modules. The first module examines the information processing and energetic capacities of the learner that underpin motor performance; that is, characteristics of the perceptual-motor system such as memory, attention, reaction time, speed-accuracy trade-off, force control, economy of energy, coordination, and automaticity. The second module examines features of the learning environment that can be manipulated to promote motor learning such as individual differences (e.g., motivation), methods of instruction, practice conditions, and the structuring of feedback. The third module examines applications to teaching motor skills, coaching and rehabilitation. This includes a group project in which a motor skill is trained, thereby enabling students to apply the principles of motor control and learning.

**EXSS3024 Exercise, Health and Disease**

**Credit points:** 6 Teacher/Coordinator: Dr Daniel Hackett  
**Session:** Semester 1  
**Classes:** 2-hr lecture/week, 2-hr tutorial for 5 weeks, 2-hr practical for 3 weeks  
**Assumed knowledge:** EXSS3023 and either EXSS2022 or EXSS2027  
**Assessment:** mid semester exam (25%), oral presentation (25%), end semester exam (50%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

The aim of this unit is to investigate the application of exercise science for the promotion and maintenance of health via the prevention of chronic disease and the management of people suffering from chronic
disease. Students will explore a range of topics including the pathophysiology of numerous chronic diseases, risk factor assessment, clinical exercise testing, ECG interpretation, and exercise prescription. Emphasis will be placed on the use of scientific evidence to guide exercise prescription for individuals with chronic diseases. The chronic disease conditions covered include obesity, metabolic syndrome, diabetes, cardiovascular, and chronic obstructive pulmonary disease.

**EXSS3049**

**Sport and Exercise Psychology**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Stephen Cobley  
**Session:** Semester 1  
**Classes:** 2-hr lecture/week, 2-hr tutorial/week  
**Prerequisites:** BACH1161 Assessment: mid semester exam (20%), facilitating behaviour change project (40%), end semester exam (40%)  
**Mode of delivery:** Normal (lecture/tut/bt/td) day

This unit provides an introduction to the key inter-individual psychological factors that influence exercise behaviour as well as motor and sport performance. Consideration is also given to how participation in exercise and physical activity influences psychological functioning, health and well being. A broad array of topics is covered, including: theoretical and applied perspectives of motivation, behavioural modification, adherence and addiction. Other sport performance topics include stress and coping, anxiety, psychological skills training, athlete development and expert performance. Practical applications are made to teaching, coaching and rehabilitation across ages and skill level. Special consideration is given to facilitating exercise participation and adherence in individuals with varying degrees of present exercise behavior.

**EXSS3052**

**Practicum with Low Risk Clients**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jacqueline Raymond  
**Session:** Semester 1, Semester 2  
**Classes:** 3x 1-hr placement preparation tutorials held for students in Semester 2 of the year that precedes this unit of study, and 2 x 1-hr tutorials in the semester of enrolment in the unit of study.  
**Prerequisites:** EXSS3023  
**Assessment:** Competency in professional and practical skills relevant to ESSA Exercise Physiologist accreditation. Practical field work: Minimum 140 hours professional experience with apparently healthy populations of low risk  
**Mode of delivery:** Professional practice

This unit will engage students in practical experiences relevant to exercise science and Exercise Physiology. These practical experiences will reinforce theoretical knowledge and skills acquired through university studies. Students will complete at least 140 hours of supervised practicum in relevant areas such as design, delivery and evaluation of exercise interventions for healthy, low risk populations. Prior to undertaking an off-campus allocated placement, students participate in an on-campus placement, which allows them to build their skill and confidence.

**SEMESTER 1 TOTAL:** 24 CREDIT POINTS

**Semester 2**

**EXSS3027**

**Exercise and Rehabilitation**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Peter Sinclair  
**Session:** Semester 2  
**Classes:** 1x2-hr lecture/week, 2-hr tutorial for 3 weeks, 1-practical for 7 weeks  
**Prerequisites:** EXSS3024  
**Assumed knowledge:** Either both EXSS3028 and EXSS3022 or EXSS3027 Assessment: practical exam 1 (25%), practical exam 2 (25%), and exam semester exam (50%)  
**Mode of delivery:** Normal (lecture/tut/bt/td) day

The aim of this unit is to investigate the strategic application of the principles of exercise prescription to target specific prevention and rehabilitation goals. The unit explores the pathophysiologic basis of exercise limitations across a range of musculoskeletal injuries including the ankle, knee and shoulder, chronic lower back pain, osteoarthritis, osteoporosis, and joint replacement. The underlying aim of the unit focuses on the application of exercise to rehabilitate functional capacity for patients who suffer from such conditions. The principles of exercise prescription include examining scientific evidence for the safety and efficacy of numerous exercise modalities to help establish core stability; re-establish neuromuscular control; restore full range of motion; restore or increase muscular strength, endurance, and power; and maintain cardio-respiratory fitness.

**EXSS3037**

**Exercise Pharmacology and Immunology**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Rhonda Orr  
**Session:** Semester 2  
**Classes:** 2-hr lecture/week, 5 tutorials/semester  
**Prerequisites:** BIOS1170 and EXSS2028  
**Assessment:** Mid semester exam (40%), and end semester exam (60%)  
**Mode of delivery:** Normal (lecture/tut/bt/td) day

This unit of study will introduce the student to the principles of pharmacology and immunology as well as the effect and influence of exercise on the respective fields. Students will gain an understanding of the pharmacokinetic and pharmacodynamic action of drugs in the body. Students will be able to describe the site and mechanism of action of selected drug groups, to identify the therapeutic use of the drug and its adverse effects, to examine the effect of the exercise and disease on drug action, and the effect of the drug on the exercise response. Special emphasis will be given to drugs used for therapeutic medication, for recreational purposes and for performance enhancement in sport. The nature of immunity, the immune response, pathological disorders of the immune system and its response to exercise and ageing will be examined.

**EXSS3050**

**Exercise Across the Lifespan**

**Credit points:** 6  
**Teacher/Coordinator:** Prof Maria Fiaratone Singh  
**Session:** Semester 2  
**Classes:** 1x3-hr lecture/tutorial/week  
**Prerequisites:** EXSS2022, EXSS2028, EXSS3023  
**Assessment:** Oral presentation (25%), written end-semester examination (20%) and written group assignment (60%)  
**Practical field work:** Demonstration of skills in testing of exercise capacity and training for balance and strength; library work in computer lab on database searching for conduct of systematic reviews  
**Mode of delivery:** Normal (lecture/tut/bt/td) day

This unit covers the rationale and recommendations for the use of exercise and the promotion of physical activity from childhood through to old age, including those with chronic disease and disability. The student will explore evidence for the contribution of exercise to psychological health and well-being, bone health, improvement in body composition associated with poor health outcomes for the prevention and treatment of chronic disease and disability. Appropriate exercise modalities and implementing the exercise prescription will also be examined.

One Elective [6] (see elective list below)SEMESTER 2 TOTAL: 24 CREDIT POINTS

**Year 4 (last offered 2016)**

**Semester 1**

**EXSS4007**

**Clinical Placement 1**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jacqueline Raymond  
**Session:** Intensive February, Intensive January, Intensive June  
**Prerequisites:** EXSS3024, EXSS3027 (EXSS3045 or EXSS3052)  
**Assessment:** Assessment based on performance of specific clinical skills and professional behaviour (Pass/Fail) and written assignment (Pass/Fail). At least 90% attendance at clinical sites is mandatory. Practical field work: Attendance at clinical placement site for up to 37.5 hours/week and up to 5 weeks  
**Mode of delivery:** Professional practice  
**Note:** Department permission required for enrolment. Note: Students must have a current CPR certificate of competency prior to undertaking clinical work

This unit is designed to provide students with the opportunity to learn and demonstrate the knowledge, skills and abilities of the clinical exercise physiologist. Students will work under supervision in professional settings and will assist in managing clients with chronic disease, while demonstrating and being assessed on specific clinical practice skills and professional behaviour which are consistent with their stage of learning.

**EXSS4010**

**Case Studies 1 Clinical Exercise Science**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Ché Forneusek  
**Session:** Semester 1  
**Classes:** Block mode: 1x2-hr lecture/week and 1x 2-hr practical or
This unit will develop a higher level of knowledge, clinical decision making and problem-solving skills by using complex cases related to clinical exercise physiology practice. The cases will include pathologies from the cardiopulmonary, neuromuscular and metabolic areas. Academic staff and experienced practitioners will use clinical scenarios to guide students through the process of selecting and administering appropriate screening and assessment tools and developing effective, individualized exercise management plans. The clinical scenarios will present more complex cases than previously covered and will require the student to integrate prior knowledge and experiences with new learning.

Two Electives [12] (see elective list below) SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

EXSS4011 Clinical Placement 2
Credit points: 6 Teacher/Coordinator: Dr Jacqueline Raymond Session: Intensive July, Intensive June Prerequisites: EXSS4007 Assessment: Assessment based on performance of specific clinical skills and professional behaviour (Pass/Fail) and written assignment (Pass/Fail). At least 90% attendance at clinical sites is mandatory. Practical field work: Attendance at clinical placement site for up to 37.5 hours/week and up to 5 weeks Mode of delivery: Professional practice Note: Department permission required for enrolment. Note: Students must have a current CPR certificate of competency prior to undertaking clinical work

This unit is designed to provide students with the opportunity to learn and demonstrate the knowledge, skills and abilities of the clinical exercise physiologist. Students will work under supervision in professional settings and will assist in managing clients with chronic disease, while demonstrating and being assessed on specific clinical practice skills and professional behaviour which are consistent with their stage of learning.

EXSS4012 Clinical Placement 3
Credit points: 6 Teacher/Coordinator: Dr Jacqueline Raymond Session: Intensive July, Semester 2b Prerequisites: EXSS4007 Assessment: Assessment based on performance of specific clinical skills and professional behaviour (Pass/Fail) and written assignment (Pass/Fail). At least 90% attendance at clinical sites is mandatory. Practical field work: Attendance at clinical placement site for up to 37.5 hours/week and up to 5 weeks Mode of delivery: Professional practice Note: Department permission required for enrolment. Note: Students must have a current CPR certificate of competency prior to undertaking clinical work

This unit is designed to provide students with the opportunity to learn and demonstrate the knowledge, skills and abilities of the clinical exercise physiologist. Students will work under supervision in professional settings and will assist in managing clients with chronic disease, while demonstrating and being assessed on specific clinical practice skills and professional behaviour which are consistent with their stage of learning.

EXSS4013 Clinical Placement 4
Credit points: 6 Teacher/Coordinator: Dr Jacqueline Raymond Session: Intensive November, Semester 2b Prerequisites: EXSS4007 Assessment: Assessment based on performance of specific clinical skills and professional behaviour (Pass/Fail) and written assignment (Pass/Fail). At least 90% attendance at clinical sites is mandatory. Practical field work: Attendance at clinical placement site for up to 37.5 hours/week and up to 5 weeks Mode of delivery: Professional practice Note: Students must have a current CPR certificate of competency prior to undertaking clinical work

This unit is designed to provide students with the opportunity to learn and demonstrate the knowledge, skills and abilities of the clinical exercise physiologist. Students will work under supervision in professional settings and will assist in managing clients with chronic disease, while demonstrating and being assessed on specific clinical practice skills and professional behaviour which are consistent with their stage of learning.

EXSS4014 Case Studies 2 Clinical Exercise Science
Credit points: 6 Teacher/Coordinator: Dr Chë Fornusek Session: Semester 2 Classes: Block mode: 8 hrs/week for 7 weeks (Wk -1 to 6) Prerequisites: EXSS4010 Assessed knowledge: EXSS3037, EXSS3050 Assessment: Mid-semester exam (30%), written case study and oral defence (30%), final exam (40%) Mode of delivery: Block mode

This unit will develop a higher level of knowledge, clinical decision making and problem-solving skills by using complex cases related to clinical exercise physiology practice. The cases will include pathologies in cardiovascular, musculoskeletal, cancers, neoplastic conditions and neurological/intellectual clinical conditions. Academic staff and experienced practitioners will use clinical scenarios to guide students through the process of selecting and administering appropriate screening and assessment tools and developing effective, individualized exercise management plans. The clinical scenarios will present more complex cases than previously covered and will require the student to integrate prior knowledge and experiences with new learning.

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Exercise Physiology electives

Notes
Availability of electives may vary from year to year. Subject to approval of relevant head of academic unit, elective units of study may be taken from within or outside the Faculty.

Year 3 Semester 2

BIOS3065 Anatomical Analysis of Exercise
Credit points: 6 Teacher/Coordinator: Assoc Prof Karen Ginn Session: Semester 2 Classes: 2hr lecture, 2hr practical, tutorial/week Prerequisites: BIOS1168 and BIOS1169 Assessment: mid-semester exam (35%), end-semester exam (35%), quizzes (30%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study will extend the student's knowledge of functional musculoskeletal anatomy by applying functional anatomy principles to the analysis of exercises. Relevant research and advanced knowledge of functional musculoskeletal anatomical concepts will be used to explore exercises designed to: strengthen and lengthen specific muscles; improve muscle coordination; develop dynamic stability; and prevent the development of muscle imbalances that may contribute to musculoskeletal injury. The application of musculoskeletal anatomy principles to increase exercise difficulty and variety will also be explored. This unit will include laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

EXSS3040 Physiological Testing and Training
Credit points: 6 Teacher/Coordinator: Dr Ollie Jay Session: Semester 2 Classes: 1x2-hr lecture/week, 1x2-hr practical for 8 weeks Prerequisites: EXSS2022 Assessment: Mid-semester exam (20%) practical activity report (30%), end semester exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study provides students with both theoretical knowledge and practical skills (laboratory and field-based) for the physiological assessment and training of elite athletes. The application of current tests and measurements in sports science together with training theory and practice will be critically reviewed. Special attention will be given to the role of speed, strength and endurance in sports performance. Fundamental questions concerning the nature of the training stimulus, training thresholds, plasticity of muscle, dose-response relationships, detraining and overtraining will be investigated. Teaching and learning
Bachelor of Applied Science (Exercise Physiology) – BPASEXP1000

strategies include lectures, case studies, practical test and measurement skills. On completion of this unit of study students will demonstrate competency within the sports testing environment and a capacity to provide well researched consultancy advice on sports training theory and practice.

EXSS3041 Management, Marketing and the Law
Credit points: 6 Teacher/Coordinator: Mr Dieter Wilhelmi Session: Semester 2 2 Classes: 2-hr lecture/week, 1-hr tutorial/week Assessment: assignment (40%), end semester exam (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit presents management, marketing and legal issues that impact on Australian businesses. The management component provides an overview to the key elements in operating a small business within the sport, health or fitness industry. Management concepts that will be covered include business planning, marketing research and market segmentation. All businesses must demonstrate legal compliance. This unit highlights those areas of the law that have particular relevance to businesses operating within the health and fitness industry. Workplace contracts, insurance, sponsorship, consumer protection, liability and legislative obligations (harassment and discrimination) will be discussed. Students will develop an understanding of the various business legal structures and will be able to select an appropriate structure for a business of their choice.

EXSS3051 Projects in Exercise and Sport Science
Credit points: 6 Teacher/Coordinator: Dr Mark Halaki Session: Semester 2 2 Classes: 1-hr lecture/week, 2-hr practical or tutorial/week Prerequisites: HSBH1007 OR HSBH2007 Assumed knowledge: BIOS1168, BIOS1169, EXSS1018, EXSS1032, EXSS2022, EXSS2025, EXSS2028 Assessment: 2500 word literature review (50%), 500 word project proposal (10%), 15 minute presentation (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

The aim of this unit is to allow students to integrate knowledge from previous units of study in the exploration of a research question of their own interest. The unit is designed specifically for students who may be interested in gaining some research experience. Topics covered include: critical evaluation of the literature, research design, research ethics, data collection and analysis and presentation of results. Activities and assessments will focus on practical applications in exercise and sport science. Emphasis will be placed on practical research skills and generic skills such as communication, teamwork, independent and critical thinking. Students who are planning on enrolling into Honours are encouraged to enrol in this unit.

HSBH3012 FHS Abroad
Credit points: 6 Teacher/Coordinator: Dr Elaine Ryan, Dr Charlotte Scarf Session: Semester 1, Semester 2 2 Classes: Full-day briefing session, half-day debriefing session. Prerequisites: Successful completion of all 1st year units in an undergraduate FHS degree Assessment: Pre-departure research (30%), field diary (20%), report (40%) and presentation (10%). Practical field work: 4-6 weeks working with a community-based organisation in a developing country. Mode of delivery: Field experience

Cultural practices, disease patterns and healthcare systems are vastly different in different countries around the globe. This unit provides students with the opportunity to gain international experience in a health services setting in a developing country. Students will participate in a 4-6 week health or care placement with a community-based organisation in South or Southeast Asia. Countries where students can be placed include Vietnam, Cambodia, India and Nepal. As part of the unit, you will be expected to participate in local development programs, live within the community that you are visiting, and document and reflect on key health and development issues facing local populations. The unit will require you to demonstrate cultural sensitivity and an ability to adapt to new environments, a capacity for critical reflection and awareness of complex global health and development issues.

Year 4 Semester 1
EXSS4009 Clinical Exercise Practice
Credit points: 6 Teacher/Coordinator: Dr Jacqueline Raymond Session: Semester 1 1 Classes: 3x1-hr lecture/week (week -1 to 9), 2-hr tutorial/week (week -1 to 9) Assessment: Client interview (25 mins) (40%), oral presentation (15 mins) (30%) and 500wd evidence-based practice report (30%) Mode of delivery: Block mode

The aim of this unit is to introduce the student to a range of issues related to clinical exercise professional practice and service delivery. Topics covered include working in multidisciplinary teams, professional ethics, communication skills, clinical documentation and report writing. A major focus of this unit will be to develop skills in evidence-based practice and to understand how the scientific evidence can be used in clinical decision making about appropriate interventions for individual clients.

HSBH3014 Workplace Injury Prevention/Management
Credit points: 6 Teacher/Coordinator: Prof Richard Smith Session: Semester 1 1 Classes: 1x2-hr lecture/week and 1x2-hr tutorial or practical/week (Wk -1 to 9) Prerequisites: BIOS1168, EXSS1018 Assessment: Workplace assessment (group task) (40%), quizzes (10%), 1x2hr end of semester exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day Note: Bachelor of Health Sciences students must have completed 24 credit points of HSBH junior units for enrolment into this unit. All other students must have completed 48 credit points.

This unit provides a framework for exploring the role of health professionals in the field of workplace rehabilitation and occupational health and safety, with a focus on work injury prevention and early injury assessment and management. This unit will develop students’ knowledge and skills in assessing the physical, cognitive and psychosocial demands of work and explore workplace modifications and functional restorative strategies to assist people with injuries and disability return to meaningful and productive employment. An evidence-based, approach will be used to explore the patterns, causation and management of workplace injury and illness, and associated legislation in NSW. Students will gain an understanding of the principles and practice of ergonomics, workplace assessments and functional evaluations and how these can be applied to the prevention and management of work injuries. To this effect, the role of the health professional as a consultant in the workplace will be discussed.
Clinical Education

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program. Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

All students are required to have completed the relevant pre placement compliance requirements in the indicated time frame prior to the placement commencing. Failure to do so may result in the student not being allocated a placement by WIL or cancellation of the placement by the placement organisation and impact on the student's progression within their program.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

- necessary vaccination and immunisation for specified infectious diseases
- obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
- meet the requirements of NSW Working with Children legislation and
- agree to abide by the NSW Health Code of Conduct
- as well as other requirements.

It is strongly advised that students commence the vaccination/immunisation requirements and the application for the National Criminal Record Check (to obtain a National Police Certificate) before starting their program, as students will be formally checked for compliance with these requirements either before enrolment into their program or within the first few weeks of Semester 1. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
Bachelor of Applied Science (Occupational Therapy) – BPASOCTE5000

Course rules

Bachelor of Applied Science (Occupational Therapy)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASOCTE-05</td>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
</tr>
<tr>
<td>BHASOCTH-05</td>
<td>Bachelor of Applied Science (Occupational Therapy) (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

4 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences:
   (a) Table of units of study for the Bachelor of Applied Science (Occupational Therapy); and
   (b) Table of Undergraduate Elective units of study.

(2) To qualify for the award of the pass degree, a candidate must complete 192 credit points of units of study comprising:
   (a) 156 credit points of core units; and
   (b) 36 credit points of elective units, including a minimum of 6 credit points from the Behavioural or Social Sciences and 6 credit points from the Biomedical Sciences.

5 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an alternative set of units of study in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator after the completion of Second Year. Entry to the Honours program is based on performance during years 1 and 2 of the course. Selection of students into the Honours program is competitive and based on the student’s Weighted Average Mark (WAM).

(2) To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative 54 credit points of honours units of study listed in the Bachelor of Applied Science (Occupational Therapy) Table of units of study.

6 Award of the degree

(1) The Bachelor of Applied Science (Occupational Therapy) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) Candidates for the award of the Honours degree, who do not meet the requirements, may be awarded the pass degree if they have completed the requirements for that award.

7 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Applied Science (Occupational Therapy) – BPASOCTE5000

Semester session codes may be viewed here

Bachelor of Applied Science (Occupational Therapy) Pass

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BPASOCTE-05: Pass course; full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1168</td>
<td>6</td>
<td>N BIOS1136, BIOS1159, BIOS5090</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH1003</td>
<td>6</td>
<td>N BACH1133, BACH1134, BACH1130, BACH1161, BACH1132</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP1096</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP1097</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP1098</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP1099</td>
<td>6</td>
<td>OCCP1099, OCCP1100</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP1100</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Intensive December, Intensive January, Intensive June, Intensive November, Intensive September, Semester 1, Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH1007</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP2084</td>
<td>6</td>
<td>OCCP1099, OCCP1100</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP2085</td>
<td>6</td>
<td>OCCP1099, OCCP1100</td>
<td></td>
<td></td>
<td></td>
<td>Intensive December, Intensive January, Intensive June, Intensive November, Semester 1, Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1171</td>
<td>6</td>
<td>N BIOS1137, BIOS2103</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

For internal use by University of Sydney staff only.
### Bachelor of Applied Science (Occupational Therapy) – BPASOCTE5000

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP2087 Occupational Performance: Community</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP2088 Occupational Performance: Child &amp; Family</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Elective (non-OT) [6] (see note 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 3

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Prerequisites</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Prerequisites</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP3076 Occupational Performance: Education</td>
<td>6</td>
<td>OCCP3061, OCCP3065</td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP3077 Occupational Performance: Productivity</td>
<td>6</td>
<td>OCCP3061, OCCP3065</td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP3078 Occupational Performance: Retirement</td>
<td>6</td>
<td>OCCP3061, OCCP3065</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Elective (non-OT) [6] (see note 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 4

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Prerequisites</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP4087 Health Promotion Through Occupation</td>
<td>6</td>
<td>OCCP3061, OCCP3065</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Three Electives (OT or non-OT) [18] (see note 1)</td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Prerequisites</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>OCCP4089 Evaluation in Professional Practice</td>
<td>6</td>
<td>OCCP3061, OCCP3065</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

SEMMESTER 2 TOTAL: 24 CREDIT POINTS

### Notes

1. Students are required to complete 36 credit points of electives over the course of the degree. At least 6 credit points must come from the Behavioural or Social Sciences (or equivalent) and a minimum of 6 credit points must come from the Biomedical Sciences (or equivalent). Otherwise, students may choose from Non-OT units of study as well as Year 4 OT elective units of study. For Non-OT electives, see Faculty Electives chapter. Students may also take broader University electives.
# Bachelor of Applied Science (Occupational Therapy) Honours

View semester session codes [here](#).

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BHASOCTH-05: Honours course: full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years 1 and 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As per Pass course (see note 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 (first offered 2015)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP3061 Professional Practice IIIA</td>
<td>12</td>
<td>P OCCP1096, OCCP1097, OCCP1098, OCCP1099, OCCP2084, OCCP2085, OCCP2086, OCCP2087, OCCP2088, BIOS1168</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose two of the following three OCCP units (total 12 credit points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP3076 Occupational Performance: Education</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP3077 Occupational Performance: Productivity</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP3078 Occupational Performance: Retirement</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>plus BHSC3021 Honours A: Research Design</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>and One Research Elective [6] (see note 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 4 (last offered 2015)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP4087 Health Promotion Through Occupation</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP4090 Honours Research Seminar 2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP4091 Honours Thesis 1</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP4093 Honours Thesis 2</td>
<td>12</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
</tbody>
</table>

85
Bachelor of Applied Science (Occupational Therapy) – BPASOC5000

### Unit of study

<table>
<thead>
<tr>
<th>Session</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Student</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note**

1. Students enrol in a research elective that matches their research topic. This decision should be taken together with their supervisor.

### Occupational Therapy Electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Student</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP4079 OT in Learning &amp; Co-ord Difficulties</td>
<td>6</td>
<td></td>
<td>OCCP3076</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP4080 Upper Limb and Hand Rehabilitation</td>
<td>6</td>
<td></td>
<td>OCCP1099, BIOS1168</td>
<td>Weekly attendance is mandatory</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP4082 OT in Work Injury Prevention and Rehab</td>
<td>6</td>
<td></td>
<td>OCCP3077</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP4083 Mental Health Interventions</td>
<td>6</td>
<td></td>
<td>OCCP2084</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP4085 People with Intellectual Disability</td>
<td>6</td>
<td></td>
<td>OCCP3065</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP4086 Professional Elective - General</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Departmental permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Students choose up to three OT or non-OT electives of 6 credit points each (total 18 credit points) and at least 12 credit points of Faculty electives. Availability of OCCP professional electives may vary from year to year. Faculty of Health Science electives are shown in Faculty Electives chapter. Students may also take broader University electives.

Weekly attendance is mandatory.
Bachelor of Applied Science (Occupational Therapy) – BPASOCTE5000

Semester session codes may be viewed here

Bachelor of Applied Science (Occupational Therapy) Pass

Course BPASOCTE-05: Pass course; full-time, 4 years

Year 1

Semester 1

BIOS1168

Function and Musculoskeletal Anatomy A

Credit points: 6
Teacher/Coordinator: Assoc Prof Leslie Nicholson, Dr Bronwen Ackermann
Session: Semester 1, Semester 2
Classes: 2hr lectures, 2hr practical/tutorial/week
Prohibitions: BIOS1136, BIOS1159, BIOS5090
Assessment: Mid semester practical exam (30%), end semester practical exam (30%), end semester exam (40%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces the basic concepts in musculoskeletal anatomy prior to a more detailed study of the gross anatomical structure of the upper limb as it relates to functional activities. Students will also study the histological structure of musculoskeletal tissues and surface anatomy of the upper limb. Material will be presented in lectures, practical sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

HSBH1003

Health, Behaviour and Society

Credit points: 6
Teacher/Coordinator: Dr Maiwen Jones
Session: Semester 1
Classes: 1x2-hr lecture/week, 1x1-hr tutorial/week
Prohibitions: BACH1133, BACH1134, BACH1130, BACH1161, BACH1132
Assessment: Assignment (30%), group class presentation (20%), 1.5 hr end of semester exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is an introduction to areas of psychology and sociology relevant to health and wellbeing. The unit provides sociological tools (covering both theory and method) useful for understanding and practicing in health and wellbeing. It is also an introduction to the principles and applications of psychology as they pertain to these areas. The unit aims to develop a ‘sociological imagination’, a quality of mind that will be used to prompt students to question common-sense assumptions regarding health and wellbeing. Students will also gain familiarity with the major paradigms and methodological approaches of contemporary psychology and will develop the applications of psychological theory to specific health issues in their major area of study.

OCCP1097

Understanding Occupation-People-Context

Credit points: 6
Teacher/Coordinator: Dr Anne Honey
Session: Semester 1
Classes: 1x1hr lecture/week, 1x2hr tutorial/week and self-directed learning
Assessment: Video demonstration and 2 related reports (2x25%), in-class group presentation (30%) and weekly reading tasks (20%)
Mode of delivery: Normal (lecture/lab/tutorial) day

Understanding people’s occupations in context and the importance of occupation to their health and well-being is fundamental to all areas of occupational therapy practice. In this unit, students will develop the skills and knowledge needed to collect and organise information about individuals’ engagement in occupations within their various contexts from their perspectives. They will use a client-centred perspective to explore participation in day-to-day activities, investigate various theoretical perspectives of human occupations, develop the therapeutic communication skills to discover where, when, how and why people engage in occupations, and examine the contextual and personal factors that affect occupational choices and participation in occupations.

OCCP1097

Analysing Occupations and Performance

Credit points: 6
Teacher/Coordinator: Dr Joanne Hinnitt
Session: Semester 1
Classes: 1x1hr lecture/week, 1x2hr tutorial/week
Assessment: Essay (50%), Observation Report (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

The ability to analyse occupations, roles, activities, tasks and the environment is a core occupational therapy competency. Categories of activity which occupational therapists may observe and analyse include: self-care, mobility, domestic, social, educational, play, leisure, economic, and community. Using various methods of analysis, students will develop the skills to observe and analyse activities performed by children, youth and adults. In doing so, students will learn: How do I determine what enables (and hinders) people’s participation in and performance of activities? How do I measure and summarise a person’s time use? How do I identify environmental factors that influence people’s performance in activities? How might I structure and adapt activities to enable performance, regardless of a person’s health condition?

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

OCCP1098

Teaching Occupations and Performance

Credit points: 6
Teacher/Coordinator: Dr Chris Chapparo
Session: Semester 2
Classes: 2hr lecture/week, 1hr tutorial/week, and self-directed learning
Assessment: Written (multimedia report (50%); written report with teaching plan and video footage (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

Whether in working in partnership with one person or a group of people, teaching and learning is a fundamental, collaborative process applicable to all areas of occupational therapy practice. The unit applies principles of evidence based practice in relation to teaching and learning in occupational therapy. Students will develop proficiency using a range of processes to facilitate people’s engagement in activities and routines in everyday life. In doing so, students will answer the following questions: How do I help people learn to perform activities and develop new routines where they live, work and play? What specific methods do I use to foster learning within different contexts? How do I best consider the learning process for persons with or without health conditions?

OCCP1099

Occupational Performance: Healthcare 1

Credit points: 6
Teacher/Coordinator: Dr Annie McCluskey
Session: Semester 2
Classes: 1x2hr lecture/week, 1x2hr tutorial/week
Assessment: Case study report (50%) and Viva (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

Many adults experience difficulty performing daily activities and require interdisciplinary team services in a hospital setting. Occupational therapy services can help enhance, restore, or maintain performance in self-care, mobility, and other primary activities necessary to return to and live in the community. Mindful of a client-centred approach, students will acquire basic assessment, intervention, and evaluation skills relevant for adults within physical healthcare contexts such as an acute hospital, and begin assuming the role occupational therapists
perform within healthcare teams. In doing so, students will learn: What occupational therapy processes do I use when a person’s performance of self-care and mobility activities is significantly challenged? Within physical health care settings, how do I help enhance, restore, or maintain performance in daily life activities of concern? How do I incorporate a client-centre approach within healthcare systems?

**OCCP1100**  
**Professional Practice I**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Christine Choy  
**Semester 1 Classes:** 2x2hr lecture/week, 1x1hr tutorial/week, 40hrs clinical work and self-directed learning.  
**Assessment:** Group presentation (40%), individual assignment (60%), Assessment of competence using Fieldwork Evaluation Form (FEF) (P/F)  
**Mode of delivery:** Professional practice  
**Note:** Department permission required for enrolment.

Establishing a professional identity and integrating and applying theory to practice are essential to occupational therapy service provision. This unit will focus on professionalism in preparation for practice in all areas. During the semester students will develop an understanding of occupational therapy strategies implemented across diverse areas, develop essential core teamwork skills and elements of professional communication (written and verbal) skills, and cultivate a professional approach to work. In the semester breaks, students will participate in a supervised one-week, full-time placement experience within a professional service setting.

**Elective (non-OT) [6] (see note 1) SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 2**

**Semester 1**

**HSBH1007**  
**Health Science and Research**

**Credit points:** 6  
**Teacher/Coordinator:** Prof Deborah Black  
**Session:** Semester 1, Semester 2 Classes: 2x1-hr lectures/week, 1x1-hr tutorial/week  
**Assessment:** Individual written report (20%), group written report (20%), 90 min end of semester exam (60%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces students to key research paradigms in health, and to the major approaches to designing and evaluating basic and applied research in health. Students are exposed to the types of research which inform our understanding of normal and abnormal functions of the human body and of treatment and preventative health care. Students will be engaged in the generation of new knowledge through evidence-based practice and evidence-based innovation. Current issues in health science research will be identified, with emphasis on the role of technology and e-health.

**OCCP2084**  
**Occupational Performance: Healthcare 2**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Justin Scanlan  
**Session:** Semester 1 Classes: 2hr lecture/week, equivalent of 2hr tutorial/week  
**Assessment:** Written report (50%), oral assessment (50%) and group facilitation skills competencies assessment (Pass / Fail)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

Many adults experience significant challenges performing daily life activities due to mental illness or other psychosocial issues, and need interdisciplinary team services within mental health (and other psychosocial) settings. Occupational therapy can enhance, restore, or maintain performance and participation in daily routines and activities, enabling individuals to return to and live in the community. Mindful of a client-centred approach, students will acquire basic assessment, intervention, and evaluation skills relevant for adults within mental health and psychosocial contexts and begin assuming assessment, intervention, and evaluation skills relevant for adults with mental illness or other psychosocial issues? Within mental health settings, how do I help enhance, restore, or maintain performance in daily life activities of concern? How do I incorporate a client-centred approach within healthcare systems? How can groups be used to support individuals to overcome the impacts psychosocial issues to promote satisfying and health-promoting occupational engagement?

**OCCP2085**  
**Occupational Performance: Home & Family**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Sandi Lightfoot  
**Session:** Semester 1 Classes: 1x2hr lecture/week, 1x2hr tutorial/week  
**Assessment:** Written assignment (25%), Written assignment with technical drawings (50%), oral viva (25%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

Many adults who experience challenges performing day-to-day activities could benefit from services in order to continue living in the community. Occupational therapy is useful to enhance, restore, or maintain performance of and participation in self-care, mobility, domestic, social, and leisure activities within the home. Paying particular attention to the typical social context (family) within which people live, students will further develop assessment, intervention, and evaluation skills relevant to the performance of daily life activities within the home. In doing so, students will learn: Within a home context, how do I best provide occupational therapy services from a client-centred perspective? How do I involve families when focusing on the performance of day-to-day activities within the home? How might home environments be modified to enhance safety and performance of everyday activities?

**OCCP2086**  
**Professional Practice 2**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Christine Choy  
**Session:** Intensive December, Intensive February, Intensive January, Intensive June, Intensive November, Semester 1, Semester 2 Classes: 1x2hr tutorial/week, 1x80hrs practical, and self-directed learning  
**Assessment:** Individual assessment (60%), group presentation (40%) and fieldwork assignments (Pass/Fail)  
**Mode of delivery:** Professional practice  
**Note:** Department permission required for enrolment. Note: Briefing and debriefing sessions, 2 weeks full-time supervised clinical placement

Professional practice involves problem solving, clinical reasoning and collaborative teamwork. This unit continues the focus on professional development in preparation for practice across all areas. During the semester students will consolidate skills required for evaluating and supporting their clinical reasoning, develop an understanding of how types of reasoning inform the process of occupational therapy, and build on their collaborative teamwork and professional communication skills. Students participate in a supervised two-week, full-time experience within a professional service setting.

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

**BIOS1171**  
**Neuroscience**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jin Huang, Dr Alan Freeman  
**Session:** Semester 1, Semester 2 Classes: 3hr lectures, 2hrs practical/week, with a small online component  
**Prohibitions:** BIOS1137, BIOS2103  
**Assessment:** mid-semester exam (40%), end-semester exam (60%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study includes fundamental concepts of nervous system organisation and function. Anatomy of the brain and spinal cord is studied using models to understand the cortical and subcortical pathways as well as integrating centres that control movements and posture. The physiology component introduces students to mechanisms of signal generation and transmission, basic mechanisms of spinal reflexes, the function of the somatosensory and autonomic nervous system and motor pathways. Case studies aimed at identifying simple neural problems associated with sensory and motor systems are specifically designed for students following professional preparation degrees. This unit includes a few laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.
OCPP2087
Occupational Performance: Community
Credit points: 6 Session: Semester 2 Classes: 1hr lecture/week, 2hr tutorial/week Assessment: Case study presentation (50%) and essay (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day

Many adults experience challenges participating in community, social and civic activities. These individuals may benefit from occupational therapy services to enhance, restore, or maintain participation in environments outside the home. Considering a broad community context, students will further develop their assessment, intervention, and evaluation skills relevant to activities such as transportation or shopping. In doing so, students will learn: How can I advocate for and promote people’s participation in activities within their local communities? Students will also examine the occupational therapy role in community development where populations face occupational injustice.

OCPP2088
Occupational Performance: Child & Family
Credit points: 6 Teacher/Coordinator: Prof Anita Bundy Session: Semester 2 Classes: 1x1hr lecture/week, 1x2hr tutorial/week Assessment: Practical viva (10%), written assessment with oral component (50%), Examination (40%)
Mode of delivery: Normal (lecture/lab/tutorial) day

For children, youth, and families living in the community and who experience performance challenges, occupational therapy is useful to enhance, restore, or maintain participation in day-to-day activities. Integrating an understanding of childhood development with family-centred practice, students will develop specific assessment, intervention, and evaluation skills to promote participation in day-to-day activities from infancy through adolescence. In doing so, students will learn: How do I provide occupational therapy within a family context? How can I promote quality in life through participation in everyday occupation? How do I consider the complex interaction of a person’s capacity (physical, emotional and cognitive functioning) with environmental factors whilst focusing on the performance of activities of concern to families?

Elective (non-OT) [6] (see note 1)SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 3
Semester 1

OCPP3061
Professional Practice IIIA
Note: Department permission required for enrolment.

To become a competent occupational therapy practitioner, students need to be able to integrate theory and practice in context and become skilled in assessment, intervention and evaluation processes. Continuing a focus on professional development in context, students will participate in a seven-week, supervised full time experience within a professional service setting.

OCPP3065
Professional Practice IIIB
Credit points: 12 Teacher/Coordinator: Dr Merrolee Pennman Session: Intensive December, Intensive February, Intensive January, Intensive June, Intensive May, Intensive November, Semester 1, Semester 2 Classes: Placement briefing and debriefing, Placement 40hr/week for 7 weeks Prerequisites: OCPP2086, OCPP3061 Assessment: Assessment of competence using Student Practice Evaluation Form-Revised (SPEF-R), (Pass/Fail) Mode of delivery: Professional practice
Note: Department permission required for enrolment.

To become a competent occupational therapy practitioner, students need to be able to integrate theory and practice in context and become skilled in assessment, intervention and evaluation processes. Continuing a focus on professional development in context, this unit of study follows on from OCPP3061. Students will participate in another seven-week, supervised full time experience in professional practice.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

OCPP3076
Occupational Performance: Education
Credit points: 6 Teacher/Coordinator: Dr Chris Chapparo Session: Semester 2 Classes: 2hrs lecture/week, 1-hr tutorial/week and self-directed learning Assessment: written assignment (60%) and portfolio presentation (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

Many children and young people experience challenges engaging in activities associated with school and other educational contexts. Occupational therapy can help to enhance, restore, or maintain children’s participation in school-related activities, and prepare for a transition to adulthood. Integrating an understanding of human development and educational systems, students will develop the assessment, intervention, and evaluation skills to promote the school performance of children and youth. In doing so, students will be able to answer the questions: How do I provide occupational therapy services that are collaborative and consider the concerns of all involved? How do I assist educational systems to provide an inclusive environment that promotes participation for all children and youth?

OCPP3077
Occupational Performance: Productivity
Credit points: 6 Teacher/Coordinator: Ms Jo Lewis Session: Semester 2 Classes: 3-hrs lecture/tutorial/week, self-directed learning Assessment: Compensable return to work plan(40%), non-compensable vocational rehabilitation report (40%), participation activities (20%). Mode of delivery: Normal (lecture/lab/tutorial) day

Some youth and adults experience challenges when engaging in productive (work and volunteer) activities. Occupational therapy can help to enhance and restore performance, and maintain participation in remunerative employment and related activities. Integrating an understanding of organisational systems with client-centred practice, students will develop the assessment, intervention, and evaluation skills to promote participation in economic and civic activities. In doing so, students will learn: How do I provide occupational therapy within employment and related contexts? How do I promote a person’s productivity, given the complex demands of work activities, an individual’s capacities, and opportunities available within the environment?

OCPP3078
Occupational Performance: Retirement
Credit points: 6 Teacher/Coordinator: Dr Sanet Du Toit Session: Semester 2 Classes: 1x1hr lecture/week, 1x2hr tutorial/week Assessment: Practical tutorial activity (25%), written 1500 word assignment (25%), and written 3000 word case study report (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

Older adults may experience challenges participating in day-to-day activities during their retirement years. Occupational therapy can enhance, restore, or maintain performance of daily life activities, help to prevent future challenges from occurring, and assist older adults to continue ageing in place or in assisted living environments within community contexts. In this unit of study students will take an evidence-based approach to occupational therapy service provision and develop occupational therapy assessment, intervention, and evaluation skills specific to older adults.

Elective (non-OT) [6] (see note 1)SEMESTER 2 TOTAL: 24 CREDIT POINTS
Year 4

Semester 1

OCCP4087
Health Promotion Through Occupation

Credit points: 6  
Teacher/Coordinator: Dr Michelle Villeneuve  
Session: Semester 1  
Classes: 1x1hr lecture/week, 1x2hr workshop/week  
Assessment: Written report (30%), written report (40%), artwork & abstract (30%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study critically examines the theoretical foundations and processes of working with communities in order to develop competencies for enabling occupation and promoting health and well-being at a community level. Students will gain knowledge on theories of community development and health promotion. Students will learn and apply community development tools to each stage of the occupational performance practice process. Enablement skills required for intervention at the level of the community will be explored and students will gain knowledge of ethical frameworks to support professional decision-making when working with communities. This unit of study develops the capacity of students to participate in the development of emerging roles for occupational therapy practice with communities and develops competence for working cross-culturally. It includes a specific emphasis on working with Indigenous Australians.

Three Electives (OT or non-OT) [18] (see note 1)SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

OCCP4088
Professional Practice IV

Credit points: 18  
Teacher/Coordinator: Dr Merrolee Penman  
Classes: Placement briefing and debriefing, Placement 40hrs/week for 8 weeks  
Prerequisites: OCCP3061, OCCP3065  
Assessment: Assessment of competence using Student Practice Evaluation Form-Revised (SPEF-R), (Pass/Fail)  
Mode of delivery: Professional practice  
Note: Department permission required for enrolment.

Integrating theory and practice in context and becoming skilled in the assessment, intervention and evaluation process is essential when becoming an occupational therapist. This unit of study concludes the focus on professional development in context. Students will participate in an eight-week, supervised fulltime experience within a professional service setting.

OCCP4089
Evaluation in Professional Practice

Credit points: 6  
Teacher/Coordinator: Dr Michelle Villeneuve  
Session: Semester 2  
Classes: Workshop style delivery (approximately 6 days on campus) with associated self-study learning modules, or online equivalent  
Assessment: Written report (25%), oral presentation and abstract (40%), written report (35%)  
Mode of delivery: Block mode

Working as a professional requires a high degree of autonomy, a dedication to life-long learning, a capacity to work in partnership with others, and an ability to reflect on the quality of one’s practice and service delivery. This unit of study comprises three topics: evaluating practice, evaluating client and program outcomes, and self-evaluation for continuing professional development. Students will learn how to evaluate the process and outcomes of services, how to select, appraise, and apply outcome measurement in a practice context when evaluating client outcomes and contribute to evidence-informed practice. Finally, students will learn how to identify professional development goals and select strategies for continuing professional development as an occupational therapist.

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Notes
1. Students are required to complete 36 credit points of electives over the course of the degree. At least 6 credit points must come from the Behavioural or Social Sciences (or equivalent) and a minimum of 6 credit points must come from the Biomedical Sciences (or equivalent). Otherwise, students may choose from Non-OT units of study as well as Year 4 OT elective units of study. For Non-OT electives, see Faculty Electives chapter. Students may also take broader University electives.
Bachelor of Applied Science (Occupational Therapy) – BPASOCTE5000

Bachelor of Applied Science (Occupational Therapy) Honours

View semester session codes here.

Course BHASOCTH-05: Honours course; full-time, 4 years

Years 1 and 2

As per Pass course (see note 1)

Year 3 (first offered 2015)

Semester 1

OCCP3061 Professional Practice IIIA


Note: Department permission required for enrolment.

To become a competent occupational therapy practitioner, students need to be able to integrate theory and practice in context and become skilled in assessment, intervention and evaluation processes. Continuing a focus on professional development in context, students will participate in a seven-week, supervised full time experience within a professional service setting.

OCCP3065 Professional Practice IIIB

Credit points: 12 Teacher/Coordinator: Dr Merrolee Penman Session: Intensive December, Intensive February, Intensive January, Intensive June, Intensive May, Intensive November, Semester 1, Semester 2 Classes: Placement briefing and debriefing, Placement 40hr/week for 7 weeks Prerequisites: OCCP2085, OCCP3061 Assessment: Assessment of competence using Student Practice Evaluation Form-Revised (SPEF-R), (Pass/Fail) Mode of delivery: Professional practice

Note: Department permission required for enrolment.

To become a competent occupational therapy practitioner, students need to be able to integrate theory and practice in context and become skilled in assessment, intervention and evaluation processes. Continuing a focus on professional development in context, this unit of study follows on from OCCP3061. Students will participate in another seven-week, supervised full time experience in professional practice.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

Choose two of the following three OCCP units (total 12 credit points)

OCCP3076 Occupational Performance: Education

Credit points: 6 Teacher/Coordinator: Dr Chris Chapparo Session: Semester 2 Classes: 2-hrs lecture/week, 1-hr tutorial/week and self-directed learning Assessment: written assignment (60%) and portfolio presentation (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

Many children and young people experience challenges engaging in activities associated with school and other educational contexts. Occupational therapy can help to enhance, restore, or maintain children's participation in school-related activities, and prepare for a transition to adulthood. Integrating an understanding of human development and educational systems, students will develop the assessment, intervention, and evaluation skills to promote the school performance of children and youth. In doing so, students will be able to answer the questions: How do I provide occupational therapy services that are collaborative and consider the concerns of all involved? How do I assist educational systems to provide an inclusive environment that promotes participation for all children and youth?

OCCP3077 Occupational Performance: Productivity

Credit points: 6 Teacher/Coordinator: Ms Jo Lewis Session: Semester 2 Classes: 3-hrs lecture/ tutorial/week, self-directed learning Assessment: Compensable return to work plan (40%), non-compensable vocational rehabilitation report (40%), participation activities (20%), Mode of delivery: Normal (lecture/lab/tutorial) day

Some youth and adults experience challenges when engaging in productive (work and volunteer) activities. Occupational therapy can help to enhance and restore performance, and maintain participation in remunerative employment and related activities. Integrating an understanding of organisational systems with client-centred practice, students will develop the assessment, intervention, and evaluation skills to promote participation in economic and civic activities. In doing so, students will learn: How do I provide occupational therapy within employment and related contexts? How do I promote a person's productivity, given the complex demands of work activities, an individual's capacities, and opportunities available within the environment?

OCCP3078 Occupational Performance: Retirement

Credit points: 6 Teacher/Coordinator: Dr Sanet Du Toit Session: Semester 2 Classes: 1x1hr lecture/week, 1x2hr tutorial/week Assessment: Practical tutorial activity (25%), written 1500 word assignment (25%), and written 3000 word case study report (50%), Mode of delivery: Normal (lecture/lab/tutorial) day

Older adults may experience challenges participating in day-to-day activities during their retirement years. Occupational therapy can enhance, restore, or maintain performance of daily life activities, help to prevent future challenges from occurring, and assist older adults to continue ageing in place or in assisted living environments within community contexts. In this unit of study students will take an evidence-based approach to occupational therapy service provision and develop occupational therapy assessment, intervention, and evaluation skills specific to older adults. plus

BHSC3021 Honours A: Research Design

Credit points: 6 Session: Semester 2 Classes: 12x1hr Inter-disciplinary seminars, 12x1hr Discipline specific topics, 6x1hr FRG, mentor or supervisor research meetings Assessment: Ethics application OR Research proposal OR Discussion paper on appropriate methodology (5,000 words or as per ethics or journal requirements) (70%), Multiple choice and short answer format exam on inter-disciplinary material (30%) Practical field work: Optional discipline specific practicals. Mode of delivery: Distance education/intensive on campus Note: Department permission required for enrolment.

This unit provides the conceptual framework and theoretical knowledge and some practical skills required to understand how scientific research is conducted and interpreted. The core content is fundamental for researchers and clinicians alike for evidence-based-practice and life-long learning. Content and skills are taught/learned via a series of web-based and class-based activities.

Textbooks


and One Research Elective [6] (see note 1)SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 4 (last offered 2015)

Semester 1

OCCP4087 Health Promotion Through Occupation

Credit points: 6 Teacher/Coordinator: Dr Michelle Villeneuve Session: Semester 1 Classes: 1x1hr lecture/week, 1x2hr workshop/week Assessment: Written report (30%), written report (40%), artwork & abstract (30%) Mode of delivery: Normal (lecture/lab/tutorial) day
This unit of study critically examines the theoretical foundations and processes of working with communities in order to develop competencies for enabling occupation and promoting health and well-being at a community level. Students will gain knowledge on theories of community development and health promotion. Students will learn and apply community development tools to each stage of the occupational performance practice process. Enablement skills required for intervention at the level of the community will be explored and students will gain knowledge of ethical frameworks to support professional decision-making when working with communities. This unit of study develops the capacity of students to participate in the development of emerging roles for occupational therapy practice with communities and develops competence for working cross-culturally. It includes a specific emphasis on working with Indigenous Australians.

OCCP4090
Honours Research Seminar 2
Credit points: 6  
Teacher/Coordinator: Dr Anne Honey  
Session: Semester 1  
Classes: 2hr seminar/tutorial/week, individual consultation with academic supervisors  
Assessment: Workshop presentation (40%); written assignment (50%); class participation (10%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is designed to assist honours students with their ongoing research projects, particularly data collection, analysis and interpretation. The unit will enable students to develop problem solving strategies in the conduct of research, and develop skills in oral and written presentation related to their projects. Students continue to develop collaborative teamwork skills in conjunction with their academic supervisors and other research colleagues.

OCCP4091
Honours Thesis 1
Credit points: 12  
Teacher/Coordinator: Dr Anne Honey  
Session: Semester 1  
Classes: Self directed learning  
Assessment: Formative (thesis chapters)  
Mode of delivery: Supervision

This unit of study provides honours students with the opportunity to undertake a supervised research project in an area of occupational therapy. As part of this and the other honours units of study, each student designs and implements an approved research project and submits a thesis describing the project and its implications. In completing the research and thesis, each student works closely with an academic staff member who serves as the supervisor. Honours students commence writing their theses as part of this unit of study. The thesis is completed the following semester.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Note
1. Students enrol in a research elective that matches their research topic. This decision should be taken together with their supervisor.

SEMESTER 2

OCCP4092
Professional Practice IVH
Credit points: 12  
Teacher/Coordinator: Dr Merrolee Penman  
Session: Intensive December, Intensive February, Intensive January, Intensive June, Intensive November, Semester 1, Semester 1a, Semester 2  
Classes: Placement briefing and debriefing, Placement 40 hours/week for 6 weeks.  
Prerequisites: OCCP3061, OCCP3065  
Assessment: Assessment of competence using Student Practice Evaluation Form-Revised (SPEF-R), (Pass/fail)  
Mode of delivery: Professional practice  
Note: Department permission required for enrolment.

Integrating theory and practice in context and becoming skilled in the assessment, intervention and evaluation process is essential when becoming an occupational therapist. This unit of study concludes the focus on professional development in context. Students will participate in a six-week, supervised fulltime experience within a professional service setting.

OCCP4093
Honours Thesis 2
Credit points: 12  
Teacher/Coordinator: Dr Anne Honey  
Session: Semester 1, Semester 2  
Classes: 2-hr seminar/fortnight, individual consultations with academic supervisors  
Assessment: 5000wd literature review (50%), 5000wd journal article (50%)  
Mode of delivery: Normal (lecture/lab/tutorial) day  
Note: Department permission required for enrolment.
Occupational Therapy Electives

Students choose up to three OT or non-OT electives of 6 credit points each (total 18 credit points) and at least 12 credit points of Faculty electives. Availability of OCCP professional electives may vary from year to year. Faculty of Health Science electives are shown in Faculty Electives chapter. Students may also take broader University electives.

OCCP4079
OT in Learning & Co-ord Difficulties
Credit points: 6 Teacher/Coordinator: Dr Chris Chapparo Session: Semester 1 Classes: 3hrs lecture/week Prerequisites: OCCP3076 Assessment: portfolio 2000wd (40%), 2x case based report 5000wd (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will provide opportunities for students to study the impact of learning disabilities on children’s home and school occupational performance. During the semester, students will study: various explanations of learning disorders; common assessment procedures used by occupational therapists to identify problems; and interventions. The focus will be on direct intervention as experienced in private practice occupational therapy for children, and consultation with schools. Students will be required to have access to one typical child aged between 5 and 9 years for practical work throughout the semester.

OCCP4080
Upper Limb and Hand Rehabilitation
Credit points: 6 Session: Semester 1 Classes: 1x3hr lecture/tutorial per week and independent study. Prerequisites: OCCP1099, BIOS1168 Assessment: Weekly written in-class quizzes (15%); hand splints with short reports (35%); written case study report (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment. Note: Weekly attendance is mandatory

Students will develop knowledge and skills required to provide therapy for people whose occupational performance is compromised by impairments in the upper limb and hand. Causes of impairments include disease, disorders and conditions that affect the peripheral and central nervous system, bones and joints and connective tissues. Skills developed will include orthotic prescription and fabrication, task-embedded joint mobility and muscle strengthening methods and use of oedema and scar management techniques. Students will learn to clearly articulate the theoretical and evidence-based rationale for interventions selected

OCCP4082
OT in Work Injury Prevention and Rehab
Credit points: 6 Teacher/Coordinator: Ms Jo Lewis Session: Semester 1 Classes: 3hr lecture/tutorial/week Prerequisites: OCCP3077 Assessment: Work Health & Safety Portfolio (50%), Rehabilitation Report (30%), Case Conference Viva (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study will give students the opportunity to advance their assessment, intervention and professional communication in the area of workplace health and safety, rehabilitation and other areas of private practice, where there is a strong focus on client and customer centred services. Students will practice work health and safety assessments through hazard identification, risk assessments and development of an intervention plan in an industry. In this unit, students will conduct a functional assessment, as well as develop their communication skills, needed to negotiate and collaborate with other health professionals and stakeholders in this area of practice. Students will also refine their written communication skills to be able to produce professional reports. In all areas of this unit, there will be a focus on students articulating their clinical reasoning and justification in decision making.

OCCP4083
Mental Health Interventions
Credit points: 6 Teacher/Coordinator: Dr Nicola Hancock Session: Semester 1 Classes: 3hr lecture/tutorial/week, online components Prerequisites: OCCP2084 Assessment: 1x 2 hour open book exam (70%), in class quizzes (30%) and attendance requirements Mode of delivery: Normal (lecture/lab/tutorial) day

This elective unit will extend students’ knowledge and skills in occupational therapy mental health practice. A large experiential learning component will build student confidence in working collaboratively with people living with mental illness to identify their needs and to use both occupational therapy specific and generic mental health strategies to support their mental health recovery. In line with current state and national directions, the unit will focus on trauma-informed care, well-being and recovery-oriented practice. We will cover adolescent, youth and adult mental health practice across acute, rehabilitation, community and forensic contexts.

OCCP4085
People with Intellectual Disability
Credit points: 6 Teacher/Coordinator: Prof Roger Stancliffe Session: Semester 1 Classes: 1x3hr lecture/week Prerequisites: OCCP3065 Assessment: Essay (35%), take home exam (20%) and fieldwork project report (45%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to develop students’ knowledge, skill and attitudes for working with people with intellectual disability, with a focus mainly on adults, their participation and support needs. Students will study: the definition of intellectual disability; the abilities and support needs of people with intellectual disability; the service settings which people with intellectual disability use, their occupational roles in those settings, individual planning, choice and self-determination, , positive support for challenging behaviour, and families. There will be a detailed focus on ‘Active Support’ as one important approach to supporting people with intellectual disability participate fully (with support) in domestic and community life. Students will learn how to use Active Support techniques when working directly with people with intellectual disability, as well as learning how to train and support carers and direct-care staff in the use of these techniques. Classroom teaching will be supported by a small-group fieldwork project conducted in disability service settings.

OCCP4086
Professional Elective - General
Credit points: 6 Teacher/Coordinator: Dr Annie McCluskey Session: Semester 1 Classes: Classes/nodes of delivery will vary depending on the topic chosen Assessment: Two to three items of assessment equivalent to 6 credit points (100%) Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit of study will present a topic for a professional elective that allows students to explore a new area of occupational therapy practice in depth. The specific topic will be determined from time to time as teaching staff, visiting scholars and resources are available. The unit will extend the learning students have achieved in the topic in the first three years of the course requiring an increase in the depth of student understanding in the topic area than that required in earlier parts of the course.
Clinical Education

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program. Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

All students are required to have completed the relevant pre placement compliance requirements in the indicated time frame prior to the placement commencing. Failure to do so may result in the student not being allocated a placement by WIL or cancellation of the placement by the placement organisation and impact on the student's progression within their program.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

- necessary vaccination and immunisation for specified infectious diseases
- obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
- meet the requirements of NSW Working with Children legislation and
- agree to abide by the NSW Health Code of Conduct
- as well as other requirements.

It is strongly advised that students commence the vaccination/immunisation requirements and the application for the National Criminal Record Check (to obtain a National Police Certificate) before starting their program, as students will be formally checked for compliance with these requirements either before enrolment into their program or within the first few weeks of Semester 1. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
Course rules

Bachelor of Applied Science (Physiotherapy)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASPHY-06</td>
<td>Bachelor of Applied Science (Physiotherapy)</td>
</tr>
<tr>
<td>BHASPHYH-05</td>
<td>Bachelor of Applied Science (Physiotherapy)(Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

4 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Physiotherapy).

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

5 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an alternative set of units of study in the third and fourth years of the program. Admission to the honours program is by permission of the program coordinator after the completion of the first semester of the second year. Admission requires a credit or higher average without any fail grades in units of study completed to that point.

(2) To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative 18 credit point unit of study listed in the Honours pathway section of the Physiotherapy Table of units of study.

6 Award of the degree

(1) The Bachelor of Applied Science (Physiotherapy) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the pass degree.

7 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2013 and students who commenced their candidature prior to 1 January, 2013 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2013 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Applied Science (Physiotherapy) – BPASPHYS6000

Bachelor of Applied Science (Physiotherapy) Pass

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BPASPHY-06: Pass course; full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1168 Functional Musculoskeletal Anatomy A</td>
<td>6</td>
<td>N BIOS1136, BIOS1159, BIOS5090</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>HSBH1003 Health, Behaviour and Society</td>
<td>6</td>
<td>N BACH1133, BACH1134, BACH1130, BACH1161, BACH1132</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY1023 Foundations of Physiotherapy Practice A</td>
<td>6</td>
<td>C BIOS1168</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1169 Functional Musculoskeletal Anatomy B</td>
<td>6</td>
<td>P BIOS1168</td>
<td>N BIOS1144, BIOS1139, BIOS1160</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1171 Neuroscience</td>
<td>6</td>
<td>N BIOS1137, BIOS2103</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS1029 Muscle Mechanics and Training</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY1024 Foundations of Physiotherapy Practice B</td>
<td>6</td>
<td>P PHTY1023</td>
<td>C BIOS1169, EXSS1029</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS2025 Motor Control and Learning</td>
<td>6</td>
<td>A BIOS1171</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS2027 Exercise Physiology for Clinicians</td>
<td>6</td>
<td>A BIOS1170, Bachelor of Health Sciences students must have completed EXSS1032 for enrolment into this unit of study</td>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>PHTY2058 PT in Musculoskeletal Conditions A</td>
<td>6</td>
<td>P PHTY1024</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY2060 Preventative Health Care</td>
<td>6</td>
<td>P PHTY1024</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY2059 PT in Musculoskeletal Conditions B</td>
<td>6</td>
<td>P PHTY2058</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY2061 PT in Neurological Conditions A</td>
<td>6</td>
<td>P BIOS1171, EXSS1029, EXSS2025, PHTY1024</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY2062 PT in Respiratory and Cardiac Conditions A</td>
<td>6</td>
<td>P BIOS1170, EXSS1029, PHTY1024, EXSS2027</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>Session</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------</td>
<td>----------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>PHTY2063 Clinical Practicum A</td>
<td>6</td>
<td>P PHTY1024</td>
<td>C PHTY2062, PHTY2059, PHTY2061</td>
<td></td>
<td>Intensive April, August, December, January, February, March, April, May, June, July, September, October, November, November Intensive, December, January, February, March, April, May, June, July, August, September, October, November</td>
<td></td>
</tr>
</tbody>
</table>
### Bachelor of Applied Science (Physiotherapy) Electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physiotherapy electives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH3007 Cancer: Prevention through to Palliation</td>
<td>6 P</td>
<td>Students must have completed at least 48 credit points</td>
<td>PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>PHTY3071, PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>Note: Department permission required for enrolment</td>
<td>Intensive October Semester 2</td>
</tr>
<tr>
<td>HSBH3008 Interdisciplinary eHealth</td>
<td>6 N</td>
<td></td>
<td>PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>PHTY3071, PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3012 FHS Abroad</td>
<td>6 P</td>
<td>Successful completion of all 1st year units in an undergraduate FHS degree</td>
<td>PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>PHTY3071, PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>Semester 1</td>
<td></td>
</tr>
</tbody>
</table>

### Bachelor of Applied Science (Physiotherapy) Honours

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BHASPHYH-05: Honours course; full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Years 1 to 2
As per Pass course

#### Year 3 (first offered 2015)

| Semester 1                           | | | | | | |
|--------------------------------------| | | | | | |


---

**Unit of study** | **Credit points** | **A: Assumed knowledge** | **P: Prerequisites** | **C: Corequisites** | **N: Prohibition** | **Session**
---|---|---|---|---|---|---
PHTY4113 Physiotherapy Practicum E | 6 | P PHTY2052, PHTY2053, PHTY3068, PHTY3069, PHTY3070, PHTY3071 | C PHTY4110, PHTY4111, PHTY4112 |  |  | Intensive April August December February Intensive January Intensive July Intensive June Intensive May Intensive November Intensive October Intensive September

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

| Semester 2                           | | | | | | |
|--------------------------------------| | | | | | |

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTY4114 Physiotherapy in Childhood</td>
<td>6 P</td>
<td>PHTY4110, PHTY4111</td>
<td>PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>PHTY3071, PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY4115 Physiotherapy in Preventative Healthcare</td>
<td>6 P</td>
<td>PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>PHTY3071, PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>PHTY3071, PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY4116 Exercise as Physiotherapy in Health Care</td>
<td>6 P</td>
<td>PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>PHTY3071, PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>PHTY3071, PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY4117 Physiotherapy Management in Health Care</td>
<td>6 P</td>
<td>PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>PHTY3071, PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>PHTY3071, PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTY3087 PT in Respiratory &amp; Cardiac Conditions B</td>
<td>6</td>
<td>P PHTY2061, PHTY2062</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BHSC3021 Honours A: Research Design</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY3083 Clinical Practicum B</td>
<td>6</td>
<td>P PHTY2063, PHTY3081, PHTY308, PHTY3087</td>
<td></td>
<td></td>
<td></td>
<td>Intensive August, Intensive September</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C Corequisites: PHTY308, PHTY3085</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY3085 Clinical Practicum C</td>
<td>6</td>
<td>P PHTY2063, PHTY3081, PHTY3082, PHTY3087</td>
<td></td>
<td></td>
<td></td>
<td>Intensive February, Intensive September</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C Corequisites: PHTY3083</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY3086 Physiotherapy in Multisystem Problems</td>
<td>6</td>
<td>P PHTY3081</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4 (last offered 2015)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As per pass program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY4114 Physiotherapy in Childhood</td>
<td>6</td>
<td>P PHTY4110, PHTY4111</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY4117 Physiotherapy Management in Health Care</td>
<td>6</td>
<td>P PHTY3072, PHTY3073, PHTY3074, PHTY3075</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C PHTY4112, PHTY4113</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY4118 Honours Dissertation</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Applied Science (Physiotherapy) – BPASPHYS6000

Bachelor of Applied Science (Physiotherapy) Pass

View semester session codes here.

Course BPASPHY-06: Pass course; full-time, 4 years

Year 1

Semester 1

BIOS1168
Functional Musculoskeletal Anatomy A

Credit points: 6  Teacher/Coordinator: Assoc Prof Leslie Nicholson, Dr Bronwen Ackermann  Session: Semester 1, Semester 2  Classes: 2hr lectures, 2hr practical/tutorial/week  Prohibitions: BIOS1136, BIOS1159, BIOS5090  Assessment: Mid semester practical exam (30%), end semester practical exam (30%), end semester exam (40%)  Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces the basic concepts in musculoskeletal anatomy prior to a more detailed study of the gross anatomical structure of the upper limb as it relates to functional activities. Students will also study the histological structure of musculoskeletal tissues and surface anatomy of the upper limb. Material will be presented in lectures, practical sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

BIOS1170
Body Systems: Structure and Function

Credit points: 6  Teacher/Coordinator: Dr Jaimie Polson  Session: Semester 1, Semester 2  Classes: 3hr lectures, 2hr practical/week  Prohibitions: BIOS1133, BIOS1127, BMED2403, PHSI2006, BIOS2099, PHSI2005, BIOS1155, BIOS2098  Assessment: mid semester exam (30%), end semester exam (70%)  Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will present the gross anatomy, functional histology, physiology and pathophysiology of the cardiovascular, respiratory and renal systems. Specific diseases of these systems that are commonly encountered in health care practice will be described. The unit will also cover the characteristics of the body’s fluids and the concept of acid-base balance within the body. This unit includes laboratory classes at which human cadaveric material is studied; attendance at such classes is strongly encouraged. Students who achieve a pass will have a basic working knowledge of professionally relevant aspects of anatomy and physiology. Students who achieve higher grades will be better able to integrate various aspects of the unit, and to apply their knowledge to solve problems or explain higher level phenomena.

HSBH1003
Health, Behaviour and Society

Credit points: 6  Teacher/Coordinator: Dr Maureen Jones  Session: Semester 1  Classes: 1x2-hr lecture/week, 1x1-hr tutorial/week  Prohibitions: BACH1133, BACH1134, BACH1130, BACH1161, BACH1132  Assessment: Assignment (30%), group class presentation (20%), 1.5 hr end of semester exam (50%)  Mode of delivery: Normal (lecture/lab/tutorial) day

This unit is an introduction to areas of psychology and sociology relevant to health and wellbeing. The unit provides sociological tools (covering both theory and method) useful for understanding and practicing in health and wellbeing. It is also an introduction to the principles and applications of psychology as they pertain to these areas. The unit aims to develop a `sociological imagination’ which is a quality of mind that will be used to prompt students to question common-sense assumptions regarding health and wellbeing. Students will also gain familiarity with the major paradigms and methodological approaches of contemporary psychology and will develop the applications of psychological theory to specific health issues in their major area of study.

PHTY1023
Foundations of Physiotherapy Practice A

Credit points: 6  Teacher/Coordinator: Dr Andrew Leaver  Session: Semester 1  Classes: 2x1-hr lecture/week, 1x1-hr tutorial/week  Corequisites: BIOS1168  Assessment: 1x2-hr written exam (50%), 1000wd project report (30%) and practical skills assessment (20%)  Mode of delivery: Normal (lecture/lab/tutorial) day

This unit sets the context of physiotherapy professional practice through an introduction to the issues and debates that are shaping the delivery of physiotherapy, including relevant professional, state and federal policies and laws related to professional conduct. The unit also examines the observation and measurement of normal movement using methods that are suitable for clinical application, including biomechanical analyses. The importance of measurement is emphasised and the validity and reliability of different procedures are studied. Students are taught and practice a number of basic therapeutic techniques, including general musculoskeletal screening, observation of normal movement, manual handling, soft tissue massage and the use of heating and cooling. The importance of communication, documentation and respect for cultural differences in professional practice is addressed. Students are introduced to the concepts and principles of evidence-based practice.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

BIOS1169
Functional Musculoskeletal Anatomy B

Credit points: 6  Teacher/Coordinator: Ms Jan Douglas-Morris  Session: Semester 1, Semester 2  Classes: 2hr lectures, 2hr practical/tutorial/week  Prerequisites: BIOS1168  Prohibitions: BIOS1144, BIOS1139, BIOS1160  Assessment: Mid-semester practical exam (35%), end-semester practical exam (25%), end-semester theory exam (40%)  Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study examines the detailed gross, radiological and surface anatomy of the lower limb, trunk and neck. Included are the anatomical analyses of functional activities which involve the lower limb, back and neck. Material will be presented in lectures, practical and tutorial sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

BIOS1171
Neuroscience

Credit points: 6  Teacher/Coordinator: Dr Jin Huang, Dr Alan Freeman  Session: Semester 1, Semester 2  Classes: 3hr lectures, 2hrs practical/week, with a small online component  Prohibitions: BIOS1137, BIOS2103  Assessment: mid-semester exam (40%), end-semester exam (60%)  Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study includes fundamental concepts of nervous system organisation and function. Anatomy of the brain and spinal cord is studied using models to understand the cortical and subcortical pathways as well as integrating centres that control movements and posture. The physiology component introduces students to mechanisms of signal generation and transmission, basic mechanisms of spinal reflexes, the function of the somatosensory and autonomic.
nervous system and motor pathways. Case studies aimed at identifying simple neural problems associated with sensory and motor systems are specifically designed for students following professional preparation degrees. This unit includes a few laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

EXSS1029
Muscle Mechanics and Training
Credit points: 6
Teacher/Coordinator: Mr Tom Gwinn
Session: Semester 2
Classes: 2hr lecture/week, 2hr practical/week
Assessment: Mid semester exam (30%), practical exam (10%), end semester exam (60%)
Practical field work: Includes participation in high resistance training.
Mode of delivery: Normal (lecture/lab/tutorial) day

The determinants of maximal active muscle force and power production are examined in terms of the crossbridge cycle, sarcomere arrangement, myosin isoforms and the extent of muscle activation. Evidence for neural adaptations to high resistance training is examined and the practical significance of these adaptations is discussed. The responses of skeletal muscle to high-resistance training are discussed in terms of: 1) the control of protein synthesis, 2) sarcomere remodelling and myofilibr assembly, and 3) whole muscle hypertrophy and fibre type shifts. An evidence-based approach is used to examine the dose-response relationship between high-resistance variables (load, number of sets, training, frequency, rest interval) and hypertrophy. Muscle structural and functional adaptations to disuse (bed rest, non-weight bearing, immobilization) are examined, as well as the effects of re-ambulation and re-training. The determinants of muscle range of motion and passive stiffness are discussed. The response of muscle to long term stretching (e.g. bone elongation) is examined. This is contrasted to the relative lack of muscle structural adaptation to short-term static stretch interventions.

Textbooks
No textbook required, students are recommended to obtain unit of study manual

PHTY1024
Foundations of Physiotherapy Practice B
Credit points: 6
Teacher/Coordinator: Assoc Prof Marlene Fransen
Session: Semester 2
Classes: 2x1-hr lecture/week, 2x1-hr tutorial/week
Prerequisites: PHTY1023
Corequisites: BIOS1169, EXSS1029
Assessment: 1x2-hr end semester written exam (40%), mid semester practical skills assessment (20%) and 1000wd written report/clinical workbook (30%)
Practical field work: 1 week mentored clinical placement
Mode of delivery: Normal (lecture/lab/tutorial) day

The unit builds upon the material covered and the skills learned during PHTY1023. In this unit, measurement is extended to include muscle function and is coordinated with EXSS1029. The principles and application of therapeutic exercise for mobility, strength and coordination are explored and practised and the students extend their knowledge and application of therapeutic skills to include regional musculoskeletal examination, manual therapy and electrical stimulation. The unit also explores the physiology, psychology, measurement and management of pain. Students are introduced to searching the scientific literature and evaluating randomised controlled trials.

SEMMETER 2 TOTAL: 24 CREDIT POINTS

Year 2
Semester 1

EXSS2025
Motor Control and Learning
Credit points: 6
Teacher/Coordinator: Dr Stephen Cobley (sem 1) & Prof Ross Sanders (sem 2)
Session: Semester 1, Semester 2
Classes: 2-hr lecture/week, Practical field work: 1x2-hr class/week (Weeks 1-7, 9)
Assumed knowledge: BIOS1171, Assessment: tutorial presentation (15%), mid semester exam (10%), group presentation of training project skill (pass/fail), written group project report (30%), end semester exam (45%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit provides students with a broad overview of motor control and learning with the aim of stimulating students to think about the mechanisms of normal human movement. Both a behavioural and a neurophysiological approach are taken to understand the acquisition and execution of skilled motor actions. The behavioural approach is directed at the structures and processes underlying movement without considering their physical basis, while the neurophysiological approach is directed at the neuromuscular machinery and the functional neural connections that govern movement. The unit consists of 3 modules. The first module examines the information processing and energetic capacities of the learner that underpin motor performance; that is, characteristics of the perceptual-motor system such as memory, attention, reaction time, speed-accuracy trade-off, force control, economy of energy, coordination, and automatically. The second module examines features of the learning environment that can be manipulated to promote motor learning such as individual differences (e.g., motivation), methods of instruction, practice conditions, and the structuring of feedback. The third module examines applications to teaching motor skills, coaching and rehabilitation and includes a group project in which a motor skill is trained, thereby enabling students to apply the principles of motor control and learning.

EXSS2027
Exercise Physiology for Clinicians
Credit points: 6
Teacher/Coordinator: Dr Kate Edwards
Session: Semester 1
Classes: 1x1-hr and 1x2-hr lecture/week, 4x1-hr tutorials/semester
Assumed knowledge: BIOS1170
Assessment: Class practical reports (25%), mid semester practical exam (25%), end semester exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Bachelor of Health Sciences students must have completed EXSS1032 for enrolment into this unit of study

The aim of this unit is to provide students with a broad understanding of the physiological responses and adaptations to physical activity and inactivity. The unit has a primary focus on the physiological responses to exercise, and the application of exercise as a treatment modality. The unit describes the basic metabolic, cardiovascular and respiratory responses and adaptations to exercise training in healthy, asymptomatic individuals (children, adults and the elderly). Attention is given to special populations who are often in need of increased exercise training (e.g. overweight, obese, elderly). Two class experiments are included during lecture hours to add practical experience and to develop critical thinking.

