



Sydney Medical School Handbook 2018

Handbooks online: sydney.edu.au/handbooks

Contents

Welcome	1	Double Degree Medicine courses	55
Medicine at Sydney	3	Sydney Medical School Double Degrees in Medicine Admissions	55
Graduate-entry Medicine	3	Admission criteria	55
(Undergraduate entry) Double Degree Medicine pathway	3	Places available	55
Medicine and an Higher degree by research	3	Areas of study and progression	55
Medicine and other postgraduate coursework programs	3	Further information	55
Sydney Medical Program	5	Bachelor of Arts / Doctor of Medicine	57
Doctor of Medicine (MD)	5	Bachelor of Arts/Doctor of Medicine	57
Bachelor of Medicine and Bachelor of Surgery (MBBS) (not open for new enrolments)	5	<i>Course resolutions</i>	57
1. <i>Teaching and learning objectives of the Sydney Medical Program</i>	5	Bachelor of Science / Doctor of Medicine	59
2. <i>Professionalism Requirements</i>	5	Bachelor of Science/Doctor of Medicine	59
3. <i>Distinctive features of the Sydney Medical Program</i>	5	<i>Course resolutions</i>	59
4. <i>Goals and Themes</i>	7	Bioethics	61
5. <i>Outline of the curriculum</i>	7	Graduate Certificate in Bioethics	61
Further information	11	Graduate Diploma in Bioethics	61
Pattern of enrolment for the Doctor of Medicine (MD)	15	Master of Bioethics	61
Pattern of enrolment for the Bachelor of Medicine / Bachelor of Surgery	17	Overview	61
Doctor of Medicine	19	Course Learning outcomes	61
Course resolutions	19	Further enquiries	62
Doctor of Medicine	19	Bioethics	63
<i>Course resolutions</i>	19	Admission requirements	63
Bachelor of Medicine and Bachelor of Surgery	25	Course structure	63
Degree resolutions	25	Bioethics	65
Bachelor of Medicine and Bachelor of Surgery	25	Degree resolutions	65
<i>Course resolutions</i>	25	Graduate Certificate in Bioethics	65
Doctor of Medicine	31	Graduate Diploma in Bioethics	65
Table of units of study: Doctor of Medicine	31	Master of Bioethics	65
Bachelor of Medicine Bachelor of Surgery	37	<i>Course resolutions</i>	65
Table of units of study: Bachelor of Medicine Bachelor of Surgery	37	Bioethics	67
Doctor of Medicine	41	Table of units of study: Bioethics	67
Unit of Study Descriptions	41	Bioethics	69
Bachelor of Medicine and Bachelor of Surgery	49	Unit of study descriptions	69
Unit of Study Descriptions	49	Biostatistics	75
Double Degrees in Medicine	55	Graduate Certificate in Biostatistics	75
Bachelor of Arts / Doctor of Medicine (BArts/MD)	55	Graduate Diploma in Biostatistics	75
Bachelor of Science / Doctor of Medicine (BSc/MD)	55	Master of Biostatistics	75
		Overview	75
		Course information	75
		Accreditation	75
		Further enquiries	75
		Biostatistics	77
		Admission requirements	77
		Course structure	77



Biostatistics	79	Graduate Diploma in Cataract and Refractive Surgery	103
Degree resolutions	79	Master of Medicine (Cataract and Refractive Surgery)	103
Graduate Certificate in Biostatistics	79	<i>Course resolutions</i>	103
Graduate Diploma in Biostatistics	79	Cataract and Refractive Surgery	105
Master of Biostatistics	79	Table of units of study: Cataract and Refractive Surgery	105
<i>Course resolutions</i>	79	Cataract and Refractive Surgery	107
Biostatistics	81	Unit of Study Descriptions	107
Table of units of study: Biostatistics	81	Clinical Epidemiology	109
Biostatistics	83	Graduate Certificate in Clinical Epidemiology	109
Unit of study descriptions	83	Graduate Diploma in Clinical Epidemiology	109
Brain and Mind Sciences	87	Master of Medicine (Clinical Epidemiology)	109
Graduate Certificate in Brain and Mind Sciences	87	Master of Science in Medicine (Clinical Epidemiology)	109
Graduate Diploma in Brain and Mind Sciences	87	Overview	109
Master of Brain and Mind Sciences	87	Course outcomes	109
Overview	87	Course information	109
Course outcomes	87	Further enquiries	109
Further enquiries	87	Clinical Epidemiology	111
Brain and Mind Sciences	89	Admission requirements	111
Admission requirements	89	Course structure	111
Course structure	89	Unit of study availability	111
Sample pattern of enrolment - full-time students	89	<i>Core Units of Study</i>	111
Sample pattern of enrolment - part-time students	89	<i>Capstone Units of Study</i>	111
Brain and Mind Sciences	91	<i>Elective units of study</i>	111
Degree resolutions	91	Part A Electives	111
Graduate Certificate in Brain and Mind Sciences	91	Part B Electives	111
Graduate Diploma in Brain and Mind Sciences	91	Clinical Epidemiology	113
Master of Brain and Mind Sciences	91	Degree resolutions	113
<i>Course resolutions</i>	91	Graduate Certificate in Clinical Epidemiology	113
Brain and Mind Sciences	93	Graduate Diploma in Clinical Epidemiology	113
Table of units of study: Brain and Mind Sciences	93	Master of Medicine (Clinical Epidemiology)	113
Brain and Mind Sciences	95	Master of Science in Medicine (Clinical Epidemiology)	113
Unit of study descriptions	95	<i>Course resolutions</i>	113
Cataract and Refractive Surgery	99	Clinical Epidemiology	115
Graduate Diploma in Cataract and Refractive Surgery	99	Table of units of study: Clinical Epidemiology	115
Master of Medicine (Cataract and Refractive Surgery)	99	Clinical Epidemiology	117
Overview	99	Unit of study descriptions	117
Course outcomes	99	Clinical Neurophysiology	125
Further information	99	Graduate Certificate in Medicine (Clinical Neurophysiology)*	125
Important note	99	Graduate Diploma in Medicine (Clinical Neurophysiology)*	125
Further enquiries	99	Master of Medicine (Clinical Neurophysiology)*	125
Cataract and Refractive Surgery	101	Master of Medicine (Advanced)(Clinical Neurophysiology)*	125
Admission requirements	101	Graduate Certificate in Science in Medicine (Clinical Neurophysiology)*	125
Course structure	101	Graduate Diploma in Science in Medicine (Clinical Neurophysiology)*	125
Sample patterns of enrolment	101		
<i>Part time enrolment</i>	101		
<i>Full time enrolment</i>	101		
Cataract and Refractive Surgery	103		
Degree resolutions	103		

Master of Science in Medicine (Clinical Neurophysiology)*	125	Course outcomes	151
Master of Science in Medicine (Advanced) (Clinical Neurophysiology)*	125	Information about the programs	151
Overview	125	Flexible learning	151
Course outcomes	125	Further enquiries	151
Course information	125	Clinical Trials Research	153
Further enquiries	125	Admission requirements	153
Clinical Neurophysiology	127	Course structure	153
Admission requirements	127	Sample pattern of enrolment	153
Course structure	127	Clinical Trials Research	155
Pattern of enrolment	127	Degree resolutions	155
Clinical Neurophysiology	129	Graduate Certificate in Clinical Trials Research	155
Degree resolutions	129	Graduate Diploma in Clinical Trials Research	155
Graduate Certificate in Medicine	129	Master of Clinical Trials Research	155
Graduate Diploma in Medicine	129	<i>Course resolutions</i>	155
Master of Medicine	129	Clinical Trials Research	157
Master of Medicine (Advanced)	129	Table of units of study: Clinical Trials Research	157
Graduate Certificate in Science in Medicine	129	Clinical Trials Research	159
Graduate Diploma in Science in Medicine	129	Unit of study descriptions	159
Master of Science in Medicine	129	Critical Care Medicine	161
Master of Science in Medicine (Advanced)	129	Graduate Certificate in Medicine (Critical Care Medicine)*	161
<i>Course Resolutions</i>	129	Graduate Diploma in Medicine (Critical Care Medicine)*	161
Clinical Neurophysiology	131	Master of Medicine (Critical Care Medicine)*	161
Table of units of study: Clinical Neurophysiology	131	Master of Medicine (Advanced)(Critical Care Medicine)*	161
Clinical Neurophysiology	133	Graduate Certificate in Science in Medicine (Critical Care Medicine) (not available in 2018)	161
Unit of study descriptions	133	Graduate Diploma in Science in Medicine (Critical Care Medicine) (not available in 2018)	161
Clinical Surgery	137	Master of Science in Medicine (Critical Care Medicine) (not available in 2018)	161
Doctor of Clinical Surgery	137	Master of Science in Medicine (Advanced) (Critical Care Medicine) (not available in 2018)	161
Overview	137	Overview	161
Course outcomes	137	Course outcomes	161
Accreditation	137	Course information	161
Further enquiries	137	Accreditation	162
Clinical Surgery	139	Further enquiries	162
Admission requirements	139	Double Degrees	162
Course structure	139	Master of Medicine (Critical Care Medicine)/Master of Philosophy	162
Sample Pattern of enrolment	139	Master of Science in Medicine (Critical Care Medicine)/Master of Philosophy	162
Clinical Surgery	141	Critical Care Medicine	163
Degree resolutions	141	Admission requirements	163
Doctor of Clinical Surgery	141	Course structure	163
<i>Course resolutions</i>	141	Pattern of enrolment	163
Clinical Surgery	143	International double degree students	165
Table of units of study: Clinical Surgery	143	Critical Care Medicine	167
Clinical Surgery	145	Degree resolutions	167
Unit of Study Descriptions	145	Graduate Certificate in Medicine	167
Clinical Trials Research	151	Graduate Diploma in Medicine	167
Graduate Certificate in Clinical Trials Research	151	Master of Medicine	167
Graduate Diploma in Clinical Trials Research	151		
Master of Clinical Trials Research	151		
Overview	151		

Master of Medicine (Advanced)	167	Health Communication	199
Graduate Certificate in Science in Medicine	167	Unit of study descriptions	199
Graduate Diploma in Science in Medicine	167	Health Policy	209
Master of Science in Medicine	167	Graduate Certificate in Health Policy	209
Master of Science in Medicine (Advanced)	167	Graduate Diploma in Health Policy	209
<i>Course Resolutions</i>	167	Master of Health Policy	209
Double degree resolutions	168	Overview	209
Master of Medicine/Master of Philosophy	168	Course outcomes	209
Master of Science in Medicine/Master of Philosophy	168	Further enquiries	209
<i>Course Resolutions</i>	168	Health Policy	211
Critical Care Medicine	171	Admission requirements	211
Table of units of study: Critical Care Medicine	171	Course structure	211
Critical Care Medicine	173	Health Policy	213
Unit of study descriptions	173	Degree resolutions	213
Genetic Counselling	181	Graduate Certificate in Health Policy	213
Master of Genetic Counselling - no new enrolments are being accepted into this course in 2018 and until further notice	181	Graduate Diploma in Health Policy	213
Graduate Diploma in Genetic Counselling (early exit only) - no new enrolments are being accepted into this course in 2018 and until further notice	181	Master of Health Policy	213
Overview	181	<i>Course resolutions</i>	213
Course outcomes	181	Health Policy	215
Accreditation	181	Table of units of study: Health Policy	215
Further information	181	Health Policy	217
Further enquiries	182	Unit of study descriptions	217
Genetic Counselling	183	Indigenous Health Promotion	223
Degree resolutions	183	Graduate Diploma in Indigenous Health Promotion	223
Graduate Diploma in Genetic Counselling	183	Overview	223
Master of Genetic Counselling	183	Course outcomes	223
<i>Course resolutions</i>	183	Further enquiries	223
Genetic Counselling	185	Indigenous Health Promotion	225
Table of units of study: Genetic Counselling	185	Admission requirements	225
Genetic Counselling	187	Course structure	225
Unit of study descriptions	187	Indigenous Health Promotion	227
Health Communication	191	Degree resolutions	227
Graduate Certificate in Health Communication	191	Graduate Diploma in Indigenous Health Promotion	227
Graduate Diploma in Health Communication	191	<i>Course resolutions</i>	227
Master of Health Communication	191	Indigenous Health Promotion	229
Overview	191	Table of units of study: Indigenous Health Promotion	229
Course outcomes	191	Indigenous Health Promotion	231
Further enquiries	191	Unit of study descriptions	231
Health Communication	193	Indigenous Health (Substance Use)	233
Degree resolutions	193	Graduate Certificate in Indigenous Health (Substance Use)	233
Graduate Certificate in Health Communication	193	Graduate Diploma in Indigenous Health (Substance Use)	233
Graduate Diploma in Health Communication	193	Master of Indigenous Health (Substance Use)	233
Master of Health Communication	193	Overview	233
<i>Course resolutions</i>	193	Course outcomes	233
Health Communication	195	Further information	233
Table of units of study: Health Communication	195	Further enquiries	233

Indigenous Health (Substance Use)	235	Master of Medicine	261
Admission requirements	235	Master of Medicine (Advanced)	261
Course structure	235	Graduate Certificate in Science in Medicine	261
Indigenous Health (Substance Use)	237	Graduate Diploma in Science in Medicine	261
Table of units of study: Indigenous Health (Substance Use)	237	Master of Science in Medicine	261
Indigenous Health (Substance Use)	239	Master of Science in Medicine (Advanced)	261
Unit of study descriptions	239	<i>Course Resolutions</i>	261
Infection and Immunity	245	Internal Medicine	263
Graduate Certificate in Infection and Immunity	245	Table of units of study: Internal Medicine	263
Graduate Diploma in Infection and Immunity	245	Internal Medicine	265
Master of Medicine (Infection and Immunity)	245	Unit of study descriptions	265
Master of Science in Medicine (Infection and Immunity)	245	International Ophthalmology	273
Overview	245	Graduate Diploma in International Ophthalmology	273
Course outcomes	245	Master of International Ophthalmology	273
Further enquiries	245	Overview	273
Infection and Immunity	247	Course outcomes	273
Admission requirements	247	Further information	273
Course structure	247	International Ophthalmology	275
Infection and Immunity	249	Admission requirements	275
Degree resolutions	249	Course structure	275
Graduate Certificate in Infection and Immunity	249	Pattern of enrolment	275
Graduate Diploma in Infection and Immunity	249	International Ophthalmology	277
Master of Medicine (Infection and Immunity)	249	Degree resolutions	277
Master of Science in Medicine (Infection and Immunity)	249	Graduate Diploma in International Ophthalmology	277
<i>Course resolutions</i>	249	Master of International Ophthalmology	277
Infection and Immunity	251	<i>Course resolutions</i>	277
Table of units of study: Infection and Immunity	251	International Ophthalmology	279
Infection and Immunity	253	Table of units of study: International Ophthalmology	279
Unit of study descriptions	253	International Ophthalmology	281
Internal Medicine	257	Unit of study descriptions	281
Graduate Certificate in Medicine (Internal Medicine)	257	International Public Health	285
Graduate Diploma in Medicine (Internal Medicine)	257	Master of International Public Health	285
Master of Medicine (Internal Medicine)	257	Overview	285
Master of Medicine (Advanced) (Internal Medicine)	257	Course outcomes	285
Overview	257	Further Information	285
Course outcomes	257	Further enquiries	285
Course Information	257	International Public Health	287
Further enquiries	257	Admission requirements	287
Internal Medicine	259	Course structure	287
Admission requirements	259	Sample pattern of enrolment	287
Course structure	259	<i>Core units of study</i>	287
Pattern of Enrolment	259	<i>Elective units of study</i>	287
Project Units of Study - Master (Advanced)	260	International Public Health	289
Internal Medicine	261	Degree resolutions	289
Degree resolutions	261	Master of International Public Health	289
Graduate Certificate in Medicine	261	<i>Course resolutions</i>	289
Graduate Diploma in Medicine	261	International Public Health	291
		Tables of units of study: International Public Health	291
		International Public Health	295

Unit of study descriptions	295	Admission requirements	327
Metabolic Health	309	Course structure	327
Graduate Certificate in Medicine (Metabolic Health)	309	Pattern of enrolment	327
Graduate Diploma in Medicine (Metabolic Health)	309	Ophthalmic Science	329
Master of Medicine (Metabolic Health)	309	Degree resolutions	329
Master of Medicine (Advanced) (Metabolic Health)	309	Graduate Diploma in Ophthalmic Science	329
Graduate Certificate in Science in Medicine (Metabolic Health)	309	Master of Medicine (Ophthalmic Science)	329
Graduate Diploma in Science in Medicine (Metabolic Health)	309	Master of Science in Medicine (Ophthalmic Science)	329
Master of Science in Medicine (Metabolic Health)	309	<i>Course resolutions</i>	329
Master of Science in Medicine (Advanced) (Metabolic Health)	309	Ophthalmic Science	331
Overview	309	Table of units of study: Ophthalmic Science	331
Course outcomes	309	Ophthalmic Science	333
Course information	309	Unit of study descriptions	333
Further enquiries	309	Paediatric Medicine	335
Metabolic Health	311	Graduate Certificate in Medicine (Paediatric Medicine)	335
Admission requirements	311	Graduate Diploma in Medicine (Paediatric Medicine)	335
Course structure	311	Master of Medicine (Paediatric Medicine)	335
Pattern of enrolment	311	Master of Medicine (Advanced) (Paediatric Medicine)	335
Metabolic Health	313	Overview	335
Degree resolutions	313	Course outcomes	335
Graduate Certificate in Medicine	313	Further information	335
Graduate Diploma in Medicine	313	Further enquiries	335
Master of Medicine	313	Paediatric Medicine	337
Master of Medicine (Advanced)	313	Admission requirements	337
Graduate Certificate in Science in Medicine	313	Course structure	337
Graduate Diploma in Science in Medicine	313	Pattern of enrolment	337
Master of Science in Medicine	313	Paediatric Medicine	341
Master of Science in Medicine (Advanced)	313	Degree resolutions	341
<i>Course Resolutions</i>	313	Graduate Certificate in Medicine	341
Metabolic Health	315	Graduate Diploma in Medicine	341
Tables of units of study: Metabolic Health	315	Master of Medicine	341
Metabolic Health	317	Master of Medicine (Advanced)	341
Unit of study descriptions	317	Graduate Certificate in Science in Medicine	341
Ophthalmic Science	323	Graduate Diploma in Science in Medicine	341
Graduate Diploma in Ophthalmic Science	323	Master of Science in Medicine	341
Master of Medicine (Ophthalmic Science)	323	Master of Science in Medicine (Advanced)	341
Master of Science in Medicine (Ophthalmic Science)	323	<i>Course Resolutions</i>	341
Overview	323	Paediatric Medicine	343
Streams (not offered in 2018)	323	Table of units of study: Paediatric Medicine	343
Course outcomes	323	Paediatric Medicine	345
Further information	323	Units of study descriptions	345
Further enquiries	324	Pain Management	351
Ophthalmic Science	325	Graduate Certificate in Pain Management	351
Admission requirements	325	Graduate Diploma in Pain Management	351
Course structure	325	Master of Medicine (Pain Management)	351
Pattern of enrolment	325	Master of Science in Medicine (Pain Management)	351
Ophthalmic Science (Oculoplastic Surgery)	327	Overview	351
<i>Not open for enrolment in 2018</i>	327		

Course outcomes	351	<i>Project Units of Study - Master (Advanced)</i>	368
Further information	351	Pharmaceutical and Medical Device Development	369
Further enquiries	351	Degree resolutions	369
Pain Management	353	Graduate Certificate in Medicine	369
Admission requirements	353	Graduate Diploma in Medicine	369
Course structure	353	Master of Medicine	369
Pattern of enrolment - No Pathway Selected	353	Master of Medicine (Advanced)	369
<i>Core units of study</i>	353	Graduate Certificate in Science in Medicine	369
<i>Elective units of study</i>	353	Graduate Diploma in Science in Medicine	369
<i>Pattern of enrolment for international students commencing in March</i>	353	Master of Science in Medicine	369
<i>Pattern of enrolment for international students commencing in July</i>	354	Master of Science in Medicine (Advanced)	369
Pain Management (Orofacial Pain)	355	<i>Course Resolutions</i>	369
Pathway: Orofacial Pain	355	Pharmaceutical and Medical Device Development	371
<i>Pattern of enrolment for the Orofacial Pain Pathway</i>	355	Table of units of study: Pharmaceutical and Medical Device Development	371
Pain Management	357	Pharmaceutical and Medical Device Development	373
Degree resolutions	357	Unit of study descriptions	373
Graduate Certificate in Pain Management	357	Psychiatry	377
Graduate Diploma in Pain Management	357	Graduate Certificate in Medicine (Psychiatry)	377
Master of Medicine (Pain Management)	357	Graduate Diploma in Medicine (Psychiatry)	377
Master of Science in Medicine (Pain Management)	357	Master of Medicine (Psychiatry)	377
<i>Course resolutions</i>	357	Master of Medicine (Advanced)(Psychiatry)	377
Pain Management	359	Overview	377
Table of units of study: Pain Management	359	Course outcomes	377
Pain Management	361	Accreditation	377
Unit of study descriptions	361	Further enquiries	377
Pharmaceutical and Medical Device Development	365	Psychiatry	379
Graduate Certificate in Medicine (Pharmaceutical & Medical Device Development)	365	Admission requirements	379
Graduate Diploma in Medicine (Pharmaceutical & Medical Device Development)	365	Course structure	379
Master of Medicine (Pharmaceutical & Medical Device Development)	365	Selecting units of study	379
Master of Medicine (Advanced)(Pharmaceutical & Medical Device Development)	365	Sample Pattern of Enrolment	379
Graduate Certificate in Science in Medicine (Pharmaceutical & Medical Device Development)	365	Psychiatry	381
Graduate Diploma in Science in Medicine (Pharmaceutical & Medical Device Development)	365	Degree resolutions	381
Master of Science in Medicine (Pharmaceutical & Medical Device Development)	365	Graduate Certificate in Medicine	381
Master of Science in Medicine (Advanced)(Pharmaceutical & Medical Device Development)	365	Graduate Diploma in Medicine	381
Overview	365	Master of Medicine	381
Course outcomes	365	Master of Medicine (Advanced)	381
Course Information	365	Graduate Certificate in Science in Medicine	381
Further enquiries	365	Graduate Diploma in Science in Medicine	381
Pharmaceutical and Medical Device Development	367	Master of Science in Medicine	381
Admission requirements	367	Master of Science in Medicine (Advanced)	381
Course structure	367	<i>Course Resolutions</i>	381
Pattern of enrolment	367	Psychiatry	383
		Table of units of study: Psychiatry	383
		Psychiatry	385
		Unit of study descriptions	385
		Psychotherapy	389
		Master of Medicine (Psychotherapy)	389

Master of Science in Medicine (Psychotherapy)	389	Public Health	415
Overview	389	Degree resolutions	415
Course outcomes	389	Graduate Diploma in Public Health	415
Accreditation	389	Master of Public Health	415
Further information	389	Master of Public Health (Professional Practice)	415
Further enquiries	389	Master of Public Health (Chronic Disease Prevention)	415
Psychotherapy	391	<i>Course resolutions</i>	415
Admission requirements	391	Public Health	417
Course structure	391	Table of units of study: Public Health	417
Pattern of enrolment	391	Public Health	423
Psychotherapy	393	Unit of study descriptions	423
Degree resolutions	393	Qualitative Health Research	441
Master of Science in Medicine (Psychotherapy)	393	Graduate Certificate in Qualitative Health Research (not open for new admissions from 2016)	441
Master of Medicine (Psychotherapy)	393	Master of Qualitative Health Research (not open for new admissions from 2016)	441
<i>Course resolutions</i>	393	Overview	441
Psychotherapy	395	Course outcomes	441
Table of units of study: Psychotherapy	395	Further information	441
Psychotherapy	397	Further enquiries	441
Unit of study descriptions	397	Qualitative Health Research	443
Public Health	399	Admission requirements	443
Graduate Diploma in Public Health	399	Course structure	443
Master of Public Health	399	Qualitative Health Research	445
Master of Public Health (Professional Practice)	399	Degree resolutions	445
Master of Public Health (Chronic Disease Prevention)	399	Graduate Certificate in Qualitative Health Research	445
Overview	399	Master of Qualitative Health Research	445
Course outcomes	399	<i>Course resolutions</i>	445
Further information	399	Qualitative Health Research	447
Further enquiries	399	Table of units of study: Qualitative Health Research	447
Public Health	401	Qualitative Health Research	449
Admission requirements	401	Unit of study descriptions	449
Course structure	401	Reproductive Health Sciences and Human Genetics	457
Pattern of enrolment and pathways	401	Master of Medicine (Reproductive Health Sciences and Human Genetics) (not open for new admissions in 2017)	457
Public Health	403	Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) (not open for new admissions in 2017)	457
Disease Prevention and Health Promotion (Chronic Disease) Pathway	403	Master of Medicine (Reproductive Health Sciences and Human Genetics) and Master of Philosophy (not open for new admissions in 2017)	457
Public Health	405	Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) and Master of Philosophy (not open for new admissions in 2017)	457
Disease Prevention and Health Promotion (Communicable Disease) Pathway	405	Overview	457
Public Health	407	Course outcomes	457
Health Economics/Health Policy Pathway	407	Further information	457
Public Health	409	Double degree students	458
Population Oral Health Pathway	409	Further enquiries	458
Public Health	411		
Public Health Research Pathway	411		
Public Health	413		
Extended master's programs	413		
Master of Public Health (Professional Practice)	413		
Master of Public Health (Chronic Disease Prevention)	413		

Reproductive Health Sciences and Human Genetics	459	<i>Stream: Sexual and Reproductive Health</i>	479
Admission requirements	459	Pathway: Reproductive Health and Fertility Pathway	479
Course structure	459	Sexual and Reproductive Health	481
Pattern of enrolment for domestic students	459	Australia Awards Double Degree Program	481
Pattern of enrolment for double degree international students	459	Master of Medicine (Sexual and Reproductive Health) and Master of Philosophy	481
Reproductive Health Sciences and Human Genetics	461	Master of Science in Medicine (Sexual and Reproductive Health) and Master of Philosophy	481
Table of units of study: Reproductive Health Sciences and Human Genetics	461	Double degrees	481
Reproductive Health Sciences and Human Genetics	463	Sexual and Reproductive Health	483
Unit of study descriptions	463	Degree resolutions	483
Sexual and Reproductive Health	467	Graduate Certificate in Medicine	483
Graduate Certificate in Medicine (Sexual and Reproductive Health)	467	Graduate Diploma in Medicine	483
Graduate Diploma in Medicine (Sexual and Reproductive Health)	467	Master of Medicine	483
Master of Medicine (Sexual and Reproductive Health)	467	Master of Medicine (Advanced)	483
Master of Medicine (Advanced) (Sexual and Reproductive Health)	467	Graduate Certificate in Science in Medicine	483
Graduate Certificate in Science in Medicine (Sexual and Reproductive Health)	467	Graduate Diploma in Science in Medicine	483
Graduate Diploma in Science in Medicine (Sexual and Reproductive Health)	467	Master of Science in Medicine	483
Master of Science in Medicine (Sexual and Reproductive Health)	467	Master of Science in Medicine (Advanced)	483
Master of Science in Medicine (Advanced) (Sexual and Reproductive Health)	467	<i>Course Resolutions</i>	483
Overview	467	Double degree resolutions	485
Course outcomes	467	Master of Medicine/Master of Philosophy	485
Accreditation	468	Master of Science in Medicine/Master of Philosophy	485
Further information	468	<i>Course Resolutions</i>	485
Further enquiries	468	Sexual and Reproductive Health	487
Sexual and Reproductive Health	469	Table of units of study: Sexual and Reproductive Health	487
Admission requirements	469	Sexual and Reproductive Health	493
Course structure	469	Unit of study descriptions	493
Pattern of enrolment and pathways	469	Sleep Medicine	503
No Pathway Selected	471	Graduate Certificate in Medicine (Sleep Medicine)	503
<i>Stream: Sexual and Reproductive Health</i>	471	Graduate Diploma in Medicine (Sleep Medicine)	503
No Pathway Selected	471	Master of Medicine (Sleep Medicine)	503
HIV and STIs Pathway	473	Master of Medicine (Advanced)(Sleep Medicine)	503
<i>Stream: Sexual Health and Reproductive Health</i>	473	Graduate Certificate in Science in Medicine (Sleep Medicine)	503
Pathway: HIV and STIs	473	Graduate Diploma in Science in Medicine (Sleep Medicine)	503
Psychosexual Therapy Pathway	475	Master of Science Medicine (Sleep Medicine)	503
<i>Stream: Sexual and Reproductive Health</i>	475	Master of Science Medicine (Advanced) (Sleep Medicine)	503
Pathway: Psychosexual Therapy	475	Overview	503
Public Health Pathway	477	Course outcomes	503
<i>Stream: Sexual and Reproductive Health</i>	477	Course information	503
Pathway: Public Health	477	Further enquiries	504
Reproductive Health and Fertility Pathway	479	Sleep Medicine	505
		Admission requirements	505
		Course structure	505
		Pattern of enrolment	505
		<i>For students who commence in or after Semester 1 2017</i>	505
		<i>For students who commence prior to Semester 1 2017</i>	506

Sleep Medicine	509	Accreditation	539
Degree resolutions	509	Further information	539
Graduate Certificate in Medicine	509	Further enquiries	539
Graduate Diploma in Medicine	509	Surgical Anatomy	541
Master of Medicine	509	Admission requirements	541
Master of Medicine (Advanced)	509	Course structure	541
Graduate Certificate in Science in Medicine	509	Pattern of enrolment	541
Graduate Diploma in Science in Medicine	509	Surgical Anatomy	543
Master of Science in Medicine	509	Degree resolutions	543
Master of Science in Medicine (Advanced)	509	Graduate Certificate in Advanced Clinical Skills	543
<i>Course Resolutions</i>	509	Surgical Anatomy	545
Sleep Medicine	511	Table of units of study: Surgical Anatomy	545
Table of units of study: Sleep Medicine	511	Surgical Anatomy	547
For students who commenced prior to Semester 1 2017	511	Units of study descriptions	547
Sleep Medicine	513	Postgraduate research	549
Unit of study descriptions	513	Master of Philosophy	549
Surgery	519	Master of Surgery (by Research)	549
Graduate Certificate in Surgical Sciences	519	Doctor of Philosophy	549
Graduate Certificate in Surgery (Breast Surgery)	519	Doctor of Medical Science	549
Graduate Certificate of Advanced Clinical Skills (Surgical Anatomy)	519	Master of Philosophy	551
Master of Surgery (coursework)	519	Degree resolutions	551
Overview	519	Master of Philosophy	551
Course outcomes	519	<i>Course resolutions</i>	551
Further information	519	<i>Part 1: Preliminary</i>	551
Further enquiries	520	<i>Part 2: Admission requirements</i>	551
Surgery	521	<i>Part 3: Candidature</i>	552
Admission requirements	521	<i>Part 4: Requirements</i>	552
Course structure	521	<i>Part 5: Enrolment and progression</i>	552
Pattern of enrolment	521	<i>Part 6: Examination</i>	552
<i>Graduate Certificate in Surgical Sciences</i>	521	<i>Part 7: Other</i>	552
<i>Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy)</i>	521	Table of units of study: Master of Philosophy	552
<i>Graduate Certificate in Surgery (Breast Surgery)</i>	522	Units of study descriptions	552
<i>Master of Surgery - all streams</i>	522	Master of Surgery (by research)	555
Surgery	525	Degree resolutions	555
Degree resolutions	525	Master of Surgery	555
Graduate Certificate in Surgical Sciences	525	<i>Course resolutions</i>	555
Graduate Certificate in Surgery	525	<i>Part 1: Preliminary</i>	555
Master of Surgery (by coursework)	525	<i>Part 2: Admission requirements</i>	555
<i>Course resolutions</i>	525	<i>Part 3: Candidature</i>	555
Surgery	527	<i>Part 4: Requirements</i>	555
Table of units of study: Surgery	527	<i>Part 5: Enrolment and progression</i>	556
Surgery	531	<i>Part 6: Examination</i>	556
Units of study descriptions	531	<i>Part 7: Other</i>	556
Surgical Anatomy	539	Doctor of Philosophy	557
Graduate Certificate in Advanced Clinical skills (Surgical Anatomy)	539	Doctor of Medical Science	559
Overview	539	Resolutions of the Senate	561
Course outcomes	539	Resolutions of the Senate	561
		Resolutions of the Faculty	567

Resolutions of the University of Sydney Medical School for coursework courses	567
<i>Part 1: Course enrolment</i>	567
<i>Part 2: Unit of study enrolment</i>	568
<i>Part 3: Studying and Assessment</i>	568
<i>Part 4: Progression, Results and Graduation</i>	568
<i>Part 5: Other</i>	569
Index by alpha code	571
Index by name	579

Welcome



Welcome to Sydney Medical School!

This Handbook provides detailed information on the structure and requirements of all of our coursework and research training programs. I hope that you will find it a helpful guide for your program of studies.

The Handbook shows the considerable range and scope of our faculty's programs in medicine, public health and biomedical sciences. As

your chosen studies progress, we hope that you will become increasingly aware of the breadth and depth of expertise of the faculty's staff and affiliates. As you might expect, many of them are international leaders in their fields.

We are proud of the recognition the Faculty has achieved for the quality of its teaching and the impact of its research. As a medical school we are currently ranked 15th internationally and first in Australia. In 2016 the Doctor of Medicine (MD) Program received the final report of a review conducted by the Australian Medical Council, which led to reaccreditation for a further six years. The AMC review team noted:

- 'The culture of excellence and scholarship in medical education... which has resulted in extraordinary productivity at all levels of the program across all sites.'
- 'The School's exceptional research performance that informs the program's learning and teaching, as demonstrated in the clinical teaching environment...'
- 'The impressive number of committed clinicians who teach and provide clinical supervision, promoting positive role modelling in clinical practice and research.'

The enthusiastic input, advice and research contributions of our students are important contributors to the performance of our faculty. We also seek feedback from our graduates and from their potential health service employers and supervisors. We are determined to ensure that graduates are optimally prepared for the ever-changing demands of their careers in health and medicine, whether in healthcare delivery or as researchers or educators or, as is so often the case, by combining two or more of these key roles.

As you explore the University's Camperdown campus, you will notice several new buildings and much ongoing work. The University is implementing a master plan to improve its facilities and landscaped environment for learning, study, research and recreation. You will find many examples of excellent modern facilities in new and refurbished buildings amongst the historic sandstone structures that will remind you that Sydney Medical School is the oldest medical school in Australia. Between the ovals, you will notice the recently completed Charles Perkins Centre, a major education and research facility that houses the University's 'MDI' (Multidisciplinary Initiative) in Obesity, Diabetes and Cardiovascular Disease. Closely linked to the Camperdown Campus is Royal Prince Alfred Hospital (RPAH) and the Brain & Mind Centre as well as several medical research institutes. You will also find excellent facilities in the University's Clinical Schools based in The Children's Hospital at Westmead, Concord Hospital, Nepean Hospital, Royal North Shore Hospital, RPAH, the School of Rural Health sites at Orange and Dubbo Base Hospitals, the Sydney Adventist Hospital in Wahroonga, and Westmead Hospital, as well as the University Departments of Rural Health at Broken Hill and Lismore. Together, these facilities are drawing academics from around the world intent either on collaborating with our staff or to consider our Clinical Schools as potential models when planning their own new facilities.

We are particularly excited to be partners in the development of the Westmead Precinct, which will start to take shape in 2017. It will be one of the largest health and medical healthcare delivery, teaching and research precincts in Australia, embracing Westmead Hospital, the Children's Hospital at Westmead, the Clinical Schools located at these hospitals, several research institutes, and NSW Pathology.

As part of the quest for improvement, the University is also embarking on a major organisational restructure of its health faculties. Sydney Medical School, the Faculty of Dentistry & Oral Health, Sydney School of Nursing & Midwifery, the Faculty of Pharmacy, and the Faculty of Health Sciences will unite to form one comprehensive Faculty. The intent is to make best use of our extensive intellectual and physical resources and to exploit our opportunities for inter-professional and inter-disciplinary collaboration in teaching and research. The new structure will not affect your candidature or your degree program. You may, however, enjoy encountering more students and staff from the other faculties, and with them, more opportunities for inter-professional learning and collaborative research.

Again, welcome everyone, and we wish you all the best in your studies and for your time here with us.

Arthur D Conigrave
Professor | Dean



Medicine at Sydney

Sydney Medical School offers two entry pathways for students for the Doctor of Medicine (MD) Program:

- Graduate entry Medicine
- (Undergraduate entry) Double Degree Medicine pathway

Options may be available for combining MD studies with other postgraduate study programs:

- Medicine and an higher degree by research
- Medicine and other postgraduate coursework programs.

Graduate-entry Medicine

The Sydney MD Program is a graduate-entry course leading to the award of a Doctor of Medicine (MD) degree. The MD Program is accredited by the Medical Board of Australia, and graduates are eligible for registration with the Board as medical practitioners at intern level.

The main features of the MD Program are as follows:

- an integrated curriculum in which clinical knowledge, reasoning and skills are built on a foundation of biomedical sciences, with an emphasis on human structure and function and the mechanisms of health and disease
- team-based, problem-focused learning with online support
- early introduction of clinical learning
- training in research methods and the principles of evidence-based medicine, and hands-on research experience through a research or capstone project
- opportunities to undertake international electives
- opportunities for exposure to rural clinical practice.

When applicants are offered a place in the MD Program, they are allocated to one of Sydney Medical School's six metropolitan Clinical Schools: Central Clinical School (at Royal Prince Alfred Hospital, Camperdown), Concord Clinical School (at Concord Hospital), Westmead Clinical School (at Westmead Hospital), Nepean Clinical School (at Nepean Hospital, Penrith), the Sydney Adventist Hospital Clinical School (Wahroonga) or Northern Clinical School (at Royal North Shore Hospital, St Leonards). There is an opportunity to express preferences at the time of application. Candidates are based at their allocated Clinical Schools throughout the MD Program, but undertake placements at other sites, including in community practice.

The MD Program is organised into four main curriculum themes that provide the framework for the goals of the curriculum, assessment, and the attainment of stipulated graduate outcomes.

The four themes are:

- Basic and Clinical Sciences
- Patient and Doctor
- Population Medicine
- Personal and Professional Development.

The MD Program includes a compulsory research component. This comprises instruction in Research Methods and completion of an MD Research Project in fulfilment of the research requirements for an MD. The research activities and teaching occur across all Stages of the MD.

Duration: four years full-time (through Sydney Medical School).

(Undergraduate entry) Double Degree Medicine pathway

The Double Degree Medicine pathway is designed for school leavers who perform exceptionally well in their final high school assessments. Successful applicants enter a bachelor's degree program at the University of Sydney.

The following medicine and undergraduate degree options are available:

- Arts-Medicine
- Science-Medicine

Duration: approved undergraduate degree duration (through the relevant faculty) plus four years full-time graduate-entry medicine (through Sydney Medical School). The undergraduate degree program may be of three years' duration (bachelor's degree) or four years' duration (bachelor's degree with honours).

Further information about the Double Degree programs is available at:

sydney.edu.au/medicine/future-students/medical-program/combined/index.php

Medicine and an Higher degree by research

In addition to the research component of the MD Program, MD candidates wishing to pursue or continue an interest in research may be able to enrol in a parallel HDR, commencing with a Master of Philosophy (MPhil) degree.

In order to be permitted to enrol in a parallel MPhil, students must perform well in the first year of the MD Program.

Entry into the MPhil usually occurs in the second year of the MD Program. Students may also opt to suspend their candidature in the MD Program for one year to undertake HDR research. This is most often done after completion of the second year.

Those interested in concurrent enrolment in the MD and a HDR are required to discuss their aspirations with the Sub-Dean (MD Research), or nominee, before submitting an application for concurrent enrolment in HDR and the MD.

The concurrent degree local provisions can be found on the University of Sydney's Policy Register.

For further details see:

<http://sydney.edu.au/medicine/study/md/md-and-postgraduate-degree.php>

Further information about the HDR program can also be found under the Research tab and information about research at Sydney Medical School: <http://sydney.edu.au/medicine/research/index.php>

Medicine and other postgraduate coursework programs

MD candidates have the opportunity to complete a Master of Public Health, a Master of International Public Health, a Master of Medicine (Clinical Epidemiology), or a Master of Bioethics course in parallel with the MD Program. MD Candidates may also have the opportunity to complete the Graduate Certificate in Surgical Sciences. It may also be possible for MD candidates to complete postgraduate coursework programs offered in other Faculties concurrently with their MD.



Examples include the Diploma of Languages and the Masters of Health Law.

Students may take a maximum of 12 credit points per semester in addition to their enrolment in the MD. This is the equivalent of an 0.5FTE load in addition to their full-time MD candidature.

In order to be permitted to enrol in a parallel coursework master's degree, students must perform well in the first year of the MD Program.

Entry into the master's degree course usually occurs in the second year of the MD Program. Students may also opt to suspend their candidature in the MD Program for one year to undertake the other course. This is most often done after completion of the second year.

Those interested in concurrent enrolment in the MD and a coursework degree are required to discuss their aspirations with the Sub-Dean (MD Research), or nominee, before submitting an application for concurrent enrolment.

The concurrent degree local provisions can be found on the University of Sydney's Policy Register.

Further information about the postgraduate courses offered within the Faculty can be found in the relevant postgraduate coursework area of study sections in this Handbook, or at:<http://sydney.edu.au/medicine/study/md/md-and-postgraduate-degree.php>

Student eligibility for ongoing concurrent enrolment is reviewed annually. Students must always prioritise their MD studies over the other HDR or coursework degree.