Textbooks

PHTY2058
PT in Musculoskeletal Conditions A
Credit points: 6
Teacher/Coordinator: Dr Milena Simic
Session: Semester 1
Classes: 1x2-hr lecture/week, 1x2-hr tutorial/practical/week
Prerequisites: PHTY1024
Assessment: Mid semester practical assessment (20%), end semester practical assessment (20%) and end semester written exam (60%)
Mode of delivery: Normal (lecture/lab/tutorial) day

The purpose of this unit is to provide students with the bases of assessment, and treatment planning and application for uncomplicated musculoskeletal conditions affecting the lower limbs and lumbar region of the spine. Students will develop the ability to select and implement interventions based on clinical reasoning, principles of evidence-based practice and safety. Emphasis will be given to the systematic structuring and recording of the physical examination and to the application of anatomy, physiology and pathology to these clinical problems.

Textbooks

PHTY2060
Preventative Health Care
Credit points: 6
Teacher/Coordinator: Dr Sarah Dennis
Session: Semester 1
Classes: 2x2-hr lecture/week, 2x1-hr tutorial/practical/week
Prerequisites: PHTY1024
Assessment: Group seminar presentation (health promotion) (week 7) (40%), one page reflective report (behaviour change intervention) (10%) and 1x1-hr end semester written exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day
This unit of study provides a framework for exploring the role of physiotherapy in the prevention of chronic injury and disease. Preventative health issues specific to workers, women and the elderly will be addressed. Physiotherapy service delivery in a range of settings will be explored including the community, workplace and the clinic. Students will examine the social determinants of health and disease and will apply health promotion models to facilitate health-enhancing behaviour change in a range of populations and settings.

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

**PHTY2059**  
**PT in Musculoskeletal Conditions B**

**Credit points:** 6  \  **Teacher/Coordinator:** Dr Niamh Moloney  \  **Session:** Semester 2  
**Classes:** 2-hr lecture/week, 2-hr tutorial or practical/week  
**Prerequisites:** PHTY2058  
**Assessment:** Mid semester practical assessment (30%), end semester practical assessment (30%), and end semester written exam (40%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

The purpose of this unit is to provide students with the bases of assessment and treatment planning and application for uncomplicated musculoskeletal conditions affecting the upper limbs and cervical and thoracic regions of the spine. Students will develop the ability to select and implement interventions based on clinical reasoning, principles of evidence-based practice and safety. Students will also consider the impact of surgical intervention on physiotherapy management of musculoskeletal conditions.

**Textbooks**

**PHTY2061**  
**PT in Neurological Conditions A**

**Credit points:** 6  \  **Teacher/Coordinator:** Dr Leanne Hassett  \  **Session:** Semester 2  
**Classes:** 2-hr lecture/week, 2-hr tutorial or practical/week  
**Prerequisites:** BIOS1171, EXSS1029, EXSS2025, PHTY1024  
**Assessment:** mid semester practical assessment (25%), end semester practical assessment (25%) and end semester written exam (50%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit aims to develop students’ ability to apply relevant theoretical and data-based scientific findings to clinical practice in the area of disease and trauma to the nervous system. This unit examines the pathology, impairments (weakness, loss of dexterity, loss of sensation and spasticity as well as adaptations such as contracture), activity limitations (difficulty standing up, sitting and standing, walking, reaching and manipulating objects with the hand, rolling over and getting out of bed) and participation restrictions arising from conditions of acute onset (stroke, traumatic brain injury, cerebral palsy and Guillain-Barré Syndrome). Students will learn to assess, train and measure outcome of everyday activities integrated within the rehabilitation team.

**Textbooks**

**PHTY2062**  
**PT in Respiratory and Cardiac Conditions A**

**Credit points:** 6  \  **Teacher/Coordinator:** Dr Louise Ganderton  \  **Session:** Semester 2  
**Classes:** 2-hr lecture/week, 2-hr tutorial/practical/week  
**Prerequisites:** BIOS1170, EXSS1029, PHTY1024, EXSS2027  
**Assessment:** mid semester practical assessment (20%), end semester practical assessment (20%), and end semester written exam (60%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study will introduce students to the knowledge, skills and clinical decision making processes necessary for effective assessment and treatment of patients across the age spectrum with acute and chronic respiratory and cardiac dysfunction. In particular, students will evaluate the patho-physiological and functional consequences of surgery (abdominal, thoracic and cardiac); infective, inflammatory; restrictive; and obstructive pulmonary disorders, and coronary artery disease. Students will learn the practical skills and develop treatment strategies to effectively manage respiratory problems.

**Textbooks**


**PHTY2063**  
**Clinical Practicum A**

**Credit points:** 6  \  **Teacher/Coordinator:** Ms Belinda Judd  \  **Session:** Semester 1  
**Classes:** 1x2-hr lecture/week, 1x2-hr tutorial or practical/week  
**Prerequisites:** PHTY2059  
**Assessment:** Mid semester practical assessment (25%), end semester practical assessment (25%), and end semester written exam (50%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

The purpose of this unit is to provide an introduction to the application of foundation physiotherapy skills within a clinical setting. Students will interview patients and record a comprehensive history of their clinical conditions, apply assessment, measurement and treatment techniques under direction and participate in the planning and decision-making processes within the clinic.

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 3 (first offered 2015)**

**Semester 1**

**PHTY3081**  
**PT in Musculoskeletal Conditions C**

**Credit points:** 6  \  **Teacher/Coordinator:** Dr Evangelos Pappas  \  **Session:** Semester 1  
**Classes:** 1x2-hr lecture/week, 1x2-hr tutorial or practical/week  
**Prerequisites:** PHTY2059  
**Assessment:** Mid semester practical assessment (15%), end semester practical assessment (25%), and end semester written exam (60%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will integrate knowledge from earlier units of study and develop the skills required for primary care management of musculoskeletal conditions with a more complex presentation. Students learn to distinguish patients with non-specific pain from those suspected of having underlying disease/pathology. The unit covers the epidemiology of acute and chronic spinal pain (risk factors, clinical course, prognostic factors) and degenerative joint disease (osteoarthritis) and the assessment of treatment outcomes for such conditions. The evidence base for management options is explored and students learn to apply a range of treatments such as education and advice, manual therapy, exercise, McKenzie therapy etc. Students will develop the ability to select and implement interventions based on clinical reasoning, principles of evidence-based practice and safety. Students will also consider the implementation of management guidelines for work-related injuries, including whiplash, soft tissue injury and musculoskeletal injury of the low back, neck and upper limb.

**Textbooks**

**PHTY3082**  
**PT in Neurological Conditions B**

**Credit points:** 6  \  **Teacher/Coordinator:** Dr Natalie Allen  \  **Session:** Semester 1  
**Classes:** 1x2-hr lecture/week, 1x2-hr tutorial or practical/week  
**Prerequisites:** PHTY2061  
**Assessment:** Mid-semester practical/viva assessment (20%), end of semester practical/viva assessment (20%), and end of semester written exam (60%)  
**Mode of delivery:** Clinical Placement, Normal (lecture/lab/tutorial) day

The first module of this unit focuses on the physiotherapy management of spinal cord lesions incorporating scientifically-derived and evidence-based practice and integrated patient-centred healthcare. The second module examines the pathology, impairments, activity limitations and participation restrictions arising from neurodegenerative conditions which require adaptation (such as Parkinsonism, multiple sclerosis, and motor neuron disease). Students learn to assess and train or prescribe appropriate aids to enable activities such as rolling over, sitting, walking, transferring, wheelchair mobility and reaching and manipulating objects to be carried out.

**Textbooks**
Carr JH, Shepherd RB/Neurological Rehabilitation - Optimizing motor performance 2nd ed. 2010

105
PHTY3084
Paediatric Physiotherapy
Credit points: 6 Session: Semester 1 Classes: 1x2-hr lecture/week over 13 weeks, 1x2-hr tutorial or practical/week over 6 weeks Corequisites: PHTY3081, PHTY3082, PHTY3087 Assessment: 1x2-hr written exam (70%), written report (30%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study aims to prepare the student for practice in the area of paediatric physiotherapy. Emphasis is given to students developing a clear understanding of typical development and the potential influences upon a child's development. The student will become aware of the changes which occur from infancy to maturity in the neuro-motor, musculoskeletal and cardiopulmonary body systems, and the impact of congenital or acquired conditions, or lifestyle diseases causing dysfunction in one or more of these systems. The emphasis of the teaching approach will be on clinical and ethical reasoning within the WHO ICF (International Classification of Function) to promote health and well-being for children within a family-centred practice framework. Paediatric clinical scenarios are designed to help students self-direct their learning in order to problem-solve assessment and management strategies for children with dysfunction, and/or are at risk of poor health and well-being. The approach will also emphasise the role of physiotherapy within broader health care teams/services to prepare students for the variety of health care settings/contexts in which paediatric physiotherapists may work. The unit is designed to facilitate students to integrate prior learning from other units of study with the content of this unit.

PHTY3087
PT in Respiratory & Cardiac Conditions B
Credit points: 6 Teacher/Coordinator: Dr Maree Milross Session: Semester 1 Classes: 1x2-hr lecture/week, 1x2-hr tutorial or practical/week Prerequisites: PHTY2061, PHTY2062 Assessment: Mid-semester practical/viva assessment (20%), end of semester practical/viva assessment (20%), end of semester written exam (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

The acute care module focuses on assessment and treatment of patients with acute pulmonary dysfunction. In addition students examine specific clinical and professional issues relating to the intensive care and acute care environment. The emphasis is on appropriate assessment, safe and effective management of intubated and non-intubated patients. The acute neurological and cardiopulmonary care module focuses on physiotherapy management of acute neurological and neurosurgical conditions. The unit examines the scientific basis for clinical intervention and examines a range of complex clinical issues organised on a case-basis including multi-system dysfunction (physiological, psychological and social). Students will be expected to evaluate the scientific basis and ethical, legal and practical implications of current physiotherapy interventions in relation to the case studies.

Textbooks
Pryor JA and Prasad SA Physiotherapy for Respiratory and Cardiac Problems 4th ed. 2008

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2
PHTY3083
Clinical Practicum B
Credit points: 6 Teacher/Coordinator: Ms Julia Blackford/Belinda Judd Session: Intensive August, Intensive February, Intensive September Classes: 37 hrs/week for 5 weeks at clinical facilities Prerequisites: PHTY2063, PHTY3081, PHTY3082, PHTY3087 Assessment: Corequisites: PHTY3085 Assessment: Assessment based on clinical performance, written material, communication skills, organisational skills and professionalism (100%) Mode of delivery: Professional practice Note: Department permission required for enrolment.

This unit of study involves clinical placements in one of the following areas: rehabilitation, acute care, ambulatory care/outpatients and community/general. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicum placements there will be opportunities for interprofessional learning. In addition, students will be responsible for individual and group training sessions such as strength and fitness sessions. Clinical Practicum B is a five-week placement which require full-time attendance (37 hours per week) at clinical facilities. In addition, it may be in a rural or regional setting.

PHTY3085
Clinical Practicum C
Credit points: 6 Teacher/Coordinator: Ms Julia Blackford/Belinda Judd Session: Intensive February, Intensive September Classes: 37 hrs/week for 5 weeks at clinical facilities Prerequisites: PHTY2063, PHTY3081, PHTY3082, PHTY3087 Assessment: Corequisites: PHTY3083 Assessment: Assessment based on clinical performance, written material, communication skills, organisational skills and professionalism (100%) Mode of delivery: Professional practice Note: Department permission required for enrolment.

This unit of study involves clinical placements in one of the following areas: rehabilitation, acute care, ambulatory care/outpatients and community/general. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicum placements there will be opportunities for interprofessional learning. In addition, students will be responsible for individual and group training sessions such as strength and fitness sessions. Clinical Practicum C is a five-week placement which require full-time attendance (37 hours per week) at clinical facilities. In addition, the placements may be in a rural or regional setting.

PHTY3086
Physiotherapy in Multisystem Problems
Credit points: 6 Teacher/Coordinator: Dr Sue Coulson Session: Semester 2 Classes: 4-hr lecture/week, 2-hr tutorial or practical/week over 6 weeks Prerequisites: PHTY3081 Assessment: 1x2-hr written exam (70%), group presentation (30%) Mode of delivery: Normal (lecture/lab/tutorial) day

In this unit, students will explore common clinical conditions in which the primary problem is complicated by the co-existence of other pathologies, involvement of other physiological systems or where environmental, psychological or socio-economic factors are of primary significance. Students will design and evaluate interventions for conditions such as cervicogenic headache, respiratory disease with and without diabetes, peripheral vascular disease, cancer, pregnancy and women and men's health issues. Students will also consider the impact of mental health problems on patient responses and will investigate other complex clinical cases involving health, psycho-social and socio-economic factors, particularly in older people. The unit will provide the student with an understanding of the roles of other health workers and of the relevant legislation and social services relevant to the care of people within the community and in remote areas.

One Elective [6] (see elective list below) SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 4 (last offered 2015)

Semester 1
PHTY4110
Musculoskeletal Physiotherapy F
Credit points: 6 Teacher/Coordinator: Dr Niamh Moloney Session: Semester 1 Classes: 6-hr lecture/week, 2-4-hr tutorial/week, unit is conducted over intensive short semester Prerequisites: PHTY3068, PHTY3069, PHTY3070 Assessment: 2hr exam (60%) and 10 min practical exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day Note: Students may be required to participate in practical sessions during which they will act as patients for other students. Practical techniques may include manipulation. Students will be invited to provide informed consent when acting as patients for other students. Students will be provided with a questionnaire to complete prior to manipulation classes to screen for risk factors for adverse events.

The aim of this unit of study is to develop students' abilities to apply evidence-based practice during the management of selected complex musculoskeletal presentations. A case-study based approach to learning will be adopted throughout the unit of study. Using interactive lectures, students will study selected cases that can be used as
templates to facilitate foundation clinical behaviours for beginning physiotherapy graduates. Further, students will be guided through the application of the various domains of evidence based practice over the period of management for each representative case. During concurrent tutorial sessions, students will practice the application of advanced physiotherapy procedures, including manipulation for selected regions. Classroom demonstrations will be supported by online video and other materials to enhance the learning experience. Overall, unit of study content will provide the background for students to apply and evaluate a range of strategies to decrease pain, and improve impairments and function in patients with a range of complex conditions. Thus, this unit of study will consolidate the theoretical and practical bases for clinical intervention in the area of musculoskeletal physiotherapy to prepare students for the range of complex conditions they will confront upon graduation.

PHTY4111 Neurological & Cardiopulmonary Physio B

Credit points: 6
Teacher/Coordinator: A/Prof Colleen Canning, Dr Zoe McKeough
Session: Semester 1a
Classes: 8 hr lectures/week for 3 weeks, 2x2-hr tutorial/week for 3 weeks. Unit is conducted over 4 weeks
Prerequisites: PHTY3071
Assessment: 2hr written exam (80%) and 10min practical/viva exam (20%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit examines the scientific basis for clinical intervention in neurological and cardiopulmonary physiotherapy. The cardiopulmonary module will examine a range of complex clinical issues organised on a case-basis including multi-system dysfunction (physiological, psychological and social). Students will be expected to evaluate the scientific basis and ethical, legal and practical implications of current physiotherapy interventions in relation to the case studies. The neurological module focuses on the physiotherapy management of spinal cord lesions incorporating scientifically-derived and evidence-based practice and integrated patient-centred healthcare.

PHTY4112 Physiotherapy Practicum D

Credit points: 6
Teacher/Coordinator: Ms Belinda Judd
Prerequisites: PHTY2052, PHTY2053, PHTY3068, PHTY3069, PHTY3070, PHTY3071
Corequisites: PHTY4110, PHTY4111, PHTY4113
Assessment: Assessment based on clinical performance, written material, communication skills, organisational skills and professionalism (100%)
Mode of delivery: Professional practice

This unit involves clinical placement in an area not previously covered in physiotherapy practicum A, B or C: rehabilitation, acute care, ambulatory/outpatients, community health or an elective unit such as paediatrics, private practice, burns or hand therapy. Students will be required to demonstrate competence in the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicum placements there will be opportunities for interprofessional learning. Physiotherapy Practicum A, B, C, D, E are all five week placements which require full-time attendance (37 hours per week) at clinical facilities. In addition, at least one of the placements will be in a rural or regional setting.

PHTY4113 Physiotherapy Practicum E

Credit points: 6
Teacher/Coordinator: Ms Belinda Judd
Prerequisites: PHTY2052, PHTY2053, PHTY3068, PHTY3069, PHTY3070, PHTY3071
Corequisites: PHTY4110, PHTY4111, PHTY4112
Assessment: Assessment based on clinical performance, written material, communication skills, organisational skills and professionalism (100%)
Mode of delivery: Professional practice

This unit involves clinical placement in an area not previously covered in physiotherapy practicum A, B, C or D: rehabilitation, acute care, ambulatory/outpatients, community health or an elective unit such as paediatrics, private practice, burns or hand therapy. Students will be required to demonstrate competence in the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicum placements there will be opportunities for interprofessional learning. Physiotherapy Practicum A, B, C, D, E are all five week placements which require full-time attendance (37 hours per week) at clinical facilities. In addition, at least one of the placements will be in a rural or regional setting.

SEMMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

PHTY4114 Physiotherapy in Childhood

Credit points: 6
Teacher/Coordinator: Mrs Jennifer Follett
Session: Semester 2
Classes: 2hr lecture/week, 6x2-hr tutorial/semester plus structured learning activities
Prerequisites: PHTY4110, PHTY4111
Corequisites: PHTY4112, PHTY4113
Assessment: Written report -Pre-school activity (30%) and written exam (70%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study is designed to prepare the student as a competent entry-level practitioner in paediatric physiotherapy. Emphasis is given to students developing a clear understanding of typical development and the potential influences upon a child's development. The student will become aware of the changes which occur from infancy to maturity in the neuromotor, musculoskeletal and cardiopulmonary body systems, and the impact of congenital or acquired conditions, or lifestyle diseases causing dysfunction in one or more of these systems. The emphasis of the teaching approach will be on clinical and ethical reasoning) to promote health and well-being for children within a family-centred practice framework. Paediatric clinical scenarios have been designed to help students in their learning to problem-solve assessment and management strategies for children with dysfunction, and/or at risk of poor health and well-being. The approach will also emphasise the role of physiotherapy within broader health care teams/services so as to prepare students for the variety of health care settings/contexts in which paediatric physiotherapists may work. The unit is designed to facilitate students to integrate prior learning from other units of study with the content of this unit.

Textbooks
Recommended textbook (not compulsory)

PHTY4115 Physiotherapy in Preventative Healthcare

Credit points: 6
Teacher/Coordinator: Dr Mi-Joung Lee
Session: Semester 2
Classes: 2x1-hr lectures/week, 1x2-hr tutorial over 6 weeks
Prerequisites: PHTY3072, PHTY3073, PHTY3074, PHTY3075
Corequisites: PHTY4112, PHTY4113
Assessment: 15 min group presentation (30%) and individual viva (oral) exam (70%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study provides a framework for exploring the role of physiotherapy in the prevention of chronic injury and disease. Preventative health issues specific to women, the elderly, workers and athletes will be addressed. Physiotherapy service delivery in a range of settings will be explored including the community, workplace, sporting arena and the clinic. Students will examine the social determinants of health and disease and will apply health promotion models to facilitate health-enhancing behaviour change in a range of populations and settings. The evidence basis of physical activity and exercise for the prevention of chronic conditions and injuries will also be explored and evaluated.

PHTY4116 Exercise as Physiotherapy in Health Care

Credit points: 6
Teacher/Coordinator: Dr Zoe McKeough
Session: Semester 2
Classes: 2x1-hr lectures/week, 1x2-hr practical 5 weeks
Prerequisites: PHTY3072, PHTY3073, PHTY3074, PHTY3075
Corequisites: PHTY4112, PHTY4113
Assessment: 15 min group presentation (30%) and individual viva (oral) exam (70%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This purpose unit of study assists the student to develop integrated management strategies which address particular primary health issues and the common comorbid conditions attendant on them. The unit will consist of a lecture series exploring contemporary health issues and the availability of community-based services in the prevention of
This unit of study aims to provide senior students with a range of eHealth experiences on which they can make evidence-based decisions. In particular, this unit will provide students with opportunities to examine: how emerging technologies affect patient-centred, interdisciplinary communication and healthcare; strategies for interacting with patients and clients using different technologies; how technology affects health care in different Australian health contexts by drawing upon their clinical experiences and research literature; issues surrounding eHealth practice; innovations in eHealth including designing health apps for mobile devices; the role of technology in healthcare management. Students will develop skills identified as key for future clinicians and create an ePortfolio to showcase their learning to potential employers. This unit will also enhance students as learners by providing them with reflective learning skills, interdisciplinary health experiences and opportunities to integrate their clinical and university learning experiences through case-based learning.

**HSBH3012**

**FHS Abroad**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Elaine Ryan, Dr Charlotte Scarf  
**Session:** Semester 1, Semester 2  
**Classes:** 4x1-hr lecture/week, 1x2-hr tutorial/week for 6 weeks (Week 10 - 15)  
**Assessment:** Pre-departure research (30%), field diary (20%), report (40%) and presentation (10%).  
**Prerequisites:** Students must have completed at least 48 credit points  
**Mode of delivery:** Field experience

Cultural practices, disease patterns and healthcare systems are vastly different in different countries around the globe. This unit provides students with the opportunity to gain international experience in a health services setting in a developing country. Students will participate in a 4-6 week health or care placement with a community-based organisation in South or Southeast Asia. Countries where students can be placed include Vietnam, Cambodia, India and Nepal. As part of the unit, you will be expected to participate in local development programs, live within the community that you are visiting, and document and reflect on key health and development issues facing local populations. The unit will require you to demonstrate cultural sensitivity and an ability to adapt to new environments, a capacity for critical reflection and awareness of complex global health and development issues.

**Bachelor of Applied Science (Physiotherapy) Honours**

View semester session codes here.  
Course BHASPHYH-05: Honours course; full-time, 4 years

**Years 1 to 2**
As per Pass course

**Year 3 (first offered 2015)**

**Semester 1**

**PHTY3081**

**PT in Musculoskeletal Conditions C**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Evangelos Pappas  
**Session:** Semester 1  
**Classes:** 1x2-hr lecture/week, 1x2-hr tutorial or practical/week  
**Assessment:** Mid semester practical assessment (15%), end semester written exam (60%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will integrate knowledge from earlier units of study and develop the skills required for primary care management of musculoskeletal conditions with a more complex presentation. Students learn to distinguish patients with non-specific pain from those suspected of having underlying disease/pathology. The unit covers the epidemiology of acute and chronic spinal pain (risk factors, clinical course, prognostic factors) and degenerative joint disease (osteoarthritis) and the assessment of treatment outcomes for such conditions. The evidence base for management options is explored.
and students learn to apply a range of treatments such as education and advice, manual therapy, exercise, McKenzie therapy etc. Students will develop the ability to select and implement interventions based on clinical reasoning, principles of evidence-based practice and safety. Students will also consider the implementation of management guidelines for work-related injuries, including whiplash, soft tissue injury and musculoskeletal injury of the low back, neck and upper limb.

Textbooks

PHTY3082
PT in Neurological Conditions B
Credit points: 6
Teacher/Coordinator: Dr Natalie Allen
Session: Semester 1
Classes: 1x2-hr lecture/week, 1x2-hr tutorial or practical/week
Prerequisites: PHTY2061
Assessment: Mid-semester practical/viva assessment (20%), end of semester practical/viva assessment (20%), end of semester written exam (60%)
Mode of delivery: Normal (lecture/lab/tutorial) day

The first module of this unit focuses on the physiotherapy management of spinal cord lesions incorporating scientifically-derived and evidence-based practice and integrated patient-centred healthcare. The second module examines the pathology, impairments, activity limitations and participation restrictions arising from neurodegenerative conditions which require adaptation (such as Parkinsonism, multiple sclerosis, and motor neuron disease). Students learn to assess and train or prescribe appropriate aids to enable activities such as rolling over, sitting, walking, transferring, wheelchair mobility and reaching and manipulating objects to be carried out.

Textbooks
Carr JH, Shepherd RB/Neurological Rehabilitation - Optimizing motor performance 2nd Ed. 2010

PHTY3084
Paediatric Physiotherapy
Credit points: 6
Session: Semester 1
Classes: 1x2-hr lecture/week over 13 weeks, 1x2-hr tutorial or practical/week over 6 weeks
Prerequisites: PHTY3081, PHTY3082
Assessment: 1x2-hr written exam (70%), written report (30%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study aims to prepare the student for practice in the area of paediatric physiotherapy. Emphasis is given to students developing a clear understanding of typical development and the potential influences upon a child's development. The student will become aware of the changes which occur from infancy to maturity in the neuro-motor, musculoskeletal and cardiopulmonary body systems, and the impact of congenital or acquired conditions, or lifestyle diseases causing dysfunction in one or more of these systems. The emphasis of the teaching approach will be on clinical and ethical reasoning within the WHO ICF (International Classification of Function) to promote health and well-being for children within a family-centred practice framework. Paediatric clinical scenarios are designed to help students self-direct their learning in order to problem-solve assessment and management strategies for children with dysfunction, and/or are at risk of poor health and well-being. The approach will also emphasise the role of physiotherapy within broader health care teams/services to prepare students for the variety of health care settings/contexts in which paediatric physiotherapists may work. The unit is designed to facilitate students to integrate prior learning from other units of study with the content of this unit.

PHTY3087
PT in Respiratory & Cardiac Conditions B
Credit points: 6
Teacher/Coordinator: Dr Maree Milross
Session: Semester 1
Classes: 1x2-hr lecture/week, 1x2-hr tutorial or practical/week
Prerequisites: PHTY2061, PHTY2062
Assessment: Mid-semester practical/viva assessment (20%), end of semester practical/viva assessment (20%), end of semester written exam (60%)
Mode of delivery: Normal (lecture/lab/tutorial) day

The acute care module focuses on assessment and treatment of patients with acute pulmonary dysfunction. In addition students examine specific clinical and professional issues relating to the intensive care and acute care environment. The emphasis is on appropriate assessment, safe and effective management of intubated and non-intubated patients. The acute neurological and cardiopulmonary care module focuses on physiotherapy management of acute neurological and neurosurgical conditions. The unit examines the scientific basis for clinical intervention and examines a range of complex clinical issues organised on a case-basis including multi-system dysfunction (physiological, psychological and social). Students will be expected to evaluate the scientific basis and ethical, legal and practical implications of current physiotherapy interventions in relation to the case studies.

Textbooks
Pryor JA and Prasad SA Physiotherapy for Respiratory and Cardiac Problems 4th ed. 2008

SEMMER 1 TOTAL: 24 CREDIT POINTS

Semester 2

BHSC3021
Honours A: Research Design
Credit points: 6
Session: Semester 2
Classes: 1x2-hr Inter-disciplinary seminars, 1x2-hr Discipline-specific topics, 6x1hr FRG, minor research project, research meetings
Assessment: Ethics application OR Research proposal OR Discussion paper on appropriate methodology (5,000 words or as per ethics or journal requirements) (70%), Multiple choice and short answer format exam on inter-disciplinary material (30%)
Practical field work: Optional discipline specific practicals
Mode of delivery: Distance education/intensive on campus
Note: Department permission required for enrolment.

This unit provides the conceptual framework and theoretical knowledge and some practical skills required to understand how scientific research is conducted and interpreted. The core content is fundamental for researchers and clinicians alike for evidence-based-practice and life-long learning. Content and skills are taught/learned via a series of web-based and class-based activities.

Textbooks

PHTY3083
Clinical Practicum B
Credit points: 6
Teacher/Coordinator: Ms Julia Blackford/Belinda Judd
Session: Intensive August
Intensive September
Classes: 37 hrs/week for 5 weeks at clinical facilities
Prerequisites: PHTY2063, PHTY3081, PHTY3082, PHTY3087
Corequisites: Corequisites: PHTY3085
Assessment: Assessment based on clinical performance, written material, communication skills, organisational skills and professionalism (100%)
Mode of delivery: Professional practice
Note: Department permission required for enrolment.

This unit of study involves clinical placements in one of the four following areas: rehabilitation, acute care, ambulatory care/outpatients and community/general. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicum placements there will be opportunities for interprofessional learning. In addition, students will be responsible for individual and group training sessions such as strength and fitness sessions. Clinical Practicum B is a five-week placement which require full-time attendance (37 hours per week) at clinical facilities. In addition, it may be in a rural or regional setting.

PHTY3085
Clinical Practicum C
Credit points: 6
Teacher/Coordinator: Ms Julia Blackford/Belinda Judd
Session: Intensive February
Intensive September
Classes: 37 hrs/week for 5 weeks at clinical facilities
Prerequisites: PHTY2063, PHTY3081, PHTY3082, PHTY3087
Corequisites: Corequisites: PHTY3085
Assessment: Assessment based on clinical performance, written material, communication skills, organisational skills and professionalism (100%)
Mode of delivery: Professional practice
Note: Department permission required for enrolment.

This unit of study involves clinical placements in one of the four following areas: rehabilitation, acute care, ambulatory care/outpatients and community/general. Students will be required to demonstrate
The emphasis of the teaching approach will be on clinical and ethical lifestyle diseases causing dysfunction in one or more of these systems. In the neuromotor, musculoskeletal and cardiopulmonary body systems, awareness of the changes which occur from infancy to maturity will become evident. Students will develop a clear understanding of typical development and this unit is designed to facilitate students to integrate prior learning from other units of study with the content of this unit.

**PHTY3086**

**Physiotherapy in Multisystem Problems**

Credit points: 6  
Teacher/Coordinator: Dr Sue Coulson  
Session: Semester 2  
Classes: 4-hr lecture/week, 2-hr tutorial or practical/week over 6 weeks  
Prerequisites: PHTY3081  
Assessment: 1x2-hr written exam (70%), group presentation (30%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

In this unit, students will explore common clinical conditions in which the primary problem is complicated by the co-existence of other pathologies, involvement of other physiological systems or where environmental, psychological or socio-economic factors are of primary significance. Students will design and evaluate interventions for conditions such as cervicogenic headache, respiratory disease with and without diabetes, peripheral vascular disease, cancer, pregnancy and women and men's health issues. Students will also consider the impact of mental health problems on patient responses and will investigate other complex clinical cases involving health, psycho-social and socio-economic factors, particularly in older people. The unit will provide the student with an understanding of the roles of other health workers and of the relevant legislation and social services relevant to the care of people within the community and in remote areas.

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 4 (last offered 2015)**

**Semester 1**

As per pass program  
**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

**PHTY4114**

**Physiotherapy in Childhood**

Credit points: 6  
Teacher/Coordinator: Mrs Jennifer Follett  
Session: Semester 2  
Classes: 2-hr lecture/week, 6x2-hr tutorial/semester plus structured learning activities  
Prerequisites: PHTY4110, PHTY4111  
Corequisites: PHTY4112, PHTY4113  
Assessment: Written report - Pre-school activity (30%) and written exam (70%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study aims to prepare the student as a competent entry-level practitioner in paediatric physiotherapy. Emphasis is given to students developing a clear understanding of typical development and the potential influences upon a child's development. The student will become aware of the changes which occur from infancy to maturity in the neuromotor, musculoskeletal and cardiopulmonary body systems, and the impact of congenital or acquired conditions, or lifestyle diseases causing dysfunction in one or more of these systems. The emphasis of the teaching approach will be on clinical and ethical reasoning to promote health and well-being for children within a family-centred practice framework. Paediatric clinical scenarios have been designed to help students in their learning to problem-solve and assessment and management strategies for children with dysfunction, and/or are at risk of poor health and well-being. The approach will also emphasise the role of physiotherapy within broader health care teams/services so as to prepare students for the variety of health care settings/contexts in which paediatric physiotherapists may work. The unit is designed to facilitate students to integrate prior learning from other units of study with the content of this unit.

**Textbooks**


**PHTY4117**

**Physiotherapy Management in Health Care**

Credit points: 6  
Teacher/Coordinator: Dr Susan Coulson  
Session: Semester 2  
Classes: 2x1-hr lectures/week, 1x2-hr tutorial over 6 weeks  
Prerequisites: PHTY3072, PHTY3073, PHTY3074, PHTY3075  
Assessment: 15 min group presentation (30%) and individual viva (oral) exam (70%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study builds on prior learning in musculoskeletal, neurological and cardiopulmonary aspects of physiotherapy and community experience while consolidating knowledge and skills learned on clinical practice. Complex cases requiring inter-professional referral and management will be undertaken. Students will participate in panel discussions, debates and in master classes requiring synthesis of information and application of discipline-specific content to scenarios outside of their university/clinical practicum learning environment.

**PHTY4118**

**Honours Dissertation**

Credit points: 12  
Teacher/Coordinator: Dr Paulo Ferreira  
Session: Semester 2  
Classes: 6x3-hr lectures; research project participation 50 hours/semester  
Assessment: 1x seminar presentation (30%) and 1x5000wd essay (70%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

The program consists of a series of formal classes in which a number of topics relevant to practical and theoretical aspects of research will be covered. These sessions will include discussion and instruction in research design and data analysis, database management, research ethics and scientific writing and the processes by which a research idea is translated into a project. In addition, students will have an opportunity to discuss the work of a distinguished scientist with that person in an informal setting. Opportunities will be provided for students to discuss the progress of their own research areas and to obtain help, from staff and their peers, in dealing with any issues that arise in the course of the semester. Students are required to spend 50 hours in "hands-on" research activity. The nature of this supports the concept of a broad-based experience, including aspects of development and design, data collection, data analysis and interpretation and the presentation of results. Students will work in depth on one particular aspect of a research project.

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**
Clinical Education

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program. Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

All students are required to have completed the relevant pre placement compliance requirements in the indicated time frame prior to the placement commencing. Failure to do so may result in the student not being allocated a placement by WIL or cancellation of the placement by the placement organisation and impact on the student’s progression within their program.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

• necessary vaccination and immunisation for specified infectious diseases
• obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
• meet the requirements of NSW Working with Children legislation and
• agree to abide by the NSW Health Code of Conduct
• as well as other requirements.

It is strongly advised that students commence the vaccination/immunisation requirements and the application for the National Criminal Record Check (to obtain a National Police Certificate) before starting their program, as students will be formally checked for compliance with these requirements either before enrolment into their program or within the first few weeks of Semester 1. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
Bachelor of Applied Science (Speech Pathology) – BPASSPPA6000

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASSPPA-06</td>
<td>Bachelor of Applied Science (Speech Pathology)</td>
</tr>
<tr>
<td>BHASSPPH-02</td>
<td>Bachelor of Applied Science (Speech Pathology)(Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

4 Requirements for award

1. The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Speech Pathology).
2. To qualify for the award of the pass degree, a candidate must complete 192 credit points of units of study in the order prescribed in the Table, including:
   a. 186 credit points of core units; and
   b. 6 credit points of elective units, chosen from the list of elective units in the Table.

5 Requirements for the Honours degree

1. Honours is available to meritorious students who complete an alternative set of units of study in the third and fourth years of the program. Admission to the honours program is by permission of the program coordinator after the completion of Second Year. Entry to the Honours program is based on academic performance in years 1 and 2 of the course.
2. To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative 66 credit point Honours pathway set out in the Speech Pathology Table of units of study.
3. Candidates must maintain a credit average throughout the honours program and complete the degree in the minimum, standard, full-time duration.

6 Award of the degree

1. The Bachelor of Applied Science (Speech Pathology) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.
2. Candidates for the award of the Honours degree, who do not meet the requirements, may be awarded the pass degree if they have completed the requirements for that award.

7 Transitional provisions

1. These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.
2. Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2020. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Applied Science (Speech Pathology) – BPASSPPA6000

Bachelor of Applied Science (Speech Pathology) pass

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BPASSPPA-06: Pass course; full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH1165 Psychology and Cognitive Factors (Intro)</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1163 Speech Science</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD1034 Linguistics and Phonetics</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speech Pathology students must pass this unit in order to enrol in clinical units in Year 2. Students without a sound knowledge of formal traditional grammar are encouraged to undertake the Grammar bridging course in February. This unit is a prerequisite for CSCD2057 Child Language and CSCD2068 Speech Sound Disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and either</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1167 Human Cell Biology</td>
<td>6</td>
<td>N BIOS1161, BIOS1156, BIOS1128, HSBM1001, BIOS1130</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Students who have not undertaken Biology, Chemistry or Senior Science studies in the final two years of their school education are recommended to take BIOS1167 or one recommended elective [6] (see recommended list below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS1165 Hearing Science and Audiology</td>
<td>6</td>
<td>P BIOS1163</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS1166 Neuroscience I: Communication Disorders</td>
<td>6</td>
<td>N BIOS1132, BIOS1171, BIOS1141</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD1032 Human Communication</td>
<td>6</td>
<td>A CSCD1034</td>
<td>P BACH1165 or PSYC1001 or PSYC1002 or HSBH1003</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD2058 Stuttering</td>
<td>6</td>
<td>This unit is a prerequisite for speech pathology (Intermediate) clinical units in Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS2062 Neuroscience II: Communication Disorders</td>
<td>6</td>
<td>P BIOS1166</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD2057 Child Language</td>
<td>6</td>
<td>P CSCD1032 and CSCD1034</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C CSCD2064 or CSCD2065</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD2068 Speech Sound Disorders</td>
<td>6</td>
<td>P CSCD1034 and CSCD1032</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C CSCD2064 or CSCD2065</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This unit is a prerequisite for CSCD3082</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and either</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD2064 Introductory Practice 1: Clinical</td>
<td>6</td>
<td>P CSCD1032 and CSCD1034</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C CSCD2057 and CSCD2068</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Students must also have completed the first year screening. In addition, the privacy declaration and Working with Children Check (via Commission for Children and Young People) will be required during the orientation period. Attendance at clinic orientation is compulsory. Students must pass this unit before they can enrol in Introductory Practice 2 units and Year 3 (Intermediate) speech pathology clinical units.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Bachelor of Applied Science (Speech Pathology) – BPASSPPA6000

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD2065 Introductory Practice 1: Community</td>
<td>6</td>
<td>P CSCD1032, CSCD1034</td>
<td>C CSCD1037, CSCD2068</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Semester 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD2056 Motor Speech and Dysphagia</td>
<td>6</td>
<td>A BIOS1163</td>
<td>P BIOS2062</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD3086 Voice and Voice Disorders</td>
<td>6</td>
<td>A BIOS1165 and CSCD1034</td>
<td>P BIOS1163</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>and either</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD2066 Introductory Practice 2: Clinical</td>
<td>6</td>
<td>P CSCD2065</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD2067 Introductory Practice 2: Community</td>
<td>6</td>
<td>P CSCD2064</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD3074 Specialist Studies</td>
<td>6</td>
<td>P BIOS1165</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD3075 Neurogenic Language Disorders</td>
<td>6</td>
<td>A BIOS2062 and BACH1242</td>
<td>P BIOS1166</td>
<td>C CSCD3077 or CSCD3078 or CSCD3087</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD3076 Lifelong Disability and AAC</td>
<td>6</td>
<td>P CSCD1032</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD3077 Intermediate Clinic 1: Child</td>
<td>6</td>
<td>P CSCD2058 and CSCD2062 and CSCD3086 and (CSCD2066 or CSCD2067)</td>
<td>C CSCD3075</td>
<td></td>
<td></td>
<td>Intensive</td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>December</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD3078 Intermediate Clinic 1: Adult</td>
<td>6</td>
<td>P CSCD2058 and CSCD2062 and (CSCD2066 or CSCD2067)</td>
<td>C CSCD3075</td>
<td></td>
<td></td>
<td>Intensive</td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>December</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Semester 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH2143 Counselling &amp;Behaviour Management for CD</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Department of Health Requirements
- Students must be able to supply proof of vaccination or positive serology results as per NSW and hence may commence prior to the official start of semester and/or may extend beyond the orientation period. Attendance at clinic orientation is compulsory. Students must pass this unit before they can enrol Introductory Practice 2 units and Year 3 (Intermediate) speech pathology clinical units.

- Students must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Students must pass this unit before they can enrol in Year 3 (Intermediate) speech pathology clinical units.

- Students must advise the Speech Pathology Clinical Coordinator before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Child Protection (Working with Children) Act (2001). Students must also have completed the first year screening. In addition, the privacy declaration and Working with Children Check (via Commission for Children and Young People) will be required during the orientation period. Attendance at clinic orientation is compulsory. Students must pass this unit before they can enrol the unit.

- This unit of study is a prerequisite for CSCD4051 Evidence Based Practice for SP.
- This unit is a prerequisite for Year 3 clinic units CSCD3077 and CSCD3078 and CSCD3087.
- This unit is a prerequisite for CSCD4051 Evidence Based Practice for SP.
- This unit is a prerequisite for adult clinical placements in Year 3. Students undertaking international studies in this semester must include studies in adult language disorders in their program to meet this requirement for Year 3 clinic. This unit is a prerequisite for CSCD4051 Evidence Based Practice for SP.
Students must complete all Year 3 units of study before they can enrol in any Year 4 units of study. Students in Year 4 of the course will be assigned to either Group A or B. Group assignment will be known by the end of Semester 1, Year 3. In Year 4, students in Group A enrol in their on-campus units of study in Semester 1 and off-campus units of study in Semester 2; students in Group B enrol in off-campus units of study in Semester 1 and on-campus units in Semester 2.

**Note:**

Students must complete all Year 3 units before they are permitted to enrol in any Year 4 units.

### Group A

#### Semester 1

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD3082 Phonology, Language and Literacy</td>
<td>6</td>
<td>P CSCD2057 and (CSCD1033 or CSCD2066) and (CSCD2066 or CSCD2067)</td>
<td>This unit is a prerequisite for CSCD4051, CSCD4053, CSCD4054, CSCD4055, CSCD4056, CSCD4057, CSCD4058, CSCD4059, CSCD4060, CSCD4061, CSCD4062, CSCD4063 and CSCD4064</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD3085 Speech Pathology Research Methods</td>
<td>6</td>
<td>This unit is a prerequisite for CSCD4051</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Semester 2

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD3083 Intermediate Clinic 2: Adult &amp; Community</td>
<td>6</td>
<td>P CSCD3075 and CSCD3077</td>
<td>Note: Department permission required for enrolment</td>
<td>Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January A, December and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. This unit is a prerequisite for CSCD4051 Evidence Based Practice for SP</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>CSCD3084 Intermediate Clinic 2: Child &amp; Community</td>
<td>6</td>
<td>P CSCD3075, CSCD3078</td>
<td>Note: Department permission required for enrolment</td>
<td>Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January A, December and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. This unit is a prerequisite for CSCD4051 Evidence Based Practice for SP</td>
<td>Semester 1</td>
<td></td>
</tr>
</tbody>
</table>

**SEMMESTER 2 TOTAL: 24 CREDIT POINTS**

#### Year 4

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

**Note:**

Students must complete all Year 3 units before they are permitted to enrol in any Year 4 units.

### Group A

#### Semester 1

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD4051 Evidence Based Practice for SP</td>
<td>6</td>
<td>A Students are assumed to be concurrently enrolled in year 4 clinical units and should seek advice from the course director if this is not the case</td>
<td>Assumed knowledge: Students are assumed to be concurrently enrolled in year 4 clinical units and should seek advice from the course director if this is not the case</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4052 Professional Issues</td>
<td>6</td>
<td>C CSCD4053 or CSCD4056</td>
<td>Students must complete year 3 Intermediate Clinic adult neuro-block before enrolling in CSCD4052 Professional Issues. Students must be prepared to travel to external health sites during their projects.</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4053 Advanced Practice A: Clinical</td>
<td>6</td>
<td>P CSCD3082 and (CSCD3083 or CSCD3084)</td>
<td>This unit of study is typically completed with concurrent enrolment in CSCD4054 Advanced Practice A: Clinical. Students must hold a current CPR certificate before they can commence in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from February - November and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements.</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4054 Advanced Practice A: Community</td>
<td>6</td>
<td>P CSCD3082 and (CSCD3083 or CSCD3084)</td>
<td>This unit of study is typically completed with concurrent enrolment in CSCD4054 Advanced Practice A: Community. Students must hold a current CPR certificate before they can commence in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from February - November and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements.</td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD4055 Advanced Practice A: Paediatric</td>
<td>12</td>
<td>P CSCD3082 and (CSCD3083 or CSCD3084)</td>
<td>Note: Department permission required for enrolment</td>
<td>This unit of study is typically completed with concurrent enrolment in CSCD4056 Advanced Practice A: Adult. Failure to achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16.</td>
<td>Semester 1a</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
</tbody>
</table>
Bachelor of Applied Science (Speech Pathology) – BPASSPPA6000

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD4056 Advanced Practice A: Adult</td>
<td>12</td>
<td>P CSCD3082 and (CSCD3083 or CSCD3084)</td>
<td>Note: Department permission required for enrolment This unit of study is typically completed with concurrent enrolment with CSCD4055 Advanced Practice A: Paediatric. Failure to achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Student must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16.</td>
<td></td>
<td></td>
<td>Semester 1a Semester 1b Semester 2a Semester 2b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS9C0457 Advanced Practice B: Paediatric</td>
<td>12</td>
<td>P CSCD3082 and (CSCD3083 or CSCD3084)</td>
<td>Co-requisite: CSCD4058 Note: Department permission required for enrolment This unit of study is typically completed with concurrent enrolment with CSCD4058 Advanced Practice B: Adult. Failure to achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Student must hold a current CPR certificate as well as ensure they hold a clearance card following conduction of a National Police Check before they can commence in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.</td>
<td></td>
<td></td>
<td>Semester 1a Semester 1b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4058 Advanced Practice B: Adult</td>
<td>12</td>
<td>P CSCD3082 and (CSCD3083 or CSCD3084)</td>
<td>C CSCD4057 Note: Department permission required for enrolment This unit of study is typically completed with concurrent enrolment with CSCD4057 Advanced Practice B: Paediatric. Failure to achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Student must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.</td>
<td></td>
<td></td>
<td>Semester 1a Semester 1b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4051 Evidence Based Practice for SP</td>
<td>6</td>
<td>A Students are assumed to be concurrently enrolled in year 4 clinical units and should seek advice from the course director if this is not the case</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4052 Professional Issues</td>
<td>6</td>
<td>C CSCD4053 or CSCD4059 Students must complete year 3 Intermediate Clinic adult neuro-block before enrolling in CSCD4052 Professional Issues. Students must be prepared to travel to external health sites during their projects.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4059 Advanced Practice B: Clinical</td>
<td>6</td>
<td>P CSCD3082 and (CSCD3083 or CSCD3084)</td>
<td>Note: Department permission required for enrolment This unit of study is typically completed with concurrent enrolment with CSCD4060 Advanced Practice B: Community. Students must hold a current CPR certificate before they can commence in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16 depending on availability. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health requirements.</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4060 Advanced Practice B: Community</td>
<td>6</td>
<td>P CSCD3082 and (CSCD3083 or CSCD3084)</td>
<td>C CSCD4059 This unit of study is typically completed with concurrent enrolment in CSCD4058 Advanced Practice B: Paediatric. Students must hold a current CPR certificate before they can commence in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16 depending on availability. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health requirements.</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of the requirements of the 4-year Bachelor of Applied Science (Speech Pathology) course meets the eligibility requirements for practising membership status of Speech Pathology Australia.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Speech Pathology electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO1168 Functional Musculoskeletal Anatomy A</td>
<td>6</td>
<td>N BIO1136, BIO1159, BIO5090</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of electives may vary from year to year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

118
Bachelor of Applied Science (Speech Pathology) – BPASSPPA6000

Speech Pathology Honours

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS1170 Body Systems: Structure and Function</td>
<td>6</td>
<td>N BIOS1133, BIOS1127, BMED2403, PHSI2006, BIOS2099, PHSI2005, BIOS1155, BIOS2098</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH1003 Health, Behaviour and Society</td>
<td>6</td>
<td>N BACH1133, BACH1134, BACH1130, BACH1161, BACH1132</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH1010 Foundations of eHealth</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB2026 Fundamentals of Rehabilitation</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRIT1000 Writing: Style and Method</td>
<td>6</td>
<td></td>
<td>Semester 1, Semester 2, Summer Late, Winter Main</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course BHASSPPH-02: Honours program; full-time, 4 years

Years 1 and 2

As per Pass course

Year 3 (first offered 2015)

Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD3074 Specialist Studies</td>
<td>6</td>
<td>P BIOS1165</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD3075 Neurogenic Language Disorders</td>
<td>6</td>
<td>A BIOS2062 and BACH2142</td>
<td>P BIOS1166</td>
<td>C CSCD3077 or CSCD3078 or CSCD3087</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD3076 Lifelong Disability and AAC</td>
<td>6</td>
<td>P CSCD1032</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD3087 Intermediate Clinic 1H: Adult</td>
<td>6</td>
<td>P CSCD2056 and CSCD2062 and CSCD3086 and (CSCD2066 or CSCD2067)</td>
<td>C CSCD3075</td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment

Clinical placements are scheduled from January to December and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012.

Students must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January to December and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012.

Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements.

Students must maintain a credit average and must not have a Fail grade in any unit of study to be enrolled in the honours program.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH2143 Counselling &amp; Behaviour Management for CD</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD3082 Phonology, Language and Literacy</td>
<td>6</td>
<td>P CSCD2056 and (CSCD1033 or CSCD2066) and (CSCD2066 or CSCD2067)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD3089 Intermediate Clinic 2H: Child &amp; Community</td>
<td>6</td>
<td>P CSCD3075 and CSCD3087</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment

Students must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Students must maintain a credit average and must not have a Fail grade in any unit of study to be enrolled in the honours program. Clinical placements are scheduled from January to December and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012.

Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements.

BHSC3021 Honours A: Research Design | 6 | | | | | Semester 2 |

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 4 (last offered 2015)

Students must complete all Year 3 units of study before they can enrol in any Year 4 units of study.
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4061 Advanced Practice H: Clinical</td>
<td>6</td>
<td>P CSCD3082, CSCD3089</td>
<td></td>
<td>C CSCD4062</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health requirements. This unit of study is typically completed with concurrent enrolment in CSCD4061 Advanced Practice H: Clinical. Students must hold a current CPR certificate before they can commence in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16 depending on availability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4062 Advanced Practice H: Community</td>
<td>6</td>
<td>P CSCD3082 and CSCD3089</td>
<td></td>
<td>C CSCD4061</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This unit of study is typically completed with concurrent enrolment in CSCD4062 Advanced Practice H: Community. Students must hold a current CPR certificate before they can commence in this unit. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and either</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4063 Advanced Practice H: Paediatric</td>
<td>12</td>
<td>P CSCD3082, CSCD3089</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Student must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.</td>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive February</td>
<td>Intensive July Semester 1</td>
</tr>
<tr>
<td>CSCD4064 Advanced Practice H: Adult</td>
<td>12</td>
<td>P CSCD3082, CSCD3089</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Student must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.</td>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive February</td>
<td>Intensive July Semester 1</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4065 Research Project</td>
<td>12</td>
<td>P CSCD3092</td>
<td></td>
<td></td>
<td>Students must maintain a credit average and must not have a Fail grade in any unit of study to be enrolled in the Honours program.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>and either</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD4063 Advanced Practice H: Paediatric</td>
<td>12</td>
<td>P CSCD3082, CSCD3089</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Student must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.</td>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive February</td>
<td>Intensive July Semester 1</td>
</tr>
<tr>
<td>CSCD4064 Advanced Practice H: Adult</td>
<td>12</td>
<td>P CSCD3082, CSCD3089</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Student must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.</td>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive February</td>
<td>Intensive July Semester 1</td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note**

Completion of the requirements of the 4-year Bachelor of Applied Science (Speech Pathology) Honours course meets the eligibility requirements for practising membership status of Speech Pathology Australia.
Bachelor of Applied Science (Speech Pathology) – BPASSPPA6000

Bachelor of Applied Science (Speech Pathology) pass

View semester session codes here.

Textbooks

There are no textbooks for the following units. Students need to refer to the following documents, which will be provided as required:

- Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011).
- CDTRC Clinic Handbook (available on eLearning).
- Academic lecture materials relevant to the caseload(s)

Unit of Study

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Mode of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD3077</td>
<td>Intermediate Clinic 1: Child</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD3078</td>
<td>Intermediate Clinic 1: Adult</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD3083</td>
<td>Intermediate Clinic 2: Adult &amp; Community</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD3084</td>
<td>Intermediate Clinic 2: Child &amp; Community</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD4053</td>
<td>Advanced Practice A: Clinical</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD4054</td>
<td>Advanced Practice A: Community</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD4055</td>
<td>Advanced Practice A: Paediatric</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD4056</td>
<td>Advanced Practice A: Adult</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD4057</td>
<td>Advanced Practice B: Paediatric</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD4058</td>
<td>Advanced Practice B: Adult</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD4059</td>
<td>Advanced Practice B: Clinical</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD4060</td>
<td>Advanced Practice B: Community</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD3087</td>
<td>Intermediate Clinic 1H: Adult</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD3088</td>
<td>Intermediate Clinic 2H: Child &amp; Community</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD4061</td>
<td>Advanced Practice H: Clinical</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD4062</td>
<td>Advanced Practice H: Community</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD4063</td>
<td>Advanced Practice H: Paediatric</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
<tr>
<td>CSCD4064</td>
<td>Advanced Practice H: Adult</td>
<td>Normal (lecture/lab/tutorial) day</td>
</tr>
</tbody>
</table>

Course BPASSPPA-06: Pass course; full-time, 4 years

Year 1

Semester 1

BACH1165 Psychology and Cognitive Factors (Intro)

Credit points: 6
Teacher/Coordinator: A/Prof Steven Cumming
Semester 1 Classes: 3x1-hr lectures and/or tutorials per week
Assessment: Individual assignment (25%), individual case-based assignment (15%) and exam (60%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit provides an introduction to psychology and introduces students to an information processing approach to cognitive functions including attention, learning, memory, knowledge acquisition, reasoning and decision making.

BIOS1163 Speech Science

Credit points: 6
Session: Semester 1
Classes: 3 x 1hr lectures/week, 2hr practical/tutorials/week
Assessment: mid semester exam (30%), worksheet (5%), end semester exam (65%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit aims to provide an understanding of the anatomy, physiology and physics of speech. Students will gain a detailed knowledge of the anatomy of the head and neck as well as functional activities involving swallowing and speech. In addition student will learn the role of physics in sound production. Control of breathing and respiration in normal and pathological condition is also covered in this unit. Practical classes will take a case-based approach to learning. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is required.

CSCD1034 Linguistics and Phonetics

Credit points: 6
Teacher/Coordinator: Dr Greg Flannery
Semester 1, Summer Main Classes: 2x2-hr lectures/week, 3x1-hr tutorial/semester
Assessment: Transcription exam 1 barrier task (20%), transcription exam 2 barrier task (20%), final exam (55%), 1x1hr research participation (5%)
Practical field work: Participation in practical learning
Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Speech Pathology students must pass this unit in order to enrol in clinical units in Year 2. Students without a sound knowledge of formal traditional grammar are encouraged to undertake the Grammar bridging course in February. This unit is a prerequisite for CSCD2057 Child Language and CSCD2068 Speech Sound Disorders

Students will explore the nature of language: introduction to phonology, morphology, syntax, semantics, pragmatics and orthographic systems, , with a clinical focus. Particular emphasis on grammar, phonetics and articulation assessment and intervention. Analysis of language for clinical purposes (especially grammar transcription and phonetic transcription skills). This unit of study prepares students with the necessary background knowledge to undertake phonology, language and clinical units later in the course.

Textbooks


and either

BIOS1167 Human Cell Biology

Credit points: 6
Teacher/Coordinator: Dr Diana Oakes
Session: Semester 1
Classes: 3 x 1hr lectures/week, 3 x 2hr practical/semester
Prohibitions: BIOS1161, BIOS1156, BIOS1126, HSBM1001, BIOS1130
Assessment: Online quizzes (5%), Examinations (95%) [consisting of a mid semester exam 30% and an end semester exam 70%]
Mode of delivery: Normal (lecture/lab/tutorial) day

This is an entry level unit of study designed to give students an overview of the biological and biochemical processes that are fundamental to life. Knowledge gained in this unit will enable students to understand the key principles of health and disease and the scientific basis for many of the professional practices they will undertake in their careers. Topics are not covered in the detail that is applicable to general chemistry or biochemistry units of study. Students who achieve a pass have a basic working knowledge of the following topics: structure and function of cells, homeostasis, the basic chemistry of life, the biochemistry of human cell function (including protein synthesis, metabolic processes and diseases), and the genetics of health and disease. Students who achieve higher grades are better able to integrate various aspects of the unit and to apply their knowledge to the relevance of these fundamental principles to health care practices.

Students who have not undertaken Biology, Chemistry or Senior Science studies in the final two years of their school education are recommended to take BIOS1167 orone recommended elective [6] (see recommended list below) SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

BIOS1165 Hearing Science and Audiology

Credit points: 6
Teacher/Coordinator: Dr Aaron Camp
Session: Semester 2
Classes: 3hr lectures/week, 2hr practical/tutorial/week
Prerequisites: BIOS1163
Assessment: mid semester exam (15%), end-semester exam

For internal use by University of Sydney staff only.
Students will acquire knowledge about typical communication development in English across the lifespan and in cultures relevant to the Australian context. Students will learn about the sequence of normal communication development from pre-linguistic communication development through to adult language; the significance of context and function in the development of language; the universality of communication development, and the effect of gender in communication development. This unit of study prepares students to undertake observation of communication and to demonstrate understanding of the theories and facts in the normal acquisition of communication skills and apply this knowledge to people of different ages. Students will also begin accumulating knowledge about professional communication skills needed by health professionals to work with clients, carers and colleagues.

Textbooks

CSCD2058 Stuttering
Credit points: 6 Teacher/Coordinator: Prof Mark Onslow Session: Semester 2 Classes: 1x3-hr lecture/week Assessment: Attendance and participation week 7 class (0% barrier task), 1500 word case-based assignment (50%), CPR certificate (0% barrier task) and 1hr case-based final exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day Note: This unit is a prerequisite for speech pathology (intermediate) clinical units in Year 3

Participants will acquire the knowledge and skills to undertake the clinical management of children and adults who stutter. Participants will learn about clinically relevant theories and research findings pertaining to the management of stuttering, how to select, justify and implement clinical interventions, and demonstrate skills in researching and applying evidence-based practice to stuttering management. Students will acquire skills in identifying and counting stuttering and producing a speech restructuring speech pattern. This unit of study prepares students to evaluate research evidence for different assessment and intervention programs in stuttering; consider ethical and service issues related to delivering speech pathology services to culturally populations.

Textbooks
**CSCD2064 Introductory Practice 1: Clinical**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Annie Chan  
**Session:** Semester 1  
**Classes:** 1x2 hr lecture/week, 1x1-hr tutorial/fortnight  
**Prerequisites:** CSCD1032 and CSCD1034  
**Corequisites:** CSCD2057 and CSCD2068  
**Assessment:** pass/fail (100%), must attend 80% of lectures (0% barrier task), complete all required clinical paperwork (0% barrier task) and pass 1 written assignment (0% barrier task)  
**Practical field work:** Clinical practice Tuesday to Friday minimum 66 hours/semester for client management, observations, group supervision meetings, planning and debriefing meetings, TAM duties  
**Mode of delivery:** Professional practice  

Note: Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012 Student must hold a current CPR certificate before they can enrol in this unit. Students must also have completed the first year screening. In addition, the privacy declaration and Working with Children Check (via Commission for Children and Young People) will be required during the orientation period. Attendance at clinic orientation is compulsory. Students must pass this unit before they can enrol in Introductory Practice 2 units and Year 3 (Intermediate) speech pathology clinical units.

Students work with an advanced student and participate in clinical service delivery in the on-campus clinic. Students must demonstrate competence in the context of direct supervision (novice level), in observing, seeking information about, accurately describing and participating in provision of clinical services to their client. They are to seek information relevant to their professional development and client care, and show awareness of their impact on the client. To support their learning, this unit will consider issues directly related to clinical practice in the areas of professional relationships with families and other professionals, problem solving strategies for identifying and managing ethical issues involved in being a student, working with children and working with families. Students will develop strategies for facilitating client’s learning. Also, this unit will cover culturally and linguistically diverse and indigenous issues in health service delivery, basic report writing and case presentation skills. Students will gain knowledge of the on-campus clinic policies and procedures and government legislation.

**Textbooks**  
Competency Based Occupational Standards (CBOS), Speech Pathology Australia, Melbourne (2011) available from the Discipline

**or**

**CSCD2065 Introductory Practice 1: Community**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Katrina Gott  
**Session:** Semester 1  
**Classes:** 1x2 hr lecture/week, 1x1-hr tutorial/fortnight  
**Prerequisites:** CSCD1032, CSCD1034  
**Corequisites:** CSCD2057, CSCD2068  
**Assessment:** pass/fail (100%), must attend 80% of lectures (0% barrier task), complete all required clinical paperwork (0% barrier task) and pass 2 written assignments (0% barrier task)  
**Practical field work:** Clinical practice Monday to Friday minimum 56 hours/semester for preschool visit, ear learning tasks, planning and debrief meetings  
**Mode of delivery:** Professional practice  

Note: Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012 Student must hold a current CPR certificate before they can enrol in this unit. Students must also have completed the first year screening. In addition, the privacy declaration and Working with Children Check (via Commission for Children and Young People) will be required during the orientation period. Attendance at clinic orientation is compulsory. Students must pass this unit before they can enrol in Introductory Practice 2 units and Year 3 (Intermediate) speech pathology clinical units.

Students are paired to conduct observations and prescribed activities in a preschool, long day-care centre or kindergarten with children between 1 and 6 years as well as engage in professional interactions with staff. Students will acquire knowledge of the functions and routines in an early educational setting; develop professional communication skills and confidence in working with other professionals. They will understand how language is used and targeted as a part of the curriculum in preschool settings, develop skills in carrying out language stimulation activities with preschool children, and relate observations to relevant theory and research. To support their clinical learning, this unit will consider issues directly related to clinical practice in the areas of professional relationships with families and other professionals, problem solving strategies for identifying and managing ethical issues involved in being a student, working with children and working with families. Students will develop strategies for facilitating client’s learning. Also, this unit will cover culturally and linguistically diverse and indigenous issues in health service delivery, basic report writing and case presentation skills. Students will gain knowledge of the on-campus clinic policies and procedures and government legislation.

**Textbooks**  
Competency Based Occupational Standards (CBOS), Speech Pathology Australia, Melbourne (2011) available from the Discipline

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

**BACH2142 Cognitive Neuropsychology**

**Credit points:** 6  
**Teacher/Coordinator:** A/Prof Steven Summing  
**Session:** Semester 2  
**Classes:** 2x3 hr lecture/week, 1x2-hr tutorial/week  
**Prerequisites:** BACH1165 or PSYC1001 or PSYC1002  
**Assessment:** group presentation (15%), essay and annotated bibliography (35%) and final examination (50%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  

Students acquire knowledge of normal cognition and the cognitive neuropsychological approach to brain-behaviour relationships and cognitive processes; the cognitive and behavioural consequences of brain damage and models of cognitive rehabilitation.

**CSCD2062 Motor Speech and Dysphagia**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Hans Bogaardt  
**Session:** Semester 2  
**Classes:** 1x3 hr lecture/week, 1x1-hr tutorial/week, independent study of modified barium swallow video rating approximately 3 to 4 hrs per semester  
**Prerequisites:** BIOS2062  
**Assessment:** BIOS1163 Assessment: 1hr case based mid semester exam (35%), MBS exam (barrier task) (15%) and 2hr case based final exam (50%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  

Note: This unit is a prerequisite for Year 3 clinical units CSCD3077 and CSCD3078 and CSCD3087

Students will acquire the knowledge and skills to conduct clinical assessment and management for clients with speech motor and motor programming disorders such as dystarthria and apraxia, as well as assessment and management of feeding and swallowing impairments in children and adults. Students will learn to describe, evaluate and conduct and justify interventions for these populations. A focus on case-based problem solving will be emphasised to achieve integration of theory and practical skills. This unit of study prepares students to conduct appropriate and evidence-based clinical assessment and management for these populations.

**Textbooks**  

**CSCD3086 Voice and Voice Disorders**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Catherine Madill  
**Session:** Semester 2  
**Classes:** 1x2-hr lecture/week, 1x1-hr tutorial/week  
**Prerequisites:** BIOS1163  
**Assessment:** BIOS1165 and CSCD1034 Assessment: 1hr exam (30%), 2hr exam (50%) and recorded voice task assignment (20%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  

This unit of study will enable students to describe, analyse and apply:  
1) the anatomical, physiological, aerodynamic, biomechanical, acoustic, physical and perceptual principles of vocal function;  
2) principles and skills in the assessment and analysis of vocal function including basic principles of acoustic speech recording and analysis;  
3) the nature of voice disorders; evaluation and management of individuals with a variety of phonatory disorders;  
4) different voice techniques and facilitating vocal change in the non-disordered and disordered population.  
**Textbooks**  

and either
CSCD2066
Introductory Practice 2: Clinical
Credit points: 6 Teacher/Coordinator: Ms Annie Chan Session: Semester 2 Classes: 1x2-hr lecture/week. Prerequisites: CSCD2065. Assessment: pass/fail (100%), attend 80% of lectures (0% barrier task), complete all required clinical paperwork (0% barrier task) and pass 3 written assignments (0% barrier task). Practical field work: Clinical practice Tuesday to Friday minimum 66 hours/semester for client management, observations, group supervision meetings, planning and debriefing meetings, TAM duties. Mode of delivery: Professional practice
Note: Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Students must also have completed the first year screening. In addition, the Privacy declaration and Working with Children Check (via Commission for Children and Young People) will be required during the orientation period. Attendance at clinic orientation is compulsory. Students must pass this unit before they can enrol in Year 3 (Intermediate) speech pathology clinical units.

Students work with an advanced student and participate in clinical service delivery in the on-campus clinic. Students must demonstrate competence in the context of direct supervision (novice level), in observing, seeking information about, accurately describing and participating in provision of clinical services to their client. They are to seek information relevant to their professional development and client care, and show awareness of their impact on the client. To support their clinical learning, this unit will consider communication and counselling skills involved with working with caregivers and adult clients, and problem solving strategies for identifying and managing ethical issues involved in working with adults and their families. This unit will also explore the role of speech pathologists in the health system and their participation in professional teams.

Textbooks
Competency Based Occupational Standards (CBOS), Speech Pathology Australia, Melbourne (2011) available from the Discipline

or

CSCD2067
Introductory Practice 2: Community
Credit points: 6 Teacher/Coordinator: Ms Katrina Gott Session: Semester 2 Classes: 1x2-hr lecture/week, 1x1-hr tutorial/fortnight. Prerequisites: CSCD2064. Assessment: pass/fail (100%), attend 80% of lectures (0% barrier task), complete all required clinical paperwork (0% barrier task), online tasks (0% barrier task) and pass 3 written assignments (0% barrier task). Practical field work: clinical practice Monday to Friday minimum 56 hrs/semester for preschool visits, elearning tasks, planning and debrief meeting. Mode of delivery: Professional practice.
Note: Students must advise the Speech Pathology Clinical Coordinator before enrolling in this unit of study if they do not have a current National Police Certificate or are a prohibited person under the NSW Working with Children Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Students must pass this unit before they can enrol in Year 3 (Intermediate) speech pathology clinical units.

Students are paired to conduct observations and prescribed activities in a preschool, long day-care centre or kindergarten with children between 1 and 6 years as well as engage in professional interactions with staff. Students will acquire knowledge of the functions and routines in an early educational setting, develop professional communication skills and confidence in working with other professionals. They will understand how language is used and targeted as a part of the curriculum in preschool settings, develop skills in carrying out language stimulation activities with preschool children, and relate observations to relevant theory and research. To support their clinical learning and prepare students for their immediate placement, this unit will consider communication and counselling skills involved with working with caregivers and adult clients, and problem solving strategies for identifying and managing ethical issues involved in working with adults and their families. This unit will also explore the role of speech pathologists in the health system and their participation in professional teams.

Textbooks
Preschool Handbook available from the Discipline; Competency Based Occupational Standards (CBOS), Speech Pathology Australia, Melbourne (2011) available from the Discipline

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 3
Semester 1
CSCD3074
Specialist Studies
Credit points: 6 Teacher/Coordinator: Dr Alison Purcell. Session: Semester 1 Classes: 2x-hr lecture/week and 1hr lecture/week. Prerequisites: BIOS1165. Assessment: assignment (50%), end-semester examination (50%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: This unit is a prerequisite for CSCD4051 Evidence Based Practice for SP.

In this unit, students will learn about the different varieties of hearing loss and craniofacial abnormalities. Students will understand the impact of these disorders on communication and learn how to investigate and manage these types of communication impairments. The impact of culturally and linguistically diverse backgrounds for speech pathologists and their clients will be explored.

Textbooks

CSCD3075
Neurolinguistic Disorders
Credit points: 6 Teacher/Coordinator: Dr Emma Power. Session: Semester 1 Classes: 1x2-hr lecture/week, 1x2-hr case discussion/demonstration/week. Prerequisites: BIOS1166. Corequisites: CSCD3077 or CSCD3078 or CSCD3067. Assumed knowledge: BIOS2062 and BACH2142. Assessment: Assignment (50%), 2 hour final exam (50% barrier task). Mode of delivery: Normal (lecture/lab/tutorial) day.
Note: This unit is a prerequisite for corequisite for adult clinical placements in Year 3. Students undertaking international studies in this semester must include studies in adult language disorders in their program to meet this requirement for Year 3 clinic. This unit is a prerequisite for CSCD4051 Evidence Based Practice for SP

Students will acquire knowledge about neurolinguistic language disorders in adults (e.g., aphasia and cognitive communication deficits). Students will learn about the characteristics of acquired aphasia, non-dominant hemisphere lesions, traumatic brain injury (TBI), and degenerative disease (e.g., dementia) and critically evaluate and develop assessment and intervention strategies for these populations.

CSCD3076
Lifelong Disability and AAC
Credit points: 6 Teacher/Coordinator: Dr Andy Smidt. Session: Semester 1 Classes: 1x2-hr lecture/week, 1x1-hr tutorials weeks 2-13. Prerequisites: CSCD1032. Assessment: group presentation and handout (20%) and client assessment (40%) and case-based final exam (40%). Mode of delivery: Normal (lecture/lab/tutorial) day.
Note: This unit of study is a prerequisite for CSCD4051 Evidence Based Practice for SP

Students will acquire knowledge of the theoretical and practical issues related to working with individuals with complex communication needs across the lifespan and in a variety of residential, educational, employment, and community settings. Students will learn about common developmental disabilities including cerebral palsy, intellectual disability, and autism spectrum disorders, their impact on communication and the use of augmentative and alternative communication systems. This unit prepares students to work in a collaborative team and apply a client-focused functional approach to assessment and intervention for people with complex communication needs.

Textbooks
CSCD3077
Intermediate Clinic 1: Child
Credit points: 6
Teacher/Coordinator: Ms Robyn Johnson
Classes: clinical placement Monday to Friday for a minimum 24 face to face client hours per semester, regular compulsory group supervision meetings
Prerequisites: CSCD2058 and CSCD2062 and (CSCD2066 or CSCD2067)
Corequisites: CSCD3075
Assessment: clinical competency assessment (100%), attend clinic orientation and all clinical meetings (0% barrier task) and complete all required clinical paperwork (0% barrier task)
Mode of delivery: Professional practice
Note: Department permission required for enrolment. Note: Students must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January A
December and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements.

Students will be responsible for the management of paediatric clients and engage in supervisory conferences each week, during semester. Students may be placed in either on or off-campus clinics. At the end of this unit of study, students will be expected to demonstrate skills within the intermediate zone of COMPASS Competency Assessment in Speech Pathology for all 11 competencies with child clients across the range of practice areas (CBOS, 2011) of speech, language, voice, fluency and multi-modal communication disorders, unless the complexity of the disorder or specialist clinical setting indicates otherwise.

Textbooks
There are no textbooks for this unit. You need to refer to the following documents:
Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)
CDTRC Clinic Handbook (available on eLearning)
Academic lecture materials relevant to the caseload(s) or

CSCD3078
Intermediate Clinic 1: Adult
Credit points: 6
Teacher/Coordinator: Ms Robyn Johnson
Classes: clinical placement Monday to Friday for a minimum 12 face to face client hours per semester, regular compulsory group supervision meetings
Prerequisites: CSCD2058 and CSCD2062 and (CSCD2066 or CSCD2067)
Corequisites: CSCD3075
Assessment: clinical competency assessment (100%), attend clinic orientation and all clinical meetings (0% barrier task), complete all required clinical paperwork (0% barrier task) and TAM Duty (0% barrier task)
Mode of delivery: Professional practice
Note: Department permission required for enrolment. Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January A
December and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements.

Students will be responsible for planning and conducting an assessment of a paediatric client and related activities. Students will be responsible for the management of adult clients in on and/or off campus clinical settings. At the end of this unit of study students will be expected to demonstrate skills within the intermediate zone of COMPASS Competency Assessment in Speech Pathology for all 11 competencies with child and adult clients across the range of practice areas (CBOS, 2011) of speech, language, voice, fluency and multi-modal communication disorders, unless the complexity of the disorder or specialist clinical setting indicates otherwise.

Textbooks
There are no textbooks for this unit. You need to refer to the following documents:

125

Bachelor of Applied Science (Speech Pathology) – BPASSPPA6000

CSCD3082
Phonology, Language and Literacy
Credit points: 6
Teacher/Coordinator: Dr Kimberley Docking
Session: Semester 2
Classes: 2x2-hr lectures/week
Prerequisites: CSCD2057 and (CSCD1033 or CSCD2068) and (CSCD2066 or CSCD2067)
Assessment: clinical report (50%) and 2-hr final exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: This unit is a prerequisite for CSCD4051, CSCD4053, CSCD4054, CSCD4055, CSCD4056, CSCD4057, CSCD4058, CSCD4059, CSCD4060, CSCD4061, CSCD4062, CSCD4063 and CSCD4064

Students will acquire in-depth knowledge in the study of phonology, language and literacy as they relate to children and adolescents with communication disorders. This unit will cover the interactions between phonology, language and literacy in both acquisition and impairment. Students will learn how spoken language and expressive phonology both influence literacy acquisition. Students will examine theoretical models of reading and phonological processing, and how these models can be used to understand and manage spoken and written communication impairments in school aged children.

Textbooks

CSCD3085
Speech Pathology Research Methods
Credit points: 6
Teacher/Coordinator: Dr Hans Bogaardt
Session: Semester 2
Classes: 1x2-hr lecture/week for 13 weeks, 1x1-hr computer lab/week for 7 weeks, 1x1-hr research methodology appraisal/semester
Assessment: SPSS exams (45%), research appraisal (5%) and final exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: This unit is a prerequisite for CSCD4051

In this unit students will learn the basic principles of designing, undertaking and analysing research in speech pathology. This will enable students to be more careful consumers (and, perhaps, producers) of research when they become clinicians and to appreciate the fundamental link between research skills and evidence-based practice. This unit will also lay the groundwork for students who might be considering a research higher degree. A variety of topics will be explored including correlational techniques, hypothesis testing and qualitative methods. Exercises and examples will relate specifically to the basic science and applied aspects of speech pathology. Students will gain experience using SPSS statistical analysis software or equivalent.

Textbooks
Clinical Research methods in Speech language Pathology and Audiology (2nd Ed) by Irwin, Pannbacker & Lass
SPSS Statistical software (paid version) or PSPP (open source; free) and either
CSCD3083
Intermediate Clinic 2: Adult & Community
Credit points: 6 Teacher/Coordinator: Ms Robyn Johnson Session: Semester 1, Semester 2 Classes: clinical placement Monday to Friday for a minimum 12 face to face client hours per semester, regular compulsory group supervision meetings, 3 week block placement or equivalent. Prerequisites: CSCD3075 and CSCD3077 Assessment: Clinical competency assessment (100%), attend clinic orientation and all clinical meetings (0% barrier task), clinical assessment based viva (0% barrier task), complete all required clinical paperwork (0% barrier task) and TAM Duty (0% barrier task) Mode of delivery: Professional practice
Note: Department permission required for enrolment. Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January A_ December and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. This unit is a prerequisite for CSCD4051 Evidence Based Practice for SP

Students will be responsible for planning and conducting an assessment of a paediatric client and related activities. Students will also be responsible for the management of adult clients in on and/or off-campus clinical settings in a weekly placement followed by a block placement. At the end of this unit of study students will be expected to demonstrate skills within the intermediate zone of COMPASS Competency Assessment in Speech Pathology for all 11 competencies with adult clients across the range of practice areas (CBOS, 2011) of speech, language, voice, fluency and multi-modal communication disorders, unless the complexity of the disorder or specialist clinical setting indicates otherwise.

Textbooks
There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013) CDTRC Clinic Handbook (available on eLearning) Academic lecture materials relevant to the caseload(s)

CSCD3084
Intermediate Clinic 2: Child & Community
Credit points: 6 Teacher/Coordinator: Ms Robyn Johnson Session: Semester 1, Semester 2 Classes: clinical placement Monday to Friday for a minimum 24 face to face client hours per semester, regular compulsory group supervision meetings, 3 week block placement or equivalent. Prerequisites: CSCD3075, CSCD3078 Assessment: Clinical competency assessment (100%), attend clinic orientation and all clinical meetings (0% barrier task), clinical assessment based viva (0% barrier task) and complete all required clinical paperwork (0% barrier task) Mode of delivery: Professional practice
Note: Department permission required for enrolment. Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January A_ December and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. This unit is a prerequisite for CSCD4051 Evidence Based Practice for SP

Students will be responsible for the management of paediatric client/s and engage in supervisory conferences each week, during semester. Students may be placed in either on or off-campus clinics. Students will also be responsible for the management of adult clients in off-campus clinical settings in a block placement. At the end of this unit of study students will be expected to demonstrate skills within the intermediate zone of COMPASS Competency Assessment in Speech Pathology for all 11 competencies with child clients across the range of practice areas (CBOS, 2011) of speech, language, voice, fluency and multi-modal communication disorders, unless the complexity of the disorder or specialist clinical setting indicates otherwise.

Textbooks
There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013)
orientation is compulsory. Clinical placements are scheduled from February - November and hence may commence prior to the official start of semester and/or may extend beyond week 16. **Mode of delivery:** Professional practice

Note: Department permission required for enrolment. Note: This unit of study is typically completed with concurrent enrolment with CSCD4056 Advanced Practice A: Adult. Failure to achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

Students are placed in one off-campus clinic, hospital, or other setting for four days per week for one, 6 week (or equivalent) block. Over the semester they manage a varied child caseload, participate in a variety of clinical management, clinical service, and multidisciplinary team activities, and participate in supervisory conferences on a regular basis.

**Textbooks**

There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013)

Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)

Off-campus Placement Handbook (available on the Learning Management System (LMS))

Academic lecture materials relevant to the caseload(s)

---

**CSCD4054**

**Advanced Practice A: Community**

**Credit points:** 5 **Teacher/Coordinator:** Ms Nadia Tubberry **Session:** Semester 1, Semester 2 **Classes:** Lectures in orientation week only, 1x/day/week, community placements scheduled Tuesday to Thursday, attendance required for 1x/day/week for 10 to 13 weeks, intake participation on Friday mornings required for a total of 5 hours/semester, first year screenings total an approximate 2hr commitment per semester **Prerequisites:** CSCD3082 and (CSCD3083 or CSCD3084) **Corequisites:** CSCD4053 **Assessment:** Clinical competency assessment (100%), orientation (0% barrier task), clinical meetings (0% barrier task), intake statement of learning (0% barrier task), first year screening statement of learning (0% barrier task), required paperwork (0% barrier task) **Practical field work:** Intake clinic Friday mornings (rotator basis) plus 8am-5pm for 1-day per week (Tuesday-Thursday) for 10-13 weeks during semester 

**Mode of delivery:** Professional practice

**Note:** This unit of study is typically completed with concurrent enrolment in CSCD4053 Advanced Practice A: Clinical. Student must hold a current CPR certificate before they can commence in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16 depending on availability. Students must advise the Course Director before enrolling in this unit if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health requirements.

Students provide an assessment and/or intervention service to clients within the community. They manage a varied client caseload, as well as participate in the management of clinical management and clinical service activities in both an on and off campus setting. Students take part in regular supervisory conferences with their clinical educators and other students.

**Textbooks**

There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013)

Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)

Academic lecture materials relevant to the caseload(s)

**SEMESTER 1 TOTAL:** 24 CREDIT POINTS

---

**CSCD4055**

**Advanced Practice A: Paediatric**

**Credit points:** 12 **Teacher/Coordinator:** Dr Lyndal Sheepey **Session:** Semester 1a, Semester 1b, Semester 2a, Semester 2b **Classes:** Clinical placement full time block Monday-Friday with on site attendance minimum 4 days per week for 6 weeks or equivalent. Additional orientation sessions and debriefing attendance is also required. **Prerequisites:** CSCD3082 and (CSCD3083 or CSCD3084) **Corequisites:** CSCD4056 **Assessment:** Clinical competency assessment (100%), 0% barrier tasks, A and attending sessions, portfolio and submission of required paperwork **Practical field work:** Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16. **Mode of delivery:** Professional practice

Note: This unit of study is typically completed with concurrent enrolment with CSCD4056 Advanced Practice A: Paediatric. Failure to achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

Students are placed in one off-campus clinic, hospital, or other setting for four days per week for one, 6 week (or equivalent) block. Over the semester they manage a varied child caseload, participate in a variety of clinical management, clinical service, and multidisciplinary team activities, and participate in supervisory conferences on a regular basis.

**Textbooks**

There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013)

Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)

Off-campus Placement Handbook (available on the Learning Management System (LMS))

Academic lecture materials relevant to the caseload(s)

**SEMESTER 2 TOTAL:** 24 CREDIT POINTS

---

**Group B**

---

**Semester 1**

**CSCD4057**

**Advanced Practice B: Paediatric**

**Credit points:** 12 **Teacher/Coordinator:** Dr Lyndal Sheepey **Session:** Semester 1a, Semester 1b **Classes:** Clinical Placement full time block Monday-Friday with on site attendance minimum 4 days per week for 6 weeks or equivalent. Additional orientation sessions and debriefing attendance is also required. **Prerequisites:** CSCD3082 and (CSCD3083 or CSCD3084) **Corequisites:** Co-requisite: CSCD4056 **Assessment:** Clinical competency assessment (100%), barrier tasks A and attending sessions and submission of required paperwork **Mode of delivery:** Professional practice

Note: Department permission required for enrolment. Note: This unit of study is typically completed with concurrent enrolment with CSCD4055 Advanced Practice A: Paediatric. Failure to achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

Students are placed in one off-campus clinic, hospital, or other setting for four days per week for one, 6 week (or equivalent) block. Over the semester they manage a varied adult caseload, participate in a variety of clinical management, clinical service, and multidisciplinary team activities, and participate in supervisory conferences on a regular basis.

**Textbooks**

There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013)

Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)

Off-campus Placement Handbook (available on the Learning Management System (LMS))

Academic lecture materials relevant to the caseload(s)
Note: Department permission required for enrolment. Note: This unit of study is typically completed with concurrent enrolment with CSCD4058 Advanced Practice B: Adult. Failure to achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

Students are placed in one off-campus clinic, hospital, or other setting for four days per week for one, 6 week (or equivalent) block. Over the semester they manage a varied adult caseload, participate in a variety of clinical management, clinical service, and multidisciplinary team activities, and participate in supervisory conferences on a regular basis.

Textbooks
This unit of study is typically completed with concurrent enrolment with CSCD4058 Advanced Practice B: Adult. Failure to achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

CSCD4058 Advanced Practice B: Adult
Credit points: 12 Teacher/Coordinator: Dr Lynld Sheepey Session: Semester 1, Semester 2 Classes: Clinical placement full time block Monday-Friday with on site attendance minimum 4 days/week for 6 weeks or equivalent, additional orientation sessions and debriefing attendance is also required Prerequisites: CSCD3082 and (CSCD3083 or CSCD3084) Corequisites: CSCD4057 Assessment: Clinical competency assessment (100%), barrier tasks A, attending sessions and submission of required paper work Mode of delivery: Professional practice
Note: Department permission required for enrolment. Note: This unit of study is typically completed with concurrent enrolment with CSCD4057 Advanced Practice B: Paediatric. Failure to achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

Students are placed in one off-campus clinic, hospital, or other setting for four days per week for one, 6 week (or equivalent) block. Over the semester they manage a varied adult caseload, participate in a variety of clinical management, clinical service, and multidisciplinary team activities, and participate in supervisory conferences on a regular basis.

Textbooks
There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013) Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011) Off-campus Placement Handbook (available on the Learning Management System (LMS) Academic lecture materials relevant to the caseload(s)

SEMIESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

CSCD4051 Evidence Based Practice for SP
Credit points: 6 Teacher/Coordinator: Dr Maree Doble Session: Semester 1, Semester 2 Classes: 1x2hr lecture/week, 1x1hr compulsory tutorial/week Prerequisites: Assumed knowledge: Students are assumed to be concurrently enrolled in year 4 clinical units and should seek advice from the course director if this is not the case. Assumed knowledge: Students are assumed to be concurrently enrolled in year 4 clinical units and should seek advice from the course director if this is not the case. Assessment: Critically appraised topic (50%), management plan (40%) and minutes of team meetings and participation in class activities (10%) Mode of delivery: Normal (lecture/lab/tutorial) day

Students will acquire the knowledge and skills to conduct critical evaluation of the literature pertinent to speech pathology practice and apply principles of evidence-based practice. Students will focus on specific areas of specialised practice. These areas will be chosen to strengthen the student’s professional portfolio demonstrating competencies across all areas.

CSCD4052 Professional Issues
Credit points: 6 Teacher/Coordinator: Ms Kate Short Session: Semester 1, Semester 2 Classes: 2hr lecture/week, 1hr tutorial/week and project work off site across the semester Corequisites: CSCD4053 or CSCD4059 Assessment: Mock job application (15%), group project (85%), attend 80% of lectures (0% barrier task), and complete 1 online reflective statement (0% barrier task) and attendance at debrief in November (0% barrier task) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Students must complete year 3 Intermediate Clinic adult neuro-block before enrolling in CSCD4052 Professional Issues. Students must be prepared to travel to external health sites during their projects.

Students enrolled in this unit will participate in learning experiences that integrate theoretical knowledge with clinical experience in order to prepare for the professional workplace. Students will cover issues in professional relationships, ethics, caseload management, legal requirements and professional self-regulation. Students complete a group quality improvement project (generally at an external site).

CSCD4059 Advanced Practice B: Clinical
Credit points: 6 Teacher/Coordinator: Ms Nadia Tudberry Session: Semester 2 Classes: Lectures Tuesdays, Thursdays, Fridays, orientation week only, clinical placements scheduled Tuesday to Thursday, attendance required, to Fridays minimum 12 client hours, approximately 12 prep hours, 12 weekly group supervision meetings, 12 hours for support and mentoring required/semester Prerequisites: CSCD3082 and (CSCD3083 or CSCD3084) Corequisites: CSCD4052 and CSCD4060 Assessment: Clinical competency assessment (100%) and - orientation (0% barrier task), clinical meetings (0% barrier task), other required paperwork (0% barrier task), TQM (0% barrier task), and professional practice (0% barrier task) Practical field work: Clinical 8am-6pm Tuesday-Friday minimum 12 client hours plus other hours for group supervision, planning and mentoring totalling approximately 4-5 hrs per week on site attendance. Mode of delivery: Professional practice
Note: This unit of study is typically completed with concurrent enrolment with CSCD4060 Advanced Practice B: Community. Students must hold a current CPR certificate before they can commence in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16 depending on availability. Students must advise the Course Director before enrolling in this unit if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health requirements

Students manage a client caseload and participate in a variety of clinical management and service activities within the on-campus clinic. Students also participate in a clinical mentoring experience with novice/intermediate students. Students are responsible for supporting and facilitating the learning of the novice/intermediate students. They participate in supervisory conferences with their clinical educators and peers. Students are expected to demonstrate competency in professional communication skills, team work and effective time management, as well as overall client management. To be eligible to receive a pass in this unit of study, students must have satisfactorily completed their portfolios for demonstrating competency for professional association membership upon graduation.

CSCD4060 Advanced Practice B: Community
Credit points: 6 Teacher/Coordinator: Ms Nadia Tudberry Session: Semester 2 Classes: Lectures in orientation week only, 1x day/week, community placements scheduled Tuesday to Thursday, attendance required for one day/week for 10 to 13 weeks, intake orientation on Friday, mornings required, to Fridays minimum 12 client hours, approximately 12 prep hours, 12 weekly group supervision meetings, 12 hours for support and mentoring required/semester Prerequisites: CSCD3082 and (CSCD3083 or CSCD3084) Corequisites: CSCD4059 Assessment: Clinical competency assessment (100%) and - orientation (0% barrier task), clinical meetings (0% barrier task), other required paperwork (0% barrier task), TQM (0% barrier task), and professional practice (0% barrier task) Practical field work: Intake clinic Friday mornings (roster basis) plus 8am-5pm for 1-day per week (Tuesday-Thursday) for 10-13 weeks during semester Mode of delivery: Professional practice
Note: This unit of study is typically completed with concurrent enrolment in CSCD4059 Advanced Practice B: Clinical. Students must hold a current CPR certificate before they can commence in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16 depending on availability. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or negative serology results as per NSW Department of Health requirements.

Students provide an assessment and/or intervention service to clients within the community. They manage a varied client caseload, as well as participate in a variety of clinical management and clinical service activities in both an on and off campus setting. Students take part in regular supervisory conferences with their clinical educators and other students.

Textbooks
There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013)
Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)
Academic lecture materials relevant to the caseload(s)

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

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

**Speech Pathology electives**
Students choose one elective. Availability of electives may vary from year to year.

**BIOS1168**
Functional Musculoskeletal Anatomy A

**Credit points:** 6
**Teacher/Coordinator:** Assoc Prof Leslie Nicholson, Dr Bronwen Ackermann
**Semester:** 1, 2
**Classes:** 2hr lectures, 2hr practical/tutorial/week
**Prohibitions:** BIOS1113, BIOS1115, BIOS1090
**Assessment:** Mid semester practical exam (30%), end semester practical exam (30%), end semester exam (40%)
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study introduces the basic concepts in musculoskeletal anatomy prior to a more detailed study of the gross anatomical structure of the upper limb as it relates to functional activities. Students will study the histological structure of musculoskeletal tissues and surface anatomy of the upper limb. Material will be presented in lectures, practical sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

**BIOS1170**
Body Systems: Structure and Function

**Credit points:** 6
**Teacher/Coordinator:** Dr Jaimie Polson
**Semester:** 1, 2
**Classes:** 3hr lectures, 2hr practical/week
**Prohibitions:** BIOS1133, BIOS1127, BMD2403, PHSI2006, BIOS2099, PHSI2005, BIOS1195, BIOS2096
**Assessment:** mid semester exam (30%), end semester exam (70%)
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will present the gross anatomy, functional histology, physiology and pathophysiology of the cardiovascular, respiratory and renal systems. Specific diseases of these systems that are commonly encountered in health care practice will be described. The unit will also cover the characteristics of the body’s fluids and the concept of acid-base balance within the body. This unit includes laboratory classes at which human cadaveric material is studied; attendance at such classes is strongly encouraged. Students who achieve a pass will have a basic working knowledge of professionally relevant aspects of anatomy and physiology. Students who achieve higher grades will be better able to integrate various aspects of the unit, and to apply their knowledge to solve problems or explain higher level phenomena.

**HSB1003**
Health, Behaviour and Society

**Credit points:** 6
**Teacher/Coordinator:** Dr Mairwen Jones
**Semester:** 1
**Classes:** 1x2-hr lecture/week, 1x1-hr tutorial/week
**Prohibitions:** BIOS1133, BACH1130, BACH1134, BACH1130, BACH1161, BACH1132
**Assessment:** Assignment (30%), group class presentation (20%), 1.5 hr end of semester exam (50%)
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit is an introduction to areas of psychology and sociology relevant to health and wellbeing. The unit provides psychological tools (covering both theory and method) useful for understanding and practicing in health and wellbeing. It is also an introduction to the principles and applications of psychology as they pertain to these areas. The unit aims to develop a sociological imagination, a quality of mind that will be used to prompt students to question common-sense assumptions regarding health and wellbeing. Students will also gain familiarity with the major paradigms and methodological approaches of contemporary psychology and will develop the applications of psychological theory to specific health issues in their major area of study.

**HSB1010**
Foundations of eHealth

**Credit points:** 6
**Teacher/Coordinator:** Dr Melanie Nguyen
**Semester:** 2
**Classes:** 2x1-hr lecture/week, 1x1-hr tutorial/week
**Assessment:** Reflective task (45%), case study (45%), eHealth portfolio (35%), and participation (5%)
**Mode of delivery:** Normal (lecture/lab/tutorial) day

In this unit, students will be introduced to eHealth and the role of technology in healthcare. The aim of the unit is to provide future health professionals and policy makers with a strong foundation in eHealth on which they can make evidence-based decisions. In particular, this unit will provide students with opportunities to examine: how technology affects health care in different Australian health contexts; ethical issues surrounding eHealth; innovations in eHealth including designing health apps for mobile devices; how emerging technologies affect patient-centred communication between health professionals and between health professionals and their clients/patients; and strategies for interacting with patients and clients using different technologies. Students will develop their skills in various technologies identified as important for future clinicians and create an ePortfolio to showcase their learning potential employers. This unit will also enhance students as learners by providing them with reflective learning skills identified as core to successful health care.

**REHB2026**
Fundamentals of Rehabilitation

**Credit points:** 6
**Teacher/Coordinator:** Prof Elias Mpofu
**Semester:** 1
**Classes:** 1x2-hr lecture/week
**Assessment:** Case-based exam Wk 6 (30%), end-semester case-based exam (40%), Practical and reflective journal log (30%)
**Practical field work:** Field experiences with community partners approx. 24 hrs/semester
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces students to broad definitions pertinent to both disability/disadvantage and rehabilitation. Using both face-to-face learning experiences combined with community-based experience, the unit provides unique opportunities to learn about the disablement process and both the individual and systemic factors that explain disability and disadvantage. The unit surveys international perspectives on the disablement process and with a disability-human rights perspective. The unit outlines the rehabilitation process. Interventions, physical and psychological, to redress disability and disadvantage problems and issues will also be canvassed. The significance of adopting a multi-disciplinary team approach to successful disability management is highlighted as is the importance of inter-professional learning. The nature of specific services provided and the ways in which clients of rehabilitation are managed through the rehabilitation process will be covered. The unit considers vocational and avocational rehabilitation and community re-entry aspects of disability and disadvantage.

Textbooks
Text book list will be provided

129
WRIT1000
Writing: Style and Method
Credit points: 6 Session: Semester 1, Semester 2, Summer Late, Winter Main Classes: 1x1hr lecture/week, 1x2hr tutorial/week Assessment: Online activities (15%), 4x800wd writing tasks (60%), 1x1300wd final assessment (25%) Mode of delivery: Normal (lecture/lab/tutorial) day
This unit teaches the fundamentals of constructing effective and well-written English. It will focus on writing clear and coherent sentences, including word choices, punctuation, grammar, style, parallelism, and syntax. It will also highlight the methods for producing coherent paragraph: topic sentences, transitions, concision, and organisation.

Speech Pathology Honours
View semester session codes here.
Course BHASSPPH-02: Honours program; full-time, 4 years
Years 1 and 2
As per Pass course
Year 3 (first offered 2015)
Semester 1
CSCD3074
Specialist Studies
Credit points: 6 Teacher/Coordinator: Dr Alison Purcell Session: Semester 1 Classes: 2-hr lecture/week and 1-hr lecture/week Prerequisites: BGS1165 Assessment: assignment (50%), end-semester examination (50%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: This unit is a prerequisite for CSCD4051 Evidence Based Practice for SP

In this unit, students will learn about the different varieties of hearing loss and craniofacial abnormalities. Students will understand the impact of these disorders on communication and learn how to investigate and manage these types of communication impairments. The impact of culturally and linguistically diverse backgrounds for speech pathologists and their clients will be explored.

Textbooks

CSCD3075
Neurogenic Language Disorders
Credit points: 6 Teacher/Coordinator: Dr Emma Power Session: Semester 1 Classes: 1x2-hr lecture/week, 1x2-hr case discussion/demonstration/week Prerequisites: BIOS1166 Corequisites: CSCD3077 or CSCD3078 or CSCD3087 Assumed knowledge: BIOS2062 and BACH2142 Assessment: Assignment (50%), 2 hour final exam (50% barrier task) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: This unit is a prerequisite for CSCD4051 Evidence Based Practice for SP

Students will acquire knowledge about neurogenic language disorders in adults (e.g., aphasia and cognitive communication deficits). Students will learn about the characteristics of acquired aphasia, non-dominant hemisphere lesions, traumatic brain injury (TBI), and degenerative disease (e.g., dementia) and critically evaluate and develop assessment and intervention strategies for these populations.

CSCD3076
Lifelong Disability and AAC
Credit points: 6 Teacher/Coordinator: Dr Andy Smidt Session: Semester 1 Classes: 1x2-hr lecture/week, 1x2-hr tutorials weeks 2-13 Prerequisites: CSCD1032 Assessment: group presentation and handout (20%) and client assessment (40%) and case-based final exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: This unit of study is a prerequisite for CSCD4051 Evidence Based Practice for SP

Students will acquire knowledge of theoretical and practical issues related to working with individuals with complex communication needs across the lifespan and in a variety of residential, educational, employment, and community settings. Students will learn about common developmental disabilities including cerebral palsy, intellectual disability, and autism spectrum disorders, their impact on communication and the use of augmentative and alternative communication systems. This unit prepares students to work in a collaborative team and apply a client-focused functional approach to assessment and intervention for people with complex communication needs.

Textbooks

CSCD3087
Intermediate Clinic 1H: Adult
Credit points: 6 Teacher/Coordinator: Ms Robyn Johnson Session: Semester 1, Semester 2 Classes: Clinical placement 9 to 5 Monday to Friday, minimum 12 face to face client hours/semester, regular compulsory group supervision meetings Prerequisites: CSCD2058 and CSCD2062 and CSCD3096 and (CSCD2066 or CSCD2067) Corequisites: CSCD3075 Assessment: Clinical competency assessment (100%), attend clinic orientation and all clinical meetings (0% barrier task), complete all required clinical paperwork (0% barrier task) and TAM Duty (0% barrier task) Mode of delivery: Professional practice

Note: Department permission required for enrolment. Note: Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January to December and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements. Students must maintain a credit average and must not have a Fail grade in any unit of study to be enrolled in the honours program.

Students will be responsible for planning and conducting an assessment of a paediatric client and related activities. Students will be responsible for the management of adult clients in on and/or off-campus clinical settings. At the end of this unit of study students will be expected to demonstrate skills within the intermediate zone of COMPASS Competency Assessment in Speech Pathology for all 11 competencies with child and adult clients across the range of practice areas (CBOS, 2011) of speech, language, voice, fluency and multi-modal communication disorders, unless the complexity of the disorder or specialist clinical setting indicates otherwise.

Textbooks
There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013)
COMPETENCY BASED OCCUPATIONAL STANDARDS (CBOS) for Speech Pathologists: Entry Level (2011)
CDTR Clinic Handbook (available on eLearning)
Academic lecture materials relevant to the caseload(s)

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2
BACH2143
Counselling & Behaviour Management for CD
Credit points: 6 Teacher/Coordinator: A/Prof Steven Cumming Session: Semester 2 Classes: 2-hrs lecture/week, 1-hr tutorial Assessment: counselling class paper (30%), behaviour management assignment (30%), final exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

Students will acquire skills and knowledge of basic and advanced counselling, psychotherapeutic and behaviour management skills as they are used by students and professionals in health sciences working with individuals with communication disorders.

Textbooks
There is no prescribed text for this unit. Students will be given collections of recent publications on relevant topics.
CSCD3082
Phonology, Language and Literacy
Credit points: 6
Teacher/Coordinator: Dr Kimberly Docking
Session: Semester 2
Classes: 2 x 2-hr lectures/week
Prerequisites: CSCD2057 and (CSCD1033 or CSCD2068) and (CSCD2066 or CSCD2067)
Assessment: clinical report (50%) and 2-hr final exam (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: This unit is a prerequisite for CSCD4051, CSCD4053, CSCD4054, CSCD4055, CSCD4056, CSCD4057, CSCD4058, CSCD4059, CSCD4060, CSCD4061, CSCD4062, CSCD4063 and CSCD4064
Students will acquire in-depth knowledge in the study of phonology, language and literacy as they relate to children and adolescents with communication disorders. This unit will cover the interactions between phonology, language and literacy in both acquisition and impairment. Students will learn how spoken language and expressive phonology both influence literacy acquisition. Students will examine theoretical models of reading and phonological processing, and how these models can be used to understand and manage spoken and written communication impairments in school aged children.

Textbooks

CSCD3089
Intermediate Clinic 2H: Child & Community
Credit points: 6
Teacher/Coordinator: Ms Robyn Johnson
Session: Semester 2
Classes: Clinical placement 9 to 5 Monday to Friday, minimum 24 face to face client hours/semester, regular compulsory group supervision meetings, 3 week block placement or equivalent
Prerequisites: CSCD3075 and CSCD3076
Assessment: Clinical competency assessment (100%), attend clinic orientation and all clinical meetings (0% barrier task), clinical assessment based viva (0% barrier task) and complete all required clinical paperwork (0% barrier task)
Mode of delivery: Professional practice
Note: Students must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Students must maintain a credit average and must not have a Fail grade in any unit of study to be enrolled in the honours program. Clinical placements are scheduled from January A2. December and hence may commence prior to the official start of semester and/or may extend beyond week 16. Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements.

Students will be responsible for the management of paediatric client/s and engage in supervisory conferences each week, during semester. Students may be placed in either on or off-campus clinics. Students will also be responsible for the management of adult clients in off campus clinical settings in a block placement. At the end of this unit of study students will be expected to demonstrate skills within the intermediate zone of COMPASS Competency Assessment in Speech Pathology for all 11 competencies with adult clients across the range of practice areas (CBOS, 2011) of speech, language, voice, fluency and multi-modal communication disorders, unless the complexity of the disorder or specialist clinical setting indicates otherwise.

Textbooks
There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013), Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)

COHTR Clinical Handbook (available on eLearning)
Academic lecture materials relevant to the caseload(s)

BHSC3021
Healthcare A: Research Design
Credit points: 6
Session: Semester 2
Classes: 12x1hr Inter-disciplinary seminars, 12x1hr Discussion specific topics, 6x1hr FRG, mentor or supervisor research meetings
Assessment: Ethics application OR Research proposal OR Discussion paper on appropriate methodology (5,000 words or as per ethics or (journal requirements) (70%), Multiple choice and short answer format exam on inter-disciplinary material (30%) Practical field work: Optional discipline specific practicals
Mode of delivery: Distance education/intensive on campus
Note: Department permission required for enrolment.

This unit provides the conceptual framework and theoretical knowledge and some practical skills required to understand how scientific research is conducted and interpreted. The core content is fundamental for researchers and clinicians alike for evidence-based-practice and lifelong learning. Content is to be taught/learned via a series of web-based and class-based activities.

Textbooks

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 4 (last offered 2015)
Students must complete all Year 3 units of study before they can enrol in any Year 4 units of study

Semester 1

CSCD4061
Advanced Practice H: Clinical
Credit points: 6
Teacher/Coordinator: Ms Nadia Tudberry
Session: Semester 1
Classes: Lectures: Tuesdays to Friday orientation week only.
Clinical Tuesday-Friday minimum 12 client hours, approximately 12 prep hours, 12 weekly group supervision meetings, 12 hours for support and mentoring required per semester
Prerequisites: CSCD3082, CSCD3089
Corequisites: CSCD4062
Assessment: Clinical competency assessment (100%) and - orientation (0% barrier task), clinical meetings, other required paperwork (0% barrier task) and TAM duty (0% barrier task)
Practical field work: Clinical Barriers - Tuesday-Friday minimum 12 client hours plus other hours for group supervision, planning and mentoring totalling approximately 4-5 hours per week on site attendance
Mode of delivery: Professional practice
Note: Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must be able to supply proof of vaccination or positive serology results as per NSW Department of Health Requirements.

This unit is of study is typically conducted with concurrent enrolment in CSCD4062 Advanced Practice H: Community. Students must hold a current CPR certificate before they can commence in this unit. Attendance at clinical orientation is compulsory. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16 depending on availability.

Students manage a client caseload and participate in a variety of clinical management and service activities within the on-campus clinic. Students also participate in a clinical mentoring experience with novice/intermediate students. Students are responsible for supporting and facilitating the learning of the novice/intermediate students. They participate in supervisory conferences with their clinical educators and peers. Students are expected to demonstrate competency in professional communication skills, team work and effective time management, as well as overall client management.

Textbooks
There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013), Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)

BHSC4062
Advanced Practice H: Community
Credit points: 6
Teacher/Coordinator: Ms Nadia Tudberry
Session: Semester 1
Classes: Lectures Tuesday to Thursday in orientation week, 1x2hr CSCD4052 lecture/week weeks 1-13. Clinical - 1 day/week community placements scheduled Tuesday to Thursday, attendance required for 1 day/week for 10 to 13 weeks, intake participation on Friday mornings required for a total of 5 hours per semester, first year screenings total an approximate 2hr commitment per semester
Prerequisites: CSCD3082 and CSCD3089
Corequisites: CSCD4061
Assessment: Clinical competency assessment (100%) and - orientation (0% barrier task), clinical meetings, other required paperwork (0% barrier task) and TAM duty (0% barrier task) and attend CSCD4052 lectures (0% barrier task)
Practical field work: Practical: Intake clinic Friday mornings (roster basis) plus 8am-5pm for 1-day per week (Tuesday-Thursday) for 10-13 weeks during semester
Mode of delivery: Professional practice
Note: This unit of study is typically conducted with concurrent enrolment in CSCD4061 Advanced Practice H: Clinical. Students must hold a current CPR

Bachelor of Applied Science (Speech Pathology) – BPASSPPA6000

131
Students provide an assessment and/or intervention service to clients within the community. They manage a varied client caseload, as well as participate in a variety of clinical management and clinical service activities in both an on and off campus setting. Students take part in regular supervisory conferences with their clinical educators and other professional students. Students enrolled in this unit of study will also attend lectures regarding topics related to professional practice as a speech pathologist.

Textbooks

There are no textbooks for this unit. You need to refer to the following documents:
- Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)
- Academic lecture materials relevant to the caseload(s)

and either

CSCD4063 Advanced Practice H: Paediatric

Credit points: 12 Teacher/Coordinator: Dr Lyndal Sheepway Session: Intensive February, Intensive July, Semester 1, Semester 2 Classes: Clinical Placement full time block Monday-Friday with on site attendance minimum 4days/week for 6 weeks or equivalent. Additional orientation sessions and debriefing attendance is also required. Prerequisites: CSCD3082, CSCD3089 Assessment: Clinical competency assessment (100%), barrier tasks Â£ attend briefing sessions, portfolio and submission of required paperwork Mode of delivery: Professional practice

Note: Department permission required for enrolment. Note: Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

Students are placed in one off-campus clinic, hospital, or other setting for four days per week for one, 6 week (or equivalent) block. Over the semester they manage a varied child caseload, participate in a variety of clinical management, clinical service, and multidisciplinary team activities, and participate in supervisory conferences on a regular basis.

Textbooks

There are no textbooks for this unit. You need to refer to the following documents:
- Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)
- Off-campus Placement Handbook (available on the Learning Management System (LMS))
- Academic lecture materials relevant to the caseload(s)

or

CSCD4064 Advanced Practice H: Adult

Credit points: 12 Teacher/Coordinator: Dr Lyndal Sheepway Session: Intensive February, Intensive July, Semester 1, Semester 2 Classes: Clinical Placement full time block Monday-Friday with on site attendance minimum 4days/week for 6 weeks or equivalent. Additional orientation sessions and debriefing attendance is also required. Prerequisites: CSCD3082, CSCD3089 Assessment: Clinical competency assessment (100%), barrier tasks Â£ attend briefing sessions, portfolio and submission of required paperwork Mode of delivery: Professional practice

Note: Department permission required for enrolment. Note: *Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

Students are placed in one off-campus clinic, hospital, or other setting for four days per week for one, 6 week (or equivalent) block. Over the semester they manage a varied adult caseload, participate in a variety of clinical management, clinical service, and multidisciplinary team activities, and participate in supervisory conferences on a regular basis.

Textbooks

There are no textbooks for this unit. You need to refer to the following documents:
- Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)
- Off-campus Placement Handbook (available on the Learning Management System (LMS))
- Academic lecture materials relevant to the caseload(s)

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

CSCD4065 Research Project

Credit points: 12 Teacher/Coordinator: Dr Elise Baker Session: Semester 2 Classes: Meetings with supervisor (as agreed between student and supervisor) Prerequisites: CSCD3092 Assessment: thesis (100%) and presentation of research project (0%) and participation in debrief activities in November (0% barrier task) Mode of delivery: Supervision

Note: Students must maintain a credit average and must not have a Fail grade in any unit of study to be enrolled in the Honours program.

Students undertake a supervised clinical research project in an area of human communication sciences or disorders. The student designs and implements an approved research project and submits a thesis describing the project and its implications. In completing the research and thesis, each student works closely with an academic staff member who serves as the supervisor.

and either

CSCD4063 Advanced Practice H: Paediatric

Credit points: 12 Teacher/Coordinator: Dr Lyndal Sheepway Session: Intensive February, Intensive July, Semester 1, Semester 2 Classes: Clinical Placement full time block Monday-Friday with on site attendance minimum 4days/week for 6 weeks or equivalent. Additional orientation sessions and debriefing attendance is also required. Prerequisites: CSCD3082, CSCD3089 Assessment: Clinical competency assessment (100%), barrier tasks Â£ attend briefing sessions, portfolio and submission of required paperwork Mode of delivery: Professional practice

Note: Department permission required for enrolment. Note: Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

Students are placed in one off-campus clinic, hospital, or other setting for four days per week for one, 6 week (or equivalent) block. Over the semester they manage a varied child caseload, participate in a variety of clinical management, clinical service, and multidisciplinary team activities, and participate in supervisory conferences on a regular basis.

Textbooks

There are no textbooks for this unit. You need to refer to the following documents:
- Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)
- Off-campus Placement Handbook (available on the Learning Management System (LMS))
- Academic lecture materials relevant to the caseload(s)

or

CSCD4064 Advanced Practice H: Adult

Credit points: 12 Teacher/Coordinator: Dr Lyndal Sheepway Session: Intensive February, Intensive July, Semester 1, Semester 2 Classes: Clinical Placement full time block Monday-Friday with on site attendance minimum 4days/week for 6 weeks or equivalent. Additional orientation sessions and debriefing attendance is also required. Prerequisites: CSCD3082, CSCD3089 Assessment: Clinical competency assessment (100%), barrier tasks Â£ attend briefing sessions, portfolio and submission of required paperwork Mode of delivery: Professional practice

Note: Department permission required for enrolment. Note: *Students must advise the Course Director before enrolling in this unit of study if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Students must hold a current CPR certificate before they can enrol in this unit. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

Students are placed in one off-campus clinic, hospital, or other setting for four days per week for one, 6 week (or equivalent) block. Over the semester they manage a varied adult caseload, participate in a variety of clinical management, clinical service, and multidisciplinary team activities, and participate in supervisory conferences on a regular basis.

Textbooks

There are no textbooks for this unit. You need to refer to the following documents:
- Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)
- Off-campus Placement Handbook (available on the Learning Management System (LMS))
- Academic lecture materials relevant to the caseload(s)

or
4 days/week for 6 weeks or equivalent. Additional orientation sessions and
debriefing attendance is also required. **Prerequisites:** CSCD3082, CSCD3089

**Assessment:** Clinical competency assessment (100%), barrier tasks, attend
briefing sessions and submission of required paperwork. **Mode of delivery:**
Professional practice

**Note:** Department permission required for enrolment. Note: “Students must
advise the Course Director before enrolling in this unit of study if they are a
prohibited person under the NSW Child Protection (Working with Children) Act
2012. Student must hold a current CPR certificate before they can enrol in this
unit. Clinical placements are scheduled from January - December and hence
may commence prior to the official start of semester and/or may extend beyond
week 16.

Students are placed in one off-campus clinic, hospital, or other setting
for four days per week for one, 6 week (or equivalent) block. Over the
semester they manage a varied adult caseload, participate in a variety
of clinical management, clinical service, and multidisciplinary team
activities, and participate in supervisory conferences on a regular
basis.

**Textbooks**
There are no textbooks for this unit. You need to refer to the following documents:
COMPASS Competency Assessment in Speech Pathology: Assessment
Competency Based Occupational Standards (CBOS) for Speech Pathologists:
Entry Level (2011)
Off-campus Placement Handbook (available on the Learning Management
System (LMS)
Academic lecture materials relevant to the caseload(s)

**SEMESTER 2 TOTAL:** 24 CREDIT POINTS

**Note**
Completion of the requirements of the 4-year Bachelor of Applied
Science (Speech Pathology) Honours course meets the eligibility
requirements for practising membership status of Speech Pathology
Australia.
Clinical Education

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program. Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

All students are required to have completed the relevant pre placement compliance requirements in the indicated time frame prior to the placement commencing. Failure to do so may result in the student not being allocated a placement by WIL or cancellation of the placement by the placement organisation and impact on the student’s progression within their program.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

- necessary vaccination and immunisation for specified infectious diseases
- obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
- meet the requirements of NSW Working with Children legislation and
- agree to abide by the NSW Health Code of Conduct
- as well as other requirements.

It is strongly advised that students commence the vaccination/immunisation requirements and the application for the National Criminal Record Check (to obtain a National Police Certificate) before starting their program, as students will be formally checked for compliance with these requirements either before enrolment into their program or within the first few weeks of Semester 1. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
Bachelor of Applied Science (Medical Radiation Sciences) Diagnostic Radiography – unit of study tables

Bachelor of Applied Science (Medical Radiation Sciences) Diagnostic Radiography Pass

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BUASSDRA-01: Pass course; full-time, 3 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 3 (last offered 2015)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY3099 Research in Medical Radiation Sciences</td>
<td>6</td>
<td>C BACH2140</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY3100 Digital Imaging</td>
<td>6</td>
<td>A MRTY2082 or MRTY2084 or MRTY2087, MRTY2089</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY3105 Radiographic Practice 3</td>
<td>6</td>
<td>A MRTY2092, MRTY2091</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY3115 Introductory Sonography</td>
<td>6</td>
<td>A BIOS1155, BIOS1158</td>
<td>This unit of study assumes the student to be familiar with cross-sectional anatomy images</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY3101 Ethics, Law and Professional Practice</td>
<td>6</td>
<td>A MRTY1032</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY3106 Clinical Education 3DR</td>
<td>6</td>
<td>P MRTY2092 Note: Department permission required for enrolment Current cardiopulmonary resuscitation certificate, satisfactory criminal record check, a NSW Child Protection Prohibited Employment declaration, acquisition of a personal radiation monitor and a record of evidence of current immunity status is required prior to the commencement of clinical placement</td>
<td></td>
<td></td>
<td></td>
<td>Intensive August Intensive February Intensive June Intensive November</td>
</tr>
<tr>
<td>MRTY3107 Radiographic Physics 3</td>
<td>6</td>
<td>A MRTY2082</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY3118 MR Theory Applications</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of Applied Science (Medical Radiation Sciences) Honours -

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course BHASSDRAH-01: Honours course; full-time, 4 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Years 1 to 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As per pass course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BHSC4005 Honours Thesis A</td>
<td>24</td>
<td>Note: Department permission required for enrolment This unit constitutes 40% of the final Honours grade.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BHSC4006 Honours Thesis B</td>
<td>24</td>
<td>P BHSC4005 Note: Department permission required for enrolment This unit constitutes 60% of the final Honours mark.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bachelor of Applied Science (Medical Radiation Sciences) Diagnostic Radiography – BUASSDRA1000

Bachelor of Applied Science (Medical Radiation Sciences) Diagnostic Radiography Pass

View semester session codes here.

Course BUASSDRA-01: Pass course; full-time, 3 years

Year 3 (last offered 2015)

Semester 1

MRTY3099
Research in Medical Radiation Sciences
Credit points: 6 Teacher/Coordinator: A/Prof Roger Fulton Session: Semester 1 Classes: 1x 2-hr lecture/week and 1x1-hr tutorial/week. Corequisites: BACH2140 Assessment: Individual assignment (40%), group assignment (50%) and on-line assessment (10%). Mode of delivery: Normal (lecture/lab/tutorial) day

This unit introduces the students to the role of research within the medical radiation sciences. Students will learn how to access, interpret and critically assess published research. Skills in these areas will be developed by written critique of a published research article, and writing a literature review on a selected research topic. Students will also learn about the principles of ethical human research and apply them in the preparation of an application for human research ethics approval. Some work is undertaken in groups to foster a team approach to research

MRTY3100
Digital Imaging
Credit points: 6 Teacher/Coordinator: Dr Roger Bourne Session: Semester 1 Classes: 2-hr lecture/week, 2-hr/practical, eLearning resources. Assumed knowledge: MRTY2082 or MRTY2084 or MRTY2087. MRTY2089 Assessment: Mid semester test (25%), practical assessment (25%), final exam (50%) Practical field work: Practical classes will provide students with experience in image processing Mode of delivery: Normal (lecture/lab/tutorial) day

Medical imaging and radiology will soon be entirely digital. This unit of study aims to develop a practical understanding of imaging theory and digital image processing as they apply to medical imaging.

Textbooks
Recommended: Fundamentals of Digital Imaging in Medicine

MRTY3105
Radiographic Practice 3
Credit points: 6 Teacher/Coordinator: Dr Sarah Lewis Session: Semester 1 Classes: 1x2-hr lecture/week, 1x2-hr tutorial/fortnight. Assumed knowledge: MRTY2092. MRTY2091 Assessment: In-class test (25%), group presentation (25%) and end semester exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study integrates knowledge from both basic and applied clinical sciences and focuses on the radiographer and the patient. Professional practice and personal development issues are considered at the same time as designated techniques. In this unit, the student will investigate specialised radiographic techniques and study the roles of additional imaging modalities in the diagnosis and management of trauma, injury and disease. Neurological, gastrointestinal, hepatobiliary and cardiac imaging, incorporating the use of CT, MRI and angiography, as well as image interpretation and mammography will form the basis of lectures and tutorials for this semester. Aspects covered will include patient preparation, contrast media administration, technical considerations, radiographic anatomy and pathology and routine protocols for the specialised modalities discussed.

Textbooks

MRTY3115
Introductory Sonography
Credit points: 6 Teacher/Coordinator: Ms Jillian Clarke Session: Semester 1 Classes: 1x2-hr lecture/week, 1x2-hr practical/tutorial/fortnight Assumed knowledge: BIOS1115, BIOS1158 Assessment: 30min in-class test (15%), 45min mid semester class test (20%), 2hr end semester exam (65%) Practical field work: 2hr practical/tutorial class/fortnight Mode of delivery: Normal (lecture/lab/tutorial) day

Note: This unit of study assumes the student to be familiar with cross-sectional anatomy images

This unit of study provides an introduction to the physical principles of ultrasound image formation, the clinical applications and the role of diagnostic ultrasound examinations in the context of medical imaging, with a focus on sonography of the abdomen, obstetrics and gynaecology, the musculoskeletal system and the cardiovascular system.

Textbooks

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

MRTY3101
Ethics, Law and Professional Practice
Credit points: 6 Teacher/Coordinator: Dr Sarah Lewis Session: Semester 2 Classes: 1x 2-hr lecture/week Assumed knowledge: MRTY1032 Assessment: professional portfolio (40%), 2hr end semester exam (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit consolidates and extends students learning of ethical, legal and professional practice in the medical radiation sciences. Theoretical aspects of ethics and law relating to the health sciences will be integrated with applied cases. Students will be required to identify and reflect on professional aspects of MRS practice and be aware of what it takes to work at a high professional standard. Students will become familiar with documents relating to their professional practice such as codes of conduct, registration, licensing, and be able to use these documents in their ethical decision making.

MRTY3106
Clinical Education 3DR
Credit points: 6 Teacher/Coordinator: Ms Natalie Charlton Session: Intensive August, Intensive February, Intensive June, Intensive November Classes: 35hr/week x 6-weeks in clinical centres, on-campus briefings/debriefings Prerequisites: MRTY2092 Assessment: Clinical departmental assessment (50%), written case study (50%). Practical field work: Clinical placement of 6 weeks Mode of delivery: Professional practice

Note: Department permission required for enrolment. Note: Current cardiopulmonary resuscitation certificate, satisfactory criminal record check, a NSW Child Protection Prohibited Employment declaration, acquisition of a personal radiation monitor, and a record of evidence of current immunity status is required prior to the commencement of clinical placement

For internal use by University of Sydney staff only.
This unit of study requires students to attend six (6) weeks of clinical practice in the workplace. During this unit, students will practice the radiographic skills basic to anatomical areas such as the renal and GIT systems whilst consolidating their skills in pelvic girdle, spine, skull/face and skeletal radiography. Students are required to reflect upon their professional role and acquire competencies in GIT, renal, skeletal, spinal and skull radiography.

Textbooks
Students are supplied with a clinical workbook specific to their UoS

MRTY3107
Radiographic Physics 3
Credit points: 6
Teacher/Coordinator: Mr John Robinson / Mr Mohammad Rawashdeh
Session: Semester 2
Classes: 2-hr lecture/week, 2-hr combined tutorial - practical/week and self-directed learning
Assumed knowledge: MRTY2062
Assessment: Wk 6 exam (30%) SAQ 30 mins, end semester exam (70%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study covers quality assurance, dose control and image quality optimisation for various imaging modalities. These include advanced CT,DSA and MRI. This unit will also look at how image display and observation affect the diagnostic outcome.

Textbooks
Seeram, Computed Tomography (3rd ed), (2009)
Bushong, Radiologic Science for Technologists (9th ed), (2009)

MRTY3118
MR Theory Applications
Credit points: 6
Teacher/Coordinator: Dr Warren Reed
Session: Semester 2
Classes: 1x2hr lecture/week for 13 weeks, 1x4hr tutorial/week for 3 weeks
Assessment: Progress report (20%) Group presentation (15 mins) (35%), End semester exam (45%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study addresses the applications of MRI in the imaging of MSK and CNS examinations and diseases. The areas addressed include the relevant anatomy, pathology, sequences, artifacts, clinical questions and suitable alternative imaging modalities. This unit enables the student to build upon and develop the skills they have acquired during their previous semesters to be able to effectively and confidently produce presentations for in house, seminar and conference purposes that may be required during your supervised practice year and beyond.

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Bachelor of Applied Science (Medical Radiation Sciences) Honours -

View semester session codes here.

Course BHASSDRAH-01: Honours course; full-time, 4 years

Years 1 to 3
As per pass course

Year 4
Semester 1

BHSC4005
Honours Thesis A
Credit points: 24
Session: Semester 1, Semester 2
Classes: 12-hrs seminars/tutorials per week, Wk 1-13. Supervisory meetings: normally 1-hr/week (variable)
Assessment: Research design assessments 2000wd (or equivalent) (20%); Research proposal 3000wds (30%); Literature review 4000wds (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment. Note: This unit constitutes 40% of the final Honours grade.

Honours students undertake a supervised research project in a health discipline area within the Faculty. Each student will contribute to designing and/or implementing an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with academic staff, normally 2 co-supervisors, who will supervise their research activities. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis.

Students will attend classes on research methods and statistics, ethics, writing a literature review, and presentation skills. Additionally students should expect to engage with their supervisor(s) on a regular basis for individual academic/research supervision.

Textbooks
A list of required and recommended textbooks will be available at the beginning of semester.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

BHSC4006
Honours Thesis B
Credit points: 24
Session: Semester 1, Semester 2
Classes: Seminars and tutorials: 24-hrs, irregularly throughout the semester. Supervisory meetings: normally 1-hr/week (varies)
Prerequisites: BHSC4005
Assessment: Journal manuscript and detailed methods chapter (minimum 3000 words) (80%); Oral presentation (20 mins) (20%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment. Note: This unit constitutes 60% of the final Honours mark.

Honours students undertake a supervised research project in a health discipline area within the Faculty. Each student will contribute to designing and/or implementing an approved research project and submit a thesis describing the project and its implications. In completing the research thesis, the student will work closely with academic staff, normally 2 co-supervisors, who will supervise their research activities. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis. During this semester the student will work closely with their supervisor to carry out, analyse and synthesise their results. Each student will submit a thesis describing the project and its implications comprised of their literature review, their research proposal, their journal manuscript and associated methods chapter, their final oral slides and their response to the questions. Students will meet regularly with their supervisors; attend seminars and workshops that contribute to the research process and their thesis.

Textbooks
A list of recommended or required texts will be provided at the beginning of semester

SEMESTER 2 TOTAL: 24 CREDIT POINTS
Clinical Education

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program.

Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

All students are required to have completed the relevant pre-placement compliance requirements in the indicated time frame prior to the placement commencing.

Failure to do so may result in the student not being allocated a placement by WIL or cancellation of the placement by the placement organisation and impact on the student’s progression within their program.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

- necessary vaccination and immunisation for specified infectious diseases
- obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
- meet the requirements of NSW Working with Children legislation and
- agree to abide by the NSW Health Code of Conduct
- as well as other requirements.

It is strongly advised that students commence the vaccination/immunisation requirements and the application for the National Criminal Record Check (to obtain a National Police Certificate) before starting their program, as students will be formally checked for compliance with these requirements either before enrolment into their program or within the first few weeks of Semester 1. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
The following list shows the units of study available as electives or research electives to undergraduate students throughout the faculty. The mode of presentation varies between academic units. Units are offered subject to sufficient demand and staff availability.

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

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate electives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of electives may vary from year to year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH3126 Health and Globalisation</td>
<td>6</td>
<td>N HSBH3009</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH3146 Cyberpsychology and e-Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH3147 Health at Work</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS1155 Structure, Function and Disease A</td>
<td>6</td>
<td>N BIOS1170</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1158 Structure, Function and Disease B</td>
<td>6</td>
<td>N HSBM1003</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1167 Human Cell Biology</td>
<td>6</td>
<td>N BIOS1161, BIOS1156, BIOS1126, HSBM1001, BIOS1130</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1168 Functional Musculoskeletal Anatomy A</td>
<td>6</td>
<td>N BIOS1136, BIOS1159, BIOS5090</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS1169 Functional Musculoskeletal Anatomy B</td>
<td>6</td>
<td>P BIOS1168, N BIOS1144, BIOS1139, BIOS1160</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>BIOS1170 Body Systems: Structure and Function</td>
<td>6</td>
<td>N BIOS1133, BIOS1127, BMED2403, PHSI2006, BIOS2099, PHSI2005, BIOS1155, BIOS2098</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>BIOS1171 Neuroscience</td>
<td>6</td>
<td>N BIOS1137, BIOS2103</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>BIO1172 Biological Aspects of Ageing</td>
<td>6</td>
<td>A 6 credit points of Junior Biology</td>
<td>N BIOS2036</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIO1173 Disease in Ageing</td>
<td>6</td>
<td>A 6 credit points of Junior Biology</td>
<td>N BIOS4038</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS2115 Embryology</td>
<td>6</td>
<td>A 6 credit points of Junior Biology</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOS3063 Project Design and Management</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS3065 Anatomical Analysis of Exercise</td>
<td>6</td>
<td>P BIOS1168 and BIOS1169</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS3066 Current Issues in Healthcare</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD1032 Human Communication</td>
<td>6</td>
<td>A CSCD1034</td>
<td>P BACH1165 or PSYC1001 or PSYC1002 or HSBH1003</td>
<td></td>
<td></td>
<td>Speech Pathology students must pass this unit in order to enrol in clinical units in Year 2</td>
</tr>
<tr>
<td>EXSS1032 Fundamentals of Exercise Science</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>EXSS2026 Growth, Development and Ageing</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH1005 Human Development</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH1010 Foundations of eHealth</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3008 Interdisciplinary eHealth</td>
<td>6</td>
<td>N HSBH1010</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3012 FHS Abroad</td>
<td>6</td>
<td>P Successful completion of all 1st year units in an undergraduate FHS degree</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>HSBH3013 FHS Indigenous Communities</td>
<td>6</td>
<td>P Successful completion of all 1st year units in an undergraduate FHS degree</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH3014 Workplace Injury Prevention/Management</td>
<td>6</td>
<td>P BIOS1168, EXSS1018</td>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Health Sciences students must have completed 24 credit points of HSBH junior units for enrolment into this unit. All other students must have completed 48 credit points.</td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>HSBH3015 Mental Health Rehabilitation</td>
<td>6</td>
<td>P (HSBH1006, HSBH1007 or HSBH2007, HSBH1008, HSBH1009) or (48 credit points of</td>
<td>Students must have completed at least 48 credit points to enrol in this UoS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>previous study with a minimum of 24 from Intermediate units of study)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH3016 Individual and Societal Ageing</td>
<td>6</td>
<td>P BACH1161 or HSBH1003 or HSBH1008</td>
<td>Students must have completed 24 credit points of HSBH junior units for enrolment in this unit. All other students must have completed 48 credit points.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH3017 Disability, Sport and Social Inclusion</td>
<td>6</td>
<td>P BACH1161 or HSBH1003 or HSBH1008</td>
<td>Students must have completed 48 credit points to enrol in this unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB2026 Fundamentals of Rehabilitation</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB3062 Public Offenders: Criminality and Rehab</td>
<td>6</td>
<td>N REHB3051</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB3064 Alcohol and Drug Misuse</td>
<td>6</td>
<td>P (HSBH1006, HSBH1007 or HSBH2007, HSBH1008, HSBH1009) or 48 credit points of</td>
<td>Students must have completed 48 credit points to enrol in this unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rehabilitation</td>
<td></td>
<td>previous study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB3065 PTSD and Rehabilitation</td>
<td>6</td>
<td>N REHB3059, REHB5063, REHB5034</td>
<td>Students must have completed 48 credit points for enrolment into this unit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Faculty research electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH3127 History and Philosophy of Science</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH4056 Qualitative Research Methods</td>
<td>6</td>
<td>N HSBH3019</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH3020 Research Team Engagement</td>
<td>6</td>
<td>P 96 Credit points</td>
<td>All students must have completed 96 credit points for enrolment into this unit.</td>
<td>Not intended for Honours programs.</td>
<td></td>
</tr>
</tbody>
</table>

**Session**

| Semester 2                               |               |                                                                                     |                                                                                  |                                                                                  |                                                                                  |

144
Master of Health Science (Developmental Disability) – MAHSDEDI2000

Course rules

Graduate Certificate of Health Science (Developmental Disability)

Master of Health Science (Developmental Disability)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHSDEDI-01</td>
<td>Graduate Certificate of Health Science (Developmental Disability)</td>
</tr>
<tr>
<td>MAHSDEDI-02</td>
<td>Master of Health Science (Developmental Disability)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master's type

The master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework Policy.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
    (a) the Graduate Certificate of Health Science (Developmental Disability)
    (b) the Master of Health Science (Developmental Disability)

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of either of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on academic merit, according to the following admissions criteria.

(2) Admission to candidature for the Graduate Certificate of Health Science (Developmental Disability) and the Master of Health Science (Developmental Disability) requires:
    (a) a bachelor's degree with a credit average from the University of Sydney, in a discipline related to the course specialisation, or an equivalent qualification; or
    (b) general and professional qualifications and/or experience that will satisfy the Dean that the applicant possesses the educational preparation and capacity to pursue postgraduate studies; or
    (c) in the case of the Master's degree, completion of the embedded Graduate Certificate of Health Science (Developmental Disability) from the University of Sydney, or an equivalent qualification.

6 Requirements for award

(1) The units of study that may be taken for these awards are set out in the Faculty of Health Sciences Table of units of study for the Graduate Certificate / Master of Health Science (Developmental Disability).

(2) To qualify for the award of the Graduate Certificate of Health Science (Developmental Disability) a candidate must complete 24 credit points of units of study, comprising:
    (a) 12 credit points of core units listed in the Developmental Disability Table; and
    (b) 12 credit points of elective units, including a minimum of 6 credit points of units chosen from the Developmental Disability Table and a maximum of 6 credit points of elective units, chosen, with the approval of the Dean, from other postgraduate units offered in the Faculty or by other faculties in the University.

(3) To qualify for the award of the Master of Health Science (Developmental Disability) a candidate must complete 72 credit points, comprising:
    (a) 12 credit points of core units listed in the Developmental Disability Table; and
    (b) a minimum of 6 credit points of a capstone unit listed in the Developmental Disability Table
    (c) a minimum of 30 credit points of elective units chosen from the Developmental Disability Table; and
    (d) a maximum of 24 credit points of elective units chosen, with the approval of the Dean, from other postgraduate units offered in the Faculty or by other faculties in the University.

7 Recognition of prior learning

(1) Waivers and credit may be granted or the volume of learning may be reduced in recognition of prior learning.

(2) Credit may be granted for up to 50% of course requirements for relevant incomplete postgraduate qualifications.

(3) Candidates offered direct admission to the Master of Health Science (Developmental Disability) may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:
    (a) The maximum permissible reduction in the volume of learning is 24 credit points for a qualification at Level 8 of the Australian Qualifications Framework in a discipline related to the course specialisation, or an equivalent qualification.
    (b) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Health Sciences to have conferred a volume of learning equivalent to that of a Graduate Certificate in a discipline related to the course specialisation.

(4) The maximum combined credit and reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.

For internal use by University of Sydney staff only.
Course transfer

A candidate for the master's degree may elect to discontinue study and graduate with the shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements for the shorter award have been met.

Transitional provisions

1. These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.

2. Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time. Candidates who commenced prior to 1 January, 2012 may opt to enrol in GSDD5200 Disability Theory (6cp) as an elective.
Graduate Certificate of Health Science (Developmental Disability)

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course GCHSDEI-01:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-campus: Full-time,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>minimum 2 semester; part-time,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>minimum 2 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Full-time mode

Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSDD5001 Critical Issues-</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Developmental Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Developmental Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>studies elective [6] (see note</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives [6] (see note 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 18 CREDIT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSDD5200 Disability Theory</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This unit is offered as an elective to students enrolled prior to 2013. For commencing students in 2013 onwards it is a core requirement.

SEMESTER 2 TOTAL: 6 CREDIT POINTS

Part-time mode

Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSDD5001 Critical Issues-</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Developmental Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>studies elective [6] or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relevant to specialisation,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from across the Faculty or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University (see notes 2 &amp; 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 12 CREDIT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSDD5200 Disability Theory</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This unit is offered as an</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>elective to students enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prior to 2013. For commencing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students in 2013 onwards it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is a core requirement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 12 CREDIT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes

1. GSDD5001 must be taken in the first semester of enrolment. GSDD5200 must be taken in the second semester of enrolment.
2. Choose electives totalling a minimum of 6 credit points from the Developmental Disability Electives List below
3. Choose electives up to 6 credit points, relevant to course specialisation, from across the Faculty or University

Master of Health Science (Developmental Disability)

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course MAHSDEDI-02:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-campus: Full-time,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>minimum 3 semesters; Part-time,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>minimum 6 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Core Units

Complete 12 credit points from the following

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSDD5001 Critical Issues-</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Developmental Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 12 CREDIT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GSDD5200 Disability Theory

This unit is offered as an elective to students enrolled prior to 2013. For commencing students in 2013 onwards it is a core requirement.

Elective Units

Students must complete 54 credit points* of elective units comprising:

A minimum of 30cp chosen from the Developmental Disability Electives list below
A maximum of 24cp of elective units, chosen from the Faculty electives list, or from across the Faculty or University, with approval of the Course Director.

### Capstone Units

Choose one of the following Capstone Units, to be taken in the final semester of study:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSDD5006 Inquiry Topic</td>
<td>6</td>
<td></td>
<td>Note: Department permission required for enrolment. Enrolment in or satisfactory completion of all core units of study for the Master of Health Science (Developmental Disability) is required. This unit is not available to Graduate Certificate of Health Science (Developmental Disability) students.</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSDD5009 Dissertation</td>
<td>12</td>
<td></td>
<td>Note: Department permission required for enrolment. NB: Not available to students enrolled in Graduate Certificate (Developmental Disability) course. Enrolment in or satisfactory completion of all core units of study for the Master of Health Science (Developmental Disability) is required. Averaged 75 per cent (distinction) or better across all units of study. Subject to the availability of appropriate supervision.</td>
</tr>
</tbody>
</table>

Note: Students completing GSDD5009 as a capstone unit need only complete 48cp of elective units, as per requirements above.

**COURSE TOTAL: 72 CREDIT POINTS**

### Developmental Disability Electives

Availability of electives may vary from year to year and will generally be available every second year.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSDD5007 Communication &amp; Developmental Disability</td>
<td>6</td>
<td>Semester 1</td>
<td>This unit of study is not available in 2015.</td>
</tr>
<tr>
<td>GSDD5011 Autism Spectrum Disorders</td>
<td>6</td>
<td>Semester 2</td>
<td>This unit of study is not available in 2015.</td>
</tr>
<tr>
<td>GSDD5012 Positive Behaviour Support: Promoting QOL</td>
<td>6</td>
<td>Semester 2</td>
<td>This unit of study is not available in 2015.</td>
</tr>
<tr>
<td>GSDD5013 Community Living</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>GSDD5014 Parenting with Developmental Disability</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>GSDD5015 Physical Health-Developmental Disability</td>
<td>6</td>
<td>Semester 1</td>
<td>This unit of study is not available in 2015.</td>
</tr>
<tr>
<td>GSDD5016 Sexuality and Developmental Disability</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>GSDD5018 Mental Health - Developmental Disability</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>GSDD5200 Disability Theory</td>
<td>6</td>
<td>Semester 2</td>
<td>This unit is offered as an elective to students enrolled prior to 2013. For commencing students in 2013 onwards it is a core requirement.</td>
</tr>
<tr>
<td>REHB5084 Work and Developmental Disability</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
</tbody>
</table>

**Note**

Electives can be taken from any currently offered across the University of Sydney or at other universities. Typically elective units will be taken from those currently on offer within the Faculty of Health Sciences (see Faculty Electives chapter), the Faculty of Medicine including Dentistry and Nursing and the Faculty of Education and Social Work. Selection of elective units must be done in consultation with the course director and approved by the head of the academic unit(s) in which the units of study are offered.
Master of Health Science (Developmental Disability) – MAHSDEDI1000

View semester session codes here.

Graduate Certificate of Health Science (Developmental Disability)

Course GCHSDEDI-01: Credit points for award: 24Off-campus: Full-time, minimum 2 semester; part-time, minimum 2 semesters

Full-time mode

Semester 1

GSDD5001 Critical Issues-Developmental Disability
Credit points: 6 Teacher/Coordinator: Prof Roger Stancliffe Session: Semester 1 Classes: Online Assessment: participation in online discussion groups (20%), assignment 1 (30%), assignment 2 - case study and analysis (50%) Mode of delivery: Online

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. This unit forms a conceptual underpinning for the Developmental Disability course and introduces students to basic concepts such as models of disability, language and disability, and models of intervention. The unit takes a life-span approach and deals with topics from birth and diagnosis to end of life, with a focus on key transitions at different life stages. Also covered are historical developments, biopsychosocial aspects, family issues, and legal issues such as guardianship.

One Developmental Disability studies elective [6] (see note 2)Electives [6] (see note 3)SEMESTER 1 TOTAL: 18 CREDIT POINTS

Semester 2

GSDD5200 Disability Theory
Credit points: 6 Teacher/Coordinator: Prof Gwynnyth Llewellyn Session: Semester 2 Classes: Web based, no on campus attendance required Assessment: Participation in online discussion groups (20%), 2000wd essay (30%) and 3000wd essay (50%) Mode of delivery: Online Note: This unit is offered as an elective to students enrolled prior to 2013. For commencing students in 2013 onwards it is a core requirement.

Students will examine a range of historical and contemporary theoretical views of disability, and the way that these views inform personal and societal responses to disability. Perspectives covered will include (but not be limited to) the human rights approach; the International Classification of Functioning, Disability and Health (ICF); the social model of disability, and biopsychosocial perspectives. Students will examine important developments such as the UN Convention on the Rights of People with Disabilities (2006) and the World Report on Disability (World Bank and WHO, 2011) and relevant disability legislation and policies to identify the theoretical approaches, values and power relations underpinning these initiatives.

Developmental Disability studies elective [6] or relevant to specialisation, from across the Faculty or University (see notes 2 & 3)SEMESTER 2 TOTAL: 12 CREDIT POINTS

Part-time mode

Semester 1

GSDD5001 Critical Issues-Developmental Disability
Credit points: 6 Teacher/Coordinator: Prof Roger Stancliffe Session: Semester 1 Classes: Online Assessment: participation in online discussion groups (20%), assignment 1 (30%), assignment 2 - case study and analysis (50%) Mode of delivery: Online

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. This unit forms a conceptual underpinning for the Developmental Disability course and introduces students to basic concepts such as models of disability, language and disability, and models of intervention. The unit takes a life-span approach and deals with topics from birth and diagnosis to end of life, with a focus on key transitions at different life stages. Also covered are historical developments, biopsychosocial aspects, family issues, and legal issues such as guardianship.

One Developmental Disability studies elective [6] or related to specialisation, from across the Faculty or University (see notes 2 & 3)SEMESTER 1 TOTAL: 6 CREDIT POINTS

Semester 2

GSDD5200 Disability Theory
Credit points: 6 Teacher/Coordinator: Prof Gwynnyth Llewellyn Session: Semester 2 Classes: Web based, no on campus attendance required Assessment: Participation in online discussion groups (20%), 2000wd essay (30%) and 3000wd essay (50%) Mode of delivery: Online Note: This unit is offered as an elective to students enrolled prior to 2013. For commencing students in 2013 onwards it is a core requirement.

Students will examine a range of historical and contemporary theoretical views of disability, and the way that these views inform personal and societal responses to disability. Perspectives covered will include (but not be limited to) the human rights approach; the International Classification of Functioning, Disability and Health (ICF); the social model of disability, and biopsychosocial perspectives. Students will examine important developments such as the UN Convention on the Rights of People with Disabilities (2006) and the World Report on Disability (World Bank and WHO, 2011) and relevant disability legislation and policies to identify the theoretical approaches, values and power relations underpinning these initiatives.

Developmental Disability studies elective [6] or relevant to specialisation, from across the Faculty or University (see notes 2 & 3)SEMESTER 2 TOTAL: 12 CREDIT POINTS Notes1. GSDD5001 must be taken in the first semester of enrolment. GSDD5200 must be taken in the second semester of enrolment.2. Choose electives totalling a minimum of 6 credit points from the Developmental Disability Electives List below 3. Choose electives up to 6 credit points, relevant to course specialisation, from across the Faculty or University

Master of Health Science (Developmental Disability)
Course MAHSDEDI-02: Credit points for award: 72Off-campus: Full-time, minimum 3 semesters; Part-time, minimum 6 semesters

Core Units
Complete 12 credit points from the following

GSDD5001 Critical Issues-Developmental Disability
Credit points: 6 Teacher/Coordinator: Prof Roger Stancliffe Session: Semester 1 Classes: Online Assessment: participation in online discussion groups (20%), assignment 1 (30%), assignment 2 - case study and analysis (50%) Mode of delivery: Online

For internal use by University of Sydney staff only.
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. This unit forms a conceptual underpinning for the Developmental Disability course and introduces students to basic concepts such as models of disability, language and disability, and models of intervention. The unit takes a life-span approach and deals with topics from birth and diagnosis to end of life, with a focus on key transitions at different life stages. Also covered are historical developments, biopsychosocial aspects, family issues, and legal issues such as guardianship.

**GSDD5000**

**Disability Theory**

**Credit points:** 6  
**Teacher/Coordinator:** Prof Gywnneth Llewellyn  
**Session:** Semester 2  
**Classes:** Web based, no on campus attendance required  
**Assessment:** Participation in online discussion groups (20%), 2000wd essay (30%) and 3000wd essay (50%)  
**Mode of delivery:** Online  
**Note:** This unit is offered as an elective to students enrolled prior to 2013. For commencing students in 2013 onwards it is a core requirement.

Students will examine a range of historical and contemporary theoretical views of disability, and the way that these views inform personal and societal responses to disability. Perspectives covered will include (but not be limited to) the human rights approach; the International Classification of Functioning, Disability and Health (ICF); the social model of disability, and biopsychosocial perspectives. Students will examine important developments such as the UN Convention on the Rights of People with Disabilities (2006) and the World Report on Disability (World Bank and WHO, 2011) and relevant disability legislation and policies to identify the theoretical approaches, values and power relations underpinning these initiatives.

**Elective Units**

Students must complete 54 credit points of elective units comprising: A minimum of 30cp chosen from the Developmental Disability Electives list below. A maximum of 24cp of elective units, chosen from the Faculty electives list, or from across the Faculty or University, with approval of the Course Director.

**Capstone Units**

Choose one of the following Capstone Units, to be taken in the final semester of study.

**GSDD5006**

**Inquiry Topic**

**Credit points:** 6  
**Teacher/Coordinator:** Prof Roger Stancliffe  
**Session:** Semester 1, Semester 2  
**Classes:** Online  
**Assessment:** Project proposal (15%), and 5000wd Final report (85%)  
**Mode of delivery:** Online  
**Note:** Department permission required for enrolment. Note: : Enrolment in or satisfactory completion of all core units of study for the Master of Health Science (Developmental Disability) is required. This unit is not available to Graduate Certificate of Health Science (Developmental Disability) students.

This unit of study in the Master of Health Science (Developmental Disability) forms a capstone for Master's students. 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 disability. The outcome of this inquiry topic is a comprehensive paper that may involve an extended literature analysis and critical review (or another mutually agreed format) of the chosen topic. This unit must be taken toward the end of the student's course, typically as a final or near final unit of study. Students must discuss their topic with the unit coordinator, who will organise a suitable supervisor. Approval from the coordinator is required prior to enrolling in this unit.

**GSDD5009**

**Dissertation**

**Credit points:** 12  
**Teacher/Coordinator:** Prof Roger Stancliffe  
**Session:** Semester 1, Semester 2  
**Classes:** Online with independent directed study  
**Assessment:** 1000wd proposal (10%), 1100wd word research essay or research proposal (90%)  
**Mode of delivery:** Online  
**Note:** Department permission required for enrolment. Note: : Enrolment in or satisfactory completion of all core units of study for the Master of Health Science (Developmental Disability) is required. Averaged 75 per cent (distinction) or better across all units of study. Subject to the availability of appropriate supervision. Dissertation is an opportunity to undertake an advanced investigation in a topic or issue in developmental disability 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 an important issue. On completion of this unit, students will have gained research skills and experience of formulating a problem, of designing a study using the most appropriate methodology, and of drawing conclusions. Thus, the dissertation will provide an ideal preparation for those who choose to go on to postgraduate research. This unit forms a capstone for Masters students and must be taken toward the end of the students course, typically as a final or near final unit of study. Students must initially develop a short proposal and discuss this with the unit coordinator, who will organise a suitable supervisor. Approval from coordinator is required prior to enrolling in this unit.

*Students completing GSDD5009 as a capstone unit need only complete 48cp of elective units, as per requirements above.COURSE TOTAL: 72 CREDIT POINTS

**Developmental Disability Electives**

Availability of electives may vary from year to year and will generally be available every second year.

**GSDD5007**

**Communication & Developmental Disability**

**This unit of study is not available in 2015**

**Credit points:** 6  
**Session:** Semester 1  
**Classes:** Web-based learning: no on-campus attendance required  
**Assessment:** Assignment 1 1800wd (30%), Assignment 2 3000wd (50%) and participation in online discussion groups (20%)  
**Mode of delivery:** Online  
**Note:** Department permission required for enrolment. Note: NB: Not available to students enrolled in Graduate Certificate (Developmental Disability) course.

This unit introduces students to the empirical literature on communication issues for people with developmental disability. Students will be introduced to the communication issues that impact on the lives of people with developmental disability and those who support them, functional communication assessment and intervention strategies, and the importance of multimodal communication systems in facilitating community participation.

**GSDD5011**

**Autism Spectrum Disorders**

**This unit of study is not available in 2015**

**Credit points:** 6  
**Session:** Semester 2  
**Classes:** Online  
**Assessment:** Participation in online discussion groups (20%) and assignments (80%)  
**Mode of delivery:** Online  
**Note:** Department permission required for enrolment. Note: : Enrolment in or satisfactory completion of all core units of study for the Master of Health Science (Developmental Disability) is required. This unit is not available to Graduate Certificate of Health Science (Developmental Disability) students.

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': and issues in the provision of a multi-disciplinary collaborative approach to the assessment and management of autism.
This unit provides students with a contemporary understanding of assessment, intervention and evaluation techniques relevant to the support of people with developmental disability whose behaviour is challenging, or of concern. Challenging behaviour comprises 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. Biological, psychological, social and community causes of challenging behaviour will be discussed. Ecological, functional and clinical approaches to assessment and support planning will be covered, as will the evaluation of quality of life outcomes. Legal and ethical issues will also be addressed.

GSDD5013
Community Living
Credit points: 6 Teacher/Coordinator: Assoc Prof Roger Stancliffe Session: Semester 2 Classes: Web-based training; no on-campus attendance required Assessment: Assignment 1 2,500 words (45%), Assignment 2 2,500 words (45%). Contribution to online discussion (10%). Mode of delivery: Online

This unit provides students with an understanding of contemporary issues in provision of community living services to people with a developmental disability. The unit will be of most benefit to those students who have some experience of developmental disability services. Topics to be covered include: deinstitutionalisation and community living. Differing approaches to provision of accommodation support in the community both in Australia and internationally. 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. Self-determination. National and international data on provision of community living services.