Sydney Medical Program

Doctor of Medicine (MD)

Bachelor of Medicine and Bachelor of Surgery (MBBS) (not open for new enrolments)

In 2014, Sydney Medical School introduced a Doctor of Medicine (MD) degree to replace the existing Bachelor of Medicine and Bachelor of Surgery degree (MBBS). New enrolments in the MBBS degree ceased in 2013. The first MD cohort entered the Sydney Medical Program in February 2014 and will complete the MD course at the end of the 2017 academic year.

All MD students must complete a unit of study in Research Methods and a research or capstone project. In other respects, the curriculum, assessment and arrangements for clinical training will be similar to that of the MBBS. Distinctive features of the Sydney Medical Program, including the early introduction of clinical experience and the integration of clinical learning and teaching with basic sciences, population health concepts and the development of professionalism, will be retained.

The option of undertaking an Honours project, which has been available for selected MBBS candidates, is not available for MD candidates.

Students who enrolled in the Medical Program prior to 2014 will graduate with an MBBS. There is currently no opportunity for MBBS students or graduates to convert to MD. The MBBS is not open to new enrolments.

Essential data on the MD and the MBBS degree programs are as follows.

	Doctor of Medicine	Bachelor of Medicine and Bachelor of Surgery*
Course code	KC105 or MAMEDICI3000	KH006 or BGMEDSUR7000
CRICOS code	079216J	006451B
Degree Abbreviation	MD	MBBS
Credit points required to complete	192	192
Time to complete full-time	4 years	4 years

*not open for new enrolments; information is provided for continuing students.

The following links provide further information about the Sydney Medical Program (MD and MBBS):

1. Teaching and learning objectives of the Sydney Medical Program
2. Professionalism Requirements
3. Distinctive features of the program
4. Goals and Themes
5. Outline of the Curriculum

1. Teaching and learning objectives of the Sydney Medical Program

The Sydney Medical Program Graduate Outcome statement is as follows:

To improve the health and wellbeing of people in Australia, including Aboriginal and Torres Strait islander peoples, by educating and supporting, to the highest level, compassionate clinicians, medical scientists, health professionals and researchers whose work forms the basis of advances in health both locally and globally.

The success of the Medical Program is reflected in the extent to which graduates maintain lifelong, self-directed learning and the pursuit of evidence-based medical practice, and the extent to which they initiate, lead and implement advances in clinical medicine, research, education and community service.

2. Professionalism Requirements

On commencement of the program, all students are introduced to the Sydney Medical Program's Professionalism Requirements (PDF). This provision has been formally endorsed within the University and

provides positive guidance on conduct for students within a professional context.

Students' academic progression from one year to the next depends not only on academic performance and demonstration of competence in the requisite written and practical assessments, but also on adherence to the principles of professionalism listed in the *Professionalism Requirements*. The requirements for progression are set out in *Professionalism Provisions*. Significant breaches of the principles in the *Professionalism Requirements* attract penalties which may include termination of candidature.

Copies of the *Professionalism Requirements* and the *Professionalism Provisions* are available on the University of Sydney Policy Register website under Local Provisions:

- SMP Professionalism Requirements 2017
- SMP Professionalism Provisions 2016

3. Distinctive features of the Sydney Medical Program

Graduate students from diverse backgrounds

Students may enter the Medical Program after completion of any degree from a recognised university. Consequently the student community comprises individuals with a diverse range of academic and life experience.

As with all graduate-entry medical programs, students in the Sydney Medical Program are expected to have made a mature and considered commitment to prepare for a medical career.



A four-year integrated learning curriculum

Learning in the Medical Program is integrated across basic medical sciences, clinical sciences and clinical and public health disciplines. Four continuous themes frame the structure of the curriculum throughout the four years: the Basic and Clinical Sciences Theme, the Patient and Doctor Theme, the Population Medicine Theme and the Personal and Professional Development Theme. These are outlined below.

Clinical contact from the start

On accepting a place in the Medical Program, students are allocated to one of six Clinical Schools.

In the first week of the Medical Program, students undertake induction in their allocated Clinical Schools, and from the second week their learning and teaching experience involves contact with patients in hospital wards and clinics. Students spend at least one day each week in their Clinical Schools throughout Years 1 and 2, and they are based entirely in clinical settings throughout Years 3 and 4.

Extensive and diverse clinical training

Later in the program, students undertake a wide range of community and specialty rotations. They receive training in paediatrics and adolescent health at The Children's Hospital, Westmead, and they are placed in metropolitan and rural general practices to gain experience in primary care and community medicine. They may opt for an extended rural placement at the School of Rural Health, which has Clinical Schools at Dubbo and Orange Base Hospitals, the University Centre for Rural Health in Lismore or the University Department of Rural Health in Broken Hill University.

Clinical training is undertaken at large urban teaching hospitals and smaller suburban and rural hospitals. This offers students a balanced view of urban and rural health care and insights into the differences in medical practice among these sites. The various sites cater for the different fields of medicine that make up the curriculum.

A structured teaching program accompanies practical clinical training and experience in Stage 3 (the latter two years of the Medical Program). Clinical learning and teaching activities include clinical clerkships, small-group clinical tutorials, problem-based clinical reasoning sessions and short placements with various clinical teams.

Students have access to most parts of the hospitals to which they are allocated. In addition to scheduled teaching sessions, they are expected to pursue clinical learning opportunities independently in the wards. They may also be invited to observe surgical procedures and visit acute-care areas.

All Clinical Schools provide students with excellent learning resources. These include internet access, on-site libraries, online learning materials, materials for studying pathology and microbiology, and simulation equipment. Other facilities include common rooms, lounge areas and common-use kitchens. Some sites offer access to child-care facilities.

Development of problem-solving and clinical reasoning skills

A major component of the learning process in the first year (known as Stage 1) and the second year (known as Stage 2) consists of enquiry-based learning in which concepts of health and disease are related to the basic biomedical sciences. This will be a combination of Problem Based-Learning (PBL) and Team-Based Learning (TBL) sessions.

The PBL/TBL sessions in Stages 1 and 2 make use of a comprehensive set of online resources that enable groups of students to work through an authentic clinical case each week. The case of the week reflects the topics covered in other learning and teaching activities during that week.

This approach also encourages students to become skilled independent learners, able to identify their own learning needs and evaluate their progress.

Clinical Reasoning Sessions in Stage 3 (Years 3 and 4) allow students to apply this understanding in clinical settings, with reference to actual patients whom they encounter in their clinical work.

Research and an evidence-based approach

During Stages 1 and 2, all students attend sessions in which they learn how to frame clinical and research questions and search the literature using electronic databases, the latter with comprehensive instruction from a Medical Liaison Librarian. They also learn how to evaluate the quality of research-based evidence and how to use it in problem-solving and decision-making. In Stage 3, they develop their ability to apply research-based evidence in clinical encounters with patients.

Throughout the Medical Program, students have free access to a wide range of online learning and reference resources variously provided by individual teaching departments and the University of Sydney Library system. They may obtain access to these resources on the main campus, in their Clinical Schools, or on their own computers in any location where internet access is available. They also have access to extensive library collections (printed and online texts).

During Stage 1, MD students also spend three weeks learning about research methods in a range of paradigms (clinical, epidemiological, biomedical and qualitative). The training in research methods is intended to give students an understanding of the scope of health and medical research and its contribution to knowledge in clinical and public health practice. It is also intended to contribute to students' preparation for their research or capstone project, known as the MD Project.

MD Projects

All MD students must complete an MD Project by the end of Stage 3 Year 3. The MD Project is intended to be a scholarly investigation into a topic relevant to health or medicine, leading to a formal report submitted for summative assessment. Students' MD Project work is based in their allocated Clinical School, or in the Clinical School of the Children's Hospital at Westmead, the School of Rural Health at Dubbo or Orange, the University Centre for Rural Health at Lismore, the University Department of Rural Health at Broken Hill, the School of Public Health, or in a project group within the Sydney Medical Program Education Office. Each student is allocated to an MD Project Group supervised by an academic staff member or affiliate. Typically an MD Project Group comprises about five students and a supervisor, who is known as a Research Tutor.

Students have the opportunity to express preferences for MD topic areas. Each year, prospective MD Tutors propose topic areas within their fields of expertise. Sydney Medical Program staff managing MD research processes allocate students to topic areas – and hence MD Project Groups and Research Tutors – that reflect students' preferences as far as possible.

MD Project Groups are convened in the second half of the Stage 1 academic year. With Research Tutors' guidance, each student identifies and undertakes a specific project in his or her allocated topic areas. Students who have substantial previous research experience and wish to pursue their previous line of research may be permitted to do so if appropriate additional supervision is available in the cognate field. This is determined on a case-by-case basis.

Each MD Project Group meets formally a total of five times between the latter part of Stage 1 and the latter part of Stage 3 Year 3. Each meeting corresponds to a project milestone that is assessed. Students may not progress from Stage 1 to Stage 2 or from Stage 2 to Stage 3 if they have not adequately fulfilled the relevant milestone assessment criteria.

Students submit their final MD Project report at the end of Stage 3 Year 3 (the 2014 entry cohort must submit by early in Year 4). This comprises a formal, fully-referenced scientific report of maximum length 3,000 words. While students may be permitted to collaborate in their research work, each MD Project Report must be an

independent piece of work and will be examined as such. Students who produce the best MD Projects will be invited to present their work in a conference session at the end of Stage 3 Year 4 to an audience comprising their peers, students from Years 1-3 and members of staff.

4. Goals and Themes

Goals of the Sydney Medical Program

The four curriculum themes group the curriculum content and specify graduate attributes in their respective domains. Elements within the four themes necessarily overlap. The following Medical Program graduate attributes should be read as in combination.

Basic and Clinical Sciences Theme:

Graduates of the Sydney Medical Program will demonstrate the ability to:

- apply an understanding of normal and abnormal human structure, function and behaviour to the diagnosis, management and prevention of health problems
- use the best available evidence on outcomes to prevent or cure disease, relieve symptoms or minimise disability
- analyse clinical data and published work to determine their validity and application
- participate in the generation, interpretation, application and dissemination of significant advances in medical knowledge
- recognise the limits to scientific knowledge and understanding, and the continuing nature of all scientific endeavour.

Patient and Doctor Theme:

Graduates of the Sydney Medical Program will demonstrate:

- understanding of the therapeutic nature of the patient-doctor relationship and the effects on that relationship of the individual characteristics of both patient and doctor
- the ability to listen, to identify issues of concern to patients, families and carers and to respond to those concerns, using whatever means are necessary for effective communication
- the capacity to make rational and sensitive decisions based on the best available evidence, recognising that many decisions will inevitably be made in the face of uncertainty
- the ability to elicit and interpret clinical symptoms and signs by interviewing and examining patients systematically and with sensitivity, and to use this information to guide further investigations
- the ability to perform important clinical procedures, particularly those vital in life-threatening situations
- the ability to prescribe medications safely, effectively and economically using objective evidence. Safely administer other therapeutic agents including fluid, electrolytes, blood products and selected inhalational agents
- ethical behaviour in meeting the needs of patients, families, colleagues and the broader community
- concern for confidentiality and respect for individual autonomy, enabling patients and their families to make informed decisions in relation to their medical care
- understanding of the principles of care for patients at the end of their lives, avoiding unnecessary investigations or treatment, and ensuring physical comfort including pain relief, psychosocial support and other components of palliative care
- the ability to obtain and use research-based information in health-care decisions and in advising patients on health-care choices
- understanding of the principles of the design and analysis of health and medical research, including the ability to advise patients who might consider participating in research (such as clinical trials).

Population Medicine Theme:

Graduates of the Sydney Medical Program will demonstrate the ability to:

- evaluate the distribution of and risk factors for disease and injury
- understand prevention practices in the care of individual patients and communities
- make evidence-based, ethical and economically responsible decisions about the most appropriate management of health problems in individuals and in communities

- identify the economic, psychological, occupational and socio-cultural factors that contribute to the development and/or continuation of poor health and to explain how poor health affects individuals and communities
- evaluate the economic, political, social and legal factors which determine the way that individuals and communities respond to health problems and to describe how public and population health strategies are systematically planned and implemented
- understand and describe the factors that contribute to the health and wellbeing of Aboriginal and Torres Strait Islander peoples, including history, spirituality and relationship to land, diversity of cultures and communities, epidemiology, social and political determinants of health and health experiences
- communicate and care for Aboriginal and Torres Strait Islander peoples effectively and in a culturally competent manner

Personal and Professional Development Theme:

Graduates of the Sydney Medical Program will:

- show commitment to compassionate, ethical professional behaviour
- be able to work cooperatively as a member of a team, accepting and providing leadership as appropriate
- be able to recognise their personal physical and emotional needs and responses to stress, and be open to assistance when it is required
- show commitment to the advancement of learning within a community of medical scholars
- have skills in the recording, organisation and management of information, with appropriate use of information technology
- demonstrate awareness of and explain the options available when personal values or beliefs may influence patient care, including the obligation to refer to another practitioner
- describe and apply the fundamental legal responsibilities of health professionals especially those relating to ability to complete relevant certificates and documents, informed consent, duty of care to patients and colleagues, privacy, confidentiality, mandatory reporting and notification
- demonstrate awareness of financial and other conflicts of interest.

5. Outline of the curriculum

The four curriculum themes (outlined above) that continue throughout the four years of the Sydney Medical Program ensure that students' knowledge and skills develop systematically.

The relative contributions of the themes vary at different stages of the curriculum. The initial focus is on basic sciences and basic clinical skills, with progressively increasing emphasis on clinical knowledge, skills and judgement.

The academic year runs from early February to late November for Stages 1 and 2, and mid-January to November for Stage 3, Years 3, and from January until December (including a remedial term in November-December) for Stage 3, Year 4. Students in Year 4 who are not required to undertake remediation finish in late October.

The teaching is delivered in five blocks throughout each year. In Stages 1 and 2, the blocks range from four to 10 weeks' duration. All Stage 3 blocks are of eight weeks' duration. Between most blocks, the timetable allows for a break of at least one week.

Please note that the Medical Program does not follow the normal semester pattern undertaken by other courses offered by the University of Sydney.

Importantly, please note that Medical Program is a full-time course. Students are expected to be available to attend classes or other assigned activities five days per week.

The broad curriculum structure for each year in the Medical Program is outlined in the table below.

Stages 1 and 2

The 10 Blocks in Stages 1 and 2 are as follows.

Stage 1	
1	Foundation Studies; Infection & Immunology
2	Musculo-skeletal System
3	Respiratory System
4	Haematology
5	Cardiovascular System

Stage 2	
6	Neurosciences and Vision
7	Endocrinology and Sexual Health
8	Kidney and Urology
9	Gastrointestinal System, Nutrition, Drug & Alcohol
10	Oncology & Palliative Care

Within each Stage 1-2 Block, the curriculum is structured so that each week gives coherent coverage of a major aspect of the relevant body system or field of medicine. Enquiry-based learning methods serve to integrate and reinforce the week's learning and are designed to develop students' ability to relate clinical problems to basic sciences, enhance their clinical reasoning abilities and enhance their teamwork skills.

Attendance at the enquiry-based learning tutorials are compulsory for all students: Sydney Medical Program Attendance and Leave Policy

Students attend at least six plenary lectures each week. Lectures provide up-to-date information and a broad context for students' own detailed learning. Increasingly, traditional didactic lectures are being replaced by seminars, interactive sessions and prescribed online learning. Seminars are usually longer than lectures (1.5-2.0 hr compared with 1.0 hr) and often involve two or more speakers giving complementary expert perspectives on a topic.

Several interactive learning and teaching formats are being introduced. Most depend on students' completion of some self-directed learning before the scheduled session, with classroom time used for highlighting essential knowledge and reasoning processes as well as asking questions. Most plenary sessions are recorded and can be viewed online soon afterwards.

Students are strongly encouraged to attend all plenary sessions because of the benefits of 'being there' – direct interaction with staff and students undoubtedly affords some additional learning.

Students also attend laboratory sessions each week. Many laboratory sessions are linked to online materials, enabling students to be fully prepared for practical work.

Teaching in the Clinical Schools is mostly conducted in small groups. The teaching sessions include bedside tutorials, tutorials in simulation laboratories to learn basic procedural skills, and SCORPIO (structured, clinical, objective, referenced, problem-based, integrated, organised) sessions in which students rotate through a number of stations with a short lecture-demonstration at each station.

Training in communication skills includes the use of actors, and training in physical examination skills includes the use of volunteers. Large-group interactive tutorials, such as clinico-pathological conferences, are designed to link clinical learning and learning about pathology.

In addition to the formal teaching, students are expected to visit the wards singly or in pairs and (with appropriate permissions and consent) talk to patients and practice taking clinical histories and performing physical examinations.

Block 4 (Haematology, Stage 1) and Block 10 (Oncology & Palliative Care, Stage 2) are taught mainly in the Clinical Schools. They are intended to give students periods of immersion in a clinical setting, providing the opportunity for significant development of clinical skills.

Tutorials and other teaching sessions are conducted in each Clinical School, while large-group plenary sessions are concentrated in one day on the main University campus.

Stage 3 (Years 3 and 4)

Students in Years 3 and 4 undertake a total of ten clinical blocks comprising nine eight-week terms and one four-week term. Barrier assessments are held after the fourth term (in Year 3) and after the ninth term (in Year 4). The four-week term is a Pre-Internship Term, held after the final written assessment.

The nine eight-week terms are used for the following Blocks:

- Medicine (Year 3)
- Medicine (Year 4)
- Surgery
- Critical Care
- Community
- Perinatal and Women's Health
- Child and Adolescent Health
- Psychiatry and Addiction Medicine
- Elective.

Medicine (Year 3), Medicine (Year 4), Surgery and Critical Care are called 'Core Blocks'. Community (i.e. primary care), Perinatal and Women's Health, Child and Adolescent Health and Psychiatry and Addiction Medicine are called 'Specialty Blocks'.

Each cohort of students is divided into four streams, each does these eight of these Blocks in a different order. The timing of the elective is fixed for all four streams to be undertaken between January and March of Year 4.

All four streams begin Year 3 with a Core Block. The last Block before the final assessment in Year 4 is also a Core Block.

Practical clinical experience forms the substrate for all learning in Years 3 and 4, supported by a continuing structured teaching program. A balance is maintained between clerkship-based activities and scheduled teaching sessions. Formats used include:

- Lectures and seminars relevant to all four themes
- Evidence-based medicine tutorials
- Structured 'hands-on' demonstrations
- Interactive case presentations
- Clinical reasoning sessions supported by information technology
- Basic science updates
- Clinico-pathological correlation sessions.

Core Blocks

As described, the four Core Blocks in Years 3 and 4 are:

- Medicine 3
- Medicine 4
- Surgery (SURG)
- Critical Care (CC).

In all of these Blocks, students participate in ward services and outpatient clinics in the teaching hospitals of their allocated Clinical Schools. Students are exposed to mainstream medicine and surgery as well as to some subspecialty areas such as geriatrics, ophthalmology, urology and ear, nose and throat surgery. The Critical Care Block includes anaesthetics, emergency medicine and intensive care medicine.

One day each week (Friday) is dedicated to structured teaching, with topics drawn from all four curriculum theme areas. Time is also allocated for self-directed learning. At least half of each week is spent directly involved in the activities of the clinical service to which students are attached. A progressive increase in clinical responsibility is expected as students progress through Stage 3 towards their final assessments and their Pre-Internship Term.

Students are allocated to one or more clinical supervisors for each of their Medicine, Surgery and Critical Care Blocks. The clinical supervisors are senior clinicians from the Disciplines or Sub-Disciplines

where the student is located. For example, a neurologist and a geriatrician might act as supervisors for a student undertaking a Medicine Block which is composed of attachments to Clinical Departments of Neurology and Aged Care. Students are required to contact their supervisors (or delegate) to arrange formal meetings on at least a weekly basis. A protocol of scheduled tasks must be completed to the supervisors' satisfaction over the duration of the attachment or Block. This assists in formulating an assessment of the student's progressive mastery of the knowledge and clinical skills relevant to the field concerned.

Specialty Blocks

The Specialty Blocks in Stage 3 are also of eight weeks duration (including time for assessment and review), and are distributed throughout Years 3 and 4.

The four Specialty Blocks are:

- Community (COM)
- Perinatal and Women's Health (PWH)
- Child and Adolescent Health (CAH)
- Psychiatry and Addiction Medicine (PAAM)

As in the Core Blocks, students undertaking Specialty Blocks participate in a variety of clinical activities in hospital wards and outpatient clinics and community-based clinics.

Not all of the teaching hospitals associated with the Clinical Schools offer a full range of specialty clinical services, and all students therefore rotate through sites other than their allocated base Clinical School. These include The Children's Hospital at Westmead (for at least part of the Child and Adolescent Health Block) and private-sector general practice (for attachments during the Community Block).

All students will undertake 8 weeks of general practice and community health placements in a variety of settings including rural, remote area and urban practice.

Elective Block

The eight-week Elective Block, timetabled for the beginning of Year 4, provides students with an opportunity to extend their knowledge and understanding of healthcare through clinical and/or research placements. These placements may be undertaken in Australia or overseas.

As the intent is to expose students to healthcare settings other than those with which they are most familiar, students may not undertake electives in their own Clinical School other than in exceptional circumstances.

Elective placements and nominated local supervisors must be approved prospectively by Sydney Medical School. Supervisors are required to provide a report on the student's performance at the end of the elective. Students are required to complete a number of tasks relevant to their placement(s). These include appropriate preparation for the placement and a written report to be completed on return.

Students themselves are expected to fund travel, accommodation and other expenses for electives. While on approved placements, enrolled students are indemnified by the University of Sydney.

Pre-Internship Term

The Pre-Internship (PRINT) Term aims to provide the final preparation for internship, ensuring that interns will be competent and confident in their role.

In PRINT, each student is responsible for his/her own learning, and must also complete specified assessable tasks under observation by the allocated PRINT Supervisor (or delegate). The PRINT Supervisor (or delegate) is responsible for making a recommendation to a final Sydney Medical Program Examination Committee on the student's readiness (or otherwise) for graduation and internship.

The PRINT Block is normally of four weeks' duration.

Rural placements

In line with Australian Government policy, 25 percent of domestic students must complete 50 percent of their clinical experience in Stage 3 (Years 3-4) at the School of Rural Health, which has Clinical Schools at Dubbo and Orange Base Hospitals, or at a University Department of Rural Health (Lismore and Broken Hill).

Accordingly, domestic students may opt to undertake an extended rural placement in Year 3 or Year 4 at one of these sites. Rural placements are usually very popular and a ballot is held in Year 2 for allocations. Sydney Medical Program provides self-contained accommodation and comprehensive study facilities at all four sites.

International students, while not required to undertake rural placements, are encouraged to spend time at rural teaching facilities associated with Sydney Medical School when opportunities arise.

Further information

1. Application and admission
2. Disclosure
3. Suspension of candidature
4. Assessment
5. Progression
6. Special consideration and illness and misadventure
7. Mandatory and voluntary notification requirements
8. Appeals
9. Evaluation
10. Clinical schools
11. US Federal Student Aid

1. Application and admission

Applicants to the Sydney Medical Program must have completed, or be in the final year of, a bachelor's degree with a track record of good academic performance, achieving a good score in the Australian or US graduate medical student admission test, and performing well in a multiple mini interview.admission

About 10 percent of domestic students in each cohort gain admission to the Sydney Medical Program through a double-degree program, for which school leavers are eligible if they achieve an exceptional final high-school score and perform satisfactorily in an assessment process.

For up to date details on admission and application requirements for entry into the University of Sydney Medical Program, visit:<http://sydney.edu.au/medicine/study/md/admission/index.php>

2. Disclosure

All applicants must fully disclose all information relevant to Sydney Medical School's decision about an offer of admission. All such information known to the applicant must be disclosed at the time of initial application.

Relevant information includes (but is not limited to) academic performance and transcripts, citizenship and permanent residency, details of any exclusions and certification of completion of previous bachelor's degree by the time of enrolment in the University of Sydney Medical Program.

If an applicant fails to disclose any information that would have resulted in a decision not to offer admission, the applicant's offer of admission or subsequent enrolment in the Sydney Medical Program will be rescinded.

Presentation of false or forged documents by an applicant may constitute a criminal offence and the University may take appropriate action in such cases, including (but not limited to) cancellation of an application for admission, cancellation of an offer of admission or termination of enrolment.

3. Suspension of candidature

Sydney Medical School may permit students to suspend their candidature in the Sydney Medical Program for the following purposes:

1. To undertake a higher degree. With the permission of the Dean, a student may interrupt candidature in order to enrol for another degree in the University of Sydney (such as a higher degree by research) or any other institution approved by the Dean. The student may resume the Sydney Medical Program at such time and under such conditions as were agreed by the Dean at the time permission to suspend was granted.
2. For any other purpose, at the discretion of the Dean, including but not limited to, serious illness, misadventure and appropriate professional development.

In most instances, students seek to suspend candidature for an entire academic year. Periods of suspension for less than an academic year, or periods of suspension that begin during an academic year, cause difficulties because of the integrated nature of the Medical Program and because the scheduling of teaching Blocks does not conform with University semesters.

The faculty will grant approval for a suspension from candidature only after a student has successfully completed at least one semester of enrolment. Students who do not satisfy the academic requirements for semester 1 in Stage 1, will be required to withdraw and repeat Stage 1 in its entirety in accordance with the Course Resolutions.

The precise arrangements and academic requirements for any interruption of candidature during an academic year will be determined on a case-by-case basis at the discretion of the Directors of the Medical Program, in accordance with available capacity, Faculty provisions and University policies.

Requests for suspension of candidature submitted after the Higher Education Contribution Scheme (HECS) census dates (31 March for Semester 1 and 31 August for Semester 2) will result in a HECS fee liability for at least half of a year's fees.

Students should note the requirement to complete the Medical Program in a maximum of five academic years. This does not include any period of suspension up to two semesters. Students should be aware that if a student suspends candidature for more than one academic year (two semesters) and is required to repeat a year because of academic failure, he or she may be at risk of being required to show cause because of a breach of this rule.

Suspension of candidature for any one period of more than 12 months will not be permitted, other than in exceptional circumstances and with the approval of the Dean (see Rules).

4. Assessment

See University of Sydney Assessment Policy (as amended) and Assessment Procedures (as amended).

The Sydney Medical Program utilises a range of tasks and assessments to determine students' eligibility for progression (or graduation) and/or provide feedback to individuals:

1. Formative tasks. These give students feedback on their progress in learning. The results of formative assessments do not contribute directly to decisions about progression (or eligibility for graduation) or grading, although students should be aware that participation in these assessments is noted.
2. Unit of study, theme and in-block assessments. These are specific assessments that are compulsory. They include formal designated examinations, online tasks, clinical and other practical tasks and written assignments. Students must complete and/or participate in all designated assessments, and the fact of completing or participating is a part of the unit of study, theme and in-block academic requirements. The submission of formative tasks for review, and completion of unit of study, theme and in-block assessments, are considered to be professionally appropriate behaviour. Failure to complete these learning tasks conscientiously, and in an orderly and timely fashion, may constitute a breach of the Medical Program's Professionalism Requirements.
3. Required Summative assessments. These are used for the purpose of making decisions about grading, progression and graduation.



Assessment schedule

At the beginning of each year, the Sydney Medical Program publishes that year's assessment schedule online. The assessment schedule identifies all RFAs and Summative Assessments that an enrolled student is required to complete in order to satisfy the requirements for progression.

5. Progression

The details of requirements for progression (or eligibility for graduation) and for the provision of remediation and reassessment are set out in the Rules section: Rules - Doctor of Medicine and Rules - Bachelor of Medicine/Bachelor of Surgery.

The Progression Requirements are to be read in conjunction with the University of Sydney Coursework Policy 2014.

Students are also urged to refer to the Medical Program's statement on Attendance Requirements, which are updated from time to time and made available on the University of Sydney Policy Register under Local Provisions.

Students are strongly advised against entering into travel or other commitments that may be disrupted if they are required to undertake remediation and/or additional (e.g. supplementary) assessments prior to or after any summative assessment. Commitment to non-refundable travel costs will not be accepted as an excuse for non-attendance at remediation or additional assessments.

Because of the integrated structure of the Themes and Blocks, a student who is required to repeat Stage 1 or 2 of the Sydney Medical Program (see below) must repeat the whole Stage, and will be reassessed in all Themes and Blocks in that Stage.

6. Special consideration and Illness and Misadventure

(a) Special consideration: general points

Students who seek Special Consideration in respect of an assessment because of short-term illness, injury or misadventure during a Block or Term, or at the time of examination, should read the University's Assessment Policy and Procedures.

Further information can be found in the Student Administration website.

Students who experience longstanding or ongoing problems, such as permanent impairments or chronic illness, should contact the University's Disability Services Unit.

(b) Illness or misadventure during a Stage

A student who does not attend scheduled activities for prolonged periods because of serious illness or adverse circumstances should seek an early interview with the relevant Sub-Dean or Clinical School Associate Dean.

Details of requirements are available in the Sydney Medical Program Attendance and Leave Policy.

It should be noted that students who do not complete the Medical Program within five years may be required to show cause as to why they should be allowed to continue their candidature. This may apply regardless of the circumstances.

(c) Illness or misadventure at the time of an assessment

A student who believes that his/her attendance or performance at an assessment has been compromised by serious illness or misadventure has a right to apply for Special Consideration in accordance with the University's Assessment Policy and Procedures.

7. Mandatory and voluntary notification requirements

The Australian Health Practitioner Regulation Agency (AHPRA) in partnership with the Medical Council of New South Wales, implements the National Registration and Accreditation Scheme under the Health Practitioner Regulation National Law Act 2009 (known as 'the National Law'). This applies to graduates of medical schools in NSW.

All medical students enrolled in Australian medical schools are registered with the Medical Board of Australia in accordance with processes of the AHPRA. Information about student registration can be found on the Medical Board website: <http://www.medicalboard.gov.au/Registration/Types/Student-Registration.aspx>

AHPRA has developed guidelines under the *National Law* that provide direction to education providers, about the requirements for mandatory notifications of individual students. Students should make themselves familiar with the Guidelines for Mandatory Notifications on the Medical Board of Australia website. More information about reporting requirements can be found at: <http://www.medicalboard.gov.au/Registration/Types/Student-Registration.aspx>

8. Appeals

Any student may appeal against an academic decision in the Sydney Medical Program.

Appeals may only be made, and their outcomes will only be determined, in accordance with the University of Sydney (Student Appeals Against Academic Decisions) Rule 2006 (as amended)

Students who wish to appeal against an academic decision are advised to read the policy and follow the prescribed steps in order for an appeal to be accepted.

9. Evaluation

Evaluation is an essential element of educational process. Evaluation methods are designed to collect, analyse and apply information from students, staff and others involved in the delivery of the Medical Program. The emphasis is on ensuring that evaluation data are incorporated in decision-making. Evaluation goes hand-in-hand with assessment, seeking to determine how well the educational needs of students have been met and whether educational standards have been attained. The Medical Program is evaluated for educational quality, and the curriculum is regularly updated to ensure that the most recent educational innovations are implemented. The effectiveness of evaluation depends on high response rates from the students and teachers who take part.

Students in the Medical Program are invited to become partners in evaluation - for their own benefit through improvements in the course, as a professional responsibility to develop skills as reflective learners, and to take part in the ongoing cycle of curriculum development for the benefit of future students.

Most of the formal evaluation is conducted online by means of questionnaires or surveys.

There is a strong, conspicuous track record of changes and improvements to the Medical Program resulting from student evaluation. Academic staff regularly meet with student representatives to discuss priorities and processes for introducing changes that enhance the educational experience.

10. Clinical Schools

Specific information on Sydney Medical School's Clinical Schools can be found at the following websites:

Central Clinical School
Website: sydney.edu.au/medicine/central

The Children's Hospital at Westmead Clinical School
Website: sydney.edu.au/medicine/chw

Concord Clinical School
Website: sydney.edu.au/medicine/concord

Nepean Clinical School
Website: sydney.edu.au/medicine/nepean

Northern Clinical School
Website: sydney.edu.au/medicine/northern

Westmead Clinical School

Website: sydney.edu.au/medicine/westmead

School of Rural Health

Website: sydney.edu.au/medicine/rural-health

Sydney Adventist Hospital Clinical School

Website: sydney.edu.au/medicine/sah

Further information can be found here:
<http://sydney.edu.au/medicine/schools-disciplines-centres/clinical-schools/index.php>

11. US Federal Student Aid

Currently, US students are eligible to apply for student loans from the US Government in order to cover fees and other costs in the Sydney Doctor of Medicine (MD) program.

US applicants for the MD program at Sydney Medical School should note the following important information.

1. From 1 March 2019, The University of Sydney will not accept applications for US Federal Student Aid from students enrolled in the MD. Students who enter the MD program in 2019 and wish to access US Federal Student Aid must apply for their loans before 1 March 2019.
2. US Federal Student Aid will not be available to students enrolled in the MD after 31 December 2020, regardless of when they first enrolled.
3. To be eligible to receive US Federal Student Aid in 2020, amongst other eligibility criteria, students must have remained continuously enrolled throughout the MD and must have accessed the Federal Student Aid scheme before 1 March 2019.

Please note that the eligibility of Sydney Medical School to participate in the US Federal Student Aid program is subject to review by the US Department of Education on an annual basis. Consequently, Sydney Medical School cannot guarantee that students enrolled in the MD will have access to US Federal Student Aid from 2017 to 2020. In addition, students enrolled in the MD are required to meet the standard US Federal Student Aid eligibility requirements in order to receive funding from 2017 to 2020. These eligibility requirements are outlined on the University's website: <http://sydney.edu.au/study/finances/fees-costs-and-loans/international-student-loans-schemes.html>. Enquiries can be directed to: medicine.admissions@sydney.edu.au. To discuss other financing options, students may wish to contact the International Loans Team at: international.finaid@sydney.edu.au.

Pattern of enrolment for the Doctor of Medicine (MD)

Students enrol in the following components of the MD:

1. Academic Stage 1 (Year 1)
2. Academic Stage 2 (Year 2)
3. Academic Stage 3 (Year 3) for students completing Stage 3 (Year 3) prior to 2017
4. Academic Stage 3 (Year 4) for students who completed Stage 3 (Year 3) and MDMP5331 in 2016 or earlier
5. Academic Stage 3 (Year 3) for students enrolling or re-enrolling in Stage 3 (Year 3) from 2017
6. Academic Stage 3 (Year 4) who completed Year 3 and MDMP5341 in 2016
7. Stage 3 Streams

All units of study are compulsory unless otherwise noted.

1. Academic Stage 1 (Year 1)

Teaching period 1	
UOS code and name	Credit points
MDMP5111 Basic and Clinical Sciences 1	12
MDMP5112 Patient and Doctor 1	6
MDMP5113 Population Medicine 1	3
MDMP5114 Personal and Professional Development 1	3

Teaching period 2	
UOS code and name	Credit points
MDMP5125 Basic and Clinical Sciences 2	10
MDMP5122 Patient and Doctor 2	6
MDMP5123 Population Medicine 2	3
MDMP5124 Personal and Professional Development 2	3
MDMP5126 MD Project Development 1	2

2. Academic Stage 2 (Year 2)

Teaching period 1	
UOS code and name	Credit points
MDMP5211 Basic and Clinical Sciences 3	12
MDMP5212 Patient and Doctor 3	6
MDMP5213 Population Medicine 3	3
MDMP5214 Personal and Professional Development 3	3

Teaching period 2	
UOS code and name	Credit points
MDMP5221 Basic and Clinical Sciences 4	10
MDMP5222 Patient and Doctor 4	6
MDMP5223 Population Medicine 4	3
MDMP5224 Personal and Professional Development 4	3

Teaching period 2	
MDMP5225 MD Project Development 2	2

3. Academic Stage 3 (Year 3) for students completing Stage 3 (Year 3) prior to 2017

Teaching period 1	
UOS code and name	Credit points
MDMP5331 Medicine Year Three	8
Core or Speciality Block 1 (depending on Stream)	8
Core or Speciality Block 2 (depending on Stream)	8

Teaching period 2	
UOS code and name	Credit points
MDMP5316 Basic and Clinical Sciences 7	2
MDMP5317 Patient and Doctor 7	2
MDMP5318 Population Medicine 7	2
MDMP5319 Personal and Professional Development 7	2
Core or Speciality Block 3 (depending on Stream)	8
Core or Speciality Block 4 (depending on Stream)	8

4. Academic Stage 3 (Year 4) for students commencing Stage 3 (Year 4) in 2017 or for students who completed Stage 3 (Year 3) and MDMP5331 in 2016 or earlier

Teaching period 1	
UOS code and name	Credit points
MDMP5409 Elective	4
MDMP5510 MD Project	8
MDMP5432 Medicine Year 4	8
MDMP5416 Basic and Clinical Sciences 8	2
MDMP5418 Population Medicine 8	2

Teaching period 2	
UOS code and name	Credit points
Core or Specialty Block 5 (depending on Stream)	8
Core or Specialty Block 6 (depending on Stream)	8
MDMP5417 Patient and Doctor 8	2
MDMP5419 Personal and Professional Development 8	2
MDMP5425 Pre-Internship Term	4

5. Academic Stage 3 (Year 3) for students enrolling or re-enrolling in Stage 3 (Year 3) from 2017

Teaching period 1	
UOS code and name	Credit points
MDMP5341 Medicine Year Three	6
Core Block 1 (depending on Stream)	6
Speciality Block 1 (depending on Stream)	8



Teaching period 1	
MDMP5310 MD Project 3 Part 1	2
MDMP5318 Population Medicine 7	2

Teaching period 2	
UOS code and name	Credit points
MDMP5316 Basic and Clinical Sciences 7	2
MDMP5317 Patient and Doctor 7	2
MDMP5319 Personal and Professional Development 7	2
Specialty Block 2 (depending on Stream)	8
Specialty Block 3 (depending on Stream)	8
MDMP5320 MD Project 3 Part 2	2

6. Academic Stage 3 (Year 4) for students who completed Year 3 and MDMP5341 in 2016

Teaching period 1	
UOS code and name	Credit points
MDMP5408 Elective	6
MDMP5410 MD Project 4	4
MDMP5442 Medicine Year 4	6
Specialty Block 4 (depending on stream)	8

Teaching period 2	
UOS code and name	Credit points
Core Block 2 (depending on Stream)	6
MDMP5426 Basic and Clinical Sciences 8	4
MDMP5427 Patient and Doctor 8	4
MDMP5418 Population Medicine 8	2
MDMP5419 Personal and Professional Development 8	2
MDMP5435 Pre-Internship Term	6

7. Stage 3 Streams

Stage 3 of the Medical Program is run as an integrated course. Students are allocated to one of four streams. In each stream, students complete 10 clinical Blocks as outlined above over the two-year period in one of four different sequences, as shown below. This equates to 96 credit points.

As outlined above, the Blocks comprise Medicine Year 3 (MED(3)) and Year 4 (MED(4)), Surgery (SURG), Critical Care (CC), Community (COM), Psychiatry and Addiction Medicine (PAAM), Perinatal and Women's Health (PWH), Child and Adolescent Health (CAH), Elective (EL) and Pre-Internship (PRINT).

Streams	Year 3				
	Term A	Term B	Term C	Term D	Term E
Stream 1	CC	COM	MED(3)	PAAM	CAH
Stream 2	MED(3)	PAAM	SURG	COM	PWH
Stream 3	MED(3)	SURG	COM	PWH	PAAM
Stream 4	SURG	MED(3)	PAAM	CAH	COM

Streams	Year 4				
	Term F	Term G	Term H	Term I	Term J
Stream 1	EL	MED(4)	PWH	SURG	PRINT
Stream 2	EL	CC	CAH	MED(4)	PRINT
Stream 3	EL	CAH	CC	MED(4)	PRINT
Stream 4	EL	PWH	MED(4)	CC	PRINT

Pattern of enrolment for the Bachelor of Medicine / Bachelor of Surgery

All units of study are compulsory unless otherwise noted.

1. Academic Stage 1 (Year 1)
2. Academic Stage 2 (Year 2)
3. Academic Stage 3 (Year 3)
4. Academic Stage 3 (Year 4)
5. Stage 3 Streams

1. Academic Stage 1 (Year 1)

Teaching period 1	
UOS code and name	Credit points
GDMP1011 Basic and Clinical Sciences 1	12
GDMP1012 Patient and Doctor 1	6
GDMP1013 Population Medicine 1	3
GDMP1014 Personal and Professional Development 1	3

Teaching period 2	
UOS code and name	Credit points
GDMP1021 Basic and Clinical Sciences 2	12
GDMP1022 Patient and Doctor 2	6
GDMP1023 Population Medicine 2	3
GDMP1024 Personal and Professional Development 2	3

2. Academic Stage 2 (Year 2)

Teaching period 1	
UOS code and name	Credit points
GDMP2011 Basic and Clinical Sciences 3	12
GDMP2012 Patient and Doctor 3	6
GDMP2013 Population Medicine 3	3
GDMP2014 Personal and Professional Development 3	3

Teaching period 2	
UOS code and name	Credit points
GDMP2021 Basic and Clinical Sciences 4	10
GDMP2022 Patient and Doctor 4	6
GDMP2023 Population Medicine 4	3
GDMP2024 Personal and Professional Development 4	3
GDMP2025 Independent Learning Activity	2

3. Academic Stage 3 (Year 3)

Teaching period 1	
UOS code and name	Credit points
GDMP3131 Medicine Year Three	8
Core or Specialty Block 1 (depending on Stream)	8

Teaching period 1	
Core or Specialty Block 2 (depending on Stream)	8

Teaching period 2	
UOS code and name	Credit points
GDMP3016 Basic and Clinical Sciences 7	2
GDMP3017 Patient and Doctor 7	2
GDMP3018 Population Medicine 7	2
GDMP3019 Personal and Professional Development 7	2
Core or Specialty Block 3 (depending on Stream)	8
Core or Specialty Block 4 (depending on Stream)	8

4. Academic Stage 3 (Year 4)

Teaching period 1	
UOS code and name	Credit points
GDMP3109 Elective Honours/Research Project OR GDMP4110	12
GDMP3132 Medicine Year 4	8
GDMP4016 Basic and Clinical Sciences 8	2
GDMP3018 Population Medicine 8	2

Teaching period 2	
UOS code and name	Credit points
Core or Specialty Block 5 (depending on Stream)	8
Core or Specialty Block 6 (depending on Stream)	8
GDMP4017 Patient and Doctor 8	2
GDMP3019 Personal and Professional Development 8	2
GDMP4025 Pre-Internship Term	4

5. Stage 3 Streams

Stage 3 of the Medical Program is run as an integrated program. Students are allocated to one of four streams. In each stream, students complete 10 clinical blocks over the two year period in one of four different sequences, as shown below. This equates to 96 credit points.