GSDD5014
Parenting with Developmental Disability
Credit points: 6 Teacher/Coordinator: Dr Rachel Mayes Session: Semester 1 Classes: Web-based training; no on-campus attendance required Assessment: Assignment 1 (40%), Assignment 2 (40%), and participation in online discussion groups (20%). Mode of delivery: Online

This unit introduces students to the challenges and achievements typically found in the lives of parents with a developmental disability and their children. Students will critically examine ‘popular’ and professional narratives about, and responses to parents with a developmental disability. Students will become familiar with the empirical literature on parenting with a developmental disability, including but not limited to evidence-based parent education and family support strategies. Students will apply this knowledge to identify service gaps, and opportunities in their own local area to promote the health and wellbeing of families headed by a parent with a developmental disability.

GSDD5015
Physical Health-Developmental Disability
This unit of study is not available in 2015
Credit points: 6 Teacher/Coordinator: Dr Nathan Wilson Session: Semester 1 Classes: Web-based learning; no on-campus attendance required Assessment: Participation in online discussion groups (20%), 2000wd assignment (35%) and 3000wd assignment (45%). Mode of delivery: Online

This unit provides an overview of the main physical health conditions, health care and wellness 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. This unit will also consider historical perspectives and emerging trends in the delivery of integrated health care to people with developmental disability, including a focus on wellness. Students will also examine theoretical models of health care within a life-stage and transitional framework.

GSDD5016
Sexuality and Developmental Disability
Credit points: 6 Teacher/Coordinator: Dr Nathan Wilson Session: Semester 1 Classes: Web-based training; no on-campus attendance required Assessment: Assignment 1 (35%), Assignment 2 (45%) and participation in online discussion groups (20%). Mode of delivery: Online

This unit will provide students with knowledge about the sexual lives of people with developmental disability. Students will become aware of the range of sexual issues that people with developmental disability face across the lifespan. The issues include sexual health and hygiene, legal and ethical issues, masturbation, use of pornography, sexual opportunities and choices, pregnancy and contraception, sexual abuse, sexual offending, sex education, use of sex workers, and the policy framework of disability services. Students will demonstrate the ability to analyse approaches/programs and formal services in relation to the sexual lives of people with a developmental disability, their family members, carers or advocates and assist them to understand, appreciate and support the realisation of a healthy sexual life for people with developmental disability.

GSDD5018
Mental Health - Developmental Disability
Credit points: 6 Teacher/Coordinator: Professor Stewart Einfeld Session: Semester 2 Classes: Web-based learning; no on-campus attendance required Assessment: Assignment 1 (45%), assignment 2 (45%), contribution to online discussion (10%). Mode of delivery: Online

This unit examines mental health issues in people with developmental disability, including the major psychiatric conditions, behavioural phenotypes, and challenging behaviour across the lifespan. A practical, multi-disciplinary approach to prevention, assessment and management will be discussed. Students will also critically review the factors influencing mental health care and mental health care access for people with developmental disability. Students will have the opportunity to examine a topic of individual interest in further depth.

Textbooks

GSDD5200
Disability Theory
Credit points: 6 Teacher/Coordinator: Prof Gwynnyth Llewelyn Session: Semester 2 Classes: Web based, no on campus attendance required Assessment: Participation in online discussion groups (20%), 2000wd essay (30%) and 3000wd essay (50%). Mode of delivery: Online
Note: This unit is offered as an elective to students enrolled prior to 2013. For commencing students in 2013 onwards it is a core requirement.

Students will examine a range of historical and contemporary theoretical views of disability, and the way that these views inform personal and societal responses to disability. Perspectives covered will include (but not be limited to) the human rights approach; the International Classification of Functioning, Disability and Health (ICF); the social model of disability, and biopsychosocial perspectives. Students will examine important developments such as the UN Convention on the Rights of People with Disabilities (2006) and the World Report on Disability (World Bank and WHO, 2011) and relevant disability legislation and policies to identify the theoretical approaches, values and power relations underpinning these initiatives.

REHB5084
Work and Developmental Disability
Credit points: 6 Session: Semester 2 Assessment: Field research project 2000wd (45%), online examination (40%), online tutorial participation (15%). Mode of delivery: Online

This is a transdisciplinary unit of study on the role of work (including voluntary work) in the lives of persons with developmental disabilities and the state of practice, policy, theory and research in facilitating full participation in these roles. Both inclusive and segregated employment
are encompassed as work. The unit will focus on the full age span of work life: transition to work, issues involved in obtaining and maintaining employment, as well as transition from work to retirement. These issues will include work training and support, work-related skills (e.g., travel skills), adaptations of work processes and environments, social inclusion and social interactions at work, industrial relations, wages systems (including productivity-based wages), job loss and return to work, career pathways and development, and the relevant policy and social context. Work-related rights, such as employment discrimination and income support entitlements will be addressed.

**Note**

Electives can be taken from any currently offered across the University of Sydney or at other universities. Typically elective units will be taken from those currently on offer within the Faculty of Health Sciences (see Faculty Electives chapter), the Faculty of Medicine including Dentistry and Nursing and the Faculty of Education and Social Work. Selection of elective units must be done in consultation with the course director and approved by the head of the academic unit(s) in which the units of study are offered.
Master of Diagnostic Radiography – MADIARAD1000

Course rules

Master of Diagnostic Radiography

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MADIARAD-01</td>
<td>Master of Diagnostic Radiography</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

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

4 Admission to candidature

1 Available places will be offered to qualified applicants based on academic merit, according to the following admissions criteria.

2 Admission to candidature for the Master of Diagnostic Radiography requires a PhD, master's or bachelor's degree from an Australian institution or equivalent.

5 Requirements for award

1 The units of study that may be taken for this course are set out in the Table of Units of Study for Master of Diagnostic Radiography.

2 To qualify for the award of the Master of Diagnostic Radiography a candidate must complete 96 credit points of units of study, including:

   a) 90 credit points of core units; and
   b) 6 credit points of elective units, chosen either from the list of elective units in the Table or, with the approval of the Dean, from any postgraduate units offered by the Faculty of Health Sciences or by any other faculty in the University.

6 Transitional provisions

1 These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.

2 Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
# Master of Diagnostic Radiography – MADIARAD1000

## Master of Diagnostic Radiography

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course MADIARAD-01</td>
<td>Credit points for award: 96</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-campus: full-time, 4 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year 1

#### Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS5092</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Bio Sciences for Health Professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRSC5001</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Professional Practice Radiography 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRSC5026</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Intensive</td>
</tr>
<tr>
<td>Clinical Studies Radiography 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>August</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>February</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive June</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>November</td>
</tr>
<tr>
<td>MRSC5045</td>
<td>6</td>
<td>N MRSC5002</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Medical Radiation Science 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Radiography</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRSC5003</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Foundations of Health Care Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRSC5005</td>
<td>6</td>
<td>P MRSC5001</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Professional Practice Radiography 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRSC5027</td>
<td>6</td>
<td>P MRSC5026</td>
<td></td>
<td></td>
<td></td>
<td>Intensive</td>
</tr>
<tr>
<td>Clinical Studies Radiography 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>August</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>February</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive June</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>November</td>
</tr>
<tr>
<td>Elective [6] (see elective list below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year 2

#### Semester 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIMT5067</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Evidence Based Health Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRSC5013</td>
<td>6</td>
<td>P MRSC5005</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Professional Practice Radiography 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRSC5028</td>
<td>6</td>
<td>P MRSC5027</td>
<td></td>
<td></td>
<td></td>
<td>Intensive</td>
</tr>
<tr>
<td>Clinical Studies Radiography 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>August</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>February</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive June</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>November</td>
</tr>
<tr>
<td>MRSC5038</td>
<td>6</td>
<td>P MRSC5045</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Medical Radiation Science 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Radiography</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Semester 2

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRSC5014</td>
<td>6</td>
<td>P MRSC5013</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Professional Practice Radiography 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRSC5029</td>
<td>6</td>
<td>P MRSC5028</td>
<td></td>
<td></td>
<td></td>
<td>Intensive</td>
</tr>
<tr>
<td>Clinical Studies Radiography 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>August</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>February</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive June</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>November</td>
</tr>
</tbody>
</table>

For internal use by University of Sydney staff only.
## Master of Diagnostic Radiography – MADIARAD1000

### Diagnostic Radiography Electives

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>A: Assumed Knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRSC5039 Medical Radiation Science 3</td>
<td>6</td>
<td></td>
<td>P MRSC5038</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Radiography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRSC5044 Advanced MRS Practice</td>
<td>6</td>
<td></td>
<td>P MRSC5013</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Diagnostic Radiography Electives

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>A: Assumed Knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health</td>
<td>6</td>
<td>N BACH3126, BACH4047, BACH5268, DHSC7005, DHSC7002</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Professions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOS5041 Ageing, Biology and Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSBH5005 Research Project Elective</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>A minimum WAM of 65 is required to be eligible to enrol in this unit of study, higher WAM's may apply to some disciplines of study</td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>Research Elective Dissertation</td>
<td>6</td>
<td>P HSBH5005</td>
<td>Note: Department permission required for enrolment</td>
<td>A minimum WAM of 65 is required to enrol in this unit of study, higher WAM's may apply in some disciplines</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>MRTY5056 Patient/Practitioner Communication</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5091 Advanced Multiplanar Anatomy B</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5099 Radiographic Image Interpretation B</td>
<td>6</td>
<td>A MRTY5098</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5100 Radiographic Image Interpretation C</td>
<td>6</td>
<td>A MRTY5098</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Master of Diagnostic Radiography

View semester session codes here.

Course MADIARAD-01: Credit points for award: 96On-campus: full-time, 4 semesters

Year 1

Semester 1

BIOS5092
Bio Sciences for Health Professionals
Credit points: 6 Teacher/Coordinator: Dr Peter Knight Session: Semester 1 Classes: 3hr lecture, 1hr practical/week and independent learning activities Assessment: mid-semester exam (40%), end-semester exam (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit introduces the fundamentals of Anatomy (structure), Physiology (function) and Pathophysiology (disease processes) of the major systems of the human body. The knowledge and skills acquired will enhance the health science student's ability to engage in case-study-based problem-solving and to develop their clinical reasoning skills. The unit also examines the essential principles of infection control in health care practice and the immune system, highlighting the role of the immune system in disease production and prevention, in response to trauma and in neoplasia. Material will be presented in lectures, practical sessions and online. This unit includes laboratory classes in which human cadavers are studied.

Textbooks
There is no prescribed textbook for this unit of study. Generalist tertiary level Physiology and Anatomy textbooks are recommended as references.

MRSC5001
Professional Practice Radiography 1
Credit points: 6 Teacher/Coordinator: Dr Mark McEntee Session: Semester 1 Classes: 2 hrs lectures/week with facilitated learning activities, 2-hrs practical work/week, self-directed learning of 2-hrs/week used to stage and pace your learning. Assessment: Continuous assessment through weekly tasks: MCQ, short assignments, image viewing tasks (60%) and 1 hr end semester exam (40%) Practical field work: Practical classes will provide students with experience in positioning techniques and pathology. Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces the student to the professional practice of diagnostic radiography of the appendicular skeleton. The techniques covered will include routine procedures that the student will encounter in the clinical setting. Anatomy, physiology and pathology will be integrated with corresponding radiographic techniques of selected body systems. Planar anatomy and imaging will be included as appropriate. This unit will apply the evidence base, theory to practice and integrate basic applied sciences to imaging techniques. Students will be expected to supplement and broaden their learning by independent learning, literature review and research on relevant topics

Textbooks
Carver E and Carver M/Medical Imaging /9780443062124/

MRSC5026
Clinical Studies Radiography 1

Note: Department permission required for enrolment.

This unit of study is the first of four units in clinical education in which students are placed in the clinical environment within their respective professional fields. The unit will provide introductory clinical awareness, develop interpersonal skills and allow the application of theory to practice. The role of a diagnostic radiographer will be integrated with the professional practice subjects.

Textbooks
Students will be supplied with workbooks and clinical competency manuals

MRSC5045
Medical Radiation Science 1 Radiography
Credit points: 6 Teacher/Coordinator: Prof Patrick Brennan Session: Semester 1 Classes: 1x3hr lecture/week Prohibitions: MRSC5002 Assessment: Group presentation (50%), 1hr exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit of study, which has both common and discipline related material specific to Diagnostic Radiography, introduces the student to ionizing radiation and its interactions with matter. The physical principles of the appropriate use of ionizing radiations in the medical radiation sciences including its radio-biological effects will be covered. The student will be introduced to the fundamental principles of protection and equipment. Cellular biology applicable to the medical radiation sciences will be covered.

Textbooks

SEMMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

MRSC5003
Foundations of Health Care Practice
Credit points: 6 Teacher/Coordinator: Dr Sarah Lewis Session: Semester 2 Classes: 2-hr lecture/week Assessment: Mid semester exam (25%), summative group presentation (35%) and final exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces students to the ethical, legal and psycho-social issues surrounding the safe delivery of medical radiation sciences in the Australian healthcare system. Modules within the unit are applied to medical radiation sciences and will cover the following: healthcare ethics, legal aspects of practice, risk management and quality assurance, radiation considerations, the Australian healthcare system, social factors and models of health, as well as specific health psychology topics.

Textbooks

MRSC5005
Professional Practice Radiography 2
Credit points: 6 Teacher/Coordinator: Dr Mark McEntee Session: Semester 2 Classes: 1x2-hr lecture/week, 1x2-hr tutorial/practical/week Prerequisites: MRSC5001 Assessment: Online activities (40%), 2 x 2000 word assignment (2 x 30%). Practical field work: Practical classes will provide students with experience in positioning techniques and examine the impact of technique factors on image quality. Tutorials examine image evaluation and pathology. Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study will develop the student's knowledge in the professional practice of diagnostic radiography of the axial skeleton. The techniques covered will build upon routine procedures that the
student will encounter in the workplace, and focus on the axial skeleton, abdomen and pelvis. Anatomy, physiology and pathology will be integrated with corresponding techniques of selected body systems. Planar anatomy and imaging will be included as appropriate. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

**MRSC5027**  
**Clinical Studies Radiography 2**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Natalie Pollard  
**Session:** Intensive August, Intensive February, Intensive June, Intensive November  
**Classes:** On-campus: Clinical centres, 1 hour briefing, 1 hour debriefing  
**Prerequisites:** MRSC5026  
**Assessment:** Practical Exam (50%) and Clinical Departmental Assessment (50%)  
**Practical field work:** Whole day OCSE  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  
**Note:** Department permission required for enrolment.

This unit of study is the second of four units in clinical education in which students are placed in the clinical environment. This unit will build upon student's ability to achieve competence in performing routine radiographic procedures as integrated with the professional practice subjects.

**Textbooks**

Students will be supplied with workbooks

**Electicive [6] (see elective list below)SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 2**  
**Semester 1**

**HIM5067**  
**Evidence Based Health Care**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Mary Lam  
**Session:** Semester 1  
**Classes:** 7 online self-directed learning modules 1 day workshop (Wk 4), 3x optional tutorials (Wk 1, 8 and 10)  
**Assessment:** written report (40%) and written exam (60%)  
**Mode of delivery:** Distance education/intensive on campus  

This unit of study will teach students how to critically appraise clinical research pertinent to health professionals and to practice evidence-based decision-making. Self-directed modules address qualitative and quantitative study designs, experiences of therapies, effects of interventions, accuracy of diagnostic tests, prognoses, cost-effectiveness, and clinical decision analysis.

**Textbooks**

*Recommended - Hoffmann, T Bennett, S., & Del Mar C (Eds) (2011) Evidence-Based Practice. Across the Health Professions, Sydney: Churchill Livingstone Elsevier*

**MRSC5013**  
**Professional Practice Radiography 3**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Warren Reed  
**Session:** Semester 1  
**Classes:** 2 hrs lectures/week, 4 hrs of tutorials/semester  
**Prerequisites:** MRSC5005  
**Assessment:** Group assignment (25%), class test (25%) and final exam (50%)  
**Practical field work:** Practical classes will provide students with experience in positioning techniques and pathology  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  

This unit of study will continue to develop the student's knowledge in the professional practice of diagnostic radiography. The techniques covered will introduce more specialised procedures that the student will encounter in the workplace. Anatomy, physiology and pathology will be integrated with corresponding imaging techniques of selected body systems such as the GIT and CNS. Dedicated planar anatomy and imaging will be included for selected body systems. Students will be expected to supplement and broaden their learning by independent research on relevant topics, such as trauma imaging.

**Textbooks**

*Carver, E and Carver, B/Medical Imaging - Techniques, Reflection and Evaluation/2006/

**MRSC5028**  
**Clinical Studies Radiography 3**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Natalie Pollard  
**Session:** Intensive August, Intensive February, Intensive June, Intensive November  

This unit of study is the third of four units in clinical education in which students are placed in the clinical environment. This unit will consolidate the student's competence in routine radiographic procedures and allow a broadening of knowledge and experience in more specialised procedures and modalities. The development of lifelong learning and professional skills are encouraged. This clinical placement is undertaken in an 'out of Sydney' clinical centre. Students participate in a series of on-campus classes, designed to enhance clinical practice.

**Textbooks**

Students will be supplied with workbooks

**MRSC5038**  
**Medical Radiation Science 2 Radiography**

**Credit points:** 6  
**Teacher/Coordinator:** Prof Steven Meikle  
**Session:** Semester 1  
**Classes:** 2 hr teaching/week, directed independent work, 1 hr tutorials/week (in selected weeks)  
**Prerequisites:** MRSC5045  
**Assessment:** Mid semester 1 hr MCO(40%) and 2hr end semester exam(60%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  
**Note:** Department permission required for enrolment.

This unit of study is the second of three units which cover the physical principles of the appropriate use of ionizing radiation and quality management in diagnostic radiography. It builds on the foundations in radiation physics established in Medical Radiation Science 1 and introduces the key topics of Digital Imaging, tomographic image reconstruction and Magnetic Resonance Imaging. It also forms the basis for a more detailed study of the instrumentation, calibration and quantitative methods relevant to the medical radiation sciences, which are introduced in the discipline specific topics in this unit and expanded upon in Medical Radiation Science Radiography 3.

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

**MRSC5014**  
**Professional Practice Radiography 4**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Mark McEntee  
**Session:** Semester 2  
**Classes:** 1:2hr lecture/week and 1:2hr practical/week or directed independent work  
**Prerequisites:** MRSC5013  
**Assessment:** Group presentation (40%) Final exam (60%)  
**Practical field work:** Practical classes will provide students with experience in positioning techniques and pathology  
**Mode of delivery:** Normal (lecture/lab/tutorial) day  

This is the final unit of study that will complete the student's learning in the professional practice of diagnostic radiography. Angiography (conventional, CTA, MRA), stroke and cardiac imaging and interventional techniques will be covered along with operating theatre radiography, accident and emergency radiography, paediatric radiography and imaging of the elderly. The techniques covered will include routine procedures that the student will encounter in the clinical setting with particular focus on advanced techniques. Students will critically explore variations in techniques found in the clinical setting using a problem solving approach. Students will critically evaluate current practice from an evidence-based perspective. Students will be expected to supplement and broaden their learning by independent research on relevant topics.

**Textbooks**


**MRSC5029**  
**Clinical Studies Radiography 4**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Natalie Pollard  
**Session:** Intensive August, Intensive February, Intensive June, Intensive November  
**Classes:** On-campus classes, Briefing and Debriefing of 1-2hr each  
**Prerequisites:** MRSC5028  
**Assessment:** Ethics Case Study (50%), Clinical Departmental Assessment (50%)  
**Practical field work:** Clinical Placement  
**Mode of delivery:** Professional practice  
**Note:** Department permission required for enrolment.
This is the final unit of study in clinical education in which students are placed in the clinical environment. This unit provides the student with additional exposure and practice of more complex procedures. At the completion of this unit of study students should be competent in the knowledge and skills required for graduate practitioner entry into the diagnostic radiography profession.

Textbooks
Students will be supplied with textbooks

MRSC5039
Medical Radiation Science 3 Radiography
Credit points: 6
Teacher/Coordinator: Prof Dale Bailey
Session: Semester 2
Classes: 2 x 2-hr lecture/week, on-line reading and directed independent work, collaborative group work.
Prerequisites: MRSC5038
Assessment: Mid semester exam (40%) and final exam (60%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment.

This unit of study is the final of three medical radiation science units. It consolidates and extends the student's knowledge of foundational radiation physics into more specialised topics related to the practice of diagnostic radiography.

MRSC5044
Advanced MRS Practice
Credit points: 6
Teacher/Coordinator: Dr Warren Reed
Session: Semester 2
Classes: 1 x 2-hr lecture/tutorial per week and online activities.
Prerequisites: MRSC5013
Assessment: Proposal (30%), Systematic Review (70%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment.

This unit of study provides a capstone experience where students will critically explore specific themes such as quality management, changing technology and advanced practice in the medical radiation sciences. It builds upon all previous units of study and consolidates the generic attributes of graduates of the university. The focus will be on developing specialized knowledge and skills for professional practice while following an evidence based practice approach.

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Diagnostic Radiography electives
Availability of electives may vary from year to year.

BACH5341
Research & Inquiry in Health Professions
Credit points: 6
Teacher/Coordinator: Dr Tatjana Seizova-Cajic
Session: Semester 2
Classes: Distance mode (students must have access to the internet): 3hr group on-campus consultations (optional)
Prerequisites: BACH3126, BACH4047, BACH5268, DHR7005, DHR7002
Assessment: 3x online quizzes (40%), literature review (10%), draft proposal (10%), final proposal (40%)
Mode of delivery: Distance education

This unit provides an overview of the research process and focuses on the formulation of a proposal for a small research project. It provides students with an opportunity to learn about (or update their knowledge of) research methods at the introductory level and acts as an introduction to the research electives which concentrate on a particular methodology or aspect of the research process. Students explore quantitative and qualitative approaches to research with their own specific research question in mind. Basic research designs are considered (including interview, observation, longitudinal and cross-sectional designs, experiment, single case study, survey) together with their suitability for investigating different types of research questions. Students also learn about ethics in research, sampling, validity and reliability of measures and descriptive statistics.

Textbooks

BIO5041
Ageing, Biology and Health
Credit points: 6
Teacher/Coordinator: Dr Peter Knight
Session: Semester 2
Classes: Web-based, on-campus attendance required
Assessment: Two 2000 word essays (100%)
Mode of delivery: Online

This unit studies human ageing from biological perspectives. The unit is designed to address issues relevant to health care service provision and the promotion of quality of life in ageing. It is not directed at a specific professional group, and addresses issues related to ageing in a generalist way. The emphasis is on understanding the main features of ‘normal’ ageing or senescence as distinct from disease processes and the contribution of environmental factors to ageing. It has three modules: the first addresses the processes underlying the process of ageing, the second addresses how health service interventions can modify the response to ageing in beneficial and detrimental ways; and the third focuses on the roles of nutrition and exercise in improving the wellbeing of the ageing population.

HSBH5005
Research Project Elective
Credit points: 6
Teacher/Coordinator: A/Prof Lynette Mackenzie (S1), A/Prof Claudia Mello-Thoms (S2)
Session: Semester 1, Semester 2
Classes: 1 x 2-hr tutorial/week for 13 weeks, Individual supervision with assigned supervisor
Assessment: Presentation of research proposal (25%), Literature review (45%), Ethics proposal (30%)
Mode of delivery: Normal (lecture/lab/tutorial)
Note: Department permission required for enrolment.
Note: A minimum WAM of 65 is required to be eligible to enrol in this unit of study; higher WAMs may apply to some disciplines of study

Students will undertake a supervised research project in an area relevant to their discipline. This unit is designed to assist students with the development of a research question, a systematic literature review and research proposal, and any ethics applications that may be applicable to their individual research topics. Students will develop an understanding of the strengths of different research methods and be able to provide a rationale for the methodology selected for their research question. Students will effectively communicate the aims, methods and implications of their proposed research.

HSBH5006
Research Elective Dissertation
Credit points: 6
Teacher/Coordinator: A/Prof Claudia Mello-Thoms (S1), A/Prof Lynette Mackenzie (S2)
Session: Semester 1, Semester 2
Classes: Individually negotiated supervision time with allocated supervisor 1 x 2-hr hour tutorial for 7-13 weeks (discipline dependent)
Prerequisites: HSBH5005
Assessment: Seminar presentation of research findings (20%), Research manuscript (80%)
Mode of delivery: Supervision
Note: Department permission required for enrolment.
Note: A minimum WAM of 65 is required to enrol in this unit of study; higher WAMs may apply in some disciplines.

Students will undertake a supervised research project in an area relevant to their discipline. Upon completion of this unit, students will have implemented data analysis and reported on an approved research project and submitted a report suitable for publication in a peer reviewed publication describing the project and its implications. Students will develop an understanding of the strengths of different data analysis techniques and be able to defend their research project results in written and verbal format.

MRT5056
Patient/Practitioner Communication
Credit points: 6
Teacher/Coordinator: Dr John Alyee
Session: Semester 2
Classes: Distance education, on-line independent activities, independent research activities
Assessment: 2 x 2500 written assignments (2 x 50%)
Mode of delivery: Distance education

This unit extends the patient communication skills of the health science practitioner. It aims to make the practitioner more effective at giving and receiving information when interacting with the patient. The enhancement of listening skills will be encouraged, with an emphasis on patient empowerment, support, advice and counselling. Students will be encouraged to become reflective practitioners in the area of
communication, and to become active consumers and evaluators of communication in its broadest context.

Textbooks
No specific text recommended. Primary and secondary library sources to be accessed by student

MRTY5091
Advanced Multiplanar Anatomy B
Credit points: 6 Teacher/Coordinator: Mr John Robinson Session: Semester 2 Classes: Online Assessment: Two online quizzes (worth 50% each) Mode of delivery: Distance education

Detailed anatomy of the brain is presented in this unit. The regions studied are the brain stem, cranial nerves and nuclei, cerebellum, diencephalon, cerebral hemisphere and cortex, basal ganglia, limbic system, ventricular system and the blood supply. The practical component involves interpretation of soft copy MR images. The advantage of specific planes with respect to the demonstration of specific pathologies will be discussed. This unit is targeted at professionals primarily working with MRI but NM or RT professionals if they are intensively utilizing CT as an anatomic imaging tool would benefit from this unit. A good knowledge of cross-sectional anatomy is essential for this unit. The delivery will be in distance education mode and will utilise a range of media, including printed material.

MRTY5099
Radiographic Image Interpretation B
Credit points: 6 Teacher/Coordinator: Mr Stephen Littlefair Session: Semester 1 Classes: Distance education Assumed knowledge: MRTY5098 Assessment: 1x2500wd image evaluation and diagnosis (40%), Image interpretation quiz (60%) Practical field work: Image Interpretation (online) Mode of delivery: Distance education

This unit will provide the student with image interpretation skills and knowledge of the radiological and clinical indicators which are utilised to identify pathology of the axial skeleton and abdomen. The unit aims at enabling the practitioner to achieve a level of competency above the "red dot" system.

Textbooks
On-line and paper based study notes supplied

MRTY5100
Radiographic Image Interpretation C
Credit points: 6 Teacher/Coordinator: Mr Stephen Littlefair Session: Semester 2 Classes: Distance education Assumed knowledge: MRTY5098 Assessment: 1x2500wd image evaluation and diagnosis (40%), Image interpretation quiz (60%) Practical field work: Image Interpretation (online) Mode of delivery: Distance education

This unit will provide the student with image interpretation skills and knowledge of the radiological and clinical indicators which are utilised to identify the more common pathology of the respiratory system. The unit aims at enabling the practitioner to achieve a level of competency above the "red dot" system.

Textbooks
On-line and paper based study notes supplied
Clinical Education

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program. Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

All students are required to have completed the relevant pre placement compliance requirements in the indicated time frame prior to the placement commencing. Failure to do so may result in the student not being allocated a placement by WIL or cancellation of the placement by the placement organisation and impact on the student’s progression within their program.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

- necessary vaccination and immunisation for specified infectious diseases
- obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
- meet the requirements of NSW Working with Children legislation and
- agree to abide by the NSW Health Code of Conduct
- as well as other requirements.

It is strongly advised that students commence the vaccination/immunisation requirements and the application for the National Criminal Record Check (to obtain a National Police Certificate) before starting their program, as students will be formally checked for compliance with these requirements either before enrolment into their program or within the first few weeks of Semester 1. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
Master of Medical Imaging Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCMDIMGS-01</td>
<td>Graduate Certificate in Medical Imaging Science</td>
</tr>
<tr>
<td>GNMDIMGS-01</td>
<td>Graduate Diploma in Medical Imaging Science</td>
</tr>
<tr>
<td>MAMDIMGS-01</td>
<td>Master of Medical Imaging Science</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice. All units of study are only available in distance mode.

3 Master's type

This master's degree is an advanced learning master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

The embedded courses in this sequence are:

(1) the Graduate Certificate in Medical Imaging Science
(2) the Graduate Diploma in Medical Imaging Science
(3) the Master of Medical Imaging Science

Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the highest award completed will be conferred.

5 Admission to candidature

Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.

(1) Admission to candidature for the Graduate Certificate of Medical Imaging Science requires:

(a) A bachelor's degree or higher award in Medical Radiation Sciences from the University of Sydney, or qualifications deemed by the faculty to be equivalent.

(b) In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to candidature for the Graduate Diploma of Medical Imaging Science requires:

(a) A bachelor's degree or higher award in Medical Radiation Sciences from the University of Sydney, or a qualification deemed by the faculty to be equivalent, or

(b) Completion of the requirements of the embedded graduate certificate in this discipline or qualifications deemed by the faculty to be equivalent.

(c) In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(3) Admission to candidature for the Master of Medical Imaging Science requires:

(a) A master's degree in Medical Radiation Sciences or

(b) A pass bachelor's degree with a credit average, or an honours bachelor's degree from the University of Sydney, in Medical Radiation Sciences or qualifications deemed by the faculty to be equivalent; or

(c) Completion of the requirements of the embedded graduate diploma or graduate certificate in this discipline, or qualifications deemed by the faculty to be equivalent.

6 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Postgraduate Tables for Graduate Certificate / Graduate Diploma / Master of Medical Imaging Science.

(2) To qualify for the award of the Graduate Certificate of Medical Imaging Science a candidate must complete 24 credit points, including:

(a) 6 credit points of core units of study;

(b) A minimum of 12 credit points of elective units of study;

(c) A maximum of 6 credit points of research elective units of study from the Medical Imaging Science Research Elective Table

(3) To qualify for the award of the Graduate Diploma of Medical Imaging Science a candidate must complete 48 credit points, including:

(a) 18 credit points of core units of study;

(b) A minimum of 12 credit points of elective units of study. With the permission of the Course Director a maximum of 6 credit points can be taken as elective units from units of study outside those listed in the Medical Imaging Science Elective Table;

(c) A maximum of 12cp of elective units of study from the Medical Imaging Science Research Elective Table

(4) To qualify for the award of the Master of Medical Imaging Science a candidate must complete 72 credit points, including:

(a) 18 credit points of core units of study;

(b) A minimum of 12 credit points of elective units of study. With the permission of the Course Director a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Medical Imaging Science Elective Table;

(c) At least 6 credit points of capstone units of study
Specialisations

Completion of a specialisation is not a requirement of the course. Candidates enrolled in the Graduate Diploma or Master of Medical Imaging Science have the option of completing up to two specialisations. A specialisation requires the completion of 24 credit points chosen from units of study listed in the table for that specialisation. Units of study counted towards one specialisation may not count toward any other specialisation completed. The specialisations available are:

1. Breast Imaging
2. Computed Tomography
3. Hybrid Imaging
4. Magnetic Resonance Imaging
5. Radiographic Image Interpretation
6. Research Studies

Recognition of Prior Learning

1. Waivers and credit may be granted or the volume of learning may be reduced in recognition of prior learning.
2. Credit may be granted for up to 50% of course requirements for relevant incomplete postgraduate qualifications.
3. Candidates offered direct admission to the Graduate Diploma or Master of Medical Imaging Science may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:
   (a) The maximum permissible reduction in the volume of learning is 24 credit points for a qualification at level 8 of the Australian Qualifications Framework in a relevant discipline as defined by the Faculty of Health Sciences.
   (b) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Health Sciences to have conferred a volume of learning equivalent to that of a Graduate Certificate in a relevant discipline.
4. The maximum combined credit and reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.

Course transfer

A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.
Students intending to undertake any of these programs full-time will need to consult with the Course Director for detailed information about unit availability.

Graduate Certificate in Medical Imaging Science

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course GCMDIMG-01:</td>
<td>Credit points for award: 24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-campus:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>full-time</td>
<td>minimum 1 semester; part-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>minimum 2 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Core units

Graduate Certificate candidates must complete the following core unit:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5131: Current Concepts in Medical Imaging</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Elective units

Graduate Certificate candidates must complete 18 credit points of elective units, including:

- A minimum of 12 credit points chosen from the Medical Imaging Science elective table
- A maximum of 6 credit points chosen from Medical Imaging Science Research electives, or from the other electives offered by the Faculty or University, with approval of the Course Director

TOTAL: 24 CREDIT POINTS

Graduate Diploma in Medical Imaging Science

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course GNMDIMG-01:</td>
<td>Credit points for award: 48</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-campus:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>full-time,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>minimum 2 semesters; part-time,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>minimum 4 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Core units

Graduate Diploma candidates must complete the following 18 credit points of core units, to be chosen in the first year of candidature (or PT equivalent)

- Semester 1
  - MRTY5131: Current Concepts in Medical Imaging | 6 |
  - MRTY5132: Medical Image Perception | 6 |
- Semester 2
  - MRTY5133: Medical Image Optimisation | 6 |

Elective units

Graduate Diploma candidates must complete 30 credit points of elective units, comprising:

- A minimum of 12 credit points chosen from the Medical Imaging Science - Electives table (note 1)
- A maximum of 12 credit points chosen from the Medical Imaging Science - Research Electives table
- A maximum of 6 credit points of elective units chosen from the Faculty of Health Sciences, or from another Faculty, with approval of the Course Director

TOTAL: 48 CREDIT POINTS

Master of Medical Imaging Science

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course MAMDIMG-01:</td>
<td>Credit points for award: 72</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-campus:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>full-time minimum 3 semesters; part-time minimum 6 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Core units

Master candidates must complete the following 18 credit points of core unit, selected in the first year of candidature or equivalent part-time
## Unit of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5131 Current Concepts in Medical Imaging</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5132 Medical Image Perception</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5133 Medical Image Optimisation</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Elective units

Master candidates must complete 48 credit points of elective units, comprising:

- A minimum of 12 credit points chosen from the Medical Imaging Sciences Elective table
- A maximum of 12 credit points of elective units chosen from the Faculty of Health Sciences, or from another Faculty, with approval of the Course Director

### Capstone units

Master candidates must complete at least 6 credit points from the following, in the final semester of candidature

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Note: Department permission required for enrolment</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5043 Directed Studies A</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5044 Directed Studies B</td>
<td>6</td>
<td>P MRTY5043</td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

**TOTAL: 72 CREDIT POINTS**
View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computed Tomography</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5134 Computed Tomography Theory</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5040 Computed Tomography A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5041 CT Practice II</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5043 Directed Studies A</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>Magnetic Resonance Imaging</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5043 Directed Studies A</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5051 Magnetic Resonance Theory</td>
<td>6</td>
<td>One of the two main assignments is based on practical exercises via online access to an Earth’s field MR imaging system (Internet access required)</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5052 Magnetic Resonance A</td>
<td>6</td>
<td>P MRTY5051</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5053 MR Applications 2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>Radiographic Image Interpretation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5043 Directed Studies A</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5098 Radiographic Image Interpretation A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5099 Radiographic Image Interpretation B</td>
<td>6</td>
<td>A MRTY5098</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5100 Radiographic Image Interpretation C</td>
<td>6</td>
<td>A MRTY5098</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>Hybrid Imaging</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5043 Directed Studies A</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5131 Current Concepts in Medical Imaging</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5135 Hybrid Imaging A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>Breast Imaging</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5043 Directed Studies A</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5106 Breast Imaging A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5131 Current Concepts in Medical Imaging</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5XXX Breast Imaging B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(will first offered 2016 &amp; every alternate year)</td>
</tr>
<tr>
<td><strong>Research Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5043 Directed Studies A</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5044 Directed Studies B</td>
<td>6</td>
<td>P MRTY5043</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5XXX Statistics for Clinical Research</td>
<td>6</td>
<td>Students must have access to a PC to load and use the statistics packages SAS or SPSS</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Credit points required for Specialisation: 24
All units are offered as Off-campus mode
All units of study are subject to availability and may be offered every alternate year.

For internal use by University of Sydney staff only.
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N</td>
<td>BACH3126, BACH4047, BACH5268, DHSC7005, DHSC7002</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5255 Qualitative Research Methods</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Or selected from other research related coursework unit of study offered by the University of Sydney, with approval from the Course Director.
Medical Imaging Science – Electives

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5051 Magnetic Resonance Theory</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5053 MR Applications 2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5090 Advanced Multiplanar Anatomy A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5098 Radiographic Image Interpretation A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5099 Radiographic Image Interpretation B</td>
<td>6</td>
<td>A MRTY5098</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5106 Breast Imaging A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5134 Computed Tomography Theory</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5135 Hybrid Imaging A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5040 Computed Tomography A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5052 Magnetic Resonance A</td>
<td>6</td>
<td>P MRTY5051</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5091 Advanced Multiplanar Anatomy B</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5100 Radiographic Image Interpretation C</td>
<td>6</td>
<td>A MRTY5098</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5041 CT Practice II</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5044 Directed Studies B</td>
<td>6</td>
<td>P MRTY5043</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Medical Imaging Science - Research Electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5255 Qualitative Research Methods</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126, BACH4047, BACH5268, DHSC7005, DHSC7002</td>
</tr>
<tr>
<td>BACH5068 Statistics for Clinical Research</td>
<td>6</td>
<td>Students must have access to a PC to load and use the statistics packages SAS or SPSS</td>
</tr>
</tbody>
</table>
Students intending to undertake any of these programs full-time will need to consult with the Course Director for detailed information about unit availability.

View semester session codes here.

All units of study are subject to availability and may vary from year to year. Students may select electives from the Medical Imaging Science Elective tables. Students wishing to specialise should refer to the Medical Imaging Science - Specialisation tables for requirements.

Medical Imaging Science Core Units

MRTY5131
Current Concepts in Medical Imaging

Credit points: 6 Teacher/Coordinator: Associate Professor Claudia Mello-Thoms Session: Semester 1 Classes: Online Assessment: Online discussion activity (10%), report (30%) and 2,500 wd essay (60%) Mode of delivery: Online

This unit of study will investigate new methods or technologies applied to medical imaging to enhance diagnostic accuracy. The content will be guided by current literature and the research of MRS staff. The materials covered provide insights into novel methods in medical imaging that are not available in other units. This unit of study will seek to generate a discussion on the applicability of these new methods and technologies to clinical practice.

MRTY5132
Medical Image Perception

Credit points: 6 Teacher/Coordinator: A/Prof Claudia Mello-Thoms Session: Semester 1 Classes: Online Assessment: Online quizzes (30%), online discussion activity (10%), 1 x literature review 3,000 words (60%) Mode of delivery: Online

This unit of study will investigate issues pertaining to the interaction of the human reader with a medical image. It will start with an examination of the human visual system, including its characteristics and limitations. This will be followed by in-depth studies of the perceptual and cognitive factors that affect the reading of medical images, which include, but are not limited to, reader experience, task instructions and satisfaction of search (as well as other heuristics and biases). The overall aim of this unit is to ensure students obtain an understanding of the intricacies of image interpretation, and to highlight the components of the process that are technology-independent.

MRTY5133
Medical Image Optimisation

Credit points: 6 Teacher/Coordinator: A/Prof Claudia Mello-Thoms Session: Semester 2 Classes: Online Assessment: Online quizzes (30%), online discussion (10%), 1 x essay, 3000 words (60%) Mode of delivery: Online Note: Department permission required for enrolment.

This UoS will investigate issues pertaining to the optimisation of medical imaging, aiming to ensure that imaging is best suited to answer the diagnostic questions posed. It will include discussion of the choice of imaging modalities, 2D and 3D radiographic imaging systems, as well as optimisation of display processing technologies and of display systems. In addition, issues pertaining to the relationship between dose and image quality will also be discussed. The aim of this UoS is to provide students with a clear understanding of how optimisation can affect diagnostic outcomes.

Textbooks

Capstone Units

MRTY5043
Directed Studies A

Credit points: 6 Teacher/Coordinator: Dr Peter Kench Session: Semester 1, Semester 2 Classes: Distance education Assessment: Negotiated assessment (100%) Mode of delivery: Distance education Note: Department permission required for enrolment.

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 PG coursework coordinator. Upon preliminary approval, a supervisor will be appointed and a firm contract will be negotiated and agreed upon by all parties prior to semester commencing to achieve the desired educational outcomes. The unit of study may comprise, for instance, a literature review covering the development and applications of a new technology, it may comprise a personal reading and study program, it may involve specific workplace experience and analysis or it may comprise a combination of these elements. It may not be possible for all students to enrol in this subject, as it depends strongly upon the provision of suitable resources and experiences in the workplace, plus cooperation and commitment from the student’s employer.

Students wishing to study MRTY5044 Directed Studies B must first complete Directed Studies A.

Textbooks
Some journal articles are included

MRTY5044
Directed Studies B

Credit points: 6 Teacher/Coordinator: Dr Warren Reed Session: Semester 1, Semester 2 Classes: Distance education Prerequisites: MRTY5043 Assessment: Negotiated assessment (100%) Mode of delivery: Distance education Note: Department permission required for enrolment.

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 PG coursework coordinator. Upon preliminary approval, a supervisor will be appointed and a firm contract will be negotiated and agreed upon by all parties before semester commencing to achieve the desired educational outcomes. The unit of study may comprise, for instance, a literature review covering the development and applications of a new technology, it may comprise a personal reading and study program, it may involve specific workplace experience and analysis or it may comprise a combination of these elements. It may not be possible for all students to enrol in this subject, as it depends strongly upon the provision of suitable resources and experiences in the workplace, plus cooperation and commitment from the student’s employer.

Medical Imaging Science Electives

All units of study are offered as off-campus mode. All units of study are subject to availability and may vary from year to year.
Semester 1

MRTY5051
Magnetic Resonance Theory
Credit points: 6 Teacher/Coordinator: Dr Roger Bourne Session: Semester 1 Classes: Online Assessment: 3 x 1500 word reports (70%), 1 x poster (30%) Mode of delivery: Distance education

Note: One of the two main assignments is based on practical exercises via online access to an Earth's field MR imaging system (internet access required)

This unit addresses the principles of magnetic resonance imaging including the theory and measurement of magnetic resonance phenomena. Basic principles of MRI are covered including free induction decay, relaxation processes, signal averaging, formation of spin echoes and gradient echoes, imaging in two dimensions, and manipulation of image contrast. The unit includes basic safety requirements for working near a clinical MRI system.

Textbooks

MRTY5053
MR Applications 2
Credit points: 6 Teacher/Coordinator: Mr John Robinson Session: Semester 2 Classes: Online Assessment: 2x 2500wd essays with each worth (50%) One of the essays will be on a compulsory topic and the other will be a choice from a group of topics. Practical field work: Access to MRI is expected Mode of delivery: Distance education

This unit will study the applications and protocols of MR imaging of the musculoskeletal system focusing on the knee, hip, wrist and shoulder joints. The assessment in this unit will be by submission of clinical assignments, so students will need access of one or two days per week to a MRI unit.

MRTY5090
Advanced Multiplanar Anatomy A
Credit points: 6 Teacher/Coordinator: Dr Peter Kench Session: Semester 1 Classes: Distance education Assessment: An online quiz (40%) and 2000wd essay (60%) Mode of delivery: Distance education

Detailed anatomy of the musculoskeletal system and vascular systems of the thorax is presented in this unit. The advantage of specific planes with respect to the demonstration of specific pathologies will be discussed. While this unit is targeted at professionals working with CT and/or MRI, it could also be directly relevant to professionals working with SPECT and those using CT and MR images in radiation therapy planning. A basic knowledge of cross-sectional anatomy is assumed. The unit will be presented in distance education format with no requirement for attendance on-campus.

MRTY5098
Radiographic Image Interpretation A
Credit points: 6 Teacher/Coordinator: Mr Stephen Littlefair Session: Semester 1 Classes: Online Assessment: 1x2500wd image evaluation and diagnosis (40%), Image interpretation quiz (60%) Practical field work: Image interpretation (online) Mode of delivery: Distance education

This unit will provide the student with image interpretation skills and knowledge of the radiological and clinical indicators which are utilised to identify pathology of the appendicular skeleton. The unit aims at enabling the practitioner to achieve a level of competency above the "red dot" system.

MRTY5099
Radiographic Image Interpretation B
Credit points: 6 Teacher/Coordinator: Mr Stephen Littlefair Session: Semester 1 Classes: Distance education Assumed knowledge: MRTY5098 Assessment: 1x2500wd image evaluation and diagnosis (40%), Image interpretation quiz (60%) Practical field work: Image interpretation (online) Mode of delivery: Distance education

This unit will provide the student with image interpretation skills and knowledge of the radiological and clinical indicators which are utilised to identify pathology of the axial skeleton and abdomen. The unit aims at enabling the practitioner to achieve a level of competency above the "red dot" system.

Textbooks
On-line and paper based study notes supplied

MRTY5106
Breast Imaging A
Credit points: 6 Teacher/Coordinator: Ms Jill Clarke Session: Semester 1 Classes: Online Assessment: online discussion activities (15%), case study (30%) and reflective portfolio (55%) Mode of delivery: Distance education

This unit will provide an integration of mammography theory and practice and includes the context of breast cancer and breast screening; the fundamentals of mammography, both digital and film/screen; radiation physics; positioning techniques and radiographer and client interaction. An overview of emerging technologies in breast cancer detection is also provided.

MRTY5134
Computed Tomography Theory
Credit points: 6 Teacher/Coordinator: Dr Elaine Ryan Session: Semester 1 Classes: Online Assessment: Online quizzes (10%), lab reports (60%), online exam (30%) Mode of delivery: Online

This unit of study will provide a theoretical understanding of the science of computed tomography (CT) beginning with historical perspectives. This will be followed by basic physics of radiation attenuation, and data acquisition, image reconstruction methods and image display and recording. This will also include an overview of relevant post processing operations. Quality Assurance (QA) of CT scanners will be explored. Finally, CT radiation dose considerations, such as the measurement of Computed Tomography Dose Index (CTDI), the Dose Length Product (DLP) and the Effective Dose (ED), and the factors affecting dose will be reviewed.

MRTY5135
Hybrid Imaging A
Credit points: 6 Teacher/Coordinator: Dr Peter Kench Session: Semester 1 Classes: Online Assessment: Online quizzes (30%), online discussion activity (10%), 2500wd essay (60%) Mode of delivery: Online

This unit of study will investigate the equipment, tomographic reconstruction, image display and analysis used in current clinical molecular imaging hybrid systems, e.g., SPECT/CT, PET/CT and PET/MRI. Techniques used to improve image quality, quantification of radiopharmaceutical biodistribution and the reduction of radiation dose to the patient will also be included.

Semester 2

MRTY5040
Computed Tomography A
Credit points: 6 Teacher/Coordinator: Mr Terry Jones Session: Semester 1, Semester 2 Classes: Online Assessment: 2500wd essay (60%), Journal (40%) Practical field work: Access to a CT scanner is expected Mode of delivery: Distance education

This unit of study examines the applications of CT. It covers the adaptation of these protocols to patient specific scenarios in a variety of imaging procedures. CT contrast administration studies will be examined and related to current best practice. The latest techniques in CT interventional procedures will also be explored.

Textbooks
Reference lists provided throughout course material. Some journal articles included

MRTY5052
Magnetic Resonance A
Credit points: 6 Teacher/Coordinator: Mr John Robinson Session: Semester 1, Semester 2 Classes: Online Prerequisites: MRTY5051 Assessment: Journal (50%) and 2500wd essay (50%) Practical field work: Access to an MRI is expected Mode of delivery: Distance education

This unit of study will investigate the application of standard magnetic resonance (MR) imaging sequences, protocols and techniques used in clinical imaging. These techniques include variations of spin echo,
gradient echo, inversion recovery and variation of fat suppression. Learning will be supported by clinical cases to demonstrate the appropriate application of different MR protocol sequences and modifications required for both routine and non-routine patient presentations.

**MRTY5091**
Advanced Multiplanar Anatomy B
Credit points: 6
Teacher/Coordinator: Mr John Robinson
Session: Semester 2
Classes: Online
Assessment: Two online quizzes (worth 50% each)
Mode of delivery: Distance education

Detailed anatomy of the brain is presented in this unit. The regions studied are the brain stem, cranial nerves and nuclei, cerebellum, diencephalon, cerebral hemisphere and cortex, basal ganglia, limbic system, ventricular system and the blood supply. The practical component involves interpretation of soft copy MR images. The advantage of specific planes with respect to the demonstration of specific pathologies will be discussed. This unit is targeted at professionals primarily working with MRI but NM or RT professionals if they are intensively utilizing CT as an anatomic imaging tool would benefit from this unit. A good knowledge of cross-sectional anatomy is essential for this unit. The delivery will be in distance education mode and will utilise a range of media, including printed material.

**MRTY5100**
Radiographic Image Interpretation C
Credit points: 6
Teacher/Coordinator: Mr Stephen Littlefair
Session: Semester 2
Classes: Distance education
Assumed knowledge: MRTY5098
Assessment: 1x2500wd image evaluation and diagnosis (40%), Image interpretation quiz (60%)
Practical field work: Image Interpretation (online)
Mode of delivery: Distance education

This unit will provide the student with image interpretation skills and knowledge of the radiological and clinical indicators which are utilised to identify the more common pathology of the respiratory system. The unit aims at enabling the practitioner to achieve a level of competency above the "red dot" system.

Textbooks
On-line and paper based study notes supplied

**MRTY5041**
CT Practice II
Credit points: 6
Teacher/Coordinator: Mr Terry Jones
Session: Semester 2
Classes: Online
Assessment: 2500wd essay (50%), 2500wd essay (50%)
Practical field work: Access to a CT scanner is expected
Mode of delivery: Distance education

CT Practice II includes specialist CT examinations such as dental CT, QCT and 3-D CT applications including angiography. This unit of study does not cover CT anatomy in depth. The basic physics of these CT applications will be covered in this unit. The unit will look critically at the choice of parameters for these examinations and situations when the parameters may need to be varied in order to complete an optimal examination. Protocols for these examinations will include patient booking, preparation, contrast media, scan plans, exposure factors, image reconstruction and recording, and patient care. CT Practice II is offered in distance education mode. Content for this unit of study will be provided by professionals currently involved in specialist CT areas. Access to a CT scanner performing at least one of the specialist functions is advisable.

**MRTY5044**
Directed Studies B
Credit points: 6
Teacher/Coordinator: Dr Warren Reed
Session: Semester 2
Classes: Distance education
Prerequisites: MRTY5043
Assessment: Negotiated assessment (100%)
Mode of delivery: Distance education

Note: Department permission required for enrolment.

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 PG coursework coordinator. Upon preliminary approval, a supervisor will be appointed and a firm contract will be negotiated and agreed upon by all parties before semester commencing to achieve the desired educational outcomes. The unit of study may comprise, for instance, a literature review covering the development and applications of a new technology, it may comprise a personal reading and study program, it may involve specific workplace experience and analysis or it may comprise a combination of these elements. It may not be possible for all students to enrol in this subject, as it depends strongly upon the provision of suitable resources and experiences in the workplace, plus cooperation and commitment from the student’s employer.

**Medical Imaging Science - Research Electives**

**BACH5255**
Qualitative Research Methods
Credit points: 6
Teacher/Coordinator: Prof Philip Bohle
Session: Semester 2
Classes: online delivery (no attendance)
Assessment: 1x2000wd essay based on contributions to discussion board about research methodology (40%) and 1x4,000wd essay draft research proposal (60%)
Mode of delivery: Distance education

This unit focuses on qualitative research methodologies, including the disciplinary traditions that contribute to qualitative methodologies and the construction of knowledge using qualitative methods. The implications of methodological approaches will be reviewed. The unit of study may comprise, as will approaches to data collection and analysis. Activities to build skills in research design, data collection and data analysis will be included. Students will work on a research project of their choice throughout the semester.

**BACH5341**
Research & Inquiry in Health Professions
Credit points: 6
Teacher/Coordinator: Dr Tatjana Selzova-Cajic
Session: Semester 2
Classes: Distance mode (students must have access to the internet): 3hr group on-campus consultations (optional) Prohibitions: BACH3126, BACH4047, BACH5268, DHCST7005, DHCST7002
Assessment: 3x online quizzes (40%), literature review (10%), draft proposal (10%), final proposal (40%)
Mode of delivery: Distance education

This unit provides an overview of the research process and focuses on the formulation of a proposal for a small research project. It provides students with an opportunity to learn about (or update their knowledge of) research methods at the introductory level and acts as an introduction to the research electives which concentrate on a particular methodology or aspect of the research process. Students explore quantitative and qualitative approaches to research with their own specific research question in mind. Basic research designs are considered (including interview, observation, longitudinal and cross-sectional designs, experiment, single case study, survey) together with their suitability for investigating different types of research questions. Students also learn about ethics in research, sampling, validity and reliability of measures and descriptive statistics.

Textbooks

**BACH5068**
Statistics for Clinical Research
Credit points: 6
Teacher/Coordinator: Dr Rob Heard
Session: Semester 1
Classes: Off-campus
Assessment: 4xwritten assignments, descriptive statistics (10%), inferential statistics 1 (25%), inferential statistics 2 (25%), regression and non-parametrics statistics (40%)
Mode of delivery: Online

Note: Students must have access to a PC to load and use the statistics packages SAS or SPSS

This unit introduces students to basic statistical principles relevant to the manipulation and analysis of clinical data. Students will be exposed to concepts of sampling, distributions of scores, summaries of data, and treatment of categorical and quantitative data. This last topic will include chi square analysis, calculation of confidence intervals, tests for differences in the locations of samples (including t-tests and tests
for non-normally distributed data), correlation and regression, sample size estimation and an introduction to survival analysis. It is expected that at the conclusion of the unit students will be able to: appraise published statistical analyses; perform simple statistical tests by hand and with the assistance of a computer package SAS or SPSS; and present statistical data.

Textbooks
Various recommended texts on introductory statistics
Master of Exercise Physiology – MAEXPYS1000

Course rules

Master of Exercise Physiology

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAEXPYS-01</td>
<td>Master of Exercise Physiology</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

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

4 Admission to candidature

(1) Available places will be offered to qualified applicants based on academic merit, according to the following admissions criteria.

(2) Admission to candidature for the Master of Exercise Physiology requires the applicant to have a PhD, master's or bachelor's degree from an Australian institution or equivalent; and also to have extensive pre-existing knowledge in:

(a) human anatomy

(b) human or exercise physiology

(c) biomechanics/physics

(d) psychology/behavioural science and

(e) research design and statistics.

5 Requirements for award

(1) The units of study that may be taken for this course are set out in the Table of Units of Study for the Master of Exercise Physiology.

(2) To qualify for the award of the Master of Exercise Physiology a candidate must complete 96 credit points of core units of study.

6 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
# Master of Exercise Physiology – MAEXPHYS1000

Master of Exercise Physiology

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code MAEXPHYS-01: Credit points for award: 96</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time, 4 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Full-time mode

### Year 1

#### Semester 1

- **EXSS5029** Exercise Metabolism and Physiology 6 Semester 1
- **EXSS5050** Human Motor Learning and Control 6 Semester 1
- **EXSS5058** Principles of Exercise Programming 6 C EXSS5029, EXSS5059 Students must have a current CPR certificate of competency Semester 1
- **EXSS5059** Professional Practice 1 6 C EXSS5029, EXSS5058 Students must have a current CPR certificate of competency prior to undertaking clinical work Semester 1

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

- **EXSS5048** Exercise Throughout the Lifespan 6 P EXSS5029 Semester 2
- **EXSS5051** Clinical Biomechanics 6 Semester 2
- **EXSS5060** Advanced Exercise Programming 6 A EXSS5029 P EXSS5058 Students must have a current CPR certificate of competency Semester 2
- **EXSS5061** Professional Practice 2 6 A EXSS5029, EXSS5058 P EXSS5059 C EXSS5060 Semester 2

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Year 2

#### Semester 1

- **EXSS5062** Exercise for Musculoskeletal Conditions 6 Semester 1a
- **EXSS5064** Nutrition and Pharmacology 6 Semester 1b
- **EXSS5065** Clinical Exercise Science Case Studies 1 6 Semester 1a
- **EXSS5068** Practicum 1 6 P EXSS5061 Note: Department permission required for enrolment Students must have a current CPR certificate of competency prior to undertaking clinical work Intensive February Intensive January Intensive June Intensive October Semester 2b

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

- **EXSS5066** Clinical Exercise Science Case Studies 2 6 Intensive August Semester 2
- **EXSS5069** Practicum 2 6 P EXSS5061, EXSS5062 Note: Department permission required for enrolment Students must have a current CPR certificate of competency prior to undertaking clinical work Intensive February Intensive January Intensive July Intensive June Intensive October Semester 2b

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

For internal use by University of Sydney staff only.
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS5070 Practicum 3</td>
<td>6</td>
<td></td>
<td>EXSS5061, EXSS5062</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Intensive February Intensive January Intensive July Intensive June Intensive October Semester 2 Semester 2b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students must have a current CPR certificate of competency prior to undertaking clinical work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXSS5071 Practicum 4</td>
<td>6</td>
<td></td>
<td>EXSS5061, EXSS5062</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Intensive February Intensive January Intensive July Intensive June Intensive October Semester 2b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students must have a current CPR certificate of competency prior to undertaking clinical work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
</tr>
</tbody>
</table>
Master of Exercise Physiology – MAEXPHYS1000

View semester session codes here.

Course code MAEXPHYS-01: Credit points for award: 96 Full-time, 4 semesters

Full-time mode

Year 1

Semester 1

EXSS5029 Exercise Metabolism and Physiology
Credit points: 6 Teacher/Coordinator: Mr Tom Gwinn Session: Semester 1 Classes: 2-4 hrs lectures/week, 2- hr practical in selected weeks Assessment: Mid semester exam (25%), practical assignments (15%), end semester exam (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

The subject has a major emphasis on the responses of skeletal muscle metabolism to the acute stress imposed by exercise, and how muscle metabolism is altered by endurance training. Respiratory gas analysis of whole body metabolism is used to investigate muscle metabolism, and students will gain skills in both practical aspects of collection of gas exchange data and in the calculation and interpretation of data in terms of oxygen consumption, carbon dioxide production and fuel oxidation. In addition, the acute cardiovascular and respiratory responses to exercises are examined and cardiovascular adaptations to training are discussed.

Recent discoveries in the area of molecular signalling pathways are used to integrate topic areas of muscle fatigue, improved endurance capacity following training and the health benefits of regular exercise.

EXSS5050 Human Motor Learning and Control
Credit points: 6 Teacher/Coordinator: Prof Ross Sanders Session: Semester 1 Classes: 1x2-hr lecture/week, 2-hr seminars/week Assessment: Essay (25%), oral presentation (25%), written group report (30%), and written exam (20%) Practical field work: Skill training project of 20 hours over 4 weeks Mode of delivery: Normal (lecture/lab/tutorial) day

This unit takes both a behavioural and a neurophysiological approach to the acquisition and execution of skilled motor actions. These approaches overlap, with the behavioural approach being primarily directed at the structures and processes underlying movement without considering their physical basis, while the neurophysiological approach is primarily directed at the neuromuscular machinery and the functional neural connections that govern movement. The information processing and energetic capacities that underpin motor performance are examined; such as memory, attention, decision-making, movement planning, speed-accuracy trade-off, force control, economy of energy, coordination, multi-task performance, automaticity, lateralisation, sense of effort and resources, as well as expert-novice skill differences. The features of learning that can be manipulated to promote motor learning are also examined, such as learner motivation, methods of instruction, practice and modelling conditions, and types of instructional feedback. The applications to teaching motor skills, coaching and rehabilitation are considered. Finally, and across the unit, ecological and motor program theoretical approaches to motor control learning are integrated. Students will read relevant research and theoretical material and be expected to report and interpret their findings and contribute to class discussion.

EXSS5058 Principles of Exercise Programming
Credit points: 6 Teacher/Coordinator: Dr Nathan Johnson Session: Semester 1 Classes: 2-hrs lecture/week, 2-hr practical/week for 7 weeks Corequisites: EXSS5029, EXSS5059 Assessment: Practical skills assessment (25%), written exercise program and oral defence (35%), and end semester exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Students must have a current CPR certificate of competency

The aim of this unit is to provide a critical examination of exercise testing and programming, with a focus on the safe and effective implementation of testing and training for apparently healthy people. The scientific evidence for dosages of aerobic and resistance exercise required for health and fitness outcomes will be critically reviewed. Other aspects of exercise programming such as flexibility, warm-up and instruction will also be covered in this unit. How physical activity testing and prescription may be deployed in the prevention of cardiovascular risk will also be examined, including the roles of structured exercise versus physical activity. Adoption and adherence to lifestyle change will be discussed along with strategies based in behavioural theory that enhance participation and reduce drop-out to exercise programs. Through the use of lectures and case studies, students will integrate the physiological components and logistical aspects of exercise performance to devise individualised exercise test batteries and deploy exercise prescriptions for healthy individuals. Students will be able to apply practical skills learnt in this unit towards their placement in Professional Practice.

Textbooks

EXSS5059 Professional Practice 1
Credit points: 6 Teacher/Coordinator: Dr Jonathan Freeston, Dr Jacqueline Raymond Session: Semester 1 Classes: 2x2-hr lecture/week, 1x2-hr tutorial/week, for 8 weeks prior to commencing practical Corequisites: EXSS5029, EXSS5058 Assessment: Group Presentation (15%), Client Interview Evaluation (15%), Client Interview (50%), Client Report (20%), assessment of competency on placement (Pass/Fail) Practical field work: 8-20hrs/week in Weeks 9-13 Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Students must have a current CPR certificate of competency prior to undertaking clinical work.

The aim of this unit is to introduce the student to a range of issues related to exercise physiology professional practice and service delivery. Topics covered include working in multidisciplinary teams, professional ethics and oral and written communications skills. This unit of study will also provide an introduction to supervised clinical practice. Students will work with low risk clientele, building their confidence and developing skills acquired in this and other units of study taken in this semester.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

EXSS5048 Exercise Throughout the Lifespan
Credit points: 6 Teacher/Coordinator: Prof Maria Fialarone Singh Session: Semester 2 Classes: 3hrs lecture/week Prerequisites: EXSS5029 Assessment: Oral presentation (20%), Group assignment literature review (60%), End-semester examination (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study provides students with an understanding of the rationale and recommendations for the use of exercise and the promotion of physical activity from childhood through old age, including
those with chronic disease and disability. Students will explore evidence for the contribution of exercise to psychological health and well-being, bone health, improvement in body composition associated with poor health outcomes and for the prevention and treatment of chronic disease and disability. Appropriate exercise modalities and implementing the exercise prescription will also be examined.

**EXSS5051 Clinical Biomechanics**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Nathan Johnson  
**Session:** Semester 2  
**Classes:** 2-3-hour lecture/week, 2-hour tutorial/week  
**Prerequisites:** EXSS5058  
**Assessment:**  
- Task analysis project (20%)  
- Case study (20%)  
- Case study group report (20%)  
- End-semester exam (40%)  

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

A review of kinematics, kinetics, and EMG will be undertaken at the beginning of the unit in preparation for the applications. The course offers an introduction to some of the issues in clinical biomechanics, including: gait, activities of daily living, musculoskeletal and injury biomechanics, postural control. It will further develop the understanding of biomechanics through clinical applications, including normal and pathological gait, gait maturation and gait alterations in older adults. The mechanical properties of tissues and the influence of exercises and rehabilitation on tissue development and health will be discussed in relation to injury occurrence and prevention. This unit of study will be offered on campus supported with Blackboard resources.

**EXSS5060 Advanced Exercise Programming**

**Credit points:** 6  
**Teacher/Coordinator:** Mr Tim English  
**Session:** Semester 2  
**Classes:** 2-hour lecture/week, 2-hour tutorial/practical/week  
**Prerequisites:** EXSS5058  
**Assessment:**  
- Task analysis project (20%)  
- Case study (10%)  
- Oral case report (20%) and end-semester exam (50%)  

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

The aim of this unit is to provide comprehensive and critical examination of the physiological responses to exercise, with emphasis on the implications for clinical exercise testing and prescription. A focus of this unit will be the evidence for exercise programming for the promotion and maintenance of health for individuals with clinical conditions of complex and/or compound aetiology. The pathophysiological bases of exercise limitations in various diseases, and the acute and chronic response to exercise in these conditions is studied, with particular reference to the cardiorespiratory and musculoskeletal systems. Through the use of lectures and tutorials students will integrate advanced concepts of exercise physiology into logistical aspects of exercise performance for healthy and clinical populations, and thereby devise individualised exercise assessment and deploy exercise prescriptions for a broad range of individuals.

**EXSS5061 Professional Practice 2**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jonathan Freeston, Dr Jacqueline Raymond  
**Session:** Semester 2  
**Classes:** 2-3-hours lecture/tutorial/week  
**Prerequisites:** EXSS5059  
**Corequisites:** EXSS5060  
**Assessment:**  
- Evidence-based practice report (500 words) (40%), behaviour change report (1500 words) (60%), assessment of competence on placement (pass/fail)  
- Practical field work: 8-20 hrs/week in weeks 1-13  

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

This unit of study will develop more advanced skills related to exercise physiology professional practice and service delivery. As part of this unit, students will learn about evidence-based practice and how the scientific evidence can be used in clinical decision making about appropriate interventions for individual clients. Students will also undertake a clinical placement, and will be able to develop skills acquired in this and other units of study, including client assessment and design and implementation of an exercise management plan.

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 2**

**Semester 1**

**EXSS5062 Exercise for Musculoskeletal Conditions**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jonathan Freeston  
**Session:** Semester 1a  
**Classes:** 2x2-hour lecture/week, 3-hr tutorial/week, for 9 weeks  
**Prerequisites:**  
- Prior to professional placement  
- Assessment: Group presentation (20%) practical exam (35%) and end semester exam (45%)  

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

The major emphasis of Exercise for Musculoskeletal Conditions is the strategic application of the principles of exercise prescription to target specific prevention and rehabilitation goals. The unit investigates the structure and organisation of therapeutic exercise for the treatment and prevention of musculoskeletal injuries. This includes the structure, mechanical properties and function of connective tissues and the responses of these tissues to mechanical stress and musculoskeletal disorders and the role of exercise in the management of these conditions. Throughout the unit discussion of the effects of disease on the exercise response is used to enhance understanding of normal exercise physiology and biomechanical function. Similar attention is paid to the contributions of disuse and deconditioning to exacerbation of exercise impairment imposed by disease or injury.

**EXSS5064 Nutrition and Pharmacology**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Rhonda Orr  
**Session:** Semester 1b  
**Classes:** 4-hrs lecture/week for 10 weeks (Wk 5-14)  
**Assessment:** Oral case presentations (27%), Nutrition Assessment Tool/Log (8%), Nutrition written exam (15%), and Pharmacology written exam (50%)  

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

The unit will explore the principles and practice of public health nutrition and pharmacology. A case-based learning approach will be used to gain an understanding of the pathophysiology of disease and conditions such as asthma and mental health. Students will examine the dietary and pharmacologic management of lifestyle diseases including type II diabetes, cardiovascular disease, obesity, and associated co-morbidities. The unit will integrate information about diet, exercise and pharmacotherapeutic management of these diseases.

**EXSS5065 Clinical Exercise Science Case Studies 1**

**Credit points:** 6  
**Teacher/Coordinator:** Prof Glen Davis  
**Session:** Semester 1a  
**Classes:** 6-hrs lecture/week  
**Assessment:** Mid-semester assignment (25%), Written case study and oral defence (35%), and final exam (40%)  

**Practical field work:** As required, embedded within 6hrs/week  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will develop a high level of knowledge, clinical decision making and problem-solving skill by using complex cases related to clinical exercise physiology practice. The cases will include pathologies from the cardiopulmonary, neuromuscular and metabolic areas. Academic staff and experienced practitioners will use clinical scenarios to guide students through the process of selecting and administering appropriate screening and assessment tools and developing effective, individualized exercise management plans. The clinical scenarios will present more complex cases than previously covered and will require the student to integrate prior knowledge and experiences with new learning.

**Textbooks**

- Cameron, M., Seilg, S., and Hemphill, D., Clinical Exercise: A Case-based approach, Churchill Livingstone (2011)

**EXSS5068 Practicum 1**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jacqueline Raymond  
**Session:** Intensive February, Intensive January, Intensive June, Intensive October, Semester 2b  
**Classes:** Attendance at practicum site for up to 37.5 hrs/week and up to 5 weeks  
**Prerequisites:** EXSS5061  
**Assessment:** Assessment based on performance of specific clinical skills and professional behaviour (Pass/Fail) and written assignment (Pass/Fail)  

**Practical field work:**
Professional settings and will assist in managing clients with chronic disease, while demonstrating and being assessed on specific clinical practice skills and professional behaviour which are consistent with their stage of learning.

**EXSS5071**  
**Practicum 4**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jacqueline Raymond  
**Session:** Intensive February, Intensive January, Intensive July, Intensive June, Intensive October, Semester 2  
**Classes:** Attendance at practicum site for up to 37.5 hours/week and up to 5 weeks  
**Prerequisites:** EXSS5061, EXSS5062  
**Assessment:** Assessment based on performance of specific clinical skills and professional behaviour (Pass/Fail) and written assignment (Pass/Fail).  
**Practical field work:** Attendance at practicum site for up to 37.5 hours/week and up to 5 weeks  
**Mode of delivery:** Professional practice  
**Note:** Department permission required for enrolment. Note: Students must have a current CPR certificate of competency prior to undertaking clinical work.

This unit is designed to provide students with the opportunity to learn and demonstrate the knowledge, skills and abilities of the clinical exercise physiologist. Students will work under supervision in professional settings and will assist in managing clients with chronic disease, while demonstrating and being assessed on specific clinical practice skills and professional behaviour which are consistent with their stage of learning.

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**EXSS5066**  
**Clinical Exercise Science Case Studies 2**

**Credit points:** 6  
**Teacher/Coordinator:** Prof Glen Davis  
**Session:** Intensive August, Semester 2  
**Classes:** 6 hrs lecture/week  
**Assessment:** Mid-semester assignment (25%), written case study and oral defence (35%) and final exam (40%)  
**Practical field work:** As required, embedded within the 6 hours/week  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will develop a high level of knowledge, clinical decision making and problem-solving skill by using complex cases related to clinical exercise physiology practice. The cases will include pathologies in cardiovascular, musculoskeletal, cancers, neoplastic conditions and neurological/intellectual clinical conditions. Academic staff and experienced practitioners will use clinical scenarios to guide students through the process of selecting and administering appropriate screening and assessment tools and developing effective, individualized exercise management plans. The clinical scenarios will present more complex cases than previously covered and will require the student to integrate prior knowledge and experiences with new learning.

**Textbooks**

Cameron, M Selig, S, and Hephill, D, Clinical Exercise: A Case-based approach, Churchill Livingstone (2011)

**EXSS5069**  
**Practicum 2**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jacqueline Raymond  
**Session:** Intensive February, Intensive January, Intensive July, Intensive June, Intensive October, Semester 2

<table>
<thead>
<tr>
<th>Class</th>
<th>Prerequisites</th>
<th>Assessment</th>
<th>Practical field work</th>
<th>Mode of delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b</td>
<td>EXSS5061, EXSS5062</td>
<td>Attendance at practicum site for up to 37.5 hours/week and up to 5 weeks</td>
<td>Professional practice</td>
<td>Professional practice</td>
</tr>
</tbody>
</table>

**Note:** Department permission required for enrolment. Note: Students must have a current CPR certificate of competency prior to undertaking clinical work

This unit is designed to provide students with the opportunity to learn and demonstrate the knowledge, skills and abilities of the clinical exercise physiologist. Students will work under supervision in professional settings and will assist in managing clients with chronic disease, while demonstrating and being assessed on specific clinical practice skills and professional behaviour which are consistent with their stage of learning.

**EXSS5070**  
**Practicum 3**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jacqueline Raymond  
**Session:** Intensive February, Intensive January, Intensive July, Intensive June, Intensive October, Semester 2, Semester 2b

<table>
<thead>
<tr>
<th>Class</th>
<th>Prerequisites</th>
<th>Assessment</th>
<th>Practical field work</th>
<th>Mode of delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b</td>
<td>EXSS5061, EXSS5062</td>
<td>Attendance at practicum site for up to 37.5 hours/week and up to 5 weeks</td>
<td>Professional practice</td>
<td>Professional practice</td>
</tr>
</tbody>
</table>

**Note:** Department permission required for enrolment. Note: Students must have a current CPR certificate of competency prior to undertaking clinical work.

This unit is designed to provide students with the opportunity to learn and demonstrate the knowledge, skills and abilities of the clinical exercise physiologist. Students will work under supervision in professional settings and will assist in managing clients with chronic disease, while demonstrating and being assessed on specific clinical practice skills and professional behaviour which are consistent with their stage of learning.
Clinical Education

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program. Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

- necessary vaccination and immunisation for specified infectious diseases
- obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
- meet the requirements of NSW Working with Children legislation and
- agree to abide by the NSW Health Code of Conduct
- as well as other requirements.

It is strongly advised that students commence the vaccination/immunisation requirements and the application for the National Criminal Record Check (to obtain a National Police Certificate) before starting their program, as students will be formally checked for compliance with these requirements either before enrolment into their program or within the first few weeks of Semester 1. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
Master of Molecular Imaging

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAMOLIMG-02</td>
<td>Master of Molecular Imaging</td>
</tr>
</tbody>
</table>

2 Admission

Applicants for admission as candidates for the Master of Molecular Imaging shall possess a Bachelor’s degree or equivalent with a minimum credit (65%) average in one of the following areas:

2.1 Bachelor of Science; or
2.2 Bachelor of Medical Science; or
2.3 Bachelor of Pharmacy; or
2.4 Bachelor of Engineering (Electrical); or
2.5 Bachelor of Engineering (Biomedical); or
2.6 Computer Science and Technology; or
2.7 such studies from a recognised tertiary institution as are deemed to be equivalent to 2.1, 2.2, 2.3, 2.4, 2.5, and 2.6.

3 Units of study

A student who is a candidate for the Master of Molecular Imaging degree is to complete all core and elective units of study for the degree as shown in the Table of Units of Study, as set out in the chapter of the Faculty of Health Sciences Handbook relating to the degree.