The blocks are:

- Medicine Year 3 (MED(3))
- Medicine Year 4 (MED(4))
- Surgery (SURG)
- Critical Care (CC)
- Community (COM)
- Psychiatry and Addiction Medicine (PAAM)
- Perinatal and Women's Health (PWH)
- Child and Adolescent Health (CAH)
- Elective or Research Project (EL/HONS)
- Pre-Internship (PR)



Pattern of enrolment for the Bachelor of Medicine / Bachelor of Surgery

Streams Year 3 (2016)					
	Term A	Term B	Term C	Term D	Term E
Stream 1	CC GDMP3134	COM GDMP3135	MED(3) GDMP3131	PAAM GDMP3136	CAH GDMP3138
Stream 2	MED(3) GDMP3131	PAAM GDMP3136	SURG GDMP3133	COM GDMP3135	PWH GDMP3137
Stream 3	MED(3) GDMP3131	SURG GDMP3133	COM GDMP3135	PWH GDMP3137	PAAM GDMP3136
Stream 4	SURG GDMP3133	MED(3) GDMP3131	PAAM GDMP3136	CAH GDMP3138	COM GDMP3135

Streams Year 4 (2017)					
	Term A	Term B	Term C	Term D	Term E
Stream 1	EL/HONS GDMP3109/ GDMP4110	MED(4) GDMP3132	PWH GDMP3137	SURG GDMP3133	PR GDMP4025
Stream 2	EL/HONS GDMP3109/ GDMP4110	CC GDMP3134	CAH GDMP3138	MED(4) GDMP3132	PR GDMP4025
Stream 3	EL/HONS GDMP3109/ GDMP4110	CAH GDMP3138	CC GDMP3134	MED(4) GDMP3132	PR GDMP4025
Stream 4	EL/HONS GDMP3109/ GDMP4110	PWH GDMP3137	MED(4) GDMP3132	CC GDMP3134	PR GDMP4025

Doctor of Medicine

The Doctor of Medicine (MD) is a four-year professional postgraduate medical degree encompassing basic and clinical sciences, clinical knowledge and skills, research, and elective opportunities.

Students are allocated to one of six Clinical Schools when their candidature is initially confirmed, and they are based at their allocated Clinical Schools for the duration of the MD Program. They undertake clinical studies within their Clinical Schools as well as placements at affiliated sites, including community centres, private practice and other clinical schools. A list of Clinical Schools may be found here.

Each of the four academic years of the MD Program is longer than the University of Sydney academic year. Students must be available to commence and complete each year of the Program at the designated time.

Course resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Doctor of Medicine

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://www.sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course and stream title
MAMEDICI-03	Doctor of Medicine

2 Attendance pattern

- (1) The attendance pattern in Stage 1 and Stage 2 of the Doctor of Medicine (MD) is full-time only.
- (2) Subject to subclause (3) the attendance pattern in Stage 3 of the Doctor of Medicine is full-time only.
- (3) In exceptional circumstances, and with the permission of the Director(s) of the Sydney Medical Program, students may defer a Stage 3 unit of study.

3 Admission to candidature

- (1) Subject to subclause 3(14) below, available places will be offered to qualified applicants based on merit, according to the following admission criteria.
- (2) Admission to the Doctor of Medicine requires:
 - (a) completion of a bachelor degree comprising at least three full-time equivalent years of study which will be either:
 - (i) a bachelor degree (pass) accredited at Level 7 under the Australian Qualifications Framework or a bachelor degree (with honours) accredited at Level 8 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
 - (ii) a bachelor degree from an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the degree is equivalent to an Australian bachelor degree (pass or with honours); and
 - (b) a demonstrated sustained academic performance to a standard considered satisfactory by the Dean or Deputy Dean of the Faculty of Medicine. In assessing sustained academic performance the Dean or Deputy Dean may, at his or her discretion, consider performance in the Bachelor's degree(s) and/or performance in any graduate diploma, master or doctoral degree (or equivalent); and
 - (c) performance in an admissions test approved by the Dean or Deputy Dean to a standard considered satisfactory by the Dean or Deputy Dean; and
 - (d) performance in an interview to a standard considered satisfactory by the Dean or Deputy Dean.
- (3) If the bachelor degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must, in addition:
 - (a) have completed within this 10 year period, or complete prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine, a postgraduate degree or postgraduate diploma (or equivalent), which will be either:
 - (i) a postgraduate degree or postgraduate diploma accredited at Level 8, 9, or 10 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
 - (ii) a postgraduate degree or postgraduate diploma at an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree or postgraduate diploma is equivalent to an Australian postgraduate degree or diploma accredited at Level 8, 9, or 10; or
 - (b) have demonstrated to the satisfaction of the Dean sustained research productivity in a relevant discipline within this 10 year period.
- (4) An applicant will not be admitted to candidature for the Doctor of Medicine unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine.



- (5) The official results listed on an applicant's transcript, and his or her admission test results, will be taken as the awarding and testing authorities' assessment of the academic standards reached by the applicant, taking due account of disability, illness and misadventure according to the authorities' policies.
- (6) A person who has commenced the Doctor of Medicine in a fee-paying or bonded place at the University will not be eligible for admission or transfer to a Commonwealth supported or non-bonded place in the Doctor of Medicine. For this purpose, students are considered to have commenced the course at the time of their first enrolment.
- (7) The Dean may, in exceptional circumstances, admit to the Doctor of Medicine an applicant who has commenced studies in postgraduate medicine at another University, provided that the applicant:
 - (a) has not previously applied unsuccessfully for admission to the Bachelor of Medicine and Bachelor of Surgery or the Doctor of Medicine at the University of Sydney;
 - (b) would have met the requirements for admission to the Doctor of Medicine that were in place at the time the applicant was admitted to his or her previous course in medicine; and
 - (c) will complete at least 50 per cent of the Doctor of Medicine at the University of Sydney.
- (8) Prior to admitting an applicant to the Doctor of Medicine in accordance with subclause 3(7), the Dean will consider:
 - (a) the circumstances leading to the applicant's request for admission;
 - (b) whether the curriculum undertaken by the applicant in his or her previous course in medicine is comparable to the Doctor of Medicine;
 - (c) the academic performance of the applicant in his or her previous course in medicine;and
 - (d) the availability of places in the Doctor of Medicine in the relevant year.
- (9) The Dean may, prior to admitting an applicant to the Doctor of Medicine in accordance with subclause 3(7), require the applicant to undertake a barrier examination that permits entry into the relevant year.
- (10) Subject to the approval of the Academic Board, the Faculty of Medicine may establish special admission schemes for defined classes of applicant, including:
 - (a) applicants who are of rural origin;
 - (b) Indigenous applicants.
- (11) The Registrar, on the recommendation of the Dean, may establish a maximum quota for the number of applicants for admission as candidates for the Doctor of Medicine within a special admission scheme.
- (12) The Faculty of Medicine will publish details of any special admission schemes approved by the Academic Board.
- (13) A committee consisting of the Dean, Deputy Deans and Director(s) of the Sydney Medical Program may confirm or withdraw an offer which has been made to an applicant but which is not in accordance with the admission criteria.
- (14) For admission through the Indigenous Entry Pathway for applicants with a postgraduate degree:
 - (a) applicants must be able to demonstrate that they are Aboriginal or Torres Strait Islander Australian as required by the *Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015*; and
 - (b) applicants must have completed a postgraduate degree within three years before 1 January of the year in which the applicant is seeking admission, which is either:
 - (i) a postgraduate degree accredited at level 9, or 10 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
 - (ii) a postgraduate degree at an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree is equivalent to an Australian postgraduate degree accredited at Level 9, or 10.
- (15) The Registrar, on the recommendation of the Dean, may establish a maximum quota for the number of applicants admitted as candidates through the Indigenous Entry Pathway.

4 Deferral

- (1) Applications for deferral of enrolment following an offer of a place in the Doctor of Medicine will only be considered under exceptional circumstances, and require the approval of the Dean.

5 Course structure and units of study

- (1) The Doctor of Medicine is an integrated program of study framed by four Themes that run across all four years. These themes are:
 - (a) Basic and Clinical Sciences (BCS)
 - (b) Patient and Doctor (Pt-Dr)
 - (c) Population Medicine (PopMed); and
 - (d) Personal and Professional Development (PPD)
- (2) All students must complete requirements for an MD Project including Research Methods and all related units of study.
- (3) The Doctor of Medicine is divided into three Stages:
 - (a) Stage 1 comprises Year 1
 - (b) Stage 2 comprises Year 2; and
 - (c) Stage 3 comprises Years 3 and 4.

Stages 1 and 2

- (4) Stages 1 and 2 both start at the beginning of February and finish late in November.
- (5) Students attend their allocated Clinical Schools for at least one day each week and classes on the University's main Camperdown campus for the rest of the week.
- (6) In both Stage 1 and Stage 2, the course is delivered as a series of 10 sequential blocks:
 - (a) the first block in Stage 1 is designed to provide orientation and a foundation for the subsequent blocks.
 - (b) eight of the blocks focus on a particular organ system from both basic science and clinical perspectives, with an emphasis on the scientific foundations of clinical reasoning and clinical practice.
 - (c) the last block in Stage 2 covers cancer and palliative care.
- (7) Content relating to each of the four Themes is delivered across and within each block. The blocks are as follows:
 - (a) Stage 1
 - (i) Orientation and Foundation Studies
 - (ii) Musculoskeletal Sciences
 - (iii) Respiratory Sciences
 - (iv) Haematology
 - (v) Cardiovascular Sciences
 - (b) Stage 2
 - (i) Neurosciences, Vision and Behaviour
 - (ii) Endocrine, Nutrition, Sexual Health and HIV
 - (iii) Renal and Urology

- (iv) Gastroenterology, Nutrition, and Drug and Alcohol
- (v) Oncology and Palliative Care
- (c) The Haematology Block in Stage 1 and the Oncology and Palliative Care Block in Stage 2 are delivered mainly at the Clinical Schools. During these blocks, students attend their allocated Clinical Schools for four days, visiting the Camperdown campus to attend teaching sessions for one day each week, thus equating to full-time attendance during these blocks.
- (8) Units of study
 - (a) The units of study that may be taken for the course are set out in the Table of Units of Study: Doctor of Medicine
 - (b) The units of study in Stages 1 and 2 correspond to the four Themes.
 - (c) Stage 1 contains Research Methods, delivered during the Musculoskeletal, Respiratory and Cardiovascular Blocks.
 - (d) Students are allocated to and begin work on their MD Projects in Semester 2, Year 1, and finish them by the end of Year 3.
 - (e) The MD Project equates to approximately 320 hours of full-time work.
 - (f) A unit of study in Year 2, is devoted to the MD Project.

Stage 3

- (9) Stage 3 consists mainly of clinical immersion, supported by lectures and structured tutorials.
- (10) Students are based full-time in their allocated Clinical Schools.
- (11) Year 3 begins in January and ends in December.
- (12) Year 4 begins in January and ends in October-November, depending on individual students' progression.
- (13) Between December of Year 3 and March of Year 4, students undertake a compulsory eight-week Elective Term.
- (14) The Stage 3 curriculum comprises eight by eight week clinical blocks, four themes, the Elective term, Pre-Internship term (PRINT) and MD Project work.
- (15) Students must complete all of these components successfully to graduate.
- (16) Students undertake the eight clinical blocks in four different sequences known as streams. This ensures that students are evenly distributed across the available clinical teaching facilities.
- (17) Students express preferences for one of the four streams and are allocated during Year 2, in anticipation of the commencement of Stage 3.
- (18) Content relating to each of the four Themes is delivered across and within each Core and Specialty Block.
- (19) The eight clinical blocks are as follows:
 - (a) Core Blocks:
 - (i) Medicine 3 (Year 3)
 - (ii) Surgery (Year 3 or Year 4)
 - (iii) Medicine 4 (Year 4)
 - (iv) Critical Care (Year 3 or Year 4)
 - (b) Specialty Blocks:
 - (i) Community Medicine (Year 3)
 - (ii) Perinatal and Women's Health (Year 3 or Year 4)
 - (iii) Psychiatry and Addiction Medicine (Year 3 or Year 4)
 - (iv) Child and Adolescent Health (Year 3 or Year 4).
- (20) The Elective Term consists of either one eight-week placement, or two four-week placements, at approved sites within or outside Australia.
- (21) Most elective term placements are clinical but students may undertake a research placement if they are not simultaneously enrolled in a concurrent research higher degree.
- (22) PRINT is completed after students have completed all Core and Specialty Blocks, Elective Term requirements and the MD Project.
- (23) Three sequential PRINT terms are offered, each of four weeks duration; students must successfully complete one of these to graduate.
- (24) The MD Project must be completed and submitted by the end of Year 3.
- (25) Students in Stage 3 enrol each semester in units of study corresponding to the Core and Specialty Blocks that they will undertake during that semester.
- (26) Students in Year 3 enrol in:
 - (a) five clinical blocks (two Core and three Specialty)
 - (b) four Themes
 - (c) two MD Project units of study, one in each of semester 1 and semester 2.
- (27) Students in Year 4 enrol in:
 - (a) three clinical blocks (two Core and one Specialty);
 - (b) Elective Term;
 - (c) PRINT;
 - (d) four Themes; and
 - (e) the MD Project.

6 Assessment

- (1) The Doctor of Medicine is an integrated program and assessment occurs throughout each year, not exclusively in the designated University of Sydney examinations periods.
- (2) Assessment is designed to examine:
 - (a) knowledge and understanding of content delivered across all four Themes
 - (b) clinical skills; and
 - (c) professional skill; and
 - (d) knowledge of research methods and research.
- (3) Details of assessment requirements in each Stage, including the structure, content and overall contribution to Unit of Study results for each examination, are available for enrolled students on the Learning Management System.
 - (a) Stage 1
 - (i) Two in-semester Examinations and one final Examination;
 - (ii) Two skills-based Examinations in Anatomy and one in Pathology;
 - (iii) Clinical Placement assessments;
 - (iv) Objective Structured Clinical Examination (OSCE);
 - (v) Completion of requirements for Research Methods and the MD Project unit of study;
 - (vi) Other required assessments approved by the MD Program Committee.
 - (b) Stage 2
 - (i) One in-semester Examination and one Final Examination
 - (ii) Two skills-based Examinations in Anatomy and one in Pathology;
 - (iii) A Population Medicine short written answer examination
 - (iv) Clinical Placement assessments

- (v) Objective Structured Clinical Examination (OSCE);
- (vi) Completion of requirements for Research Methods and the MD Project unit of study;
- (vii) Other required assessments approved by the MD Program Committee.
- (c) Stage 3
- (i) A final integrated Stage 3 Barrier Examination for Year 3 and Year 4 that includes summative assessments for core and specialty blocks;
- (ii) Long Case assessments in the Core Medicine 3 and Medicine 4 Blocks;
- (iii) Clinical Placement assessments in the Core Medicine 3, Medicine 4, Surgery and Critical Care blocks
- (iv) Specialty Block in-semester placement assessments;
- (v) Specialty Block in-semester assessments and skill-based assessments and assignments (where applicable) for each Specialty Block undertaken;
- (vi) Elective Term placement report;
- (vii) Long Case Examination in August of Year 4;
- (viii) Completion of requirements for the MD Project units of study;
- (ix) MD Project Final Report;
- (x) PRINT placement assessment;
- (xi) Other required assessments approved by the MD Program Committee.

7 Requirements for Award

- (1) All units of study in the Doctor of Medicine are prescribed and must be taken in the Stage of enrolment to which they correspond. They are set out in the Table of Units of Study: Doctor of Medicine.
- (2) To qualify for the award of Doctor of Medicine, a candidate must successfully complete 192 credit points across the four years, made up of:
 - (a) 48 credit points in Stage 1
 - (b) 48 credit points in Stage 2; and
 - (c) 96 credit points in Stage 3.

8 Progression rules

All Stages

- (1) Candidates for the Doctor of Medicine degree must enrol in all the prescribed units of study in each Stage and Year of the Doctor of Medicine.
- (2) Candidates must pass all Themes and all prescribed units of study in order to progress to the next Stage.
- (3) Candidates who do not meet the attendance requirements of each Stage, as detailed in the Faculty local provisions (<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2015/399&RendNum=0>), will need approval from the Director of the Sydney Medical Program and/or the relevant Examination Committee to continue their candidature and/or to take the examinations.
- (4) In accordance with Faculty local provisions (<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2013/336&RendNum=0> and <http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2013/335&RendNum=0>), candidates who demonstrate serious or repeated unprofessional behaviour may be required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- (5) Candidates who fail theme or unit of study may be offered a supplementary assessment by the responsible Examination Committee, taking into account the candidate's performance level compared to the set passing standard, the candidate's attendance record, performance in other assessments, past academic history and adherence to the professionalism standards detailed in Faculty local provisions.
- (6) Candidates who fail a supplementary assessment for a theme or the MD Project unit(s) of study will repeat the applicable Year in its entirety, unless, in accordance with Part 15 of the *University of Sydney Coursework Policy 2014*, they are required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- (7) Subject to Clause 10 (Time limits), candidates may only repeat one of Stage 1, Stage 2, Stage 3 (Year 3) or Stage 3 (Year 4) once.
- (8) Candidates who are required to repeat a Stage or Year must repeat the entire Stage or Year, including all Themes and all prescribed units of study. No credit is given for any unit of study or Theme in the repeat Stage or Year.

Stages 1 and 2

- (9) Candidates must complete both Semester 1 and Semester 2 in the same calendar year in order to progress to the next Stage. This Clause may be waived in exceptional circumstances, as determined by the Director(s) of the Sydney Medical Program.
- (10) Candidates who withdraw in Stage 1 or Stage 2 will be required to repeat all of the applicable year subject to Clause 8(9).
- (11) Candidates who achieve a mark of two or more standard errors of measurement (SEM) below the pass mark in the in-semester assessments during Stage 1 or Stage 2 will not be permitted to continue their candidature in that Stage in that academic year. They will be permitted to withdraw and to return the following academic year to repeat the Stage in its entirety.
- (12) Clause 8(11) does not apply to the in-semester assessment at the end of Foundation Block in Stage 1 unless the candidate has failed to meet the attendance requirements and/or has demonstrated unprofessional behaviour as defined in Clause 8(4).
- (13) A supplementary assessment for the Stage 1 or 2 BCS Theme will not be granted to candidates who achieve a mark of two or more SEM below the pass mark.
- (14) Candidates who sat a supplementary assessment in Stage 1 will not be eligible for a supplementary assessment in the same theme in Stage 2.

Stage 3 Years 3 and 4

- (15) Candidates must pass both Core Blocks in each Year of Stage 3 in order to be permitted to take the integrated Stage 3 Barrier Examination.
- (16) Candidates in Stage 3 who fail more than one of a Core or Specialty Block or an MD Project unit of study will not be permitted to continue the year.
- (17) Candidates who fail a Core Block will repeat that Core Block in its entirety in the same academic year. The Specialty Block that has been displaced by the repeat Core Block will be completed in the final academic term of Year 4.
- (18) Candidates who fail one Specialty Block in Stage 3 may repeat it in the final academic term of Year 4 only if they have not failed any other block, unit of study, Theme, Long Case Examination or the integrated Stage 3 Barrier Examination on the first attempt.
- (19) Subject to subclause (20), candidates who fail a single Specialty Block or the integrated Stage 3 Barrier Examination or the Long Case Examination may be granted a supplementary assessment. Eligibility for a supplementary assessment will be determined by the Examination Committee, taking into account the candidate's performance level compared to the set passing standard, the candidate's attendance record, performance in other assessments, past academic history and adherence to the professionalism standards detailed in the Faculty local provisions.
- (20) A supplementary assessment for the integrated Stage 3 Barrier Examination or a Specialty Block in-term assessment will not be granted to candidates who achieve a mark of two or more SEM below the pass mark.
- (21) Candidates who are eligible for the integrated Stage 3 Supplementary Examination will be provided with remediation and will not be permitted to continue to their last scheduled clinical Block in Year 3 or Year 4.

- (22) Candidates who fail the integrated Stage 3 Supplementary Examination or the Supplementary Long Case Examination will repeat the applicable Stage or Year in its entirety, unless, in accordance with Part 15 of the *University of Sydney Coursework Policy 2014*, they are required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- (23) Candidates who fail two or more of:
- (a) a Core Block;
 - (b) a Specialty Block;
 - (c) the integrated Stage 3 Barrier Examination;
 - (d) a Theme
 - (e) the Long Case Examination;
 - (f) the Elective term; or
 - (g) an MD Project unit of study;
- will repeat the applicable Year unless, in accordance with Part 15 of the *University of Sydney Coursework Policy 2014*, they are required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- (24) Candidates who fail the Year 4 MD Project unit of study will be required to undertake a repeat eight week MD Project.
- (25) Candidates who fail the repeat MD Project block will repeat Year 4 in its entirety, unless, in accordance with Part 15 of the *University of Sydney Coursework Policy 2014*, they are required to show good cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.

Stage 3 Year 3

- (26) Candidates must pass the Year 3 Core Blocks, and the integrated Stage 3 Year 3 Barrier Examination (or the Supplementary Examination), in order to be eligible to take the Elective Term unit of study.
- (27) A candidate who is repeating Year 3 is required to successfully complete 40 weeks of clinical placement (two Core, three Specialty Blocks, each of eight weeks' duration) and the MD Project units of study.

Stage 3 Year 4

- (28) Only candidates who have satisfied all of the academic requirements of Stage 3 Year 3 and Year 4 will be permitted to enrol in the PRINT term.
- (29) Students who fail their PRINT term will repeat it in the next available PRINT term, which may be in the following academic year if a candidate has failed the last of the available PRINT terms in that academic year.
- (30) A candidate who is repeating Year 4 is required to successfully complete 32 weeks of clinical placement (four Core/Specialty Blocks, in total, each of eight weeks' duration), an eight week MD Project and a four-week PRINT term.

9 Medicine weighted average mark (MWAM)

- (1) The MWAM is calculated using the following formula:

MWAM =	$\frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)}$

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. Only Stage 3 units are used for the purpose of the calculation.

- (2) All Stage 3 units are weighted 1.

10 Time Limits

- (1) Subject to sub-clause 10(2), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years.
- (2) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Medicine to a maximum of 10 years.

11 Credit for previous study

Advanced standing and credit for previous study is not available in this degree, except where approved by the Dean for the purposes of subclause 3(7).

Bachelor of Medicine and Bachelor of Surgery

The Bachelor of Medicine/Bachelor of Surgery (MBBS) is a four-year professional graduate-entry medical degree encompassing basic and clinical sciences, clinical knowledge and skills, research, and elective opportunities.

The MBBS is no longer offered by the Sydney Medical School. It was replaced by the Doctor of Medicine (MD) in 2014. The last cohort admitted to the MBBS at Sydney Medical School commenced in 2013.

These resolutions apply to students who commenced their MBBS in 2013 or before.

Students were allocated to one of six Clinical Schools when their candidature was initially confirmed, and they are based at their allocated Clinical Schools for the duration of the MBBS Program. They undertake clinical studies within their Clinical Schools as well as placements at affiliated sites, including community centres, private practice and other clinical schools. A list of Clinical Schools may be found here.

Each of the four academic years of the MBBS Program is longer than the University of Sydney academic year. Students must be available to commence and complete each year of the Program at the designated time.

Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Bachelor of Medicine and Bachelor of Surgery

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://www.sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
BGMEDSUR-01	Bachelor of Medicine and Bachelor of Surgery

2 Attendance pattern

- (1) The attendance pattern in Stage 1 and Stage 2 of the Bachelor of Medicine and Bachelor of Surgery (MBBS) is full-time only.
- (2) Subject to subclause (3), the attendance pattern in Stage 3 of the Bachelor of Medicine and Bachelor of Surgery (MBBS) is full-time only.
- (3) In exceptional circumstance, and with permission of the Director(s) of the Sydney Medical Program, students may defer a Stage 3 unit of study.

3 Course Structure and Units of Study

- (1) The MBBS Program is an integrated program of study framed by four Themes that run across all four years. These themes are:
 - (a) Basic and Clinical Sciences (BCS)
 - (b) Patient and Doctor (Pt-Dr)
 - (c) Population Medicine (PopMed); and
 - (d) Personal and Professional Development (PPD).
 - (2) In addition to the units of study encompassed in the Themes, all students must complete:
 - (a) an independent learning assignment (ILA); and either
 - (b) a Research Project; or
 - (c) an Elective Term.
 - (3) The MBBS Program is divided into three Stages:
 - (a) Stage 1 comprises Year 1
 - (b) Stage 2 comprises Year 2
 - (c) Stage 3 comprises Year 3 and Year 4.
- Stages 1 and 2
- (4) Stages 1 and 2 both start at the beginning of February and finish late in November.
 - (5) Students attend their allocated Clinical Schools for at least one day each week and classes on the University's main Camperdown campus for the rest of the week.
 - (6) In both Stage 1 and Stage 2 the course is delivered as a series of 10 sequential blocks.
 - (a) the first block in Stage 1 is designed to provide orientation and a foundation for the subsequent blocks.
 - (b) eight of the blocks focus on a particular organ system from both basic science and clinical perspectives, with an emphasis on the scientific foundations of clinical reasoning and clinical practice.
 - (c) the last block in Stage 2 covers Cancer and Palliative care.
 - (7) Content relating to each of the four Themes is delivered across and within each block. The blocks are as follows:
 - (a) Stage 1



- (i) Orientation and Foundation Studies
- (ii) Musculoskeletal Sciences
- (iii) Respiratory Sciences
- (iv) Haematology
- (v) Cardiovascular Sciences
- (b) Stage 2
- (i) Neurosciences and Vision and Behaviour
- (ii) Endocrine, Nutrition, Sexual Health and HIV
- (iii) Renal and Urology
- (iv) Gastroenterology, Nutrition, and Drug and Alcohol
- (v) Oncology and Palliative Care
- (c) The Haematology Block in Stage 1 and the Oncology and Palliative Care Block in Stage 2 are delivered mainly at the Clinical Schools. During these blocks, students attend their allocated Clinical Schools for four days, visiting the Camperdown campus to attend teaching sessions for one day each week, thus equating to full-time attendance during these blocks.
- (8) Units of study
- (a) The units of study that may be taken for the course are set out in the Table of Units of Study: Bachelor of Medicine and Bachelor of Surgery
- (b) The units of study in Stages 1 and 2 correspond to the four Themes.
- (c) Stage 1, Semester 2 contains the Independent Learning Assignment (ILA), a student led project that must be completed by the end of Stage 2.

Stage 3

- (9) Stage 3 consists mainly of clinical immersion, supported by lectures and structured tutorials.
- (10) Students are based full-time in their allocated Clinical Schools.
- (11) Year 3 begins in January and ends in December.
- (12) Year 4 begins in January and ends in October-November, depending on individual student's progression.
- (13) Stage 3 students must complete either a Research Project or the Elective term.
- (a) Research Project students who meet the required academic criteria for both their Research Project and the MBBS Program overall may be eligible for the award of MBBS (Honours).
- (i) The Research Project must be completed by 30 June, Year 4.
- (ii) Students work on their research concurrently with their clinical placements during Year 3 and most students dedicate some weeks between December of Year 3 and March of Year 4 (the elective term period) to full time work on their Research Project.
- (iii) Students who have made exceptionally good progress on their research project by the end of Year 3 may be permitted to also undertake an elective term placement, provided that doing so will not compromise their capacity to finish their research project or meet other academic requirements of Stage 3.
- (b) MBBS students who elect to undertake the eight-week Elective Term, complete it between December of Year 3 and March of Year 4.
- (14) The Stage 3 curriculum comprises eight by eight-week blocks, four themes, the Research Project or the Elective Term, and a Pre-Internship term (PRINT).
- (15) Students must complete all these components successfully to graduate.
- (16) Students undertake the eight clinical blocks in four different sequences known as streams. This ensures that students are evenly distributed across the available clinical teaching facilities.
- (17) Students express preferences for one of the four streams and are allocated during Year 2, in anticipation of the commencement of Stage 3.
- (18) Content relating to each of the four Themes is delivered across and within each Core Block and Specialty Block.
- (19) The eight clinical blocks are as follows:
 - (a) Core Blocks
 - (i) Medicine 3 (Year 3)
 - (ii) Surgery (Year 3 or Year 4)
 - (iii) Medicine 4 (Year 4)
 - (iv) Critical Care (Year 3 or Year 4)
 - (b) Specialty Blocks:
 - (i) Community Medicine (Year 3)
 - (ii) Perinatal and Women's Health (Year 3 or Year 4)
 - (iii) Psychiatry and Addiction Medicine (Year 3 or Year 4)
 - (iv) Child and Adolescent Health (Year 3 or Year 4)
- (20) The Elective Term consists of either one eight-week placement, or two four-week placements, at approved sites within or outside Australia.
- (21) Most elective term placements are clinical but students may undertake a research placement if they are not simultaneously enrolled in a concurrent research higher degree.
- (22) PRINT is completed after students have completed all Core and Specialty Blocks and Elective Term (and/or Research Project) requirements.
- (23) Three sequential PRINT terms are offered, each of four weeks duration; students must successfully complete one of these to graduate.
- (24) Students in Stage 3 enrol each semester in units of study corresponding to the Core Block and Specialty Blocks that they will undertake during that semester.
- (25) Students in Year 3 enrol in:
 - (a) five clinical blocks (two Core and three Specialty)
 - (b) four Themes
- (26) Students in Year 4 enrol in:
 - (a) three clinical blocks (two Core and one Specialty)
 - (b) Elective term; or
 - (c) Research Project
 - (d) PRINT
 - (e) four Themes

4 Assessment

- (1) The Bachelor of Medicine and Bachelor of Surgery is an integrated program and assessment occurs throughout each year, not exclusively in the designated University of Sydney Examinations periods.
- (2) Assessment is designed to examine:
 - (a) knowledge and understanding of content delivered across all four Themes

- (b) clinical skills; and
- (c) professional skills.
- (3) Details of assessment requirements in each Stage, including the structure, content and overall contribution to unit of study results for each examination, are available for enrolled students on the Learning Management System.
 - (a) Stage 1
 - (i) Two in-semester examinations and one final examination
 - (ii) Two skills-based examinations in Anatomy and one in Pathology
 - (iii) Clinical Placement assessments
 - (iv) Objective Structured Clinical Examination (OSCE)
 - (v) Other required assessments approved by the MD Program Committee.
 - (b) Stage 2
 - (i) One in-semester examination and one final examination
 - (ii) Two skills-based examinations in Anatomy and one in Pathology
 - (iii) A Population Medicine short written answer examination
 - (iv) Clinical Placement assessments.
 - (v) Objective Structured Clinical Examination (OSCE)
 - (vi) Completion of requirements for the Independent Learning Activity (ILA)
 - (vii) Other required assessments approved by the MD Program Committee
 - (c) Stage 3
 - (i) A final integrated Stage 3 Barrier Examination for Year 3 and Year 4 that includes summative assessments for core and specialty blocks.
 - (ii) Long Case assessments in the Core Medicine 3 and Medicine 4 Blocks
 - (iii) Clinical Placement assessments in the Core Medicine 3, Medicine 4, Surgery and Critical Care blocks
 - (iv) Specialty Block in-semester placement assessments
 - (v) Specialty Block in-semester assessments and skill-based assessments and assignments (where applicable) for each Specialty Block undertaken
 - (vi) Elective Term placement report or examination of the Research Project
 - (vii) Long Case Examination in August of Year 4
 - (viii) PRINT placement assessment
 - (ix) Other required assessments approved by the MD Program Committee

5 Requirements for award

- (1) All units of study in the MBBS Program are prescribed and must be taken in the Stage of enrolment to which they correspond. They are set out in the Table of Undergraduate Units of Study: Bachelor of Medicine and Bachelor of Surgery.
- (2) To qualify for the award of the MBBS degree, a candidate must successfully complete 192 credit points made up of:
 - (a) 48 credit points in Stage 1
 - (b) 48 credit points in Stage 2
 - (c) 96 credit points in Stage 3

6 Progression rules

All Stages

- (1) Candidates for the MBBS degree must enrol in all the prescribed units of study in each Stage and Year of the MBBS Program.
- (2) Candidates must pass all Themes and in all prescribed units of study in order to progress to the next Stage.
- (3) Candidates who do not meet the attendance requirements of each Stage, as detailed in the Faculty local provisions (<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2015/399&RendNum=0>), will need approval from the Director(s) of the Sydney Medical Program and/or the relevant Examination Committee to continue their candidature and/or take the examinations.
- (4) In accordance with the Faculty local provisions, (<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2013/336&RendNum=0> and <http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2013/335&RendNum=0>), candidates who demonstrate serious or repeated unprofessional behaviour may be required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- (5) Candidates who fail a theme or unit of study may be offered a supplementary assessment by the responsible Examination Committee, taking into account the candidate's performance level compared to the set passing standard, the candidate's attendance record, performance in other assessments, past academic history and adherence to the professionalism standards detailed in Faculty local provisions.
- (6) Candidates who fail a supplementary assessment for a theme or unit of study will repeat the applicable Year in its entirety, unless, in accordance with Part 15 of the *University of Sydney Coursework Policy 2014*, they are required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- (7) Subject to Clause 11 (Time Limits) of the Course Resolutions, candidates may only repeat one of Stage 1, Stage 2, Stage 3 (Year 3), or Stage 3 (Year 4) once.
- (8) Candidates who are required to repeat a Stage or Year must repeat the entire Stage or Year, including all Themes and all prescribed units of study. No credit is given for any unit of study or Theme in the repeat Stage or Year.

Stages 1 and 2

- (9) Candidates must complete both Semester 1 and Semester 2 in the same calendar year in order to progress to the next Stage. This Clause may be waived in exceptional circumstances, as determined by the Director(s) of the Sydney Medical Program.
- (10) Candidates who withdraw in Stage 1 or Stage 2 will be required to repeat all of the applicable year subject to Clause 8(9).
- (11) Candidates who achieve a mark of two or more standard errors of measurement (SEM) below the pass mark in the in-semester assessments during Stage 1 or Stage 2 will not be permitted to continue their candidature in that Stage in that academic year. They will be permitted to withdraw and to return the following academic year to repeat the Stage in its entirety.
- (12) Clause 8(11) does not apply to the in-semester assessment at the end of Foundation Block in Stage 1 unless the candidate has failed to meet the attendance requirements and/or has demonstrated unprofessional behaviour as defined in Clause 8(4).
- (13) A supplementary assessment for the Stage 1 or 2 BCS Theme will not be granted to candidates who achieve a mark 2 or more SEM below the pass mark.
- (14) Candidates who sat a supplementary assessment in Stage 1 will not be eligible for a supplementary assessment in the same theme in Stage 2.

Stage 3 Years 3 and 4

- (15) Candidates in Stage 3 must pass both Core Blocks in each Year of Stage 3 in order to be permitted to take the integrated Stage 3 Barrier Examination.
- (16) Candidates in Stage 3 who fail more than one of a Core or Specialty Block will not be permitted to continue the year.

- (17) Candidates who fail a Core Block will repeat that Core Block in its entirety in the same academic year. The Specialty Block that has been displaced by the repeat Core Block will be completed in the final academic term of Year 4.
- (18) Candidates who fail one Specialty Block in Stage 3 may repeat it in the final academic term of Year 4 if they have not failed any other block, unit of study or, Theme, Long Case Examination or the integrated Stage 3 Barrier Examination on the first attempt.
- (19) Subject to subclause (20), candidates who fail a single Specialty Block or the integrated Stage 3 Barrier Examination or the Long Case Examination may be granted a replacement or supplementary assessment. Eligibility for a supplementary assessment will be determined by the Examination Committee, taking into account the candidate's performance level compared to the set passing standard, the candidate's attendance record, performance in other examinations, past academic history and adherence to the professionalism standards detailed in the Faculty local provisions.
- (20) A supplementary examination for the integrated Stage 3 Barrier Examination or a Specialty Block in-term assessment will not be granted to candidates who achieve a mark of two or more SEM below the pass mark.
- (21) Candidates who are eligible for the integrated Stage 3 Supplementary Examination will be provided with remediation and will not be permitted to continue to their last scheduled clinical Block in Year 3 or Year 4.
- (22) Candidates who fail the integrated Stage 3 Supplementary Examination or the Supplementary Long Case Examination will repeat the applicable Stage or Year in its entirety, unless, in accordance with Part 15, of the University of Sydney Coursework Policy, 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- (23) Candidates who fail two or more of:
 - (a) a Core Block;
 - (b) a Specialty Block;
 - (c) the integrated Stage 3 Barrier Examination;
 - (d) a Theme;
 - (e) the Long Case Examination;
 - (f) the Elective Term; or
 - (g) the Research Project.
 will repeat the applicable Year, unless, in accordance with Part 15 of the *University of Sydney Coursework Policy 2014* they are required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.
- (24) Candidates who fail the Research Project unit of study and no other unit of study, Theme or block will be required to undertake remediation in the form of an 8-week Elective Term placement prior to the end of Year 4.
- (25) Candidates who fail the Year 4 Research Project remediation will repeat Year 4 in its entirety, unless, in accordance with Part 15, of the *University of Sydney Coursework Policy 2014*, they are required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.

Stage 3 Year 3

- (26) Candidates must pass all the Year 3 Core Blocks, and the integrated Stage 3 Year 3 Barrier Examination (or the integrated Stage 3 Year 3 Supplementary Examination) in order to be eligible to take the Elective Term unit of study.
- (27) A candidate who is repeating Year 3 is required to successfully complete 40 weeks of clinical placement (two Core, three Specialty Blocks, each of eight weeks' duration).

Stage 3 Year 4

- (28) Only candidates who have satisfied all of the academic requirements of Stage 3 Year 3 and Year 4 will be permitted to enrol in the PRINT term.
- (29) Students who fail their PRINT term will repeat it in the next available PRINT term, which may be in the following academic year if a candidate has failed the last of the available PRINT terms in that academic year.
- (30) A candidate who is repeating Year 4 is required to successfully complete 36 weeks of clinical placement (four Core Blocks / Specialty Blocks in total, each of eight weeks duration, and a four week PRINT term).

7 Requirements for the honours degree

- (1) Honours is available to meritorious candidates who complete an alternative set of units of study in the final year of the program. Candidates enrolled in the degree part-time are not eligible to enrol in Honours.
- (2) To qualify for admission to the honours program a candidate should, without repeating a Stage, achieve:
 - (a) a satisfactory result for Stage 1, 2 and 3 in all Themes on the first attempt; and
 - (b) a minimum result of 75% in the Stage 2 Total BCS Score; and
 - (c) a satisfactory result in the Year 4 Long Case Examination on the first or second attempt; and
 - (d) a minimum average mark of 75% in the three graded units of study completed in Stage 3 Year 3; and
 - (e) a minimum average mark of 75% in the remaining five graded units of study completed in Stage 3.
- (3) To qualify for the award of the honours degree a candidate must successfully complete the requirements for the degree in the minimum standard full time duration and:
 - (a) complete the 12 credit point research unit of study described in the table of units for the degree with a minimum mark of 70; and
 - (b) achieve a minimum average mark of 75% in the Years 3 and 4 integrated Stage 3 Barrier Examination and across all eight graded units of study.

8 Honours weighted average mark (HWAM)

- (1) The HWAM in the University of Sydney Medical School is calculated from the results in the 80 credit points of core units of study in Stage 3, plus the honours mark which will be given double weighting.
- (2) The HWAM is calculated using the following formula:

$\text{HWAM} = \frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)}$

Where Wc is the Stage 3 unit of study credit points x the Stage 3 unit weighting and Mc is the mark achieved for the Stage 3 unit. The mark used for units with a grade AF is zero.

- (3) All Stage 3 units are weighted 1 except the research unit of study which is weighted 2.

9 Award of the degree

- (1) The Bachelor of Medicine and Bachelor of Surgery is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Second Class, Division Two. The class of honours is awarded on the basis of a student's HWAM as below:

Description	HWAM Range
Honours Class I	80 >= HWAM
Honours Class II (Division 1)	75 <= HWAM < 80
Honours Class II (Division 2)	70 <= HWAM < 75

Description	HWAM Range
Honours not awarded	HWAM < 70

- (2) An honours candidate who obtains a mark of less than 70 in a research unit of study, or a HWAM of less than 70, will not be awarded honours and will be awarded the pass degree.
- (3) An honours candidate who fails the research unit of study will be required to undertake the elective unit of study at the end of the program as an additional unit in order to achieve the correct number of credit points required for the award of the pass degree.