4 Requirements for the Master of Molecular Imaging

4.1 To qualify for the award of the pass degree of Master of Molecular Imaging, a candidate shall successfully complete a minimum of 72 credit points as set out in the Table of Units of Study for the Master of Molecular Imaging.
4.2 The requirements of the award must be completed within a maximum of three years for full-time students and six years for part-time students.

5 Award of Master of Molecular Imaging

The degree shall be awarded in one grade, namely pass.

6 Details of units of study

Details of units of study are set out in the entry for the degree in the Faculty of Health Sciences Handbook.

7 Enrolment in more/less than minimum load

7.1 Candidates who have a shown significant academic ability may, at the discretion of the Dean, be allowed to undertake more than the prescribed 24 credit points per semester.
7.2 Candidates who can demonstrate good reason as to why they should be allowed to undertake less than 12 credit points in any one semester may, at the discretion of the Dean, be permitted to do so.

8 Cross-institutional study

Credit granted on the basis of work completed at another university or institution as part of a program of cross-institutional study may not exceed 36 credit points.

9 Restrictions on enrolment

9.1 In considering an application for admission to candidature the Faculty will select in preference applicants who are most meritorious in terms of the admission criteria.
9.2 The enrolment of candidates in units of study shall be limited by the exigencies of the timetable.
9.3 The applicant must demonstrate, to the satisfaction of the Faculty, that during the candidature the student will be able to complete field experience required for the course.
9.4 Except with the permission of the Dean, a candidate may not enrol in units of study with a total value 30 credit points or more in any one semester.

10 Discontinuation of enrolment

A candidate who wishes to suspend or discontinue his or her candidature must apply to do so in accordance with the procedures set out in the Faculty of Health Sciences Handbook.

11 Suspension of candidature

11.1 A candidate who wishes to suspend their candidature must complete an ‘Application for suspension of candidature’ form.
11.2 The application must be received by the Faculty prior to the commencement of the relevant semester.
11.3 Suspension of candidature will be for a minimum of one semester and a maximum of two semesters and may be granted only once for a total of two semesters during the degree.
11.4 The granting of a suspension of candidature is at the discretion of the Dean.
11.5 Students must submit ‘Recommencement of Candidature’ form prior to completion of approved period of leave.
11.6 If a suspension of candidature is not granted, students may be required to discontinue their studies and follow the procedures for re-admission.
12 Re-enrolment after an absence

12.1 The Faculty of Health Sciences may require a student to show good cause why it should allow the student to re-enrol in a degree, diploma, graduate diploma or graduate certificate in the Faculty if it considers that the student has not made satisfactory progress towards fulfilling the requirements for the award.

12.2 It is not possible to define satisfactory progress in all cases in advance, but the Faculty considers that a student's progress is unsatisfactory if the student has:

12.2.1 enrolled on a full-time basis but has not successfully completed all first year requirements within two years;
12.2.2 enrolled on less than a full-time basis, but has not successfully completed those units of study that the Faculty requires him or her to complete in the first year of his or her approved program of study within two years;
12.2.3 enrolled following exclusion from another Faculty or degree or diploma in the University or in another tertiary institution but has not successfully completed those subjects that the Faculty requires him or her to complete in the first year.

12.3 The Faculty may require a student to show good cause why it should allow the student to re-enrol in a unit of study that the student has failed or discontinued with failure more than once.

12.4 If the Faculty permits a student whose progress it considers unsatisfactory to re-enrol, the Faculty may require the student to complete specified units of study within a specified time. If the student does not satisfy this requirement the Faculty may again call upon the student to show good cause why the Faculty should allow him or her to re-enrol.

13 Satisfactory progress

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

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

13.3 Detailed information about progression and show cause is set out in the Faculty of Health Sciences Handbook.

14 Time limit

All candidates must complete the requirements for the degree no later than the end of the twelfth semester of candidature.

15 Assessment policy

Assessment will be carried out in accordance with the University of Sydney (Coursework) Rule 2000 (as amended) and the general Resolutions and relating policy of the Faculty of Health Sciences.

16 Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January, 2014 and students who commenced their candidature prior to 1 January, 2014 who elect to proceed under these resolutions. Candidates who commenced prior to 1 January, 2014 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Molecular Imaging – MAMOLIMG2000

Master of Molecular Imaging
View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course MAMOLIMG-02: Credit points for award: 72</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On and off-campus: full-time, 3 semesters; part-time 6 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Full-Time mode**

**Year 1**

**Semester 1**

- MRTY5108 Molecular Targets and Imaging Probes 6 Semester 1
- MRTY5109 Radiotracer Based Molecular Imaging 6 Semester 1
- MRTY5114 Clinical and Molecular Imaging 6 Semester 1


**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

- MRTY5110 Pathological Correlates of Mol. Imaging 6 Semester 2
- MRTY5112 Molecular Imaging Advanced 6 P MRTY5108, MRTY5109, MRTY5110, MRTY5111 Semester 2
- MRTY5115 Cell Targeting and Tracking in Vivo 6 P MRTY5109 Semester 2

and MRES7024 Advanced MR molecular imaging techniques, The University of Queensland.

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 2 (first offered 2015)**

**Semester 1**

**Industry Stream**

- HSGS5001 Research Dissertation 12 Note: Department permission required for enrolment Semester 1
- BACH5068 Statistics for Clinical Research 6 Students must have access to a PC to load and use the statistics packages SAS or SPSS Semester 1

or

select any elective unit [6] relevant to molecular imaging available throughout the University of Sydney or The University of Queensland, subject to approval from Course Director.

and MRES7009 Magnetic Resonance Spectroscopy & Applications, The University of Queensland.

or

MOLI7105 Minor Research Project, The University of Queensland.

**Research Stream**

- MRTY5137 Research Project 24 P MRTY5108, MRTY5109, MRTY5110, MRTY5111 Note: Department permission required for enrolment Semester 1 Semester 2

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Part-Time mode**

**Year 1**

**Semester 1**

- MRTY5108 Molecular Targets and Imaging Probes 6 Semester 1
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRTY5109 Radiotracer Based Molecular Imaging</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 12 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5110 Pathological Correlates of Mol. Imaging</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5112 Molecular Imaging Advanced</td>
<td>6</td>
<td>P MRTY5108, MRTY5109, MRTY5110, MRTY5111</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 12 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5114 Clinical and Molecular Imaging</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 12 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5115 Cell Targeting and Tracking in Vivo</td>
<td>6</td>
<td>P MRTY5109</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>and MRES7024 Advanced MR molecular imaging techniques, The University of Queensland.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 12 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry Stream</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Research Dissertation</td>
<td>12</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Research Stream</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5137 Research Project</td>
<td>24</td>
<td>P MRTY5108, MRTY5109, MRTY5110, MRTY5111</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry Stream</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BACH5068 Statistics for Clinical Research</td>
<td>6</td>
<td>Students must have access to a PC to load and use the statistics packages SAS or SPSS</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>select any elective unit [6] relevant to molecular imaging available throughout the University, subject to approval from Course Director.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOLI7105 Minor Research Project, The University of Queensland.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 12 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Master of Molecular Imaging – MAMOLIMG2000

Master of Molecular Imaging

View semester session codes here.

Course MAMOLIMG-02: Credit points for award: 72On and off-campus: full-time, 3 semesters; part-time 6 semesters

Full-Time mode

Year 1

Semester 1

MRTYS108
Molecular Targets and Imaging Probes

Credit points: 6 Teacher/Coordinator: Prof Michael Kassiou Session: Semester 1 Classes: Guided and independent learning with e-learning support and tutorials. Assessment: On-line quiz (15%), on-line discussion (10%) and group presentation (25%) and 1x1.5 hr exam (50%) Practical field work: Lab exercises undertaken during on campus block Mode of delivery: Distance education/intensive on campus

This unit of study explores the characteristics of molecular targets and imaging probes that are required for successful molecular imaging experiments. A molecular target should: (i) detect a fundamental feature of a pathophysiological process, (ii) be validated by neuropathology, (iii) allow detection of disease early in its time course and (vi) lend itself to measurement with a biomarker that is reliable and minimally invasive. Once a molecular target for a particular disease is identified the methodology and requirements of a molecular probe suitable for imaging that target will be described. For example, in brain studies, these include: (i) the imaging probe enters the brain in sufficient quantities, (ii) is stable in vivo, (iii) has moderate lipophilicity, (iv) exhibits low uptake of metabolites in brain, (v) is retained in the brain, (vi) displays high specificity and (vii) displays low non-specific binding.

On completion of this unit of study, students should be able to identify molecular targets that may be useful in studying disease processes and have a clear understanding of the properties an imaging probe should possess to enable in vivo imaging of the molecular target of interest. In addition, this unit will provide the rationale for determining whether a drug is suitable for development into an imaging probe and the isotopes and radiolabelling methodologies associated with that process.

MRTYS109
Radiotracer Based Molecular Imaging

Credit points: 6 Teacher/Coordinator: Prof Steven Meikle Session: Semester 2 Classes: Guided and independent learning with e-learning support and tutorials Assessment: On-line quiz (15%), on-line discussion (10%) and group presentation (25%), 1x1.5 hr exam (50%) Practical field work: Lab exercises undertaken during on campus block Mode of delivery: Online

This unit of study explores the principles and methods that underpin two key molecular imaging techniques based on the radioactive tracer principle: single photon emission computed tomography (SPECT) and positron emission tomography (PET). Topics covered include the radioactive tracer principle, radioisotope production and decay, radiation transport in tissue, radiation detection, PET and SPECT instrumentation, tomographic reconstruction and an introduction to tracer kinetic modelling. On completion of this unit, students will have a thorough understanding of the imaging chain as it relates to PET and SPECT, starting with the emission of radiation in the body, leading to its external detection and, finally, a reconstructed image of the radioactive tracer distribution in the body. The factors affecting the accuracy and noise properties of molecular images will be explored. Students will also have an appreciation of how to use these imaging technologies to exploit the properties of the radioactive tracer principle and make estimates of important physiological parameters.

MRTYS114
Clinical and Molecular Imaging

Credit points: 6 Teacher/Coordinator: Prof Steven Meikle Session: Semester 2 Classes: 1x1 hr tutorial/wk for on campus students, unit may be completed fully online Assessment: On-line quiz (15%), assignment (25%), on-line discussion (10%) and 1x1.5hr exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

The course will cover most aspects of Molecular Imaging including optical imaging (i.e. luminescence and fluorescence), ultrasound, single photon emission tomography (SPECT), positron emission tomography (PET), computed tomography (CT), magnetic resonance imaging (MRI), magnetic resonance spectroscopy (MRS) as well as hybrid imaging technologies (i.e. PET/CT, SPECT/CT, PET/MRI, SPECT/MRI). The course will include the development of new molecular imaging probes, contrast agents and radiopharmaceuticals for Nuclear Medicine as well as the importance of quality control involved in clinical molecular imaging. This course will give an overview of the innovative clinical imaging applications in cancer, heart diseases, neurological disorders and other human conditions.

Semester 2

MRTYS110
Pathological Correlates of Mol. Imaging

Credit points: 6 Teacher/Coordinator: Prof Richard Banati Session: Semester 2 Classes: Guided and independent learning with e-learning support and tutorials Assessment: On-line quiz (10%), on-line discussion (5%) group presentation (25%), knowledge tree (10%), 1x1.5 hr exam (50%) Practical field work: Lab exercises undertaken during on campus block Mode of delivery: Online

Although molecular imaging techniques are non invasive and are performed in vivo (on the intact living body), it is common to take a tissue biopsy or post mortem sample for further analysis and comparison with the in vivo imaging findings. This unit of study will explore the techniques used to analyse such samples microscopically and how the pathology observed at the cellular level may be correlated with disease related changes observed in vivo through molecular imaging techniques. Topics covered include tissue preparation, staining techniques, light microscopy, autoradiography and pathological interpretation of tissue samples and in vivo images. On completion of this unit, students will have a good understanding of the key cellular processes and features measured by immunohistochemical staining techniques, autoradiography, and their in vivo counterparts in molecular imaging.

MRTYS112
Molecular Imaging Advanced

Credit points: 6 Teacher/Coordinator: Prof Steven Meikle Session: Semester 2 Classes: Guided and independent learning with e-learning support and tutorials Prerequisites: MRTYS108, MRTYS109, MRTYS110, MRTYS111 Assessment: On-line quiz (15%), on-line discussion (10%) group presentation (25%), 1x1.5 hr exam (50%) Mode of delivery: Online

This unit of study will build on the knowledge gained in the core units of study in semester 1. It will explore molecular imaging technology in more depth and discuss realistic scenarios as they are encountered in research. Topics for discussion include the choices researchers make about suitable biological targets, radiopharmaceuticals, subjects (animal models and patient populations), molecular imaging technologies...
This unit introduces students to basic statistical principles relevant to the manipulation and analysis of clinical data. Students will be exposed to concepts of sampling, distributions of scores, summaries of data, and treatment of categorical and quantitative data. This last topic will include chi square analysis, calculation of confidence intervals, tests for differences in the locations of samples (including t-tests and tests for non-normally distributed data), correlation and regression, sample size estimation and an introduction to survival analysis. It is expected that at the conclusion of the unit students will be able to: appraise published statistical analyses; perform simple statistical tests by hand and with the assistance of a computer package SAS or SPSS; and present statistical data.

Textbooks
Various recommended texts on introductory statistics

or select any elective unit [6] relevant to molecular imaging available throughout the University of Sydney or The University of Queensland, subject to approval from Course Director.and MREST7009 Magnetic Resonance Spectroscopy & Applications, The University of Queensland,orMOL7105 Minor Research Project, The University of Queensland.

Or

Research Stream

MRTY5137
Research Project
Credit points: 24  Teacher/Coordinator: Prof Steven Meikle  Session: Semester 1, Semester 2  Classes: Weekly meetings with supervisor, attendance at Discipline seminars, and attendance as per project requirements  Prerequisites: MRTY5108, MRTY5109, MRTY5110, MRTY5111  Assessment: Presentation (20mins) (40%), Thesis (10,000wds) (60%)  Mode of delivery: Distance education/intensive on campus

Note: Department permission required for enrolment.

Molecular Imaging is a technology driven field which is continually evolving as new technologies emerge giving rise to new applications. In this unit, you will undertake a research project that requires you to use the knowledge and skills gained throughout the course to solve a real problem aligned with your disciplinary area and interests. You will choose from a list of topics and undertake the design and preparatory phase of the project by distance learning with support from your supervisor. The data collection phase will take place in the research facilities of the partner Universities during an on campus block of up to 10 weeks. On completion of this unit, students will have gained research skills and acquired some practical experience of formulating a problem, designing a study using the most appropriate methodology, acquiring and analysing data and drawing conclusions. Thus, the research project together with the coursework you have completed throughout this program will provide an ideal preparation for those who choose to go on to PhD research.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Part-Time mode

Year 1

Semester 1

MRTY5108
Molecular Targets and Imaging Probes
Credit points: 6  Teacher/Coordinator: Prof Michael Kassiou  Session: Semester 1  Classes: Guided and independent learning with e-learning support and tutorials. Assessment: on-line quiz (15%), on-line discussion (10%) and group presentation (25%) and 1.5hr exam (50%)  Practical field work: Lab exercises undertaken during on campus block  Mode of delivery: Distance education/intensive on campus

This unit of study explores the characteristics of molecular targets and imaging probes that are required for successful molecular imaging experiments. A molecular target should: (i) detect a fundamental feature of a pathophysiological process, (ii) be validated by neuropathology, (iii) allow detection of disease early in its time course
and (vi) lend itself to measurement with a biomarker that is reliable and minimally invasive. Once a molecular target for a particular disease is identified, the methodology and requirements of a molecular probe suitable for imaging that target will be described. For example, in brain tissue studies, the following include: (i) imaging probe enters the brain in sufficient quantities, (ii) is stable in vivo, (iii) has moderate lipophilicity, (vi) exhibits low uptake of metabolites in brain, (v) is retained in the brain, (vi) displays high specificity and (vii) displays low non-specific binding.

On completion of this unit of study, students should be able to identify molecular targets that may be useful in studying disease processes and have a clear understanding of the properties of an imaging probe should possess to enable in vivo imaging of the molecular target of interest. In addition, this unit will provide the rationale for determining whether a drug is suitable for development into an imaging probe and the isotopes and radiolabelling methodologies associated with that process.

MRTY5109 Radiotracer Based Molecular Imaging
Credit points: 6 Teacher/Coordinator: Prof Steven Meikle Session: Semester 1 Classes: Guided and independent learning with e-learning support and tutorials Assessment: On-line quiz (15%), on-line discussion (10%) group presentation (25%), 1x1.5 hr exam (50%) Practical field work: Lab exercises undertaken during on campus block Mode of delivery: Online

This unit of study explores the principles and methods that underpin two key molecular imaging techniques based on the radioactive tracer principle: single photon emission computed tomography (SPECT) and positron emission tomography (PET). Topics covered include the radioactive tracer principle, radionuclide production and decay, radiation transport in tissue, radiation detection, PET and SPECT instrumentation, tomographic reconstruction and an introduction to tracer kinetic modelling. On completion of this unit, students will have a thorough understanding of the imaging chain as it relates to PET and SPECT, starting with the emission of radiation in the body, leading to its external detection and, finally, a reconstructed image of the radioactive tracer distribution in the body. The factors affecting the accuracy and noise properties of molecular images will be explored. Students will also have an appreciation of how to use these imaging technologies to exploit the properties of the radioactive tracer principle and make estimates of important physiological parameters.

SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

MRTY5110 Pathological Correlates of Mol. Imaging
Credit points: 6 Teacher/Coordinator: Prof Richard Banati Session: Semester 2 Classes: Guided and independent learning with e-learning support and tutorials Assessment: On-line quiz (10%), on-line discussion (5%) group presentation (25%), knowledge tree (10%), 1x1.5 hr exam (50%) Practical field work: Lab exercises undertaken during on campus block Mode of delivery: Online

Although molecular imaging techniques are non-invasive and are performed in vivo (on the intact living body), it is common to take a tissue biopsy or post mortem sample for further analysis and comparison with the in vivo imaging findings. This unit of study will explore the techniques used to analyse such samples microscopically and how the pathology observed at the cellular level may be correlated with tissue-related changes observed in vivo through molecular imaging techniques. Topics covered include tissue preparation, staining techniques, light microscopy, autoradiography and pathological interpretation of tissue samples and in vivo images. On completion of this unit, students will have a good understanding of the key cellular processes and features measured by immunohistochemical staining techniques, autoradiography, and their in vivo counterparts in molecular imaging.

MRTY5112 Molecular Imaging Advanced
Credit points: 6 Teacher/Coordinator: Prof Steven Meikle Session: Semester 2 Classes: Guided and independent learning with e-learning support and tutorials Prerequisites: MRTY5108, MRTY5109, MRTY5110 Mode of delivery: On-line quiz (15%), on-line discussion (10%) group presentation (25%), 1x1.5 hr exam (50%) Mode of delivery: Online

This unit will build on the knowledge gained in the core units of study in semester 1. It will explore molecular imaging technology in more depth and discuss realistic scenarios as they are encountered in research. Topics for discussion include the choices researchers make about suitable biological targets, radiopharmaceuticals, subjects (animal models and patient populations), molecular imaging instruments, experimental protocols and computational algorithms. Students will learn how to extract more useful information from the molecular imaging study through the use of pharmacological models and advanced methods of analysis. On completion of this unit, students will have the requisite knowledge and skills to join a multidisciplinary research team and make contributions to the experimental design and execution of a molecular imaging study.

SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 2

Semester 1

MRTY5114 Clinical and Molecular Imaging
Credit points: 6 Teacher/Coordinator: Prof Steven Meikle Session: Semester 1 Classes: 1x1hr tutorial/wk for on campus students, unit may be completed fully online Assessment: On-line quiz (15%), assignment (25%), on-line discussion (10%) and 1x1.5hr exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

The course will cover most aspects of Molecular Imaging including optical imaging (i.e. luminescence and fluorescence), ultrasound, single photon emission tomography (SPECT), positron emission tomography (PET), computed tomography (CT), magnetic resonance imaging (MRI), magnetic resonance spectroscopy (MRS) as well as hybrid imaging technologies (i.e. PET/CT, SPECT/CT, PET/MRI, SPECT/MRI). The course will include the development of new molecular imaging probes, contrast agents and radiopharmaceuticals for Nuclear Medicine as well as the importance of quality control involved in clinical molecular imaging. This course will give an overview of the innovative clinical imaging applications in cancer, heart diseases, neurological disorders and other human conditions.

MRES7100 Magnetic Resonance Imaging: Fundamentals, The University of Queensland. SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

MRTY5115 Cell Targeting and Tracking in Vivo
Credit points: 6 Teacher/Coordinator: Prof Steven Meikle Session: Semester 2 Classes: 1x1hr tutorial/wk for on campus students, unit may be completed fully online Prerequisites: MRTY5109 Assessment: On-line quiz (15%), assignment (25%), on-line discussion (10%) and 1x1.5hr exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

Molecular imaging in vivo has revolutionised the field of nanomedicine. Central to this field is the ability to label, track and target specific cells and tissue in vivo. This is achieved by utilising the various molecular imaging modalities available to the clinician. In the pre-clinical sense, this includes computed tomography (CT), magnetic resonance imaging (MRI), single photon emission tomography (SPECT), positron emission tomography (PET), optical imaging (i.e. luminescence and fluorescence) and ultrasound. All of these modalities have specific advantages that can be translated into a suitable pre-clinical analysis (e.g. MRI provides exquisite spatial resolution while PET has extremely sensitive detection limits). These techniques can then be utilised to give different information regarding cell labelling, tracking and targeting. The development of various cell labelling/targeting technologies can involve receptor binding motifs (e.g. antibodies, antibody fragments, peptides, aptamers, small molecules) that are directly attached to the imaging modality, or can be a part of a larger construct (e.g. nanomaterials). In this way, the various requirements for cell labelling are incorporated into the one construct (e.g. receptor...
binding for uptake or attachment to cells, molecular imaging agent for tracking). This course will describe the various approaches used for cell-labelling and tissue targeting in vivo, including methods for preparation of chelates and conjugates required for each imaging modality. Particular emphasis will be placed on the complementary nature of each modality.

and MRES7024 Advanced MR molecular imaging techniques, The University of Queensland.SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 3

Semester 1

Industry Stream

HSGS5001

Research Dissertation

Credit points: 12 Teacher/Coordinator: Please contact your program coordinator. Session: Semester 1, Semester 2 Classes: Supervised project: external/distance mode. Assessment: 12000wd written report (100%) Mode of delivery: Distance education

Note: Department permission required for enrolment.

The dissertation provides candidates with an opportunity to undertake an advanced investigation in a topic or issue through the development of either a proposal for independent research on that topic or a substantial paper that demonstrates the application of scholarly literature to a practical problem or issue.

or

Research Stream

MRTY5137

Research Project

Credit points: 24 Teacher/Coordinator: Prof Steven Meikle Session: Semester 1, Semester 2 Classes: Weekly meetings with supervisor, attendance at Discipline seminars, and attendance as per project requirements Prerequisites: MRTY5108, MRTY5109, MRTY5110, MRTY5111 Assessment: Presentation (20mins) (40%), Thesis (10,000wds) (60%) Mode of delivery: Distance education/intensive on campus

Note: Department permission required for enrolment.

Molecular Imaging is a technology driven field which is continually evolving as new technologies emerge giving rise to new applications. In this unit, you will undertake a research project that requires you to use the knowledge and skills gained throughout the course to solve a real problem aligned with your disciplinary area and interests. You will choose from a list of topics and undertake the design and preparatory phase of the project by distance learning with support from your supervisor. The data collection phase will take place in the research facilities of the partner Universities during an on campus block of up to 10 weeks. On completion of this unit, students will have gained research skills and acquired some practical experience of formulating a problem, designing a study using the most appropriate methodology, acquiring and analysing data and drawing conclusions. Thus, the research project together with the coursework you have completed throughout this program will provide an ideal preparation for those who choose to go on to PhD research.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

Industry Stream

BACH5068

Statistics for Clinical Research

Credit points: 6 Teacher/Coordinator: Dr Rob Heard Session: Semester 1, Semester 2 Classes: Off-campus Assessment: 4xwritten assignments, descriptive statistics (10%), inferential statistics 1 (25%), inferential statistics 2 (25%), regression and non-parametrics statistics (40%) Mode of delivery: Online

Note: Students must have access to a PC to load and use the statistics packages SAS or SPSS

This unit introduces students to basic statistical principles relevant to the manipulation and analysis of clinical data. Students will be exposed to concepts of sampling, distributions of scores, summaries of data, and treatment of categorical and quantitative data. This last topic will include chi square analysis, calculation of confidence intervals, tests for differences in the locations of samples (including t-tests and tests for non-normally distributed data), correlation and regression, sample size estimation and an introduction to survival analysis. It is expected that at the conclusion of the unit students will be able to: appraise published statistical analyses; perform simple statistical tests by hand and with the assistance of a computer package SAS or SPSS; and present statistical data.

Textbooks

Various recommended texts on introductory statistics

or select any elective unit [6] relevant to molecular imaging available throughout the University, subject to approval from Course Director.and MRES7009 Magnetic Resonance Spectroscopy & Applications, The University of Queensland.or MOLI7105 Minor Research Project, The University of Queensland. SEMESTER 2 TOTAL: 12 CREDIT POINTS
Course rules

Master of Occupational Therapy

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAOCTHE-02</td>
<td>Master of Occupational Therapy</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master's type

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

4 Admission to candidature

(1) Available places will be offered to qualified applicants based on academic merit, according to the following admissions criteria.
(2) Admission to candidacy for the Master of Occupational Therapy requires a PhD, master's or bachelor's degree from an Australian institution or equivalent. Applicants without a degree in a health related area such as medicine, nursing, allied health or health sciences or human functioning (education, anthropology, anthropometrics, built environment) must complete prescribed units of study in anatomy and/or psychology as electives.

5 Requirements for award

(1) The units of study that may be taken for this course are set out in the Table of Units of Study for the Master of Occupational Therapy.
(2) To qualify for the award of the Master of Occupational Therapy a candidate must complete 96 credit points of units of study, including:
   (a) 90 credit points of core units; and
   (b) 6 credit points of elective units, chosen either from the list of elective units in the Table or, with the approval of the Dean, from any postgraduate units offered by the Faculty of Health Sciences or by any other faculty in the University.

6 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016, or later date as the faculty may, in special circumstances, approve.
# Master of Occupational Therapy – MAOCCTHE2000

## Course MAOCCTHE-02: Credit points for award: 96

On-campus: full-time, 4 semesters; part-time, 8 semesters

### Full-time mode

#### Year 1

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP5207 Assessing Evidence for OT Practice</td>
<td>6</td>
<td>C OCCP5237</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5217 OT Assessment and Planning</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5237 Introduction to OT Theory and Practice</td>
<td>6</td>
<td>Note: Department permission required for enrolment Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td></td>
<td></td>
<td></td>
<td>Intensive December February January Intensive June November Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

and one of

- **BACH5321 Psychology for Graduate Students** 6 Note: Department permission required for enrolment BACH5321 is only available to those who have been assessed by the course director as requiring Psychology content. These students will be given departmental permission to enrol in BACH5321. Semester 1

Note: Students who have no prior Psychology studies must enrol in BACH5321

- **BIOS5090 Clin. Oriented Musculoskeletal Anatomy A** 6 Note: Students who have no prior Anatomy studies must enrol in BIOS5090 Semester 1

Note: Students with neither background in Anatomy nor Psychology must enrol in BIOS5090 Semester 1, and BACH5321 in Year 2, Semester 1

**BIOS5091 Clinically Based Neuroscience** 6 Semester 1

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP5208 Biomechanical &amp; Sensorimotor Strategies</td>
<td>6</td>
<td>A Musculo-skeletal anatomy knowledge</td>
<td>P Assumed knowledge: Musculo-skeletal anatomy</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5218 OT in Home and Community Environments</td>
<td>6</td>
<td>A Musculo-skeletal anatomy</td>
<td>P Assumed knowledge: Musculo-skeletal anatomy</td>
<td>C OCCP5208</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCCP5219 OT in School and Work Environments</td>
<td>6</td>
<td>P OCCP5217</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 2 2b</td>
</tr>
<tr>
<td>OCCP5238 Developing OT Prof. Skills in Practice</td>
<td>6</td>
<td>P OCCP5237</td>
<td>Note: Department permission required for enrolment Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td></td>
<td></td>
<td>Intensive December February January Intensive June November Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

## Year 2

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>P OCCP5217</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCP5222 Psychosocial and Cognitive Strategies</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Unit of study | Credit points | A: Assumed knowledge | P: Prerequisites | C: Corequisites | N: Prohibition | Session
---|---|---|---|---|---|---
OCCP5228 Enabling Occupation with Communities | 6 | P OCCP5208, OCCP5218, OCCP5219 | | | | Semester 1
OCCP5239 Community Based OT Fieldwork | 6 | P OCCP5237, OCCP5238 | Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training. A briefing session may occur outside of semester time. | | | Semester 1
either
HSBH5005 Research Project Elective | 6 | Note: Department permission required for enrolment | A minimum WAM of 65 is required to be eligible to enrol in this unit of study, higher WAM's may apply to some disciplines of study. | | | Semester 1 Semester 2
or choose one elective [6] (see elective list below)
Electives may be chosen from units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives is available in the Faculty Electives chapter of the handbook.
Note: Students with neither background in Anatomy nor Psychology must enrol in BACH5321 in Year 2, Semester 1 as their elective

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

OCCP5240 Implementing Skills in OT Prof Practice | 9 | P OCCP5237, OCCP5238, OCCP5239, OCCP5208, OCCP5218, OCCP5219, OCCP5222 | Note: Department permission required for enrolment | Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training. | | Intensive August
Intensive December
Intensive February
Intensive January
Intensive June
Intensive November
Semester 1 Semester 2
OCCP5242 Reflexivity and OT Professional Practice | 9 | P OCCP5237, OCCP5238, OCCP5239 | C OCCP5240 | Note: Department permission required for enrolment | Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training. | Intensive December
Intensive January
Intensive June
Intensive November
Semester 1 Semester 2
and either
OCCP5241 Evaluation of OT Practice | 6 | P OCCP5207, OCCP5217, OCCP5237, OCCP5238 | C OCCP5240 | Note: Department permission required for enrolment | | Semester 1 Semester 2
or select Research Stream
HSBH5006 Research Elective Dissertation | 6 | P HSBH5005 | Note: Department permission required for enrolment | A minimum WAM of 65 is required to enrol in this unit of study, higher WAM's may apply in some disciplines. | | Semester 1 Semester 2

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Part-time mode**

**Year 1**

**Semester 1**

OCCP5237 Introduction to OT Theory and Practice | 6 | Note: Department permission required for enrolment | Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training. | | | Intensive December
Intensive February
Intensive January
Intensive June
Intensive November
Semester 1 Semester 2
and one of
Note: Students who have no prior Psychology studies must enrol in BACH5321.
BACH5321 Psychology for Graduate Students | 6 | Note: Department permission required for enrolment | BACH5321 is only available to those who have been assessed by the course director as requiring Psychology content. These students will be given departmental permission to enrol in BACH5321. | | | Semester 1
Note: Students who have no prior Anatomy university must enrol in BIOS5090
BIOS5090 Clin. Oriented Musculoskeletal Anatomy A | 6 | N BIOS1168 | | | | Semester 1
Note: Students with neither background in Anatomy nor Psychology must enrol in BIOS5090 Semester 1, and BACH5321 in Year 2, Semester 1
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS5091 Clinically Based Neuroscience</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMMETER 1 TOTAL: 12 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCSCP5208 Biomechanical &amp; Sensorimotor Strategies</td>
<td>6</td>
<td>Ａ Musculo-skeletal anatomy knowledge</td>
<td>Ｐ Assumed knowledge: Musculo-skeletal anatomy knowledge</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCSCP5218 OT in Home and Community Environments</td>
<td>6</td>
<td>Ａ Musculo-skeletal anatomy</td>
<td>Ｐ Assumed knowledge: Musculo-skeletal anatomy</td>
<td>Ｃ OCSCP5208</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>SEMMETER 2 TOTAL: 12 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCSCP5207 Assessing Evidence for OT Practice</td>
<td>6</td>
<td>Ｃ OCSCP5237</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCSCP5217 OT Assessment and Planning</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMMETER 1 TOTAL: 12 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCSCP5219 OT in School and Work Environments</td>
<td>6</td>
<td>Ｐ OCSCP5217</td>
<td>Ｎote: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>OCSCP5238 Developing OT Prof. Skills in Practice</td>
<td>6</td>
<td>Ｐ OCSCP5237</td>
<td>Ｎote: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td><strong>SEMMETER 2 TOTAL: 12 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCSCP5222 Psychosocial and Cognitive Strategies</td>
<td>6</td>
<td>Ｐ OCSCP5217</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCSCP5239 Community Based OT Fieldwork</td>
<td>6</td>
<td>Ｐ OCSCP5237, OCSCP5238</td>
<td>Ｎote: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMMETER 1 TOTAL: 12 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCSCP5240 Implementing Skills in OT Prof Practice</td>
<td>9</td>
<td>Ｐ OCSCP5237, OCSCP5238, OCSCP5239, OCSCP5208, OCSCP5218, OCSCP5219, OCSCP5222</td>
<td>Ｎote: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>and either</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2b</td>
</tr>
<tr>
<td>OCSCP5241 Evaluation of OT Practice</td>
<td>6</td>
<td>Ｐ OCSCP5207, OCSCP5217, OCSCP5237, OCSCP5238</td>
<td>Ｎote: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>or select Research Stream</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HSCBP5005 Research Project Elective</td>
<td>6</td>
<td>Ｎote: Department permission required for enrolment</td>
<td>Ａ minimum WAM of 65 is required to be eligible to enrol in this unit of study, higher WAM's may apply to some disciplines of study</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMMETER 2 TOTAL: 15 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCSCP5228 Enabling Occupation with Communities</td>
<td>6</td>
<td>Ｐ OCSCP5208, OCSCP5218, OCSCP5219</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
### Unit of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Research elective stream</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH5006 Research Elective Dissertation</td>
<td>6</td>
<td>P HSBH5005</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A minimum WAM of 65 is required to enrol in this unit of study, higher WAM's may apply in some disciplines.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives may be chosen from the list below or units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives is available in the Faculty Electives chapter of the handbook.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: Students with neither background in Anatomy nor Psychology must enrol in BACH5321 in Year 4, Semester 1 as their elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP5242 Reflexivity and OT Professional Practice</td>
<td>9</td>
<td>P OCCP5237, OCCP5238, OCCP5239</td>
<td>OCCP5240</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td></td>
<td></td>
<td></td>
<td>Intensive December, Intensive February, Intensive January, Intensive June, Intensive November, Intensive October</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 9 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Note</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students wishing to change from part-time to full-time mode must consult with the Course Director in advance before enrolling for Year 3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Occupational Therapy Electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Availability of electives may vary from year to year.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCCP5145 Research Elective Independent Study</td>
<td>6</td>
<td>P OCCP5207</td>
<td>OCCP5207</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>WAM of 75 or over on completion of MOT1 (FT) units also required for enrolment in this unit</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>OCCP5187 Falls Prevention With Older People This unit of study is not available in 2015</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCCP5235 Stroke Rehabilitation</td>
<td>6</td>
<td>A Successful completion of 100 hours of fieldwork placement or equivalent.</td>
<td>OCCP5219</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>P OCCP5219</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCTP5245 OT in Learning &amp; Co-ord Difficulties</td>
<td>6</td>
<td>P OCCP5219</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCTP5246 OT in Work Injury Prevention &amp; Rehab</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCTP5247 Mental Health Interventions</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCTP5248 People with Intellectual Disability</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCTP5249 Professional Elective - General</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>OCTP5250 OT in Hand and Upper Limb Rehabilitation</td>
<td>6</td>
<td>P OCCP5207, OCCP5208, OCCP5217</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Master of Occupational Therapy – MAOCCTHE2000

Master of Occupational Therapy

View semester session codes here.

Course MAOCCTHE-02: Credit points for award: 96On-campus: full-time, 4 semesters; part-time, 8 semesters

Full-time mode

Year 1

Semester 1

OCCP5207 Assessing Evidence for OT Practice
Credit points: 6 Teacher/Coordinator: Dr Meryl Lovarini Session: Semester 1 Classes: 1-hr lecture/week, 2-hr tutorial/week for 13 weeks Corequisites: OCCP5237 Assessment: Critically appraised topic, part 1 (15%), critically appraised topic, part 2 (25%), critically appraised topic tutorial presentation (10%) and examination (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

Knowing how to locate, understand and use evidence in occupational therapy practice is an essential skill for all practitioners functioning in interdisciplinary teams. It is also essential for practitioners to take their place as responsible members of local, national, international and professional communities of practice. In this unit of study, students will learn how to search for, appraise and summarise research evidence relevant to occupational therapy practice. Students will have the opportunity to explore an area of interest by critically examining the research and considering the application of that research in practice.

OCCP5217 OT Assessment and Planning
Credit points: 6 Teacher/Coordinator: Dr Sanet Du Toit Session: Semester 1 Classes: 1x1hr lecture/week, 1x2hr tutorial/week Assessment: Occupational interview (30%), group presentations (3x10%), final examination (2hrs) (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

Students will learn to determine and plan relevant occupational therapy strategies to address OT relevant needs of individuals. Students will learn to identify client problems as the clients see them and from different theoretical perspectives. Students will acquire the skills necessary to interview clients, assess their abilities and limitations in performing the daily activities which are appropriate to client roles, determine the extent of the mismatch between what clients would like to do and what they can do. Students will learn to identify problems with a range of clients with the focus being consumer (client) perspectives of problems. Students will learn to determine the appropriateness of, and select from a variety of assessment methods including interviews, clinical observation, standardised and non-standardised assessments and environmental evaluations. They will learn to clearly articulate the conceptual foundation and rationale for their choices.

Textbooks


OCCP5237 Introduction to OT Theory and Practice
Credit points: 6 Teacher/Coordinator: Dr Rebecca Barton Session: Intensive December, Intensive February, Intensive January, Intensive June, Intensive November, Semester 1, Semester 2 Classes: 1x1-hr lecture/week, 1x2hr tutorial/week Assessment: occupational analysis report (50%), core concepts & process assignment (30%), fieldwork preparation presentation (20%), letter of introduction, audit checklist, and fieldwork evaluation form (FEF) (Pass/Fail)

ÂŠ Students must pass fieldwork and on-campus assessment to receive a pass grade for the unit. Practical field work: Clinical Placement of 2 weeks duration Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment. Note: Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.

This unit of study will introduce students to the theory and practice of occupational therapy through on campus learning activities and an introductory fieldwork placement. Students will learn about the concepts and philosophies that underpin occupational therapy professional practice (including models of practice based on sociological, psychological and biological theories), specifically the nature of human occupations and the analysis of occupations. They will also apply this to the occupational therapy process and principles of practice to link with observation of practice in the field. As part of the fieldwork experience students will develop an understanding of the occupational therapy process and develop practical skills in communication, interaction and professional behaviour under supervision. Students will also engage in self reflection to identify their personal learning needs, existing strengths and required abilities of occupational therapists.

and one ofNote: Students who have no prior Psychology studies must enrol in BACH5321

BACH5321 Psychology for Graduate Students
Credit points: 6 Teacher/Coordinator: Dr Gomathi Sithar than Session: Semester 1 Classes: On-line Assessment: 4xonline short answer assessments of 1500wd equivalent length each (4x25%) Mode of delivery: Online

Note: Department permission required for enrolment. Note: BACH5321 is only available to those who have been assessed by the course director as requiring Psychology content. These students will be given departmental permission to enrol in BACH5321.

This unit provides students with an understanding of the major theoretical perspectives, concepts and vocabulary of psychology. Psychology is concerned with the science of human behaviour - how individuals perceive, think about, and behave in the world. It is concerned with identifying how internal determinants (characteristics unique to the person, and part of physical or psychological make-up) and external determinants (physical environment and social context) 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 behaviour. This unit is only available to students who have no undergraduate studies in psychology.

Note: Students who have no prior Anatomy studies must enrol in BIOS5090

BIOS5090 Clin. Oriented Musculoskeletal Anatomy A
Credit points: 6 Teacher/Coordinator: Dr Darren Reed Session: Semester 1 Classes: 2hr lectures, 2hr practical-tutorial/week Prohibitions: BIOS1168 Assessment: mid semester practical exam (30%), end semester practical exam (30%), end semester exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces the basic concepts in musculoskeletal anatomy prior to a more detailed study of the gross anatomical structure of the upper limb and vertebral column as they relate to functional activities. Material will be presented in lectures, practical and tutorial sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes For internal use by University of Sydney staff only.
laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

Note: Students with neither background in Anatomy nor Psychology must enrol in BIOSS090 Semester 1, and BACHS321 in Year 2.

### Semester 1

#### BIOS5091

**Clinically Based Neuroscience**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Jin Huang  
**Mode of delivery:** (lecture/lab/tutorial) day

This unit of study introduces fundamental concepts of nervous system organisation and function. Anatomy of the brain and spinal cord is studied using models to understand cortical and subcortical pathways as well as integrating centres that control movements and posture. The physiology component will introduce students to mechanisms underlying signal generation and neural transmission, mechanisms of spinal reflexes, the function of the somatosensory and autonomic nervous system and motor pathways. Tutorials will consist of case studies aimed at identifying simple neural problems associated with sensory and motor systems and are specifically designed for students following professional preparation degrees. This unit includes a few laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

### Semester 2

#### OCCP5208

**Biomechanical & Sensorimotor Strategies**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Sandi Lightfoot  
**Mode of delivery:** (lecture/lab/tutorial) day

Students will develop knowledge and skills required to provide occupational therapy for people whose occupational performance is compromised by biomechanical and sensory motor impairments. A variety of theoretical perspectives used to guide practice will be covered. Students will learn how to evaluate performance, design occupation-embedded therapy programs, clearly articulate the theoretical and evidence-based rationale for their programs, and select methods to evaluate outcomes from therapy.

#### OCCP5218

**OT in Home and Community Environments**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Jo Lewis  
**Mode of delivery:** (lecture/lab/tutorial) day

This unit introduces students to the home and community environments, including the physical, psychosocial and sociocultural components, in which clients perform occupations. These may include the home, neighbourhood shopping centre, community leisure facility, and residential accommodation such as nursing homes and retirement villages. Students will learn to assess the impact of these environments on clients’ occupations, analyse activities conducted in these environments and recommend appropriate adaptations and modifications. In addition students will learn about their own environments of practice as they impact on their work. These include teamwork practice and the politics of home, health and community settings. Students will learn appropriate presentation skills to document home and community environment assessments and recommendations including written reports and verbal presentations.

#### OCTP5219

**OT in School and Work Environments**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Jo Lewis  
**Mode of delivery:** (lecture/lab/tutorial) day

This unit is divided into material related to work and school environments. The work unit introduces students to the paid and unpaid work environments including the physical, psychosocial and sociocultural components in which clients perform occupations. Students will learn to assess the impact of these environments on clients’ occupations and recommend appropriate adaptations and modifications. In addition, students will learn about their own environments of practice and the politics of health and work settings. The school unit introduces students to the occupation of children and students in school settings, reviewing the physical, psychosocial and sociocultural components in which they perform occupations. Students will learn to assess the needs of children and students in schools and to consider the intervention approaches necessary to facilitate learning in schools. Students will become familiar with assessments that are conducted in these environments and recommend appropriate adaptations and modifications. In addition, students will learn about their own environments of practice as they impact on their work. These include teamwork practice and the culture of school settings.

#### OCTP5238

**Developing OT Prof. Skills in Practice**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Michelle Villeneuve  
**Mode of delivery:** Intensive December, Intensive February, Intensive January, Intensive June, Intensive November, Semester 1, Semester 2  
**Session:** 1x3hr seminar/week, 40 hours of clinical simulation on campus, 1x2 week full-time supervised clinical placement

Students must pass their professional placement in order to gain a pass for this unit. **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will engage students in the process of developing professional skills within elements of the occupational therapy process. The unit will explore the importance of personal reflexivity and clinical reasoning as core capabilities in professional practice. A clinical simulation program embedded in the unit will provide opportunities for students to reflect on their own professional behaviour and development. A professional placement will further allow students to develop and document their ongoing achievement of professional competencies in a range of appropriate practice skills.

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Year 2

#### Semester 1

#### OCTP5222

**Psychosocial and Cognitive Strategies**

**Credit points:** 6  
**Teacher/Coordinator:** Ms Sandi Lightfoot  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

Students will develop knowledge and skills required to provide occupational therapy for people whose occupational performance is compromised by psychosocial and cognitive impairments. A variety of theoretical perspectives used to guide practice will be covered. Students will learn how to evaluate performance, design occupation-embedded therapy programs, clearly articulate the theoretical and evidence-based rationale for their programs, and select methods to evaluate outcomes from therapy.
OCCP5228
Enabling Occupation with Communities
Credit points: 8
Teacher/Coordinator: A/Prof Lynette MacKenzie
Session: Semester 1
Classes: 1 hr lecture/week, 2- hrs seminar/week
Prerequisites: OCCP5208, OCCP5218, OCCP5219
Assessment: online group activity (10%), paired community program proposal (30%), individual assignment (40%) and paired artwork (20%)
Mode of delivery: Normal (lecture/lab/tutorial) day
In this unit students will further their skills in problem identification, assessment, occupational analysis and intervention working within varying client and OT contexts, including: across the lifespan from childhood to middle age and older adults in individual, group and population contexts; indigenous health; and international health. This will include but not be limited to emerging areas of OT practice and roles. Students will be encouraged to look beyond immediate tasks and contexts to see the bigger picture, trends, needs and opportunities in the workplace, profession and broader community of practice. Students will integrate theory and practice undertaken in previous units of study, to apply to groups and communities as the primary target groups.

OCCP5239
Community Based OT Fieldwork
Credit points: 6
Teacher/Coordinator: Ms Christine Choy
Session: Semester 1
Classes: 1x3hr lecture/week for five weeks, 1x5hr workshop/week for two weeks
Prerequisites: OCCP5237, OCCP5238
Assessment: written group reports (40%), group presentation in class (20%), individual report (40%), hours log and fieldwork assessments (P/F)
Practical fieldwork: 2 days/week for 13 weeks (or equivalent)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training. A briefing session may occur outside of semester time.

Students will develop and implement a structured self-directed fieldwork project over the course of the semester. Students will be supported to work independently and will provide regular reports to key community partners on project progress. This project, completed as part of a larger team, will focus on enabling participation within a diverse range of communities. This unit will develop learners' capacities across a broad range of capabilities, with particular focus on leadership and management, vision and change agency, and collaborative teamwork. This unit of study will provide opportunities for formal and informal interprofessional learning. Regular reporting to and feedback from site and academic supervisors, as well as peer support and moderated peer learning, will assist in the extension and deepening of the application of occupational therapy practice to practice. either

HSBH5005
Research Project Elective
Credit points: 6
Teacher/Coordinator: A/Prof Lynette Mackenzie (S1), A/Prof Claudia Mello-Thoms (S2)
Session: Semester 1, Semester 2
Classes: 1x2-hr tutorial/week for 13 weeks. Individual supervision with allocated supervisor
Prerequisites: OCCP5207, OCCP5217, OCCP5237, OCCP5238
Assessment: Presentation of research proposal (25%), Literature review (45%), Ethics assignment (30%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment. Note: A minimum WAM of 65 is required to be eligible to enrol in this unit of study; higher WAMs may apply to some disciplines of study

Students will undertake a supervised research project in an area relevant to their discipline. This unit is designed to assist students with the development of a research question, a systematic literature review and research proposal, and any ethics applications that may be applicable to their individual research topics. Students will develop an understanding of the strengths of different research methods and be able to provide a rationale for the methodology selected for their research question. Students will effectively communicate the aims, methods and implications of their proposed research.

or choose one elective [S] (see elective list below) Electives may be chosen from units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives is available in the Faculty Electives chapter of the handbook.
Note: Students with neither background in Anatomy nor Psychology must enrol in BACH5321 in Year 2, Semester 1 as their elective
SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2
OCCP5240
Implementing Skills in OT Prof Practice
Credit points: 9
Teacher/Coordinator: Ms Christine Choy
Session: Intensive August, Intensive December, Intensive February, Intensive January
Prerequisites: OCCP5237, OCCP5238, OCCP5239, OCCP5208, OCCP5218, OCCP5219, OCCP5222
Assessment: Written assignment (70%), Portfolio A (30%)

Fieldwork practice via student practice evaluation form - revised (SPEF-R) (Pass/Fail), fieldwork assignments - (Pass/Fail) - Students must pass their fieldwork placement in order to gain a pass for this unit.
Mode of delivery: Professional practice
Note: Department permission required for enrolment. Note: Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.

Extended fieldwork placements provide students with the opportunity to consolidate, apply, and further develop their knowledge of occupational therapy practice, with a focus on graduate capabilities. Ensuring participation lies at the core of all occupational therapy practice and students will have the opportunity to implement, monitor, and evaluate a range of strategies as part of the fieldwork placement associated with this unit. As members of different interdisciplinaries, students will have opportunities to engage in formal and informal inter-professional learning. During this placement, students will also maintain contact with each other to broaden their vision about the diversity of occupational therapy practice and to deepen their knowledge of planning, implementation and evaluation across practice communities.

OCCP5242
Reflexivity and OT Professional Practice
Credit points: 9
Teacher/Coordinator: Dr Sanet Du Toit
Session: Intensive December, Intensive February, Intensive January
Prerequisites: OCCP5237, OCCP5238, OCCP5239
Assessment: Examination (70%), portfolio (30%)

Fieldwork placement: 8 weeks of fieldwork component
Mode of delivery: Professional practice
Note: Department permission required for enrolment. Note: Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.

This unit includes an extended fieldwork placement and class activities to provide students with an opportunity to consolidate, apply and extend their knowledge of occupational therapy practice, with a focus on the range of competencies identified by OT Australia needed to become a beginning practitioner. This final fieldwork placement experience is focused on students developing independence and autonomy within a range of practice communities. Students will incorporate their fieldwork experiences into an exploration of reflexivity as a core capability in professional practice. Assessments will be focussed on student capabilities in integrating content from their studies throughout the Master of Occupational Therapy program and either

OCCP5241
Evaluation of OT Practice
Credit points: 6
Teacher/Coordinator: Dr Michelle Villeneuve
Session: Semester 1, Semester 2
Classes: Self-directed weekly activities during professional practice placements
Prerequisites: OCCP5207, OCCP5217, OCCP5237, OCCP5238
Assessment: Examination (40%), Participation in on-line discussion tasks (20%), Presentation and written report (40%)
Mode of delivery: Distance education/intensive on campus
Note: Department permission required for enrolment.
This unit of study provides students with the opportunity to gain skills in evaluating occupational therapy interventions and occupational therapy outcome measures relevant to practice. Both types of evaluation are core competencies identified by the national professional body. Students will apply these skills to research and inquiry knowledge and skills from OCCP 5207 to an evaluation of an intervention and an outcome measure of relevance to their fieldwork experience. Students will develop skills in identifying appropriate goals that relate to the assessment of client outcomes and to the evaluation of an intervention program, and how to measure change to evaluate the degree of achievement of these goals. Students will need to locate and critique relevant literature, and determine practice issues associated with the evaluation of occupational therapy practice.

or select Research Stream

HSBH5006 Research Elective Dissertation
Credit points: 6 Teacher/Coordinator: A/Prof Claudia Mello-Thoms (S1), A/Prof Lynette Mackenzie (S2) Session: Semester 1, Semester 2 Classes: Individually negotiated supervision time with allocated supervisor 1x 2-hour tutorial for 7-13 weeks (discipline dependent) Prerequisites: HSBH5005 Assessment: Seminar presentation of research findings (20%), Research Manuscript (80%) Mode of delivery: Supervision
Note: Department permission required for enrolment. Note: A minimum WAM of 65 is required to enrol in this unit of study, higher WAM's may apply in some disciplines.

Students will undertake a supervised research project in an area relevant to their discipline. Upon completion of this unit, students will have implemented data analysis and reported on an approved research project and submitted a report suitable for publication in a peer reviewed publication describing the project and its implications. Students will develop an understanding of the strengths of different data analysis techniques and be able to defend their research project results in written and verbal format.

SEMMESTER 2 TOTAL: 24 CREDIT POINTS

Part-time mode

Year 1
Semester 1
OCCP5237 Introduction to OT Theory and Practice
Credit points: 6 Teacher/Coordinator: Dr Rebecca Barton Session: Intensive December, Intensive February, Intensive January, Intensive June, Intensive November, Semester 1, Semester 2 Classes: 1x1-hour lecture/week, 1x2-hour tutorial/week Assessment: Occupation analysis report (50%), core concepts & process assignment (30%), fieldwork preparation presentation (20%), letter of introduction, audit checklist, and fieldwork evaluation form (PEF) (Pass/Fail) Note: Students must pass fieldwork and on-campus assessment to receive a pass grade for the unit. Practical field work: Clinical Placement of 2 weeks duration Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment. Note: Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.

This unit of study will introduce students to the theory and practice of occupational therapy through on campus learning activities and an introductory fieldwork placement. Students will learn about the concepts and philosophies that underpin occupational therapy professional practice (including models of practice based on sociological, psychological and biological theories), specifically the nature of human occupations and the analysis of occupations. They will also apply this to the occupational therapy process and principles of practice to link with observation of practice in the field. As part of the fieldwork experience students will develop an understanding of the occupational therapy process and develop practical skills in communication, interaction and professional behaviour under supervision. Students will also engage in self reflection to identify their personal learning needs, existing strengths and required capabilities of occupational therapists.

and one of

Note: Students who have no prior Psychology studies must enrol in BACH5321.

BACH5321 Psychology for Graduate Students
Credit points: 6 Teacher/Coordinator: Dr Gomathi Sithar than Session: Semester 1 Classes: On-line Assessment: 4x online short answer assessments of 1500 words of equivalent length each (4x25%) Mode of delivery: Online Note: Department permission required for enrolment. Note: BACH5321 is only available to those who have been assessed by the course director as requiring Psychology content. These students will be given departmental permission to enrol in BACH5321.

This unit provides students with an understanding of the major theoretical perspectives, concepts and vocabulary of psychology. Psychology is concerned with the science of human behaviour - how individuals perceive, think about, and behave in the world. It is concerned with identifying how internal determinants (characteristics unique to the person, and part of physical or psychological make-up) and external determinants (physical environment and social context) 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 behaviour. This unit is only available to students who have no undergraduate studies in psychology.

Note: Students who have no prior Anatomy university must enrol in BIOS5090

BIOS5090 Clin. Oriented Musculoskeletal Anatomy A
Credit points: 6 Teacher/Coordinator: Dr Darren Reed Session: Semester 1 Classes: 2hr lectures, 2hr practical/tutorial/week Prohibitions: BIO1168 Assessment: Mid semester practical exam (30%), end semester practical exam (30%), end semester exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces the basic concepts in musculoskeletal anatomy prior to a more detailed study of the gross anatomical structure of the upper limb and vertebral column as they relate to functional activities. Material will be presented in lectures, practical and tutorial sessions and online. Students will also be expected to undertake some independent learning activities. This unit includes laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

Note: Students with neither background in Anatomy nor Psychology must enrol in BIOS5090 Semester 1, and BACH5321 in Year 2, Semester 1

BIOS5091 Clinically Based Neuroscience
Credit points: 6 Teacher/Coordinator: Dr Jin Huang Session: Semester 1 Classes: 3hr lectures, 2hr practical/week and a small online component Assessment: assignment (15%), mid-semester exam (30%), end-semester exam (55%) Practical field work: 2hrs/week Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study introduces fundamental concepts of nervous system organisation and function. Anatomy of the brain and spinal cord is studied using models to understand cortical and subcortical pathways as well as integrating centres that control movements and posture. The physiology component will introduce students to mechanisms underlying signal generation and neural transmission, mechanisms of spinal reflexes, the function of the somatosensory and autonomic nervous system and motor pathways. Tutorials will consist of case studies aimed at identifying simple neural problems associated with sensory and motor systems and are specifically designed for students following professional preparation degrees. This unit includes a few laboratory classes in which human cadavers are studied; attendance at such classes is strongly encouraged.

SEMMESTER 1 TOTAL: 12 CREDIT POINTS
Semester 2

OCCP5208
Biomechanical & Sensorimotor Strategies
Credit points: 6  Session: Semester 2  Classes: 1x2hr lecture/week, 1x2hr practicum/week  Prerequisites: assumed knowledge: Musculo-skeletal anatomy knowledge  Assumed knowledge: Musculo-skeletal anatomy knowledge  Assessment: Viva and portfolio (50%), case report (50%). Mode of delivery: Normal (lecture/lab/tutorial) day

Students will develop knowledge and skills required to provide occupational therapy for people whose occupational performance is compromised by biomechanical and sensory motor impairments. A variety of theoretical perspectives used to guide practice will be covered. Students will learn how to evaluate performance, design occupation-embedded therapy programs, clearly articulate the theoretical and evidence-based rationale for their programs, and select methods to evaluate outcomes from therapy.

OCCP5218
OT in Home and Community Environments
Credit points: 6  Teacher/Coordinator: Ms Sandi Lightfoot  Session: Semester 2  Classes: 2x1hr lecture/week, 2x1hr seminar/week  Prerequisites: Assumed knowledge: Musculo-skeletal anatomy knowledge  Corequisites: OCCP5208  Assumed knowledge: Musculo-skeletal anatomy knowledge  Assessment: Viva (barrier task) (20%), access audit (40%), environmental modification report (40%). Mode of delivery: Normal (lecture/lab/tutorial) day

This unit introduces students to the home and community environments, including the physical, psychosocial and sociocultural components, in which clients perform occupations. These may include the home, neighbourhood shopping centre, community leisure facility, and residential accommodation such as nursing homes and retirement villages. Students will learn to assess the impact of these environments on clients’ occupations, analyse activities conducted in these environments and recommend appropriate adaptations and modifications. In addition students will learn about their own environments of practice as they impact on their work. These include team work practice and the politics of home, health and community settings. Students will learn appropriate presentation skills to document home and community environment assessments and recommendations including written reports and verbal presentations.

SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 2

Semester 1

OCCP5207
Assessing Evidence for OT Practice
Credit points: 6  Teacher/Coordinator: Dr Meryl Lovarini  Session: Semester 1  Classes: 1x1hr lecture/week, 2x1hr tutorial/week  Corequisites: OCCP5237  Assessment: Critically appraised topic, part 1 (15%), critically appraised topic, part 2 (25%), critically appraised topic tutorial presentation (10%) and examination (50%). Mode of delivery: Normal (lecture/lab/tutorial) day

Knowing how to locate, understand and use evidence in occupational therapy practice is an essential skill for all practitioners functioning in interdisciplinary teams. It is also essential for practitioners to take their place as responsible members of local, national, international and professional communities of practice. In this unit of study, students will learn how to search for, appraise and summarise research evidence relevant to occupational therapy practice. Students will have the opportunity to explore an area of interest by critically examining the research and considering the application of that research in practice.

OCCP5217
OT Assessment and Planning
Credit points: 6  Teacher/Coordinator: Dr Sanet Du Toit  Session: Semester 1  Classes: 1x1hr lecture/week, 2x1hr tutorial/week  Assessment: Occupational interview (30%), group presentations (3x10%), final examination (2hrs) (40%). Mode of delivery: Normal (lecture/lab/tutorial) day

Students will learn to determine and plan relevant occupational therapy strategies to address OT relevant needs of individuals. Students will learn to identify client problems as the clients see them and from different theoretical perspectives. Students will acquire the skills necessary to interview clients, assess their abilities and limitations in performing the daily activities which are appropriate to client roles, determine the extent of the mismatch between what clients would like to do and what they can do. Students will learn to identify problems with a range of clients with the focus being consumer (client) perspectives of problems. Students will learn to determine the appropriateness of, and select from a variety of assessment methods including interviews, clinical observation, standardised and non-standardised assessments and environmental evaluations. They will learn to clearly articulate the conceptual foundation and rationale for their choices.

Textbooks

SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

OCCP5219
OT in School and Work Environments
Credit points: 6  Teacher/Coordinator: Ms Jo Lewis  Session: Semester 2, Semester 2b  Classes: 1x2hr lecture/week, 1x2hr tutorial/week  Corequisites: OCCP5217  Assessment: School: written assessments (50%), Work: written assessment (30%) and participation activities (20%). Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit is divided into material related to work and school environments. The work unit introduces students to the paid and unpaid work environments including the physical, psychosocial and sociocultural components in which clients perform occupations. Students will learn to assess the impact of these environments on clients’ occupations and recommend appropriate adaptations and modifications. In addition, students will learn about their own environments of practice and the politics of work and school settings. The school unit introduces students to the occupation of children and students in school settings, reviewing the physical, psychosocial and sociocultural components in which they perform occupations. Students will learn to assess the needs of children and students in schools and to consider the intervention approaches necessary to facilitate learning in schools. Students will become familiar with assessments that are conducted in these environments and recommend appropriate adaptations and modifications. In addition, students will learn about their own environments of practice as they impact on their work. These include teamwork practice and the culture of school settings.

OCCP5238
Developing OT Prof. Skills in Practice
Credit points: 6  Teacher/Coordinator: Dr Michelle Villeneuve  Session: Intensive December, Intensive February, Intensive January, Intensive June, Intensive November, Semester 1, Semester 2  Classes: 1x3hr seminar/week, 40 hours of clinical simulation on campus, 1x2 week full-time supervised clinical placement  Prerequisites: OCCP5207  Assessment: Written reports (30%), viva (60%), reflexive summary (10%). SPEF-R (Pass/Fail). Students must pass their professional placement in order to gain a pass for this unit. Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment. Note: Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.

This unit will engage students in the process of developing professional skills within elements of the occupational therapy process. The unit will explore the importance of personal reflexivity and clinical reasoning as core capabilities in professional practice. A clinical simulation program embedded in the unit will provide opportunities for students to reflect on their own professional behaviour and development. A professional placement will further allow students to develop and document their ongoing achievement of professional competencies in a range of appropriate practice skills.

Master of Occupational Therapy – MAOCCCTHE2000

203
SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 4
Semester 1
OCCP5228
Enabling Occupation with Communities

Credit points: 6 Teacher/Coordinator: A/Prof Lynnette MacKenzie Session: Semester 1 Classes: 1x1-hr lecture/week for five weeks, 1x2-hr seminar/week Prequisites: OCCP5208, OCCP5219 Assessment: online group activity (10%), paired community program proposal (30%), individual assignment (40%) and paired artwork (20%) Mode of delivery: Normal (lecture/lab/tutorial) day

In this unit students will further their skills in problem identification, assessment, occupational analysis and intervention working within varying client and OT contexts, including: across the lifespan from childhood to middle age and older adults in individual, family, group and population contexts; indigenous health; and international health. This will include but not be limited to emerging areas of OT practice and roles. Students will be encouraged to look beyond immediate

informal inter-professional learning. During this placement, students will also maintain contact with each other to broaden their vision about the diversity of occupational therapy practice and to deepen their knowledge of planning, implementation and evaluation across practice communities.

and either

OCCP5241
Evaluation of OT Practice

Credit points: 6 Teacher/Coordinator: Dr Michelle Villeneuve Session: Semester 1, Semester 2 Classes: Self-directed weekly activities during professional practice placements. 1x2hr lecture/week (Wk 8-13), 2x full day workshops Prequisites: OCCP5207, OCCP5217, OCCP5237, OCCP5238 Corequisites: OCCP5240 Assessment: Occupational therapy program evaluation proposal (40%), Participation in on-line discussion tasks (20%), Presentation and written report (40%) Mode of delivery: Distance education/intensive on campus

Note: Department permission required for enrolment.

This unit of study provides students with the opportunity to gain skills in evaluating occupational therapy interventions and occupational therapy outcome measures relevant to practice. Both types of evaluation are core competencies identified by the national professional body. Students will apply their developing research and inquiry knowledge and skills from OCCP 5207 to an evaluation of an intervention and an outcome measure of relevance to their fieldwork experience. Students will develop skills in identifying appropriate goals that relate to the assessment of client outcomes and to the evaluation of an intervention program, and how to measure change to evaluate the degree of achievement of these goals. Students will need to locate and critique relevant literature, and determine practice issues associated with the evaluation of occupational therapy practice.

or select Research Stream

HSBH5005
Research Project Elective

Credit points: 6 Teacher/Coordinator: A/Prof Lynette MacKenzie (S1), A/Prof Claudia Mello-Thoms (S2) Session: Semester 1, Semester 2 Classes: 1x2-hr tutorial/week for 13 weeks, Individual supervision with allocated supervisor Assessment: Presentation of research proposal (25%), Literature review (45%), Ethics assignment (30%) Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment. Note: A minimum WAM of 65 is required to be eligible to enrol in this unit of study; higher WAM's may apply to some disciplines of study

Students will undertake a supervised research project in an area relevant to their discipline. This unit is designed to assist students with the development of a research question, a systematic literature review and research proposal, and any ethics applications that may be applicable to their individual research topics. Students will develop an understanding of the strengths of different research methods and be able to provide a rationale for the methodology selected for their research question. Students will effectively communicate the aims, methods and implications of their proposed research.

SEMESTER 2 TOTAL: 15 CREDIT POINTS

Year 3
Semester 1
OCCP5237
Community Based OT Fieldwork

Credit points: 6 Teacher/Coordinator: Ms Christine Choy Session: Semester 1 Classes: 1x3hr lecture/week for five weeks, 1x5hr workshop/week for two weeks Prerequisites: OCCP5237, OCCP5238 Assessment: written group reports (40%), group presentation in class (20%), individual report (40%), hours log and fieldwork assessments (P/F) Practical fieldwork: 2 days/week for 13 weeks (or equivalent) Mode of delivery: Normal (lecture/lab/tutorial) day

Note: Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training. A briefing session may occur outside of semester time.

Students will develop and implement a structured self-directed fieldwork project over the course of the semester. Students will be supported to work independently and will provide regular reports to key community partners on project progress. This project, completed as part of a larger team, will focus on enabling participation within a diverse range of communities. This unit will develop learners' capacities across a broad range of capabilities, with particular focus on leadership and management, vision and change agency, and collaborative teamwork. This unit of study will provide opportunities for formal and informal interprofessional learning. Regular reporting to and feedback from site and academic supervisors, as well as peer support and moderated peer learning, will assist in the extension and deepening of the application of occupational therapy theory to practice.

SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2
OCCP5240
Implementing Skills in OT Prof Practice

Credit points: 9 Teacher/Coordinator: Ms Christine Choy Session: Intensive August, Intensive December, Intensive February, Intensive January, Intensive June, Intensive November, Semester 1, Semester 2 Classes: Briefing and dedicated sessions. Placement - 8 weeks full-time supervised clinical placement Prerequisites: OCCP5237, OCCP5238, OCCP5239, OCCP5208, OCCP5218, OCCP5219, OCCP5222 Assessment: Written assignment (70%), Portfolio A (30%). Assessment of fieldwork performance via student practice evaluation form - revised (SPEF-R) (Pass/Fail), fieldwork assignments - (Pass/Fail) - Students must pass their fieldwork placement in order to gain a pass for this unit. Mode of delivery: Professional practice

Note: Department permission required for enrolment. Note: Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal records check, working with children declaration and cardiopulmonary resuscitation (CPR) training.

Extended fieldwork placements provide students with the opportunity to consolidate, apply, and further develop their knowledge of occupational therapy practice, with a focus on graduate capabilities. Enabling participation lies at the core of all occupational therapy practice and students will have the opportunity to implement, monitor, and evaluate a range of strategies as part of the fieldwork placement associated with this unit. As members of different interdisciplinary teams, students will have opportunities to engage in formal and
tasks and contexts to see the bigger picture, trends, needs and opportunities in the workplace, profession and broader community of practice. Students will integrate theory and practice undertaken in previous units of study, to apply to groups and communities as the primary target groups.

either elective [6] (see elective list below) or Research elective stream

HSBHS006 Research Elective Dissertation
Credit points: 6 Teacher/Coordinator: A/Prof Claudia Mello-Thoms (S1), A/Prof Lynette Mackenzie (S2) Session: Semester 1, Semester 2 Classes: Individually negotiated supervision time with allocated supervisor 1x 2-hr hour tutorial for 7-13 weeks (discipline dependent) Prerequisites: HSBHS005 Assessment: Seminar presentation of research findings (20%), Research manuscript (80%) Mode of delivery: Supervision Note: Department permission required for enrolment. Note: A minimum WAM of 65 is required to enrol in this unit of study, higher WAM's may apply in some disciplines.

Students will undertake a supervised research project in an area relevant to their discipline. Upon completion of this unit, students will have implemented data analysis and reported on an approved research project and submitted a report suitable for publication in a peer reviewed publication describing the project and its implications. Students will develop an understanding of the strengths of different data analysis techniques and be able to defend their research project results in written and verbal format.

Electives may be chosen from the list below or units of study available throughout the University, subject to approval, availability and minimum enrolment. A list of electives is available in the Faculty Electives chapter of the handbook. Note: Students with neither background in Anatomy nor Psychology must enrol in BACH5321 in Year 4, Semester 1 as their elective SEMESTER 1 TOTAL: 12 CREDIT POINTS Semester 2 OCCPS242 Reflexivity and OT Professional Practice
Credit points: 9 Teacher/Coordinator: Dr Sanet Du Toit Session: Intensive December, Intensive February, Intensive January, Intensive June, Intensive November, Semester 1, Semester 2 Classes: 1x3hr tutorial-workshop/week for 7 weeks, 1x2hr fieldwork debriefing (1 week only), Placement A) 8 weeks of clinical placement Prerequisites: OCCPS237, OCCPS238, OCCPS239 Corequisites: OCCPS240 Assessment: examination (70%), portfolio B (30%), assessment of fieldwork performance via student practice evaluation form - revised (SPEF-R) (pass/fail). Students must each component of assessment for this unit to gain a pass for this unit. Practical field work: 8 weeks of fieldwork component Mode of delivery: Professional practice Note: Department permission required for enrolment. Note: Students must complete statutory obligations prior to all fieldwork placements: required vaccinations, criminal record check, working with children declaration and cardiopulmonary resuscitation (CPR) training.

This unit includes an extended fieldwork placement and class activities to provide students with an opportunity to consolidate, apply and extend their knowledge of occupational therapy practice, with a focus on the range of competencies identified by OT Australia needed to become a beginning practitioner. This final fieldwork placement experience is focused on students developing independence and autonomy within a range of practice communities. Students will incorporate their fieldwork experiences into an exploration of reflexivity as a core capability in professional practice. Assessments will be focussed on student capabilities in integrating content from their studies throughout the Master of Occupational Therapy program. SEMESTER 2 TOTAL: 9 CREDIT POINTS

Note
Students wishing to change from part-time to full-time mode must consult with the Course Director in advance before enrolling for Year 3.

OCCPS245 Research Elective Independent Study
Credit points: 6 Teacher/Coordinator: A/Prof Lynette Mackenzie Session: Semester 1, Semester 2 Classes: Independent learning Prerequisites: OCCPS207 Assessment: written assignment (100%) Mode of delivery: Normal (lecture/lab/tutorial) day Note: Department permission required for enrolment. Note: WAM of 75 or over on completion of MOC1 (FT) units also required for enrolment in this unit

Students will undertake a supervised research project in an area relevant to the discipline of occupational therapy. This unit is designed to assist students with the development of a research question, a systematic literature review and research proposal, and any ethics applications that may be applicable to their individual research topics. Students will develop an understanding of the strengths of different research methods and be able to provide a rationale for the methodology selected for their research question. Students will effectively communicate the aims, methods and implications of their proposed research in a research proposal.

Textbooks
Course notes and readings provided dependent on the research methodology used

OCCPS187 Falls Prevention With Older People
This unit of study is not available in 2015
Credit points: 6 Teacher/Coordinator: A/Prof Lynette Mackenzie Session: Semester 1 Classes: Online Assessment: Contribution to online discussions and activities (70%), 2000 word assignment (30%) Mode of delivery: Online Note: Department permission required for enrolment.

This subject is designed to explore in depth the evidence base for interventions related to intrinsic and extrinsic risk factors for falls in older people. The content will be multifactorial. The unit will also provide an orientation to the conceptual framework and models that underpin falls prevention practice, with an emphasis on community contexts. The written assignment will provide an opportunity to explore and apply relevant theory to a chosen intervention and context in falls prevention.

Textbooks
Clemson L and Swann M. Stepping On: Building Confidence and Reducing Falls. A Community Based Program for Older People (2nd ed), The University of Sydney, Camperdown (2008)

OCCPS235 Stroke Rehabilitation
Credit points: 6 Teacher/Coordinator: Dr Annie McCluskey Session: Semester 1 Classes: Online Prerequisites: Assumed knowledge: Successful completion of 100 hours of fieldwork placement or equivalent. Assumed knowledge: Successful completion of 100 hours of fieldwork placement or equivalent. Assessment: written report (40%), written workbook (60%) Mode of delivery: Online Note: Department permission required for enrolment.

This unit provides the opportunity for health professionals from any background to increase their knowledge and experience of stroke rehabilitation. The aim of this unit is to develop student understanding of the long-term nature of stroke recovery and rehabilitation after stroke. Topics will include stroke epidemiology, brain plasticity, person-centred goal setting, mobility, travel and driving, upper limb and cognitive retraining, communication, mood changes and self-management. Different modes of service delivery will be explored including telehealth. Students will collaborate with a stroke survivor in the community during the semester, and assist that person to set, and work towards achievement of, personal goals.

OCCPS245 OT in Learning & Co-ord Difficulties
Credit points: 6 Teacher/Coordinator: Dr Chris Chapparo Session: Semester 1 Classes: 4hr lecture/week Prerequisites: OCCPS219 Assessment: portfolio reflection paper 3000wd (40%), two case based reports 5000wd (60%) Mode of delivery: Nonnal (lecture/lab/tutorial) day

205
This unit will give opportunities for students to study the impact of learning disabilities on children’s home and school occupational performance. During the semester, students will study: various explanations learning disorders; common assessment procedures used by occupational therapists to identify problems; and interventions. The focus will be on direct intervention as experienced in private practice occupational therapy for children and consultation with schools. Students will be required to test at least one young child (typical child, rather than child with difficulties) aged between 5 and 9 years.

**OCCP5246**  
**OT in Work Injury Prevention & Rehab**  
**Credit points:** 6  
**Teacher/Coordinator:** Ms Jo Lewis  
**Session:** Semester 1  
**Classes:** 1x3hr seminar/week  
**Assessment:** Work Health & Safety Portfolio (50%), Rehabilitation Report (30%), Case Conference Viva (20%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study will give students the opportunity to advance their assessment, intervention and professional communication in the area of workplace health and safety, rehabilitation and other areas of private practice, where there is a strong focus on client and customer centred services. Students will practice work health and safety assessments through hazard identification, risk assessments and development of an intervention plan in an industry. In this unit, students will conduct a functional assessment, as well as develop their communication skills, needed to negotiate and collaborate with other health professionals and stakeholders in this area of practice. Students will also refine their written communication skills to be able to produce professional reports. In all area of this unit, there will be a focus on students articulating their clinical reasoning and justification in decision making.

**OCCP5247**  
**Mental Health Interventions**  
**Credit points:** 6  
**Teacher/Coordinator:** Dr Nicola Hancock  
**Session:** Semester 1  
**Classes:** 3hr lecture/tutorial/week, online components, face to face classes and independent preparation readings/activities  
**Assessment:** Ten in-class quizzes (30%), one 2-hr open book exam (70%) and attendance requirements  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This elective unit will extend students’ knowledge and skills in occupational therapy mental health practice. A large experiential learning component will build student confidence in working collaboratively with people living with mental illness to identify their needs and to use both occupational therapy specific and generic mental health strategies to support their mental health recovery. In line with current state and national directions, the unit will focus on trauma-informed care, well-being and recovery-oriented practice. We will cover adolescent, youth and adult mental health practice across acute, rehabilitation, community and forensic contexts.

**OCCP5248**  
**People with Intellectual Disability**  
**Credit points:** 6  
**Teacher/Coordinator:** Prof Roger Stancliffe  
**Session:** Semester 1  
**Classes:** 1x3hr lecture/tutorial per week  
**Assessment:** Essay (35%), quiz/exam (20%), fieldwork project report (45%)  
**Practical field work:** Small group fieldwork project  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit aims to develop students’ knowledge, skill and attitudes for working with people with intellectual disability, with a focus mainly on adults, their participation and support needs. Students will study: the definition of intellectual disability; the abilities and support needs of people with intellectual disability; the service settings which people with intellectual disability use, their occupational roles in those settings, clinical communication with people with intellectual disability, individual planning, choice and self-determination, positive support for challenging behaviour and families. There will be a detailed focus on “Active Support” as one important approach to supporting people with intellectual disability participate fully (with support) in domestic and community life. Students will learn how to use Active Support techniques when working directly with people with intellectual disability, as well as learning how to train and support carers and direct-care staff in the use of these techniques. Classroom teaching will be supported by a small-group fieldwork project conducted in disability service settings.

**OCCP5249**  
**Professional Elective - General**  
**Credit points:** 6  
**Teacher/Coordinator:** A/Prof Lynette MacKenzie  
**Session:** Semester 1  
**Classes/modes of delivery will vary depending on the topic chosen.**  
**Assessment:** Two to three pieces of assessment equivalent to 6 credit points and attendance requirements (100%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study will present a topic for a professional elective that allows students to explore an area of OT practice in depth. The specific topic to be explored will be determined from time to time as teaching staff, visiting scholars and resources are available. The unit taught will extend the learning students have achieved in the relevant content area in previous years of the course, and will require an increase in the depth of student understanding of this topic.

**OCCP5250**  
**OT in Hand and Upper Limb Rehabilitation**  
**Credit points:** 6  
**Session:** Semester 1  
**Classes:** 1x3-hr lecture/tutorial per week  
**Prerequisites:** OCCP5207, OCCP5208, OCCP5217  
**Assessment:** Weekly quizzes (15%), Orthotic mastery demonstration and experiential report (35%), Case study report (50%)  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

Students will develop the knowledge and skills required to provide intervention for people whose impaired hand and upper limb capacity impacts on their ability to carry out needed or desired daily tasks and routines. Causes of impairments include disease, disorders and conditions that affect the peripheral and central nervous system, bones and joints, and connective tissues. Skills developed will include orthotic prescription and fabrication, task-embedded joint mobility and muscle strengthening methods and use of oedema and scar management techniques. Students will learn to clearly articulate the theoretical and evidence-based rationale for interventions selected.
Clinical Education

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least 1 placement outside of Sydney during the course of their program. Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

All students are required to have completed the relevant pre placement compliance requirements in the indicated time frame prior to the placement commencing. Failure to do so may result in the student not being allocated a placement by WIL or cancellation of the placement by the placement organisation and impact on the student’s progression within their program.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

- necessary vaccination and immunisation for specified infectious diseases
- obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
- meet the requirements of NSW Working with Children legislation and
- agree to abide by the NSW Health Code of Conduct
- as well as other requirements.

It is strongly advised that students commence the vaccination/immunisation requirements and the application for the National Criminal Record Check (to obtain a National Police Certificate) before starting their program, as students will be formally checked for compliance with these requirements either before enrolment into their program or within the first few weeks of semester 1. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
Course rules

Master of Physiotherapy

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPHYSIO-01</td>
<td>Master of Physiotherapy</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

This master's degree is a professional master's course, as defined by the Coursework Rule.

4 Admission to candidature

1 Available places will be offered to qualified applicants based on academic merit, according to the following admissions criteria.

2 Admission to candidature for the Master of Physiotherapy requires the applicant to have a PhD, master's or bachelor's degree from an Australian institution or equivalent and to have extensive pre-existing knowledge in the following five areas:

(a) human anatomy
(b) human physiology
(c) exercise physiology
(d) neuroscience
(e) psychology

and it is desirable but not essential to have pre-existing knowledge of

(f) motor performance and learning

5 Requirements for award

1 The units of study that may be taken for this course are set out in the Table of Units of Study for the Master of Physiotherapy.

2 To qualify for the award of the Master of Physiotherapy a candidate must complete 96 credit points of units of study, including:

(a) 90 credit points of core units; and

(b) 6 credit points of elective units, chosen either from the list of elective units in the Table or, with the approval of the Dean, from any postgraduate units offered by the Faculty of Health Sciences or by any other faculty in the University.

6 Transitional provisions

1 These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.

2 Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2021. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
## Master of Physiotherapy – MAPHYSIO1000

### Master of Physiotherapy

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course MAPHYSIO-01</strong>: Credit points for award: 96</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full-time, 4 semesters</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1 (first offered 2015)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY5192 Cardiopulmonary Physiotherapy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5193 Musculoskeletal Physiotherapy I</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5195 Neurological Physiotherapy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5196 Professional and Scientific Practice</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY5197 Neurological &amp; Cardiopulmonary Physio</td>
<td>6</td>
<td>P PHTY5192, PHTY5195</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5201 Physiotherapy across the Lifespan</td>
<td>6</td>
<td>P PHTY5197, PHTY5197</td>
<td>PHTY5197</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Intensive February</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTY5197</td>
<td></td>
<td></td>
<td>Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5203 Musculoskeletal Physiotherapy II</td>
<td>6</td>
<td>P PHTY5193</td>
<td>PHTY5193</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5204 Musculoskeletal Physiotherapy III</td>
<td>6</td>
<td>P PHTY5193</td>
<td>PHTY5203</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>SEMESTER 2 TOTAL: 24 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2 (last offered 2015)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY5180 Physiotherapy Practicum 1</td>
<td>6</td>
<td>P PHTY5197, PHTY5198, PHTY5199</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Intensive April</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTY5197</td>
<td></td>
<td></td>
<td>Intensive August</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTY5198</td>
<td></td>
<td></td>
<td>Intensive December</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTY5199</td>
<td></td>
<td></td>
<td>Intensive February</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTY5201</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Intensive January</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTY5203</td>
<td></td>
<td></td>
<td>Intensive July</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTY5204</td>
<td></td>
<td></td>
<td>Intensive June</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTY5205</td>
<td></td>
<td></td>
<td>Intensive March</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTY5206</td>
<td></td>
<td></td>
<td>Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTY5207</td>
<td></td>
<td></td>
<td>Intensive November</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTY5208</td>
<td></td>
<td></td>
<td>Intensive October</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHTY5209</td>
<td></td>
<td></td>
<td>Intensive September</td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------</td>
<td>----------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>PHTY5181 Physiotherapy Practicum 2</td>
<td>6</td>
<td>P PHTY5197, PHTY5198, PHTY5199 Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Intensive April Intensive August June</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive December Intensive February</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive January Intensive July</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive Intensive Intensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>January Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive Intensive September</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>February Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5200 Musculoskeletal Physiotherapy 5</td>
<td>6</td>
<td>P PHTY5197, PHTY5198, PHTY5199 Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Intensive February Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHTY5182 Physiotherapy Practicum 3</td>
<td>6</td>
<td>P PHTY5197, PHTY5198, PHTY5199 Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Intensive April Intensive August June</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive December Intensive February</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive January Intensive July</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive Intensive Intensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>January Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive Intensive September</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>February Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHTY5189 Physiotherapy Practicum 4</td>
<td>6</td>
<td>P PHTY5197, PHTY5200 Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Intensive April Intensive August June</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive December Intensive February</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive January Intensive July</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive Intensive Intensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>January Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive Intensive September</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>February Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive May</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5202 Physiotherapy Healthcare and Society</td>
<td>6</td>
<td>P PHTY5197, PHTY5200 Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Intensive August Intensive October</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive November Intensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>September</td>
</tr>
<tr>
<td>Eiective [6] (see elective list below) or a unit chosen from the list of Faculty Electives, with approval from the Course Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Due to scheduling of NSW clinical placements, some students may be required to enrol in 30cp in Semester 1 and 18cp in Semester 2</td>
</tr>
<tr>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Master of Physiotherapy electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Availability of electives may vary from year to year.
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACH5068 Statistics for Clinical Research</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>BACH5255 Qualitative Research Methods</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BACH5341 Research &amp; Inquiry in Health Professions</td>
<td>6</td>
<td>N BACH3126, BACH4047, BACH5268, DHSC7005, DHSC7002</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS5041 Ageing, Biology and Health</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOS5094 Anatomy of Exercise</td>
<td>6</td>
<td>N BIOS3065</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2a, Semester 2b</td>
</tr>
<tr>
<td>HSBH5004 Bodily Senses in Health and Disease</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHTY5134 Therapy in Disorders of the Hand</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Intensive August, Intensive October</td>
</tr>
<tr>
<td>PAIN5001 Introduction to Pain Management</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1b, Semester 2a</td>
</tr>
<tr>
<td>PAIN5002 Pain Mechanisms and Contributors</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1b, Semester 2b</td>
</tr>
<tr>
<td>PAIN5003 Pain Treatment and Management Principles</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1b, Semester 2a</td>
</tr>
<tr>
<td>PAIN5004 Pain Conditions</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1b, Semester 2b</td>
</tr>
<tr>
<td>PAIN5005 Orofacial Pain</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PAIN5016 Psychological Approaches in Pain Mgmt</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PAIN5017 Disability and Pain Rehabilitation</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PAIN5018 Pain in Children</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Master of Physiotherapy

View semester session codes here.

Course MAPHYSIO-01: Credit points for award: 96Full-time, 4 semesters

Year 1 (first offered 2015)

Semester 1

PHTY5192 Cardiopulmonary Physiotherapy
Credit points: 6 Teacher/Coordinator: Dr Martin Mackey, Louise Ganderton
Session: Semester 1 Classes: 2-hr lecture/week, 2-hr tutorial/week Assessment: Mid semester practical assessment (20%), end semester practical assessment (20%) and end semester written exam (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will introduce students to the knowledge, skills and clinical decision making processes necessary for effective assessment and treatment of patients across the age spectrum with acute and chronic respiratory and cardiac dysfunction. In particular, students will evaluate pathophysiological and functional consequences of surgery (abdominal, thoracic and cardiac), infective, inflammatory, restrictive and obstructive pulmonary disorders and cardiac artery disease. Students will learn the practical skills and develop treatment strategies to effectively manage respiratory problems. Additionally this unit will develop the student's knowledge of exercise and aims to apply the principles of exercise testing, prescription and training to patients who have cardiac and pulmonary limitations and other co-morbidities to exercise. The unit will provide students with an opportunity to apply, integrate and extend knowledge at a postgraduate level based on their previous degree.

Textbooks
Pryor JA and Prasad SA /Physiotherapy for Respiratory and Cardiac Problems /4th/2008/

PHTY5193 Musculoskeletal Physiotherapy I
Credit points: 6 Teacher/Coordinator: Assoc Prof Marlene Fransen Session: Semester 1 Classes: 2-hr lecture/week, 2-hr tutorial/week Assessment: 1000-wd written report (30%), end semester practical assessment (20%), end semester written exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

The overall aim of this unit of study is to develop the skills required to safely and effectively apply a selection of electrophyiscal agents and to assess and prescribe exercise-based rehabilitation at the level of a student commencing musculoskeletal clinical practical placements. Specifically, the principles and application of therapeutic exercise for mobility, strength and coordination are explored and practised and the students will extend their knowledge and application of therapeutic skills to include regional musculoskeletal examination, manual therapy and electrical stimulation. This unit will integrate knowledge from foundation science units of study. The unit also explores the physiology, psychology, measurement and management of pain. Students will develop the ability to search, select and evaluate interventions (randomized controlled trials) based on clinical reasoning and principles of evidence-based practice. This unit of study lays the foundation for Musculoskeletal Physiotherapy 2 (MS2), MS3, MS4, and MS5.

PHTY5195 Neurological Physiotherapy
Credit points: 6 Teacher/Coordinator: Dr Leanne Hassett
Session: Semester 1 Classes: 2-hr lecture/week, 2-hr tutorial/week Assessment: Mid semester practical assessment (25%), end semester practical assessment (25%) and end semester written exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

Neurological physiotherapy aims to develop in students an ability to apply relevant theoretical and databased scientific findings to clinical practice in the area of disease and trauma to the nervous system. This unit examines the pathology, impairments (weakness, loss of dexterity, loss of sensation and spasticity as well as adaptations such as contracture), activity limitations (difficulty standing up, sitting and standing, walking, reaching and manipulating objects with the hand, rolling over and getting out of bed) and participation restrictions arising from conditions of acute onset (stroke, traumatic brain injury, cerebral palsy and Guillain-Barre Syndrome). Students will learn to assess, train and measure outcome of everyday activities integrated within the rehabilitation team.

Textbooks

PHTY5196 Professional and Scientific Practice
Credit points: 6 Teacher/Coordinator: Dr Andrew Leaver
Session: Semester 1 Classes: 1x2-hr lecture/week, 1x 1-hr tutorial/week Assessment: Practical skills assessment (20%), individual 1500-wd written report (30%) End semester written exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study comprises two modules: professional practice and evidence-based practice. Professional Practice introduces the issues and practices in healthcare delivery affecting physiotherapists, including relevant professional, state and federal policies. Students also examine policies related to professional conduct promoted by the Physiotherapy Board of Australia (PBA) (and the pre-existing NSW Physiotherapy Registration Board), and the Professional Codes of Conduct of the PBA and learn to apply this code and guidelines in ethical and clinical decision-making. The importance of communication, documentation and respect for cultural differences in professional practice is addressed. Evidence-based Practice introduces students to concepts, principles and some of the skills required to practice evidence-based physiotherapy. This unit examines the observation and measurement of normal movement using methods that are suitable for clinical application, including biomechanical analyses. The importance of measurement is emphasised and the validity and reliability of different procedures are studied. Students are taught and practice a number of basic therapeutic techniques, including general musculoskeletal screening, observation of normal movement, manual handling, soft tissue massage and the use of heating and cooling.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

PHTY5197 Neurological & Cardiopulmonary Physio
Credit points: 6 Teacher/Coordinator: Dr Natalie Allen, Dr Maree Milross
Session: Semester 2 Classes: 2-hr lecture/week, 2-hr tutorial/week Prerequisites: PHTY5192, PHTY5195 Assessment: mid-semester practical/viva assessment (20%), end of semester practical/viva assessment (20%), end of semester written exam (60%) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study builds on and expands the knowledge, skills and attributes developed in Cardiopulmonary Physiotherapy and...
Neurological Physiotherapy. Three modules are included: cardiopulmonary physiotherapy in the acute care environment, physiotherapy for neurodegenerative conditions and acute neurological/neurosurgical care. The acute care module focuses on assessment and treatment of patients with acute pulmonary dysfunction. In addition students examine specific clinical and professional issues relating to the intensive care and acute care environment. The emphasis is on appropriate assessment, safe and effective management of intubated and non-intubated patients. The neurodegenerative conditions module examines the pathology, impairments, activity limitations and participation restrictions arising from neurodegenerative conditions which require adaptation (such as Parkinsonism, multiple sclerosis, and motor neuron disease). Students learn to assess and treat or prescribe appropriate aids to enable activities such as rolling over, sitting, walking, transferring, wheelchair mobility and reaching and manipulating objects to be carried out.

The acute neurological and cardiopulmonary care module focuses on physiotherapy management of acute neurological and neurosurgical conditions.

Textbooks

PHTY5201
Physiotherapy across the Lifespan
Credit points: 6
Corequisites: PHTY5197
Session: Intensive February, Intensive May, Semester 1, Semester 2
Classes: 4 hr lectures/week over 6 weeks, 2 hr tutorial/session for 6 weeks
Prerequisites: PHTY5197
Assessment: 2 hr written exam (70%) and group presentation (30%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment.

This unit of study comprises five integrated modules consisting of the delivery of preventative and rehabilitative physiotherapy services across the lifespan in selected populations and settings. Specifically, the delivery of physiotherapy services will be addressed in: paediatrics; sport and recreation; occupational health; community health; and ageing and health. In the paediatrics module students will become aware of the changes which occur from infancy through to maturity in neuromotor, musculoskeletal and cardiopulmonary development and will address issues related to physiotherapy intervention in children with potential dysfunction in those systems. The emphasis of this module will be on problem solving relevant clinical scenarios via an approach of clinical reasoning. In physiotherapy in sport and recreation, students will assess sports related injury and design programs to prevent and manage complex injuries sustained during sport and recreational activities. The occupational health module will address the role of physiotherapy in workplace injury prevention and occupational rehabilitation. The community health module will address the contribution of physiotherapy to the management of particular population groups who receive health care in community settings; e.g. indigenous populations and rural/remote populations. In considering the older population, students will explore strategies to maintain and improve the health of older people and to support them within their community if they do develop illness or disease. Specifically, they will look at topics such as falls screening and prevention and the coordination of health, social and other services to assist older people. This area will integrate closely with the community health physiotherapy module.

PHTY5203
Musculoskeletal Physiotherapy II
Credit points: 6
Corequisites: PHTY5193
Session: Semester 2
Classes: 1.5 hr lecture and 1.5 hr tutorial/week for 13 weeks
Prerequisites: PHTY5193
Assessment: Corequisites: PHTY5204
Mid-semester practical/viva (20%); end semester practical/viva exam (20%); end semester written exam (60%)
Mode of delivery: Normal (lecture/lab/tutorial) day

The purpose of this unit is to provide students with the bases of assessment, treatment planning and application for un complicated musculoskeletal conditions affecting the lower limbs and lumbar region of the spine. Students will develop the ability to select and implement assessments and interventions based on clinical reasoning, principles of evidence-based practice and safety. Emphasis will be given to developing clinical reasoning skills, the systematic structuring and recording of the examinations and to the application of anatomy, physiology and pathology to these clinical problems. Students will also gain an understanding of key concepts regarding clinical diagnostic validity.

Textbooks

PHTY5204
Musculoskeletal Physiotherapy III
Credit points: 6
Corequisites: PHTY5193
Session: Intensive 2 Classes: 1x2hr lecture and 1x2hr tutorial/week for 13 weeks
Prerequisites: PHTY5193
Assessment: Mid-semester assignment (30%); end semester practical exam (30%); end semester written exam (40%)
Mode of delivery: Normal (lecture/lab/tutorial) day

The purpose of this unit is to provide students with the bases of assessment, treatment planning and application for uncomplicated musculoskeletal conditions affecting the upper limb and cervical spine. Emphasis will be given to the interpretation of the medical history; the systematic planning and performance of the physical examination and integration of findings from the physical examination in order to diagnose conditions and identify impairments, activity limitation and participation restriction associated with common simple musculoskeletal conditions. Students will develop the ability to select and implement interventions based on clinical reasoning, principles of biomechanics and evidence-based practice and safety. At the completion of this unit student will have demonstrated theoretical knowledge, clinical reasoning and competency in assessment and treatment at a level sufficient to commence student practicum.

Textbooks

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2 (last offered 2015)

Semester 1

PHTY5180
Physiotherapy Practicum 1
Credit points: 6
Corequisites: PHTY5197, PHTY5199
Session: Intensive April, Intensive August, Semester 1, Semester 2
Classes: 1x2hr lecture and 1x2hr tutorial/week for 13 weeks
Prerequisites: PHTY5197, PHTY5199
Assessment: Assessment based on clinical performance, written material, communication skills, organisational skills and professionalism (100%)
Mode of delivery: Professional practice
Note: Department permission required for enrolment.

This unit of study involves clinical placements in one of the four following areas: rehabilitation, acute care, ambulatory care/outpatients and community/general. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicum placements there will be opportunities for interprofessional learning. In addition, students will be responsible for individual and group training sessions such as strength and fitness sessions. Physiotherapy Practicum 1, 2 and 3 are all five-week placements which require full-time attendance (37 hours per week) at clinical facilities. In addition, one of the placements may be in a rural or regional setting.
PHTY5181
Physiotherapy Practicum 2
Credit points: 6  
Teacher/Coordinator: Ms Michele Fairbrother  
Classes: 37hrs/week at clinical facilities  
Assessment: 2hr exam (70%) and 10 min practical/viva (30%)  
Mode of delivery: Professional practice  
Note: Department permission required for enrolment.

This unit of study involves clinical placements in one of the four following areas: rehabilitation, acute care, ambulatory care/outpatients and community/general. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicum placements there will be opportunities for interprofessional learning. In addition, students will be responsible for individual and group training sessions such as strength and fitness sessions. Physiotherapy Practicum 1, 2 and 3 are all five-week placements which require full-time attendance (37 hours per week) at clinical facilities. In addition, one of the placements may be in a rural or regional setting.

PHTY5200
Musculoskeletal Physiotherapy 5
Credit points: 6  
Teacher/Coordinator: Dr Debra Shirley  
Session: Intensive February, Intensive May, Semester 1 Classes: 4-hr lecture/week, 4-hr tutorial/week, 6-wk group presentation  
Assessment: 2hr exam (70%) and 10 min practical/viva (30%)  
Mode of delivery: Normal (lecture/lab/tutorial) day  
Note: Department permission required for enrolment.

The overall aim of this unit of study is to provide a detailed approach to assessment (including history taking and performing the physical examination) and management of patients with cervical spine or thoracic spine disorders. Students will be taught to diagnose, triage and manage patients with symptoms arising from the cervical spine or thoracic spine who present to primary and secondary care by integrating communication skills with sound physical testing procedures and clinical reasoning. In addition, students will be able to determine appropriate evidence-based practice (EBP) management strategies for patients with dysfunction of the cervical spine or thoracic spine and monitor the outcomes of treatment. This unit of study builds on skills and knowledge gained in Musculoskeletal Physiotherapy 1 and Musculoskeletal Physiotherapy 2, complements Musculoskeletal Physiotherapy 3 and Musculoskeletal Physiotherapy 4 and lays the foundations which will develop further skills in the management of more complex conditions in Physiotherapy Healthcare and Society.

Textbooks

PHTY5201
Physiotherapy across the Lifespan
Credit points: 6  
Teacher/Coordinator: Dr Martin Mackey, Dr Mi-Joung Lee  
Session: Intensive February, Intensive May, Semester 1, Semester 2 Classes: 4-hr lectures/week over 6 weeks, 2-hr tutorial/week for 6 weeks  
Prerequisites: PHTY5197  
Corequisites: PHTY5197  
Assessment: 2 hr written exam (70%) and group presentation (30%)  
Mode of delivery: Normal (lecture/lab/tutorial) day  
Note: Department permission required for enrolment.

This unit of study comprises five integrated modules consisting of the delivery of preventative and rehabilitative physiotherapy services across the lifespan in selected populations and settings. Specifically, the delivery of physiotherapy services will be addressed in: paediatrics; sport and recreation; occupational health; community health; and ageing and health. In the paediatrics module students will become aware of the changes which occur from infancy through to maturity in neuromotor, musculoskeletal and cardiopulmonary development and will address issues related to physiotherapy intervention in children with potential dysfunction in those systems. The emphasis of this module will be on problem solving relevant clinical scenarios via an approach of clinical reasoning. In physiotherapy in sport and recreation, students will assess sports related injury and design programs to prevent and manage complex injuries sustained during sport and recreational activities. The occupational health module will apply a risk management approach to the role of physiotherapy in work injury prevention and occupational rehabilitation. The community health module will address the contribution of physiotherapy to the management of particular population groups who receive health care in community settings; e.g. indigenous populations and rural/remote populations. In considering the older population, students will explore strategies to maintain and improve the health of older people and to support them within their community if they do develop illness or disease. Specifically, they will look at topics such as falls screening and prevention and the coordination of health, social and other services to assist older people. This area will integrate closely with the community health physiotherapy module.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2
PHTY5182
Physiotherapy Practicum 3
Credit points: 6  
Teacher/Coordinator: Ms Michele Fairbrother  
Classes: 37hrs/week at clinical facilities  
Prerequisites: PHTY5197, PHTY5198, PHTY5199  
Assessment: Assessment based on clinical performance, written material, communication skills, organisational skills and professionalism (100%)  
Mode of delivery: Professional practice  
Note: Department permission required for enrolment.

This unit of study involves clinical placements in one of the four following areas: rehabilitation, acute care, ambulatory care/outpatients and community/general. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicum placements there will be opportunities for interprofessional learning. In addition, students will be responsible for individual and group training sessions such as strength and fitness sessions. Physiotherapy Practicum 1, 2 and 3 are all five-week placements which require full-time attendance (37 hours per week) at clinical facilities. In addition, one of the placements may be in a rural or regional setting.

PHTY5189
Physiotherapy Practicum 4
Credit points: 6  
Teacher/Coordinator: Ms Michele Fairbrother  
Classes: 37hrs/week at clinical facilities  
Prerequisites: PHTY5197, PHTY5198, PHTY5199  
Assessment: Assessment based on clinical performance, written material, communication skills, organisational skills and professionalism (100%)  
Mode of delivery: Professional practice  
Note: Department permission required for enrolment.

This unit of study involves clinical placement in one of the four following areas: rehabilitation, acute care, ambulatory care/outpatients and community/general. Students will be required to demonstrate competence in both the specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During practicum placements there will be opportunities for interprofessional learning. In addition, students will be responsible for individual and group training sessions such as strength and fitness sessions. Physiotherapy Practicum 4 is a five week placement which requires full-time attendance (37 hours per week) at clinical facilities. In addition, this placement may be in a rural or regional setting.

PHTY5202
Physiotherapy Healthcare and Society
Credit points: 6  
Teacher/Coordinator: A/Prof Colleen Canning  
Session: Intensive August, Intensive October, Semester 2 Classes: 4-hr lecture/week, 2-3-hr tutorial/week  
Prerequisites: PHTY5197, PHTY5200  
Assessment: 10
This unit of study will include two modules: an advanced musculoskeletal module and an advanced clinical reasoning module addressing complex patient-centred healthcare in society. The musculoskeletal module will focus on the development of advanced manual therapy assessment, treatment and clinical reasoning skills. Skills taught will include high velocity manipulative techniques. The advanced clinical reasoning module will enable students to develop their skills in analysing and planning management of patients with multi-system and/or complex problems. Students are required to source and integrate material from core areas of musculoskeletal, cardiopulmonary and neurological physiotherapy as well as background sciences. Specific emphasis will be placed on fostering development of independent and eLearning skills as well as development of a deeper understanding of the role of lifelong learning in improving societal health. Students will be expected to evaluate the scientific basis and ethical, legal and practical implications of physiotherapy interventions within the context of interprofessional team care and global health priorities.

Elective [6] (see elective list below) or a unit chosen from the list of Faculty Electives, with approval from the Course Director SEMESTER 2 TOTAL: 24 CREDIT POINTS Due to scheduling of NSW clinical placements, some students may be required to enrol in 30cp in Semester 1 and 18cp in Semester 2.

Master of Physiotherapy electives

Availability of electives may vary from year to year.

BACH5068

Statistics for Clinical Research

Credit points: 6

Teacher/Coordinator: Dr Rob Heard

Session: Semester 1, Semester 2

Classes: Off-campus

Assessment: 4xwritten assignments, descriptive statistics (10%), inferential statistics 1 (25%), inferential statistics 2 (25%), regression and non-parametrics statistics (40%)

Mode of delivery: Online

Note: Students must have access to a PC to load and use the statistics packages SAS or SPSS

This unit introduces students to basic statistical principles relevant to the manipulation and analysis of clinical data. Students will be exposed to concepts of sampling, distributions of scores, summaries of data, and treatment of categorical and quantitative data. This last topic will include chi square analysis, calculation of confidence intervals, tests for differences in the locations of samples (including t-tests and tests for non-normally distributed data), correlation and regression, sample size estimation and an introduction to survival analysis. It is expected that at the conclusion of the unit students will be able to: appraise published statistical analyses; perform simple statistical tests by hand and with the assistance of a computer package SAS or SPSS; and present statistical data.

Textbooks

Various recommended texts on introductory statistics

BACH5255

Qualitative Research Methods

Credit points: 6

Teacher/Coordinator: Prof Philip Bohle

Session: Semester 2

Classes: online delivery (no attendance)

Assessment: 1x2000wd essay based on contributions to discussion board about research methodology (40%) and 1x4,000wd essay draft research proposal (60%)

Mode of delivery: Distance education

This unit focuses on qualitative research methodologies, including the disciplinary traditions that contribute to qualitative methodologies and the construction of knowledge using qualitative methods. The implications of methodology for research design will be examined, as will approaches to data collection and analysis. Activities to build skills in research design, data collection and data analysis will be included. Students will work on a research project of their choice throughout the semester.

BACH5341

Research & Inquiry in Health Professions

Credit points: 6

Teacher/Coordinator: Dr Tatjana Seizova-Cajic

Session: Semester 2

Classes: Distance mode (students must have access to the internet): 3hr group on-campus consultations (optional), Prohibitions: BACH5126, BACH4047, BACH5268, DHSC7005, DHSC7002

Assessment: 3x online quizzes (40%), literature review (10%), draft proposal (10%), final proposal (40%)

Mode of delivery: Distance education

This unit provides an overview of the research process and focuses on the formulation of a proposal for a small research project. It provides students with an opportunity to learn about (or update their knowledge of) research methods at the introductory level and acts as an introduction to the research electives which concentrate on a particular methodology or aspect of the research process. Students explore quantitative and qualitative approaches to research with their own specific research question in mind. Basic research designs are considered (including interview, observation, longitudinal and cross-sectional designs, experiment, single case study, survey) together with their suitability for investigating different types of research questions. Students also learn about ethics in research, sampling, validity and reliability of measures and descriptive statistics.

Textbooks

Portney, LG & Watkins, MP / Foundations of Clinical Research: Applications to Practice (3rd ed), 2009

BIOS5041

Ageing, Biology and Health

Credit points: 6

Teacher/Coordinator: Dr Peter Knight

Session: Semester 2

Classes: Web-based

No on-campus attendance required

Assessment: 2x 2000 word essays (100%)

Mode of delivery: Online

This unit studies human ageing from biological perspectives. The unit is designed to address issues relevant to health care service provision and the promotion of quality of life in ageing. It is not directed at a specific professional group, and addresses issues related to ageing in a generalist way. The emphasis is on understanding the main features of “normal” ageing or senescence as distinct from disease processes and the contribution of environmental factors to ageing. It has three modules: the first addresses the processes underlying the process of ageing, the second addresses how health service interventions can modify the response to ageing in beneficial and detrimental ways; and the third focuses on the roles of nutrition and exercise in improving the wellbeing of the ageing population.

BIOS5094

Anatomy of Exercise

Credit points: 6

Teacher/Coordinator: Assoc Prof Karen Glenn

Session: Semester 2a, Semester 2b

Classes: 3hr lecture, 3 hr practical/tutorial per week for 6 weeks

Prohibitions: BIOS3065

Assessment: End semester exam (60%), Quizzes (40%)

Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study will extend the student's undergraduate knowledge of functional musculoskeletal anatomy by applying functional anatomy principles to the prescription and analysis of exercises in the clinical situation. Relevant research and advanced knowledge of functional musculoskeletal anatomical concepts will be used to explore exercises designed to: strengthen and lengthen specific muscles; improve functional muscle coordination; develop dynamic stability including functional core stability; and prevent the development of muscle imbalances that may contribute to musculoskeletal injury. The application of musculoskeletal anatomy principles to increase the difficulty, functional and clinical relevance of exercises will be explored. This unit will include laboratory classes in which human cadavers are studies; attendance at such classes is strongly encouraged.

HSBH5004

Bodily Senses in Health and Disease

Credit points: 6

Teacher/Coordinator: Dr Tatjana Seizova-Cajic

Session: Semester 2

Classes: 2x1-hr lectures, 1x1-hr tutorial commencing Week 1, 30min online activities/week

Assessment: 1200wd essay (30%), group tutorial
This unit is concerned with the sensory processes that underlie perception of one's own body, its' states and motor action. It aims to develop a broad knowledge about sensory function and an understanding of theory and research approaches. Sensory functioning in both healthy and disease states will be considered. Topics covered include: proprioception or sense of position and movement of body parts, vestibular system or sense of balance and motion relative to gravity, touch, vision, brain plasticity, disorders of sensory processing (agnosias, neglect, chronic pain, phantom limbs, vertigo), pain and recent experimental developments in sensomotor rehabilitation, and alleviation of pain. The unit will also examine the use of technology as an extension of one's impaired body (e.g., brain-computer interface). Tutorial assessment includes in-depth analysis of a topic of your choice and running your own experiments. NB: This unit does not teach about standard treatments taught in the core units of professional courses. You will not be instructed directly what to do with patients, but will gain a broad knowledge that allows you to better understand the complexity of their states. This knowledge will develop your ability to reflect on the current health practice, understand its future developments and personally contribute to them.

PAIN5001
Introduction to Pain Management
Credit points: 6
Teacher/Coordinator: Professor Michael Nicholas
Session: Semester 1b, Semester 2a
Classes: Online, approximately 10 hours of study per week (equals 140 hours in total)
Assessment: participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%)
Mode of delivery: Online

To introduce participants to the problem of pain within a multidisciplinary team framework and to highlight the extent of the problem in the community. The unit provides an overview of historical and philosophical models of pain and its management methods over time. Current classifications of pain are examined and the interrelationship between various paradigms of health and illness are outlined. Participants also begin to consider the principles of research design and biostatistics, and explore professional and ethical issues.

PAIN5002
Pain Mechanisms and Contributors
Credit points: 6
Teacher/Coordinator: Professor Michael Nicholas and Dr Christopher Vaughan
Session: Semester 1b, Semester 2b
Classes: Online, approximately 20 hours of study per week (equals 140 hours in total)
Assessment: participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%)
Mode of delivery: Online

To introduce and develop participants understanding about the basic neuroscience of pain and the interrelationship between psychological, physiological and environmental processes in pain. Neuro-anatomical, physiological, pharmacological, and biochemical mechanisms involved in nociception, including peripheral and central sensitisation are discussed. Theoretical bases are introduced and the ways in which psychological and environmental factors modify or maintain pain perception and behaviour are explored.

PAIN5003
Pain Treatment and Management Principles
Credit points: 6
Teacher/Coordinator: Dr Charles Brooker
Session: Semester 1b, Semester 2a
Classes: Online, approximately 10 hours of study per week (equals 140 hours in total)
Assessment: participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%)
Mode of delivery: Online

To introduce participants to the core principles of pain assessment, treatment and management. Participants consider the biopsychosocial model and the scientific basis for assessment, diagnosis and treatment. They explore principles of pharmacokinetics and pharmacodynamics, together with routes of drug administration. The role of physiotherapy and rehabilitation management, and the use of procedures such as neural blockade, simulation techniques and surgery are also considered.

PAIN5004
Pain Conditions
Credit points: 6
Teacher/Coordinator: Professor Philip Siddall
Session: Semester 1b, Semester 2b
Classes: Online, approximately 20 hours of study per week (equals 140 hours in total)
Assessment: participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%)
Mode of delivery: Online

The unit provides an introduction to a range of pain conditions. Participants are encouraged to integrate and apply previous learning to specific pain problems, acute, chronic and cancer pain. Recent advances in pain relief techniques are introduced and specific issues in the management of pain in children and older people are considered.

PAIN5005
Orofacial Pain
Credit points: 6
Teacher/Coordinator: Dr Russell Vickers
Session: Semester 2
Classes: Online, approximately 10 hours of study per week (equals 140 hours in total)
Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%)
Mode of delivery: Online

Orofacial pain is frequently reported in the general population and is severe. It encompasses several conditions that involve medical, dental and psychological variables such as neuralgia, neuropathic pain, and temporomandibular disorder and related headache syndromes. The purpose of this unit is to explore the principles of orofacial pain mechanisms, symptomatology and treatments. Topics include orofacial pain assessment, diagnostic tests including local anaesthetic blocks, specific pharmacology for orofacial pain, and multidisciplinary treatment approaches.

PAIN5016
Psychological Approaches in Pain Mgmt
Credit points: 6
Teacher/Coordinator: Dr Sarah Overton
Session: Semester 2
Classes: Online, approximately 10 hours of study per week (equals 140 hours in total)
Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%)
Mode of delivery: Online

This unit is primarily focused on the influence of psychological variables in the implementation of all treatments, both somatic and psychological. The bio-psychosocial model of chronic pain is revisited and the implications for interdisciplinary interventions are discussed. The evidence for interventions based on psychological principles is critically examined and implementation of these interventions in a range of clinical settings is explored.

PAIN5017
Disability and Pain Rehabilitation
Credit points: 6
Teacher/Coordinator: Mr Matthew Forster
Session: Semester 2
Classes: Online, approximately 10 hours of study per week (equals 140 hours in total)
Assessment: participation in online discussion (20%), 4000-5000 word written assignments or equivalent (80%)
Mode of delivery: Online

The interface between pain assessment and treatment and the system of compensation for workplace-related injury and disability is the focus of this subject. Accordingly the role of pain management in rehabilitation following occupational injury or illness is addressed, together with the medical, legal, insurer, employer, trade union and
rehabilitation provider perspectives and roles in providing protection, advocacy, compensation and treatment. Legislative and attitudinal changes in the social environment relating to occupational injury and treatment are considered together with challenges for pain management arising from dysfunction in the system of rehabilitation following injury.

PAIN5018
Pain in Children
Credit points: 6  Teacher/Coordinator: Dr Jane Thomas  Session: Semester 2  Classes: Online, approximately 10 hours of study per week (equals 140 hours in total)  Assessment: participation in online discussion (20%). 4000-5000 word written assignments or equivalent (80%)  Mode of delivery: Online

This unit provides an opportunity for students to understand the developmental physiology and psychology of infants and children, together with the pharmacology (particularly with reference to dose and route of administration) of pain management in children. Particular attention is given to management of acute pain in children, both post-operative and procedure-related pain, to methods of pain assessment in children of various ages, to non-pharmacological pain management strategies and to chronic pain presentations in children.
Clinical Education

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program. Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

- necessary vaccination and immunisation for specified infectious diseases
- obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
- meet the requirements of NSW Working with Children legislation and
- agree to abide by the NSW Health Code of Conduct
- as well as other requirements.

It is strongly advised that students commence the vaccination/immunisation requirements and the application for the National Criminal Record Check (to obtain a National Police Certificate) before starting their program, as students will be formally checked for compliance with these requirements either before enrolment into their program or within the first few weeks of Semester 1. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
Course rules

Graduate Diploma in Rehabilitation Counselling

Master of Rehabilitation Counselling

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNREHCOU-02</td>
<td>Graduate Diploma in Rehabilitation Counselling</td>
</tr>
<tr>
<td>MAREHCOU-03</td>
<td>Master of Rehabilitation Counselling</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master’s type

The master’s degree in these resolutions is a professional master's courses, as defined by the Coursework Rule.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
   (a) the Graduate Diploma in Rehabilitation Counselling
   (b) the Master of Rehabilitation Counselling

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of either of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on academic merit, according to the following admissions criteria.

(2) Admission to candidature for the Graduate Diploma in Rehabilitation Counselling requires a PhD, master’s or bachelor’s degree from an Australian institution or equivalent.

6 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Table of Units of Study for the Graduate Diploma / Master of Rehabilitation Counselling.

(2) To qualify for the award of the Graduate Diploma in Rehabilitation Counselling a candidate must complete 48 credit points of core units of study.

(3) To qualify for the award of the Master of Rehabilitation Counselling a candidate must complete 96 credit points of units of study comprising:
   (a) 84 credit points of core units; and
   (b) 12 credit points of elective units, chosen from the Table.

7 Course transfer

A candidate for the master’s degree may elect to discontinue study and graduate with the shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements for the shorter award have been met.

8 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2011.
## Master of Rehabilitation Counselling – MAREHCOU3000

Graduate Diploma in Rehabilitation Counselling

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course GNREHCOU-02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>On and off-campus: full-time, 2 semesters; part-time, 4 semesters (see note)</td>
</tr>
</tbody>
</table>

### Full-time mode

#### Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of Course</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5060</td>
<td>Rehabilitation Philosophy</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5070</td>
<td>Vocational Development and Counselling</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5071</td>
<td>Work Injury and Workers' Compensation</td>
<td>6</td>
<td>Intensive April</td>
</tr>
<tr>
<td>REHB5076</td>
<td>Introductory Rehabilitation Counselling</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of Course</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5061</td>
<td>Applied Psychosocial and Medical Rehab</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>REHB5072</td>
<td>Applied Counselling and Case Management</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>REHB5073</td>
<td>Client Assessment and Job Placement</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>REHB5074</td>
<td>Professional Practice A</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Part-time mode

#### Year 1

#### Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of Course</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5060</td>
<td>Rehabilitation Philosophy</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5076</td>
<td>Introductory Rehabilitation Counselling</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

#### Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of Course</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5061</td>
<td>Applied Psychosocial and Medical Rehab</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>REHB5072</td>
<td>Applied Counselling and Case Management</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

#### Year 2

#### Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of Course</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5070</td>
<td>Vocational Development and Counselling</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment.

Students will be approved to undertake field placement by obtaining:

a) a criminal record check,

b) signing the Prohibited Employment Declaration Child Protection (Prohibited Employment) Act 1998,

c) the Health Records and Information Privacy Act, 2004.
### Master of Rehabilitation Counselling

**Course MAREHCOU-03: Credit points for award: 96**

On and off-campus: full-time, 4 semesters; part-time, 8 semesters

#### Full-time mode

**Year 1**

**Semester 1**

<table>
<thead>
<tr>
<th>Code</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5060</td>
<td>6</td>
<td>N REHB5045</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5070</td>
<td>6</td>
<td>N REHB5044</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5071</td>
<td>6</td>
<td>N REHB5046</td>
<td></td>
<td></td>
<td></td>
<td>Intensive April</td>
</tr>
<tr>
<td>REHB5076</td>
<td>6</td>
<td>N REHB5043</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

<table>
<thead>
<tr>
<th>Code</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5061</td>
<td>6</td>
<td>N REHB5012, REHB5047</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>REHB5072</td>
<td>6</td>
<td>P REHB5076</td>
<td>N REHB5051, REHB5049</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>REHB5073</td>
<td>6</td>
<td>P REHB5070</td>
<td>N REHB5050</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>REHB5075</td>
<td>6</td>
<td>N REHB3039</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 2 (first offered in 2015)**

**Semester 1**

<table>
<thead>
<tr>
<th>Code</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5077</td>
<td>6</td>
<td>N REHB5042, HSBH3015</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5078</td>
<td>6</td>
<td>N REHB5058, REHB5057, REHB5059</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB5082</td>
<td>6</td>
<td>First week 5 weeks of placement. Students must submit and pass a criminal record check, and demonstrate assumed knowledge requirements prior to placement</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Master of Rehabilitation Counselling elective [6] (see list below and note)

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

<table>
<thead>
<tr>
<th>Code</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5079</td>
<td>6</td>
<td>P REHB5072</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>REHB5081</td>
<td>6</td>
<td>P REHB5078</td>
<td>N REHB5059, REHB5058, REHB5057</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
<td></td>
</tr>
</tbody>
</table>
### Part-time mode

#### Year 1

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5060 Rehabilitation Philosophy</td>
<td>6</td>
<td></td>
<td>REHB5045</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5076 Introductory Rehabilitation Counselling</td>
<td>6</td>
<td></td>
<td>REHB5043</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5061 Applied Psychosocial and Medical Rehab</td>
<td>6</td>
<td></td>
<td>REHB5012, REHB5047</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>REHB5072 Applied Counselling and Case Management</td>
<td>6</td>
<td></td>
<td>REHB5076, REHB5091, REHB5049</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

#### Year 2

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5070 Vocational Development and Counselling</td>
<td>6</td>
<td></td>
<td>REHB5044</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5071 Work Injury and Workers’ Compensation</td>
<td>6</td>
<td></td>
<td>REHB5046</td>
<td></td>
<td></td>
<td>Intensive April</td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5073 Client Assessment and Job Placement</td>
<td>6</td>
<td></td>
<td>REHB5070, REHB5050</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>REHB5075 Vocational Rehab Management</td>
<td>6</td>
<td></td>
<td>REHB3039</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

#### Year 3

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5082 Professional Practice 1</td>
<td>6</td>
<td></td>
<td>REHB5042, HSBH3015</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5079 Perspectives on Rehab Legislation</td>
<td>6</td>
<td></td>
<td>REHB5072</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

#### Year 4

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5077 Psychiatric Rehabilitation</td>
<td>6</td>
<td></td>
<td>REHB5042, HSBH3015</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5078 Rehab Counselling Dissertation A</td>
<td>6</td>
<td></td>
<td>REHB5058, REHB5057, REHB5059</td>
<td>Department permission required for enrolment</td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5081 Rehab Counselling Dissertation B</td>
<td>6</td>
<td></td>
<td>REHB5078, REHB5059, REHB5058, REHB5057</td>
<td>Department permission required for enrolment</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5083 Professional Practice 2</td>
<td>6</td>
<td></td>
<td>REHB5083</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Rehabilitation Counselling electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB5062 Brain Injury Rehabilitation</td>
<td>6</td>
<td>N REHB3067, REHB5022</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>This unit of study is not available in 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB5063 Rehabilitation of PTSD</td>
<td>6</td>
<td>N REHB5034, REHB3065</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5069 Rehabilitation of Alcohol &amp; Drug Misuse</td>
<td>6</td>
<td>N REHB5014, REHB3064</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB5068 Public Offenders: Aspects of Rehab</td>
<td>6</td>
<td>N REHB5016, REHB3062</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>REHB5084 Work and Developmental Disability</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Note**
Availability of electives may vary from year to year. With the approval of the Course Director electives, including FHS Abroad, may be selected from those available in the Faculty Electives chapter of the handbook.
Graduate Diploma in Rehabilitation Counselling

View semester session codes here.

Course GNRECOU-02: Credit points for award: 48On and off-campus: full-time, 2 semesters; part-time, 4 semesters (see note)

Full-time mode

Semester 1

REHB5060
Rehabilitation Philosophy

Credit points: 6 Teacher/Coordinator: Dr Roffd Rothwell Session: Semester 1 Classes: On-campus: 2hr lecture/tutorial/fortnight plus module notes and directed reading; Distance education: no on-campus attendance required. Prohibitions: REHB5045 Assessment: Practical exercises (10%), reflective exercise (10%), essay 1500wd - week 12 (40%) 2x multiple choice tests (40%) Mode of delivery: Distance education

This unit discusses the history and philosophy of rehabilitation as a human service. Students examine and analyse the historical and philosophical background of the various approaches to human services and the place occupied by rehabilitation amongst these approaches. They develop knowledge of attitudes to disability, particularly an understanding of how certain movements such as eugenics, social Darwinism, independent living and the Disability Movement have changed and shaped such attitudes. They will also examine how disability has been conceptualised by, and incorporated into, post modern approaches and developed as a human service.

REHB5070
Vocational Development and Counselling

Credit points: 6 Teacher/Coordinator: A/Prof James Athanasou Session: Semester 1 Classes: 2-hr lecture/week, 2 x 1 day workshops; or the online equivalent Prohibitions: REHB5044 Assessment: Take home assignment week 6 (30%), practical exercise week 12 (30%) and online Quiz Week 14 (20%) Practical field work: Practical Work: Exercises included in subject materials and online. Mode of delivery: Normal (lecture/lab/tutorial) day

This unit introduces students to the field of vocational development and career decision making. Students are provided with a framework upon which to base vocational counselling activities with clients. Students are guided through the process of assisting individuals, including those with disabilities, to make new career decisions. Resources (including tests, activities and questionnaires) essential for providing effective vocational planning and counselling services to clients are also explored and demonstrated to students. The subtleties of vocational test interpretation are examined. Students are introduced to vocational report writing formats. The unit of study focuses on meeting the specific core competency requirements as set out in Core Competencies 9 (Vocational Assessment) and 10 (Vocational Counselling) by the Australian Society of Rehabilitation Counsellors.

Textbooks

REHB5071
Work Injury and Workers' Compensation

Credit points: 6 Teacher/Coordinator: Dr Michael Millington Session: Intensive April Classes: Two full day workshops in Weeks 4 and 11 and online learning, or online equivalent Prohibitions: REHB5046 Assessment: Case-based Exam Part 1 (35%), Case-based Exam Part 2 (35%), Multiple choice exam (20%), Participation in online activities (10%) Mode of delivery: Block mode

The focus of this unit of study is twofold. First it examines the pattern of workplace injury, disability and fatality in Australia, and explores its relationship to the organisation and dynamics of Australian industry, the labour market and state regulation, including the law and public administration. Second, the the unit of study analyses workers' compensation systems as the major social mechanism for managing workplace injury. Here students will be introduced to the history and development of workers' compensation in Australia and its operation in present-day contexts. Students will be encouraged to develop a critical understanding of the role of key stakeholders and public institutional mechanisms in shaping workers' compensation policies and services.

REHB5076
Introductory Rehabilitation Counselling

Credit points: 6 Teacher/Coordinator: Prof Elias Mpofu and Dr Michael Millington Session: Semester 1 Classes: 2-hr lecture/wk or online equivalent Prohibitions: REHB5043 Assessment: Multiple choice examination (40%) (Week 7), Video Demonstration and Report (60%) (Week 13) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study facilitates students' acquisition of counselling values and explores issues relating to attitudes and the philosophy of counselling. Counselling micro skills are also studied and practiced as applied to the role of the rehabilitation counsellor. This unit also covers analytic, experiential and relationship-oriented counselling theories and techniques in the context of their application to rehabilitation counselling client populations. Students are required to undertake a counselling interview and self-critique as part of the assessment.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

REHB5061
Applied Psychosocial and Medical Rehab

Credit points: 6 Teacher/Coordinator: A/Prof James Athanasou Session: Semester 2 Classes: On-campus: 2-hr lectures/week plus module notes and directed textbook chapter readings; Distance education: no on-campus attendance required. Prohibitions: REHB5012, REHB5047 Assessment: Log book 3000wd total (30%), take-home online MC exam (20%) and 1500wd essay (50%) Mode of delivery: Distance education

This unit provides students with an insight into: the social position and life experiences of persons with a disability from their own perspective; and the functional implications of chronic illness and disability. Students critically analyse models of psychosocial adaption to illness and disability and explore the relationships between adjustment and coping strategies and quality of life. Upon completion of this unit, students should have an increased understanding of the psychosocial, medical and functional aspects of chronic illness and disability. This understanding will improve the effectiveness of their service delivery to persons with a disability, leading to more positive rehabilitation outcomes.

REHB5072
Applied Counselling and Case Management

Credit points: 6 Teacher/Coordinator: Dr Michael Millington Session: Semester 2 Classes: 2hr lecture/week, 1-day intensive workshop or online equivalent. Prerequisites: REHB5076 Prohibitions: REHB5051, REHB5049 Assessment: Applied Counselling: 1500wd essay (50%); Case Management: two take-home exams (2x25%) Practical field work: Non-compulsory workshop. Online exercises within the unit of study. Mode of delivery: Normal (lecture/lab/tutorial) day

For internal use by University of Sydney staff only.
The unit covers counselling as practiced by rehabilitation counsellors. It includes advanced counselling microskills in a problem solving approach. Application of these skills to the rehabilitation context is a major focus, for example, in adjustment to disability, vocational counselling and occupational rehabilitation case management. Students are introduced to action-based and family counselling theory and techniques as applied to rehabilitation counselling. The unit is also focused on the area of case and caseload management. Students are exposed to both the theoretical and practical aspects of managing individual clients and a caseload of clients through a rehabilitation process. Issues addressed in this unit are: how to determine appropriate assessments, how to draw up individual rehabilitation plans, how to monitor and document progress in rehabilitation and the negotiation skills needed to work with a variety of rehabilitation providers. Strategies to be an effective and efficient manager of clients within a human service environment are also discussed.

REHB5073
Client Assessment and Job Placement
Credit points: 6 Teacher/Coordinator: Dr Elias Mpofu Session: Semester 2 Classes: 1hr tutorial/week, 1-day intensive workshop; or online equivalent Prerequisites: REHB5070 Prohibitions: REHB5050 Assessment: Take-home exam (30%), 2500wd practical portfolio (50%), on line Quiz (20%). Practical field work: Non-compulsory workshop, exercises within the unit of study Mode of delivery: Distance education

The focus of this unit of study is on Vocational assessment and Vocational Training and Placement. The unit canvases the various methods used to both assess the client’s suitability for particular types of work and the extent to which different jobs can accommodate the differing post disability capacities of clients. The applicability of differing assessment methods to different client populations will be discussed. The ability to accurately assess the rehabilitation client’s potential for re-entry to the labour market is the focus of this unit of study. Interpretation skills for tests of ability and aptitude will be taught. Students are also taught to actively engage with the labour market. Negotiation with employers and job development skills will also be discussed. They will learn to assess job opportunities and analyse labour market information in order to more accurately assess the likelihood of clients securing work in the job options generated in the vocational rehabilitation process. Formats for the writing of labour market analysis reports will also be provided.

REHB5074
Professional Practice A
Credit points: 6 Teacher/Coordinator: Dr Michael Millington Session: Semester 1, Semester 2 Prerequisites: Assumed Knowledge: University of Sydney Code of Conduct Corequisites: REHB5072 Prohibitions: REHB5054, REHB5048 Assessment: Learning Contract, Log, Supervisor's Report and Student Evaluation. Students must pass each piece of assessment in order to pass the course. Practical field work: Students are required to complete the equivalent of 175hrs of practical placement throughout the semester Mode of delivery: Professional practice Note: Department permission required for enrolment. Note: Students will be approved to undertake field placement by obtaining a) criminal record check, b) signing the Prohibited Employment Declaration Child Protection (Prohibited Employment) Act 1998 c) the Health Records and Information Privacy Act, 2004

This unit of study has one 5 week block placement in a professional setting totalling 25 days, full time hours which integrates theoretical learning with off-campus, supervised practical learning. Professional Practice units of study give students the opportunity to demonstrate that they can apply the competencies they have learned in the rest of their coursework and general professional skills, in an employment setting, and to be formally assessed on this.

Textbooks
Online manual is provided on eLearning site

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Part-time mode
Year 1
Semester 1
REHB5060
Rehabilitation Philosophy
Credit points: 6 Teacher/Coordinator: Dr Rodd Rothwell Session: Semester 1 Classes: On-campus: 2hr lecture/fortnight plus module notes and directed reading; Distance education: no on-campus attendance required. Prohibitions: REHB5045 Assessment: Practical exercises (10%), reflective essay (10%), essay 1500wd - week 12 (40%) 2x multiple choice tests (40%)

Mode of delivery: Distance education

This unit discusses the history and philosophy of rehabilitation as a human service. Students examine and analyse the historical and philosophical background of the various approaches to human services and the place occupied by rehabilitation amongst these approaches. They develop knowledge of attitudes to disability, particularly an understanding of how certain movements such as eugenics, social Darwinism, independent living and the Disability Movement have changed and shaped such attitudes. They will also examine how disability has been conceptualised by, and incorporated into, post modern approaches and developed as a human service.

REHB5076
Introductory Rehabilitation Counselling
Credit points: 6 Teacher/Coordinator: Prof Elias Mpofu and Dr Michael Millington Session: Semester 1 Classes: 2hr lecture/week or online equivalent Prohibitions: REHB5043 Assessment: Multiple choice examination (40%) (Week 7), Video Demonstration and Report (60%) (Week 13) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit of study facilitates students' acquisition of counselling values and explores issues relating to attitudes and the philosophy of counselling. Counselling micro skills are also studied and practiced as applied to the role of the rehabilitation counsellor. This unit also covers analytic, experiential and relationship-oriented counselling theories and techniques in the context of their application to rehabilitation counselling client populations. Students are required to undertake a counselling interview and self-critique as part of the assessment.

SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2
REHB5061
Applied Psychosocial and Medical Rehab
Credit points: 6 Teacher/Coordinator: Prof James Athanasu Session: Semester 2 Classes: On-campus: 2hr lectures/week plus module notes and directed textbook chapter readings; Distance education: no on-campus attendance required. Prohibitions: REHB5012, REHB5047 Assessment: Log book 3000wd total (30%), take-home/online MC exam (20%) and 1500wd essay (50%)

Mode of delivery: Distance education

This unit provides students with an insight into: the social position and life experiences of persons with a disability from their own perspective; and the functional implications of chronic illness and disability. Students critically analyse models of psychosocial adaption to illness and disability and explore the relationships between adjustment and adaptation, emotional reactions to chronic disease and disability, coping strategies and quality of life. Upon completion of this unit, students should have an increased understanding of the psychosocial, medical and functional aspects of chronic illness and disability. This understanding will improve the effectiveness of their service delivery to persons with a disability, leading to more positive rehabilitation outcomes.

REHB5072
Applied Counselling and Case Management
Credit points: 6 Teacher/Coordinator: Dr Michael Millington Session: Semester 2 Classes: 2hr lecture/week, 1-day intensive workshop or online equivalent Prerequisites: REHB5076 Prohibitions: REHB5051, REHB5049 Assessment: Applied Counselling: 1500wd essay (50%); Case Management: two take-home exams (2x25%) Practical field work: Non-compulsory
The unit covers counselling as practiced by rehabilitation counsellors. It includes advanced counselling microskills in a problem solving approach. Application of these skills to the rehabilitation context is a major focus, for example, in adjustment to disability, vocational counselling and occupational rehabilitation case management. Students are introduced to action-based and family counselling theory and techniques as applied to rehabilitation counselling. The unit is also focused on the area of case and caseload management. Students are exposed to both the theoretical and practical aspects of managing individual clients and a caseload of clients through a rehabilitation process. Issues addressed in this unit are: how to determine appropriate assessments, how to draw up individual rehabilitation plans, how to monitor and document progress in rehabilitation and the negotiation skills needed to work with a variety of rehabilitation providers. Strategies to be an efficient and effective manager of clients within a human service environment are also discussed.

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

**Year 2**

**Semester 1**

**REHB5070**

**Vocational Development and Counselling**

**Credit points:** 6  
**Teacher/Coordinator:** A/Prof James Athanasou  
**Session:** Semester 1  
**Classes:** 2-hr lecture/week, 2 x 1-day workshops; or the online equivalent  
**Prohibitions:** REHB5044 Assessment: Take home assignment week 6 (30%), practical exercise week 12 (50%) and online Quiz Week 14 (20%)  
**Practical field work:** Practical Work: Exercises included in subject materials and online.  
**Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces students to the field of vocational development and career decision making. Students are provided with a framework upon which to base vocational counselling activities with clients. Students are guided through the process of assisting individuals, including those with disabilities, to make new career decisions. Resources (including tests, activities and questionnaires) essential for providing effective vocational planning and counselling services to clients are also explored and demonstrated to students. The subtleties of vocational test interpretation are examined. Students are introduced to vocational report writing formats. The unit of study focuses on meeting the specific core competency requirements as set out in Core Competencies 9 (Vocational Assessment) and 10 (Vocational Counselling) by the Australian Society of Rehabilitation Counsellors.

**Textbooks**


**REHB5071**

**Work Injury and Workers’ Compensation**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Michael Millington  
**Session:** Intensive April  
**Classes:** Two full day workshops in Weeks 4 and 11 and online learning, or online equivalent  
**Prohibitions:** REHB5048 Assessment: Case-based Exam Part 1 (35%), Case-based Exam Part 2 (35%), Multiple choice exam (20%), Participation in online activities (10%).  
**Mode of delivery:** Block mode

The focus of this unit of study is twofold. First it examines the pattern of workplace injury, disability and fatality in Australia, and explores its relationship to the organisation and dynamics of Australian industry, the labour market and state regulation, including the law and public administration. Second, the the unit of study analyses workers’ compensation systems as the major social mechanism for managing workplace injury. Here students will be introduced to the history and development of workers’ compensation in Australia and its operation in present-day contexts. Students will be encouraged to develop a critical understanding of the role of key stakeholders and public institutional mechanisms in shaping workers’ compensation policies and services.

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

**REHB5073**

**Client Assessment and Job Placement**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Elias Mpofu  
**Session:** Semester 2  
**Classes:** 1-hr tutorial/week, 1-day intensive workshop; or online equivalent  
**Prohibitions:** REHB5070 Assessment: Take home exam (30%), 2500wd practical portfolio (50%), online Quiz (20%).  
**Practical field work:** Non-compulsory workshop, exercises within the unit of study.  
**Mode of delivery:** Distance education

The focus of this unit of study is on Vocational assessment and Vocational Training and Placement. The unit canvasses the various methods used to both assess the client’s suitability for particular types of work and the extent to which different jobs can accommodate the differing post disability capacities of clients. The applicability of differing assessment methods to different client populations will be discussed. The ability to accurately assess the rehabilitation client’s potential for re-entry to the labour market is the focus of this unit of study. Interpretation skills for tests of ability and aptitude will be taught. Students are also taught how to actively engage with the labour market. Negotiation with employers and job development skills will also be discussed. They will learn to assess job opportunities and analyse labour market information in order to more accurately assess the likelihood of clients securing work in the job options generated in the vocational rehabilitation process. Formats for the writing of labour market analysis reports will also be provided.

**REHB5074**

**Professional Practice A**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Michael Millington  
**Session:** Semester 1, Semester 2  
**Prohibitions:** Assumed Knowledge: University of Sydney Code of Conduct  
**Corequisites:** REHB5072 Prohibitions: REHB5044, REHB5048 Assessment: Learning Contract, Log, Supervisor's Report and Student Evaluation. Students must pass each piece of assessment in order to pass the course.  
**Practical field work:** Students are required to complete the equivalent of 175hrs of practical placement throughout the semester.  
**Mode of delivery:** Professional practice  
**Note:** Department permission required for enrolment. Note: Students will be approved to undertake field placement by obtaining a) criminal record check, b) signing the Prohibited Employment Declaration Child Protection (Prohibited Employment) Act 1998 c) the Health Records and Information Privacy Act, 2004

This unit of study has one 5 week block placement in a professional setting totalling 25 days, full time hours which integrates theoretical learning with off-campus, supervised practical learning. Professional Practice units of study give students the opportunity to demonstrate that they can apply the competencies they have learned in the rest of their coursework and general professional skills, in an employment setting, and to be formally assessed on this.

**Textbooks**

Online manual is provided on eLearning site

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

**Master of Rehabilitation Counselling**

View semester session codes here.

Course MAREHCOU-03: Credit points for award: 96On and off-campus: full-time, 4 semesters; part-time, 8 semesters

**Full-time mode**

**Year 1**

**Semester 1**

**REHB5060**

**Rehabilitation Philosophy**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Rodd Rothwell  
**Session:** Semester 1  
**Classes:** On-campus: 2hr lecture or tutorial/fortnight plus module notes and directed reading; Distance education: no on-campus attendance required.  
**Prohibitions:** REHB5045 Assessment: Practical exercises (10%), reflective exercise (10%), essay 1500wd - week 12 (40%) 2x multiple choice tests (40%)  
**Mode of delivery:** Distance education
This unit discusses the history and philosophy of rehabilitation as a human service. Students examine and analyse the historical and philosophical background of the various approaches to human services and the place occupied by rehabilitation amongst these approaches. They develop knowledge of attitudes to disability, particularly an understanding of how certain movements such as eugenics, social Darwinism, independent living and the Disability Movement have changed and shaped such attitudes. They will also examine how disability has been conceptualised by, and incorporated into, past modern approaches and developed as a human service.

**REHB5070 Vocational Development and Counselling**

**Credit points:** 6

**Teacher/Coordinator:** A/Prof James Athanasou

**Session:** Semester 1

**Classes:** 2hr lecture/wk, 1-day intensive workshop or online equivalent

**Prohibitions:** REHB5044

**Assessment:** Take home assignment (20%), practical exercise week 12 (50%) and online Quiz Week 14 (20%)

**Practical work:** Practical Work: Exercises included in subject materials and online.

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

This unit introduces students to the field of vocational development and career decision making. Students are provided with a framework upon which to base vocational counselling activities with clients. Students are guided through the process of assisting individuals, including those with disabilities, to make new career decisions. Resources (including tests, activities and questionnaires) essential for providing effective vocational planning and counselling services to clients are explored and demonstrated to students. 

The students are introduced to vocational report writing formats. 

**Textbooks:**


**REHB5071 Work Injury and Workers’ Compensation**

**Credit points:** 6

**Teacher/Coordinator:** Dr Michael Millington

**Session:** Intensive April

**Classes:** Two full day workshops in Weeks 4 and 11 and online learning, or online equivalent

**Prohibitions:** REHB5046

**Assessment:** Case-based Exam Part 1 (35%), Case-based Exam Part 2 (35%). Multiple choice exam (20%). Participation in online activities (10%)

**Mode of delivery:** Block mode

The focus of this unit of study is twofold. First it examines the pattern of workplace injury, disability and fatality in Australia, and explores its relationship to the organisation and dynamics of Australian industry, the labour market and state regulation, including the law and public administration. Second, the unit of study analyses workers’ compensation systems as the major social mechanism for managing workplace injury. Here students will be introduced to the history and development of workers’ compensation in Australia and its operation in present-day contexts. Students will be encouraged to develop a critical understanding of the role of key stakeholders and public institutional mechanisms in shaping workers’ compensation policies and services.

**REHB5076 Introductory Rehabilitation Counselling**

**Credit points:** 6

**Teacher/Coordinator:** Prof Elias Mpofu and Dr Michael Millington

**Session:** Semester 1

**Classes:** 2hr lecture/wk or online equivalent

**Prohibitions:** REHB5043

**Assessment:** Multiple choice examination (40%) (Week 7), Video Demonstration and Report (60%) (Week 13)

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

This unit of study facilitates students’ acquisition of counselling values and explores issues related to attitudes and the philosophy of counselling. Counselling micro skills are also studied and practiced as applied to the role of the rehabilitation counsellor. This unit also covers analytic, experiential and relationship-oriented counselling theories and techniques in the context of their application to rehabilitation counselling client populations. Students are required to undertake a counselling interview and self-critique as part of the assessment.

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

**REHB5061 Applied Psychosocial and Medical Rehab**

**Credit points:** 6

**Teacher/Coordinator:** A/Prof James Athanasou

**Session:** Semester 2

**Classes:** On-campus: 2hr lectures/week plus module notes and directed textbook chapter readings; Distance education: no on-campus attendance required. Prohibitions: REHB5012, REHB5047

**Assessment:** Log book, 3000wd total (30%), take-home online MC exam (20%) and 1500wd essay (50%)

**Mode of delivery:** Distance education

This unit provides students with an insight into: the social position and life experiences of persons with a disability from their own perspective; and the functional implications of chronic illness and disability. Students critically analyse models of psychosocial adaptation to illness and disability and explore the relationships between adjustment and adaptation, emotional reactions to chronic disease and disability, coping strategies and quality of life. Upon completion of this unit, students should have an increased understanding of the psychosocial, medical and functional aspects of chronic illness and disability. This understanding will improve the effectiveness of their service delivery to persons with a disability, leading to more positive rehabilitation outcomes.

**REHB5072 Applied Counselling and Case Management**

**Credit points:** 6

**Teacher/Coordinator:** Dr Michael Millington

**Session:** Semester 2

**Classes:** 2hr lecture/week, 1-day intensive workshop or online equivalent

**Prohibitions:** REHB5076

**Assessment:** REHB5051, REHB5049

**Mode of delivery:** Distance education

**Practical work:** Non-compulsory workshop. Online exercises within the unit of study.

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

The unit covers counselling as practiced by rehabilitation counsellors. It includes advanced counselling microskills in a problem solving approach. Application of these skills to the rehabilitation context is a major focus, for example, in adjustment to disability, vocational counselling and occupational rehabilitation case management. Students are introduced to action-based and family counselling theory and techniques as applied to rehabilitation counselling. The unit is also focused on the area of case and caseload management. Students are exposed to both the theoretical and practical aspects of managing individual clients and a caseload of clients through a rehabilitation process. Issues addressed in this unit are: how to determine appropriate assessments, how to draw up individual rehabilitation plans, how to monitor and document progress in rehabilitation and the negotiation skills needed to work with a variety of rehabilitation providers. Strategies to be an effective and efficient manager of clients within a human service environment are also discussed.

**REHB5073 Client Assessment and Job Placement**

**Credit points:** 6

**Teacher/Coordinator:** Dr Elias Mpofu

**Session:** Semester 2

**Classes:** 1hr tutorial/week, 1-day intensive workshop; or online equivalent

**Prohibitions:** REHB5070

**Assessment:** Take-home exam (30%), 2500wd practical portfolio (50%), on-line Quiz (20%)

**Practical field work:** Non-compulsory workshop. Exercises within the unit of study

**Mode of delivery:** Distance education

The focus of this unit of study is on Vocational assessment and Vocational Training and Placement. The unit canvasses the various methods used to both assess the client’s suitability for particular types of work and the extent to which different jobs can accommodate the differing post disability capacities of clients. The applicability of differing assessment methods to different client populations will be discussed. The ability to accurately assess the rehabilitation client’s potential for return to the labour market is the focus of this unit of study. Interpretation skills for tests of ability and aptitude will be taught. Students are also taught how to actively engage with the labour market. Negotiation with employers and job development skills will
also be discussed. They will learn to assess job opportunities and analyse labour market information in order to more accurately assess the likelihood of clients securing work in the job options generated in the vocational rehabilitation process. Formats for the writing of labour market analysis reports will also be provided.

REHB5075
Avocational Rehab Management
Credit points: 6
Teacher/Coordinator: Ms Susan Gibson
Session: Semester 1
Mode of delivery: Distance education

People whose injuries or disabilities hinder their ability to engage in vocational activities pose challenges for mainstream case management programs. This unit will explore key issues in the provision of non-vocational programs and long-term rehabilitation management for people with disabilities. Students will be presented with a range of innovative interdisciplinary rehabilitation management techniques in working with this group. Students will have the opportunity to explore disability areas of interest and examine a range of activities including leisure, sport and social skills programs that will be suitable for their chosen disability area. The unit will also cover areas of rural and remote disability management programs.

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2 (first offered in 2015)

Semester 1

REHB5077
Psychiatric Rehabilitation
Credit points: 6
Teacher/Coordinator: A/Prof Lynda Matthews
Session: Semester 1
Assessment: Online tests (2 x 20%), essay (50%) and participation (10%)
Mode of delivery: Online

This unit is designed to introduce students to psychiatric rehabilitation, an effective approach for working with people who experience psychiatric disability. Students will be introduced to the concept of recovery for people diagnosed with mental illness and to the goals, values and guiding principles of psychiatric rehabilitation. Rehabilitation interventions that have demonstrated efficacy in promoting recovery by reducing barriers to participation will be presented. Practices that aim to address the culture of stigma and low expectations by society of people with mental ill health will be examined. Local and international research underpinning best practice in rehabilitation management and service delivery will be reviewed and consumer perspectives and experiences explored.

REHB5078
Rehab Counselling Dissertation A
Credit points: 6
Teacher/Coordinator: Prof Elias Mpofu
Session: Semester 1
Assessment: Research presentation (50%), 3000 word literature critique (50%)
Mode of delivery: Normal (lecture/lab/tutorial) day
Note: Department permission required for enrolment.

The dissertation provides students with an opportunity to undertake an advanced investigation in a topic or issue relevant to rehabilitation counselling research and/or practice through the development of a substantial paper that demonstrates the application of scholarly literature to a practical problem or issue. This unit addresses the first part of the dissertation. Students undertake a critical review of the literature in relation to a significant topic or issue of relevance to their professional interest.

REHB5082
Professional Practice 1
Credit points: 6
Session: Semester 1
Assessment: Professional practice

Note: First week 5 weeks of placement. Students must submit and pass a criminal record check, and demonstrate assumed knowledge requirements prior to placement

Supervised and structured on-the-job training and application of rehabilitation counseling skills in vivo. Students integrate theory in practice, demonstrate skill mastery, socialize in professional settings, document experience, and engage supervisors in service based learning. Professional practice spans a 5 week block of full time employment (200 hours).

Master of Rehabilitation Counselling elective [6] (see list below and note) SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

REHB5079
Perspectives on Rehab Legislation
Credit points: 6
Teacher/Coordinator: Dr Michael Millington
Session: Semester 2
Assessment: Take-home exam: short-answer questions (35%), take-home exam: online multiple choice quiz (30%), 2000 word assignment (35%)
Mode of delivery: Normal (lecture/lab/tutorial) day

Students are exposed to the critical sections of the major accident compensation schemes in the State of New South Wales (WorkCover, Motor Accident Act). Reference is made to the relevant sections of the Acts which impact on rehabilitation service. Other services available through the schemes to support the legislation and its requirements are also discussed. Students are to be made familiar with the coding and costing of rehabilitation service under the Acts. Current best practice in injury management and service provision is a major focus. Students will also become familiar with the Employment and Workplace Relations Legislation Amendment (Welfare to Work and Other Measures) Act 2005, the Disability Act and the National Disability Insurance Scheme Act. Particular reference will be made to the Business Model incorporated in these legislative frameworks. Specific attention will be paid to rehabilitation, strategies, services, requirements and obligations in place under these frameworks for those people affected by a disability or who are disadvantaged. Students address the role of Australian anti-discrimination and guardianship legislation in terms of equity, rehabilitation and quality of life for people with disabilities.

REHB5081
Rehab Counselling Dissertation B
Credit points: 6
Teacher/Coordinator: Prof Elias Mpofu
Session: Semester 2
Assessment: Research paper (100%)
Mode of delivery: Supervision
Note: Department permission required for enrolment.

The dissertation provides students with an opportunity to undertake an advanced investigation in a topic or issue relevant to rehabilitation counselling research and/or practice through the development of a substantial paper that demonstrates the application of scholarly literature to a practical problem or issue. This unit addresses the second part of the dissertation. Students further analyse and interpret published scholarly materials concerning the topic and consider the implications of findings for rehabilitation service delivery and further research.

REHB5083
Professional Practice 2
Credit points: 6
Session: Semester 2
Assessment: Professional practice
Note: Second 5 weeks of placement. Students must submit and pass a criminal record check, and demonstrate assumed knowledge requirements prior to placement

Supervised and structured on-the-job training and application of rehabilitation counseling skills in vivo. Students integrate theory in practice, demonstrate skill mastery, socialize in professional settings, document experience, and engage supervisors in service based learning.
learning. Professional practice spans a 5 week block of full time employment (200 hours).