10 University medal

A student with an HWAM of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the school to the highest achieving students who in the opinion of the school have an outstanding academic record.

11 Time Limits

- (1) Subject to sub-clause 11(2), a candidate for the MBBS must complete the requirements for the degree within five calendar years.
- (2) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the MBBS to a maximum of 10 years.

12 Credit for previous study

Advanced standing and credit for previous study is not available in this degree except where approved by the Dean for the purposes of subclause 3(7).

Doctor of Medicine

Table of units of study: Doctor of Medicine

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Stage 1 units of study (Year 1)			
Studies in Foundation Studies, Immunology and Infection, Musculoskeletal Sciences:			
MDMP5111 Basic and Clinical Sciences 1	12	C MDMP5112 and MDMP5113 and MDMP5114	Semester 1
MDMP5112 Patient and Doctor 1	6	C MDMP5111 and MDMP5113 and MDMP5114	Semester 1
MDMP5113 Population Medicine 1	3	C MDMP5111 and MDMP5112 and MDMP5114	Semester 1
MDMP5114 Personal and Professional Development 1	3	C MDMP5111 and MDMP5112 and MDMP5113	Semester 1
Studies in Respiratory Sciences, Haematology, Cardiovascular Sciences:			
MDMP5122 Patient and Doctor 2	6	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 C Co-requisites:MDMP5123 and MDMP5124 and MDMP5125 and MDP5126	Semester 2
MDMP5123 Population Medicine 2	3	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 C MDMP5122 and MDMP5124 and MDMP5125 and MDP5126	Semester 2
MDMP5124 Personal and Professional Development 2	3	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 C MDMP5122 and MDMP5123 and MDMP5125 and MDP5126	Semester 2
MDMP5125 Basic and Clinical Sciences 2	10	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 C MDMP5122 and MDMP5123 and MDMP5124 and MDP5126	Semester 2
MDMP5126 MD Research Methods/MDProject Development 1	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 C MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 <i>Designated staff known as Research Tutors will monitor students' progress in accordance with scheduled milestones.</i>	Semester 2
Stage 2 units of study (Year 2)			
Studies in Neuroscience, Drug and Alcohol, Endocrinology, Nutrition, Sexual Health:			
MDMP5211 Basic and Clinical Sciences 3	12	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 C MDMP5212 and MDMP5213 and MDMP5214	Semester 1
MDMP5212 Patient and Doctor 3	6	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 C MDMP5211 and MDMP5213 and MDMP5214	Semester 1
MDMP5213 Population Medicine 3	3	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 C MDMP5211 and MDMP5212 and MDMP5214	Semester 1
MDMP5214 Personal and Professional Development 3	3	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 C MDMP5211 and MDMP5212 and MDMP5213	Semester 1
Studies in Renal, Urology, Gastroenterology, Nutrition, Reproduction, Oncology, Palliative Care:			
MDMP5221 Basic and Clinical Sciences 4	10	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 C MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Semester 2
MDMP5222 Patient and Doctor 4	6	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 C MDMP5221 and MDMP5223 and MDMP5224 and MDMP5225	Semester 2
MDMP5223 Population Medicine 4	3	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 C MDMP5221 and MDMP5222 and MDMP5224 and MDMP5225	Semester 2
MDMP5224 Personal and Professional Development 4	3	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 C MDMP5221 and MDMP5222 and MDMP5223 and MDMP5225	Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
MDMP5225 MD Project Development 2	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 C MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 <i>Satisfactory completion of MDMP5125 is only required for 2016 and subsequent cohort students. Designated staff known as Research Tutors will monitor students' progress in accordance with scheduled milestones.</i>	Semester 2
Stage 3 units of study (Years 3 and 4) for students completing Stage 3 (Year 3) prior to 2017			
Incorporating theme studies in Basic & Clinical Sciences, Patient and Doctor, Population Medicine, and Personal and Professional Development:			
Year 3			
MDMP5331 Medicine Year 3	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
MDMP5316 Basic and Clinical Sciences 7	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Semester 1 Semester 2
MDMP5317 Patient and Doctor 7	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Semester 1 Semester 2
MDMP5318 Population Medicine 7	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Semester 1 Semester 2
MDMP5319 Personal and Professional Development 7	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Semester 1 Semester 2
Units of study undertaken in Years 3 or 4			
MDMP5333 Surgery	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
MDMP5334 Critical Care	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
MDMP5335 Community	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
MDMP5336 Psychiatry and Addiction Medicine	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
MDMP5337 Perinatal and Women's Health	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
MDMP5338 Child and Adolescent Health	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Year 4			
MDMP5409 MD Elective	4	P MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 <i>Students must obtain written approval through the on-line system to undertake an Elective from the Electives academic at their Clinical School who has the role of advising, counselling and directing students in their applications and approving Electives.</i>	Semester 1 Semester 2
MDMP5416 Basic and Clinical Sciences 8	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5316	Semester 1 Semester 2
MDMP5417 Patient and Doctor 8	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5317	Semester 1 Semester 2
MDMP5418 Population Medicine 8	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5318	Semester 1 Semester 2
MDMP5419 Personal and Professional Development 8	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5319	Semester 1 Semester 2
MDMP5432 Medicine Year 4	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5331	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
MDMP5510 MD Project	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Intensive October Semester 1
Pre-Internship (PRINT Term)			
To be undertaken by all students upon successful completion of all other Stage 3 units of study			
MDMP5425 Pre-Internship Term	4	P All of (MDMP5111, MDMP5112, MDMP5113, MDMP5114, MDMP5122, MDMP5123, MDMP5124, MDMP5125, MDMP5126, MDMP5211, MDMP5212, MDMP5213, MDMP5214, MDMP5221, MDMP5222, MDMP5223, MDMP5224, MDMP5225, MDMP5316, MDMP5317, MDMP5318, MDMP5319, MDMP5409, MDMP5331, MDMP5432, MDMP5333, MDMP5334, MDMP5335, MDMP5336, MDMP5337, MDMP5338, MDMP5416, MDMP5417, MDMP5418, MDMP5419, MDMP5510)	Semester 1 Semester 2
Stage 3 units of study (Years 3 and 4) for students enrolling or re-enrolling in Stage 3 (Year 3) from 2017			
Incorporating studies in Basic & Clinical Sciences, Patient and Doctor, Population Medicine, and Personal and Professional Development Theme:			
Year 3			
MDMP5341 Medicine Year 3	6	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Intensive May Intensive October Semester 1 Semester 2
MDMP5316 Basic and Clinical Sciences 7	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Semester 1 Semester 2
MDMP5317 Patient and Doctor 7	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Semester 1 Semester 2
MDMP5318 Population Medicine 7	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Semester 1 Semester 2
MDMP5319 Personal and Professional Development 7	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Semester 1 Semester 2
Units of study undertaken in Years 3 or 4			
MDMP5343 Surgery	6	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Intensive May Intensive October Semester 1 Semester 2
MDMP5344 Critical Care	6	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Intensive May Intensive October Semester 1 Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
MDMP5335 Community	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
MDMP5336 Psychiatry and Addiction Medicine	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
MDMP5337 Perinatal and Women's Health	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
MDMP5338 Child and Adolescent Health	8	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
Year 4			
MDMP5408 Elective	6	P MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 <i>Students must obtain written approval through the on-line system to undertake an Elective from the Electives academicat their Clinical School who has the role of advising, counselling and directing students in their applications and approving Electives.</i>	Intensive May Intensive October Semester 1 Semester 2
MDMP5426 Basic and Clinical Sciences 8	4	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5316	Intensive May Intensive October Semester 1 Semester 2
MDMP5427 Patient and Doctor 8	4	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5317	Intensive May Intensive October Semester 1 Semester 2
MDMP5418 Population Medicine 8	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5318	Semester 1 Semester 2
MDMP5419 Personal and Professional Development 8	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5319	Semester 1 Semester 2
MDMP5442 Medicine Year 4	6	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5341	Intensive May Intensive October Semester 1 Semester 2
MDMP5310 MD Project 3 Part 1	2	P MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 <i>Additional Prerequisite: Students in the 2016 and subsequent cohorts will also be required to have satisfactorily completed MDMP5125. Designated staff known as Research Tutors will monitor students' progress in accordance with scheduled milestones.</i>	Semester 1
MDMP5320 MD Project 3 Part 2	2	P MDMP5310 <i>Designated staff known as Research Tutors will monitor students' progress in accordance with scheduled milestones. Students in the 2016 and subsequent cohorts will also be required to have satisfactory completed MDMP5125. Students' performance must be graded as 'satisfactory' in all Milestones in Stage 3, Year 3 to progress to Stage 3, Year 4.</i>	Semester 2
MDMP5410 MD Project 4	4	P MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5225 and MDMP5310 and MDMP5320 <i>Designated staff known as Research Tutors will monitor students' progress in accordance with scheduled milestones. Additional prerequisite: Students in the 2016 and subsequent cohorts will also be required to have satisfactorily completed MDMP5126</i>	Semester 1
Pre-Internship (PRINT Term)			
To be undertaken by all students upon successful completion of all other Stage 3 units of study			

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
MDMP5435 Pre-Internship	6	P All of (MDMP5111, MDMP5112, MDMP5113, MDMP5114, MDMP5122, MDMP5123, MDMP5124, MDMP5125, MDMP5126, MDMP5211, MDMP5212, MDMP5213, MDMP5214, MDMP5221, MDMP5222, MDMP5223, MDMP5224, MDMP5225, MDMP5316, MDMP5317, MDMP5318, MDMP5319, MDMP5341, MDMP5442, MDMP5343, MDMP5344, MDMP5335, MDMP5336, MDMP5337, MDMP5338, MDMP5408, MDMP5426, MDMP5427, MDMP5418, MDMP5419, MDMP5310, MDMP5320, MDMP5408, MDMP5410)	Intensive May Intensive October Semester 1 Semester 2

Bachelor of Medicine Bachelor of Surgery

Table of units of study: Bachelor of Medicine Bachelor of Surgery

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Stage 1 units of study (Year 1)			
Studies in Foundation Studies, Musculoskeletal Sciences, Drug and Alcohol:			
GDMP1011 Basic and Clinical Sciences 1	12	C GDMP1012 and GDMP1013 and GDMP1014	Semester 1
GDMP1012 Patient and Doctor 1	6	P GDMP1011 and GDMP1013 and GDMP1014 C GDMP1011	Semester 1
GDMP1013 Population Medicine 1	3	C GDMP1011	Semester 1
GDMP1014 Personal and Professional Development 1	3	P GDMP1011 and GDMP1012 and GDMP1013 C GDMP1011	Semester 1
Studies in Respiratory Sciences, Haematology, Cardiovascular Sciences:			
GDMP1021 Basic and Clinical Sciences 2	12	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 C GDMP1022 and GDMP1023 and GDMP1024	Semester 2
GDMP1022 Patient and Doctor 2	6	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 C GDMP1021 and GDMP1023 and GDMP1024	Semester 2
GDMP1023 Population Medicine 2	3	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 C GDMP1021 and GDMP1022 and GDMP1024	Semester 2
GDMP1024 Personal and Professional Development 2	3	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 C GDMP1021 and GDMP1022 and GDMP1023	Semester 2
Stage 2 units of study (Year 2)			
Studies in Neuroscience, Vision, Behaviour, Endocrinology, Nutrition, Sexual Health:			
GDMP2011 Basic and Clinical Sciences 3	12	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024. C GDMP2012 and GDMP2013 and GDMP2014	Semester 1
GDMP2012 Patient and Doctor 3	6	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 C GDMP2011 and GDMP2013 and GDMP2014	Semester 1
GDMP2013 Population Medicine 3	3	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 C GDMP2011 and GDMP2013 and GDMP2014	Semester 1
GDMP2014 Personal and Professional Development 3	3	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 C GDMP2011 and GDMP2013 and GDMP2014	Semester 1
Studies in Renal, Urology, Gastroenterology, Nutrition, Reproduction, Oncology, Palliative Care:			
GDMP2021 Basic and Clinical Sciences 4	10	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 C GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025	Semester 2
GDMP2022 Patient and Doctor 4	6	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 C GDMP2021 and GDMP2023 and GDMP2024 and GDMP2025	Semester 2
GDMP2023 Population Medicine 4	3	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 C GDMP2021 and GDMP2022 and GDMP2024 and GDMP2025	Semester 2
GDMP2024 Personal and Professional Development 4	3	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 C GDMP2021 and GDMP2022 and GDMP2023 and GDMP2025	Semester 2
GDMP2025 Independent Learning Activity	2	P GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 C GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024	Semester 2



<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Stage 3 units of study - for students commencing Stage 3 from 2011 (Years 3 and 4)			
Incorporating theme studies in Basic & Clinical Sciences, Patient and Doctor, Population Medicine, and Personal and Professional Development:			
Year 3			
GDMP3131 Medicine Year 3	8	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025)	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP3016 Basic and Clinical Sciences 7	2	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025)	Semester 1 Semester 2
GDMP3017 Patient and Doctor 7	2	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025)	Semester 1 Semester 2
GDMP3018 Population Medicine 7	2	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025)	Semester 1 Semester 2
GDMP3019 Personal and Professional Development 7	2	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025)	Semester 1 Semester 2
Units of study undertaken in Years 3 or 4			
GDMP3133 Surgery	8	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025)	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP3134 Critical Care	8	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025)	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP3135 Community	8	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025)	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP3136 Psychiatry and Addiction Medicine	8	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025)	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP3137 Perinatal and Women's Health	8	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025)	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP3138 Child and Adolescent Health	8	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025)	Intensive May Intensive October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Year 4			
GDMP3132 Medicine Year 4	8	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3131)	Intensive May October Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b
GDMP4016 Basic and Clinical Sciences 8	2	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3016)	Semester 1 Semester 2
GDMP4017 Patient and Doctor 8	2	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3017)	Semester 1 Semester 2
GDMP4018 Population Medicine 8	2	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3018)	Semester 1 Semester 2
GDMP4019 Personal and Professional Development 8	2	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3019)	Semester 1 Semester 2
Students must also select one of the following units in year 4:			
GDMP3109 Elective	12	P GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 N GDMP4110 <i>Students must obtain written approval through the on-line system to undertake an Elective from the Electives academicat their Clinical School who has the role of advising, counselling and directing students in their applications and approving Electives.</i>	Semester 1 Semester 2
GDMP4110 Research Project <i>This unit of study is not available in 2018</i>	12	P GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 N GDMP3109 <i>To apply for honours in the MBBS, students must submit a research proposal to the Honours/ Research Coordinator at the end of Stage 2 and before the commencement of Stage 3 of the MBBS.</i>	Semester 1 Semester 2
Pre-Internship (PRINT Term)			
To be undertaken by all students upon successful completion of all other units of study			
GDMP4025 Pre-Internship Term	4	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3131 and GDMP3132 and GDMP3133 and GDMP3134 and GDMP3135 and GDMP3136 and GDMP3137 and GDMP3138 and GDMP3016 and GDMP3017 and GDMP3018 and GDMP3019 and GDMP4016 and GDMP4017 and GDMP4018 and GDMP4019 and GDMP3109 or GDMP4110) <i>Note: Department permission required for enrolment</i>	Intensive October Semester 1 Semester 2
Stage 3 units of study - for students commencing Stage 3 prior to 2011			
Incorporating theme studies in Basic Clinical Sciences, Patient and Doctor, Population Medicine, and Personal and Professional Development:			
Students must also select one of the following units:			
GDMP3109 Elective	12	P GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 N GDMP4110 <i>Students must obtain written approval through the on-line system to undertake an Elective from the Electives academicat their Clinical School who has the role of advising, counselling and directing students in their applications and approving Electives.</i>	Semester 1 Semester 2
GDMP4110 Research Project <i>This unit of study is not available in 2018</i>	12	P GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 N GDMP3109 <i>To apply for honours in the MBBS, students must submit a research proposal to the Honours/ Research Coordinator at the end of Stage 2 and before the commencement of Stage 3 of the MBBS.</i>	Semester 1 Semester 2
Pre-Internship (PRINT Term)			
To be undertaken by all students upon successful completion of all other units of study			
GDMP4025 Pre-Internship Term	4	P All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3131 and GDMP3132 and GDMP3133 and GDMP3134 and GDMP3135 and GDMP3136 and GDMP3137 and GDMP3138 and GDMP3016 and GDMP3017 and GDMP3018 and GDMP3019 and GDMP4016 and GDMP4017 and GDMP4018 and GDMP4019 and GDMP3109 or GDMP4110) <i>Note: Department permission required for enrolment</i>	Intensive October Semester 1 Semester 2

Doctor of Medicine

For the most up to date unit of study information, please use the Find a Course search.

Enter the unit of study code and select "Units of Study" from the drop down list.

Unit of Study Descriptions

MDMP5111

Basic and Clinical Sciences 1

Credit points: 12 **Teacher/Coordinator:** Dr Sharon Herkes **Session:** Semester 1 **Classes:** On a weekly basis, 1 team-based learning session (total 2.5 hours); up to seven lectures related mainly to the weekly problem (issues raised in the problem are usually relevant to all themes but with an emphasis on basic sciences); two to three Basic and Clinical Sciences Theme sessions (generally 1.5 hours); two Patient and Doctor sessions (up to 1.5 hours) in the clinical school and either one Population Medicine or Personal and Professional Development session (1.5 hours) or a joint session. Students are required to attend 1 full day at the clinical school. **Corequisites:** MDMP5112 and MDMP5113 and MDMP5114 **Assessment:** 2 x in-semester examinations and one final examination in Basic and Clinical Sciences based on multiple-choice and extended-matching type questions and two skills-based assessments in Anatomy and one in Pathology. All are summative and attendance is compulsory. Students will also have to complete a required Haematology assessment. A satisfactory grade in the unit of study is based on an integrated total score based on all summative assessments. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Upon completion of this module, students will have developed a solid understanding of the structure and function of most body systems (e.g. musculoskeletal, cardiovascular, respiratory). In addition, be able to apply an understanding of normal and abnormal human structure, function and behaviour to the diagnosis, management and prevention of health problems. They will also be able to use the best available evidence on outcomes to prevent or cure disease, relieve symptoms or minimise disability and analyse clinical data and published work to determine their validity and generalisability. Students will participate in the generation, interpretation, application and dissemination of significant advances in medical knowledge; and recognise the limits of scientific knowledge and understanding, and the continuing nature of all scientific.

MDMP5112

Patient and Doctor 1

Credit points: 6 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1 **Classes:** Similar to Basic and Clinical Science 1 **Corequisites:** MDMP5111 and MDMP5113 and MDMP5114 **Assessment:** A formative and summative Objective Structured Clinical Examination (OSCE). Attendance is compulsory. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Upon completion of this module, students will be able to demonstrate understanding of the therapeutic nature of the patient-doctor relationship and the impact on that relationship of the individual characteristics of both patient and doctor. They will have the ability to listen and to identify issues of concern to patients, families and carers and to respond to those concerns, using whatever means are necessary for effective communication. They will also have the ability to elicit and interpret clinical symptoms and signs by interviewing and examining patients systematically and with sensitivity, and to use this information to guide further investigations. Students will have the ability to perform important clinical procedures, particularly those vital in life threatening situations; and ethical behaviour in meeting the needs of patients and families; concern for confidentiality and respect for individual autonomy, enabling patients and their families to make informed decisions in relation to their medical care.

MDMP5113

Population Medicine 1

Credit points: 3 **Teacher/Coordinator:** Professor Alexandra Barratt **Session:** Semester 1 **Classes:** Lectures and seminars **Corequisites:** MDMP5111 and MDMP5112 and MDMP5114 **Assessment:** Population Medicine material based on the Population Medicine objectives is included in the summative assessments in Stage 1 for the Basic and Clinical Sciences theme. **Mode of delivery:** Normal (lecture/lab/tutorial) day

In Stage 1 Students are introduced to the concept of population medicine as the interface between the practice of public health and the practice of clinical medicine. They are introduced to the Australian health system and legislative framework, and the many factors that contribute to the health, illness, disease and success of treatment of populations, including issues relating to equity and equality, diversity of cultural, spiritual and community values, and socio-economic and physical environment factors. They will understand definitions of risk and prevention at individual and population levels. They learn to explain and evaluate how disease is controlled at a population level through interventions such as infectious disease surveillance, immunisation and screening programs, and interdisciplinary cooperation, and the role of doctors in contributing to this process. They learn to explain environmental and lifestyle health risks and advocate for healthy lifestyle choices at individual and systemic levels.

MDMP5114

Personal and Professional Development 1

Credit points: 3 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1 **Classes:** Similar to Basic and Clinical Science 1 **Corequisites:** MDMP5111 and MDMP5112 and MDMP5113 **Assessment:** Satisfactory completion of the following activities is required: 1. An online learning module that provides certification of familiarity with the fundamentals of health law that are relevant to being a medical student and knowledge of Sydney Medical School policies and regulations. 2. Attendance at and completion of a short course on "Finding Relevant Information in Health and Medical Databases". 3. Participation in a peer assessment process in TBL tutorials. 4. Submission of a reflective portfolio and participation in an interview with a faculty member. 5. Completion of teaching evaluation activities. 6. Appropriate ethical and professional behaviour as determined by the PPD Theme. 7. Attendance at all designated activities in this Stage. Students who miss more than 20% of Required Learning Activities in any Block of study may not be eligible to proceed to Stage 2 except by a specific decision of the Sydney Medical Program Examination Committee. 8. Other required assessments approved by the MD Committee. **Mode of delivery:** Normal (lecture/lab/tutorial) day

On completion of this module students will have demonstrated knowledge of the foundations of health law and of the "Code of Conduct for Medical Practitioners: Good Medical practice" (the statement of the standard of conduct required of medical practitioners by the national professional registration board) and also of compliance with this Code (where appropriate). Students will also have demonstrated a foundational understanding of compassionate, ethical professional behaviour; the ability to work cooperatively as a member of a team accepting and providing leadership as appropriate; an understanding of the positive and negative personal impacts of a medical career and related concepts of stress; and the ability to observe discuss and reflect on individual experiences.

MDMP5122

Patient and Doctor 2

Credit points: 6 **Teacher/Coordinator:** Dr Bernard Champion **Session:** Semester 2 **Classes:** Similar to Patient and Doctor 1 **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 **Corequisites:** MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 **Assessment:** Similar to Patient and Doctor 1 **Mode of delivery:** Normal (lecture/lab/tutorial) day



Further develop the learning and understanding of Patient and Doctor 1

MDMP5123 Population Medicine 2

Credit points: 3 **Teacher/Coordinator:** Professor Alexandra Barratt **Session:** Semester 2 **Classes:** Similar to Population Medicine 1. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 **Corequisites:** MDMP5122 and MDMP5124 and MDMP5125 and MDP5126 **Assessment:** Described in Population Medicine 1. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Population Medicine 1.

MDMP5124 Personal and Professional Development 2

Credit points: 3 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 2 **Classes:** Similar to Personal and Professional Development 1 **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 **Corequisites:** MDMP5122 and MDMP5123 and MDMP5125 and MDP5126 **Assessment:** Described in Personal and Professional Development 1 **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Personal and Professional Development 1.

MDMP5125 Basic and Clinical Sciences 2

Credit points: 10 **Teacher/Coordinator:** Dr Sharon Herkes **Session:** Semester 2 **Classes:** Similar to Basic and Clinical Sciences 1 **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 **Corequisites:** MDMP5122 and MDMP5123 and MDMP5124 and MDP5126 **Assessment:** Described in Basic and Clinical Sciences 1 **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Basic and Clinical Sciences 1.

MDMP5126 MD Research Methods/MDProject Development 1

Credit points: 2 **Teacher/Coordinator:** Associate Professor David Bowen and Dr Jonathan Hakim **Session:** Semester 2 **Classes:** Lectures, seminars, tutorials, on-line learning tasks. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 **Corequisites:** MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 **Assessment:** This will comprise: (a) attendance at all compulsory workshops and teaching sessions, (b) attendance and effective participation in small-group/tutorial learning sessions, (c) satisfactory completion of online learning tasks and surveys, (d) submission of MD Milestone 1 which is a short proposal for a feasible and acceptable MD Project, and (e) assessment of knowledge of Research Methods through questions in the Stage 1 Written Final Examinations. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Designated staff known as Research Tutors will monitor students' progress in accordance with scheduled milestones.

There are two components to this course: (1) Research Methods: By the end of the Research Methods course of instruction throughout Stage 1, students will be expected to have developed an understanding of the broad principles of Research Methods, Research Governance, Ethical Review and Information Literacy. They will be familiar with core concepts relating to biostatistics and rudimentary clinical epidemiology. They will also gain an understanding of the principles of Health and Medical Research Ethics.

(2) MD Project or Capstone: Students must have completed an outline for their MD Project or Capstone and have had it signed off by their Research Tutor (Milestone 1). At the start of the course, students will be asked to outline their previous research experience (if any); this will assist in allocation and design of their research project, and direct further learning in a range of research methods used in medicine.

Students' participation and performance in all academic tasks required in this unit of study must be graded as 'satisfactory' in Stage 1 to progress to Stage 2.

MDMP5211 Basic and Clinical Sciences 3

Credit points: 12 **Teacher/Coordinator:** Associate Professor Margot Day **Session:** Semester 1 **Classes:** Similar to Basic and Clinical Sciences 1

Prerequisites: MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 **Corequisites:** MDMP5212 and MDMP5213 and MDMP5214 **Assessment:** Students are required to complete two written summative assessments, based on multiple choice and extended matching type questions. Attendance is compulsory, and students will also have to achieve a satisfactory grade in the summative practical exams in Anatomy and Pathology. At the end of Stage 2, there will be a Barrier assessment that covers all units of study in Stages 1 and 2 (this is the same as one of the summative written assessments listed above). **Mode of delivery:** Normal (lecture/lab/tutorial) day

Upon completion of this module, students will have a developed a solid understanding of the structure and function of most body systems (e.g. musculoskeletal, cardiovascular, respiratory). In addition, be able to apply an understanding of normal and abnormal human structure, function and behaviour to the diagnosis, management and prevention of health problems. They will also be able to use the best available evidence on outcomes to prevent or cure disease, relieve symptoms or minimise disability and analyse clinical data and published work to determine their validity and generality. Students will participate in the generation, interpretation, application and dissemination of significant advances in medical knowledge; and recognise the limits of scientific knowledge and understanding.

MDMP5212 Patient and Doctor 3

Credit points: 6 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1 **Classes:** Similar to Patient and Doctor 1 **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 **Corequisites:** MDMP5211 and MDMP5213 and MDMP5214 **Assessment:** The Objective Structured Clinical Examination (OSCE) is summative. Attendance is compulsory. In addition, the Paediatrics Self-Directed Learning Project (SDLP) is a required assessment. Completion is compulsory. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Upon completion of this module, students will be able to demonstrate understanding of the therapeutic nature of the patient-doctor relationship and the impact on that relationship of the individual characteristics of both patient and doctor. They will have the ability to listen and to identify issues of concern to patients, families and carers and to respond to those concerns, using whatever means are necessary for effective communication. They will also have the ability to elicit and interpret clinical symptoms and signs by interviewing and examining patients systematically and with sensitivity, and to use this information to guide further investigations. Students will have the ability to perform important clinical procedures, particularly those vital in life threatening situations; and ethical behaviour in meeting the needs of patients and families; concern for confidentiality and respect for individual autonomy, enabling patients and their families to make informed decisions in relation to their medical care.

MDMP5213 Population Medicine 3

Credit points: 3 **Teacher/Coordinator:** Professor Alexandra Barratt **Session:** Semester 1 **Classes:** Similar to Population Medicine 1 **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 **Corequisites:** MDMP5211 and MDMP5212 and MDMP5214 **Assessment:** Students must satisfactorily complete a short written answer examination in Key Feature Question (KFQ) format at the end of Stage 2. In addition population medicine questions are included in the in-semester examination for Basic Clinical Sciences 3 and 4. **Mode of delivery:** Normal (lecture/lab/tutorial) day

In Stage 2 students will build on the principles learned in Stage 1 to consider public health initiatives and community supports in specific populations, such as the elderly, children and adolescents, sexual and gender minorities, people with disabilities, cancer and mental health issues, rural and international populations. They will understand and describe the roles and relationships between health agencies and services, and explain the principles of efficient and equitable allocation of finite resources, to meet individual, community and national health needs.

MDMP5214**Personal and Professional Development 3**

Credit points: 3 **Teacher/Coordinator:** Associate Professor Stuart Lane
Session: Semester 1 **Classes:** Similar to Personal and Professional Development 1 **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 **Corequisites:** MDMP5211 and MDMP5212 and MDMP5213 **Assessment:** Satisfactory completion of similar tasks to those required in Personal and Professional Development 1 (for instance the required library course is entitled: "Information Literacy Training - EBM Literature Searching for PEARLS") however the Health Law online module is not repeated. Note that students who miss more than 20% of Required Learning Activities in any Block of study may not be eligible to proceed to Stage 3 except by a specific decision of the Sydney Medical Program Examination Committee. **Mode of delivery:** Normal (lecture/lab/tutorial) day

On completion of this module students will have demonstrated knowledge of the foundations of health law and of the "Code of Conduct for Medical Practitioners: Good Medical practice" (the statement of the standard of conduct required of medical practitioners by the national professional registration board) and also of compliance with this Code (where appropriate). Students will also have demonstrated a foundational understanding of compassionate, ethical professional behaviour; the ability to work cooperatively as a member of a team accepting and providing leadership as appropriate; an understanding of the positive and negative personal impacts of a medical career and related concepts of stress; and the ability to observe discuss and reflect on individual experiences.

MDMP5221**Basic and Clinical Sciences 4**

Credit points: 10 **Teacher/Coordinator:** Dr Sharon Herkes **Session:** Semester 2 **Classes:** Similar to Basic and Clinical Sciences 3 **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 **Corequisites:** MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** Described in Basic and Clinical Sciences 3 **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Basic and Clinical Sciences 3

MDMP5222**Patient and Doctor 4**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Stuart Lane
Session: Semester 2 **Classes:** Similar to Patient and Doctor 3. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 **Corequisites:** MDMP5221 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** Described in Patient and Doctor 3 **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Patient and Doctor 3

MDMP5223**Population Medicine 4**

Credit points: 3 **Teacher/Coordinator:** Prof. Alexandra Barratt **Session:** Semester 2 **Classes:** Similar to Population Medicine 3 **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 **Corequisites:** MDMP5221 and MDMP5222 and MDMP5224 and MDMP5225 **Assessment:** Described in Population Medicine 3 **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Population Medicine 2

MDMP5224**Personal and Professional Development 4**

Credit points: 3 **Teacher/Coordinator:** Associate Professor Stuart Lane
Session: Semester 2 **Classes:** Similar to Personal and Professional Development 3 **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 **Corequisites:** MDMP5221 and MDMP5222 and MDMP5223

and MDMP5225 **Assessment:** Described in Personal and Professional Development 3. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Personal and Professional Development 3.

MDMP5225**MD Project Development 2**

Credit points: 2 **Teacher/Coordinator:** Associate Professor David Bowen and Dr Jonathan Hakim **Session:** Semester 2 **Classes:** Lectures, seminars, tutorials, on-line learning tasks. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 **Corequisites:** MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 **Assessment:** This will comprise: (a) attendance at all compulsory workshops and teaching sessions, (b) attendance and effective participation in small-group/tutorial learning sessions, (c) satisfactory completion of online learning tasks, and surveys (d) submission of MD Milestones 2- 4, including submission of a comprehensive project checklist and progress reports for a feasible and acceptable MD Project or Capstone, and submission of accurate and appropriate ethics statement and PICO literature search strategy, (e) satisfactory presentation of the MD Project by each student at a seminar, and (f) assessment of knowledge of Research Methods through questions in the Stage 2 Written Examinations. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Satisfactory completion of MDMP5125 is only required for 2016 and subsequent cohort students. Designated staff known as Research Tutors will monitor students' progress in accordance with scheduled milestones.

By the end of the course, students will be expected to have completed a comprehensive proposal for their MD Project or Capstone, endorsed by their Research Tutor, MD Coordinator and one of the Unit Coordinators. The proposal will include consideration of ethics and the need for ethics approval. Students will also have mastered core concepts in Information Literacy, Research Ethics and Evidence Based Medicine.

Students are required to complete the compulsory MD Milestones (Milestones 2, 3 and 4) which comprise project progress reports, one of which must include the project checklist and the appropriate ethics documentation. Milestone 2 includes tasks focussed on ethics and on information literacy. Milestone 3 includes the MD Project Checklist, which covers all information required by the University for the purposes of ensuring that the MD Project or Capstone complies with applicable University policy on research governance and the conduct of research. It also includes Information Literacy tasks. Milestone 4 includes a progress report and a seminar presentation by each student on their MD project at an MD Project Group meeting attended by all members of the student's MD Project Group. The seminar is assessed by the Research Tutor and one independent examiner. Students will also complete Information Literacy learning and tasks focused on Evidence-Based Medicine (EBM).

Students' participation and performance in all academic tasks required in this unit of study must be graded as 'satisfactory' in Stage 2 to progress to Stage 3.

MDMP5310**MD Project 3 Part 1**

Credit points: 2 **Teacher/Coordinator:** Associate Professor David Bowen and Dr Jonathan Hakim **Session:** Semester 1 **Classes:** Lectures, seminars, tutorials, on-line learning tasks. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** This will comprise: (a) effective participation in small-group/tutorial learning sessions, (b) satisfactory completion of online learning tasks, (c) satisfactory attendance at, and completion of the PEARLS workshops and task, (d) satisfactory completion of MD Milestone 5, and (e) satisfactory progress in their MD Project or Capstone. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Additional Prerequisite: Students in the 2016 and subsequent cohorts will also be required to have satisfactorily completed MDMP5125. Designated staff known as Research Tutors will monitor students' progress in accordance with scheduled milestones.

By the end of the course, students will be expected to have made adequate and appropriate progress on their MD Project, and to have mastered core concepts in Information Literacy, Research Methods and EBM.

Students' participation and performance in all academic tasks required in this unit of study must be graded as 'satisfactory' in order to progress to Semester 2, Stage 3, Year3.

MDMP5316

Basic and Clinical Sciences 7

Credit points: 2 **Teacher/Coordinator:** Dr Lucinda Wynter **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** EBM Pearls Task. The integrated Stage 3 Barrier summative assessment is compulsory and will determine whether you are Satisfactory in this Theme. **Mode of delivery:** Clinical experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

MDMP5317

Patient and Doctor 7

Credit points: 2 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** Bedside physical exam, Ophthalmology logbook and rectal examination **Mode of delivery:** Clinical experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

MDMP5318

Population Medicine 7

Credit points: 2 **Teacher/Coordinator:** Professor Alexandra Barratt **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** 4 x Quizzes, 4 x Prep Activities, 4 x Tutorial participation, 1 x 1000wd Essay (or equivalent) **Mode of delivery:** Clinical experience

In Stage 3, students will apply their understanding of the principles of population medicine acquired in stages 1 and 2 to their clinical practice through interactions with patients. The program will allow them to consider the experience so their patients in the broader context of their lives and their communities and consider how an understanding of population medicine fosters patient-centered care and better management outcomes, especially in the context of chronic disease. Students will also have opportunities to practice public health based strategies such as needs analysis and pandemic responses.

MDMP5319

Personal and Professional Development 7

Credit points: 2 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** Personal and Professional Development topic activities as specified in Year 3, participation in self and peer

marking sessions, demonstration of ethical and professional behaviour including during the elective term. Attendance at all required assessments and Blocks. **Mode of delivery:** Clinical experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals at the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

MDMP5320

MD Project 3 Part 2

Credit points: 2 **Teacher/Coordinator:** Associate Professor David Bowen and Dr Jonathan Hakim **Session:** Semester 2 **Classes:** Lectures, seminars, tutorials, on-line learning tasks. **Prerequisites:** MDMP5310 **Assessment:** This will comprise: (a) effective participation in small-group/tutorial learning sessions, (b) satisfactory completion of online learning tasks, (c) satisfactory progress in their MD Project or Capstone, and (d) satisfactory completion of Milestone 6 - a satisfactory presentation of the MD Project or Capstone by each student at a seminar. Students will be required to give an oral presentation on their work to an audience comprising other medical students and staff. This seminar will be assessed by their Research Tutor and two independent examiners. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Designated staff known as Research Tutors will monitor students' progress in accordance with scheduled milestones. Students in the 2016 and subsequent cohorts will also be required to have satisfactory completed MDMP5125. Students' performance must be graded as 'satisfactory' in all Milestones in Stage 3, Year 3 to progress to Stage 3, Year 4.

By the end of the course, students will be expected to have completed and written up their MD Project, and to have mastered presentation of their research in a succinct and appropriate way to an audience including experts and non-experts in the research field.

Students' participation and performance in all academic tasks required in this unit of study must be graded as 'satisfactory' in order to progress to Stage 3, Year 4.

MDMP5331

Medicine Year 3

Credit points: 8 **Teacher/Coordinator:** Dr Lucinda Wynter **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** Submission of completed Clinical Attachment forms for the Block. Submission of 8 completed medical case histories on Blackboard. Submission of 2 X written case admission on Blackboard using Turnitin. Submission of Bedside Physical Exam (Medicine). A summative assessment for Medicine 3 will be included in the integrated Stage 3 Barrier assessment. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Medicine Year Three is the first of two Medicine Blocks undertaken by medical students enrolled in Stage 3 of the MD. This is a Core Block.

MDMP5333

Surgery

Credit points: 8 **Teacher/Coordinator:** Professor Henry Pleass **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** Submission of completed Clinical Attachment forms for the Block. 4 x surgical long cases. A summative assessment for Surgery will be included in the integrated Stage 3 Barrier assessment for the year the block is completed. In addition, in Year 4, there will be an additional Combined Surgery/CC Assessment Module included in the integrated Stage 3 Barrier that will complete your assessment in Surgery. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Surgery is the Surgical Block undertaken by medical students enrolled in Stage 3 of the MD. This is a Core Block.

MDMP5334**Critical Care**

Credit points: 8 **Teacher/Coordinator:** Dr Louise Cole **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** Submission of completed Clinical Attachment forms for the Block. A summative assessment for Critical Care will be included in the integrated Stage 3 Barrier assessment for the year the block is completed. In addition, in Year 4, there will be an additional Combined Surgery/CC Assessment Module included in the integrated Stage 3 Barrier that will complete your assessment in Critical Care. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Critical Care is the Critical Care Block undertaken by medical students enrolled in Stage 3 of the MD. This is a Core Block.

MDMP5335**Community**

Credit points: 8 **Teacher/Coordinator:** Dr Narelle Shadbolt **Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** In-Block assessments comprising 70% of the total unit of study mark including a written SBA summative assessment, a Clinical Judgement test, a Shared Decision Making report, Assessing the Health of Communities presentation and report, Primary Care Areas of Priority cases - presentation and Practice supervisor report placement 1 and placement 2. The Community module in the integrated Stage 3 Barrier Examination will comprise 30% of the total Community mark and will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's stream. 100% attendance at required learning activities. **Practical field work:** community placements **Mode of delivery:** Normal (lecture/lab/tutorial) day

Community is the Community Block undertaken by medical students enrolled in Stage 3 of the MD. This is a Specialty Block.

MDMP5336**Psychiatry and Addiction Medicine**

Credit points: 8 **Teacher/Coordinator:** Dr Diana McKay **Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School and other locations as advised **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** In-Block assessments comprising 70% of the total unit of study mark including an observed Long Case and a written SBA summative assessment. In addition, the Psychiatry and Addiction Medicine module in the integrated Stage 3 Barrier Examination will comprise 30% of the total Psychiatry and Addiction Medicine mark and will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's stream. 100% attendance at all required learning activities is required. **Practical field work:** Clinical placements in Psychiatry and Addiction Medicine treatment settings. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Psychological and Addiction Medicine is the Psychological and Addiction Medicine Block undertaken by medical students enrolled in Stage 3 of the MD. This is a Specialty Block.

MDMP5337**Perinatal and Women's Health**

Credit points: 8 **Teacher/Coordinator:** Dr Sean Seeho **Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School or other locations as advised. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** In-Block assessments comprising 70% of the total unit of study mark including one written assignment, a written SBA summative assessment and an Observed Structured Clinical Examination (OSCE). In addition, the Perinatal and Women's Health module in the integrated Stage 3 Barrier Examination will comprise 30% of the total Perinatal and Women's Health mark and will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's stream. 100% attendance at required learning activities is required. **Practical field work:** Undertaken at

the student's assigned Clinical School or other locations as advised. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Perinatal and Women's Health is the Perinatal and Women's Health Block undertaken by medical students enrolled in Stage 3 of the MD. This is a Specialty Block.

MDMP5338**Child and Adolescent Health**

Credit points: 8 **Teacher/Coordinator:** Dr Hasantha Gunasekera **Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** The Children's Hospital at Westmead, School of Rural Health and/or affiliated sites. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** In-Block assessments comprising 70% of the total unit of study mark including an Observed Structured Clinical Examination (OSCE), a written SBA summative assessment, and a short-answer Clinical Task Paper (CTP). In addition, the Child and Adolescent Health module in the integrated Stage 3 Barrier Examination will comprise 30% of the total Child and Adolescent Health mark and will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's stream. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Child and Adolescent Health is the Child and Adolescent Health Block undertaken by medical students enrolled in Stage 3 of the MD. This is a Specialty Block.

MDMP5341**Medicine Year 3**

Credit points: 6 **Teacher/Coordinator:** Dr Lucinda Wynter **Session:** Intensive May, Intensive October, Semester 1, Semester 2 **Classes:** undertaken at the student's assigned clinical school. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** Submission of completed Clinical Attachment forms for the Block. Submission of 8 completed medical case histories on Blackboard. Submission of 2 x written case admissions on Blackboard using Turnitin. Submission of Bedside Physical Exam (Medicine). A summative assessment for Medicine 3 will be included in the integrated Stage 3 Barrier assessment. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Medicine Year Three is the first of two Medicine Blocks undertaken by medical students enrolled in Stage 3 of the MD. This is a Core Block.

MDMP5343**Surgery**

Credit points: 6 **Teacher/Coordinator:** Professor Henry Pleass **Session:** Intensive May, Intensive October, Semester 1, Semester 2 **Classes:** undertaken at the student's assigned clinical school. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** Submission of completed Clinical Attachment forms for the Block. Bedside Physical exam, and rectal examination, 4 x surgical long cases. A summative assessment for Surgery will be included in the integrated Stage 3 Barrier assessment for the year the block is completed. In addition, in Year 4, there will be an additional Combined Surgery/CC Assessment Module included in the integrated Stage 3 Barrier that will complete your assessment in Surgery. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Surgery is the Surgical Block undertaken by medical students enrolled in Stage 3 of the MD. This is a Core Block.

MDMP5344**Critical Care**

Credit points: 6 **Teacher/Coordinator:** Dr Louise Cole **Session:** Intensive May, Intensive October, Semester 1, Semester 2 **Classes:** undertaken at the student's assigned clinical school. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** Submission of completed Clinical Attachment forms for the Block. A summative assessment for Critical Care will be included in the integrated Stage 3 Barrier assessment for the year the block is completed. In addition, in Year 4, there will be an additional Combined Surgery/CC Assessment Module included in the integrated

Stage 3 Barrier that will complete your assessment in Critical Care. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Critical Care is the Critical Care Block undertaken by medical students enrolled in Stage 3 of the MD. This is a Core Block.

MDMP5408

Elective

Credit points: 6 **Teacher/Coordinator:** Associate Professor Kirsty Foster **Session:** Intensive May, Intensive October, Semester 1, Semester 2 **Classes:** undertaken in an environment approved by the clinical school associate dean or delegate. **Prerequisites:** MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** This unit will be assessed by the completion of a Pre-Elective Module, the development of personal learning goals, satisfactory completion of the on-line application (including safety protocol), satisfactory supervisor report and submission of an 'Elective Term Report' of approximately 1000 words at the end of the Elective Term **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Students must obtain written approval through the on-line system to undertake an Elective from the Electives academic at their Clinical School who has the role of advising, counselling and directing students in their applications and approving Electives.

The Elective Term offers students an opportunity to undertake supervised experience in a health related activity. This may be clinical work in hospital or community settings, research global health or health policy work locally, interstate or anywhere in the world. It is an opportunity to prepare for a particular career direction, explore different experiences or enhance skills in particular areas of a student's own choice. Students usually organise their own Elective Term placements but the Office for Global Health manages around 90 exchange placements for Elective students each year. If advice or assistance is needed students can contact the Electives academic at their Clinical Schools, Director of Electives or the Elective Administrative Officer.

MDMP5409

MD Elective

Credit points: 4 **Teacher/Coordinator:** Associate Professor Kirsty Foster **Session:** Semester 1, Semester 2 **Classes:** Undertaken in an environment approved by the Clinical School Associate Dean or Delegate. **Prerequisites:** MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** This unit will be assessed by the completion of a Pre-Elective Module, the development of personal learning goals, satisfactory completion of the on-line application (including Safety Protocol), satisfactory supervisor report and submission of an 'Elective Term Report' of approximately 1000 words at the end of the Elective Term. **Mode of delivery:** Field experience

Note: Students must obtain written approval through the on-line system to undertake an Elective from the Electives academic at their Clinical School who has the role of advising, counselling and directing students in their applications and approving Electives.

The Elective Term offers students an opportunity to undertake supervised experience in a health related activity. This may be clinical work in hospital or community settings, research global health or health policy work locally, interstate or anywhere in the world. It is an opportunity to prepare for a particular career direction, explore different experiences or enhance skills in particular areas of a student's own choice. Students usually organise their own Elective Term placements but the Office for Global Health manages around 90 exchange placements for Elective students each year. If advice or assistance is needed students can contact the Electives academic at their Clinical Schools, Director of Electives or the Elective Administrative Officer.

MDMP5410

MD Project 4

Credit points: 4 **Teacher/Coordinator:** Associate Professor David Bowen and Dr Jonathan Hakim **Session:** Semester 1 **Classes:** Lectures, seminars, tutorials, on-line learning tasks. **Prerequisites:** MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5225 and MDMP5310 and MDMP5320 **Assessment:** This will comprise: (a) effective participation in small-group/tutorial learning sessions, (b) satisfactory completion of online learning tasks, (c) satisfactory completion of the final MD Project or Capstone Report, and (d) attendance at the MD Research Conference Week activities. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Designated staff known as Research Tutors will monitor students' progress in accordance with scheduled milestones. Additional prerequisite: Students in the 2016 and subsequent cohorts will also be required to have satisfactorily completed MDMP5126

Students will have undertaken an approved, supervised research or capstone project culminating in the submission of a written report in the form of a thesis or in the form of an article suitable for publication in a peer-reviewed journal. The report will be examined and graded. Students will be required to attend Conference Week in semester 2, and encouraged to present their work in the form of a poster or, by invitation, an oral presentation.

Students must have achieved a pass standard in their MD Final Report in order to undertake the PRINT term and to graduate. Students whose MD Final Reports require remediation will need to revise and resubmit the report prior to the end of Term I. Students whose MD Final Report is not satisfactory after remediation or whose final report is not remediable will be required to complete an 8 week capstone project in Term J, and will undertake a delayed PRINT term.

MDMP5416

Basic and Clinical Sciences 8

Credit points: 2 **Teacher/Coordinator:** Dr Lucinda Wynter **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5316 **Assessment:** The integrated Stage 3 Barrier summative assessment is compulsory and will determine whether you are Satisfactory in this Theme. **Mode of delivery:** Clinical experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

MDMP5417

Patient and Doctor 8

Credit points: 2 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5317 **Assessment:** Summative Long Case assessment, bedside physical exam, rectal exam and Ophthalmology logbook (RFA) due at the end of Term I (Stage 3, Year 4). **Mode of delivery:** Clinical experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

MDMP5418

Population Medicine 8

Credit points: 2 **Teacher/Coordinator:** Professor Alexandra Barratt **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5318 **Assessment:** 2 x Quizzes, 2 x Prep Activities, 2 x Tutorial participation, 2 x 1000 word Essays (or equivalent) **Mode of delivery:** Clinical experience

Further develop the learning and understanding of Population Medicine 7.

MDMP5419

Personal and Professional Development 8

Credit points: 2 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's

assigned clinical school **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5319 **Assessment:** Personal and Professional Development topic activities as specified in Year 4, participation in self and peer marking sessions, demonstration of ethical and professional behaviour including during the elective term. Attendance at all required formative assessments and Blocks. **Mode of delivery:** Clinical experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals at the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

MDMP5425

Pre-Internship Term

Credit points: 4 **Teacher/Coordinator:** Dr James Edwards **Session:** Semester 1, Semester 2 **Classes:** Various clinical schools. **Prerequisites:** All of (MDMP5111, MDMP5112, MDMP5113, MDMP5114, MDMP5122, MDMP5123, MDMP5124, MDMP5125, MDMP5126, MDMP5211, MDMP5212, MDMP5213, MDMP5214, MDMP5221, MDMP5222, MDMP5223, MDMP5224, MDMP5225, MDMP5316, MDMP5317, MDMP5318, MDMP5319, MDMP5409, MDMP5331, MDMP5432, MDMP5333, MDMP5334, MDMP5335, MDMP5336, MDMP5337, MDMP5338, MDMP5416, MDMP5417, MDMP5418, MDMP5419, MDMP5510) **Assessment:** Each student in the pre-internship phase will be responsible for his/her own learning, but with clear requirements for a final signing off at the end of Year 4. **Mode of delivery:** Clinical experience

The Pre-Internship Term aims to ease the transition to internship. Students are placed in locations by their Clinical Schools accredited by the Postgraduate Medical Council of New South Wales for intern training with programs modified to meet the special needs of final-stage students.

MDMP5426

Basic and Clinical Sciences 8

Credit points: 4 **Teacher/Coordinator:** Dr Lucinda Wynter **Session:** Intensive May, Intensive October, Semester 1, Semester 2 **Classes:** undertaken at the student's assigned clinical school **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5316 **Assessment:** The integrated Stage 3 Barrier summative assessment is compulsory and will determine whether you are Satisfactory in this Theme. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

MDMP5427

Patient and Doctor 8

Credit points: 4 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Intensive May, Intensive October, Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5317 **Assessment:** Summative Long Case Assessment, bedside physical exam, rectal exam and Ophthalmology Logbook due in Term I. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are

attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

MDMP5432

Medicine Year 4

Credit points: 8 **Teacher/Coordinator:** Dr Lucinda Wynter **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5331 **Assessment:** Submission of completed Clinical Attachment forms for the Block. 4 x Medical Case Feedback Forms, Discharge summary, Evidence Based Medicine Task. A summative assessment for Medicine 4 will be included in the integrated Stage 3 Barrier assessment. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Medicine Year Four is the second of two Medicine Blocks undertaken by medical students enrolled in Stage 3 of the MD. This is a core block.

MDMP5435

Pre-Internship

Credit points: 6 **Teacher/Coordinator:** Dr James Edwards **Session:** Intensive May, Intensive October, Semester 1, Semester 2 **Classes:** Various clinical schools. **Prerequisites:** All of (MDMP5111, MDMP5112, MDMP5113, MDMP5114, MDMP5122, MDMP5123, MDMP5124, MDMP5125, MDMP5126, MDMP5211, MDMP5212, MDMP5213, MDMP5214, MDMP5221, MDMP5222, MDMP5223, MDMP5224, MDMP5225, MDMP5316, MDMP5317, MDMP5318, MDMP5319, MDMP5341, MDMP5442, MDMP5343, MDMP5344, MDMP5335, MDMP5336, MDMP5337, MDMP5338, MDMP5408, MDMP5426, MDMP5427, MDMP5418, MDMP5419, MDMP5310, MDMP5320, MDMP5408, MDMP5410) **Assessment:** Each student in the pre-internship phase will be responsible for his/her own learning, but with clear requirements for a final signing off at the end of Year 4. **Mode of delivery:** Normal (lecture/lab/tutorial) day

The Pre-Internship Term aims to ease the transition to internship. Students are placed in locations by their Clinical Schools accredited by the Postgraduate Medical Council of New South Wales for intern training with programs modified to meet the special needs of final-stage students.

MDMP5442

Medicine Year 4

Credit points: 6 **Teacher/Coordinator:** Dr Lucinda Wynter **Session:** Intensive May, Intensive October, Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 and MDMP5341 **Assessment:** Submission of completed Clinical Attachment forms for the Block. 4 X Medical Case Feedback Forms, Discharge summary, Evidence Based Medicine Task. A summative assessment for Medicine 4 will be included in the integrated Stage 3 Barrier assessment. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Medicine Year Four is the second of two Medicine Blocks undertaken by medical students enrolled in Stage 3 of the MD. This is a core block.

MDMP5510

MD Project

Credit points: 8 **Teacher/Coordinator:** Associate Professor David Bowen. **Session:** Intensive October, Semester 1 **Classes:** Lectures, seminars, tutorials, on-line learning tasks. **Prerequisites:** MDMP5111 and MDMP5112 and MDMP5113 and MDMP5114 and MDMP5122 and MDMP5123 and MDMP5124 and MDMP5125 and MDMP5126 and MDMP5211 and MDMP5212 and MDMP5213 and MDMP5214 and MDMP5221 and MDMP5222 and MDMP5223 and MDMP5224 and MDMP5225 **Assessment:** This will comprise: (a) effective participation in small-group/tutorial learning sessions, (b) satisfactory completion of online learning tasks, (c) satisfactory completion of MD Milestone 5, (d) satisfactory completion of Milestone 6: a satisfactory presentation of the MD Project or Capstone by each student at a seminar, and (e) satisfactory completion of the MD Project or Capstone Report. Students in the 2014 cohort are strong encouraged to complete the University of Sydney Academic Honesty Education Module online prior to submitting their final MD Project or Capstone report. **Mode of delivery:** Supervision

Students will undertake an approved, supervised research or capstone project culminating in a 2,500 word report in the form of an article

suitable for publication in a peer-reviewed journal. They will be monitored through regular progress reviews with their supervisors. In addition to the report, they may be required to give an oral presentation on their work to an audience comprising other medical students and staff.

Bachelor of Medicine and Bachelor of Surgery

For the most up to date unit of study information, please use the Find a Course search.

Enter the unit of study code and select "Units of Study" from the drop down list.

Unit of Study Descriptions

GDMP1011

Basic and Clinical Sciences 1

Credit points: 12 **Teacher/Coordinator:** Dr Sharon Herkes **Session:** Semester 1 **Classes:** On a weekly basis, 1 team-based learning session (total 2.5 hours); up to seven lectures related mainly to the weekly problem (issues raised in the problem are usually relevant to all themes but with an emphasis on basic sciences); two to three Basic and Clinical Sciences Theme sessions (generally 1.5 hours); two Patient and Doctor sessions (up to 1.5 hours) in the clinical school and either one Population Medicine or Personal and Professional Development session (1.5 hours) or a joint session. Students are required to attend 1 full day at the clinical school. **Corequisites:** GDMP1012 and GDMP1013 and GDMP1014 **Assessment:** 2 x in-semester examinations and one final examination in Basic and Clinical Sciences based on multiple-choice and extended-matching type questions and two skills-based assessments in Anatomy and one in Pathology. All are summative and attendance is compulsory. Satisfactory grade in the summative allows progression into Stage 2. Students will also have to complete a required Haematology assessment. A satisfactory grade in the unit of study is based on an integrated total score based on all summative assessments. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Upon completion of this module, students will have developed a solid understanding of the structure and function of most body systems (e.g. musculoskeletal, cardiovascular, respiratory). In addition, be able to apply an understanding of normal and abnormal human structure, function and behaviour to the diagnosis, management and prevention of health problems. They will also be able to use the best available evidence on outcomes to prevent or cure disease, relieve symptoms or minimise disability and analyse clinical data and published work to determine their validity and generalisability. Students will participate in the generation, interpretation, application and dissemination of significant advances in medical knowledge; and recognise the limits of scientific knowledge and understanding, and the continuing nature of all scientific.

GDMP1012

Patient and Doctor 1

Credit points: 6 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1 **Classes:** Similar to Basic and Clinical Science 1 **Prerequisites:** GDMP1011 and GDMP1013 and GDMP1014 **Corequisites:** GDMP1011 **Assessment:** A formative and summative Objective Structured Clinical Examination (OSCE). Attendance is compulsory. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Upon completion of this module, students will be able to demonstrate understanding of the therapeutic nature of the patient-doctor relationship and the impact on that relationship of the individual characteristics of both patient and doctor. They will have the ability to listen and to identify issues of concern to patients, families and carers and to respond to those concerns, using whatever means are necessary for effective communication. They will also have the ability to elicit and interpret clinical symptoms and signs by interviewing and examining patients systematically and with sensitivity, and to use this information to guide further investigations. Students will have the ability to perform important clinical procedures, particularly those vital in life threatening situations; and ethical behaviour in meeting the needs of patients and families; concern for confidentiality and respect for individual autonomy, enabling patients and their families to make informed decisions in relation to their medical care.

GDMP1013

Population Medicine 1

Credit points: 3 **Teacher/Coordinator:** Professor Alexandra Barratt **Session:** Semester 1 **Classes:** Similar to Basic and Clinical Science 1 **Corequisites:** GDMP1011 **Assessment:** Population Medicine material based on the Population Medicine objectives is included in the summative assessments in Stage 1 for the Basic and Clinical Sciences theme. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Upon completion of this module, students will be able to demonstrate an understanding of the factors which influence the health of the population. Students will also have an understanding of the legal, social, economic, historical and political context of medical practice where relevant to the provision of high quality medical care and to medical research.

GDMP1014

Personal and Professional Development 1

Credit points: 3 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1 **Classes:** Similar to Basic and Clinical Science 1 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 **Corequisites:** GDMP1011 **Assessment:** Satisfactory completion of the following activities is required: 1. An online learning module that provides certification of familiarity with the fundamentals of health law that are relevant to being a medical student and knowledge of Sydney Medical School policies and regulations. 2. Attendance at and completion of a short course on "Finding Relevant Information in Health and Medical Databases". 3. Participation in a peer assessment process in TBL tutorials. 4. Submission of a reflective portfolio and participation in an interview with a faculty member. 5. Completion of the teaching evaluation activities. 6. Appropriate ethical and professional behaviour as determined by the PPD Theme. 7. Attendance at all designated activities in this Stage. Students who miss more than 20% of Required Learning Activities in any Block of study may not be eligible to proceed to Stage 2 except by a specific decision of the Sydney Medical Program Examination Committee. 8. Other required assessments approved by the MD Committee. **Mode of delivery:** Normal (lecture/lab/tutorial) day

On completion of this module students will have demonstrated knowledge of the foundations of health law and of the "Code of Conduct for Medical Practitioners: Good Medical practice" (the statement of the standard of conduct required of medical practitioners by the national professional registration board) and also of compliance with this Code (where appropriate). Students will also have demonstrated a foundational understanding of compassionate, ethical professional behavior; the ability to work cooperatively as a member of a team accepting and providing leadership as appropriate; an understanding of the positive and negative personal impacts of a medical career and related concepts of stress; and the ability to observe discuss and reflect on individual experiences.

GDMP1021

Basic and Clinical Sciences 2

Credit points: 12 **Teacher/Coordinator:** Dr Sharon Herkes **Session:** Semester 2 **Classes:** Similar to Basic and Clinical Sciences 1 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 **Corequisites:** GDMP1022 and GDMP1023 and GDMP1024 **Assessment:** Described in Basic and Clinical Sciences 1 **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Basic and Clinical Sciences 1

GDMP1022

Patient and Doctor 2

Credit points: 6 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 2 **Classes:** Similar to Patient and Doctor 1 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 **Corequisites:** GDMP1021 and GDMP1023 and GDMP1024 **Assessment:** Described in Patient and Doctor 1 **Mode of delivery:** Normal (lecture/lab/tutorial) day



Further develop the learning and understanding of Patient and Doctor 1

GDMP1023 Population Medicine 2

Credit points: 3 **Teacher/Coordinator:** Professor Alexandra Barratt **Session:** Semester 2 **Classes:** Similar to Population Medicine 1 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 **Corequisites:** GDMP1021 and GDMP1022 and GDMP1024 **Assessment:** Described in Population Medicine 1 **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Population Medicine 1

GDMP1024 Personal and Professional Development 2

Credit points: 3 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 2 **Classes:** Similar to Personal and Professional Development 1 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 **Corequisites:** GDMP1021 and GDMP1022 and GDMP1023 **Assessment:** Described in Personal and Professional Development 1 **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Professional Development 1

GDMP2011 Basic and Clinical Sciences 3

Credit points: 12 **Teacher/Coordinator:** Dr Sharon Herkes **Session:** Semester 1 **Classes:** Similar to Basic and Clinical Sciences 1 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024. **Corequisites:** GDMP2012 and GDMP2013 and GDMP2014 **Assessment:** Students are required to complete two in-semester examinations, based on multiple choice and extended matching type questions and two skilled-based assessments in Anatomy and one in Pathology. All are summative and attendance is compulsory. At the end of Stage 2, there will be a final examination that covers all units of study in Stages 1 and 2 except GDMP2025. A satisfactory grade in the unit of study is based on an integrated total score based on all summative assessments for this Theme. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Upon completion of this module, students will have developed a solid understanding of the structure and function of most body systems (e.g. musculoskeletal, cardiovascular, respiratory). In addition, be able to apply an understanding of normal and abnormal human structure, function and behaviour to the diagnosis, management and prevention of health problems. They will also be able to use the best available evidence on outcomes to prevent or cure disease, relieve symptoms or minimise disability and analyse clinical data and published work to determine their validity and generalisability. Students will participate in the generation, interpretation, application and dissemination of significant advances in medical knowledge; and recognise the limits of scientific knowledge and understanding.

GDMP2012 Patient and Doctor 3

Credit points: 6 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1 **Classes:** Similar to Patient and Doctor 1 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 **Corequisites:** GDMP2011 and GDMP2013 and GDMP2014 **Assessment:** The Objective Structured Clinical Examination (OSCE) is summative and attendance is compulsory. In addition, the Paediatrics Self-Directed Learning Project (SDLP) is a required assessment. Completion is compulsory. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Upon completion of this module, students will be able to demonstrate understanding of the therapeutic nature of the patient-doctor relationship and the impact on that relationship of the individual characteristics of both patient and doctor. They will have the ability to listen and to identify issues of concern to patients, families and carers and to respond to those concerns, using whatever means are necessary for effective communication. They will also have the ability to elicit and interpret clinical symptoms and signs by interviewing and examining patients systematically and with sensitivity, and to use this information to guide further investigations. Students will have the ability to perform important clinical procedures, particularly those vital in life threatening situations; and ethical behaviour in meeting the

needs of patients and families; concern for confidentiality and respect for individual autonomy, enabling patients and their families to make informed decisions in relation to their medical care.

GDMP2013 Population Medicine 3

Credit points: 3 **Teacher/Coordinator:** Professor Alexandra Barratt **Session:** Semester 1 **Classes:** Similar to Population Medicine 1 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 **Corequisites:** GDMP2011 and GDMP2013 and GDMP2014 **Assessment:** Students must satisfactorily complete a short answer examination in Key Feature Question (KFQ) format at the end of Stage 2. In addition, population medicine questions are included in the in-semester examination for Basic and Clinical Sciences 3 and 4. **Mode of delivery:** Normal (lecture/lab/tutorial) day

In Stage 2 students will build on the principles learned in stage 1 to consider public health initiatives and community supports in specific populations, such as the elderly, children and adolescents, sexual and gender minorities, people with disabilities, cancer and mental health issues, rural and international populations. They will understand and describe the roles and relationships between health agencies and services, and explain the principles of efficient and equitable allocation of finite resources, to meet individual, community and national health needs.

GDMP2014 Personal and Professional Development 3

Credit points: 3 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1 **Classes:** Similar to Personal and Professional Development 1 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 **Corequisites:** GDMP2011 and GDMP2013 and GDMP2014 **Assessment:** Satisfactory completion of similar tasks to those required in Personal and Professional Development 1 (for instance the required library course is entitled: "Information Literacy Training - EBM Literature Searching for PEARLS") however the Health Law on-line module is not repeated. Note that students who miss more than 20% of Required Learning Activities in any Block of study may not be eligible to proceed to Stage 3 except by a specific decision of the Sydney Medical Program Examination Committee. **Mode of delivery:** Normal (lecture/lab/tutorial) day

On completion of this module students will have demonstrated knowledge of the foundations of health law and of the "Code of Conduct for Medical Practitioners: Good Medical practice" (the statement of the standard of conduct required of medical practitioners by the national professional registration board) and also of compliance with this Code (where appropriate). Students will also have demonstrated a foundational understanding of compassionate, ethical professional behaviour; the ability to work cooperatively as a member of a team accepting and providing leadership as appropriate; an understanding of the positive and negative personal impacts of a medical career and related concepts of stress; and the ability to observe discuss and reflect on individual experiences.

GDMP2021 Basic and Clinical Sciences 4

Credit points: 10 **Teacher/Coordinator:** Dr Sharon Herkes **Session:** Semester 2 **Classes:** Similar to Basic and Clinical Sciences 3 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 **Corequisites:** GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 **Assessment:** Described in Basic and Clinical Sciences 3 **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Basic and Clinical Sciences 3

GDMP2022 Patient and Doctor 4

Credit points: 6 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 2 **Classes:** Similar to Patient and Doctor 3 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 **Corequisites:** GDMP2021 and GDMP2023 and GDMP2024 and GDMP2025 **Assessment:** Described in Patient and Doctor 3 **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Patient and Doctor 3

GDMP2023

Population Medicine 4

Credit points: 3 **Teacher/Coordinator:** Professor Alexandra Barratt **Session:** Semester 2 **Classes:** Similar to Population Medicine 3 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 **Corequisites:** GDMP2021 and GDMP2022 and GDMP2024 and GDMP2025 **Assessment:** Described in Population Medicine 3 **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Population Medicine 3

GDMP2024

Personal and Professional Development 4

Credit points: 3 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 2 **Classes:** Similar to Personal and Professional Development 3 **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 **Corequisites:** GDMP2021 and GDMP2022 and GDMP2023 and GDMP2025 **Assessment:** Described in Personal and Professional Development 3. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Further develop the learning and understanding of Personal and Professional Development 3

GDMP2025

Independent Learning Activity

Credit points: 2 **Teacher/Coordinator:** Dr Lilon Bandler **Session:** Semester 2 **Classes:** A brief introduction is provided to Stage 1 students outlining the requirements and the timeline involved. Thereafter teaching and learning activity depends on the project chosen. The project must be work of at least 40 hours. Throughout the period regular student communications will provide reminders regarding the content and timely submission of learning proposals and final reports. **Prerequisites:** GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 **Corequisites:** GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 **Assessment:** Independent Learning Activities will be assessed as specified in the Independent Learning Activity Proposal. This will usually be by means of an essay of at least 2000 words of an appropriately high standard, appropriately referenced. Other forms of assessable tasks may be considered, but require the prior approval of the Chair, ILA. All essays must be also submitted to TurnItIn. Successful completion will be confirmed by the academic supervisor's sign-off acknowledging that all of the following have occurred: (a) submission and approval of the Learning Proposal, (b) appropriate engagement with learning and teaching resources, research work, clinical placement or other activities as outlined in the Learning Proposal, (c) submission of the written work to TurnItIn as a formative exercise regarding academic honesty, (d) submission of final assessable task, (e) Assessable task judged satisfactory by academic supervisor, (f) Sign off by academic supervisor. **Mode of delivery:** Normal (lecture/lab/tutorial) day

In the first two stages, students are required to extend the range and depth of their learning by enrolling in an Independent Learning Activity. Independent Learning Activities are varied and may include small projects of various types including research, skills-based programs for small groups (e.g. dissection); education-related projects (e.g. developing computer-based materials or undertaking an evaluative study); clinical placements, with associated reading evidenced by an essay of an appropriate standard, or participation in courses across the university, for example in ethics, with the prior approval of the ILA Chair.

Independent Learning Activities may be proposed by students (student-initiated), or by academic staff (Faculty approved). A list of possible (Faculty-approved) Independent Learning Activities is provided. Student-initiated Independent Learning Activity projects require approval by the ILA Chair in association with the ILA Committee.

GDMP3016

Basic and Clinical Sciences 7

Credit points: 2 **Teacher/Coordinator:** Dr Lucy Wynter **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024

and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025) **Assessment:** EBM Pearls Task. The integrated Stage 3 Barrier summative assessment is compulsory and will determine whether you are Satisfactory in this Theme. **Mode of delivery:** Clinical experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

GDMP3017

Patient and Doctor 7

Credit points: 2 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025) **Assessment:** Bedside physical exam, Ophthalmology logbook and rectal examination **Mode of delivery:** Clinical experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

GDMP3018

Population Medicine 7

Credit points: 2 **Teacher/Coordinator:** Professor Alexandra Barratt **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school. **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025) **Assessment:** 4 x Quizzes, 4 x Prep Activities, 4 x Tutorial participation, 1 x 1,000 word Essay (or equivalent) **Mode of delivery:** Clinical experience

In Stage 3, students will apply their understanding of the principles of population medicine acquired in stages 1 and 2 to their clinical practice through interactions with patients. The program will allow them to consider the experience so their patients in the broader context of their lives and their communities and consider how an understanding of population medicine fosters patient-centered care and better management outcomes, especially in the context of chronic disease. Students will also have opportunities to practice public health based strategies such as needs analysis and pandemic responses.

GDMP3019

Personal and Professional Development 7

Credit points: 2 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025) **Assessment:** Personal and Professional Development topic activities as specified in Year 3, participation in self and peer marking sessions, demonstration of ethical and professional behavior including during the elective term. Attendance at all required assessments and Blocks. **Mode of delivery:** Clinical experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals at the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are

attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

GDMP3109

Elective

Credit points: 12 **Teacher/Coordinator:** Associate Professor Kirsty Foster
Session: Semester 1, Semester 2 **Classes:** Undertaken in an environment approved by the Clinical School Associate Dean or Delegate. **Prerequisites:** GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025
Prohibitions: GDMP4110 **Assessment:** This unit will be assessed by the completion of a Pre-Selective Module, the development of personal learning goals, satisfactory completion of the on-line application (including Safety Protocol), satisfactory supervisor report and submission of an 'Elective Term Report' of approximately 1000 words at the end of the Elective Term. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Students must obtain written approval through the on-line system to undertake an Elective from the Electives Academic at their Clinical School who has the role of advising, counselling and directing students in their applications and approving Electives.

The Elective Term offers students an opportunity to undertake supervised experience in a health related activity. This may be clinical work in hospital or community settings, research global health or health policy work locally, interstate or anywhere in the world. It is an opportunity to prepare for a particular career direction, explore different experiences or enhance skills in particular areas of a student's own choice. Students usually organise their own Elective Term placements but the Office for Global Health manages around 90 exchange placements for Elective students each year. If advice or assistance is needed students can contact the Electives Academic at their Clinical Schools, Director of Electives or the Elective Administrative Officer.

GDMP3131

Medicine Year 3

Credit points: 8 **Teacher/Coordinator:** Dr Lucinda Wynter **Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025) **Assessment:** Submission of completed Clinical Attachment forms for the Block. Submission of 8 completed medical case histories on Blackboard. Submission of 2 x written case admissions on blackboard using Turnitin. Submission of Bedside Physical Exam (Medicine). A summative assessment for Medicine 3 will be included in the integrated Stage 3 Barrier assessment. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Medicine Year Three is the first of two Medicine Blocks undertaken by medical students enrolled in Stage 3 of the MBBS onwards. This is a Core Block.

GDMP3132

Medicine Year 4

Credit points: 8 **Teacher/Coordinator:** Dr Lucinda Wynter **Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3131) **Assessment:** Submission of completed Clinical Attachment forms for the Block. 4 x Medical Case Feedback Forms, Discharge summary, Evidence Based Medicine Task. A summative assessment for Medicine 4 will be included in the integrated Stage 3 Barrier assessment. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Medicine Year Four is the second of two Medicine Blocks undertaken by medical students enrolled in Stage 3 of the MBBS onwards. This is a Core Block.

GDMP3133

Surgery

Credit points: 8 **Teacher/Coordinator:** Professor Henry Pleass **Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and

GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025) **Assessment:** Submission of completed Clinical Attachment forms for the Block. Bedside physical exam, and rectal examination, 4 x surgical long cases. A summative assessment for Surgery will be included in the integrated Stage 3 Barrier assessment for the year the block is completed. In addition, in Year 4, there will be an additional Combined Surgery/CC Assessment Module included in the integrated Stage 3 Barrier that will complete your assessment in Surgery. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Surgery is the Surgical Block undertaken by medical students enrolled in Stage 3 of the MBBS onwards. This is a Core Block.

GDMP3134

Critical Care

Credit points: 8 **Teacher/Coordinator:** Dr Louise Cole **Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025) **Assessment:** Submission of completed Clinical Attachment forms for the Block. A summative assessment for Critical Care will be included in the integrated Stage 3 Barrier assessment for the year the block is completed. In addition, in Year 4, there will be an additional Combined Surgery/CC Assessment Module included in the integrated Stage 3 Barrier that will complete your assessment in Critical Care. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Critical Care is the Critical Care Block undertaken by medical students enrolled in Stage 3 of the MBBS onwards. This is a Core Block.

GDMP3135

Community

Credit points: 8 **Teacher/Coordinator:** Dr Narelle Shadbolt **Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School. **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025) **Assessment:** In-Block assessments comprising 70% of total unit of study mark including a written SBA summative assessment, a Clinical Judgement test, a Shared Decision Making report, Assessing the Health of Communities presentation and report, Primary Care Areas of Priority cases - presentation and Practice supervisor report placement 1 and placement 2. The Community module in the integrated Stage 3 Barrier Examination will comprise 30% of the total Community mark and will contribute to the total Barrier score in Year 3/Year 4 depending on the student's stream. 100% attendance at required learning activities. **Practical field work:** Community placements **Mode of delivery:** Normal (lecture/lab/tutorial) day

Community is the Community Block undertaken by medical students enrolled in Stage 3 of the MBBS onwards. This is a Specialty Block.

GDMP3136

Psychiatry and Addiction Medicine

Credit points: 8 **Teacher/Coordinator:** Dr Diana McKay **Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School and other locations as advised **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025) **Assessment:** In-Block assessments comprising 70% of the total unit of study mark including an observed Long Case and a written SBA summative assessment. In addition, the Psychiatry and Addiction Medicine module in the integrated Stage 3 Barrier Examination Barrier exam will comprise 30% of the total Psychiatry and Addiction Medicine mark and will contribute to the total Barrier score in Year 3/Year 4 depending on the student's stream. 100% attendance at all required learning activities is required. **Practical field work:** Clinical placements in Psychiatry and Addiction Medicine treatment settings. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Psychiatry and Addiction Medicine is the Psychiatry and Addiction Medicine Block undertaken by medical students enrolled in Stage 3 of the MBBS onwards. This is a Specialty Block.

GDMP3137**Perinatal and Women's Health**

Credit points: 8 **Teacher/Coordinator:** Dr Sean Seeho **Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Undertaken at the student's assigned Clinical School and other locations as advised **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025) **Assessment:** In-Block assessments comprising 70% of total UoS mark including one written assignment, a written SBA summative assessment and an Observed Structured Clinical Examination (OSCE). In addition, the Perinatal and Women's Health module in the Barrier exam will comprise 30% of the total Perinatal and Women's Health mark and will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's stream. 100% attendance at required learning activities is required. **Practical field work:** Undertaken at the student's assigned Clinical School or other locations as advised. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Perinatal and Women's Health is the Perinatal and Women's Health Block undertaken by medical students enrolled in Stage 3 of the MBBS onwards. This is a Specialty Block.

GDMP3138**Child and Adolescent Health**

Credit points: 8 **Teacher/Coordinator:** Dr Hasantha Gunasekera **Session:** Intensive May, Intensive October, Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** The Children's Hospital at Westmead, School of Rural Health and/or affiliated sites **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025) **Assessment:** In-Block assessments comprising 70% of the total unit of study mark including an Observed Structured Clinical Examination (OSCE), a written SBA summative assessment, and a short-answer Clinical Task Paper (CTP). In addition, the Child and Adolescent Health module in the integrated Stage 3 Barrier Examination will comprise 30% of the total Child and Adolescent Health mark and will contribute to the total Barrier score in Year 3/ Year 4 depending on the student's stream. 100% attendance is required. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Child and Adolescent Health is the Child and Adolescent Health Block undertaken by medical students enrolled in Stage 3 of the MBBS onwards. This is a Specialty Block.

GDMP4016**Basic and Clinical Sciences 8**

Credit points: 2 **Teacher/Coordinator:** Dr Sharon Herkes **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3016) **Assessment:** Submission of completed Clinical Attachment forms for each Core Block undertaken in Year 4. The integrated Stage 3 Barrier summative assessment is compulsory and will determine whether you are Satisfactory in this Theme. **Mode of delivery:** Clinical experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

GDMP4017**Patient and Doctor 8**

Credit points: 2 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3017) **Assessment:** Summative Long Case assessment, bedside physical exam, and rectal exam due at the end of the Term. **Mode of delivery:** Clinical experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

GDMP4018**Population Medicine 8**

Credit points: 2 **Teacher/Coordinator:** Professor Alexandra Barratt **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school. **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3018) **Assessment:** 2x Quizzes, 2x Prep Activities, 2x Tutorial participation, 2x 1000wd Essays (or equivalent) **Mode of delivery:** Clinical experience

Further develop the learning and understanding of Population Medicine 7.

GDMP4019**Personal and Professional Development 8**

Credit points: 2 **Teacher/Coordinator:** Associate Professor Stuart Lane **Session:** Semester 1, Semester 2 **Classes:** Undertaken at the student's assigned clinical school. **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3019) **Assessment:** Personal and Professional Development topic activities as specified in Year 4, participation in self and peer marking sessions, demonstration of ethical and professional behaviour including during the elective term. Attendance at all required formative assessments and Blocks. **Mode of delivery:** Clinical experience

Involves student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals at the various clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology. About half of each student's week will be spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 weeks of these attachments.

GDMP4025**Pre-Internship Term**

Credit points: 4 **Teacher/Coordinator:** Dr James Edwards **Session:** Intensive October, Semester 1, Semester 2 **Classes:** Various clinical schools **Prerequisites:** All of (GDMP1011 and GDMP1012 and GDMP1013 and GDMP1014 and GDMP1021 and GDMP1022 and GDMP1023 and GDMP1024 and GDMP2011 and GDMP2012 and GDMP2013 and GDMP2014 and GDMP2021 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 and GDMP3131 and GDMP3132 and GDMP3133 and GDMP3134 and GDMP3135 and GDMP3136 and GDMP3137 and GDMP3138 and GDMP3016 and GDMP3017 and GDMP3018 and GDMP3019 and GDMP4016 and GDMP4017 and GDMP4018 and GDMP4019 and GDMP3109 or GDMP4110) **Assessment:** Each student in the pre-internship phase will be responsible for his/her own learning, but with clear requirements for a final signing off at the end of Year 4. **Mode of delivery:** Clinical experience
Note: Department permission required for enrolment.

The Pre-Internship Term aims to ease the transition to internship. Students are placed in locations by their Clinical Schools accredited by the Postgraduate Medical Council of New South Wales for intern training with programs modified to meet the special needs of final-stage students.

GDMP4110**Research Project**

Credit points: 12 **Teacher/Coordinator:** Dr Rebekah Jenkin **Session:** Semester 1, Semester 2 **Classes:** Frequent, regular contact with the honours or research supervisor. **Prerequisites:** GDMP2013 and GDMP2022 and GDMP2023 and GDMP2024 and GDMP2025 **Prohibitions:** GDMP3109 **Assessment:** Honours thesis or research report (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: To apply for honours in the MBBS, students must submit a research proposal to the Honours/ Research Coordinator at the end of Stage 2 and before the commencement of Stage 3 of the MBBS.

Honours/Research students will undertake a supervised research project whilst enrolled in the MBBS, which will culminate in the submission of an honours dissertation and a seminar given to the Discipline. Students will be monitored through regular progress reports.

Double Degrees in Medicine

Bachelor of Arts / Doctor of Medicine (BArts/MD)

Bachelor of Science / Doctor of Medicine (BSc/MD)

	Bachelor of Arts / Doctor of Medicine	Bachelor of Science / Doctor of Medicine
Course code	BPARTME1000	BPSCIMED1000
UAC code	513715	513720
CRICOS code	093751B	079218G
Degree Abbreviation	BArts/MD	BSc/MD
Credit points required to complete	336	336
Time to complete full-time	7 years	7 years

Double Degree Medicine courses

Duration: approved undergraduate degree duration plus four years full-time postgraduate Sydney Medical Program (Sydney Medical School)

Sydney Medical School Double Degrees in Medicine Admissions

Sydney Medical School offers a series of alternate pathways into the Doctor of Medicine (MD) program. Students are able to combine an approved undergraduate degree with the four-year postgraduate medical program.

Admission criteria

Applicants are only eligible for admission to the first available course intake following receipt of their final results. Applicants are ineligible for admission to the course in subsequent years. The basic admission criteria for applicants are:

- an Australian Tertiary Admissions Rank (ATAR) or equivalent (see Double degree medicine - undergraduate entry for more information)
- an assessment process, which includes a written assessment and a panel discussion session

Places available

Up to 30 domestic and 10 international places may be offered each year.

Up to 5 additional places may be offered each year to applicants who identify as Australian Aboriginal or Torres Strait Islander.

Once the approved undergraduate degree is completed, students enter the Sydney Medical Program and are subject to the normal Sydney Medical School progression requirements.

Areas of study and progression

In the first three years of study students will undertake studies in their first chosen area (Arts or Science).

In order to progress to the Doctor of Medicine, students need to meet all progression requirements (including satisfactorily completing a zero credit point unit of study in Medicine) during the first degree studies, as specified under the B Art/Doctor of Medicine or B Science/Doctor of Medicine course rules found in the respective faculty handbook.

The zero credit point subject includes: an observational elective placement selected in consultation with the course director; meetings with the course director each year of enrolment to reflect on personal and professional development; and other elective opportunities in Indigenous and Community health.

Prior to commencing their clinical placement, students are required to comply with Sydney Medical School student requirements for entering NSW Health facilities.

Students must complete the initial Bachelor degree within three years (or four years with honours), excluding any authorised periods of suspension, and achieve a Weighted Average Mark (WAM) of at least 65.0 in each year of study in the first degree.

Further information

Further information about the Double Degree Program is available on the web at: sydney.edu.au/medicine/study/md/double-degrees.php.



Bachelor of Arts / Doctor of Medicine

Bachelor of Arts/Doctor of Medicine

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty of Arts and Social Sciences and the University of Sydney Medical School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: [http://sydney.edu.au/policies.\[\]](http://sydney.edu.au/policies.[])

Course resolutions

1 Course codes

Code	Course title
BPARTMED-01	Bachelor of Arts/Doctor of Medicine

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

- (1) The Bachelor of Arts in this combined degree is available in the following streams:(a) Dalyell.
- (2) Completion of a stream is not a requirement of the Bachelor of Arts. The requirements for the Dalyell stream are specified in these resolutions and in Table S of the Shared Pool for Undergraduate Degrees.