Master of Rehabilitation Counselling elective [6] (see list below and note) SEMESTER 2 TOTAL: 24 CREDIT POINTS

Part-time mode

Year 1

Semester 1
REHB5060
Rehabilitation Philosophy
Credit points: 6 Teacher/Coordinator: Dr Rodd Rothwell Session: Semester 1 Classes: On-campus: 2 x hr lecture or tutorial/fortnight plus module notes and directed reading; Distance education: no on-campus attendance required. Prohibitions: REHB5045 Assessment: Practical exercises (10%), reflective exercise (10%), essay 1500w - week 12 (40%) 2 x multiple choice tests (40%) Mode of delivery: Distance education

This unit discusses the history and philosophy of rehabilitation as a human service. Students examine and analyse the historical and philosophical background of the various approaches to human services and the place occupied by rehabilitation amongst these approaches. They develop knowledge of attitudes to disability, particularly an understanding of how certain movements such as eugenics, social Darwinism, independent living and the Disability Movement have changed and shaped such attitudes. They will also examine how disability has been conceptualised by, and incorporated into, post modern approaches and developed as a human service.

REHB5076
Introductory Rehabilitation Counselling
Credit points: 6 Teacher/Coordinator: Prof Elias Mpofu and Dr Michael Millington Session: Semester 1 Classes: On-campus: 2-hr lecture wk or online equivalent Prohibitions: REHB5043 Assessment: Multiple choice examination (40%) (Week 7), Video Demonstration and Report (60%) (Week 13) Mode of delivery: Normal (lecture/lab/tutorial) day

This unit facilitates students' acquisition of counselling values and explores issues relating to attitudes and the philosophy of counselling. Counselling micro skills are also studied and practiced as applied to the role of the rehabilitation counselor. This unit also covers analytic, experiential and relationship-oriented counselling theories and techniques in the context of their application to rehabilitation counselling client populations. Students are required to undertake a counselling interview and self-critique as part of the assessment.

SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2
REHB5061
Applied Psychosocial and Medical Rehab
Credit points: 6 Teacher/Coordinator: A/Prof James Athanasou Session: Semester 2 Classes: On-campus: 2-hr lectures/week plus module notes and directed textbook chapter readings; Distance education: no on-campus attendance required. Prohibitions: REHB5012, REHB5047 Assessment: Log book 3000w total (30%), take-home/online MC exam (20%) and 1500w essay (50%) Mode of delivery: Distance education

This unit provides students with an insight into: the social position and life experiences of persons with a disability from their own perspective; and the functional implications of chronic illness and disability. Students critically analyse models of psychosocial adaptation to illness and disability and explore the relationships between adjustment and adaptation, emotional reactions to chronic disease and disability, coping strategies and quality of life. Upon completion of this unit, students should have an increased understanding of the psychosocial, medical and functional aspects of chronic illness and disability. This understanding will improve the effectiveness of their service delivery to persons with a disability, leading to more positive rehabilitation outcomes.

REHB5072
Applied Counselling and Case Management
Credit points: 6 Teacher/Coordinator: Dr Michael Millington Session: Semester 2 Classes: 2 x hr lecture week, 1-day intensive workshop or online equivalent Prerequisites: REHB5076 Prohibitions: REHB5051, REHB5049 Assessment: Applied Counselling: 1500w essay (50%); Case Management: two take-home exams (2x25%) Practical field work: Non-compulsory workshop, Online exercises within the unit of study. Mode of delivery: Normal (lecture/lab/tutorial) day

The unit covers counselling as practiced by rehabilitation counsellors. It includes advanced counselling microskills in a problem solving approach. Application of these skills to the rehabilitation context is a major focus, for example, in adjustment to disability, vocational counselling and occupational rehabilitation case management. Students are introduced to action-based and family counselling theory and techniques as applied to rehabilitation counselling. The unit is also focused on the area of case and caseload management. Students are exposed to both the theoretical and practical aspects of managing individual clients and a caseload of clients through a rehabilitation process. Issues addressed in this unit are: how to determine appropriate assessments, how to draw up individual rehabilitation plans, how to monitor and document progress in rehabilitation and the negotiation skills needed to work with a variety of rehabilitation providers. Strategies to be an effective and efficient manager of clients within a human service environment are also discussed.

SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 2

Semester 1
REHB5070
Vocational Development and Counselling
Credit points: 6 Teacher/Coordinator: A/Prof James Athanasou Session: Semester 1 Classes: 2-hr lecture/week, 2 x 1 day workshops; or the online equivalent Prohibitions: REHB5044 Assessment: Take home assignment week 6 (30%), practical exercise week 12 (50%) and online Quiz Week 14 (20%) Practical field work: Practical Work: Exercises included in subject materials and online. Mode of delivery: Normal (lecture/lab/tutorial) day

This unit introduces students to the field of vocational development and career decision making. Students are provided with a framework upon which to base vocational counselling activities with clients. Students are guided through the process of assessing individuals, including those with disabilities, to make new career decisions. Resources (including tests, activities and questionnaires) essential for providing effective vocational planning and counselling services to clients are also explored and demonstrated to students. The subtleties of vocational test interpretation are examined. Students are introduced to vocational report writing formats. The unit of study focuses on meeting the specific core competency requirements as set out in Core Competencies 9 (Vocational Assessment) and 10 (Vocational Counselling) by the Australian Society of Rehabilitation Counsellors.

Textbooks

REHB5071
Work Injury and Workers’ Compensation
Credit points: 6 Teacher/Coordinator: Dr Michael Millington Session: Introductory April Classes: Two full day workshops in Weeks 4 and 11 and online learning, or online equivalent Prohibitions: REHB5046 Assessment: Case-based Exam Part 1 (35%), Case-based Exam Part 2 (35%), Multiple choice exam (20%), Participation in online activities (10%) Mode of delivery: Block mode

The focus of this unit of study is twofold. First it examines the pattern of workplace injury, disability and fatality in Australia, and explores its relationship to the organisation and dynamics of Australian industry, the labour market and state regulation, including the law and public administration. Second, the unit of study analyses workers' compensation systems as the major social mechanism for managing workplace injury. Here students will be introduced to the history and
development of workers’ compensation in Australia and its operation in present-day contexts. Students will be encouraged to develop a critical understanding of the role of key stakeholders and public institutional mechanisms in shaping workers’ compensation policies and services.

SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

REHB5073
Client Assessment and Job Placement

Credit points: 6  
Teacher/Coordinator: Dr Elias Mpofu  
Session: Semester 2  
Classes: 1hr tutorial/week, or online equivalent  
Prerequisites: REHB5070  
Prohibitions: REHB5050  
Assessment: Take-home exam (30%), 2500wd practical portfolio (50%), and online Quizzes (20%).  
Practical field work: Non-compulsory workshop, exercises within the unit of study  
Mode of delivery: Distance education

The focus of this unit of study is on Vocational assessment and Vocational Training and Placement. The unit canvases the various methods used to both assess the client’s suitability for particular types of work and the extent to which different jobs can accommodate the differing post disability capacities of clients. The applicability of differing assessment methods to different client populations will be discussed. The ability to accurately assess the rehabilitation client’s potential for re-entry to the labour market is the focus of this unit of study. Interpretation skills for tests of ability and aptitude will be taught. Students are also taught how to actively engage with the labour market. Negotiation with employers and job development skills will also be discussed. They will learn to assess job opportunities and analyse labour market information in order to more accurately assess the likelihood of clients securing work in the job options generated in the vocational rehabilitation process. Formats for the writing of labour market analysis reports will also be provided.

REHB5075
Avocational Rehab Management

Credit points: 6  
Teacher/Coordinator: Ms Susan Gibson  
Session: Semester 1, Semester 2  
Classes: 1x2hr lecture/week, or online equivalent  
Prohibitions: REHB5039  
Assessment: Resource folder (20%), 1500wd essay (40%) and Take Home Exam (40%)  
Mode of delivery: Distance education

People whose injuries or disabilities hinder their ability to engage in vocational activities pose challenges for mainstream case management programs. This unit will explore key issues in the provision of non-vocational programs and long-term rehabilitation management for people with disabilities. Students will be presented with a range of innovative interdisciplinary rehabilitation management techniques in working with this group. Students will have the opportunity to explore disability areas of interest and examine a range of activities including leisure, sport and social skills programs that will be suitable for their chosen disability area. The unit will also cover areas of rural and remote disability management programs.

SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 3

Semester 1

REHB5082
Professional Practice 1

Credit points: 6  
Session: Semester 1  
Classes: Web-based. No on-campus attendance required.  
Assessment: Supervisor evaluation at midterm and final (Satisfactory / Unsatisfactory) and Review of Student Log (Satisfactory / Unsatisfactory)  
Note: First week 5 weeks of placement. Students must submit and pass a criminal record check, and demonstrate assumed knowledge requirements prior to placement

Supervised and structured on-the-job training and application of rehabilitation counseling skills in vivo. Students integrate theory in practice, demonstrate skill mastery, socialize in professional settings, document experience, and engage supervisors in service based learning. Professional practice spans a 5 week block of full time employment (200 hours).

Master of Rehabilitation Counselling elective [6] (see list below and note) SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

REHB5079
Perspectives on Rehab Legislation

Credit points: 6  
Teacher/Coordinator: Dr Michael Millington  
Session: Semester 2  
Classes: 2hr lecture/week, or equivalent online  
Prohibitions: REHB5072  
Assessment: Take-home exam: short-answer questions (35%), take-home exam: online multiple choice quiz (30%), 2000wd assignment (35%)  
Mode of delivery: Normal (lecture/lab/tutorial) day

Students are exposed to the critical sections of the major accident compensation schemes in the State of New South Wales (WorkCover, Motor Accident Act). Reference is made to the relevant sections of the Acts which impact on rehabilitation service. Other services available through the schemes to support the legislation and its requirements are also discussed. Students are to be made familiar with the coding and costing of rehabilitation service under the Acts. Current best practice in injury management and service provision is a major focus. Students will also become familiar with the Employment and Workplace Relations Legislation Amendment (Welfare to Work and Other Measures) Act 2005, the Disability Act and the National Disability Insurance Scheme Act. Particular reference will be made to the Business Model incorporated in these legislative frameworks. Specific attention will be paid to rehabilitation, strategies, services, requirements and obligations in place under these frameworks for those people affected by a disability or who are disadvantaged. Students address the role of Australian anti-discrimination and guardianship legislation in terms of equity, rehabilitation and quality of life for people with disabilities.

Master of Rehabilitation Counselling elective [6] (see list below and note) SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 4

Semester 1

REHB5077
Psychiatric Rehabilitation

Credit points: 6  
Teacher/Coordinator: A/Prof Lynda Matthews  
Session: Semester 1  
Classes: Online  
Prohibitions: REHB5042, HSHE3015  
Assessment: 2 x Online tests (2 x 20%), essay (50%) and participation (10%)  
Mode of delivery: Online

This unit is designed to introduce students to psychiatric rehabilitation, an effective approach for working with people who experience psychiatric disability. Students will be introduced to the concept of recovery for people diagnosed with mental illness and to the goals, values and guiding principles of psychiatric rehabilitation. Rehabilitation interventions that have demonstrated efficacy in promoting recovery by reducing barriers to participation will be presented. Practices that aim to address the culture of stigma and low expectations by society of people with mental ill health will be examined. Local and international research underpinning best practice in rehabilitation management and service delivery will be reviewed and consumer perspectives and experiences explored.

REHB5078
Rehab Counselling Dissertation A

Credit points: 6  
Teacher/Coordinator: Prof Elias Mpofu  
Session: Semester 1  
Classes: On-campus: 12 x 1hr tutorials, 1x 2hr statistics seminar, 2 workshops/semester, individual consultations. Distance education: no on-campus attendance required  
Prohibitions: REHB5058, REHB5057, REHB5059  
Assessment: Research presentation (50%), 3000 word literature critique (50%)  
Mode of delivery: Normal (lecture/lab/tutorial) day  
Note: Department permission required for enrolment

The dissertation provides students with an opportunity to undertake an advanced investigation in a topic or issue relevant to rehabilitation counselling research and/or practice through the development of a substantial paper that demonstrates the application of scholarly literature to a practical problem or issue. This unit addresses the first part of the dissertation. Students undertake a critical review of the
literature in relation to a significant topic or issue of relevance to their professional interest.

**SEMMER 1 TOTAL: 12 CREDIT POINTS**

### Semester 2

**REHB5081**

Rehab Counselling Dissertation B

**Credit points:** 6  
**Teacher/Coordinator:** Prof Elias Mpofu  
**Session:** Semester 1, Semester 2  
**Classes:** Individual consultation  
**Prerequisites:** REHB5078  
**Prohibitions:** REHB3059, REHB5058, REHB5067  
**Assessment:** 6000wd research paper (100%)  
**Note:** Department permission required for enrolment.

The dissertation provides students with an opportunity to undertake an advanced investigation in a topic or issue relevant to rehabilitation counselling research and/or practice through the development of a substantial paper that demonstrates the application of scholarly literature to a practical problem or issue. This unit addresses the second part of the dissertation. Students further analyse and interpret published scholarly materials concerning the topic and consider the implications of findings for rehabilitation service delivery and further research.

**REHB5083**

Professional Practice 2

**Credit points:** 6  
**Session:** Semester 2  
**Classes:** Web-based. No on-campus attendance required.  
**Learning experience:**  
**Distance education:** eLearning site designed to complement learning.  
**Professional practice:** spans a 5 week block of full time employment (200 hours).

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

### Master of Rehabilitation Counselling electives

### Semester 1

**REHB5062**

Brain Injury Rehabilitation

**This unit of study is not available in 2015**

**Credit points:** 6  
**Teacher/Coordinator:** Dr Michael Millington  
**Session:** Semester 1  
**Classes:** Online delivery with optional workshop  
**Distance education:** no on-campus attendance required. eLearning site designed to complement learning experience as well as cater to the unique needs of distance education students  
**Prohibitions:** REHB3067, REHB5022  
**Assessment:** Take-home exam, online multiple choice quiz and short-answer questions (40%), 2000wd essay (60%)  
**Practical field work:** Exercises within the unit of study  
**Mode of delivery:** Online

This unit examines the causes and consequences of acquired brain injury. The pervasive nature of the ongoing functional limitations usually associated with this population is highlighted. The relationship between severity of brain damage and the nature of the effect on client functioning in family, work and social domains is also explored. The unit of study also examines the nature and range of rehabilitation services available to clients who sustain brain injury.

**Textbooks**


**REHB5063**

Rehabilitation of PTSD

**Credit points:** 6  
**Teacher/Coordinator:** A/Prof Lynda Matthews  
**Session:** Semester 1  
**Classes:** Online  
**Prohibitions:** REHB5034, REHB3065  
**Assessment:** Online test week 5 (20%), Online test week 9 (20%), Essay week 13 (50%), Participation (10%)  
**Mode of delivery:** Online

Exposure to traumatic events such as natural disasters, assaults and road accidents are relatively common in Australia. This unit examines the causes and consequences of posttraumatic stress disorder. Students will learn about the nature of traumatic stressors and the course of PTSD reactions. Major evidence-based approaches to treatment and rehabilitation are examined with interventions for both acute and persistent forms of the disorder being presented.

**REHB5069**

Rehabilitation of Alcohol & Drug Misuse

**Credit points:** 6  
**Teacher/Coordinator:** Dr Rodd Rothwell  
**Session:** Semester 2  
**Classes:** Online  
**Prohibitions:** REHB5014, REHB3064  
**Assessment:** Short answer on-line exam (20%), essay 1500wd (40%) and 2x MCQ on-line tests (40%)  
**Mode of delivery:** Distance education  
**Note:** Department permission required for enrolment.

This unit introduces students to issues relating to a major contemporary social and community health problem; the misuse of alcohol and other addictive drugs - both licit and illicit. Two major areas will be examined: a) issues relating to the development of health promotion and preventative health policy relating to the abuse of drugs. This will cover current debates relating to harm minimisation and associated legal and ethical considerations regarding illicit substances; and b) an examination and analysis of the varying approaches to treatment and rehabilitation for drug addiction. The unit will introduce students to current debates relating to public health policy approaches to addiction giving due consideration to the complications of illegality. Students will be required to report on the value and effectiveness of current harm minimisation practices; e.g., needle sharing programs, needle injecting facilities, methadone maintenance. Students will be asked to examine and report on the practical effectiveness and moral and ethical considerations surrounding the operation of such programs and possible alternatives. In the second half of the unit students will consider the effectiveness and community acceptance of the various established rehabilitation and treatment programs. This will include research into programs such as Alcoholic and Narcotic Anonymous, Therapeutic Communities, and the range of professionally-based therapeutic counselling approaches. The role of health professionals in these programs will also be examined.

### Semester 2

**REHB5068**

Public Offenders: Aspects of Rehab

**Credit points:** 6  
**Teacher/Coordinator:** Dr Rodd Rothwell  
**Session:** Semester 2  
**Classes:** Online  
**Prohibitions:** REHB5016, REHB3062  
**Assessment:** Mid-semester online exam (20%), essay 1200wd (40%), End semester online exam (40%)  
**Mode of delivery:** Distance education  
**Note:** Department permission required for enrolment.

This unit introduces students to issues relating to the management of public offenders for both adults of young offenders. Students will consider the major theories of criminality and their implications for rehabilitation in correctional settings. They will examine and comment on the different approaches to males/females/young offenders. Attention will be paid to incarceration policy and issues relating to those with mental health problems and with problems of addiction. Students will also be introduced to the range of correctional alternatives within and outside jails, e.g., community service options, weekend jail, work release and probation and parole, etc. In addition, students will examine the role of professionals in and out of jails. They will examine and assess the role of health professionals in the area of addiction, mental health, and HIV counselling within the jail system and the ethical issues surrounding these services. Also covered will be the role of health service professionals working with offenders in non-jail programs: e.g., probation and parole, community service and civil rehabilitation.
REHB5084
Work and Developmental Disability

Credit points: 6  Session: Semester 2  Assessment: Field research project 2000wd (45%), online examination (40%), online tutorial participation (15%)  Mode of delivery: Online

This is a transdisciplinary unit of study on the role of work (including voluntary work) in the lives of persons with developmental disabilities and the state of practice, policy, theory and research in facilitating full participation in these roles. Both inclusive and segregated employment are encompassed as work. The unit will focus on the full age span of work life: transition to work, issues involved in obtaining and maintaining employment, as well as transition from work to retirement. These issues will include work training and support, work-related skills (e.g., travel skills), adaptations of work processes and environments, social inclusion and social interactions at work, industrial relations, wages systems (including productivity-based wages), job loss and return to work, career pathways and development, and the relevant policy and social context. Work-related rights, such as employment discrimination and income support entitlements will be addressed.

Note
Availability of electives may vary from year to year. With the approval of the Course Director electives, including FHS Abroad, may be selected from those available in the Faculty Electives chapter of the handbook.
Work Integrated Learning

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program.

Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

All students are required to have completed the relevant pre placement compliance requirements in the indicated time frame prior to the placement commencing. Failure to do so may result in the student not being allocated a placement by WIL or cancellation of the placement by the placement organisation and impact on the student’s progression within their program.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

- obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
- meet the requirements of NSW Working with Children legislation (if required)
- as well as other requirements.

It is strongly advised that students commence the application for the National Criminal Record Check (to obtain a National Police Certificate) well before they are scheduled to commence a placement. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
Course rules

Master of Speech Language Pathology

Graduate Diploma in Communication Disorders

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASPLAPA-01</td>
<td>Master of Speech Language Pathology</td>
</tr>
<tr>
<td>GNCOMMDI-01</td>
<td>Graduate Diploma in Communication Disorders (Exit only)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master’s type

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

4 Admission to candidature

(1) Available places in the Master of Speech Language Pathology will be offered to qualified applicants based on academic merit. No offers of admission to candidature for the Graduate Diploma in Communications Disorders will be made - this is an exit award only.

(2) Admission to candidature for the Master of Speech Language Pathology requires:

(a) A PhD, master's or bachelor's degree from an Australian institution or equivalent; and

(b) Pre-existing knowledge in the following two areas:

(I) Phonology (applicants who do not have prior studies in phonology must complete prescribed units prior to commencement of the degree).

(II) Linguistics (applicants who do not have prior studies in linguistics must complete prescribed units prior to commencement of the degree).

5 Requirements for award

(1) The units of study that may be taken for this course are set out in the Faculty of Health Sciences Table of units of study for the Master of Speech Language Pathology.

(2) To qualify for the award of the Master of Speech Language Pathology a candidate must complete 96 credit points of core units of study.

(3) To qualify for the award of the Graduate Diploma in Communication Disorders a candidate must complete 48 credit points of core units of study prescribed for the first year of the Master of Speech Language Pathology.

6 Course transfer

A candidate for the master's degree may elect to discontinue study and graduate with the graduate diploma, with the approval of the Dean, and provided the requirements of the graduate diploma have been met.

7 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Speech Language Pathology – MASPLAPA1000

Master of Speech Language Pathology

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course MASPLAPA-01</td>
<td>Credit points for award: 96</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-campus: full-time, 4 semesters; part-time, 8 semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Full-time mode

Year 1

Semester 1

CSCD5018  Core Studies 3 |
The unit is a prerequisite for CSCD5023 and CSCD5025 Semester 1

CSCD5019  Speech Pathology Practice (Introduction) 3 |
This unit of study is a prerequisite for CSCD5027 Semester 1

CSCD5020  Articulation and Phonology 6 |
This unit of study is a prerequisite for CSCD5027 Semester 1

CSCD5021  Language 1 6 |
This unit is a prerequisite for CSCD5027 Clinical Practice 1 Semester 1

CSCD5022  Specialist Studies 1 6 |
This is a prerequisite for CSCD5027 and CSCD5032 and CSCD5033 Semester 1

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

CSCD5023  Swallowing and Neurogenics 1 6 |
P CSCD5018 This unit of study is a prerequisite for CSCD5031 and CSCD5032 and CSCD5033 Semester 2

CSCD5024  Language 2 6 |
P CSCD5020 and CSCD5021 This unit of study is assumed knowledge for CSCD5028. This unit of study is a prerequisite for CSCD5031. Semester 2

CSCD5025  Specialist Studies 2 3 |
A Anatomy of the head and neck, thorax and respiratory system. Semester 2

CSCD5026  Professional Development 1 3 |
This unit is a prerequisite for CSCD5030 and CSCD5031 Semester 2

CSCD5027  Clinical Practice 1 6 |
P CSCD5019, CSCD5020, CSCD5021, CSCD5022 Note: Department permission required for enrolment This unit is a prerequisite for CSCD5031 and CSCD5053, CSCD5054 Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16 depending on availability. Student must advise the Course Director, before commencing this unit, if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Student must be able to supply proof of vaccination or positive serology results as per NSW Ministry of Health requirements. Semester 1 Semester 2

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2

Semester 1

CSCD5028  Specialist Studies 3 6 |
A CSCD5021, CSCD5023, CSCD5024 This unit is a prerequisite for CSCD5032, CSCD5033, CSCD5034, CSCD5054 Semester 1

CSCD5029  Neurogenics 2 6 |
A CSCD5023 This unit of study is a prerequisite for CSCD5032, CSCD5033, CSCD5053 and CSCD5054 Semester 1

CSCD5030  Professional Development 2 6 |
P CSCD5026 Note: Department permission required for enrolment This unit is a prerequisite for CSCD5053 and CSCD5054 Semester 1 Semester 2

CSCD5031  Clinical Practice 2 6 |
P CSCD5023, CSCD5024, CSCD5025, CSCD5026, CSCD5027 This unit is a prerequisite for CSCD5032, CSCD5033, CSCD5053 and CSCD5054. Failure to achieve a pass grade in the first scheduled 16 day placement may result in students being withdrawn from their second 16 day placement. Student must hold a current CPR certificate before they can enrol in this unit. Student must advise the Course Director, before commencing this unit, if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Student must be able to supply proof of vaccination or positive serology results as per NSW Ministry of Health requirements. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16. Semester 1 Semester 2

SEMESTER 1 TOTAL: 24 CREDIT POINTS

For internal use by University of Sydney staff only.
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5032</td>
<td>6</td>
<td></td>
<td>P CSCD5023, CSCD5025, CSCD5028, CSCD5029, CSCD5031</td>
<td>Semester 2a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Led Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5033</td>
<td>6</td>
<td></td>
<td>P CSCD5022, CSCD5023, CSCD5028, CSCD5029, CSCD5031</td>
<td>Semester 1a</td>
<td>Semester 1b</td>
<td>Semester 2b</td>
</tr>
<tr>
<td>Applied Clinical Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5053</td>
<td>6</td>
<td></td>
<td>P CSCD5027, CSCD5028, CSCD5029, CSCD5030, CSCD5031</td>
<td>Semester 1a</td>
<td>Semester 1b</td>
<td>Semester 2b</td>
</tr>
<tr>
<td>Clinical Practice 3 - Paediatric</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5054</td>
<td>6</td>
<td></td>
<td>P: Department permission required for enrolment</td>
<td>Semester 1a</td>
<td>Semester 1b</td>
<td>Semester 2b</td>
</tr>
<tr>
<td>Clinical Practice 3 - Adult</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Part-time mode**

**Year 1**

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD5018</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Core Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5019</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Speech Pathology Practice (Introduction)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5021</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Language 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD5024</td>
<td>6</td>
<td>A CSCD5020 and CSCD5021</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Language 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5025</td>
<td>3</td>
<td>A Anatomy of the head and neck, thorax and respiratory system.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Specialist Studies 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5026</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Professional Development 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

**Year 2**

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD5020</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Articulation and Phonology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5022</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Specialist Studies 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD5023</td>
<td>6</td>
<td></td>
<td>P CSCD5018, CSCD5020, CSCD5021, CSCD5022</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Swallowing and Neurogenics 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5027</td>
<td>6</td>
<td></td>
<td>P: Department permission required for enrolment</td>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Clinical Practice 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

**Year 3**

**Semester 1**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD5028</td>
<td>6</td>
<td>A CSCD5021, CSCD5023, CSCD5024</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Specialist Studies 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**244**
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD5029 Neurogenics 2</td>
<td>6</td>
<td>A CSCD5023</td>
<td></td>
<td></td>
<td>This unit of study is a prerequisite for CSCD5032, CSCD5033, CSCD5053 and CSCD5054</td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>SEMESTER 1 TOTAL: 12 CREDIT POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5030 Professional Development 2</td>
<td>6</td>
<td>P CSCD5026</td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This unit is a prerequisite for CSCD5053 and CSCD5054</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Master of Speech Language Pathology – MASPLAPA1000

View semester session codes here.

Course MASPLAPA-01 Credit points for award: 96On-campus: full-time, 4 semesters; part-time, 8 semesters

Full-time mode

Year 1

Semester 1

CSCD5018
Core Studies
Credit points: 3 Teacher/Coordinator: Dr Helen Ritchie Session: Semester 1 Classes: 1x3-hr lecture/week Assessment: case based short answer exam 40 mins (30%), case based short answer mid semester exam 40 mins (30%) and case based short answer final exam 1 hour (40%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: The unit is a prerequisite for CSCD5023 and CSCD5025

This unit aims to provide a basic understanding of the anatomy, physiology, neurophysiology and physics of speech. Students will gain a detailed knowledge of the anatomy of the head and neck as well as functional activities involving swallowing and speech. In addition student will learn the role of physics in sound production and hearing. Control of breathing and respiration in normal and pathological condition is also covered in this unit.

Textbooks

CSCD5019
Speech Pathology Practice (Introduction)
Credit points: 3 Teacher/Coordinator: Dr Alison Purcell Session: Semester 1 Classes: 1x1-hr lecture/week, (weeks 1-12), 1x1hr tutorial/week, (weeks 2-11) Assessment: presentation and flyer (50%), practical language sampling and analysis (50%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: This unit of study is a prerequisite for CSCD5027

This unit provides an introduction to speech pathology practice. Students will gain an understanding of communication and its components through various theoretical, experiential and practical activities.

Textbooks

CSCD5020
Articulation and Phonology
Credit points: 6 Teacher/Coordinator: AProf Tricia McCabe Session: Semester 1 Classes: 1x3hr lecture/week, 1x1hr observation of treatment/week, 1x1hr masterclass/ week, audiometry practical classes Assessment: phonological processes quiz - (20% barrier task) and group case assignment 10 pages (40%) and case exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: This unit of study is a prerequisite for CSCD5027

Students will acquire an understanding of normal aspects of articulation and phonological development, the nature of phonological and articulatory impairments in children and techniques for assessment, analysis, diagnosis and intervention including audiological aspects of speech production and perception.

Textbooks

CSCD5021
Language 1
Credit points: 6 Teacher/Coordinator: Dr Alison Purcell Session: Semester 1 Classes: 1x2-hr lecture/week, 1x1-hr tutorial/week Assessment: 3 online quizzes (10% in total), group assignment (35%), reflective journal (5%) and 2-hr final exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: This unit is a prerequisite for CSCD5027 Clinical Practice 1

This unit provides theoretical and applied knowledge in child language development and disorders. The nature of child language impairments, the principles and practices for assessment, diagnosis, management planning and treatment, are covered.

Textbooks

CSCD5022
Specialist Studies 1
Credit points: 6 Teacher/Coordinator: Prof Mark Onslow Session: Semester 1 Classes: 2x2-hr lectures/week, 1x1-hr tutorials/week (Wk 2-13) Assessment: Compulsory lecture attendance week 7 and week 9 (0% barrier tasks), 1500 word case-based assignment (25%), client assessment (25%), 2x1-hr final case-based exams (25% and 25%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: This unit is a prerequisite for CSCD5027 and CSCD5032 and CSCD5033

This unit examines assessment, diagnosis and management of specialist populations, including stuttering and clients with complex communication needs.

Textbooks

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2

CSCD5023
Swallowing and Neurogenics 1
Credit points: 6 Teacher/Coordinator: Dr Hans Bogaardt Session: Semester 2 Classes: 1x3-hr lecture/week, 1x1-hr tutorial/week, independent study of modified barium swallow video rating approximately 3 to 4 hrs per semester Prerequisites: CSCD5018 Assessment: 1 hr case-based mid semester exam (35%), MBS exam (barrier task) (15%) and 2 hr case based final exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day
Note: This unit of study is a prerequisite for CSCD5031 and CSCD5032 and CSCD5033

Students will acquire the knowledge and skills to conduct clinical assessment and management for clients with speech motor and motor programming disorders such as dysarthria and apraxia as well as assessment and management of feeding and swallowing impairments in adults and children. Students will learn to describe, evaluate and conduct and justify interventions for these populations. A focus on case problem solving will be emphasised to achieve integration of theory and practical skills. This unit of study prepares students to conduct appropriate and evidence based clinical assessment and management for these populations.

Textbooks
CSCD5024
Language 2
Credit points: 6  
Teacher/Coordinator: Dr Kimberley Docking  
Session: Semester 2  
Classes: 1x2hr lecture/week, 1x1hr tutorial/week  
Assumed knowledge: CSCD5020 and CSCD5021  
Assessment: assignment (50%), and 2 hr final exam (50%)  
Mode of delivery: Normal (lecture/lab/tutorial) day  
Note: This unit of study is a prerequisite for CSCD5031.

The theoretical and applied knowledge in language development and disorders will be covered within the areas of the assessment, diagnosis and management of language disorders in school-aged children, adolescents, and other specialist populations across a range of workplace settings.

Textbooks

CSCD5025
Specialist Studies 2
Credit points: 3  
Teacher/Coordinator: Dr Catherine Madill  
Session: Semester 2  
Classes: 1x2hr lecture/week, 1x1hr tutorial/week  
Prerequisites: Assumed knowledge: Anatomy of the head and neck, thorax and respiratory system. Assumed knowledge: Anatomy of the head and neck, thorax and respiratory system.  
Assessment: 1 hour exam (40%), 2 hour exam (50%) and recorded voice task assignment (10%)  
Mode of delivery: Normal (lecture/lab/tutorial) day  
Note: This unit of study is a prerequisite for CSCD5031 and CSCD5032 and CSCD5033

This unit of study will enable students to describe, analyse and apply:  
i) the anatomical, physiological, aerodynamic, biomechanical, acoustic, physical and perceptual principles of vocal function; ii) principles and skills in the assessment and analysis of vocal function including basic principles of acoustic speech recording and analysis; iii) the nature of voice disorders; evaluation and management of individuals with a variety of phonatory disorders; iv) different voice techniques and facilitating vocal change in the non-disordered and disordered population.

Textbooks

CSCD5026
Professional Development 1
Credit points: 3  
Teacher/Coordinator: Dr Andy Smidt  
Session: Semester 2  
Classes: 1x2hr lecture/week  
Assessment: reflective journal (20% barrier task), report (40%) and assignment (40%)  
Mode of delivery: Normal (lecture/lab/tutorial) day  
Note: This unit is a prerequisite for CSCD5030 and CSCD5031

Students explore and discuss professional issues relevant to five major themes: professional relationships; ethics; management of clients and services; government political and legal influences; and professional self-regulation.

CSCD5027
Clinical Practice 1
Credit points: 6  
Teacher/Coordinator: Ms Jenny Hill  
Session: Semester 1, Semester 2  
Classes: Block mode or weekly placement, on-campus depending on availability  
Prerequisites: CSCD5019, CSCD5020, CSCD5021, CSCD5022  
Assessment: clinical competency assessment (100%), orientation (50% barrier task), required paperwork (0% barrier task), case based viva (0% barrier task), TAM Duty (0% barrier task) and portfolio spreadsheet of clients (0% barrier task)  
Mode of delivery: Professional practice  
Note: Department permission required for enrolment. Note: This unit is a prerequisite for CSCD5031, CSCD5032, CSCD5054. Student must hold a current CPR certificate before they can enrol in this unit. Attendance at clinic orientation is compulsory. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16 depending on availability. Student must advise the Course Director, before commencing this unit, if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Student must be able to supply proof of vaccination or positive serology results as per NSW Ministry of Health requirements.

Clinical placement to develop clinical competencies related to client assessment and management, communication skills, report writing, case management and professional development.

Textbooks
These are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013)  
Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011)  
Academic lecture materials relevant to the caseload(s)

SEMESTER 2 TOTAL: 24 CREDIT POINTS

Year 2

Semester 1

CSCD5028
Specialist Studies 3
Credit points: 6  
Teacher/Coordinator: Dr Alison Purcell  
Session: Semester 1  
Classes: 1x2-hr lecture/week, weeks 1 to 10, 1x1hr tutorial/week, weeks 1 to 10  
Assumed knowledge: CSCD5021, CSCD5023, CSCD5024  
Assessment: management plan assignment (50%) and case study assignment (50%)  
Mode of delivery: Normal (lecture/lab/tutorial) day  
Note: This unit is a prerequisite for CSCD5032, CSCD5033, CSCD5053, CSCD5054

In this unit students will learn about the different varieties of hearing loss and craniofacial abnormalities. Students will understand the impact of these disorders on communication and learn how to investigate and manage these types of communication impairments. The impact of culturally and linguistically diverse backgrounds for speech pathologists and their clients will also be explored.

Textbooks

CSCD5029
Neurogenic 2
Credit points: 6  
Teacher/Coordinator: Dr Emma Power  
Session: Semester 1  
Classes: 1x3-hr lecture/week, weeks 1-10, 2x1-hr case discussion/demostration/week, weeks 1-10  
Assumed knowledge: CSCD5023  
Assessment: assignment (50%), final exam (50% barrier task)  
Mode of delivery: Normal (lecture/lab/tutorial) day  
Note: This unit of study is a prerequisite for CSCD5032, CSCD5033, CSCD5053 and CSCD5054

In this subject, students will learn about acquired neurogenic language disorders (i.e. aphasia and cognitive-communication disorders) from dominant and non-dominant cerebral lesions (i.e. stroke), traumatic brain injury (TBI) and degenerative diseases (e.g., dementia, primary progressive aphasia). Students will identify and explain the nature of acquired neurogenic language impairments using current theoretical perspectives and develop evidenced-based approaches to assessment and management of these impairments.

CSCD5030
Professional Development 2
Credit points: 6  
Teacher/Coordinator: Dr Maree Doble (Session 1) and Ms Kate Short (Session 2)  
Session: Semester 1, Semester 2  
Classes: 1x2hr lecture/week, weeks 1-10  
Prerequisites: CSCD5026  
Assessment: case study response (50%), project report (50%)  
Mode of delivery: Normal (lecture/lab/tutorial) day  
Note: Department permission required for enrolment. Note: This unit is a prerequisite for CSCD5053 and CSCD5054

Advanced issues in speech pathology practice including ethics, management of clients and services, government political and legal influences, professional self regulation and recruitment. This unit of study prepares students for evidence based practice research and completion of their Quality Improvement assignment in CSCD5033.  
Applied Clinical Research.

Master of Speech Language Pathology – MASPLAPA1000
CSCD5031
Clinical Practice 2
Credit points: 6  Teacher/Coordinator: Ms Robyn Johnson  Session: Semester 1, Semester 2  Classes: Clinical placement block mode or weekly for 2x16 day off-campus placements depending on availability. Days of attendance at the placement site are organised by the university. Students are expected to undertake all components of this unit of study to their completion and in their entirety. Students are required to be supported in information in off-campus orientation/briefing sessions (barrier) during the semester prior to their attendance at their placements. This is supplemented with an off-campus handbook which is also available on the speech pathology professional placement elearning site. Students are also required to participate in scheduled orientation activities at the placement site (barrier task)  Prerequisites: CSCD5003, CSCD5024, CSCD5025, CSCD5026, CSCD5027  Assessment: COMPASS assessment of clinical competence mid and end semester for each placement (100%), attend all orientation sessions and clinical meetings (0% barrier tasks) and completion of other paperwork requirements (0% barrier tasks)  Mode of delivery: Professional practice  Note: Department permission required for enrolment. Note: This is a prerequisite for CSCD5032, CSCD5033, CSCD5053 and CSCD5054. Failure to achieve a pass grade in the first scheduled 16 day placement may result in students being withdrawn from their second 16 day placement. Student must hold a current CPR certificate before they can enrol in this unit. Student must advise the Course Director, before commencing this unit, if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Student must be able to supply proof of vaccination or positive serology results as per NSW Ministry of Health requirements. Clinical placements are scheduled from January - December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

Students attend external speech pathology clinics to consolidate their client skills in areas required for competency as a beginning practitioner in speech pathology.

Textbooks
There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013), Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011), Off-Campus Placement Handbook (available on the Learning Management System (LMS)). Academic lecture materials relevant to the caseload(s) NB: This unit is a prerequisite for CSCD5032, CSCD5033, CSCD5053 and CSCD5054.

SEMESTER 1 TOTAL: 24 CREDIT POINTS

Semester 2
CSCD5032
Research Led Practice
Credit points: 6  Teacher/Coordinator: Dr Andy Smidt  Session: Semester 2a  Classes: Online (Week 1 to 8)  Prerequisites: CSCD5052, CSCD5023, CSCD5025, CSCD5026, CSCD5027, CSCD5031  Assessment: Clinical question with peer critique (10%), two critically appraised papers with peer critiques (20%), one critically appraised topic with peer critique (40%), Special Interest Group report (30%) and elearning participation (5% barrier task)  Mode of delivery: Online

This unit will provide the opportunity for students to apply the skills needed for critical evaluation of literature pertinent to speech pathology practice and the principles underlying evidence-based practice. Students will focus on specific areas of specialised practice. These areas will be chosen to strengthen the student's professional portfolio demonstrating competencies in all required areas.

Textbooks

CSCD5053
Applied Clinical Research
Credit points: 6  Teacher/Coordinator: Dr Maree Doble  Session: Semester 1a, Semester 1b, Semester 2a  Classes: 1x2-hr compulsory tutorial per semester and online learning Prerequisites: CSCD5022, CSCD5023, CSCD5024, CSCD5025, CSCD5026, CSCD5028, CSCD5029, CSCD5031  Assessment: project outline (50%) and written project report (50%)  Mode of delivery: Normal (lecture/lab/tutorial) day  Note: Department permission required for enrolment.

Students engage in an in-depth study of a clinical issue or model and investigate its application and impact on research, practice, education, services and other relevant areas. This unit of study will include a quality improvement (QI) project.

CSCD5053
Clinical Practice 3 - Paediatric
Credit points: 6  Teacher/Coordinator: Ms Robyn Johnson  Session: Semester 1a, Semester 1b, Semester 2a, Semester 2b  Classes: Clinical Placement block Monday-Friday with on site attendance minimum 3days/week for 8 weeks or equivalent. Additional orientation sessions and debriefing attendance is also required. Prerequisites: CSCD5027, CSCD5028, CSCD5029, CSCD5030, CSCD5031  Assessment: attend clinic orientation and all clinical meetings (0% barrier task), clinical competency assessment (100%), portfolio(0% barrier task), clinical viva (0% barrier task) and complete all required clinical paperwork (0% barrier task)  Mode of delivery: Professional practice  Note: Department permission required for enrolment. Note: This unit of study is typically completed with concurrent enrolment with CSCD5054. Failure to achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Student must hold a current CPR certificate before they can enrol in this unit. Student must advise the Course Director, before commencing this unit, if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012. Student must be able to supply proof of vaccination or positive serology results as per NSW Ministry of Health requirements. Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

Students attend a speech pathology clinical placement to consolidate their skills with paediatric clients in areas required for competency as an entry-level practitioner in speech pathology.

Textbooks
There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013), Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011), Off-Campus Placement Handbook (available on the Learning Management System (LMS)). Academic lecture materials relevant to the caseload(s) Off campus Placement Handbook (available on eLearning)

CSCD5054
Clinical Practice 3 - Adult
Credit points: 6  Teacher/Coordinator: Ms Elizabeth Bourne  Session: Semester 1a, Semester 1b, Semester 2a, Semester 2b  Classes: Clinical Placement block Monday-Friday with on site attendance minimum 3 days per week for 8 weeks or equivalent. Additional orientation sessions and debriefing attendance is also required. Prerequisites: CSCD5027, CSCD5028, CSCD5029, CSCD5030, CSCD5031  Assessment: clinical competency assessment (100%), portfolio (0% barrier task), 2x clinical vivas barrier tasks (0%), required paperwork barrier task (0%), CPR certificate barrier task (0%)  Mode of delivery: Professional practice  Note: Department permission required for enrolment. Note: This unit of study is typically completed with concurrent enrolment with CSCD5053. Failure to achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Student must hold a current CPR certificate as well as ensure they hold a clearance card following conduction of a National Police Check before they can commence in this unit. Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16.

Students attend a speech pathology clinical placement to consolidate their skills with adult clients in areas required for competency as an entry-level practitioner in speech pathology.

Textbooks
There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013), Competency Based Occupational Standards (CBOS) for Speech Pathologists: Entry Level (2011), CDTRC Clinic Handbook (available on eLearning). Academic lecture materials relevant to the caseload(s) Off campus Placement Handbook (available on eLearning)

SEMESTER 2 TOTAL: 24 CREDIT POINTS
Part-time mode

Year 1

**SEMESTER 1**

**CSCD5018**

**Core Studies**

*Credit points: 3 Teacher/Coordinator: Dr Helen Ritchie Session: Semester 1 Classes: 1x2-hr lecture/week. Assessment: case based short answer exam 40 mins (30%), case based short answer mid semester exam 40 mins (30%) and case based short answer final exam 1 hour (40%) Mode of delivery: Normal (lecture/lab/tutorial) day*

*Note: The unit is a prerequisite for CSCD5023 and CSCD5025*

This unit aims to provide a basic understanding of the anatomy, physiology, neurophysiology and physics of speech. Students will gain a detailed knowledge of the anatomy of the head and neck as well as functional activities involving swallowing and speech. In addition student will learn the role of physics in sound production and hearing. Control of breathing and respiration in normal and pathological condition is also covered in this unit.

*Textbooks*


**CSCD5019**

**Speech Pathology Practice (Introduction)**

*Credit points: 3 Teacher/Coordinator: Dr Alison Purcell Session: Semester 1 Classes: 1x1-hr lecture/week, (weeks 1-13), 1x1hr tutorial/week, (weeks 2-11) Assessment: presentation and flyer (50%), practical language sampling and analysis (50%) Mode of delivery: Normal (lecture/lab/tutorial) day*

*Note: This unit of study is a prerequisite for CSCD5027*

This unit provides an introduction to speech pathology practice. Students will gain an understanding of communication and its components through various theoretical, experiential and practical activities.

*Textbooks*


**CSCD5021**

**Language 1**

*Credit points: 6 Teacher/Coordinator: Dr Alison Purcell Session: Semester 1 Classes: 1x2-hr lecture/week, 1x1-hr tutorial/week. Assessment: 3 online quizzes (10% in total), group assignment (35%), reflective journal (5%) and 2-hr final exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day*

*Note: This unit is a prerequisite for CSCD5027 Clinical Practice 1*

This unit provides theoretical and applied knowledge in child language development and disorders. The nature of child language impairments, the principles and practices for assessment, diagnosis, management planning and treatment, are covered.

*Textbooks*


**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**SEMESTER 2**

**CSCD5024**

**Language 2**

*Credit points: 6 Teacher/Coordinator: Dr Kimberley Docking Session: Semester 2 Classes: 1x2hr lecture/week, 1x1hr tutorial/week. Assessment: case based short answer exam 40 mins (30%), and 2 hr final exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day*

*Note: This unit of study is assumed knowledge for CSCD5025. This unit of study is a prerequisite for CSCD5031. The theoretical and applied knowledge in language development and disorders will be covered within the areas of the assessment, diagnosis and management of language disorders in school-aged children, adolescents, and other specialist populations across a range of workplace settings.*

*Textbooks*


**CSCD5025**

**Specialist Studies 2**

*Credit points: 3 Teacher/Coordinator: Dr Catherine Madill Session: Semester 2 Classes: 1x2-hr lecture/week, 1x1-hr tutorial/week. Prerequisites: Assumed knowledge: Anatomy of the head and neck, thorax and respiratory system. Assumed knowledge: Anatomy of the head and neck, thorax and respiratory system. Assessment: 1 hour exam (40%), 2 hour exam (50%) and recorded voice task assignment (10%) Mode of delivery: Normal (lecture/lab/tutorial) day*

*Note: This unit of study is a prerequisite for CSCD5031 and CSCD5032 and CSCD5033*

This unit of study will enable students to describe, analyse and apply: i) the anatomical, physiological, aerodynamic, biomechanical, acoustic, physical and perceptual principles of vocal function; ii) principles and skills in the assessment and analysis of vocal function including basic principles of acoustic speech recording and analysis; iii) the nature of voice disorders; evaluation and management of individuals with a variety of phonatory disorders; iv) different voice techniques and facilitating vocal change in the non-disordered and disordered population.

*Textbooks*


**CSCD5026**

**Professional Development 1**

*Credit points: 3 Teacher/Coordinator: Dr Andy Smidt Session: Semester 2 Classes: 1x2hr lecture/week Assessment: reflective journal (20% barrier task), report (40%) and assignment (40%) Mode of delivery: Normal (lecture/lab/tutorial) day*

*Note: This unit is a prerequisite for CSCD5030 and CSCD5031*

Students explore and discuss professional issues relevant to five major themes: professional relationships; ethics; management of clients and services; government political and legal influences; and professional self regulation.

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

**Year 2**

**SEMESTER 1**

**CSCD5020**

**Articulation and Phonology**

*Credit points: 6 Teacher/Coordinator: A/Prof Tricia McCabe Session: Semester 1 Classes: 1x3hr lecture/week, 1x1hr observation of treatment/week, 1x1hr masterclass/week, audiometry practical classes Assessment: phonological processes quiz - (20% barrier task) and group case assignment 10 pages (40%) and case exam (40%) Mode of delivery: Normal (lecture/lab/tutorial) day*

*Note: This unit of study is a prerequisite for CSCD5027*

Students will acquire an understanding of normal aspects of articulation and phonological development, the nature of phonological and articulatory impairments in children and techniques for assessment, analysis, diagnosis and intervention including audiological aspects of speech production and perception.

*Textbooks*


**CSCD5022**

**Specialist Studies 1**

*Credit points: 6 Teacher/Coordinator: Prof Mark Onslow Session: Semester 1 Classes: 2x2-hr lectures/week, 1x1-hr tutorials/week (Wk 2-13) Assessment: Compulsory lecture attendance week 7 and week 9 (0% barrier tasks), 1500 word case-based assignment (25%), client assessment (25%), 2x1-hr final
SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

CSCD5023
Swallowing and Neurogenics 1
Credit points: 6 Teacher/Coordinator: Dr Hans Bogaardt Session: Semester 2 Classes: 1x3-hr lecture/week, 1x1-hr tutorial/week, independent study of modified barium swallow video rating approximately 3 to 4 hrs per semester
Prerequisites: CSCD5018 Assessment: 1 hr case-based mid semester exam (35%), MBS exam (barrier task) (15%) and 2 hr case based final exam (50%)
Note: This unit of study is a prerequisite for CSCD5031 and CSCD5032 and CSCD5033

Students will acquire the knowledge and skills to conduct clinical assessment and management for clients with speech motor and motor programming disorders such as dysarthria and apraxia as well as assessment and management of feeding and swallowing impairments in adults and children. Students will learn to describe, evaluate and conduct and justify interventions for these populations. A focus on case problem solving will be emphasised to achieve integration of theory and practical skills. This unit of study prepares students to conduct appropriate and evidence based clinical assessment and management for these populations.

Textbooks

CSCD5027
Clinical Practice 1
Credit points: 6 Teacher/Coordinator: Ms Jenny Hill Session: Semester 1, Semester 2 Classes: 2x3-hr block mode or weekly placement, on-campus depending on availability Prerequisites: CSCD5019, CSCD5020, CSCD5021, CSCD5022 Assessment: clinical competency assessment (100%), orientation (0% barrier task), required paperwork (0% barrier task), case based viva (0% barrier task), T&L Duty (0% barrier task) and portfolio spreadsheet of clients (0% barrier task) Mode of delivery: Professional practice Note: Department permission required for enrolment. Note: This unit is a prerequisite for CSCD5025, CSCD5026, CSCD5031, CSCD5032, CSCD5033, CSCD5034, CSCD5054
Mode of delivery: Normal (lecture/lab/tutorial) day

Clinical placement to develop clinical competencies related to client assessment and management, communication skills, report writing, case management and professional development.

Textbooks
Academic lecture materials relevant to the caseload(s)

SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 3

Semester 1

CSCD5028
Specialist Studies 3
Credit points: 6 Teacher/Coordinator: Dr Alison Purcell Session: Semester 1 Classes: 1x2-hr lecture/week, weeks 1 to 10, 1x1hr tutorial/week, weeks 1 to 10 Assumed knowledge: CSCD5023 Assessment: assessment of academic performance (50%) and case study assessment (50%) Mode of delivery: Normal (lecture/lab/tutorial) day Note: This unit is a prerequisite for CSCD5030, CSCD5033, CSCD5053, CSCD5054
In this unit students will learn about the different varieties of hearing loss and craniofacial abnormalities. Students will understand the impact of these disorders on communication and learn how to investigate and manage these types of communication impairments. The impact of culturally and linguistically diverse backgrounds for speech pathologists and their clients will also be explored.

Textbooks

CSCD5029
Neurogenics 2
Credit points: 6 Teacher/Coordinator: Dr Emma Power Session: Semester 1 Classes: 1x3-hr lecture/week, weeks 1-10, 2x1-hr case discussion/demonstration/week, weeks 1-10 Assumed knowledge: CSCD5023 Assessment: assessment (50%), final exam (50%) Mode of delivery: Normal (lecture/lab/tutorial) day Note: This unit of study is a prerequisite for CSCD5032, CSCD5033, CSCD5053 and CSCD5054
In this subject, students will learn about acquired neurogenic language disorders (i.e. aphasia and cognitive-communication disorders) from dominant and non-dominant cerebral lesions (i.e. stroke), traumatic brain injury (TBI) and degenerative diseases (e.g., dementia, primary progressive aphasia). Students will identify and explain the nature of acquired neurogenic language impairments using current theoretical perspectives and develop evidenced-based approaches to assessment and management of these impairments

SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

CSCD5030
Professional Development 2
Credit points: 6 Teacher/Coordinator: Dr Maree Doble (Session 1) and Ms Kate Short (Session 2) Session: Semester 1, Semester 2 Classes: 1x2-hr lecture/week, weeks 1-10 Prerequisites: CSCD5026 Assessment: case study response (50%), project report (50%) Mode of delivery: Normal (lecture/lab/tutorial) day Note: Department permission required for enrolment. Note: This unit is a prerequisite for CSCD5053 and CSCD5054
Advanced issues in speech pathology practice including ethics, management of clients and services, government political and legal influences, professional self regulation and recruitment. This unit of study prepares students for evidence based practice research and completion of their Quality Improvement assignment in CSCD5033 Applied Clinical Research.

CSCD5031
Clinical Practice 2
Credit points: 6 Teacher/Coordinator: Ms Robyn Johnson Session: Semester 1, Semester 2 Classes: Clinical placement block mode or weekly for 2x16 day off-campus placements depending on availability. Days of attendance at the placement site are determined by the university. Students are required to undertake all components of this unit of study to their completion and in their entirety. Students are supported with information in off-campus orientation/briefing sessions (barrier) during the semester prior to their attendance at their placements. This is supplemented with an off-campus handbook which is also available on the speech pathology professional placement elearning site. Students are also required to participate in scheduled orientation activities at the placement site (barrier task) Prerequisites:
COMPASS Competency Assessment in Speech Pathology: Assessment

Credit points: 6 Teacher/Coordinator: Ms Elizabeth Bourne 
Session: Semester 1a, Semester 1b, Semester 2a, Semester 2b Classes: Clinical Placement block Monday-Friday with on site attendance minimum 3 days/week for 8 weeks or equivalent. Additional orientation sessions and debriefing attendance is also required. Prerequisites: CSCD5027, CSCD5028, CSCD5029, CSCD5030, CSCD5031 Assessment: attend clinical orientation and all clinical meetings (0% barrier task), clinical competency assessment (100%), portfolio (0% barrier task), clinical viva (0% barrier task) and complete all required clinical paperwork (0% barrier task) Mode of delivery: Professional practice

Students attend a speech pathology clinical placement to consolidate their skills with adult clients in areas required for competency as an entry-level practitioner in speech pathology.

Textbooks

There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013)

SEMESTER 2 TOTAL: 12 CREDIT POINTS

Pen for Year 4

Semester 1

CSCD5021 Applied Clinical Research

Credit points: 6 Teacher/Coordinator: Dr Maree Doble 
Session: Semester 1a, Semester 1b, Semester 2b Classes: 1x2-hr compulsory tutorial per semester and online learning. Prerequisites: CSCD5027, CSCD5028, CSCD5029, CSCD5030, CSCD5031 Assessment: project outline (50%) and written project report (50%) Mode of delivery: Normal (lecture/lab/tutorial) day Note: Department permission required for enrolment.

Students engage in an in-depth study of a clinical issue or model and investigate its application and impact on research, practice, education, services and other relevant areas. This unit of study will include a quality improvement (QI) project.

CSCD5031 Clinical Practice 3 - Paediatric

Credit points: 6 Teacher/Coordinator: Ms Robyn Johnson 
Session: Semester 1a, Semester 1b, Semester 2a 
Prerequisites: CSCD5021, CSCD5025, CSCD5027, CSCD5028, CSCD5029, CSCD5030, CSCD5031 Assessment: clinical competency assessment (0%), portfolio (0% barrier task), clinical viva (0% barrier task) and complete all required clinical paperwork (0% barrier task) Mode of delivery: Professional practice

Note: Department permission required for enrolment. Note: This unit of study is typically completed with concurrent enrolment with CSCD504. To achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Student must hold a current CPR certificate as well as ensure they hold a clearance card following conduction of a National Police Check before they can commence in this unit. Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16

Students attend a speech pathology clinical placement to consolidate their skills with paediatric clients in areas required for competency as an entry-level practitioner in speech pathology.

Textbooks

There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013)

SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

CSCD5032 Research Led Practice

Credit points: 6 Teacher/Coordinator: Dr Andy Smidt 
Session: Semester 2b Classes: Online (Week 1 to 8) Prerequisites: CSCD5022, CSCD5023, CSCD5025, CSCD5028, CSCD5029, CSCD5031 Assessment: Clinical question with peer critique (10%), two critically appraised papers with peer critiques (20%), one critically appraised topic with peer critique (40%), Special Interest Group report (30%) and eLearning participation (0% barrier task) Mode of delivery: Online

This unit will provide the opportunity for students to apply the skills needed for critical evaluation of literature pertinent to speech pathology practice and the principles underlying evidence-based practice. Students will focus on specific areas of specialised practice. These areas will be chosen to strengthen the student’s professional portfolio demonstrating competencies in all required areas.

Textbooks


CSCD5054 Clinical Practice 4 - Adult

Credit points: 6 Teacher/Coordinator: Ms Elizabeth Bourne 
Session: Semester 1a, Semester 1b, Semester 2a, Semester 2b Classes: Clinical Placement block Monday-Friday with on site attendance minimum 3 days/week for 8 weeks or equivalent. Additional orientation sessions and debriefing attendance is also required. Prerequisites: CSCD5027, CSCD5028, CSCD5029, CSCD5030, CSCD5031 Assessment: clinical competency assessment (100%), portfolio (0% barrier task), 2x clinical viva (0% barrier tasks), required paperwork (0%), CPR certificate (0%) Mode of delivery: Professional practice

Note: Department permission required for enrolment. Note: This unit of study is typically completed with concurrent enrolment with CSCD504. To achieve a pass grade in the first scheduled block may result in students being withdrawn from their second block placement. Student must hold a current CPR certificate as well as ensure they hold a clearance card following conduction of a National Police Check before they can commence in this unit. Clinical placements are scheduled from January-December and hence may commence prior to the official start of semester and/or may extend beyond week 16

Students attend a speech pathology clinical placement to consolidate their skills with adult clients in areas required for competency as an entry-level practitioner in speech pathology.

Textbooks

There are no textbooks for this unit. You need to refer to the following documents: COMPASS Competency Assessment in Speech Pathology: Assessment Resource Manual (2013)
Clinical Education

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program. Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

All students are required to have completed the relevant pre placement compliance requirements in the indicated time frame prior to the placement commencing. Failure to do so may result in the student not being allocated a placement by WIL or cancellation of the placement by the placement organisation and impact on the student’s progression within their program.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

- necessary vaccination and immunisation for specified infectious diseases
- obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
- meet the requirements of NSW Working with Children legislation and
- agree to abide by the NSW Health Code of Conduct
- as well as other requirements.

It is strongly advised that students commence the vaccination/immunisation requirements and the application for the National Criminal Record Check (to obtain a National Police Certificate) before starting their program, as students will be formally checked for compliance with these requirements either before enrolment into their program or within the first few weeks of Semester 1. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
Master of Health Science (Medical Radiation Sciences) – MAHSCMRS2000

Graduate Diploma of Health Science (Medical Radiation Sciences)
View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course GEHSCMRS-02:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-campus:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 (last offered 2015)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two electives [12]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12 CREDIT POINTS</td>
</tr>
</tbody>
</table>

Master of Health Science (Medical Radiation Sciences)
View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course MAHSCMRS-02:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-campus:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 (last offered 2015)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two electives [12]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMESTER 1 TOTAL:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12 CREDIT POINTS</td>
</tr>
</tbody>
</table>

| Semester 2             |              |                      |                  |                |                |                 |
| MRTY5024               | 6            |                      |                  |                |                | Semester 2      |
| Current Issues in Medical Radiations |              |                      |                  |                |                |                 |
| Elective [6] (see elective list below) |              |                      |                  |                |                |                 |
| SEMESTER 2 TOTAL:      |              |                      |                  |                |                | 12 CREDIT POINTS |

Medical Radiation Sciences Electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of electives may vary from year to year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5085 Clinical Teaching and Supervision</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5039 CT Applications</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5040 Computed Tomography A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5042 Digital Communications in Medical Radiations</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5043 Directed Studies A</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5051 Magnetic Resonance Theory</td>
<td>6</td>
<td>One of the two main assignments is based on practical exercises via online access to an Earth’s field MR imaging system (Internet access required)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5058 Quality Management in Medical Radiations</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5090 Advanced Multiplanar Anatomy A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------</td>
<td>----------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>MRTY5098 Radiographic Image Interpretation A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5099 Radiographic Image Interpretation B</td>
<td>6</td>
<td>A MRTY5098</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5106 Breast Imaging A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACH5042 Teaching Clinical Reasoning</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This unit of study is not available in 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRTY5024 Current Issues in Medical Radiations</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5041 CT Practice II</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5044 Directed Studies B</td>
<td>6</td>
<td>P MRTY5043</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5053 MR Applications 2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5052 Magnetic Resonance A</td>
<td>6</td>
<td>P MRTY5051</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MRTY5056 Patient/Practitioner Communication</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5087 Advanced MR Theory</td>
<td>6</td>
<td>P MRTY5051</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5091 Advanced Multiplanar Anatomy B</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MRTY5100 Radiographic Image Interpretation C</td>
<td>6</td>
<td>A MRTY5098</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Notes**

See Faculty Electives chapter for the list of Faculty electives.
Master of Health Science (Medical Radiation Sciences) – MAHSCMRS2000

View semester session codes here.

Graduate Diploma of Health Science (Medical Radiation Sciences)
Course GEHSCMRS-02: Credit points for award: 36
Off-campus: part-time, 3 semesters

Year 2 (last offered 2015)

Semester 1
Two electives [12] (see elective list below)
SEMESTER 1 TOTAL: 12 CREDIT POINTS

Master of Health Science (Medical Radiation Sciences)
Course MAHSCMRS-02: Credit points for awards: 48
Off-campus: part-time, 4 semesters

Year 2 (last offered 2015)

Semester 1
Two electives [12] (see elective list below)
SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

MRTY5024 Current Issues in Medical Radiations
Credit points: 6
Teacher/Coordinator: Dr Peter Kench
Session: Semester
2 Classes: Distance education, independent study, group discussions
Assessment: 2000wd essay (50%), 2000wd essay (50%)
Mode of delivery: Distance education

This unit of study is designed to facilitate learning through discussion of current issues of interest to practitioners working in the field of medical radiations. Journal articles which reflect topical debates will be studied. Students will be encouraged to discuss relevant articles both from their own area of practice and from other modalities within the field of medical radiations.

Textbooks
Essential reading supplied

Elective [6] (see elective list below)
SEMESTER 2 TOTAL: 12 CREDIT POINTS
Medical Radiation Sciences Electives

Availability of electives may vary from year to year.

Semester 1

BACH5085
Clinical Teaching and Supervision
Credit points: 6
Teacher/Coordinator: Ms Jodie Jacobson
Session: Semester 1
Classes: Online learning mode
Assessment: Written reflection 5000wds (5%), online activities (45%), presentation (50%)
Mode of delivery: Online
Note: Department permission required for enrolment.

This unit of study is concerned with exploring current theory and best practice in teaching and supervision in clinical settings. Participants will be expected to develop a critical and research-informed understanding of the clinical setting as a highly complex and specialised context for student learning, and to investigate and argue for the application of teaching/learning strategies to a learning problem in their own clinical education contexts.

MRTY5039
CT Applications
Credit points: 6
Teacher/Coordinator: Mr Terry Jones
Session: Semester 1
Classes: Online
Assessment: 750wds essay (30%), 3250wds essay (70%)
Practical field work: Access to CT scanner is expected
Mode of delivery: Distance education

This unit covers the application of CT in the clinical environment, in order for students to develop and extend the theoretical skills acquired in MRTY5040 CT Practice I and MRTY5041 CT Practice II. The main learning activity in this unit of study is a research style literature review project. After the selection of a suitable CT related topic for investigation a proposal, abstract and literature review article will be undertaken. It is preferable that students have completed CT Practice I & II prior to undertaking CT Applications as it is designed for advanced users.

Textbooks
Reference lists provided throughout course material. Some journal articles included

MRTY5040
Computed Tomography A
Credit points: 6
Teacher/Coordinator: Mr Terry Jones
Session: Semester 1, Semester 2
Classes: Online
Assessment: 2500wds essay (60%), Journal (40%)
Practical field work: Access to a CT scanner is expected
Mode of delivery: Distance education

This unit of study examines the applications of CT. It covers the adaptation of these protocols to patient specific scenarios in a variety of imaging procedures. CT contrast administration studies will be examined and related to current best practice. The latest techniques in CT interventional procedures will also be explored.

Textbooks
Reference lists provided throughout course material. Some journal articles included

MRTY5042
Digital Communications in Med Radiations
Credit points: 6
Teacher/Coordinator: A/Prof Roger Fulton
Session: Semester 1
Classes: Distance education
Assessment: discussion (10%), 1500wd essay (30%), 3000wd essay (60%)
Mode of delivery: Distance education

This unit of study provides students with an understanding of digital image fundamentals, such as image acquisition, storage and transmission and implications on image quality and dose. Image management and the communication systems needed to facilitate patient care procedures will be examined, including PACS, DICOM, RIS, tele-radiology and record and verify systems. This unit also provides the student with the opportunity to examine computer based methods to efficiently utilise staff time and resources within a Medical Radiation Sciences department.

Textbooks
Essential reading is supplied

Reference lists provided throughout course material. Some journal articles are included

MRTY5043
Directed Studies A
Credit points: 6
Teacher/Coordinator: Dr Peter Kench
Session: Semester 1, Semester 2
Classes: Distance education
Assessment: Negotiated assessment (100%)
Mode of delivery: Distance education
Note: Department permission required for enrolment.

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 PG coursework coordinator. Upon preliminary approval, a supervisor will be appointed and a firm contract will be negotiated and agreed upon by all parties prior to semester commencing to achieve the desired educational outcomes. The unit of study may comprise, for instance, a literature review covering the development and applications of a new technology, it may comprise a personal reading and study program, it may involve specific workplace experience and analysis or it may comprise a combination of these elements. It may not be possible for all students to enrol in this subject, as it depends strongly upon the provision of suitable resources and experiences in the workplace, plus cooperation and commitment from the student’s employer. Students wishing to study MRTY5044 Directed Studies B must first complete Directed Studies A.

Textbooks
Some journal articles are included

MRTY5051
Magnetic Resonance Theory
Credit points: 6
Teacher/Coordinator: Dr Roger Bourne
Session: Semester 1
Classes: Online
Assessment: 3 x 1500 word reports (70%), 1 x poster (30%)
Mode of delivery: Distance education
Note: One of the two main assignments is based on practical exercises via online access to an Earth’s field MRI imaging system (Internet access required)

This unit addresses the principles of magnetic resonance imaging including the theory and measurement of magnetic resonance phenomena. Basic principles of MRI are covered including free induction decay, relaxation processes, signal averaging, formation of spin echoes and gradient echoes, imaging in two dimensions, and manipulation of image contrast. The unit includes basic safety requirements for working near a clinical MRI system.

Textbooks
McRobbie, Moore & Graves, MRI from Picture to Proton, United Kingdom: Cambridge University Press (2006), Online content “Introductory NMR and MRI” available from http://www.youtube.com/user/magritek.

MRTY5058
Quality Management in Medical Radiations
Credit points: 6
Teacher/Coordinator: A/Prof Roger Fulton
Session: Semester 1
Classes: Distance education
Assessment: 1 x 1500 wd essay (40%) and 1x 2500wd essay (60%)
Mode of delivery: Distance education

Quality management has become an important part of the operation of the medical radiations department. A well-developed quality assurance program can provide confidence that the intended quality is being achieved and maintained. This unit of study presents the theory of quality management and relates it to the day-to-day operations of the medical radiations department. Examples will be presented from the fields of radiography, nuclear medicine and radiation therapy, and students will have the opportunity to design or critique their own quality management system. The unit will be presented in distance learning mode.

Textbooks
Essential reading is supplied
MRTY5090
Advanced Multiplanar Anatomy A
Credit points: 6  
Teacher/Coordinator: Dr Peter Kench  
Session: Semester 1  
Classes: Distance education  
Assessment:  
Distance education  
This unit provides an overview of neuroanatomy. The advantage of this planar approach to the study of anatomy is that it is most appropriate to medical student's need. The preference for this approach is that it emphasizes the brain and the cranial contents. It also provides an overview of the pelvic anatomy. This unit will provide an overview of mammography and contrast medium. The parameters may need to be varied in order to complete an optimal interpretation. A basic knowledge of the lateral skeleton anatomy is assumed. The unit will be presented in distance education format with no requirement for attendance on-campus.

MRTY5098
Radiographic Image Interpretation A
Credit points: 6  
Teacher/Coordinator: Mr Stephen Littlefair  
Session: Semester 1  
Classes: Online  
Assessment:  
Distance education  
This unit will provide the student with image interpretation skills and knowledge of the radiological and clinical indicators which are utilised to identify pathology of the appendicular skeleton. The unit aims at enabling the practitioner to achieve a level of competency above the "red dot" system.

MRTY5099
Radiographic Image Interpretation B
Credit points: 6  
Teacher/Coordinator: Mr Stephen Littlefair  
Session: Semester 1  
Classes: Distance education  
Assessment:  
Distance education  
This unit will provide the student with image interpretation skills and knowledge of the radiological and clinical indicators which are utilised to identify pathology of the axial skeleton and abdomen. The unit aims at enabling the practitioner to achieve a level of competency above the "red dot" system.

MRTY5106
Breast Imaging A
Credit points: 6  
Teacher/Coordinator: Ms Jill Clarke  
Session: Semester 1  
Classes: Online  
Assessment:  
Distance education  
This unit will provide an overview of mammography theory and practice and includes the context of breast cancer and breast screening; the fundamentals of mammography, both digital and film/screen; radiation physics; positioning techniques and radiographer and client interaction. An overview of emerging technologies in breast cancer detection is also provided.

Semester 2

BACH5042
Teaching Clinical Reasoning
This unit of study is not available in 2015
Credit points: 6  
Session: Semester 2  
Classes: Distance mode: independent and online learning  
Assessment: Assignments (100%)

Note: Department permission required for enrolment.

This unit of study is concerned with exploring theories, models and research of clinical reasoning and decision-making from the medical, nursing and allied health literature. You will be introduced to a range of strategies to facilitate the development of clinical reasoning, and have the opportunity to explore the research literature relevant to the teaching of clinical reasoning, and to plan the application of strategies to a learning problem your own clinical educational context.

Textbooks
Higgs, J., Jones, M., Lofius, S., & Christensen, N./Clinical Reasoning in the Health Professions./3rd/2008/9780702068857/  

MRTY5024
Current Issues in Medical Radiations
Credit points: 6  
Teacher/Coordinator: Dr Peter Kench  
Session: Semester 2  
Classes: Distance education, independent study, group discussions  
Assessment:  
Distance education  
This unit of study is designed to facilitate learning through discussion of current issues of interest to practitioners working in the field of medical radiations. Journal articles which reflect topical debates will be studied. Students will be encouraged to discuss relevant articles both from their own area of practice and from other modalities within the field of medical radiations.

Textbooks
Essential reading supplied  

MRTY5041
CT Practice II
Credit points: 6  
Teacher/Coordinator: Mr Terry Jones  
Session: Semester 2  
Classes: Online  
Assessment:  
Distance education  
This unit of study is designed to facilitate learning through discussion of current issues of interest to practitioners working in the field of medical radiations. Journal articles which reflect topical debates will be studied. Students will be encouraged to discuss relevant articles both from their own area of practice and from other modalities within the field of medical radiations.

Textbooks
Essential reading supplied  

MRTY5044
Directed Studies B
Credit points: 6  
Teacher/Coordinator: Dr Warren Reed  
Session: Semester 1, Semester 2  
Classes: Distance education  
Assessment: Negotiated assessment (100%)

Note: Department permission required for enrolment.

This unit of study is concerned with exploring theories, models and research of clinical reasoning and decision-making from the medical, nursing and allied health literature. You will be introduced to a range of strategies to facilitate the development of clinical reasoning, and have the opportunity to explore the research literature relevant to the teaching of clinical reasoning, and to plan the application of strategies to a learning problem your own clinical educational context.

Textbooks
Higgs, J., Jones, M., Lofius, S., & Christensen, N./Clinical Reasoning in the Health Professions./3rd/2008/9780702068857/
One of the essays will be on a compulsory topic and the other will be a choice from a group of topics. **Practical field work**: Access to MRI is expected **Mode of delivery**: Distance education

This unit will study the applications and protocols of MR imaging of the musculoskeletal system focusing on the knee, hip, wrist and shoulder joints. The assessment in this unit will be by submission of clinical assignments, so students will need access of one or two days per week to a MRI unit.

**MRTY5052**
**Magnetic Resonance A**
**Credit points**: 6 **Teacher/Coordinator**: Mr John Robinson **Session**: Semester 1, Semester 2 **Classes**: Online **Prerequisites**: MRTY5051 **Assessment**: Journal (50%) and 2500wd essay (50%) **Practical field work**: Access to an MRI is expected **Mode of delivery**: Distance education

This unit of study will investigate the application of standard magnetic resonance (MR) imaging sequences, protocols and techniques used in clinical imaging. These techniques include variations of spin echo, gradient echo, inversion recovery and variation of fat suppression. Learning will be supported by clinical cases to demonstrate the appropriate application of different MR protocol sequences and modifications required for both routine and non-routine patient presentations.

**MRTY5056**
**Patient/Practitioner Communication**
**Credit points**: 6 **Teacher/Coordinator**: Dr John Atyeo **Session**: Semester 2 **Classes**: Distance education, online independent activities, independent research activities **Assessment**: 2x2500 written assignments (2x50%) **Mode of delivery**: Distance education

This unit extends the patient communication skills of the health science practitioner. It aims to make the practitioner more effective at giving and receiving information when interacting with the patient. The enhancement of listening skills will be encouraged, with an emphasis on patient empowerment, support, advice and counselling. Students will be encouraged to become reflective practitioners in the area of communication, and to become active consumers and evaluators of communication in its broadest context.

No specific text recommended. Primary and secondary library sources to be accessed by student

**MRTY5087**
**Advanced MR Theory**
**Credit points**: 6 **Teacher/Coordinator**: Dr Roger Bourne **Session**: Semester 2 **Classes**: Distance education **Prerequisites**: MRTY5051 **Assessment**: 1x2000wd essay (50%) and 2500wd essay (50%) **Practical field work**: Access to MRI is expected **Mode of delivery**: Distance education

This unit of study is designed to articulate with the unit MRTY5051 MR Theory, and expand the practitioner’s understanding of flow phenomena and the techniques of TOF-MRA, PC-MRA and CE-MRA. The applications of all these in medical imaging will be thoroughly explored and would require the practitioner to have access one or two days a week to a magnetic resonance imaging site. The delivery will be in distance education mode and will utilise a range of media, including printed material.

Textbooks
Printed notes of MR imaging with journal articles are supplied for this unit of study.