4 Cross faculty management

- (1) Candidates in this double degree program will be under the general supervision of the Faculty of Arts and Social Sciences until the end of the semester in which they complete the requirements for the Bachelor of Arts. They will then be under the supervision of the University of Sydney Medical School.
- (2) The Faculty of Arts and Social Sciences and the University of Sydney Medical School shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

5 Admission to candidature

- (1) 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) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander applicants. 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 Policy.
- (2) Applicants are only eligible for assessment for admission to the first available course intake following the receipt of their final ATAR results or equivalent. Applicants are ineligible for admission to the course in subsequent years.
- (3) Admission to this course requires the applicant to participate in an assessment process, including a written assessment and a panel discussion session. The result of this assessment will form part of the ranking of applicants.
- (4) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or above in or equivalent standard.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in;

- (a) Table A for the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced,
 - (b) Table S from the Shared Pool for Undergraduate Degrees;
 - (c) Table O from the Shared Pool for Undergraduate Degrees; and
 - (d) The Table of units for the Doctor of Medicine from the University of Sydney Medical School.
- (2) In these resolutions, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.
 - (3) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
 - (a) 144 credit points to qualify for the award of the Bachelor of Arts as specified in the resolutions for the Bachelor of Arts, including;
 - (i) A major (48 credit points) listed and defined in Section 7 below and specified in Table A; and
 - (ii) A minor (36 credit points) or 2nd major (48 credit points) as defined in Table A or Table S; and
 - (iii) 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
 - (iv) 18 credit points of foundational knowledge units of study for medicine offered by the Faculty of Science comprising BIOL1XX7, PHSI2X05 or MEDS2001, ANAT2011 or MEDS2005 and one zero credit point unit (SMTP3007); and
 - (v) Where appropriate, elective units from Table A and Table S; and
 - (vi) If enrolled in a stream, complete the requirements for the stream as specified in Table S; and
 - (b) 192 credit points specified by the resolutions for the Doctor of Medicine from the University of Sydney Medical School.

7 Programs, majors and minors

- (1) Completion of a major from Table A is a requirement for this double degree.
- (2) Completion of a minor or 2nd major from Table A or Table S is a requirement for this double degree.
- (3) The programs and majors available as first majors in the Bachelor of Arts are as specified in the resolutions for the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies and in Table A.
- (4) The minors and majors available as second majors in the Bachelor of Arts are as specified in Table A and Table S.

8 Progression rules

- (1) *Progression within a major, program or minor:*
 - (a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass two 1000-level units of study within a major (except a language major), program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units. Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.
 - (b) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.
- (2) *Progression within the Bachelor of Arts:*
 - (a) Candidates must complete all requirements for the degree of Bachelor of Arts, including the designated foundational knowledge units for medicine offered by the Faculty of Science specified in Section 6(3)(a)(iv) above, within three years (or four years if candidates take an embedded



honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension, and must maintain a credit average in each year of the Bachelor of Arts, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.

(b) Failure to maintain the minimum progression requirements and minimum result requirements will result in candidates being transferred from the double degree program to a Bachelor of Arts degree with full credit for all units of study successfully completed.

(3) *Progression with the Dalyell Stream:*

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.

(b) Candidates must achieve an AAM at a level determined by the Board of Interdisciplinary Studies or over for each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain an AAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Arts component of the double degree, but will not remain in the Dalyell Stream.

(c) Candidates in the Dalyell Stream in the Bachelor of Arts must proceed according to the requirements for the Dalyell stream specified in the resolutions of the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies and in Table S.

(4) *Progression within the Doctor of Medicine:*

Progression within the Doctor of Medicine is as specified in the Faculty Resolutions for the University of Sydney Medical School.

9 Requirements for the award with Honours

(1) Honours in the Bachelor of Arts is available to meritorious candidates who have completed requirements for the Bachelor of Arts degree, by suspending candidature, with the permission of the Faculty of Arts and the University of Sydney Medical School, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study.

(2) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Arts and Social Sciences.

(3) Candidates undertaking an honours component within the Faculty of Arts and Social Sciences must complete the requirements for the honours course full-time over two consecutive semesters. If the Faculty is satisfied that a student is unable to attempt the honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Faculty of Arts and Social Sciences, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of Arts and Social Sciences.

(4) Admission to the embedded honours component in the Bachelor of Advanced Studies is by permission of the relevant honours coordinator or head of department after the completion of 144 credit points, including at least one major or program, any degree or stream-specific core, and a minor. Admission requires a WAM of at least 65 in units of study completed to that point, and a WAM of at least 70 across 2000 and 3000 level- units of study in the major of the proposed honours component. Applicants for admission to an embedded honour component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(5) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A.

10 Award of the degrees

(1) The Bachelor of Arts is awarded at Pass level. Honours is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(2) Candidates who attempt the Bachelor of Arts with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirements for the pass degree, may be awarded the relevant degree or degrees at pass level for which they fulfill requirements.

(3) The Doctor of Medicine is awarded as a Pass grade.

11 Cross-institutional study

Cross institutional study is not available in this double degree course.

12 International exchange

The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs while undertaking the Bachelor of Arts as specified in the Resolutions of the Faculty of Arts and Social Sciences provided that the progression requirements and timelines in Section 8 of these resolutions can be met.

13 Course transfer

(1) A candidate may abandon the double degree program and elect to complete the Bachelor of Arts in accordance with the resolutions governing that degree. Completion of the Doctor of Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

(2) With the permission of the Faculty of Arts and the Faculty of Medicine, suitably qualified candidates may, after completing requirements for the Bachelor of Arts, defer progression to the Doctor of Medicine and undertake an embedded honours component in the Bachelor of Advanced Studies, and, upon completion of the Bachelor of Advanced Studies, continue to the Doctor of Medicine.

(3) A candidate who has suspended enrolment in the double degree to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Arts and Social Sciences and the University of Sydney Medical School, abandon the Bachelor of Advanced Studies and enrol in the Doctor of Medicine.

14 Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Arts / Doctor of Medicine to obtain credit for previous studies.

15 Transitional provisions

(1) These resolutions apply to candidates who commenced their candidature after 1 January 2018 and candidates who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions.

(2) Candidates who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions should note that the University does not undertake to offer 4000 level honours units and projects in the Bachelor of Arts / Bachelor of Advanced Studies combined degree prior to 2020 nor 2000 or 3000 level units of study prior to 2019 and that it may not be possible to complete the requirements for the Bachelor of Advanced Studies before the end of Semester 2 2020 or the Bachelor of Arts component of the double degree before the end of Semester 2 2019.

(3) Candidates who commenced their candidature prior to 1 January 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Bachelor of Science / Doctor of Medicine

Bachelor of Science/Doctor of Medicine

These resolutions must be read in conjunction with the applicable University By-Laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 ('the Coursework Policy'), the Learning and Teaching Policy 2015, the Resolutions of the Faculty of Science, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
BPSCIMED-01	Bachelor of Science/Doctor of Medicine

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

- (1) The Bachelor of Science in this double degree is available in the following streams:
 - (a) Medical Science
 - (b) Dalyell.
- (2) Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees.
- (3) Candidates wishing to transfer between streams should contact the Student Centre.
- (4) Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Cross faculty management

- (1) Candidates in this double degree program will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science. They will then be under the supervision of the University of Sydney Medical School.
- (2) The Faculty of Science and the University of Sydney Medical School shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

5 Admission to candidature

- (1) 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) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open 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.
- (2) Applicants are only eligible for assessment for admission to the first available course intake following the receipt of their final ATAR results or equivalent. Applicants are ineligible for admission to the course in subsequent years.
- (3) Admission to this course requires the applicant to participate in an assessment process, including a written assessment

and a panel discussion session. The result of this assessment will form part of the ranking of applicants.

- (4) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or equivalent standard.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in:
 - (a) Table A for the Bachelor of Science; and
 - (b) Table S from the Shared Pool for Undergraduate Degrees; and
 - (c) Table O from the Shared Pool for Undergraduate Degrees; and
 - (d) The Table of units for the Doctor of Medicine from the Faculty of Medicine.
- (2) In these resolutions, Table A, Table S, Table O mean Table A, Table S and Table O as specified here.
- (3) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
 - (a) 144 credit points to qualify for the award of the Bachelor of Science, including:
 - (i) 12 credit points of mathematics degree core units of study as set out in Table A (candidates may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as mathematics degree core) as set out in Table A (candidates may count the units from their major(s) or minor(s) to fulfil this requirement); and
 - (ii) A major (48 credit points) or program defined in Section 7 below and listed in Table A; and
 - (iii) A minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed in Table A or Table S; and
 - (iv) 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
 - (v) 18 credit points of foundational knowledge units of study for medicine offered by the Faculty of Science comprising BIOL1XX7, PHSI2X05 or MEDS2001, ANAT2011 or MEDS2005 and one zero credit point unit (SMTP3007); and
 - (vi) Where appropriate, elective units from Table A and Table S; and
 - (vii) If enrolled in a stream, complete the requirements for the stream as specified in Table A or Table S.
 - (b) 192 credit points to qualify for the award of the Doctor of Medicine as specified in the resolutions for the Doctor of Medicine.

7 Programs, majors and minors

- (1) Completion of a major from Table A is a requirement for this double degree.
- (2) Completion of a minor or second major from Table A or Table S is a requirement for this double degree.
- (3) Candidates have the option of completing a program with an embedded major from Table A provided that the total credit point value of the program and the degree core does not exceed 78 credit points.
- (4) The programs and majors available as first majors in the Bachelor of Science are as specified in the resolutions for the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and in Table A.
- (5) The minors and majors available as second majors in the Bachelor of Science are as specified in Table A and Table S.

8 Progression rules

- (1) Progression within the Bachelor of Science



- (a) Candidates must complete all requirements for the degree of Bachelor of Science, including the designated foundational knowledge units of study for medicine offered by the Faculty of Science specified in (6) (3) (a) (v), within three years (or four years if candidates take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension, in order to progress to the Doctor of Medicine degree.
 - (b) Candidates must achieve an Annual Average Mark (AAM) of at least 65.0 in each year of study in the Bachelor of Science to continue in the double degree, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.
 - (c) Failure to maintain the minimum progression requirements will result in candidates being transferred from the double degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.
- (2) Progression within the Dalyell Stream
- (a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.
 - (b) Candidates must achieve an AAM at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain this AAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Science component of the double degree, but will not remain in the Dalyell Stream.
- (3) Progression within the Medical Science Stream
- (a) Candidates in this stream will be required to meet the progression requirements for the stream as specified in the resolutions of the Bachelor of Science.
- (4) Progression within the Doctor of Medicine is as specified in the resolutions for the Doctor of Medicine.
- (a) Progression within the Doctor of Medicine is as specified in the Resolutions for the Doctor of Medicine.

9 Requirements for the award with Honours

- (1) Honours in the Bachelor of Science is available to meritorious candidates who have completed requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science and the University of Sydney Medical School, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study.
- (2) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Science.

10 Award of the degrees

- (1) The Bachelor of Science is awarded at Pass level. Honours in science is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.
- (2) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or degrees at pass level for which they fulfil requirements.
- (3) The Doctor of Medicine is awarded as a Pass grade.

11 Cross-institutional study

Cross institutional study is not available in this double degree course.

12 International exchange

The Faculty of Science encourages candidates in this course to participate in international exchange programs while undertaking the Bachelor of Science as specified in the Resolutions of the Faculty of Science provided that the progression requirements and timelines in Section 8 of these resolutions can be met.

13 Course transfer

- (1) A candidate may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing the degree. Completion of the Doctor of Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

- (2) With the permission of the Faculty of Science and the University of Sydney Medical School, suitably qualified candidates may, after completing requirements for the Bachelor of Science, defer progression to the Doctor of Medicine and undertake an embedded honours component in the Bachelor of Advanced Studies, and, upon completion of the Bachelor of Advanced Studies, continue to the Doctor of Dental Medicine.
- (3) A candidate who has suspended enrolment in the double degree to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science and the Faculty of Medicine, abandon the Bachelor of Advanced Studies and enrol in the Doctor of Medicine.

14 Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Science / Doctor of Medicine to obtain credit for previous studies.

15 Transitional provisions

- (1) These resolutions apply to candidates who commenced their candidature after 1 January, 2018 and candidates who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.
- (2) Candidates who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under these resolutions should note that the University does not undertake to offer 4000 level honours units of study in the Bachelor of Advanced Studies degree prior to 2020 nor 2000 or 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2 2020 or the Bachelor of Science component of the double degree before the end of Semester 2 2019.
- (3) Candidates who commenced their candidature prior to 1 January 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

Bioethics

Graduate Certificate in Bioethics

Graduate Diploma in Bioethics

Master of Bioethics

	Graduate Certificate in Bioethics	Graduate Diploma in Bioethics	Master of Bioethics
Course code	GCBIOETI2000	GNBIOETI2000	MABIOETI2000
CRICOS code	081031M	054971B	054972A
Degree Abbreviation	GradCertBEth	GradDipBEth	MBEth
Credit points required to complete	24	36	48
Time to complete full-time	0.5 years	1 year	1 year
Time to complete part-time	1 - 2.5 years	1 - 4 years	2 - 5 years

Overview

Bioethics is concerned with ethical issues that arise in health, healthcare and research in the biological and clinical sciences and the public sphere. Recent advances in biomedical technology have generated enormous social concern about such issues. This is evident in contemporary debates about issues such as public health interventions, provision of reproductive technologies, genomics and how the law should engage with health (to name but a few examples). Established topics of research and debate in bioethics include abortion, euthanasia, relationships between healthcare providers and patients, research involving humans and non-human animals, and justice in the distribution of healthcare resources. The Sydney Bioethics Program also engages with issues and methodologies in the health humanities.

Bioethics is an inherently interdisciplinary field of inquiry that exists at the crossroads of ethical theory and philosophy, sociology, law, the humanities and science, and this is clearly reflected in our program of study. Graduates of our program will gain an understanding of bioethics that is unique in its breadth and depth. Our courses are designed to provide ethics education for scientists, researchers, and health professionals working in medicine, nursing, public health, health policy/administration, public policy, and science communication. They will also be attractive to students with a background in health law, the social sciences and/or the humanities. Teaching is provided by an inter-disciplinary team, with expertise across bioethics, sociology, philosophy, clinical practice and law.

All study programs build on a core unit of study (BETH5101) that provides a basic grounding in philosophical ethics. The master's degree culminates in a capstone unit (BETH5000) that provides a critical survey of bioethics. By providing contrasting but complementary perspectives on bioethics, units of study ensure that students gain a broad understanding that covers philosophical (BETH5102), social (BETH5103), and either legal (BETH5104) or creative (BETH5207) approaches. Elective units of study allow students to pursue their own particular interests. Students can seek advice from the program Director as to how best to structure their program of study around particular interests in clinical ethics; research ethics; public health ethics; research; or health humanities.

The Master of Bioethics degree can be completed in one year of full-time study or over two to five years by part-time study.

Course Learning outcomes

The learning outcomes for the degrees offered within the Sydney Bioethics Program are as follows:

Graduate Certificate in Bioethics

On completion of the Graduate Certificate in Bioethics, students will be able to:

1. Define and compare key theories in ethics
2. Synthesise scholarship in bioethics, medical sociology, philosophy of medicine and either health humanities or medical law as it relates to issues and problems in health and the biosciences
3. Apply the concepts, literature and theories from bioethics, the humanities and health social sciences to issues and problems in health and the biosciences, including animal and environmental ethics, for example to issues arising in health care, bioscience research or health and biology in society
4. Define, describe, apply, analyse, synthesise and critically appraise the work of scholars in bioethics, medical sociology, philosophy of medicine, health humanities or medical law

Graduate Diploma in Bioethics

On completion of the Graduate Diploma in Bioethics, students will be able to:

1. Define and compare key theories in ethics
2. Synthesise scholarship in bioethics, medical sociology, philosophy of medicine and either health humanities or medical law as it relates to issues and problems in health and the biosciences
3. Apply the concepts, literature and theories from bioethics, the humanities and health social sciences to issues and problems in health and the biosciences, including animal and environmental ethics, for example to issues arising in health care, bioscience research or health and biology in society
4. Define, describe, apply, analyse, synthesise and critically appraise the work of scholars in bioethics, medical sociology, philosophy of medicine, health humanities or medical law
5. Demonstrate sophisticated abilities to gather, synthesise, and integrate data to address a range of issues in bioethics such as health care, health policy, biotechnology, and research with humans and animals
6. Extend the appraisal of scholarship in bioethics to critically evaluate the field of bioethics, including appraising various approaches within this field of study



Master of Bioethics

On completion of the Graduate Certificate in Bioethics, students will be able to:

1. Define and compare key theories in ethics
2. Synthesise scholarship in bioethics, medical sociology, philosophy of medicine and either health humanities or medical law as it relates to issues and problems in health and the biosciences
3. Apply the concepts, literature and theories from bioethics, the humanities and health social sciences to issues and problems in health and the biosciences, including animal and environmental ethics, for example to issues arising in health care, bioscience research or health and biology in society
4. Define, describe, apply, analyse, synthesise and critically appraise the work of scholars in bioethics, medical sociology, philosophy of medicine, health humanities or medical law
5. Demonstrate sophisticated abilities to gather, synthesise, and integrate data to address a range of issues in bioethics such as health care, health policy, biotechnology, and research with humans and animals
6. Extend the appraisal of scholarship in bioethics to critically evaluate the field of bioethics, including appraising various approaches within this field of study
7. Develop and refine analytic and critical thinking and writing skills to independently plan and implement high-quality academic writing, showing initiative in communicating original arguments and complex reasoning to academic and lay audiences; achieving a level of competence to progress to further study in bioethics if desired

Further enquiries

Program Administrator

Phone: +61 2 9036 3405

Fax: +61 2 9036 3436

Email: bioethics.admin@sydney.edu.au

W e b s i t e :
sydney.edu.au/medicine/publichealth/undergraduate/study-program/coursework/degrees/bioethics.php

Bioethics

Admission requirements

Admission to the **Graduate Certificate in Bioethics** requires:

- a bachelor's degree from the University of Sydney or equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field.

Admission to the **Graduate Diploma in Bioethics** requires:

- a bachelor's degree from the University of Sydney or equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field; or
- completion of the requirements of an embedded graduate certificate or equivalent qualification

Admission to the **Master of Bioethics** requires:

- a bachelor's degree with a credit average from the University of Sydney or equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field; or
- completion of the requirements of an embedded graduate certificate or graduate diploma or equivalent qualification.

See Course Rules for further details.

Course structure

The **Graduate Certificate in Bioethics** requires the successful completion of **24 credit points** of units of study including:

- 6 credit points from core units of study; and
- 12 credit points from Part 1 of the Table of units of study; and
- 6 credit points from Part 1 or Part 2 of the Table of units of study.

The **Graduate Diploma in Bioethics** requires the successful completion of **36 credit points** of units of study including:

- 6 credit points from core units of study; and
- 12 credit points from Part 1 of the Table of units of study; and
- 18 credit points from Part 1 or Part 2 of the Table of units of study.

The **Master of Bioethics, coursework pathway**, requires the successful completion of **48 credit points** of units of study including:

- 6 credit points from core units of study; and
- 24 credit points from Part 1 of the Table of units of study; and
- 18 credit points from Part 1 or Part 2 of the Table of units of study.

Master of Bioethics candidates with a credit average in 24 credit points of study may request to be admitted to the **research pathway**. The research pathway requires the successful completion of **48 credit points** of units of study including:

- 6 credit points from core units of study; and
- 24 credit points from Part 1 of the Table of units of study; and
- 6 credit point from Part 2 of the Table of unit of study; and
- 12 credit points from Part 3 of the Table of units of Study.



Bioethics

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Bioethics

Graduate Diploma in Bioethics

Master of Bioethics

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GC BIOETI-02	Graduate Certificate in Bioethics
GN BIOETI-02	Graduate Diploma in Bioethics
MA BIOETI-02	Master of Bioethics

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.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) Graduate Certificate in Bioethics
 - (b) Graduate Diploma in Bioethics
 - (c) Master of Bioethics
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any course in this sequence. Only the highest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.
- (2) Admission to the Graduate Certificate in Bioethics requires a bachelor's degree from the University of Sydney or

equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field.

- (3) Admission to the Graduate Diploma in Bioethics requires:
 - (a) a bachelor's degree from the University of Sydney or equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field; or
 - (b) completion of the requirements of an embedded graduate certificate or equivalent qualification.
- (4) Admission to the Master of Bioethics requires:
 - (a) a bachelor's degree with a credit average from the University of Sydney or equivalent qualification in the field of Science, Medicine, Nursing, Allied Health Sciences, Philosophy/Ethics, Sociology, Anthropology, History, Law or other relevant field; or
 - (b) completion of the requirements of an embedded graduate certificate or graduate diploma or equivalent qualification.

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of units of study: Bioethics.
- (2) To qualify for the award of the Graduate Certificate in Bioethics a candidate must successfully complete 24 credit points including:
 - (a) 6 credit points from core units of study; and
 - (b) 12 credit points from Part 1 of the Table of units of study.
 - (c) 6 credit points from Part 1 or Part 2 of the Table of units of study.
- (3) To qualify for the award of the Graduate Diploma in Bioethics a candidate must successfully complete 36 credit points including:
 - (a) 6 credit points from core units of study; and
 - (b) 12 credit points from Part 1 of the Table of units of study; and
 - (c) 18 credit points from Part 1 or Part 2 of the Table of units of study.
- (4) To qualify for the award of the Master of Bioethics coursework pathway a candidate must successfully complete 48 credit points including:
 - (a) 6 credit points from core units of study; and
 - (b) 24 credit points from Part 1 of the Table of units of study; and
 - (c) 18 credit points from Part 2 of the Table of units of study.
- (5) Subject to the availability of supervision and suitable projects, candidates with a credit average in 24 credit points of study from the Master degree may be admitted to the research pathway.
- (6) To qualify for the award of the Master of Bioethics research pathway a candidate must successfully complete 48 credit points including:
 - (a) 6 credit points from core units of study; and
 - (b) 24 credit points from Part 1 of the Table of units of study; and
 - (c) 6 credit point from Part 2 of the Table of unit of study; and
 - (d) 12 credit points from Part 3 of the Table of units of Study.

7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons 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, or later date as the school may, in special circumstances, approve.

Bioethics

Table of units of study: Bioethics

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Core units			
BETH5101 Introduction to Ethical Reasoning	6	If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.	Semester 1
Part 1			
BETH5000 Critical Concepts in Bioethics	6	This is a capstone Unit for the Master of Bioethics. If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.	Semester 2
BETH5103 Biomedicine and Society	6	If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.	Semester 2
BETH5102 Philosophy of Medicine	6	If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.	Semester 1
Master students must complete the following unit of study:			
BETH5104 Bioethics, Law and Society	6	Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.	Semester 1
Part 2			
BETH5201 Ethics and Biotechnology <i>This unit of study is not available in 2018</i>	6	If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only.	Semester 1
BETH5202 Human and Animal Research Ethics	6	N BETH5208 If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.	Semester 2
BETH5203 Ethics and Public Health	6	N BETH5206	Semester 2
BETH5204 Clinical Ethics	6	If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.	Semester 1
BETH5205 Ethics and Mental Health	6	A Basic understanding of ethical reasoning Students can meet with course coordinators by appointment in person or via teleconference	Semester 2
BETH5206 Introduction to Public Health Ethics	2	N BETH5203 Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP). This unit is available to Master of Public Health (MPH) students only.	Semester 2a
BETH5207 Arts in Health	6		Semester 1
BETH5208 Introduction to Human Research Ethics <i>This unit of study is not available in 2018</i>	2	N BETH5202	Semester 2a
BETH5209 Medicines Policy, Economics and Ethics	6	A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.	Semester 2
BMRI5001 Neuroethics	6	This is a capstone unit of study for the Master in Brain and Mind Sciences and Master of Medicine (Psychiatry).	Semester 2
MMHU6902 Independent Study	6	P You must have completed at least one other unit of study in a postgraduate coursework degree before seeking permission to enrol. Note: Department permission required for enrolment You must seek permission from the unit of study coordinator prior to enrolment.	Semester 1 Semester 2
MMHU6913 Health in World History <i>This unit of study is not available in 2018</i>	6		Semester 1
PUBH5422 Health and Risk Communication	6		Semester 2
PUBH5500 Advanced Qualitative Health Research	6	N QUAL5005 or QUAL5006	Semester 1 Semester 2
QUAL5005 Introducing Qualitative Health Research	4	N PUBH5500 or QUAL5006 This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead. MPH students who complete PUBH5500 get an automatic waiver for QUAL5005	Semester 1 Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Part 3			
BETH5301 Research Project A	6	P Credit average (or higher) in 24 credit points of BETH units of study. C BETH5302 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
BETH5302 Research Project B	6	P Credit average (or higher) in 24 credit points of BETH units of study. C BETH5301 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2

Bioethics

Unit of study descriptions

BETH5000

Critical Concepts in Bioethics

Credit points: 6 **Teacher/Coordinator:** Professor Angus Dawson **Session:** Semester 2 **Classes:** 13x2hr seminars or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode **Assessment:** 1x 750wd review (15%) and 1x 1500wd essay (30%) and 1x 2000-2500wd essay (45%) and 1x online work/class participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening, Online

Note: This is a capstone Unit for the Master of Bioethics. If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit of study offers a critical review of the field and methods of bioethics. The course explores the meaning of 'bioethics' as a concept and practice, both historically and in contemporary discussions. The seminars explore a diverse range of different perspectives and methods that people have used in bioethics from a critical perspective. Topics include the exploration of 'bioethics' as a topic and concept, the focus on the ethical dimensions of advances in biomedical science and biotechnology, using different theoretical positions such as risk and precaution, virtue, narrative, political philosophy, cross-cultural bioethics, especially indigenous thinking, feminist bioethics, bioethics and non-human animals, public health and, climate change and ecological and environmental bioethics. Learning activities will include seminars and small group discussion.

Textbooks

All readings can be accessed through the library or online

BETH5101

Introduction to Ethical Reasoning

Credit points: 6 **Teacher/Coordinator:** Professor Ian Kerridge and Dr Lisa Dive **Session:** Semester 1 **Classes:** 13x2hr seminars or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode **Assessment:** 1x 2000wd essay (35%); 1x 4000wd essay (55%); participation in seminars or online (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

In this unit of study students gain the background in ethical philosophy necessary to engage in advanced analyses of issues in bioethics. Introduction to Ethical Reasoning familiarises students with classical theoretical frameworks such as virtue ethics, Kantian deontology, and utilitarianism that have been influential in the history of Western philosophy. The unit also examines more contemporary approaches to ethics, such as the capabilities approach, feminist ethics, human rights doctrines, and poststructuralist approaches. Across these different theoretical frameworks, discussions will focus on topics such as cultural relativism, universalism in ethics, difference and power.

All assessments must be completed to pass this Unit.

Textbooks

Students are provided with links to online readings (via the eResearve system). Supplementary readings can be accessed through the library or online.

BETH5102

Philosophy of Medicine

Credit points: 6 **Teacher/Coordinator:** A/Prof Christopher Jordens **Session:** Semester 1 **Classes:** Online presentations plus 12x1.5hr seminars, or fully online **Assessment:** 1x1200wd short written exercise (25%); 1x3000-4000wd major essay (60%); participation in seminars or online (10%); online quizzes (5%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit of study introduces some philosophical questions and debates concerning medicine and the biomedical sciences. It is divided into three sections. The first explores basic concepts and distinctions such as health, disease, mental illness and disability. The second section deals with topics that lie at the heart of a scientific approach to medicine, namely, causation, experimentation, evidence and clinical reasoning. The final section of the course invites students to reflect critically on the preceding section by exploring the rationality claims of non-orthodox approaches, by inquiring closely into the meaning of medical terms, and by taking a broad view of the notion of risk. All assessments must be completed to pass this Unit.

Textbooks

Required readings are available through the unit of study website. Supplementary readings can be accessed through the university library.

BETH5103

Biomedicine and Society

Credit points: 6 **Teacher/Coordinator:** A/Prof Christopher Jordens **Session:** Semester 2 **Classes:** Online lectures plus 12x1.5hr seminars, or fully online **Assessment:** 1x1200wd exercise (30%); 1x3000-4000wd essay (60%); Participation in seminars or online (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

How does biomedicine both influence and reflect the broader society of which it is a part? This unit of study addresses this general question by examining a set of issues relating to sex and drugs. A key theme in the course is the "medicalisation" of human experience in the domains of gender, reproduction and sexual behaviour. The course aims to widen the scope of bioethical inquiry through readings that explore the issues from a range of different perspectives including history, sociology, politics, health policy, philosophy, religion, feminism, public health, and personal experience. Each topic introduces specific concepts which students are encouraged to apply. Students are also encouraged to draw on their own disciplinary and/or professional background. Seminars, online discussions and coursework will provide opportunities to learn from other students, and apply learning from other units of study in bioethics.

All assessments must be completed to pass this Unit.

Textbooks

Required readings are available through the unit of study website. Supplementary readings can be accessed through the university library.

BETH5104

Bioethics, Law and Society

Credit points: 6 **Teacher/Coordinator:** Professor Roger Magnusson and Professor Cameron Stewart **Session:** Semester 1 **Classes:** 4x6.5hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode **Assessment:** 1x2000wd problem (40%); 1x3500 word essay (60%). Online 'attendance' is also compulsory and will be demonstrated by engagement in at least 8 out of the 10 weekly discussion topics. No formal mark will be given for attendance, but failure to meet the attendance requirement may result in failure of the course. **Mode of delivery:** Block mode, Online

Note: Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.

BETH5104 Bioethics, Law and Society introduces students to interrelationships between health care, ethics, and the law. Students will explore the moral basis of law and the means by which law in turn, influences and directs clinical practice and health policy. We also look



at the limits of law in solving ethical dilemmas, and consider what happens when the law falls out of step with the moral institutions of health care providers, patients, and the general public. Over the course of the semester, students will learn to critically read and analyse primary sources of law relevant to bioethics. Students will then examine a number of areas of law that have particular significance for bioethics and society including the law of consent, medical negligence, advance directives, maternal-foetal conflicts, abortion, reproduction, end-of-life decision-making, tissue regulation and infectious disease. Learning activities in BETH5104 include lectures, case discussions (during lectures), problem-based learning, online learning activities and written assessments.

Textbooks

Required: Kerridge, Lowe and Stewart (2013), *Ethics and law for the health profession*, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

BETH5201

Ethics and Biotechnology

Credit points: 6 **Teacher/Coordinator:** Dr Ainsley Newson **Session:** Semester 1 **Classes:** 6x2hr seminars & 1x8hr intensive; or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. **Assessment:** 2x400wd tasks (2x10%); 1x1500wd essay (30%); 1x2500wd essay (40%); participation in seminars or online (10%) **Mode of delivery:** Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only.

This unit of study introduces students to the ethical, social and legal issues that underlie a wide range of biotechnologies, including: genetics, genomics, human reproduction, stem cell research, nanotechnology and emerging biotechnologies. Key concepts influencing debates in this area are covered, such as 'procreative beneficence', personhood, risk, consent, public engagement, and property in the body (including gene patenting). Topical case studies are included to keep up with recent developments in the field. Students will explore the ethical limits to research and knowledge in biotechnology.

Textbooks

All readings are accessed online via elearning.

BETH5202

Human and Animal Research Ethics

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** 4x8hr intensive or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode **Prohibitions:** BETH5208 **Assessment:** Continuous assessment (short weekly tasks) (10%); 2x400wd short tasks (10%); 1x1500wd essay (30%); 1x2500wd essay (50%) **Mode of delivery:** Block mode, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit of study critically examines research ethics in its wider context, from how research is structured to its dissemination. It explores the ethical underpinnings of a variety of research methods and their uses in humans and non-human animals including the justifications for engaging in research, key concepts in research ethics and research integrity. The unit also briefly examines the history of research and the impact of research abuse on participants, both human and non-human animal.

Textbooks

All readings are made available via elearning.

BETH5203

Ethics and Public Health

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** 5x7hour intensives; or Distance Education (online). **Prohibitions:** BETH5206 **Assessment:** 5xOnline Quiz (50%); 1x2500wd essay (50%) **Mode of delivery:** Block mode, Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit begins with some fundamentals: the nature of ethics, of public health (and how it might be different to clinical medicine) and of public health

ethics. It introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. A range of practical public health problems and issues will be considered, including ethical dimensions of communicable and non-communicable diseases in populations, and the ethical challenges of public health research. Throughout, the emphasis is on learning to make sound arguments about the ethical aspects of public health policy, practice and research. Most learning occurs in the context of five teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a list of readings (in digital format).

BETH5204

Clinical Ethics

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 1 **Classes:** 4x8hr Intensives or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode **Assessment:** 1x1500wd case study (30%); 1x2500wd essay (50%); continuous assessment (short weekly tasks) (10%); 2x400wd Short Tasks (10%) **Mode of delivery:** Block mode, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit will facilitate students to critically review the ethical issues that underlie the delivery of healthcare. Students will explore: major conceptual models for ethical reasoning in the clinical context; key ethical concepts in the clinical encounter (such as consent, professionalism and confidentiality); major contexts in which ethical issues arise in clinical practice; and the role of clinical ethics consultation. The unit will also consider specific issues and populations within clinical practice, such as ethical aspects of healthcare at the beginning and end of life.

Textbooks

All readings are accessed online via elearning.

BETH5205

Ethics and Mental Health

Credit points: 6 **Teacher/Coordinator:** A/Professor Michael Robertson; Dr Edwina Light **Session:** Semester 2 **Classes:** Distance Education (online) **Assumed knowledge:** Basic understanding of ethical reasoning **Assessment:** Major Assignment (3000 word limit) 50%; 2x5 short-answer written assessments (25% each) **Mode of delivery:** Online

Note: Students can meet with course coordinators by appointment in person or via teleconference

Constructs of mental health and mental illness are highly contextual to culture, history and societal notions of normative experience and conduct. Mental illness can place an individual in a position of particular disadvantage and unique vulnerability through diminished (and deprived) autonomy. In light of this, ethical deliberation in the field of mental health care differs from other lines of inquiry in biomedical ethics. This unit of study begins with an examination of the unique status of the 'psychiatric patient' and the problems in applying normative ethical approaches to moral deliberation in mental health care. We then explore particular topics in mental health ethics including the legacies of the National Socialist persecution of the sick and disabled; and unique challenges in the care of groups in the community including Aboriginal Australians, refugees and asylum seekers, people in LGBTIQ communities, and adults and children living with learning and intellectual disabilities. We also explore contemporary controversies in mental health care including coercion and involuntary treatment, the mental health implications of the euthanasia debate, gendered power, medicalisation of children's behaviour, the problem of 'evil', and mental health professionals speaking out in the media on topics of public interest. During the semester, the course coordinators provide participants with regular feedback and guidance in their engagement with the topic. Each week features a podcast lecture and/or interview with an expert in the area under consideration and recommended readings, as well as other media where relevant.

Textbooks

Robertson M and Walter G Ethics and Mental Health: The Patient, Profession and Community (2013) Boca Raton CRC Press; Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

BETH5206

Introduction to Public Health Ethics

Credit points: 2 **Teacher/Coordinator:** TBC **Session:** Semester 2a **Classes:** 2x7hour intensives; or Distance Education (online) **Prohibitions:** BETH5203 **Assessment:** 2xOnline Quiz (40%); 1x1500wd essay (60%) **Mode of delivery:** Block mode, Online

Note: Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP). This unit is available to Master of Public Health (MPH) students only.

BETH5206 Ethics and Public Health introduces you to a range of ethical issues that arise within the practice of public health. It begins with an orientation to the field: we will discuss conceptualisations of public health, what ethics is, and how ethics relates to evidence. We will talk about the origins and development of public health ethics as a (relatively new) field, and how it is distinguished from other areas of ethics. Your learning will then be structured around three sets of important concepts. The first are concepts central to utilitarian reasoning: benefit, harm and cost. The second cluster of concepts relates to the proper relationship between the citizen and the state (including public health as an institution): they are freedom, liberty and paternalism. The third cluster includes fairness, justice and equity, concepts that are often used rhetorically in public health, but not always carried through into practice. We will focus on two main case studies to apply what you learn. Throughout this unit you will be encouraged to ask questions, and to compare and debate competing answers to those questions. What is public health? What does it mean to say that something is harmful? To what extent should we each be free to engage in practices that harm our health? What is the proper role of the state in attempting to change the health of populations? What is equity and why does it matter (and if it matters, why aren't we doing more about it)? This is a Core Unit for Graduate Diploma and Master in Public Health students. Most learning occurs in the context of two teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

BETH5207

Arts in Health

Credit points: 6 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 1 **Classes:** 2 x 2 days 9am-5pm block mode intensive **Assessment:** 2 x 300-400 wrd or equivalent online task (25%), 1 x 1000 wrd written assignment or equivalent (25%), 1 x 2500 wrd written assignment (50%) **Mode of delivery:** Block mode

Creative practices are transforming health and healthcare. The arts and health movement is rapidly growing around the world, by taking action at the nexus between wellbeing, community, and individual physical health. Creative practices are shifting aging, mental health, residential care, and disability from exclusion and stigmatisation, to empowerment, agency, and connection, and in this way generating health improvements that are simultaneously physical and psychosocial. This unit gives students practical examples of how to incorporate the arts into public health and health care. You will be oriented to theories, justifications, and research evidence for varying uses of creative arts in health, and will be given access to a range of practical approaches, models and experiences. Areas covered include: the status and uses of art and music as therapy; music, psychology and medicine; narrative health; hospital art, design and architecture; creative practice in community health, and the role of art in public health, health research, and social marketing campaigns. Students will be treated to a diverse range of guest lecturers from the fields of visual performing arts and related areas of expertise. This course will appeal to students of public health; literary, visual and performing arts; social work; psychology; and related disciplines, who want to understand more about the inter-connectedness of the arts with human health.

Questions covered:

Why is art important to health and how does it achieve such sometimes transformative effects?

How can we evaluate arts and health programs? When do we know they are delivering value for money?

What sorts of arts-based programs are useful for different health issues and health care facilities?

Does art help people develop empathy for others or for suffering?

What are the most significant ethical issues in developing arts and health approaches and programs?

Textbooks

Students are provided with a list of readings (in digital format). Supplementary readings and course materials, to which students are invited to contribute, can be accessed through the library or online.

BETH5208

Introduction to Human Research Ethics

Credit points: 2 **Teacher/Coordinator:** A/Professor Ainsley Newson **Session:** Semester 2a **Classes:** Block mode (1.5 days) or online **Prohibitions:** BETH5202 **Assessment:** 1x1500wd essay (80%); 1x 400wd task (10%); participation in class/online (10%) **Mode of delivery:** Block mode, Online

This unit of study introduces students to human research ethics in its wider context. It explores the ethical underpinnings of the research endeavour including the justifications for engaging in research and research integrity. The unit also briefly reviews the history of research and the impact of research abuse on human participants.

Textbooks

All readings are accessed online via elearning.

BETH5209

Medicines Policy, Economics and Ethics

Credit points: 6 **Teacher/Coordinator:** Dr Wendy Lipworth, Narcyz Ghinea **Session:** Semester 2 **Classes:** Fully online. **Assumed knowledge:** A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. **Assessment:** Online work (15%) 1x minor essay (35%) 1x major essay (50%) **Mode of delivery:** Online

Medicines save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines, examining how research and development agendas are set; how medicines are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of medicines both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of students from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science.

Textbooks

Readings will be provided

BETH5301

Research Project A

Credit points: 6 **Teacher/Coordinator:** A/Professor Ainsley Newson **Session:** Semester 1, Semester 2 **Classes:** Regular consultation with supervisor **Prerequisites:** Credit average (or higher) in 24 credit points of BETH units of study. **Corequisites:** BETH5302 **Assessment:** Research treatise (15,000 words) **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

This unit must be taken in conjunction with BETH5302 (Research Project B). These units are available only to students admitted to the Master of Bioethics Research pathway. The Research Project (i.e. parts A and B combined) provides opportunity for research and in-depth learning in a bioethics topic of special interest or importance to the student. Successful completion of the project may also provide

students with the research experience required for the pursuit of a higher degree. This unit involves independent research and regular meetings with a supervisor. In the process of completing the Research Project (i.e. parts A and B combined), students will produce an original 15,000 word treatise. Choice of topic depends on the availability of an appropriate supervisor. It is recommended, but not required, that BETH5301 and BETH5302 are taken in consecutive separate semesters, rather than concurrently. A mark for both BETH5301 and BETH5302 combined is provided at the completion of BETH5302. It is possible to take these units in distance mode.

BETH5302

Research Project B

Credit points: 6 **Teacher/Coordinator:** A/Professor Ainsley Newson **Session:** Semester 1, Semester 2 **Classes:** Regular consultation with supervisor **Prerequisites:** Credit average (or higher) in 24 credit points of BETH units of study. **Corequisites:** BETH5301 **Assessment:** Research treatise (15,000 words) **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

This unit must be taken in conjunction with BETH5301 (Research Project A). These units are available only to students admitted to the Master of Bioethics Research pathway. The Research Project (i.e. parts A and B combined) provides opportunity for research and in-depth learning in a bioethics topic of special interest or importance to the student. Successful completion of the project may also provide students with the research experience required for the pursuit of a higher degree. This unit involves independent research and regular meetings with a supervisor. In the process of completing the Research Project (i.e. parts A and B combined), students will produce an original 15,000 word treatise. Choice of topic depends on the availability of an appropriate supervisor. It is recommended, but not required, that BETH5301 and BETH5302 are taken in consecutive semesters, rather than concurrently. A mark for both BETH5301 and BETH5302 combined is provided at the completion of BETH5302. It is possible to take these units in distance mode.

BMRI5001

Neuroethics

Credit points: 6 **Teacher/Coordinator:** Dr Cynthia Forlini **Session:** Semester 2 **Classes:** 1x 2-hr lecture/week **Assessment:** Class discussions (5%), open peer commentary (10%), abstract (5%), position paper 1 (40%), position paper 2 (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

Note: This is a capstone unit of study for the Master in Brain and Mind Sciences and Master of Medicine (Psychiatry).

This unit of study synthesizes and critically scrutinizes our models and concepts of brain and mind through a neuroethics lens. Neuroethics is sub-field of bioethics that is concerned with the ethical, legal and social impact of the neurosciences. Beginning with a module on the historical development of modern neuroscience, students will learn about the beliefs, experiments and discoveries that have led us to recognise how the brain contributes to the human experience in unique ways. Throughout this unit, students will examine how advances in neuroscience have shaped how we conduct research, treat clinical conditions, make individual and collective decisions, and live together as a society. During the class discussions and assessments, students will grapple with the issues that arise when we intervene in the brain and how those interventions modify our concepts of health, illness, identity and morality. The scope of these issues is enormous and speaks to the importance of students developing a clear framework to contextualize developments in neuroscience within the scientific, ethical, cultural, social and legal environments in which they arise.

Textbooks

Specific reference material listed on eLearning

MMHU6902

Independent Study

Credit points: 6 **Teacher/Coordinator:** Dr Claire Hooker: Claire.hooker@sydney.edu.au **Session:** Semester 1, Semester 2 **Classes:** 1hr/week supervision **Prerequisites:** You must have completed at least one other unit of study in a postgraduate coursework degree before seeking

permission to enrol. **Assessment:** 1x5000-6000wd research essay **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: You must seek permission from the unit of study coordinator prior to enrolment.

This unit will provide an opportunity for approved candidates to pursue a self directed project equivalent in size and scope to a 6cp unit of study, under supervision. Students will be expected to discuss and plan the project with their supervisor, then submit drafted material to an agreed timetable, and to discuss this drafted material with their supervisor before submitting a final essay. All assessments must be completed to pass this unit. Supervisor contact will be the equivalent of 1/2 hr per week for the semester.

MMHU6913

Health in World History

Credit points: 6 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 1 **Classes:** 1x 2 hr seminar weekly or online response to readings **Assessment:** 2x 3000 word essay (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

From Black Death, syphilis, fevers, and venereal disease to Truvada whores and complex dynamic systems, this unit of study requires students to systematically explore the major critical perspectives on public health by examining its history. Most public health policy and practice is in fact determined by the traditions, ideas, values and practices that developed in the past. Students will gain an understanding of how how different forms of evidence have been constructed for different public health policies, and able to identify the social and cultural correlates of shifts in medical and health concepts over time. They will also learn to situate developments in public health in relation to macro political and economic determinants, as they explore how public health and colonial and State power co-developed and how these alliances and power structures continue to be reflected today in the Emerging Infectious Diseases worldview. Students will be able to offer explanations both of what drives change and paradigm shifts in public health policy and practice and of the effects of underlying long term continuities in approaches to public health. Students will be required to use their knowledge to develop self-reflexive critical assessments of the ethical commitments they want to guide their own practice and that of contemporary public health policy.

PUBH5422

Health and Risk Communication

Credit points: 6 **Teacher/Coordinator:** Dr Claire Hooker, Associate Professor Julie Leask, Professor Phyllis Butow **Session:** Semester 2 **Classes:** Block/intensive 2 blocks of 2 x 9-5 full days; please check with the coordinator for scheduling **Assessment:** Assignment 1: 1 x 2500 word (35%), Assignment 2: 1 x 2500 words or equivalent (35%), online activities (30%). Attendance at intensives is compulsory and 80% attendance is required to pass the unit of study. **Mode of delivery:** Block mode

In this unit, students learn how to communicate effectively with respect to health risks, both to individuals with health concerns, and with respect to risks to the public. The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis; and informed consent. The second half explores risk communication for public health, including: how to effectively manage outbreak or other crisis situations; how to communicate about issues where the risk is low but public concern is high (such as with respect to the fluoridation of water); and how to best manage controversies. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement, traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

PUBH5500

Advanced Qualitative Health Research

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers (Semester 1); Andrea Smith (Semester 2) **Session:** Semester 1, Semester 2 **Classes:** 2x3 full day workshop in March/April (semester 1); 2x3 full day workshops in August/September (semester 2) **Prohibitions:** QUAL5005 or QUAL5006 **Assessment:** interviewing activity with reflection (25%); 2000wd essay (25%); 2x group presentations (20%); multiple choice quizzes (20%); in-class participation (10%) **Mode of delivery:** Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What is its history? What research problems can it address? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative researchers biased)? What are the ethical issues? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing data, arguing for qualitative research in health, and appraising the quality of published literature. In both workshops you will meet working qualitative researchers and hear about their projects. This advanced unit will show you a new way of thinking critically about research and researching, and give you the skills and confidence to begin evaluating and doing qualitative research for yourself.

QUAL5005

Introducing Qualitative Health Research

Credit points: 4 **Teacher/Coordinator:** Dr Julie Mooney-Somers (semester 1); Andrea Smith (semester 2) **Session:** Semester 1, Semester 2 **Classes:** block mode: 2x2 full day workshops in March/April (semester 1) or 2 x 2 full day workshops in August/September (semester 2) OR distance mode: 10 x weekly online lectures and activities (semester 1 only) **Prohibitions:** PUBH5500 or QUAL5006 **Assessment:** Interviewing activity with reflection (35%); multiple choice quizzes (20%); 1750-word essay (35%); online or in-class participation (10%) **Mode of delivery:** Block mode, Online

Note: This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead. MPH students who complete PUBH5500 get an automatic waiver for QUAL5005

Introducing Qualitative Health Research is perfect if you're a beginner and want to gain an overview of this research approach. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What research problems can it address? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? How are theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing data, arguing for qualitative research in health, and appraising the quality of published literature. You will also meet working qualitative researchers and hear about their projects. This introductory Unit will give you the skills and confidence to begin evaluating qualitative literature and doing qualitative research for yourself.

Biostatistics

Graduate Certificate in Biostatistics

Graduate Diploma in Biostatistics

Master of Biostatistics

	Graduate Certificate in Biostatistics	Graduate Diploma in Biostatistics	Master of Biostatistics
Course code	GCBIOSTA1000	GNBIOSTA1000	MABIOSTA1000
Cricos code	N/A	N/A	N/A
Degree Abbreviation	GradCertBiostat	GradDipBiostat	MBiostat
Credit points required to complete	24	48	72
Time to complete part-time	1 - 2 years	2 - 4 years	3 - 6 years

Overview

Biostatistics is the application of statistical techniques in health-related fields, including medicine and public health. Its foundation is the mathematics of variability. In recent times, the results of biostatistical research have become pivotal in improving health and reducing illness. Biostatisticians play essential roles in designing quantitative studies and other data collections, managing and analysing data, interpreting the results, and creating methods to solve research problems. These courses have been designed to provide advanced biostatistical training for a diverse range of students and are delivered by distance learning.

Phone: +61 2 9351 4369/5994

Fax: +61 2 9351 7420

Email: judy.simpson@sydney.edu.au

Website: <http://sydney.edu.au/medicine/publichealth/undergraduate/courses/biostatistics.php>

Course information

The program is delivered predominantly via distance learning (mainly electronically with some learning materials delivered by mail). It is taught by a group of senior academic biostatisticians based in universities around Australia.

The only units of study not available via distance learning are PUBH5215 Introductory Analysis of Linked Data, and the Part 4 biostatistics research projects, for which students must be supervised by a biostatistician approved by the University of Sydney.

Assessment for most coursework subjects is by assignment only, although some units of study may have an exam.

It is recommended that students undertake no more than two units of study per semester. Students should contact the program coordinator for advice on how best to structure their program of study, taking into account the prerequisites.

Students may apply for a waiver for one or more of BSTA5001, BSTA5002, PUBH5010/BSTA5011/CEPI5100, BSTA5023 depending on their previous studies. Students granted a waiver for these units of study must choose a unit from Part 3 of the 'Table of units of study: Biostatistics' to make up the required credit points.

Graduate diploma students, with no waivers, must complete all units of study from Part 2 of the table, except BSTA5009.

Accreditation

The Graduate Diploma in Biostatistics and the Master of Biostatistics are both accredited with the Statistical Society of Australia.

Further enquiries

Professor Judy Simpson



Biostatistics

Admission requirements

Admission to the **Graduate Certificate in Biostatistics, the Graduate Diploma in Biostatistics and Master of Biostatistics** requires:

- an undergraduate degree in statistics, mathematics, science, psychology, medicine, pharmacy, economics, health sciences or other appropriate discipline;
- a proven aptitude for advanced mathematical work; and
- having already passed an introductory course in statistics.

See course Rules for further details.

Course structure

The **Graduate Certificate in Biostatistics** requires the successful completion of **24 credit points** of units of study including:

- 6 credit points of units of study from Part 1 of the Table; and
- 18 credit points of units of study from Part 2 or 3 of the Table.

The **Graduate Diploma in Biostatistics** requires the successful completion of **48 credit points** of units of study including:

- 6 credit points of units of study from Part 1 of the Table; and
- 42 credit points of units of study from Part 2 of the Table.

The **Master of Biostatistics** requires the successful completion of **72 credit points** of units of study including:

- 6 credit points of units of study from Part 1 of the Table; and
- 48 credit points of units of study from Part 2 of the Table; and
- a minimum of 6 and a maximum of 12 credit points of units of study from Part 3 of the Table; and
- a minimum of 6 and a maximum of 12 credit points of biostatistics research project units of study from Part 4 of the Table.

Biostatistics

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Biostatistics

Graduate Diploma in Biostatistics

Master of Biostatistics

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GCBIOSTA-01	Graduate Certificate in Biostatistics
GNBIOSTA-01	Graduate Diploma in Biostatistics
MABIOSTA-01	Master of Biostatistics

2 Attendance pattern

The attendance pattern for this course is part 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 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Biostatistics
 - (b) the Graduate Diploma in Biostatistics
 - (c) the Master of Biostatistics.
- (2) 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 longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Biostatistics requires:
 - (a) a bachelor's degree in statistics, mathematics, science, psychology, medicine, pharmacy, economics, health

- (b) sciences or other appropriate discipline from the University of Sydney or equivalent qualification;
- (b) a proven aptitude for advanced mathematical work - indicated, for example, by a high level of achievement in high school or undergraduate mathematics; and
- (c) having already passed an introductory course in statistics covering, at least, the estimation of means and proportions with confidence intervals, and the comparison of means and proportions between two groups using hypothesis tests.
- (3) Admission to the Graduate Diploma in Biostatistics requires:
 - (a) a bachelor's degree in statistics, mathematics, science, psychology, medicine, pharmacy, economics, health sciences or other appropriate discipline from the University of Sydney or equivalent qualification;
 - (b) a proven aptitude for advanced mathematical work - indicated, for example, by a high level of achievement in high school or undergraduate mathematics; and
 - (c) having already passed an introductory course in statistics covering, at least, the estimation of means and proportions with confidence intervals, and the comparison of means and proportions between two groups using hypothesis tests.
- (4) Admission to the Master of Biostatistics requires:
 - (a) a bachelor's degree in statistics, mathematics, science, psychology, medicine, pharmacy, economics, health sciences or other appropriate discipline from the University of Sydney or equivalent qualification;
 - (b) a proven aptitude for advanced mathematical work - indicated, for example, by a high level of achievement in high school or undergraduate mathematics; and
 - (c) having already passed an introductory course in statistics covering, at least, the estimation of means and proportions with confidence intervals, and the comparison of means and proportions between two groups using hypothesis tests.

6 Requirements for award

- (1) The units of study that may be taken for these awards are set out in the Table of Units of Study: Biostatistics.
- (2) To qualify for the award of the Graduate Certificate of Biostatistics a candidate must successfully complete 24 credit points, comprising:
 - (a) 6 credit points of units of study from Part 1 of the Table; and
 - (b) 18 credit points of units of study from Part 2 or 3 of the Table.
- (3) To qualify for the award of the Graduate Diploma of Biostatistics a candidate must successfully complete 48 credit points, comprising:
 - (a) 6 credit points of units of study from Part 1 of the Table; and
 - (b) 42 credit points of units of study from Part 2 of the Table.
- (4) To qualify for the award of the Master of Biostatistics a candidate must successfully complete 72 credit points, comprising:
 - (a) 6 credit points of units of study from Part 1 of the Table; and
 - (b) 48 credit points of units of study from Part 2 of the Table; and
 - (c) a minimum of 6 and a maximum of 12 credit points of units of study from Part 3 of the Table; and
 - (d) a minimum of 6 and a maximum of 12 credit points of workplace project units of study from Part 4 of the Table.

7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who



- commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

Biostatistics

Table of units of study: Biostatistics

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Part 1			
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011,CEPI5100	Semester 1
BSTA5011 Epidemiology for Biostatisticians	6	N PUBH5010 or CEPI5100 <i>Note: Department permission required for enrolment</i>	Semester 2
Part 2			
Graduate diploma students, with no waivers, must complete all units of study from Part 2 of table, except BSTA5009 BSTA5009 is a compulsory unit of study for master's students			
BSTA5001 Mathematics Background for Biostatistics	6		Semester 1 Semester 2
BSTA5002 Principles of Statistical Inference	6	P BSTA5023	Semester 1 Semester 2
BSTA5004 Data Management and Statistical Computing	6		Semester 1 Semester 2
BSTA5006 Design of Randomised Controlled Trials	6	P BSTA5001 and (BSTA5011 or PUBH5010)	Semester 2
BSTA5007 Linear Models	6	P BSTA5023 and (BSTA5011 or PUBH5010) C BSTA5002	Semester 1 Semester 2
BSTA5008 Categorical Data and GLMs	6	C BSTA5007	Semester 2
BSTA5009 Survival Analysis	6	P BSTA5007	Semester 1
BSTA5023 Probability and Distribution Theory	6	P BSTA5001	Semester 1 Semester 2
Part 3			
BSTA5003 Health Indicators and Health Surveys	6	C BSTA5001	Semester 1
BSTA5005 Clinical Biostatistics	6	P BSTA5002 and BSTA5006 C BSTA5007	Semester 1
BSTA5012 Longitudinal and Correlated Data	6	P BSTA5008	Semester 1
BSTA5014 Bayesian Statistical Methods	6	P BSTA5008 and (PUBH5010 or BSTA5011 or CEPI5100) <i>This unit of study is only offered in even numbered years. It is available in 2018.</i>	Semester 2
PUBH5215 Introductory Analysis of Linked Data	6	C (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or BSTA5004)	Intensive June Intensive November
BSTA5013 is only available in odd years and BSTA5014 is only available in even years.			
Part 4			
BSTA5020 Biostatistics Research Project Part A	6	P 24 credit points including BSTA5004 and BSTA5007 N BSTA5022 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
BSTA5021 Biostatistics Research Project Part B	6	P 24 credit points including BSTA5004 and BSTA5007 C BSTA5020 N BSTA5022 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
BSTA5022 Biostatistics Research Project Part C	6	P 24 credit points including BSTA5004 and BSTA5007 N BSTA5020 or BSTA5021 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
Master's degree students must submit a Biostatistics Research Project Portfolio, comprising either two projects (Part A and Part B) or one project (Part C).			



Biostatistics

Unit of study descriptions

BSTA5001

Mathematics Background for Biostatistics

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 1, Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Assessment:** 3x assignments (20%, 40% and 40%) **Mode of delivery:** Distance education

The aim of this unit is to provide students with the mathematics required for studying biostatistics at a more rigorous level. On completion of this unit students should be able to follow the mathematical demonstrations and proofs used in biostatistics at Masters degree level, and to understand the mathematics behind statistical methods introduced at that level. The intention is to allow students to concentrate on statistical concepts in subsequent units, and not be distracted by the mathematics employed. Content: basic algebra and analysis; exponential functions; calculus; series, limits, approximations and expansions; linear algebra, matrices and determinants; numerical methods.

Textbooks

Compulsory: 1) Anton H, Bivens I, Davis S. Calculus: early transcendentals combined, 10th edition. Wiley, 2012. ISBN 978-0-470-64769-1. 2) Anton, Howard. Elementary Linear Algebra. 10th edition, Wiley 2010. Recommended reference book (not compulsory): Healy, MJR. Matrices for Statistics, 2nd edition. Oxford University Press, 2000, ISBN 978-0-470-45821-1. Notes supplied.

BSTA5002

Principles of Statistical Inference

Credit points: 6 **Teacher/Coordinator:** Ms Liz Barnes, University of Sydney (semester 1); A/Prof Patrick Kelly, University of Sydney (semester 2) **Session:** Semester 1, Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5023 **Assessment:** 2 written assignments (40% each) and module exercises (20%) **Mode of delivery:** Distance education

The aim of this unit is to provide a strong mathematical and conceptual foundation in the methods of statistical inference, with an emphasis on practical aspects of the interpretation and communication of statistically based conclusions in health research. Content covered includes: review of the key concepts of estimation and construction of Normal-theory confidence intervals; frequentist theory of estimation including hypothesis tests; methods of inference based on likelihood theory, including use of Fisher and observed information and likelihood ratio; Wald and score tests; an introduction to the Bayesian approach to inference; an introduction to distribution-free statistical methods.

Textbooks

Marschner IC. Inference Principles for Biostatisticians. Chapman and Hall / CRC Pr, 2014. ISBN 978-1-48222-223-4. Notes supplied.

BSTA5003

Health Indicators and Health Surveys

Credit points: 6 **Teacher/Coordinator:** Associate Professor Armando Teixeira-Pinto, University of Sydney **Session:** Semester 1 **Classes:** 8-12 hours total study time per week, distance learning **Corequisites:** BSTA5001 **Assessment:** 4 written assignments (25%, 25%, 25%, 25%) **Mode of delivery:** Distance education

On completion of this unit students should be able to derive and compare population measures of mortality, illness, fertility and survival, be aware of the main sources of routinely collected health data and their advantages and disadvantages, and be able to collect primary data by a well-designed survey and analyse and interpret it appropriately. Content covered in this unit includes: routinely collected health-related data; quantitative methods in demography, including

standardisation and life tables; health differentials; design and analysis of population health surveys including the roles of stratification, clustering and weighting.

Textbooks

Paul S. Levy, Stanley Lemeshow, Sampling of Populations: Methods and Applications, 4th edition, Wiley Interscience 2008.

BSTA5004

Data Management and Statistical Computing

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 1, Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Assessment:** 3x written assignments (30%, 35%, 35%) **Mode of delivery:** Distance education

The aim of this unit is to provide students with the knowledge and skills required to undertake moderate to high level data manipulation and management in preparation for statistical analysis of data typically arising in health and medical research. Students will: gain experience in data manipulation and management using two major statistical software packages (Stata and SAS); learn how to display and summarise data using statistical software; become familiar with the checking and cleaning of data; learn how to link files through use of unique and non-unique identifiers; acquire fundamental programming skills for efficient use of software packages; and learn key principles of confidentiality and privacy in data storage, management and analysis. The topics covered are: Module 1 - Stata and SAS: The basics (importing and exporting data, recoding data, formatting data, labelling variable names and data values; using dates, data display and summary presentation); Module 2 - Stata and SAS: graphs, data management and statistical quality assurance methods (including advanced graphics to produce publication-quality graphs); Module 3 - Data management using Stata and SAS (using functions to generate new variables, appending, merging, transposing longitudinal data; programming skills for efficient and reproducible use of these packages, including loops, arguments and programs/macros).

Textbooks

Recommended if you have not used SAS or Stata before: Lora D. Delwiche and Susan J. Slaughter. SAS: The Little SAS Book, 5th edition. SAS Institute Inc., 2012.

Svend J, Frydenberg M. Stata: An Introduction to Stata for health Researchers. Stata Press, 2014. Notes supplied.

BSTA5005

Clinical Biostatistics

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 1 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5002 and BSTA5006 **Corequisites:** BSTA5007 **Assessment:** 3 written assignments (40%, 30%, 30%) **Mode of delivery:** Distance education

The aim of this unit is to enable students to use correctly statistical methods of particular relevance to evidence-based health care and to advise clinicians on the application of these methods and interpretation of the results. Content: Clinical trials (equivalence trials, cross-over trials); Clinical agreement (Bland-Altman methods, kappa statistics, intraclass correlation); Statistical process control (special and common causes of variation; quality control charts); Diagnostic tests (sensitivity, specificity, ROC curves); Meta-analysis (systematic reviews, assessing heterogeneity, publication bias, estimating effects from randomised controlled trials, diagnostic tests and observational studies).

Textbooks

Notes supplied



BSTA5006**Design of Randomised Controlled Trials**

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5001 and (BSTA5011 or PUBH5010) **Assessment:** 3 written assignments (30%, 30%, 40%) **Mode of delivery:** Distance education

The aim of this unit is to enable students to understand and apply the principles of design and analysis of experiments, with a particular focus on randomised controlled trials (RCTs), to a level where they are able to contribute effectively as a statistician to the planning, conduct and reporting of a standard RCT. This unit covers: ethical considerations; principles and methods of randomisation in controlled trials; treatment allocation, blocking, stratification and allocation concealment; parallel, factorial and crossover designs including n-of-1 studies; practical issues in sample size determination; intention-to-treat principle; phase I dose-finding studies; phase II safety and efficacy studies; interim analyses and early stopping; multiple outcomes/endpoints, including surrogate outcomes, multiple tests and subgroup analyses, including adjustment of significance levels and P-values; missing data; reporting trial results and use of the CONSORT statement.

Textbooks

Matthews JNS. Introduction to Randomised Controlled Clinical Trials, 2nd edition. Chapman and Hall/CRC Press 2006. ISBN P/back: 978154886242, eBook: 9781420011302

BSTA5007**Linear Models**

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson (semester 1), Dr Timothy Schlub (semester 2) **Session:** Semester 1, Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5023 and (BSTA5011 or PUBH5010) **Corequisites:** BSTA5002 **Assessment:** 2x written assignments (30% each), 4 shorter assignments including brief online quizzes (40%) **Mode of delivery:** Distance education

The aim of this unit is to enable students to apply methods based on linear models to biostatistical data analysis, with proper attention to underlying assumptions and a major emphasis on the practical interpretation and communication of results. This unit will cover: the method of least squares; regression models and related statistical inference; flexible nonparametric regression; analysis of covariance to adjust for confounding; multiple regression with matrix algebra; model construction and interpretation (use of dummy variables, parametrisation, interaction and transformations); model checking and diagnostics; regression to the mean; handling of baseline values; the analysis of variance; variance components and random effects.

NOTE: LMR is an important foundation unit. Students who do not develop a strong grasp of this material will struggle to become successful biostatisticians.

Textbooks

Notes supplied.

BSTA5008**Categorical Data and GLMs**

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Corequisites:** BSTA5007 **Assessment:** 3x written assignments (35%, 35%, 30%) **Mode of delivery:** Distance education

The aim of this unit is to enable students to use generalised linear models (GLMs) and other methods to analyse categorical data, with proper attention to underlying assumptions. There is an emphasis on the practical interpretation and communication of results to colleagues and clients who might not be statisticians. This unit covers: Introduction to and revision of conventional methods for contingency tables especially in epidemiology; odds ratios and relative risks, chi-squared tests for independence, Mantel-Haenszel methods for stratified tables, and methods for paired data. The exponential family of distributions; generalised linear models (GLMs), and parameter estimation for GLMs. Inference for GLMs - including the use of score, Wald and deviance statistics for confidence intervals and hypothesis tests, and residuals. Binary variables and logistic regression models - including methods for assessing model adequacy. Nominal and ordinal logistic regression

for categorical response variables with more than two categories. Count data, Poisson regression and log-linear models.

Textbooks

Notes supplied

BSTA5009**Survival Analysis**

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 1 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5007 **Assessment:** 3x assignments (30%, 30%, 40%) **Mode of delivery:** Distance education

The aim of this unit is to enable students to analyse data from studies in which individuals are followed up until a particular event occurs, e.g. death, cure, relapse, making use of follow-up data also for those who do not experience the event, with proper attention to underlying assumptions and a major emphasis on the practical interpretation and communication of results. The content covered in this unit includes: Kaplan-Meier life tables; logrank test to compare two or more groups; Cox's proportional hazards regression model; checking the proportional hazards assumption; time-dependent covariates; multiple or recurrent events; sample size calculations for survival studies.

Textbooks

Compulsory: Hosmer DW, Lemeshow S, May S. Applied Survival Analysis: Regression Modeling of Time to Event Data, 2nd edition. Wiley Interscience 2008. ISBN 978-0-471-75499-2; Recommended: Cleves M, Gould W, Gutierrez R, Marchenko Y. An Introduction to Survival Analysis Using Stata, 3rd edition. Stata Press 2010. ISBN 978-1-59718-074-0. Order online at www.surveym-design.com.au or www.stata.com/bookstore/bios.html. Notes supplied.

BSTA5011**Epidemiology for Biostatisticians**

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Prohibitions:** PUBH5010 or CEP15100 **Assessment:** 3x written assignments (25%, 50%, 25%) **Mode of delivery:** Distance education

Note: Department permission required for enrolment.

On completion of this unit students should be familiar with the major concepts and tools of epidemiology, the study of health in populations, and should be able to judge the quality of evidence in health-related research literature.

This unit covers: historical developments in epidemiology; sources of data on mortality and morbidity; disease rates and standardisation; prevalence and incidence; life expectancy; linking exposure and disease (eg. relative risk, attributable risk); main types of study designs - case series, ecological studies, cross-sectional surveys, case-control studies, cohort or follow-up studies, randomised controlled trials; sources of error (chance, bias, confounding); association and causality; evaluating published papers; epidemics and epidemic investigation; surveillance; prevention; screening; the role of epidemiology in health services research and policy.

Textbooks

Bain C, Webb P. Essential Epidemiology: An Introduction for Students and Health Professionals, 2nd edition. Cambridge University Press, 2011.

BSTA5012**Longitudinal and Correlated Data**

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 1 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5008 **Assessment:** 2x major written assignments (30% each), 5x shorter written assignments (8% each) **Mode of delivery:** Distance education

This unit aims to enable students to apply appropriate methods to the analysis of data arising from longitudinal (repeated measures) epidemiological or clinical studies, and from studies with other forms of clustering (cluster sample surveys, cluster randomised trials, family studies) that will produce non-exchangeable outcomes. Content covered in this unit includes: Paired data; the effect of non-independence on comparisons within and between clusters of observations; methods for continuous outcomes; normal mixed effects (hierarchical or multilevel) models and generalised estimating equations (GEE); role and limitations of repeated measures ANOVA;

methods for discrete data; GEE and generalised linear mixed models (GLMM); methods for count data.

Textbooks

Recommended: Fitzmaurice G, Laird N, Ware J. Applied Longitudinal Analysis. John Wiley and Sons, 2011. ISBN 978-0-471-21487-8. Notes supplied.

BSTA5013

Bioinformatics

Credit points: 6 **Teacher/Coordinator:** Dr Nicola Armstrong, Murdoch University **Session:** Semester 2 **Classes:** 8-12 hours total study time per week **Prerequisites:** BSTA5007 **Assessment:** 3 written assignments (20% each); final at-home examination (40%) **Mode of delivery:** Distance education

Note: This unit of study is only offered in odd numbered years. It is available in 2017.

The aim of this unit is to provide students with an introduction to the field of Bioinformatics. Bioinformatics is a multidisciplinary field that combines biology with quantitative methods to help understand biological processes, such as disease progression. Content: basic notions in biology; basic principles of statistical genetics; web-based tools, data sources and retrieval; analysis of single and multiple DNA or protein sequences; hidden Markov models and their applications; evolutionary models; phylogenetic trees; transcriptomics (gene expression microarrays and RNA-seq); use of R in bioinformatics applications.

Textbooks

Durbin R, Eddy S, Krogh A, Mitchison G. Biological Sequence Analysis: Probabilistic models of proteins and nucleic acids. Cambridge University Press, 1998. ISBN 978-0-521-62971-3. Notes supplied.

BSTA5014

Bayesian Statistical Methods

Credit points: 6 **Teacher/Coordinator:** Prof Judy Simpson **Session:** Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5008 and (PUBH5010 or BSTA5011 or CEPI5100) **Assessment:** Assignments 60% (2x 30%) and submitted exercises (40%) **Mode of delivery:** Distance education

Note: This unit of study is only offered in even numbered years. It is available in 2018.

The aim of this unit is to achieve an understanding of the logic of Bayesian statistical inference, i.e. the use of probability models to quantify uncertainty in statistical conclusions, and acquire skills to perform practical Bayesian analysis relating to health research problems. This unit covers: simple one-parameter models with conjugate prior distributions; standard models containing two or more parameters, including specifics for the normal location-scale model; the role of non-informative prior distributions; the relationship between Bayesian methods and standard "classical" approaches to statistics, especially those based on likelihood methods; computational techniques for use in Bayesian analysis, especially the use of simulation from posterior distributions, with emphasis on the WinBUGS package as a practical tool; application of Bayesian methods for fitting hierarchical models to complex data structures.

Textbooks

Gelman A, Carlin JB, Stern HS, Rubin DB, Dunson DB, Vehtari A. Bayesian Data Analysis, 3rd edition. Chapman and Hall, 2003. ISBN 978-1-58488-388-3; Notes provided.

BSTA5020

Biostatistics Research Project Part A

Credit points: 6 **Teacher/Coordinator:** A/Prof Patrick Kelly, University of Sydney **Session:** Semester 1, Semester 2 **Classes:** Supervision by an experienced biostatistician **Prerequisites:** 24 credit points including BSTA5004 and BSTA5007 **Prohibitions:** BSTA5022 **Assessment:** There is no assessment for Part A. For Part B, the portfolio will be examined by two examiners, at least one of whom will be internal to the University of Sydney. (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit is for master's students who intend to do two workplace projects and will therefore enrol in BSTA5021 as well. The aim of the unit is to give master's students practical experience, usually in workplace settings, in the application of knowledge and skills learnt during the coursework of the master's program. Students will provide

evidence of having met this goal by presenting a portfolio made up of a preface and two project reports. The projects should not all be of the same type and must involve the use of different statistical methods and concepts. At least one project should involve complex multivariable analysis of data. Students should enrol in both Workplace Project Portfolio A and Workplace Project Portfolio Part B, either in semesters 1 and 2 respectively, or both in the same semester.

Textbooks

There are no essential readings for this unit.

BSTA5021

Biostatistics Research Project Part B

Credit points: 6 **Teacher/Coordinator:** A/Prof Patrick Kelly, University of Sydney **Session:** Semester 1, Semester 2 **Classes:** Supervision by an experienced biostatistician **Prerequisites:** 24 credit points including BSTA5004 and BSTA5007 **Corequisites:** BSTA5020 **Prohibitions:** BSTA5022 **Assessment:** There is no assessment for Part A. For Part B, the portfolio will be examined by two examiners, at least one of whom will be internal to the University of Sydney. (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit is for master's students who wish to do two workplace projects and are also doing BSTA5020. The aim of the unit is to give master's students practical experience, usually in workplace settings, in the application of knowledge and skills learnt during the coursework of the master's program. Students will provide evidence of having met this goal by presenting a portfolio made up of a preface and two project reports. The projects should not all be of the same type and must involve the use of different statistical methods and concepts. At least one project should involve complex multivariable analysis of data. Students should enrol in both Workplace Project Portfolio A and Workplace Project Portfolio Part B, either in semesters 1 and 2 respectively, or both in the same semester.

Textbooks

There are no essential readings for this unit.

BSTA5022

Biostatistics Research Project Part C

Credit points: 6 **Teacher/Coordinator:** A/Prof Patrick Kelly, University of Sydney **Session:** Semester 1, Semester 2 **Classes:** supervision by an experienced biostatistician **Prerequisites:** 24 credit points including BSTA5004 and BSTA5007 **Prohibitions:** BSTA5020 or BSTA5021 **Assessment:** the portfolio will be examined by two examiners, at least one of whom will be internal to the University of Sydney (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit is for master's students who intend to do only one workplace project. The aim of the unit is to give master's students practical experience, usually in workplace settings, in the application of knowledge and skills learnt during the coursework of the master's program. Students will provide evidence of having met this goal by presenting a portfolio made up of a preface and one project report. The project must involve complex multivariable analysis of data.

BSTA5023

Probability and Distribution Theory

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Semester 1, Semester 2 **Classes:** 8-12 hours total study time per week, distance learning **Prerequisites:** BSTA5001 **Assessment:** practical written exercises (30%) and 2x written assignments (35% each) **Mode of delivery:** Distance education

This unit will focus on applying the calculus-based techniques learned in Mathematical Background for Biostatistics (MBB) to the study of probability and statistical distributions. These two units, together with the subsequent Principles of Statistical Inference (PSI) unit, will provide the core prerequisite mathematical statistics background required for the study of later units in the Graduate Diploma or Masters degree. Content: This unit begins with the study of probability, random variables, discrete and continuous distributions, and the use of calculus to obtain expressions for parameters of these distributions such as the mean and variance. Joint distributions for multiple random variables are introduced together with the important concepts of independence,

correlation and covariance, marginal and conditional distributions. Techniques for determining distributions of transformations of random variables are discussed. The concept of the sampling distribution and standard error of an estimator of a parameter is presented, together with key properties of estimators. Large sample results concerning the properties of estimators are presented with emphasis on the central role of the Normal distribution in these results. General approaches to obtaining estimators of parameters are introduced. Numerical simulation and graphing with Stata is used throughout to demonstrate concepts.

Textbooks

Wackerly DO, Mendenhall W, Scheaffer RL. Mathematical Statistics with Applications, 7th edition, 2007, Brooks/Cole, Cengage Learning, USA. ISBN 978-0-495-11081-1 Notes supplied

PUBH5010

Epidemiology Methods and Uses

Credit points: 6 **Teacher/Coordinator:** Dr Erin Mathieu, Professor Tim Driscoll
Session: Semester 1 **Classes:** 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - faceto face or their equivalent online **Prohibitions:** BSTA5011,CEPI5100 **Assessment:** 1x 6 page assignment (25%), 10 weekly quizzes (5% in total) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature regarding public health and clinical issue. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. In addition to formal classes or their on-line equivalent, it is expected that students spend an additional 2-3 hours at least each week preparing for their tutorials.

Textbooks

Webb, PW. Bain, CJ. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals Second Edition: Cambridge University Press 2017.

PUBH5215

Introductory Analysis of Linked Data

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Intensive June, Intensive November **Classes:** block/intensive mode 5 days 9am-5pm **Corequisites:** (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or BSTA5004) **Assessment:** Reflective journal (30%) and 1x assignment (70%) **Mode of delivery:** Block mode

This unit introduces the topic of linked health data analysis. It will usually run in late June and late November. The topic is a very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators and produce results from statistical procedures at an introductory to intermediate level. The main assignment involves the analysis of NSW linked data, which can be done only in the Sydney School of Public Health Computer Lab, and is due 10 days after the end of the unit.

Textbooks

Notes will be distributed in class.

Brain and Mind Sciences

Graduate Certificate in Brain and Mind Sciences

Graduate Diploma in Brain and Mind Sciences

Master of Brain and Mind Sciences

	Graduate Certificate in Brain and Mind Sciences	Graduate Diploma in Brain and Mind Sciences	Master of Brain and Mind Sciences
Course code	KG019 or GCBRMISC1000	KF057 or GNBRMISC1000	KC089 or MABRMISC1000
CRICOS code	068827F	068826G	068825G
Degree Abbreviation	GradCertBMSc	GradDipBMSc	MBMSc
Credit points required to complete	24	36	48
Time to complete full-time	0.5 year	1 year	1 year
Time to complete part-time	1 - 2.5 years	1 - 3 years	2 - 6 years

Overview

This postgraduate program strongly promotes the philosophy of interdisciplinary research that underpins the Brain and Mind Centre. Diseases of mental health are explored from both the basic and clinical research rather than as disparate scientific disciplines. The core units of the program give students a foundation in fundamental neuroscience and its translational and clinical applications. Critical appraisal of the biomedical literature is developed, as is the ability to use this to inform further research or clinical applications.

The elective units of the program approach disorders of the brain and mind from the perspective of clinical staging; how they emerge during development from early childhood, adolescence and into old age. Other areas of focus at the Brain and Mind Centre and in the postgraduate program are genetic aetiology of brain and mind disorders, neuroimaging, practice of therapeutic strategies from pharmacology to cognitive behaviour therapy, and principles of neuropsychological assessment. Workshops in clinical leadership and policy will give students an understanding of the broader provision of support in the mental health field.

Capstone units of study are designed to allow students to delve into an area of Brain and Mind Sciences and produce an original work of scholarship. Those students accepted into the research activity unit will have an opportunity to work with a research group at the Brain and Mind Centre culminating in a mini thesis.

The postgraduate program in brain and mind sciences brings together lecturers from the cutting edge of their respective fields. Students will emerge with an understanding of the very latest in interdisciplinary research and the skills to use this in professional settings in the laboratory, clinic or allied mental health care fields.

Course outcomes

Graduates of the Master of Brain and Mind Sciences will be able to demonstrate:

- mastery of the knowledge, principles and methods of the brain and mind sciences
- training in the skills required to apply the basic knowledge, principles and methods to problems of professional practice (research and/or clinical)

- acquisition of specific skills in the use of relevant procedures, technologies and techniques in relation to research investigation, assessment, diagnosis and management of brain and mind disorders
- development of the skills and attitudes to exhibit initiative and self-reliance in critically evaluating and synthesising ideas and information related to the units
- development of the skills and attitudes to work effectively and collaboratively within teams from different disciplinary, professional and cultural backgrounds.

Further enquiries

Student and Academic Manager

Phone: +61 2 9114 4048

Email: medicine.postgradbmri@sydney.edu.au

Website: sydney.edu.au/courses/master-of-brain-and-mind-sciences



Brain and Mind Sciences

Admission requirements

Admission to the **Graduate Certificate in Brain and Mind Sciences** and the **Graduate Diploma in Brain and Mind sciences** requires:

- an undergraduate degree in a relevant discipline plus satisfactory performance at an interview, if required.

Admission to the **Master of Brain and Mind Sciences** requires:

- the completion of award requirements for the embedded Graduate Certificate or Graduate Diploma, or
- an undergraduate degree in a relevant discipline plus satisfactory performance at an interview, if required.

See course Rules for further details.

Course structure

The **Graduate Certificate in Brain and Mind Sciences** requires the successful completion of **24 credit points** of units of study including:

- 12 credit points of core units of study, and
- 12 credit points of elective units of study

The **Graduate Diploma in Brain and Mind Sciences** requires the successful completion of **36 credit points** of units of study including:

- 12 credit points of core units of study, and
- 24 credit points of elective units of study

The **Master of Brain and Mind Sciences** requires the successful completion of **48 credit points** of units of study including:

- 18 credit points of core units of study; and
- 30 credit points of elective units of study including at least 1 capstone unit of study

Sample pattern of enrolment - full-time students

Full-time students of the Master of Brain and Mind Science will have the following options for enrolment.

Semester 1 UoS code and name	Credit point	Delivery mode
Core units of study (select all)		
BMRI5002 Fundamental Neuroscience	6	face to face
BMRI5004 Translational and Clinical Neuroscience	6	face to face
BMRI5020 Research Inquiry	6	face to face
Elective units of study (choose one of the following units)		
BMRI5010 Brain and Mind Disorders (Child/Youth)	6	face to face
BMRI5013 Neuropsychopharmacology	6	block mode
Semester 2 UoS code and name	Credit points	Delivery mode
Students choose four of the following units, including at least one capstone.		
Elective units of study		

Semester 2 UoS code and name	Credit points	Delivery mode
BMRI5001 Hist, Phil & Ethics of Brain & Mind Sci (can be used as a capstone unit)	6	face to face
BMRI5006 Cognitive Behaviour Therapy	6	block mode
BMRI5007 Neuropsychology	6	face to face
BMRI5012 Brain Ageing	6	face to face
BMRI5017 Genetics of Brain and Mind Disorders (can be used as a capstone unit)	6	block mode
BMRI5027 Leadership and Policy in Mental Health 1 (can be used as a capstone unit)	6	block mode
BMRI5023 Research Activity 1 (can be used as a capstone unit) (department permission required for enrolment)	6	field experience
BMRI5024 Research Activity 2 (can be used as a capstone unit) (department permission required for enrolment)	6	field experience

Sample pattern of enrolment - part-time students

Part-time students of the Master of Brain and Mind Science should take two units of study per semester and will have the following options for enrolment.