**MRTY5091**
**Advanced Multiplanar Anatomy B**
**Credit points**: 6 **Teacher/Coordinator**: Mr John Robinson **Session**: Semester 2 **Classes**: Online **Assessment**: Two online quizzes (worth 50% each) **Mode of delivery**: Distance education

Detailed anatomy of the brain is presented in this unit. The regions studied are the brain stem, cranial nerves and nuclei, cerebellum, diencephalon, cerebral hemisphere and cortex, basal ganglia, limbic system, ventricular system and the blood supply. The practical component involves interpretation of soft copy MR images. The advantage of specific planes with respect to the demonstration of specific pathologies will be discussed. This unit is targeted at professionals primarily working with MRI but NM or RT professionals if they are intensively utilizing CT as an anatomic imaging tool would benefit from this unit. A good knowledge of cross-sectional anatomy is essential for this unit . The delivery will be in distance education mode and will utilise a range of media, including printed material.

**MRTY5100**
**Radiographic Image Interpretation C**
**Credit points**: 6 **Teacher/Coordinator**: Mr Stephen Littlefair **Session**: Semester 2 **Classes**: Distance education **Assumed knowledge**: MRTY5098 **Assessment**: 1x2500wd image evaluation and diagnosis (40%), Image interpretation quiz (60%) **Practical field work**: Image Interpretation (online) **Mode of delivery**: Distance education

This unit will provide the student with image interpretation skills and knowledge of the radiological and clinical indicators which are utilised to identify the more common pathology of the respiratory system. The unit aims at enabling the practitioner to achieve a level of competency above the "red dot" system.

Textbooks
On-line and paper based study notes supplied

Notes
See Faculty Electives chapter for the list of Faculty electives.
Clinical Education

The clinical education/work integrated learning experiences are generally highly regarded by students within their programs. Provision of appropriate placements for students within the Faculty of Health Sciences (FHS) is a significant aspect of each professional right of entry program and is coordinated by the Work Integrated Learning (WIL) unit within the faculty. All placements are provided to students with the view to meet the program objectives, unit of study objectives, Australian professional accreditation requirements and (where appropriate) Australian professional registration requirements. The WIL processes around placements have to be quite structured, with very limited opportunity to make allowances for individual student circumstances or preferences unless there are extenuating reasons.

The timing of student placements often falls outside the standard University of Sydney semester periods. Students must be available to attend placements across the year, with the exception of the two week University close down period around Christmas/new year. Students are strongly advised to check the timing and duration of their placements with the WIL unit before committing to any travel arrangements, work commitments or other personal activities for the duration of their program, as personal commitments can only be taken into account for the planning of placements in very limited extenuating circumstances.

All students should expect to complete at least one placement outside of Sydney during the course of their program. Students are required to plan ahead in order to fund all costs themselves for any out of Sydney placement. Students must also be prepared to apply in advance (during their program) for relevant competitive scholarships or grants that may provide some financial assistance for rural/remote placements.

All students are required to have completed the relevant pre placement compliance requirements in the indicated time frame prior to the placement commencing. Failure to do so may result in the student not being allocated a placement by WIL or cancellation of the placement by the placement organisation and impact on the student’s progression within their program.

As part of compliance requirements, all students are required to complete NSW Health requirements, prior to commencing their first placement. These requirements include:

- necessary vaccination and immunisation for specified infectious diseases
- obtaining a National Police Certificate (National Criminal Record Check). Note: there are additional requirements for international students
- meet the requirements of NSW Working with Children legislation and
- agree to abide by the NSW Health Code of Conduct
- as well as other requirements.

It is strongly advised that students commence the vaccination/immunisation requirements and the application for the National Criminal Record Check (to obtain a National Police Certificate) before starting their program, as students will be formally checked for compliance with these requirements either before enrolment into their program or within the first few weeks of Semester 1. These requirements can take some time to complete.

Students must be aware of specific information on these requirements.

Students are also required to familiarise themselves with the information on the FHS Placements website.
The following list shows the units of study available as electives or research electives to postgraduate students throughout the faculty. The mode of presentation varies between academic units. Units are offered subject to sufficient demand and staff availability.

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

View semester session codes here.

### Postgraduate electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BACH5042 Teaching Clinical Reasoning</strong></td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>BACH5085 Clinical Teaching and Supervision</strong></td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>BACH5321 Psychology for Graduate Students</strong></td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>BACH5343 Individual and Societal Ageing</strong></td>
<td>6</td>
<td>N BACH5041</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>BACH5345 Workplace Health and Safety</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>BIOS5841 Ageing, Biology and Health</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>BIOS5900 Clin. Oriented Musculoskeletal Anatomy A</strong></td>
<td>6</td>
<td>N BIOS1168</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>EXSS5909 Exercise Metabolism and Physiology</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>EXSS5950 Human Motor Learning and Control</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>HIMT5067 Evidence Based Health Care</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>HIMT5069 Health Care Systems</strong></td>
<td>6</td>
<td>N HSBH1009, HSBH3003</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>HSBH5001 FHS Abroad</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>HSBH5002 FHS Indigenous Communities</strong></td>
<td>6</td>
<td>P Successful completion of all 1st year units in a graduate entry masters FHS degree</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>HSBH5004 Bodily Senses in Health and Disease</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>MRTY5056 Patient/Practitioner Communication</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>OCCP5187 Falls Prevention With Older People</strong></td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>OCCP5253 Stroke Rehabilitation</strong></td>
<td>6</td>
<td>A Successful completion of 100 hours of fieldwork placement or equivalent.</td>
<td>P Assumed knowledge: Successful completion of 100 hours of fieldwork placement or equivalent.</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td><strong>REHB5068 Public Offenders: Aspects of Rehab</strong></td>
<td>6</td>
<td>N REHB5016, REHB3062</td>
<td>Note: Department permission required for enrolment</td>
<td>WAM of 75 or over on completion of MG71 (FT) units also required for enrolment in this unit</td>
<td>Semester 2</td>
<td></td>
</tr>
</tbody>
</table>

### Faculty research electives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BACH5068 Statistics for Clinical Research</strong></td>
<td>6</td>
<td>Students must have access to a PC to load and use the statistics packages SAS or SPSS</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>BACH5255 Qualitative Research Methods</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>BACH5341 Research &amp; Inquiry in Health Professions</strong></td>
<td>6</td>
<td>N BACH3126, BACH4047, BACH5268, DHSC7005, DHSC7002</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>OCCP5145 Research Elective Independent Study</strong></td>
<td>6</td>
<td>P OCCP5207</td>
<td>Note: Department permission required for enrolment</td>
<td>WAM of 75 or over on completion of MG71 (FT) units also required for enrolment in this unit</td>
<td>Semester 1</td>
<td></td>
</tr>
</tbody>
</table>

For internal use by University of Sydney staff only.
Unit of study electives
Faculty of Health Sciences Abroad

Cultural practices, disease patterns and healthcare systems are vastly different in countries around the globe. This unit provides students with the opportunity to work with non-government organisations in a developing country for up to six weeks. Regions where students can be placed include South and Southeast Asia. As part of the units below students will be expected to participate in local development programs, live within the community that they are visiting, and document key health and development issues.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH3012 FHS Abroad</td>
<td>6</td>
<td>P Successful completion of all 1st year units in an undergraduate FHS degree</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSBH5001 FHS Abroad</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

Undergraduate

HSBH3012 FHS Abroad

Credit points: 6 Teacher/Coordinator: Dr Elaine Ryan, Dr Charlotte Scarf Session: Semester 1, Semester 2 Classes: Full day briefing session, half day debriefing session. Prerequisites: Successful completion of all 1st year units in an undergraduate FHS degree Assessment: Pre-departure research (30%), field diary (20%), report (40%) and presentation (10%). Practical field work: 4-6 weeks working with a community-based organisation in a developing country. Mode of delivery: Field experience

Cultural practices, disease patterns and healthcare systems are vastly different in different countries around the globe. This unit provides students with the opportunity to gain international experience in a health services setting in a developing country. Students will participate in a 4-6 week health or care placement with a community-based organisation in South or Southeast Asia. Countries where students can be placed include Vietnam, Cambodia, India and Nepal. As part of the unit, you will be expected to participate in local development programs, live within the community that you are visiting, and document and reflect on key health and development issues facing local populations. The unit will require you to demonstrate cultural sensitivity and an ability to adapt to new environments, a capacity for critical reflection and awareness of complex global health and development issues.

Postgraduate

HSBH5001 FHS Abroad

Credit points: 6 Teacher/Coordinator: Dr Elaine Ryan, Dr Charlotte Scarf Session: Semester 1, Semester 2 Classes: Full day briefing session, half day debriefing session Assessment: Pre-departure research (30%), field diary (20%), report (40%) and presentation (10%). Mode of delivery: Field experience

Cultural practices, disease patterns and healthcare systems are vastly different in different countries around the globe. This unit provides students with the opportunity to gain international experience in a health services setting in a developing country. Students will participate in a 4-6 week health or care placement with a community-based organisation in South or Southeast Asia. Countries where students can be placed include Vietnam, Cambodia, India and Nepal. As part of the unit, you will be expected to participate in local development programs, live within the community you are visiting, and document and reflect on key health and development issues facing local populations. The unit will require you to demonstrate project management skills, cultural sensitivity and an ability to adapt to new environments, a capacity for critical reflection and awareness of complex global health and development issues.
Cadigal Alternative Entry Program

Admission for Aboriginal and Torres Strait Islander students

The Cadigal Alternative Entry program is an access and support program for Aboriginal and Torres Strait Islander people who wish to study at the University of Sydney.

If you enter through the program we offer you a comprehensive program of academic support which includes:

- the option to enrol in a reduced load for the first two years of the degree
- concurrent enrolment in the Aboriginal Health Science Support Program which supplements and supports the work being done in the degree program.

HSC applicants are considered for entry on the basis of their Australian Tertiary Admission Rank (ATAR). Under the Cadigal Alternative Entry program, the ATAR for entry is lower than that required for mainstream entry.

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

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

Further information

T: +61 2 9351 9114
sydney.edu.au/yooroang_garang
sydney.edu.au/cadigal

Yooroang Garang Indigenous Student Support Unit

Aboriginal Health Science Support Program

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

Admission requirements

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

Course outline

View semester session codes here.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course ENABHSSP-01: Part-time, 3 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students enrol in the following units of study either in Semester 1 or Semester 2. Average student hours: 6-8 hours per week over first two years, 1-4 hours per week over third year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCD1006 Study Skills</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AHCD1009 Anatomy Support (A)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AHCD1010 Anatomy Support (B)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AHCD1011 Biological Sciences Orientation</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AHCD1012 Biological Sciences Support (A)</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AHCD1013 Biological Sciences Support (B)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------</td>
<td>----------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>AHCD1014 Physics Support</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD1015 Research Methods Support (1)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD1016 Professional Studies Support (1A)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD1017 Professional Studies Support (1B)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD1018 Biomechanics Support (1)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD1019 Neurobiology Support</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD1020 Behavioural Sciences Support (A)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD1021 Behavioural Sciences Support (B)</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD1057 Biological Sciences Support</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD2008 Biomechanics Support (2)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD2009 Professional Studies Support (2)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
<tr>
<td>AHCD2011 Research Methods Support (2B)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, 2</td>
</tr>
</tbody>
</table>
Master of Applied Science (MAppSc) – RMAPPSCI2000

Course rules

Master of Applied Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Higher Degree by Research) Rule 2011 (the 'HDR Rule'), the Academic Board resolutions relating to the Degree of Doctor of Philosophy and the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).

Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMAPPSCI-02</td>
<td>Master of Applied Science</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must hold or have completed the requirements for a bachelor's degree from the University of Sydney in an area of study relevant to that in which the applicant wishes to undertake the degree.

(2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Research Higher Degree Subcommittee, is equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty:

(a) satisfactory evidence of the applicant's eligibility for admission; and

(b) a proposed supervisor within the Faculty of Health Sciences; and

(c) a proposed course of research and advanced study; and

(d) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Research Group Convenor will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:

(a) complete any specified probationary requirements and conditions of candidature;

(b) complete any units of study prescribed by the Research Group Convenor;

(c) conduct research on the approved topic; and

(d) write a thesis embodying the results of the research that passes the examination.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.

(2) A candidate must ensure that the thesis prepared for examination is typewritten and bound according to the Academic Board resolutions of the Degree of Doctor of Philosophy.

(3) The thesis will be no more than 60,000 words, except with permission of the Research Group Convenor.
Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.

(2) In the probationary period each candidate must:

(a) complete any units of study as specified by the Research Group Convenor;

(b) develop and present a refined research proposal to the satisfaction of the Supervisor and Research Group Convenor; and

(c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

(1) The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course, except that:

(a) a student who has undertaken all of his or her candidature on a full-time basis may not submit a thesis for examination earlier than the end of the third semester of candidature; and

(b) a student who has undertaken all of his or her candidature on a part-time basis may not submit a thesis for examination earlier than the end of the sixth semester of candidature; and

(c) Where a student has undertaken his or her candidature as a mixture of part-time candidature and full-time candidature, a part-time semester will be counted as the equivalent of one half of a full-time semester, and the student may not submit a thesis for examination earlier than the end of the third full-time equivalent semester of candidature; and

(d) for the purposes of paragraphs (a - d), a student's candidature will be considered by the University to include any periods of credit granted.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice and subject to approval of the Dean or Associate Dean.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

(1) A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

(2) A candidate may not change any thesis subject approved by the Research Group Convenor without the express permission of the Research Group Convenor.

Part 6: Examination

17 Examination of the thesis

(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, except that:

(a) three months prior to the anticipated submission of the thesis, when a candidate is advising the Faculty of approaching completion, the candidate must also submit three copies of a summary of the thesis, of not more than 300 words, for distribution to potential examiners;

(b) three copies of the thesis shall be submitted by the candidate;

(c) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and

(d) the Faculty Research Higher Degree Sub-committee will act in place of the PhD Award Subcommittee.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2012 and students who commenced their candidature prior to 1 January, 2012 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2012 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
The degree of Doctor of Philosophy is a University degree governed by Resolutions set down by the Academic Board. Candidates should be familiar with the Academic Board documents Degree of Doctor of Philosophy and University of Sydney (Higher Degree by Research) Rule 2011.

The degree of Doctor of Philosophy is a research degree awarded for a thesis considered to be a substantially original contribution to the subject concerned.

Applicants should normally hold a master's degree with research or a bachelor's degree with first or high second-class honours of the University of Sydney, or an equivalent qualification from another university or institution.

The degree may be taken on either a full-time or part-time basis. In the case of full-time candidates, the minimum period of candidature is six semesters; the maximum period of candidature is normally eight semesters.

The first full year of candidature is probationary.

Part-time candidature may be approved for applicants who can demonstrate that they are engaged in an occupation or other activity which leaves them substantially free to pursue their candidature for the degree.
Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Health Sciences

(1) The Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Health Sciences.

(2) This list is amended with effect from 1 January, 2015. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPHEASCI-01</td>
<td>Doctor of Health Science (admission suspended 2010)</td>
<td>HScD</td>
<td>Research</td>
</tr>
<tr>
<td>RPPHDHEA-02</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMAPPSCI-02</td>
<td>Master of Applied Science</td>
<td>MAppSc</td>
<td>Research</td>
</tr>
<tr>
<td>MADIARAD-01</td>
<td>Master of Diagnostic Radiography</td>
<td>MDR</td>
<td>96</td>
</tr>
<tr>
<td>MAEXPHYS-01</td>
<td>Master of Exercise Physiology</td>
<td>MExPhys</td>
<td>96</td>
</tr>
<tr>
<td>MAEXSPSC-02</td>
<td>Master of Exercise and Sport Science</td>
<td>MEx&amp;SpSc</td>
<td>48</td>
</tr>
<tr>
<td>MAHEAINF-01</td>
<td>Master of Health Informatics (admission suspended 2010)</td>
<td>MHI</td>
<td>96</td>
</tr>
<tr>
<td>MAHEASCI-01</td>
<td>Master of Health Sciences (admission suspended 2010)</td>
<td>Master of Health Sciences</td>
<td>72</td>
</tr>
<tr>
<td>MAHSDEDI-02</td>
<td>Developmental Disability</td>
<td>MHLthSc(DD)</td>
<td>72</td>
</tr>
<tr>
<td>MAHSCMRS-02</td>
<td>Medical Radiation Sciences (admission suspended 2015)</td>
<td>MHLthSc(MRS)</td>
<td>48</td>
</tr>
<tr>
<td>MAHSESEH-01</td>
<td>Sexual Health (admission suspended 2011)</td>
<td>MHLthSc(Sexual HLth)</td>
<td>48</td>
</tr>
<tr>
<td>MAMDIMGS-01</td>
<td>Master of Medical Imaging Science</td>
<td>MMIS</td>
<td>72</td>
</tr>
<tr>
<td>MAMOLIMG-02</td>
<td>Master of Molecular Imaging</td>
<td>MMolImag</td>
<td>72</td>
</tr>
<tr>
<td>MANUCMED-01</td>
<td>Master of Nuclear Medicine (admission suspended 2013)</td>
<td>MNN</td>
<td>96</td>
</tr>
<tr>
<td>MAOCTHE-02</td>
<td>Master of Occupational Therapy</td>
<td>MOT</td>
<td>96</td>
</tr>
<tr>
<td>MAORTHOP-01</td>
<td>Master of Orthotics (admission suspended 2014)</td>
<td>MOrth</td>
<td>96</td>
</tr>
<tr>
<td>MAPHYSIO-01</td>
<td>Master of Physiotherapy</td>
<td>MPhy</td>
<td>96</td>
</tr>
<tr>
<td>MARADTHE-01</td>
<td>Master of Radiation Therapy (admission suspended 2013)</td>
<td>MRT</td>
<td>96</td>
</tr>
<tr>
<td>MAREHCOU-03</td>
<td>Master of Rehabilitation Counselling</td>
<td>MRehabCling</td>
<td>96</td>
</tr>
<tr>
<td>MASPBLAPA-01</td>
<td>Master of Speech Language Pathology</td>
<td>MSLP</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Applied Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BPASEPH-01</td>
<td>Exercise Physiology</td>
<td>BAppSc(ExPhys)</td>
<td>192</td>
</tr>
<tr>
<td>BPASESSC-02</td>
<td>Exercise and Sport Science*</td>
<td>BAppSc(Ex&amp;SpSc)</td>
<td>144</td>
</tr>
<tr>
<td>BPASRAD-01</td>
<td>Diagnostic Radiography*</td>
<td>BAppSc(DR)</td>
<td>192</td>
</tr>
<tr>
<td>BPASOCTE-05</td>
<td>Occupational Therapy*</td>
<td>BAppSc(OT)</td>
<td>192</td>
</tr>
<tr>
<td>BPASPHYS-06</td>
<td>Physiotherapy*</td>
<td>BAppSc(Phty)</td>
<td>192</td>
</tr>
<tr>
<td>BPASSPPA-06</td>
<td>Speech Pathology*</td>
<td>BAppSc(SpPath)</td>
<td>192</td>
</tr>
<tr>
<td>BPHEASCI-02</td>
<td>Bachelor of Health Sciences*</td>
<td>BHLthSc</td>
<td>144</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study
^may be awarded with honours in an integrated program

3 Double degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUHSCNUR-02</td>
<td>Bachelor of Health Sciences* and Master of Nursing</td>
<td>BHLthSc/MN</td>
<td>192</td>
</tr>
<tr>
<td>BPASENUD-01</td>
<td>Bachelor of Applied Science (Exercise and Sport Science)* and Master of Nutrition and Dietetics</td>
<td>BAppSc(Ex&amp;SpSc)/ MNutrDiet</td>
<td>240</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study
^may be awarded with honours in an integrated program
### 4 Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNCOMMDI-01</td>
<td>Graduate Diploma in Communication Disorders (exit only)</td>
<td>GradDipCommDis</td>
<td>48</td>
</tr>
<tr>
<td>GEHSESSC-02</td>
<td>Exercise and Sport Science (admission suspended 2012)</td>
<td>GradDipHlthSc (Ex&amp;SpSc)</td>
<td>36</td>
</tr>
<tr>
<td>GEHSCMRS-02</td>
<td>Medical Radiation Sciences (admission suspended 2015)</td>
<td>GradDipHlthSc (MRS)</td>
<td>36</td>
</tr>
<tr>
<td>GNHSSEHE-01</td>
<td>Sexual Health (admission suspended 2011)</td>
<td>GradDipHlthSc (SexualHlth)</td>
<td>36</td>
</tr>
<tr>
<td>GNMDIMG-01</td>
<td>Graduate Diploma in Medical Imaging Science</td>
<td>Grad Dip MIS</td>
<td>48</td>
</tr>
<tr>
<td>GNREHCOU-02</td>
<td>Graduate Diploma in Rehabilitation Counselling</td>
<td>GradDipRehabCling</td>
<td>48</td>
</tr>
</tbody>
</table>

### 5 Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHSDEDI-01</td>
<td>Developmental Disability</td>
<td>GradCertHlthSc (DD)</td>
<td>24</td>
</tr>
<tr>
<td>GCHSESSC-01</td>
<td>Exercise and Sport Science (admission suspended 2012)</td>
<td>GradCertHlthSc (Ex&amp;SpSc)</td>
<td>24</td>
</tr>
<tr>
<td>GCHSCMRS-02</td>
<td>Medical Radiation Sciences (admission suspended 2015)</td>
<td>GradCertHlthSc (MRS)</td>
<td>24</td>
</tr>
<tr>
<td>GCHSSEHE-01</td>
<td>Sexual Health (admission suspended 2011)</td>
<td>GradCertHlthSc (SexualHlth)</td>
<td>24</td>
</tr>
<tr>
<td>GCMDIMG-01</td>
<td>Graduate Certificate in Medical Imaging Science</td>
<td>GradCertMIS</td>
<td>24</td>
</tr>
</tbody>
</table>
Faculty Resolutions

Resolutions of the Faculty of Health Sciences for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course enrolment

1 Enrolment restrictions
   (1) The Coursework Rule limits the maximum number of credit points students may take in any given semester. The Faculty does not encourage full time students to exceed the recommended enrolment patterns for its courses.
   (2) Except with the permission of the Dean, a student may not enrol in more than 30 credit points in any one semester. All other enrolment restrictions are as defined by the Coursework Rule.

2 Time limits
   The Coursework Rule limits the time students may take to complete their course; part time students should ensure their enrolment pattern allows completion within the maximum time. The Rule also defines how time limits are affected by periods of suspension or absence.

3 Suspension, discontinuation and lapse of candidature
   Suspension, discontinuation and lapse of candidature is governed in accordance with the Coursework Rule.

4 Credit for previous study
   (1) The Coursework Rule specifies the general conditions for the granting of credit for previous study to courses in this Faculty, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.
   (2) The Faculty does not grant credit for units of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

Part 2: Unit of study enrolment

5 Cross-institutional study
   (1) Provided permission has been obtained in advance, the Dean may permit a student to complete a unit of study at another institution and have that unit credited to the student’s course requirements, provided that:
      (a) the unit of study content is not taught in any corresponding unit of study at the University; or
      (b) the student is unable, for good reason, to attend a corresponding unit of study at the University.
   (2) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.
   (3) Credit granted on the basis of work completed at another university or institution under a cross-institutional program may not exceed 24 credit points, or half of the overall course requirements, whichever is lesser.
   (4) Credit granted on the basis of postgraduate study completed under a cross-institutional program at another institution other than a university may not exceed:
      (a) 18 credit points for a master's degree;
      (b) 12 credit points for a graduate diploma; and
      (c) 6 points for a graduate certificate.

6 International exchange
   The faculty encourages students to participate in international exchange programs, unless specified otherwise in the resolutions for a particular course. For more information refer to the International Office.

Part 3: Studying and Assessment

7 Attendance
   (1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be a requirement of any unit of study.
   (2) Students are expected to attend a minimum of 90% of timetabled activities for a unit of study, unless granted exemption by the Dean, head of school or professor most concerned. The Dean, head of school or professor most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90%.

8 Late submission policy
   (1) It is expected that unless an application for special consideration has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within the period of extension, no academic penalty will be applied to that piece of assessment.
   (2) If a student does not seek an extension, or one is not granted by the academic staff member concerned, or is granted but work is submitted by the student after the extended due date, the late submission of assessment will result in an academic penalty as follows:
      (a) For work submitted after the deadline but up to three calendar days late, a penalty of 20 per cent of the total mark allowable for the assignment will apply.
      (b) For work submitted after 3 days and less than one week after the deadline, a penalty of 30 per cent of the total mark allowable for the assignment will apply.
      (c) For work submitted more than one week late but less than two weeks after the deadline, a penalty of 40 per cent of the total mark allowable for the assignment will apply.
      (d) Work submitted more than two weeks after deadline will not be assessed (Fail).

For internal use by University of Sydney staff only.
9 Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy. The procedures for applying for special consideration are described in each unit of study outline.

10 Concessional pass

In this Faculty the grade PCON (Concessional Pass) is not awarded.

11 Re-assessment

(1) The Faculty does not offer opportunities for re-assessment other than on the grounds of approved Special Consideration.

(2) Students who have successfully requested special consideration may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation and in any case not longer than 3 months after the original examination or submission date. After this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for further examination where special consideration is approved.

Part 4: Progression, Results and Graduation

12 Progression in honours courses

Candidates for honours must maintain a credit average throughout the program.

13 Satisfactory progress

(1) The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as set out in the provisions relating to progression in the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course. In addition, students must meet all requirements of off-campus clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the faculty's Clinical Progression Policy for Students.

(2) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(3) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the head of the academic unit concerned, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

14 Award of the bachelor's degree with honours

(1) Honours is available to meritorious students as either appended honours or integrated honours. Admission to candidature and requirements for the honours courses are in accordance with the relevant course resolutions.

(2) Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>mark &gt;= 80</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 &lt;= mark &lt; 80</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 &lt;= mark &lt; 75</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 &lt;= mark &lt; 70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt; 65</td>
</tr>
</tbody>
</table>

15 University medal

University medals are awarded in accordance with the Coursework Rule and Academic Board Policy on Awards with Honours.

16 Weighted average mark (WAM)

(1) WAM’s are used by the University as one indicator of performance. For example, WAM’s may be used in assessing admission to and progression of honours, eligibility for prizes and scholarships, or assessing progression through a course. Unless another formula is specified for a particular purpose, the University WAM is used. The University WAM is calculated using the following formula:

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

where Wc is the unit of study credit points x the unit weighting and Mc is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted.

(2) For the Faculty of Health Sciences, each unit has a weight of 1, regardless of level.

Part 5: Other

17 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR

Students must have a current certificate of competency in Cardiopulmonary Resuscitation before enrolling in a course with a practicum placement requirement and must ensure that their certificate retains currency for the duration of their course. Please refer to our Faculty Placements web site for further information: sydney.edu.au/health-sciences/placements/essential_preparation/preplacement_requirements/

(2) Student clearance for clinical placements

The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to our Faculty Placements web site for further information: sydney.edu.au/health-sciences/placements/essential_preparation/preplacement_requirements/index.shtml

(3) Immunisation

Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to our Faculty Placements web site for further information: sydney.edu.au/health-sciences/placements/essential_preparation/preplacement_requirements/index.shtml

(4) Prohibited employment declaration
Students should complete a prohibited employment declaration for Working with Children as required by the NSW Commission for Children and Young People. Please refer to our Faculty Placements website for further information: sydney.edu.au/health-sciences/placements/essential_preparation/preplacement_requirements/index.shtml

(5) Students must comply with the NSW Health Records and Information Privacy Act (2002) and the Privacy and Personal Information Protection Act (1998). Please refer to our Faculty Placements website for further information: sydney.edu.au/health-sciences/placements/essential_preparation/preplacement_requirements/privacy_confidentiality.shtml

18 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.

(2) Students who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Index by alpha code

A

AHCD1006 Study Skills, 267
AHCD1009 Anatomy Support (A), 267
AHCD1010 Anatomy Support (B), 267
AHCD1011 Biological Sciences Orientation, 267
AHCD1012 Biological Sciences Support (A), 267
AHCD1013 Biological Sciences Support (B), 267
AHCD1014 Physics Support, 268
AHCD1015 Research Methods Support (1), 268
AHCD1016 Professional Studies Support (1A), 268
AHCD1017 Professional Studies Support (1B), 268
AHCD1018 Biomechanics Support (1), 268
AHCD1019 Neurobiology Support, 268
AHCD1020 Behavioural Sciences Support (A), 268
AHCD1021 Behavioural Sciences Support (B), 268
AHCD1057 Biological Sciences Support, 268
AHCD2008 Biomechanics Support (2), 268
AHCD2009 Professional Studies Support (2), 268
AHCD2011 Research Methods Support (2B), 268

B

BACH1161 Introductory Behavioural Health Sciences, 33, 35, 43, 45, 55, 59, 71, 73
BACH1165 Psychology and Cognitive Factors (Intro), 115, 121
BACH2142 Cognitive Neuropsychology, 12, 15, 116, 123
BACH2143 Counselling &Behaviour Management for CD, 12, 15, 116, 119, 125, 130
BACH3127 History and Philosophy of Science, 144
BACH3128 Health and Globalisation, 143
BACH3146 Cyberpsychology and e-Health, 143
BACH3147 Health at Work, 143
BACH4056 Qualitative Research Methods, 144
BACH5042 Teaching Clinical Reasoning, 256, 259, 263
BACH5068 Statistics for Clinical Research, 167, 169, 173, 187, 188, 190, 192, 213, 218, 263
BACH5085 Clinical Teaching and Supervision, 255, 258, 263
BACH5255 Qualitative Research Methods, 168, 169, 173, 213, 218, 263
BACH5321 Psychology for Graduate Students, 195, 196, 199, 202, 263
BACH5341 Research & Inquiry in Health Professions, 156, 159, 168, 169, 173, 213, 218, 263
BACH5343 Individual and Societal Ageing, 263
BACH5345 Workplace Health and Safety, 263
BCHM2072 Human Biochemistry, 56, 62
BHSC3014 Writing a Research Proposal, 5, 9
BHSC3021 Honours A: Research Design, 85, 91, 102, 109, 119, 131
BHSC4005 Honours Thesis A, 6, 10, 44, 50, 57, 65, 137, 140
BHSC4006 Honours Thesis B, 6, 10, 44, 50, 57, 65, 137, 140
BIOL1003 Human Biology, 11, 13, 17, 19, 23, 25
BIOS1155 Structure, Function and Disease A, 33, 35, 143
BIOS1158 Structure, Function and Disease B, 33, 35, 143
BIOS1163 Speech Science, 11, 14, 115, 121
BIOS1165 Hearing Science and Audiology, 11, 14, 115, 121
BIOS1166 Neuroscience I: Communication Disorders, 11, 14, 115, 122
BIOS1167 Human Cell Biology, 33, 35, 43, 45, 71, 73, 115, 121, 143
BIOS1168 Functional Musculoskeletal Anatomy A, 17, 20, 43, 45, 55, 59, 71, 73, 83, 87, 99, 103, 118, 129, 143
BIOS1169 Functional Musculoskeletal Anatomy B, 17, 21, 43, 45, 55, 60, 71, 73, 99, 103, 143
BIOS1171 Neuroscience, 17, 20, 43, 46, 55, 60, 71, 74

C

CHEM1001 Fundamentals of Chemistry 1A, 55, 59
CHEM1002 Fundamentals of Chemistry 1B, 55, 60
CHEM1101 Chemistry 1A, 55, 59
CHEM1102 Chemistry 1B, 55, 60
CSCD1032 Human Communication, 11, 14, 115, 122, 143
CSCD1034 Linguistics and Phonetics, 11, 14, 115, 121
CSCD2057 Child Language, 11, 14, 115, 121, 122
CSCD2058 Stuttering, 115, 122
CSCD2062 Motor Speech and Dysphagia, 116, 123
CSCD2064 Introductory Practice 1: Clinical, 115, 123
CSCD2065 Introductory Practice 1: Community, 116, 123
CSCD2066 Introductory Practice 2: Clinical, 116, 124
CSCD2067 Introductory Practice 2: Community, 116, 124
CSCD2068 Speech Sound Disorders, 11, 14, 115, 121, 122
CSCD3074 Specialist Studies, 116, 119, 124, 130
Index by alpha code

CSCD3075 Neurogenic Language Disorders, 116, 119, 124, 130
CSCD3076 Lifelong Disability and AAC, 116, 119, 124, 130
CSCD3077 Intermediate Clinic 1: Child, 116, 121, 125
CSCD3078 Intermediate Clinic 1: Adult, 116, 121, 125
CSCD3080 Phonology, Language and Literacy, 117, 119, 125, 131
CSCD3083 Intermediate Clinic 2: Adult & Community, 117, 121, 126
CSCD3084 Intermediate Clinic 2: Child & Community, 117, 121, 126
CSCD3085 Speech Pathology Research Methods, 117, 125
CSCD3086 Voice and Voice Disorders, 116, 123
CSCD3087 Intermediate Clinic 1H: Adult, 119, 121, 130
CSCD3089 Intermediate Clinic 2H: Child & Community, 119, 121, 131
CSCD3090 Audiology 2, 12, 15
CSCD3091 Fieldwork, 12, 15
CSCD4051 Evidence Based Practice for SP, 117, 121, 126, 128
CSCD4052 Professional Issues, 117, 118, 126, 128
CSCD4053 Advanced Practice A: Clinical, 117, 121, 126, 127
CSCD4054 Advanced Practice A: Community, 117, 121, 126, 127
CSCD4055 Advanced Practice A: Paediatric, 117, 118, 121, 127
CSCD4056 Advanced Practice A: Adult, 117, 118, 121, 127
CSCD4057 Advanced Practice B: Paediatric, 118, 121, 127, 128
CSCD4058 Advanced Practice B: Adult, 118, 121, 128
CSCD4059 Advanced Practice B: Clinical, 118, 121, 128, 129
CSCD4060 Advanced Practice B: Community, 118, 121, 128
CSCD4061 Advanced Practice H: Clinical, 120, 121, 131
CSCD4062 Advanced Practice H: Community, 120, 121, 131
CSCD4063 Advanced Practice H: Paediatric, 120, 121, 132
CSCD4064 Advanced Practice H: Adult, 120, 121, 132
CSCD4065 Research Project, 120, 123
CSCD5019 Speech Pathology Practice (Introduction), 243, 244, 247, 250
CSCD5020 Articulation and Phonology, 243, 244, 247, 250
CSCD5021 Language 1, 243, 244, 247, 250
CSCD5022 Specialist Studies 1, 243, 244, 247, 250
CSCD5023 Swallowing and Neurogenic 1, 243, 244, 247, 251
CSCD5024 Language 2, 243, 244, 248, 250
CSCD5025 Specialist Studies 2, 243, 244, 248, 250
CSCD5026 Professional Development 1, 243, 244, 248, 250
CSCD5027 Clinical Practice 1, 243, 244, 247, 248, 250, 251
CSCD5028 Specialist Studies 3, 243, 244, 248, 251
CSCD5029 Neurogenic 2, 243, 245, 248, 251
CSCD5030 Professional Development 2, 243, 245, 248, 251
CSCD5031 Clinical Practice 2, 243, 245, 249, 251
CSCD5032 Research Led Practice, 244, 245, 249, 252
CSCD5033 Applied Clinical Research, 244, 245, 248, 249, 251, 252
CSCD5053 Clinical Practice 3 - Paediatric, 244, 245, 249, 252
CSCD5054 Clinical Practice 3 - Adult, 244, 245, 249, 252
E
EXSS1018 Biomechanics of Human Movement, 17, 20, 43, 46, 55, 60, 71, 74
EXSS1029 Muscle Mechanics and Training, 43, 46, 55, 60, 71, 74, 99, 104
EXSS1032 Fundamentals of Exercise Science, 17, 20, 43, 45, 55, 59, 71, 73, 143
EXSS2018 Biomechanical Analysis of Movement, 43, 46, 55, 61, 71, 74
EXSS2021 Nutrition, Health and Performance, 43, 47, 55, 61, 71, 75
EXSS2022 Exercise Physiology-Training Adaptations, 43, 47, 56, 61, 71, 75
EXSS2025 Motor Control and Learning, 18, 21, 43, 47, 56, 62, 71, 75, 99, 104
EXSS2026 Growth, Development and Ageing, 43, 47, 56, 63, 71, 75, 143
EXSS2027 Exercise Physiology for Clinicians, 17, 21, 99, 104
EXSS2028 Exercise Physiology and Biochemistry, 43, 46, 47, 55, 61, 71, 74, 75
EXSS3023 Exercise Testing and Prescription, 43, 47, 56, 61, 71, 75
EXSS3024 Exercise, Health and Disease, 43, 47, 56, 62, 71, 75
EXSS3027 Exercise and Rehabilitation, 44, 48, 72, 76
EXSS3037 Exercise Pharmacology and Immunology, 44, 49, 72, 76
EXSS3040 Physiological Testing and Training, 44, 48, 72, 77
EXSS3041 Management, Marketing and the Law, 44, 48, 72, 78
EXSS3042 Biomechanics of Sports Techniques, 44, 49
EXSS3045 Professional Practice, 44, 48, 56, 63
EXSS3049 Sport and Exercise Psychology, 44, 48, 56, 62, 72, 76
EXSS3050 Exercise Across the Lifespan, 72, 76
EXSS3051 Projects in Exercise and Sport Science, 44, 49, 72, 78
EXSS3052 Practicum with Low Risk Clients, 72, 76
EXSS4007 Clinical Placement 1, 72, 76
EXSS4009 Clinical Exercise Practice, 72, 78
EXSS4010 Case Studies 1 Clinical Exercise Science, 72, 76
EXSS4011 Clinical Placement 2, 72, 77
EXSS4012 Clinical Placement 3, 72, 77
EXSS4013 Clinical Placement 4, 72, 77
EXSS4014 Case Studies 2 Clinical Exercise Science, 72, 77
EXSS5029 Exercise Metabolism and Physiology, 177, 179, 263
EXSS5048 Exercise Throughout the Lifespan, 177, 179, 263
EXSS5050 Human Motor Learning and Control, 177, 179, 263
EXSS5051 Clinical Biomechanics, 177, 180
EXSS5053 Principles of Exercise Programming, 177, 179
EXSS5059 Professional Practice 1, 177, 179
EXSS5060 Advanced Exercise Programming, 177, 180
EXSS5061 Professional Practice 2, 177, 180
Index by alpha code

MRTY3115 Introductory Sonography, 137, 139
MRTY3118 MR Theory Applications, 137, 140
MRTY5024 Current Issues in Medical Radiations, 255, 256, 257, 259
MRTY5039 CT Applications, 255, 258
MRTY5040 Computed Tomography A, 167, 169, 172, 255, 258
MRTY5041 CT Practice II, 167, 169, 173, 256, 258, 259
MRTY5042 Digital Communications in Med Radiations, 255, 258
MRTY5043 Directed Studies A, 166, 167, 171, 256, 258
MRTY5044 Directed Studies B, 166, 167, 169, 171, 173, 256, 258, 259
MRTY5051 Magnetic Resonance Theory, 167, 169, 172, 255, 258
MRTY5052 Magnetic Resonance A, 167, 169, 172, 256, 260
MRTY5053 MR Applications 2, 167, 169, 172, 256, 259
MRTY5056 Patient/Practitioner Communication, 156, 159, 256, 260, 263
MRTY5058 Quality Management in Medical Radiations, 255, 258
MRTY5087 Advanced MR Theory, 256, 260
MRTY5090 Advanced Multiplanar Anatomy A, 169, 172, 255, 259
MRTY5091 Advanced Multiplanar Anatomy B, 156, 160, 169, 173, 256, 260
MRTY5098 Radiographic Image Interpretation A, 167, 169, 172, 256, 259
MRTY5099 Radiographic Image Interpretation B, 156, 160, 169, 172, 256, 259
MRTY5100 Radiographic Image Interpretation C, 156, 160, 167, 169, 173, 256, 259
MRTY5106 Breast Imaging A, 167, 169, 172, 256, 259
MRTY5108 Molecular Targets and Imaging Probes, 187, 189, 190
MRTY5109 Radiotracer Based Molecular Imaging, 187, 188, 189, 191
MRTY5110 Pathological Correlates of Mol. Imaging, 187, 188, 189, 191
MRTY5112 Molecular Imaging Advanced, 187, 188, 189, 191
MRTY5114 Clinical and Molecular Imaging, 187, 188, 189, 191
MRTY5115 Cell Targeting and Tracking in Vivo, 187, 188, 190, 191
MRTY5131 Current Concepts in Medical Imaging, 165, 166, 167, 171
MRTY5132 Medical Image Perception, 165, 166, 171
MRTY5133 Medical Image Optimisation, 165, 166, 171
MRTY5134 Computed Tomography Theory, 167, 169, 172
MRTY5135 Hybrid Imaging A, 167, 169, 172
MRTY5136 Hybrid Imaging B, 167
MRTY5137 Research Project, 187, 188, 190, 192

N
NTDT5305 Food Service Management, 56, 57, 64, 66
NTDT5307 Medical Nutrition, 56, 57, 64, 66
NTDT5310 Nutrition Research Project, 57, 58, 64, 67
NTDT5503 Dietary Intake & Nutritional Assessment, 56, 57, 63, 65
NTDT5601 Nutritional and Food Science, 56, 57, 63, 65
NTDT5602 Methods in Nutrition Research, 56, 57, 63, 66
NTDT5604 Dietetics Professional Studies, 56, 57, 64, 66
NTDT5608 Community and Public Health Nutrition, 56, 57, 64, 66
NTDT5612 Dietetics Training Placement, 56, 57, 64, 66
NURS5002 Social Contexts of Health, 23, 26
NURS5006 Illness Experience and Nursing Care, 23, 26
NURS5081 Introduction to Nursing Practice, 23, 26
NURS5082 Developing Nursing Practice, 23, 26
NURS5083 Human Bioscience in Health, 23, 27
NURS5084 Nursing the Acutely Ill Person, 24, 27
NURS5085 Mental Health Nursing Practice, 24, 27
NURS5086 Drug Therapy, Disease & Nursing Practice, 23, 26
NURS6004 Nursing and the Politics of Health Care, 24, 28
NURS6018 Care and Chronic Conditions, 24, 27
NURS6019 High Acuity Nursing, 24, 28
NURS6022 Community Health Nursing, 24, 28
NURS6023 Professional Practice of Nursing, 24, 28
NURS6024 Global Health and Nursing, 24, 28
NURS6025 Nursing Practice (Mental Health Option), 24, 29
NURS6026 Nursing Practice (Paediatric Option), 24, 29
NURS6027 Nursing Practice (High Acuity Option), 24, 29
NURS6028 Nursing Practice (Clinical Nursing Opt), 24, 29
O
OCCP1096 Understanding Occupation-People-Context, 83, 87
OCCP1097 Analysing Occupations and Performance, 83, 87
OCCP1098 Teaching Occupations and Performance, 83, 87
OCCP1099 Occupational Performance: Healthcare 1, 83, 87
OCCP1100 Professional Practice I, 83, 88
OCCP2084 Occupational Performance: Healthcare 2, 83, 88
OCCP2085 Occupational Performance: Home & Family, 83, 88
OCCP2086 Professional Practice 2, 83, 88
OCCP2087 Occupational Performance: Community, 84, 89
OCCP2088 Occupational Performance: Child & Family, 84, 89
OCCP3061 Professional Practice IIIA, 84, 85, 89, 91
OCCP3065 Professional Practice IIIB, 84, 85, 89, 91
OCCP3076 Occupational Performance: Education, 84, 85, 89, 91
OCCP3077 Occupational Performance: Productivity, 84, 85, 89, 91
OCCP3078 Occupational Performance: Retirement, 84, 85, 89, 91
OCCP4079 OT in Learning & Co-ord Difficulties, 86, 93
OCCP4080 Upper Limb and Hand Rehabilitation, 86, 93
OCCP4082 OT in Work Injury Prevention and Rehab, 86, 93
OCCP4083 Mental Health Interventions, 86, 93
OCCP4085 People with Intellectual Disability, 86, 93
OCCP4086 Professional Elective - General, 86, 93
OCCP4087 Health Promotion Through Occupation, 84, 85, 90, 91
OCCP4088 Professional Practice IV, 84, 90
OCCP4089 Evaluation in Professional Practice, 84, 90
OCCP4091 Honours Thesis 1, 85, 92
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5075</td>
<td>Avocational Rehab Management</td>
<td>226, 227, 233, 235</td>
</tr>
<tr>
<td>REHB5076</td>
<td>Introductory Rehabilitation Counselling</td>
<td>225, 226, 227, 229, 230, 232, 234</td>
</tr>
<tr>
<td>REHB5077</td>
<td>Psychiatric Rehabilitation</td>
<td>226, 227, 233, 235</td>
</tr>
<tr>
<td>REHB5078</td>
<td>Rehab Counselling Dissertation A</td>
<td>226, 227, 233, 235</td>
</tr>
<tr>
<td>REHB5079</td>
<td>Perspectives on Rehab Legislation</td>
<td>226, 227, 233, 235</td>
</tr>
<tr>
<td>REHB5081</td>
<td>Rehab Counselling Dissertation B</td>
<td>226, 227, 233, 236</td>
</tr>
<tr>
<td>REHB5082</td>
<td>Professional Practice 1</td>
<td>226, 227, 233, 235</td>
</tr>
<tr>
<td>REHB5083</td>
<td>Professional Practice 2</td>
<td>227, 233, 236</td>
</tr>
<tr>
<td>W</td>
<td>WRIT1000 Writing: Style and Method</td>
<td>119, 130</td>
</tr>
</tbody>
</table>
A
Advanced Exercise Programming EXSS5060, 177, 180
Advanced MRS Practice MRSC5044, 156, 159
Advanced MR Theory MRTY5087, 256, 260
Advanced Multiplanar Anatomy A MRTY5090, 169, 172, 255, 259
Advanced Multiplanar Anatomy B MRTY5091, 156, 160, 169, 173, 256, 260
Advanced Practice A: Adult CSCD4056, 117, 118, 121, 127
Advanced Practice A: Clinical CSCD4053, 117, 121, 126, 127
Advanced Practice A: Community CSCD4054, 117, 121, 126, 127
Advanced Practice A: Paediatric CSCD4059, 118, 121, 128
Advanced Practice B: Adult CSCD4058, 118, 121, 128, 129
Advanced Practice B: Community CSCD4060, 118, 121, 128
Advanced Practice B: Paediatric CSCD4057, 118, 121, 127, 128
Advanced Practice H: Adult CSCD4064, 120, 121, 132
Advanced Practice H: Clinical CSCD4061, 120, 121, 131
Advanced Practice H: Community CSCD4062, 120, 121, 131
Advanced Practice H: Paediatric CSCD4063, 120, 121, 132
Ageing, Biology and Health BIOS5041, 156, 159, 213, 218, 263
Alcohol and Drug Misuse Rehabilitation REHB3064, 5, 9, 144
Analysing Occupations and Performance OCCP1097, 83, 87
Anatomical Analysis of Exercise BIOS3065, 44, 48, 72, 77, 143
Anatomy of Exercise BIOS5094, 213, 218
Anatomy Support (A) AHCD1009, 267
Anatomy Support (B) AHCD1010, 267
Applied Clinical Research CSCD5033, 244, 245, 248, 249, 251, 252
Applied Counselling and Case Management REHB5072, 225, 226, 227, 229, 230, 232, 234
Applied Psychosocial and Medical Rehab REHB5061, 225, 226, 227, 229, 230, 232, 234
Articulation and Phonology CSCD5020, 243, 244, 247, 250
Assessing Evidence for OT Practice OCCP5207, 195, 197, 199, 203
Audiology 2 CSCD3090, 12, 15
Autism Spectrum Disorders GSDD5011, 148, 150
Avocational Rehabilitation Management REHB5075, 226, 227, 233, 235
B
Behavioural Sciences Support (A) AHCD1020, 268
Behavioural Sciences Support (B) AHCD1021, 268
Biological Aspects of Ageing BIOS1172, 143
Biological Sciences Orientation AHCD1011, 267
Biological Sciences Support (A) AHCD1012, 267
Biological Sciences Support (B) AHCD1013, 267
Biological Sciences Support AHCD1057, 268
Biomechanical & Sensorimotor Strategies OCCP5208, 195, 197, 200, 203
Biomechanical Analysis of Movement EXSS2018, 43, 46, 55, 61, 71, 74
Biomechanics of Human Movement EXSS1018, 17, 20, 43, 46, 55, 60, 71, 74
Biomechanics of Sports Techniques EXSS3044, 44, 49
Biomechanics Support (1) AHCD1018, 268
Biomechanics Support (2) AHCD2008, 268
Bio Sciences for Health Professionals BIOS5092, 155, 157
Body Senses in Health and Disease HSBH5004, 213, 218, 263
Brain Injury Rehabilitation REHB5062, 228, 236
Breast Imaging A MRTY5106, 167, 169, 172, 256, 259
C
Cancer: Prevention through to Palliation HSBH3007, 101, 108
Cardiopulmonary Physiotherapy PHTY5192, 211, 215
Care and Chronic Conditions NURS6018, 24, 27
Case Studies 1 Clinical Exercise Science EXSS4010, 72, 76
Case Studies 2 Clinical Exercise Science EXSS4014, 72, 77
Cell Targeting and Tracking in Vivo MRTY5115, 187, 188, 190, 191
Chemistry 1A CHEM1101, 55, 59
Chemistry 1B CHEM1102, 55, 60
Child Language CSCD2057, 11, 14, 115, 121, 122
Client Assessment and Job Placement REHB5073, 225, 226, 227, 230, 231, 232, 235
Clin. Oriented Musculoskeletal Anatomy A BIOS5090, 195, 196, 199, 202, 263
Clinical and Molecular Imaging MRTY5114, 187, 188, 189, 191
Clinical Biomechanics EXSS5051, 177, 180
Clinical Education 3DR MRTY3106, 137, 139
Clinical Exercise Practice EXSS4009, 72, 78
Clinical Exercise Science Case Studies 1 EXSS5065, 177, 180
Clinical Exercise Science Case Studies 2 EXSS5066, 177, 181
Clinically Based Neuroscience BIOS5091, 195, 197, 200, 202
Clinical Placement 1 EXSS4007, 72, 76
Clinical Placement 2 EXSS4011, 72, 77
Clinical Placement 3 EXSS4012, 72, 77
Clinical Placement 4 EXSS4013, 72, 77
Clinical Practice 1 CSCD5027, 243, 244, 247, 248, 250, 251
Clinical Practice 2 CSCD5031, 243, 245, 249, 251
Clinical Practice 3 - Adult CSCD5054, 244, 245, 249, 252
Clinical Practice 3 - Paediatric CSCD5053, 244, 245, 249, 252
Clinical Practicum A PHTY2063, 100, 105
Clinical Practicum B PHTY3083, 100, 102, 106, 109
Clinical Practicum C PHTY3085, 100, 102, 106, 109
Clinical Studies Radiography 1 MRSC5026, 155, 157
Clinical Studies Radiography 2 MRSC5027, 155, 158
Clinical Studies Radiography 3 MRSC5028, 155, 158
Clinical Studies Radiography 4 MRSC5029, 155, 158
Clinical Teaching and Supervision BACH5085, 255, 258, 263
Cognitive Neuropsychology BACH2142, 12, 15, 116, 123
Communication & Developmental Disability GSDD5007, 148, 150
Community and Public Health Nutrition NTDT5608, 56, 57, 64, 66
Community Based OT Fieldwork OCCP5239, 196, 197, 201, 204
Community Health Nursing NURS6022, 24, 28
Community Living GSD5013, 148, 151
Computed Tomography A MRTY5040, 167, 169, 172, 255, 258
Computed Tomography Theory MRTY5134, 167, 169, 172
Core Studies CSCD5018, 243, 244, 247, 250
Counselling & Behaviour Management for CD BACH2143, 12, 15, 116, 119, 125, 130
Critical Issues-Developmental Disability GSDD5001, 147, 149
CT Applications MRTY5039, 255, 258
CT Practice II MRTY5041, 167, 169, 173, 256, 258, 259
Current Concepts in Medical Imaging MRTY5131, 165, 166, 167, 171
Current Issues in Healthcare BIOS3066, 143
Current Issues in Medical Radiations MRTY5024, 255, 256, 257, 259
Cyberpsychology and e-Health BACH3146, 143
D
Developing Nursing Practice NURS5082, 23, 26
Developing OT Prof. Skills in Practice OCCP5238, 195, 197, 200, 203
Dietary Intake & Nutritional Assessment NTDT5503, 56, 57, 63, 65
Dietetics Professional Studies NTDT5604, 56, 57, 64, 66
Dietetics Training Placement NTDT5612, 56, 57, 64, 66
Digital Communications in Med Radiations MRTY5042, 265, 268
Digital Imaging MRTY3100, 137, 139
Directed Studies A MRTY5043, 166, 167, 171, 255, 258
Directed Studies B MRTY5044, 166, 167, 169, 171, 173, 256, 258, 259
Disability, Sport and Social Inclusion HSBH3017, 144
Disability and Pain Rehabilitation PAIN5017, 213, 219
Disability Theory GSDD5200, 146, 147, 148, 149, 150, 151
Disease in Ageing BIOS1173, 143
Dissertation GSD5009, 148, 150
Drug Therapy, Disease & Nursing Practice NURS5086, 23, 26
Embryology BIOS2115, 143
Enabling Occupation with Communities OCCP5228, 196, 197, 201, 204
Ethics, Law and Professional Practice MRTY3101, 137, 139
Evaluation in Professional Practice OCCP4089, 84, 90
Evaluation of OT Practice OCCP5241, 196, 197, 201, 204
Evidence Based Health Care HMT5067, 155, 158, 263
Evidence Based Health Care HSBB3005, 5, 9
Evidence Based Practice for SP CSCD4051, 116, 117, 118, 119, 124, 126, 128, 130
Exercise, Health and Disease EXSS3024, 43, 47, 56, 62, 71, 75
Exercise Across the Lifespan EXSS3050, 72, 76
Exercise and Rehabilitation EXSS3027, 44, 48, 72, 76
Exercise as Physiotherapy in Health Care PHTY4116, 101, 107
Exercise for Musculoskeletal Conditions EXSS5062, 177, 180
Exercise Metabolism and Physiology EXSS5029, 177, 179, 263
Exercise Pharmacology and Immunology EXSS3037, 44, 49, 72, 76
Exercise Physiology-Training Adaptations EXSS2022, 43, 47, 56, 61, 71, 75
Exercise Physiology and Biochemistry EXSS2028, 43, 46, 47, 55, 61, 71, 74, 75
Exercise Physiology for Clinicians EXSS2027, 17, 21, 99, 104
Exercise Testing and Prescription EXSS3023, 43, 47, 56, 61, 71, 75
Exercise Throughout the Lifespan EXSS5048, 177, 179
F
Falls Prevention With Older People OCCP5187, 198, 205, 263
FHS Abroad HSBH3012, 5, 8, 44, 49, 72, 78, 101, 106, 143, 265
FHS Abroad HSBH5001, 263, 265
FHS Indigenous Communities HSBH3013, 143
FHS Indigenous Communities HSBH5002, 263
Fieldwork CSCD3091, 12, 15
Food Service Management NTDT5305, 56, 57, 64, 66
Foundations of e-Health HSBH1010, 119, 129, 143
Foundations of Health Care Practice MRSC5003, 155, 157
Foundations of Health Science HSBH1006, 5, 7, 11, 13, 17, 19, 23, 25
Foundations of Physiotherapy Practice A PHTY1023, 99, 103
Foundations of Physiotherapy Practice B PHTY1024, 99, 104
Foundations of Work Integrated Learning MRTY1038, 33, 36
Functional Musculoskeletal Anatomy A BIOS1168, 17, 20, 43, 45, 55, 59, 71, 73, 83, 87, 99, 103, 118, 129, 143
Functional Musculoskeletal Anatomy B BIOS1169, 17, 21, 43, 45, 55, 60, 71, 73, 99, 103, 143
Fundamentals of Chemistry 1B CHEM1002, 43, 45, 56, 60
Fundamentals of Exercise Science EXSS3024, 43, 47, 56, 62, 71, 75
Fundamentals of Rehabilitation REHB2026, 119, 129, 144
Front Health and Nursing NURS6024, 24, 28
Growth, Development and Ageing EXSS2026, 43, 47, 56, 63, 71, 75, 143

H
Health, Behaviour and Society HSBH1003, 83, 87, 99, 103, 119, 129
Health, Ethics and the Law HSBH3004, 5, 8
Health and Globalisation BACH3128, 143
Health and Indigenous Populations HSBH3001, 5, 8
Health and Lifelong Disability HSBH3010, 5, 8
Health at Work BACH3147, 143
Health Care Resources and Systems HSBH1009, 5, 7, 11, 13, 17, 19, 23, 25
Health Care Systems HMT5069, 263
Health Determinants and Interventions HSBH1008, 5, 7, 11, 13, 17, 19, 23, 25
Health Physics and Radiation Biology MRTY1036, 33, 36
Health Promotion Through Occupation OCCP4087, 84, 85, 90, 91
Health Science and Research HSBH1007, 43, 46, 56, 63, 83, 88
Health Service Strategy and Policy HSBH3003, 5, 8
Hearing Science and Audiology BIOS1165, 11, 14, 115, 121
High Acuity Nursing NURS6019, 24, 28
History and Philosophy of Science BACH3127, 144
Honours A: Research Design BHSC3021, 85, 91, 102, 109, 119, 131
Honours Dissertation PHTY4118, 102, 110
Honours Thesis 1 OCCP4091, 85, 92
Honours Thesis 2 OCCP4093, 85, 92
Honours Thesis A BHSC4005, 6, 10, 44, 50, 57, 65, 137, 140
Honours Thesis B BHSC4006, 6, 10, 44, 50, 57, 65, 137, 140
Human Biochemistry BCHM2072, 56, 62
Human Biology BIOL1003, 11, 13, 17, 19, 23, 25
Human Bioscience in Health NURS5083, 23, 27
Human Cell Biology BIOS1167, 33, 35, 43, 45, 47, 71, 73, 115, 121, 143
Human Communication CSCD1032, 11, 14, 115, 122, 143
Human Development HSBH1005, 143
Human Motor Learning and Control EXSS5050, 177, 179, 263
Hybrid Imaging A MRTY5135, 167, 169, 172
Hybrid Imaging B MRTY5136, 167

I
Illness Experience and Nursing Care NURS5006, 23, 26
Image Optimisation and Processing MRTY2103, 33, 36
Imaging Technology 1 MRTY1037, 33, 36
Imaging Technology 2 MRTY2107, 33, 37
Implementing Skills in OT Prof Practice OCCP5240, 196, 197, 201, 204
Individual and Societal Ageing BACH5343, 263
Individual and Societal Ageing HSBH3016, 144
Inquiry Topic GSDD5006, 148, 150
Interdisciplinary eHealth HSBH3008, 101, 108, 143
Intermediate Clinic 1: Adult CSCD3078, 116, 121, 125
Intermediate Clinic 1: Child CSCD3077, 116, 121, 125
Intermediate Clinic 1H: Adult CSCD3087, 119, 121, 130
Intermediate Clinic 2: Adult & Community CSCD3083, 117, 121, 126
Intermediate Clinic 2H: Child & Community CSCD3084, 117, 121, 126
Intermediate Clinic 2H: Child & Community CSCD3089, 119, 121, 131
International Health HSBH3009, 5, 8
Introduction to Nursing Practice NURS5081, 23, 26
Introduction to OT Theory and Practice OCCP5237, 195, 196, 199, 202
Introduction to Pain Management PAIN5001, 213, 219
Introductory Behavioural Health Sciences BACH1161, 33, 35, 43, 45, 55, 59, 71, 73
Introductory Practice 1: Clinical CSCD2064, 115, 123
Introductory Practice 1: Community CSCD2065, 116, 123
Introductory Practice 2: Clinical CSCD2066, 116, 124
Introductory Practice 2: Community CSCD2067, 116, 124
Introductory Rehabilitation Counselling REHB5076, 225, 226, 227, 229, 230, 232, 234
Introductory Sonography MRTY3115, 137, 139

L
Language 1 CSCD5021, 243, 244, 247, 250
Language 2 CSCD5024, 243, 244, 248, 250
Lifelong Disability and AAC CSCD3076, 116, 119, 124, 130
Linguistics and Phonetics CSCD1034, 11, 14, 115, 121

M
Magnetic Resonance A MRTY5052, 167, 169, 172, 256, 260
Magnetic Resonance Theory MRTY5051, 167, 169, 172, 255, 258
Management, Marketing and the Law EXSS3041, 44, 48, 72, 78
Medical Image Optimisation MRTY5133, 165, 166, 171
Medical Image Perception MRTY5132, 165, 166, 171
Medical Nutrition NTDTS307, 56, 57, 64, 66
Medical Radiation Physics MRTY1031, 33, 35
Medical Radiation Science 1 Radiography MRSC5045, 155, 157
Medical Radiation Science 2 Radiography MRSC5038, 155, 158
Medical Radiation Science 3 Radiography MRSC5039, 156, 159
Mental Health - Developmental Disability GSDD5018, 148, 151
Mental Health Interventions OCCP4083, 86, 93
Mental Health Interventions OCCP5247, 198, 206
Mental Health Nursing Practice NURS5085, 24, 27
Mental Health Rehabilitation HSBH3015, 5, 9, 144
Methods in Nutrition Research NTDTS502, 56, 57, 63, 66
Molecular Biology and Genetics (Intro) MBLG1001, 56, 61
Molecular Biology and Genomics MBLG2071, 56, 62
Molecular Imaging Advanced MRTY5112, 187, 188, 189, 191
Molecular Targets and Imaging Probes MRTY5108, 187, 189, 190
Motor Control and Learning EXSS2025, 18, 21, 43, 47, 56, 62, 71, 75, 99, 104
Motor Speech and Dysphagia CSCD2062, 116, 123
MR Applications 2 MRTY5053, 167, 169, 172, 256, 259
MR Theory Applications MRTY3118, 137, 140
Muscle Mechanics and Training EXSS1029, 43, 46, 55, 60, 71, 74, 99, 104

Index by name

287
Index by name

M | Musculoskeletal Physiotherapy 5 PHTY5200, 212, 217
M | Musculoskeletal Physiotherapy F PHTY4110, 100, 106
N | Neurobiology Support AHCD1019, 268
N | Neurogenic Language Disorders CSCD3075, 116, 119, 124, 130
N | Neurogenics 2 CSCD5029, 243, 245, 248, 251
N | Neurological & Cardiopulmonary Physio B PHTY4111, 100, 107
N | Neurological & Cardiopulmonary Physio PHTY197, 211, 215
N | Neurological Physiotherapy PHTY5195, 211, 215
N | Neuroscience BIOS1171, 17, 20, 43, 46, 55, 60, 71, 74, 83, 88, 99, 103, 143
N | Neuroscience I: Communication Disorders BIOS1166, 11, 14, 115, 122
N | Neuroscience II: Communication Disorders BIOS2062, 11, 15, 115, 122
N | Nursing and the Politics of Health Care NURS6004, 24, 28
N | Nursing Practice (Clinical Nursing Opt) NURS6028, 24, 29
N | Nursing Practice (High Acuity Option) NURS6027, 24, 29
N | Nursing Practice (Mental Health Option) NURS6025, 24, 29
N | Nursing Practice (Paediatric Option) NURS6026, 24, 29
N | Nursing the Acutely Ill Person NURS5084, 24, 27
N | Nutrition, Health and Performance EXSS2021, 43, 47, 55, 61, 71, 75
N | Nutritional and Food Science NTDT3082, 56, 57, 63, 65
N | Nutrition and Pharmacology EXSS5064, 177, 180
N | Nutrition Research Project NTDTS310, 57, 58, 64, 67
O | Occupational Performance: Child & Family OCCP2088, 84, 89
O | Occupational Performance: Community OCCP2087, 84, 89
O | Occupational Performance: Education OCCP3076, 84, 85, 89, 91
O | Occupational Performance: Healthcare 1 OCCP1099, 83, 87
O | Occupational Performance: Healthcare 2 OCCP2084, 83, 88
O | Occupational Performance: Home & Family OCCP2085, 83, 88
O | Occupational Performance: Productivity OCCP3077, 84, 85, 89, 91
O | Occupational Performance: Retirement OCCP3078, 84, 85, 89, 91
O | Orofacial Pain PAIN5005, 213, 219
O | OT Assessment and Planning OCCP5217, 195, 197, 199, 203
O | OT in Hand and Upper Limb Rehabilitation OCCP5250, 198, 206
O | OT in Home and Community Environments OCCP5218, 195, 197, 200, 203
O | OT in Learning & Co-ord Difficulties OCCP4079, 86, 93
O | OT in Learning & Co-ord Difficulties OCCP5245, 198, 205
O | OT in School and Work Environments OCCP5219, 195, 197, 200, 203
O | OT in Work Injury Prevention & Rehab OCCP5246, 198, 206
O | OT in Work Injury Prevention and Rehab OCCP4082, 86, 93
P | Paediatric Physiotherapy PHTY3084, 100, 101, 106, 109
P | Pain Conditions PAIN5004, 213, 219
P | Pain in Children PAIN5018, 213, 220
P | Pain Mechanisms and Contributors PAIN5002, 213, 219
P | Pain Treatment and Management Principles PAIN5003, 213, 219
P | Parenting with Developmental Disability GSDD5014, 148, 151
P | Pathological Correlates of Mol. Imaging MRTY5110, 187, 188, 189
P | Patient/Practitioner Communication MRTY5056, 156, 159, 256, 260, 263
P | People with Intellectual Disability OCCP4085, 86, 93
P | People with Intellectual Disability OCCP5248, 198, 206
P | Perspectives on Rehab Legislation REHB5079, 226, 227, 233, 235
P | Phonology, Language and Literacy CSCD3087, 117, 119, 125, 131
P | Physical Health-Developmental Disability GSDD5015, 148, 151
P | Physics Support AHCD1014, 268
P | Physiological Testing and Training EXSS3040, 44, 48, 72, 77
P | Physiotherapy across the Lifespan PHTY5201, 211, 212, 216, 217
P | Physiotherapy Healthcare and Society PHTY5202, 212, 217
P | Physiotherapy in Childhood PHTY4114, 101, 102, 107, 110
P | Physiotherapy in Multisystem Problems PHTY3086, 100, 102, 106, 110
P | Physiotherapy in Preventative Healthcare PHTY4115, 101, 107
P | Physiotherapy Management in Health Care PHTY4117, 101, 102, 108, 110
P | Physiotherapy Practicum 1 PHTY5180, 211, 216
P | Physiotherapy Practicum 2 PHTY5181, 212, 217
P | Physiotherapy Practicum 3 PHTY5182, 212, 217
P | Physiotherapy Practicum 4 PHTY5189, 212, 217
P | Physiotherapy Practicum D PHTY4112, 100, 107
P | Physiotherapy Practicum E PHTY4113, 101, 107
P | Positive Behaviour Support: Promoting QOL GSDD5012, 148, 150
P | Practicum 1 EXSS5068, 177, 180
P | Practicum 2 EXSS5069, 177, 181
P | Practicum 3 EXSS5070, 178, 181
P | Practicum 4 EXSS5071, 178, 181
P | Practicum with Low Risk Clients EXSS3052, 72, 76
P | Preventative Health Care PHTY2060, 99, 104
P | Principles of Exercise Programming EXSS5058, 177, 179
P | Professional and Scientific Practice PHTY5196, 211, 215
P | Professional Development 1 CSCD5026, 243, 244, 248, 250
P | Professional Development 2 CSCD5030, 243, 245, 248, 251
P | Professional Elective - General OCCP4086, 86, 93
P | Professional Elective - General OCCP5249, 198, 206
P | Professional Issues CSCD4052, 117, 118, 126, 128
P | Professional Practice 1 REHB5079, 177, 179
P | Professional Practice 1 REHB5082, 226, 227, 233, 235
P | Professional Practice 2 EXSS5061, 177, 180
P | Professional Practice 2 OCCP2086, 83, 88
Index by name

Professional Practice 2 REHB5083, 227, 233, 236
Professional Practice A REHB5074, 225, 226, 230, 231
Professional Practice EXSS3045, 44, 48, 56, 63
Professional Practice IIIA OCCP3061, 84, 85, 89, 91
Professional Practice IIIB OCCP3065, 84, 85, 89, 91
Professional Practice I OCCP1100, 83, 88
Professional Practice IV OCCP4088, 84, 90
Professional Practice of Nursing NURS6023, 24, 28
Professional Practice Radiography 1 MRSC5001, 155, 157
Professional Practice Radiography 2 MRSC5005, 155, 157
Professional Practice Radiography 3 MRSC5013, 155, 158
Professional Practice Radiography 4 MRSC5014, 155, 158
Professional Studies Support (2) AHCD2009, 158
Professional Studies Support (1B) AHCD1017, 155,
Professional Studies Support (1A) AHCD1016, 155,
Professional Practice Radiography 4 MRSC5014, 155, 158
Professional Practice Radiography 3 MRSC5013, 155, 158
Professional Practice Radiography 2 MRSC5005, 155, 157
Professional Practice Radiography 1 MRSC5001, 155, 157

Psychiatric Rehabilitation REHB5077, 226, 227, 233, 235
Psychological Approaches in Pain Mgmt PAIN5016, 213, 219
Psychology 1001 PSYC1001, 5, 7, 11, 13, 17, 19, 23, 25
Psychology 1002 PSYC1002, 5, 7, 11, 13, 17, 19, 23, 25
Psychology and Cognitive Factors (Intro) BACH1165, 115, 121
Psychology for Graduate Students BACH5321, 195, 196, 199, 202, 263
Psycosocial and Cognitive Strategies OCCP5222, 195, 197, 200, 204
PT in Musculoskeletal Conditions A PHTY2059, 99, 104
PT in Musculoskeletal Conditions B PHTY2059, 99, 105
PT in Musculoskeletal Conditions C PHTY3081, 100, 101, 105, 108
PT in Neurological Conditions B PHTY3082, 100, 101, 105, 109
PT in Respiratory & Cardiac Conditions B PHTY3087, 100, 102, 106, 109
PT in Respiratory and Cardiac Conditions PHTY2062, 99, 105
PTSD and Rehabilitation REHB3065, 144
Public Offenders: Aspects of Rehab REHB5068, 228, 236, 263
Public Offenders: Criminality and Rehab REHB3062, 144
Public Offenders: Aspects of Rehab REHB5068, 228, 236, 263
Public Offenders: Criminality and Rehab REHB3062, 144
Qualitative Research Methods BACH4056, 144
Qualitative Research Methods BACH5255, 168, 169, 173, 213, 218, 263
Qualitative Research Methods in Health HSBH3019, 5, 10
Quality Management in Medical Radiations MRTY5058, 255, 258
Quantitative Research Methods in Health HSBH3018, 5, 9
Radiographic Evaluation 1 MRTY2102, 33, 36
Radiographic Evaluation 2 MRTY2106, 33, 36
Radiographic Image Interpretation A MRTY5098, 167, 169, 172, 256, 259
Radiographic Image Interpretation B MRTY5099, 156, 160, 167, 169, 172, 256, 259
Radiographic Image Interpretation C MRTY5100, 156, 160, 167, 169, 173, 256, 260
Radiographic Physics 3 MRTY3107, 137, 140
Radiographic Practice 3 MRTY3105, 137, 139
Radiographic Science 1 MRTY2101, 33, 36
Radiographic Science 2 MRTY2105, 33, 36
Radiography Work Integrated Learning 1 MRTY2104, 33, 36
Radiography Work Integrated Learning 2 MRTY2108, 33, 37
Radiotracer Based Molecular Imaging MRTY5109, 187, 188, 189, 191
Reflexivity and OT Professional Practice OCCP5242, 115, 196, 201, 205
Rehab Counselling Dissertation A REHB5078, 226, 227, 233, 235
Rehab Counselling Dissertation B REHB5081, 226, 227, 233, 236
Rehabilitation of Alcohol & Drug Misuse REHB5069, 228, 236
Rehabilitation of PTSD REHB5063, 226, 236
Rehabilitation Philosophy REHB5060, 225, 226, 227, 229, 230, 231, 234
Research & Inquiry in Health Professions BACH5341, 156, 159, 168, 173, 213, 218, 263
Research Dissertation HGSS5001, 187, 188, 190, 192
Research Elective Dissertation HSBH5006, 156, 159, 196, 198, 202, 205
Research Elective Independent Study OCCP5145, 198, 205, 263
Research in Medical Radiation Sciences MRTY3099, 137, 139
Research Led Practice CSCD5032, 244, 245, 249, 252
Research Methods in Health HSBH2007, 5, 7, 11, 14, 17, 20, 23, 26
Research Methods Support (1) AHCD1015, 268
Research Methods Support (2B) AHCD2011, 268
Research Project CSCD4065, 120, 132
Research Project Elective HSBH5005, 156, 159, 197, 201, 204
Research Project MRTY5137, 187, 188, 190, 192
Research Team Engagement HSBH3020, 144
Rural Health HSBH3011, 5, 8
Sexuality and Developmental Disability GSDD5016, 148, 151
Sexual Contexts of Health NURS5002, 23, 26
Specialist Studies 1 CSCD5022, 243, 244, 247, 250
Specialist Studies 2 CSCD5025, 243, 244, 248, 250
Specialist Studies 3 CSCD5028, 243, 244, 248, 251
Specialist Studies CSCD3074, 116, 119, 124, 130
Speech Pathology Practice (Introduction) CSCD5019, 243, 244, 247, 250
Speech Pathology Research Methods CSCD3085, 117, 125
Speech Science BIOS1163, 11, 14, 115, 121
Speech Sound Disorders CSCD2068, 11, 14, 115, 121, 122
Speech and Exercise Psychology EXSS3049, 44, 48, 56, 62, 72, 76
Statistics for Clinical Research BACH5068, 167, 169, 173, 187, 188, 190, 192, 213, 218, 263

289
Index by name

Stroke Rehabilitation OCCP5235, 198, 205, 263
Structure, Function and Disease A BIOS1155, 33, 35, 143
Structure, Function and Disease B BIOS1158, 33, 35, 143
Study Skills AHCD1006, 267
Stuttering CSCD2058, 115, 122
Swallowing and Neurogenics 1 CSCD5023, 243, 244, 247, 251

T
Teaching Clinical Reasoning BACH5042, 256, 259, 263
Teaching Occupations and Performance OCCP1098, 83, 87
Therapy in Disorders of the Hand PHTY5134, 213, 219

U
Understanding Occupation-People-Context OCCP1096, 83, 87
Upper Limb and Hand Rehabilitation OCCP4080, 86, 93

V
Vocational Development and Counselling REHB5070, 225, 226, 227, 229, 231, 232, 234
Voice and Voice Disorders CSCD3086, 116, 123

W
Work Injury and Workers' Compensation REHB5071, 225, 226, 227, 229, 231, 232, 234
Workplace Health and Safety BACH5345, 263
Workplace Injury Prevention/Management HSBH3014, 72, 78, 143
Writing: Style and Method WRIT1000, 119, 130
Writing a Research Proposal BHSC3014, 5, 9