Year 1 Semester 1 UoS code and name	Credit point	Delivery mode
Core units of study (select all)		
BMRI5002 Fundamental Neuroscience	6	face to face
BMRI5004 Translational and Clinical Neuroscience	6	face to face

Year 1 Semester 2 UoS code and name	Credit points	Delivery mode
Elective units of study (choose two of the following units)		
BMRI5001 Hist, Phil & Ethics of Brain & Mind Sci (can be used as a capstone unit)	6	face to face
BMRI5006 Cognitive Behaviour Therapy	6	block mode
BMRI5007 Neuropsychology	6	face to face
BMRI5012 Brain Ageing	6	face to face



Year 1 Semester 2 UoS code and name	Credit points	Delivery mode
BMRI5017 Genetics of Brain and Mind Disorders <i>(can be used as a capstone unit)</i>	6	block mode
BMRI5027 Leadership and Policy in Mental Health 1 <i>(can be used as a capstone unit)</i>	6	block mode

Year 2 Semester 1 UoS code and name	Credit point	Delivery mode
Core units of study (select all)		
BMRI5020 Research Inquiry	6	face to face
Elective units of study (choose one of the following units)		
BMRI5010 Brain and Mind Disorders (Child/Youth)	6	face to face
BMRI5013 Neuropsychopharmacology	6	block mode

Year 2 Semester 2 UoS code and name	Credit points	Delivery mode
Students choose two of the Elective units of study, including at least one capstone.		
Elective units of study		
BMRI5001 Hist, Phil & Ethics of Brain & Mind Sci <i>(can be used as a capstone unit)</i>	6	face to face
BMRI5006 Cognitive Behaviour Therapy	6	block mode
BMRI5007 Neuropsychology	6	face to face
BMRI5012 Brain Ageing	6	face to face
BMRI5017 Genetics of Brain and Mind Disorders <i>(can be used as a capstone unit)</i>	6	block mode
BMRI5027 Leadership and Policy in Mental Health 1 <i>(can be used as a capstone unit)</i>	6	block mode
BMRI5023 Research Activity 1 <i>(can be used as a capstone unit)</i> (department permission required for enrolment)	6	field experience
BMRI5024 Research Activity 2 <i>(can be used as a capstone unit)</i> (department permission required for enrolment)	6	field experience

Brain and Mind Sciences

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Brain and Mind Sciences

Graduate Diploma in Brain and Mind Sciences

Master of Brain and Mind 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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GCBRMISC-01	Graduate Certificate in Brain and Mind Sciences
GNBRMISC-01	Graduate Diploma in Brain and Mind Sciences
MABRMISC-01	Master of Brain and Mind Sciences

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 degrees in these resolutions are professional master's courses, as defined by the Coursework Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Brain and Mind Sciences
 - (b) the Graduate Diploma in Brain and Mind Sciences
 - (c) the Master of Brain and Mind Sciences

- (2) 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 longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In

exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

- (2) Admission to the Graduate Certificate in Brain and Mind Sciences requires:
 - (a) a bachelor's degree in a relevant discipline from the University of Sydney or equivalent qualification; and
 - (b) satisfactory performance at an interview as required.
- (3) Admission to the Graduate Diploma in Brain and Mind Sciences requires:
 - (a) completion of the requirements of the embedded graduate certificate in this discipline from the University of Sydney, or equivalent qualification, or
 - a bachelor's degree in a relevant discipline from the University of Sydney or equivalent qualification; and
 - (b) satisfactory performance at an interview as required.
- (4) Admission to the Master of Brain and Mind Sciences requires:
 - (a) completion of the requirements of the embedded graduate certificate or graduate diploma in this discipline, without graduating, from the University of Sydney, or equivalent qualification, or
 - a bachelor's degree in a relevant discipline from the University of Sydney or equivalent qualification; and
 - (b) satisfactory performance at an interview as required.

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Brain and Mind Sciences.
- (2) To qualify for the award of the Graduate Certificate in Brain and Mind Sciences a candidate must successfully complete 24 credit points including:
 - (a) 12 credit points of core units of study; and
 - (b) 12 credit points of elective units of study.
- (3) To qualify for the award of the Graduate Diploma in Brain and Mind Sciences, a candidate must successfully complete 36 credit points, including:
 - (a) 12 credit points of core units of study; and
 - (b) 24 credit points of elective units of study.
- (4) To qualify for the award of the Master of Brain and Mind Sciences, a candidate must successfully complete 48 credit points, including:
 - (a) 18 credit points of core units of study; and
 - (b) 30 credit points of elective units of study including at least one capstone unit of study, or
 - 18 credit points of elective units of study and 12 research units of study.

7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2018 and elect not to proceed under these resolutions complete the



requirements in accordance with the resolutions in force at the time of their commencement.

Brain and Mind Sciences

Table of units of study: Brain and Mind Sciences

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Core units			
BMRI5002 Fundamental Neuroscience	6	A Cell biology up to first year level	Semester 1
BMRI5004 Translational and Clinical Neuroscience	6	<i>This is a core unit of study.</i>	Semester 1
Additional core unit of study for master's students			
BMRI5020 Research Inquiry	6	A Basic understanding of statistics <i>This is a core unit of study for the Masters degree only.</i>	Semester 1
Elective units			
BMRI5010 Brain and Mind Disorders (Child/Youth)	6		Semester 1
BMRI5013 Neuropsychopharmacology	6		Semester 1
BMRI5001 Neuroethics	6	<i>This is a capstone unit of study for the Master in Brain and Mind Sciences and Master of Medicine (Psychiatry).</i>	Semester 2
BMRI5006 Cognitive Behaviour Therapy	6		Semester 2
BMRI5007 Neuropsychology	6		Semester 2
BMRI5012 Brain Ageing	6		Semester 2
BMRI5017 Genetics of Brain and Mind Disorders	6	<i>This is a capstone unit of study.</i>	Semester 2
BMRI5027 Leadership and Policy in Mental Health 1	6	<i>This is a capstone unit of study</i>	Semester 2
BMRI5023 Research Activity 1	6	C BMRI5024 <i>Note: Department permission required for enrolment This is a capstone unit of study and requires departmental permission.</i>	Semester 1 Semester 2
BMRI5024 Research Activity 2	6	C BMRI5023 <i>Note: Department permission required for enrolment This is a capstone unit of study and requires departmental permission.</i>	Semester 1 Semester 2



Brain and Mind Sciences

Unit of study descriptions

BMRI5001

Neuroethics

Credit points: 6 **Teacher/Coordinator:** Dr Cynthia Forlini **Session:** Semester 2 **Classes:** 1x 2-hr lecture/week **Assessment:** Class discussions (5%), open peer commentary (10%), abstract (5%), position paper 1 (40%), position paper 2 (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

Note: This is a capstone unit of study for the Master in Brain and Mind Sciences and Master of Medicine (Psychiatry).

This unit of study synthesizes and critically scrutinizes our models and concepts of brain and mind through a neuroethics lens. Neuroethics is sub-field of bioethics that is concerned with the ethical, legal and social impact of the neurosciences. Beginning with a module on the historical development of modern neuroscience, students will learn about the beliefs, experiments and discoveries that have led us to recognise how the brain contributes to the human experience in unique ways. Throughout this unit, students will examine how advances in neuroscience have shaped how we conduct research, treat clinical conditions, make individual and collective decisions, and live together as a society. During the class discussions and assessments, students will grapple with the issues that arise when we intervene in the brain and how those interventions modify our concepts of health, illness, identity and morality. The scope of these issues is enormous and speaks to the importance of students developing a clear framework to contextualize developments in neuroscience within the scientific, ethical, cultural, social and legal environments in which they arise.

Textbooks

Specific reference material listed on eLearning

BMRI5002

Fundamental Neuroscience

Credit points: 6 **Teacher/Coordinator:** Rachel Tan **Session:** Semester 1 **Classes:** 1x 2-hr lecture/week **Assumed knowledge:** Cell biology up to first year level **Assessment:** Online Modules MCQ (15%), Online Test (20%), extended response (30%), Online Exam (35%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This core unit of study will introduce the main concepts of neurobiology starting with neural cell structure and physiology, neurodevelopment and synaptic plasticity. The modularity of the brain and connective pathways will then be examined with a focus of the functional anatomy of sensory processing, the basal ganglia and the limbic system. Immunology and neuropathology will also be studied with insights into how genetics and interaction with glial cells underlie these processes. Examples will be given of how brain disorders emerge from disruption to these fundamental processes.

Textbooks

Recommended Textbook: Kandel ER, Schwartz JH and Jessel TM (2013) Principles of Neural Science (5th ed.) McGraw Hill.

BMRI5004

Translational and Clinical Neuroscience

Credit points: 6 **Teacher/Coordinator:** Dr Shantel Duffy **Session:** Semester 1 **Classes:** 1x 2-hr lecture/week **Assessment:** Essay (30%), case study analysis (30%), literature review (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

Note: This is a core unit of study.

This unit of study introduces the principal disorders of mental health and current methods for diagnosing and understanding them. Disorders of development, mood, personality and cognitive decline

will be introduced from the perspective of the clinical staging. This model attempts to identify the risks of such disorders emerging and progressing in individuals when all biopsychosocial variables are considered. In this way, windows for therapeutic intervention that would prevent or delay progression from earlier to later stages of a disorder can be defined. The unit will also describe fundamental principles of clinicopathology and some of the latest understanding of early diagnostic biomarkers for disease and novel applications of neuroimaging and spectroscopy will be discussed in this context.

Textbooks

Specific reference material listed on eLearning

BMRI5006

Cognitive Behaviour Therapy

Credit points: 6 **Teacher/Coordinator:** Prof Adam Guastella **Session:** Semester 2 **Classes:** 2 hr lecture week 2, 9am-5pm Wednesday weeks 4, 8 and 12 **Assessment:** Online quiz (20%), case study analysis (40%), extended response questions (40%) **Mode of delivery:** Block mode

Cognitive Behaviour Therapy (CBT) is an evidence-based psychotherapy for a range of psychological disorders, with strong foundations in cognitive science and now increasingly in neuroscience. This unit provides a solid foundation in the theoretical and clinical underpinnings of the therapy, with a specific focus on the neuroscience of CBT as applied to various conditions. It demonstrates techniques of CBT, including case assessment, formulation, and therapy components. Students will develop a neurobiological understanding of CBT interventions and examine practice through case examination and group exercises.

Textbooks

Specific reference material listed on eLearning

BMRI5007

Neuropsychology

Credit points: 6 **Teacher/Coordinator:** Professor Sharon Naismith **Session:** Semester 2 **Classes:** 1x 2-hr lecture/week **Assessment:** Essay (40%), oral case presentation (15%), client report (45%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit of study will enable students to understand the basic principles of brain behaviour relationships that underpin assessment of brain disorders across the age span. A wide range of neuropsychological syndromes, neuropsychiatric and neurological disorders will be examined. The unit of study will enable you to develop skills in integrating medical, psychological and social information into neuropsychological assessment through case based learning. At the end of the unit of study you will have an awareness of the 'state of the art' in neuropsychological intervention/rehabilitation strategies for people with acquired brain impairment.

Textbooks

Specific reference material listed on eLearning

BMRI5010

Brain and Mind Disorders (Child/Youth)

Credit points: 6 **Teacher/Coordinator:** Dr Raphael Chan **Session:** Semester 1 **Classes:** 1x2-hr lecture/week **Assessment:** Extended response (30%), extended response (30%), essay (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit of study will address key neurobiological, psychological and environmental contributions and their interactions on child and adolescent brain development from a clinical perspective. Students will be introduced to neurodevelopmental disorders affecting infants, children and youth, including Intellectual Disability, Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder, and a range of



emergent mental disorders such as Anxiety Disorders, Mood Disorders, Psychotic Disorders, Sleep Disorders and Somatic Symptom Disorders. The aetiology, phenomenology and treatment of these mental disorders are considered in the context of developmental continuities and brain maturational processes throughout infancy, childhood and adolescence. Finally, students will understand the principles of pharmacological, psychological and family management of these disorders, including models of service delivery in child and youth mental health. The unit of study will be conducted as a series of two-hour seminars presented by senior clinicians and researchers in the field from the Brain and Mind Centre, Headspace Camperdown, and expert guest lecturers from other services/institutions.

Textbooks

Rey, J. M. (Ed.). (2015). IACAPAP e-textbook of child and adolescent mental health. Geneva, Switzerland: International Association for Child and Adolescent Psychiatry and Allied Professions. Open access publication: <http://iacapap.org/iacapap-textbook-of-child-and-adolescent-mental-health>

BMRI5012

Brain Ageing

Credit points: 6 **Teacher/Coordinator:** Professor Michael Valenzuela and Dr Jacqueline Huber **Session:** Semester 2 **Classes:** 1x2-hr lecture/week **Assessment:** Extended response questions (40%), case study analysis (40%), oral presentation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit of study provides an introduction to two important aspects of brain and mind ageing science, neurodegenerative disorders and opportunities for neuroplasticity and human flourishing. Students will learn about the clinical presentation and pathophysiology of neurodegenerative disorders such as Alzheimer's disease, Parkinson's disease, vascular dementia and frontotemporal dementia. Psychogeriatrics and late-life depression will also be covered, and counterbalanced with new insights about what determines successful ageing and how we can use lifestyle interventions to keep people's brains and minds fit and well throughout late life. This unit will use case studies to reinforce learning, focusing on common neuropsychological assessment methods and research methods. Students will also be introduced to the social and ethical aspects of brain and mind ageing.

Textbooks

Specific reference material listed on eLearning

BMRI5013

Neuropsychopharmacology

Credit points: 6 **Teacher/Coordinator:** Dr Eryn Werry **Session:** Semester 1 **Classes:** one day workshop in weeks 2, 6 and 11 **Assessment:** Online quiz (30%), Report (40%), Oral presentation (30%) **Mode of delivery:** Block mode

This elective unit will focus on neuropsychopharmacology as a tool for characterizing brain pathways and as a treatment for brain disorders. Students will be introduced to basic principles of pharmacology governing drug binding and metabolism that underlie the rationale for drug design. Links between brain circuitry and phenomenology of mood disorders, psychosis and addictions will be examined to provide a rationale for chosen drug targets. Students will also examine the relationship between dosage, specificity and negative side effects of such drugs. There will be the opportunity to examine current directions in neuropharmacology research, the role of the pharmaceutical industry and potential new pathways for future drug design.

Textbooks

Specific reference material listed on eLearning

BMRI5017

Genetics of Brain and Mind Disorders

Credit points: 6 **Teacher/Coordinator:** Associate Professor Marina Kennerson **Session:** Semester 2 **Classes:** 2hr seminar week 2, one day workshop week 5, 9 and 11 **Assessment:** Lab report (40%), journal article (60%) **Mode of delivery:** Block mode

Note: This is a capstone unit of study.

This unit of study provides a comprehensive introduction to the research methods that can be used in the identification and characterisation of genetic variants underlying neuropsychiatric and

neurodegenerative diseases. The first part of the unit will focus on the statistical methods to quantify the contribution of genetic factors to complex genetic disorders in the population. The principles of genetic association will be discussed, using examples of neurodegenerative disorders. The course will then discuss concepts of gene mapping for Mendelian diseases using linkage analysis and the identification of causative variants using filtering strategies of next generation sequencing data. Students will learn to use a suite of bioinformatics tools and resources. This is a capstone unit of study that will require students to develop over the semester a scholarly piece of work using advanced bioinformatics skills. Over the assessments in this unit, students will identify genetic variants associated with a neurodegeneration-related trait, map and identify possible causative genes for a Mendelian neurodegenerative disease, examine the suitability of gene DNA variants as disease candidates using bioinformatics, and propose future laboratory research that would confirm the role of this gene in disease.

Textbooks

Specific reference material listed on eLearning

BMRI5020

Research Inquiry

Credit points: 6 **Teacher/Coordinator:** Dr Eryn Werry **Session:** Semester 1 **Classes:** 1x2-hr lecture/week **Assumed knowledge:** Basic understanding of statistics **Assessment:** Journal club and online tasks (20%), extended response questions (35%), exam (45%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

Note: This is a core unit of study for the Masters degree only.

Doctors and researchers depend on the latest scientific literature published week by week in countless different journals, but not every study can be trusted. Scientific studies are fraught with complications that can threaten their reliability, or the extent to which their results can be applied very widely. This unit will help you develop the skills necessary to critically appraise the research literature and identify sources of bias and confounding. Students will learn how cross-sectional studies, case-control studies, cohort studies and clinical trials are more or less vulnerable to these problems. Similarly, students will look at the basic design of laboratory research, and what are the different types of questions that can be asked from studies on humans, rats or brain tissue. All classes will be based on published examples of research literature and students will learn how to navigate different methods and data types. This unit will give students the confidence to read widely across the mental health field, and judge for yourself which findings can be relied upon to inform future research or medical practice.

Textbooks

Prince, Martin (2003) Practical Psychiatric Epidemiology, Oxford University Press.

BMRI5023

Research Activity 1

Credit points: 6 **Teacher/Coordinator:** Dr Amit Lampit **Session:** Semester 1, Semester 2 **Classes:** 2 half day workshops across the semester and 10.5 hours per week **Corequisites:** BMRI5024 **Assessment:** Initial presentation (10%), thesis (40%), final presentation (10%), supervisor evaluation (40%) **Practical field work:** 3 days per week **Mode of delivery:** Field experience

Note: Department permission required for enrolment. Note: This is a capstone unit of study and requires departmental permission.

This unit of study requires students to develop over the semester, an original piece of research and provides a capstone experience for those wishing to go on to further postgraduate research. This practical project is based in a research group at the Brain and Mind Centre or affiliates which deal in areas of clinical, epidemiological and fundamental neuroscience research. The 12 credit points combined of BMRI5023/BMRI5024 carry the expectation of around 3 days per week availability towards the given research project. Students will learn a variety of skills for acquisition, analysis and presentation of data. This is a capstone unit of study requiring a great deal of independence and the production of an original piece of research scholarship. Students can also expect ample support and guidance

from their supervisors and research team and are expected to integrate into their research team's environment.

BMRI5024

Research Activity 2

Credit points: 6 **Teacher/Coordinator:** Dr Amit Lampit **Session:** Semester 1, Semester 2 **Classes:** 2 half day workshops across the semester and 10.5 hours/wk **Corequisites:** BMRI5023 **Assessment:** Presentation (10%), draft results section (10%), thesis (40%), supervisor evaluation (40%) **Mode of delivery:** Field experience

Note: Department permission required for enrolment. Note: This is a capstone unit of study and requires departmental permission.

This unit of study requires students to develop over the semester an original piece of research and provides a capstone experience for those wishing to go on to further postgraduate research. This practical project is based in a research group at the Brain and Mind Centre or affiliates which deal in areas of clinical, epidemiological and fundamental neuroscience research. The 12 credit points combined of BMRI5023/BMRI5024 carry the expectation of around 3 days per week availability towards the given research project. Students will learn a variety of skills for acquisition, analysis and presentation of data. This is a capstone unit of study requiring a great deal of independence and the production of an original piece of research scholarship. Students can also expect ample support and guidance from their supervisors and research team and are expected to integrate into their research team's environment.

BMRI5027

Leadership and Policy in Mental Health 1

Credit points: 6 **Teacher/Coordinator:** Associate Professor John Mendoza **Session:** Semester 2 **Classes:** 9am-5pm Friday and Saturday 9am-12.30pm weeks 2 and 7, 9am-5pm Friday week 12 **Assessment:** Leadership assessment and self development plan (30%), scenario analysis (20%), change management and implementation plan (40%), participation (10%) **Mode of delivery:** Block mode

Note: This is a capstone unit of study

This unit is designed to provide participants with an introduction to the key constructs of leadership, leadership development and change management with specific reference to mental health reform in Australia. The unit will provide an overview of concepts and models of leadership and change management and an opportunity to apply these to a personal leadership development plan to embark on a service-level reform initiative. In this unit participants will gain an understanding of, their own leadership attributes and developmental needs and an insight into the development of strategy, organisational level policy and governance for achieving change. These elements will provide the foundations for self-development as a leader and the development of service level change/reform initiatives.

Textbooks

Specific reference material listed on eLearning

LAWS6335

Neurolaw: Brain Mind Law and Ethics

Credit points: 6 **Teacher/Coordinator:** Dr Sascha Callaghan **Session:** Intensive September **Classes:** Online and compulsory face-to-face workshops Aug 24, 25 (9-5) **Assessment:** online participation (10%), 1700wd case analysis (30%), 4000wd essay (60%) **Mode of delivery:** Block mode

Note: This unit is offered in online mode, with a compulsory face-to-face workshop conducted over 2 days. Students are required to digest materials posted in the Learning Management System each week, including traditional academic literature and multi-media resources, and to complete weekly online tasks (including quizzes and discussion questions).

This unit explores the intersection between brain sciences and law. We examine the implications of new neuroscience research for key legal principles, as well as ethical questions concerning the need for special regulation of brain and mind research. Students will critically analyse the potential and limits of the use of neuroscience evidence in the courtroom on questions of criminal responsibility and civil liability. In the criminal context, we explore the question, what does it mean to claim that "my brain made me do it"? And in relation to civil suits, we consider the use of neuroscience evidence as proof of "invisible injuries" such as pain and psychiatric harm. Students

will consider the potential for neuroscience research to contribute to the definition of legal capacity, and efforts to support legal decision making for people with mental impairments. The ethical implications of brain sciences research will also be critically analysed as part of a broader consideration of whether special regulation is warranted.

Cataract and Refractive Surgery

Graduate Diploma in Cataract and Refractive Surgery Master of Medicine (Cataract and Refractive Surgery)

	Graduate Diploma in Cataract and Refractive Surgery	Master of Medicine (Cataract and Refractive Surgery)
Course code	GNCAREFS1000	MAMECARS1000
CRICOS code	N/A	N/A
Degree Abbreviation	GradDipRefCatSurg	MMed(RefCatSurg)
Credit points required to complete	36	48
Time to complete full-time	1 year	1 year
Time to complete part-time	1.5 - 3 years	1.5 - 6 years

Overview

The Cataract and Refractive Surgery program equips students with knowledge of cataract and refractive surgery theory and practice. The online component of the course includes lectures from internationally recognised corneal and refractive surgeons and interactive online discussions with the course coordinators. Students are also given the opportunity to attend a week of workshops and wet labs at the Sydney Eye Hospital as well as undertaking placements in accredited refractive surgical centres.

Refractive surgery is an ever-expanding area within the field of ophthalmology, encompassing both laser and non-laser vision correction. This has traditionally been performed by surgeons in large private clinics, but in recent years has become accepted as part of mainstream ophthalmic care. Laser eye surgery is now the most frequently performed eye operation in Australia.

Course outcomes

Graduate Diploma in Cataract and Refractive Surgery students will be able to:

- Understand the indications, limitations and contraindications for refractive surgery
- Understand the various surgical procedures that are used in refractive surgery
- Demonstrate knowledge of the corneal and anterior segment imaging used in refractive surgery
- Understand the medicolegal and ethical issues associated with elective surgery of this type.
- Understand and critically evaluate the latest research literature and synthesise novel ideas

In addition to the above, Master of Medicine (Cataract and Refractive Surgery) students will be able to:

- Collaborate and conduct research in an area related to cataract and/or refractive surgery

Further information

The majority of the degree is delivered online.

Each of the following core units of study requires one semester of study to complete and is taught online:

- Ophthalmic Anatomy

- Ophthalmic Optics
- Cataract and Refractive Surgery 1
- Cataract and Refractive Surgery 2

The method of assessment is based on assignments (3x2000 word assignments set every three weeks: 90 percent), problem-based learning modules and online participation (10 percent).

The Practical Refractive Surgery unit of study is offered once a year in October/November. Students are required to attend a one-week full-time course (5 days) held at the Sydney Eye Hospital and ophthalmic clinics in Sydney. Students are also required to undertake a clinical placement in an accredited refractive surgery centre. This can be completed in the student's home town or arranged for them in Sydney. Assessment is based on an online surgical logbook (40 percent) and an observed structured clinical exam (60percent).

Important note

Overseas-trained specialists who wish to practise in Australia will require documentation from the Royal Australian and New Zealand College of Ophthalmologists (RANZCO) that they meet RANZCO guidelines for specialist practice in Australia.

Suitably qualified candidates can apply for credit for Ophthalmic Anatomy (OPSC5001) and Ophthalmic Optics (OPSC5003) on the basis of prior learning. Requests for credit must have approval from the Unit of Study Coordinator, the Course Coordinator and the Chair of the Board of Postgraduate Studies before credit will be granted. If credit is approved, students will be exempt from payment for any units for which credit is given.

Further enquiries

Discipline of Clinical Ophthalmology and Eye Health
Phone: +61 2 9382 7284
Email: ophthalmology.education@sydney.edu.au
Website: sydney.edu.au/medicine/eye



Cataract and Refractive Surgery

Admission requirements

Admission to the **Graduate Diploma in Cataract and Refractive Surgery and Master of Medicine (Cataract and Refractive Surgery)** requires:

- a medical degree
- appropriate medical indemnity
- completion of the requirements of the Royal Australian and New Zealand College of Ophthalmologists, and be eligible to undertake a subspecialty fellowship in the final year of accredited training or
- registration to practise ophthalmology in their state, territory or country.

Course structure

The **Graduate Diploma in Cataract and Refractive Surgery** requires the successful completion of **36 credit points** of prescribed core units of study.

The **Master of Cataract and Refractive Surgery** requires the successful completion of **48 credit points** of units of study including:

- 36 credit points of prescribed core units of study; and
- 12 credit points of research leading to a dissertation.

Sample patterns of enrolment

- Part time enrolment pattern
- Full time enrolment pattern

Part time enrolment

It is recommended that students enrol in units in the following order if studying part time. For students undertaking work a part time enrolment pattern is strongly recommended.

Master's degree (part time)

Year 1		
UOS code and name	Credit points	Delivery mode
Semester 1		
OPSC5001 Ophthalmic Anatomy	9	online
Semester 2		
OPSC5003 Ophthalmic Optics	9	online
Year 2		
UOS code and name	Credit points	Delivery mode
Semester 1		
OPSC5018 Refractive Surgery 1	6	online
Semester 2		
OPSC5019 Refractive Surgery 2	6	online
OPSC5020 Practical Refractive Surgery (intensive block mode over 3 weeks – offered in Nov/Dec)	6	clinical experience
Year 3		
UOS code and name	Credit points	Delivery mode
Semester 1		

Year 3		
OPSC5023 and OPSC5024, or OPSC5025 Dissertation Refractive Surgery	12	supervision

Graduate Diploma (part time)

Year 1		
UOS code and name	Credit points	Delivery mode
Semester 1		
OPSC5001 Ophthalmic Anatomy	9	online
Semester 2		
OPSC5003 Ophthalmic Optics	9	online

Year 2	
UOS code and name	Credit points
Semester 1	
OPSC5018 Refractive Surgery 1	6
Semester 2	
OPSC5019 Refractive Surgery 2	6
OPSC5020 Practical Refractive Surgery (intensive block mode over 3 weeks – offered in Nov/Dec)	6

Full time enrolment

If studying full time, the following pattern is recommended:

Master's degree (full time)

UOS code and name	Credit points	Delivery mode
Semester 1		
OPSC5001 Ophthalmic Anatomy	9	online
OPSC5003 Ophthalmic Optics	9	online
OPSC5018 Refractive Surgery 1	6	online
Semester 2		
OPSC5019 Refractive Surgery 2	6	online
OPSC5020 Practical Refractive Surgery (intensive block mode over 3 weeks – offered in Nov/Dec)	6	clinical experience
OPSC5023 and OPSC5024, or OPSC5025 Dissertation Refractive Surgery	12	supervision

Graduate Diploma (full time)

UOS code and name	Credit points	Delivery mode
Semester 1		
OPSC5001 Ophthalmic Anatomy	9	online



UOS code and name	Credit points	Delivery mode
OPSC5018 Refractive Surgery 1	6	online
Semester 2		
OPSC5003 Ophthalmic Optics	9	online
OPSC5019 Refractive Surgery 2	6	online
OPSC5020 Practical Refractive Surgery (intensive block mode over 3 weeks – offered in Nov/Dec)	6	clinical experience

Cataract and Refractive Surgery

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Diploma in Cataract and Refractive Surgery

Master of Medicine (Cataract and Refractive Surgery)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course and stream title
GNCAREFS-01	Graduate Diploma in Cataract and Refractive Surgery
MAMECARS-01	Master of Medicine (Cataract and Refractive Surgery)

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 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Diploma in Cataract and Refractive Surgery
 - (b) the Master of Medicine (Cataract and Refractive Surgery).
- (2) 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 longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

- (2) Admission to the Graduate Diploma in Cataract and Refractive Surgery requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification;
 - (b) appropriate medical indemnity; and
 - (c) completion of the requirements of the Royal Australian and New Zealand College of Ophthalmologists, and be eligible to undertake a subspecialty fellowship in the final year of accredited training;

or

 applicants must be registered to practice ophthalmology in their state, territory or country.
- (3) Admission to the Master of Medicine (Cataract and Refractive Surgery) requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification;
 - (b) appropriate medical indemnity; and
 - (c) completion of the requirements of the Royal Australian and New Zealand College of Ophthalmologists, and be eligible to undertake a subspecialty fellowship in the final year of accredited training;

or

 applicants must be registered to practice ophthalmology in their state, territory or country.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Cataract and Refractive Surgery.
- (2) To qualify for the award of the Graduate Diploma in Cataract and Refractive Surgery a candidate must complete 36 credit points of prescribed core units of study.
- (3) To qualify for the award of the Master of Medicine (Cataract and Refractive Surgery) a candidate must complete 48 credit points comprising:
 - (a) 36 credit points of prescribed core units of study; and
 - (b) 12 credit points of research leading to a dissertation.



Cataract and Refractive Surgery

Table of units of study: Cataract and Refractive Surgery

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Core units			
OPSC5001 Ophthalmic Anatomy	9	A Undergraduate knowledge of basic human anatomy	Semester 1 Semester 2
OPSC5003 Ophthalmic Optics	9	A Undergraduate knowledge of physics relating to light and optics	Semester 1 Semester 2
OPSC5018 Cataract and Refractive Surgery 1	6	<i>This unit is only offered in Semester 1.</i>	Semester 1
OPSC5019 Cataract and Refractive Surgery 2	6	P OPSC5018 <i>This unit is only offered in semester 2.</i>	Semester 2
OPSC5020 Practical Cataract and Refractive Surgery	6	P OPSC5018 C OPSC5019 <i>This unit is only offered in semester 2.</i>	Intensive November
Dissertation units			
<p>Master's candidates must enrol in 12 credit points of dissertation in addition to the 36 credit points of core units. These should be done either in one semester with Dissertation C or split over two semesters with both Dissertation A and Dissertation B. A candidate must be enrolled in order to submit the dissertation. If a candidate is not able to submit his/her thesis after enrolling in 12 credit points of dissertation units of study, he/she must re-enrol in a minimum of six credit points of dissertation units of study, with the concomitant financial liability, every semester until he/she submits.</p>			
OPSC5023 Dissertation Refractive Surgery A	6	P OPSC5018 and OPSC5019	Semester 1 Semester 2
OPSC5024 Dissertation Refractive Surgery B	6	P OPSC5018 and OPSC5019 and OPSC5023	Semester 1 Semester 2
OPSC5025 Dissertation Refractive Surgery C	12	P OPSC5018 and OPSC5019	Semester 1 Semester 2



Cataract and Refractive Surgery

Unit of Study Descriptions

OPSC5001

Ophthalmic Anatomy

Credit points: 9 **Teacher/Coordinator:** Dr Yves Kerdraon and Dr Simon Taylor
Session: Semester 1, Semester 2 **Classes:** Online **Assumed knowledge:** Undergraduate knowledge of basic human anatomy **Assessment:** Academic Honesty and Academic Writing Tasks (15%), 1 x 2500 word assignment (15%), online presentation (15%), online journal club (10%) and 1 x 3 hour exam (45%)
Mode of delivery: Distance education

Successful students can demonstrate to the examiners that they have knowledge of anatomy relevant to the practise of ophthalmology. In particular, students must show detailed knowledge of the anatomy of the eye, the orbit and periorbital structures, and the visual pathways. On completion of this unit of study the successful student will be able to (1) describe the normal anatomical organisation and development of the human eye, orbit and periorbital structures in terms of cells, tissues, organs and systems, (2) describe the principal components of the human visual system and their structure and function and (3) describe how diagnostic imaging may be used in ophthalmic practise.

Textbooks

Prescribed texts: Clinical Anatomy of the Eye Snell RS and Lemp MA; Wolff's Anatomy of the Eye and Orbit (8th ed). AJ Bron et al (eds) HK Lewis, London 1997. Additional texts: Histology of the Human Eye M Hogan J Alvarado, J Wedell WB Saunders, Philadelphia, 1971; Gray's Anatomy (38th Ed) Churchill Livingstone, Edinburgh, 1989; The Eye Basic Sciences in Practice (Chapters 1 and 2) J Forrester et al Saunders Company Ltd London 1996; The Human Nervous System, An Anatomical Viewpoint (5th Ed) ML Barr and JA Kiernan Harper and Row, Philadelphia 1988; Clinical Anatomy and Physiology of the Visual System, 3rd Edition, By Lee Ann Remington; 2013-2014 Basic and Clinical Science Course; Section 2: Fundamentals and Principles of Ophthalmology (2013; older editions also quite acceptable). Foundation of the American Academy of Ophthalmology.

OPSC5003

Ophthalmic Optics

Credit points: 9 **Teacher/Coordinator:** Dr Con Petsoglou, A/Prof Gordon Sanderson, Dr Chameen Samarawickrama, Dr Kelechi Obuehi **Session:** Semester 1, Semester 2 **Classes:** Online **Assumed knowledge:** Undergraduate knowledge of physics relating to light and optics **Assessment:** 2 x 2500 word assignments (30%), presentation (15%), wiki on an allocated topic (10%) and 1 x 3hr exam (45%) **Mode of delivery:** Distance education

Successful students can demonstrate to the examiners that they have a detailed and comprehensive knowledge of optics relevant to the practise of ophthalmology. Particular emphasis is placed on the topics of physical, geometrical, physiological and instrument optics. On completion of this unit of study students are able to (1) describe the physical properties of light and lasers, (2) describe the geometrical principles of light and the laws governing lights interaction with materials and (3) describe the physiological optics of the human eye and how to test this.

Textbooks

Prescribed texts: Clinical Optics AR Elkington and HJ Frank, Blackwell Science, 3rd Ed, 2000; Optics, Refraction and Contact Lenses, Basic and Clinical Science Course, American Academy Ophthalmology, 2013. Additional texts: Optics MH Freeman, Butterworths-Heinemann Medical; 10th Ed, 1990; Optics for Clinicians M Rubin, Triad Publishing, 3rd Ed, 1993; Physics for Ophthalmologists DJ Coster 1st Ed 1994; The Fine Art of Prescribing Glasses Without Making a Spectacle of Yourself Hardcover - April 30, 2004, by Benjamin Milder (Author), Melvin L. Rubin (Author).

OPSC5018

Cataract and Refractive Surgery 1

Credit points: 6 **Teacher/Coordinator:** A/Prof Colin Chan **Session:** Semester 1 **Classes:** Online **Assessment:** 3 x 2500 word written assignments (90%), and online discussion (10%) **Mode of delivery:** Distance education

Note: This unit is only offered in Semester 1.

This unit of study provides candidates with the theoretical and practical foundations of the practise of cataract and refractive surgery. Successful students can demonstrate to the examiners that they have a detailed and comprehensive knowledge of corneal refractive surgery. On completion, successful students are able to:

- (1) Describe how an excimer laser and femtosecond laser work
- (2) Describe how PRK, LASIK and SMILE laser are performed
- (3) Demonstrate knowledge of the theory behind the lasers involved
- (4) Describe indications and contraindications for the above procedures
- (5) Understand the importance of corneal imaging in refractive surgery
- (6) Demonstrate an understanding of the impact of systemic disease on refractive surgery patients
- (7) Describe the management of corneal related refractive surgery complications
- (8) Describe the causes and treatments of corneal ectasia
- (9) Discuss lens based approaches to refractive surgery
- (10) Have an understanding of the management of lens based related refractive surgery adverse events

Textbooks

LASIK: Advances, Controversies and Custom, Louis E Probst; Mastering Refractive IOLs: The Art and Science, David F Chang, Slack publishers; The Art of LASIK, Machet, Slade, Probst. 2nd edition Slack Publishers; Step by Step LASIK Surgery, Vajpayee R., Jaypee publishers.

OPSC5019

Cataract and Refractive Surgery 2

Credit points: 6 **Teacher/Coordinator:** A/Prof Michael Lawless **Session:** Semester 2 **Classes:** Online **Prerequisites:** OPSC5018 **Assessment:** 3x2000 word written assignments (90%), and online discussion (10%) **Mode of delivery:** Distance education

Note: This unit is only offered in semester 2.

This unit of study aims to provide candidates with the theoretical and practical foundations of the practise of cataract and refractive surgery. Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of corneal and intraocular refractive surgery. Candidates should be able to: (1) Describe how an excimer laser, femtosecond laser, conductive and thermal keratoplasty work; (2) Describe how PRK, LASIK, Arcuate keratotomy, conductive keratoplasty are performed; (3) Demonstrate knowledge of the theory behind the lasers involved; (4) Describe indications and contraindications for the above procedures; (5) Demonstrate an understanding of the impact of systemic disease on refractive surgery patients; (6) Describe the management of corneal related refractive surgery complications; (7) Describe the treatments for keratoconus; (8) Demonstrate an understanding of the economics of setting up a refractive surgery practice; (9) Discuss lens based approaches to refractive surgery; (10) Have an understanding of the management of lens based related refractive surgery adverse events; (11) Understand the evidence for and ethical issues related to refractive surgery.

Textbooks

Azar, Dimitri L., Refractive Surgery, 2nd ed. 2006; Buratto, L., Brint, Stephen, Custom LASIK: Surgical Techniques and Complications, 2003; Bores, Leo D., Refractive Eye Surgery, 2nd ed. 2001; Probst, Louis E., LASIK: Advances, Controversies and Custom; Chang, David F., Mastering Refractive IOLs: The



Art and Science, Slack Inc. Machat, Jeffrey J., Slade, Stephen J., Probst, Louis E., The Art of LASIK, 2nd ed. Slack Inc.; Vajpayee, Rasik B., Melki, Samir A., Namrata, Sharma., Sullivan, Laurence, Step by Step LASIK Surgery; Vajpayee R., Taylor and Francis Brightbill, Frederick S., McDonnell, Peter J., McGhee, Charles N.J., Farjo, Ayad A.,Serdarevic, Olivia, Corneal Surgery: Theory, Technique and Tissue,4th ed. Mosby 2009; Krueger RR, Talamo JH, Lindstrom RL, Textbook of refractive laser assisted cataract surgery, Springer New York 2012.

OPSC5020

Practical Cataract and Refractive Surgery

Credit points: 6 **Teacher/Coordinator:** Dr John Males and A/Prof Michael Lawless **Session:** Intensive November **Classes:** Intensive on campus **Prerequisites:** OPSC5018 **Corequisites:** OPSC5019 **Assessment:** Online surgical logbook (40%), and observed structured clinical exam (60%) **Mode of delivery:** Clinical experience

Note: This unit is only offered in semester 2.

This unit of study provides students with the practical experience and knowledge necessary to assess and perform refractive surgery. This is a mentor-based programme with students supervised in a number of clinical and laboratory environments. Emphasis is on pre-operative investigation, surgical skill and post-operative management. Students are required to observe and perform intra- and extra-ocular surgical techniques relevant to refractive surgery. They will rotate through a number of refractive surgical practices and observe refractive surgery taking place using a number of different refractive surgical systems. Students also attend a number of wet lab sessions designed to practise refractive surgical techniques on artificial, animal or human eyes. A logbook of observed and performed surgeries will be kept and used for assessment.

Textbooks

Azar, Dimitri L., Refractive Surgery, 2nd ed. 2006; Buratto, L., Brint, Stephen, Custom LASIK: Surgical Techniques and Complications, 2003; Bores, Leo D., Refractive Eye Surgery, 2nd ed. 2001; Probst,Louis E.,LASIK: Advances, Controversies and Custom; Chang, David F,Mastering Refractive IOLs: The Art and Science, Slack Inc. Machat, Jeffrey J., Slade, Stephen J., Probst, Louis E., The Art of LASIK, 2nd ed. Slack Inc.; Vajpayee, Rasik B., Melki, Samir A., Namrata, Sharma., Sullivan, Laurence, Step by Step LASIK Surgery; Vajpayee R., Taylor and Francis Brightbill, Frederick S., McDonnell, Peter J., McGhee, Charles N.J., Farjo, Ayad A.,Serdarevic, Olivia, Corneal Surgery: Theory, Technique and Tissue,4th ed. Mosby 2009.

OPSC5023

Dissertation Refractive Surgery A

Credit points: 6 **Teacher/Coordinator:** A/Prof Michael Lawless and Professor Gerard Sutton **Session:** Semester 1, Semester 2 **Classes:** Supervision **Prerequisites:** OPSC5018 and OPSC5019 **Assessment:** Dissertation submitted after completion of 12 CP of dissertation units (OPSC5023 and OPSC5024) **Mode of delivery:** Supervision

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of the theoretical and practical foundations of the practise of refractive surgery and that they have integrated this knowledge with prior learning and experience in their project. The dissertation may take one of two forms: a written output (report or formal academic composition) on work performed during the candidature from a supervised student project that contains between 8,000-20,000 words or a scientific paper that arises from a supervised student's project and has been submitted to a peer review journal for publication. The scientific paper must be embedded in a treatise with an expanded introduction and literature review as well as an expanded conclusion/discussion section. Additional methods and results not presented in the scientific paper should also be included. On completion of the dissertation units, the successful student will be able to: (1) Undertake a medical/scientific project and follow it to its completion. (2) Work constructively under the supervision of an ophthalmic supervisor. (3) Display scientific thinking and apply this to refractive surgery. (4) Attempt to publish their dissertation or learn how to publish their work.

Textbooks

Your Practical Guide to Writing a Thesis, Treatise or Dissertation at the University of Sydney, SUPRA Guide (<http://supra.net.au/assets/file/Publications/SUPRAthesisguide.pdf>)

OPSC5024

Dissertation Refractive Surgery B

Credit points: 6 **Teacher/Coordinator:** A/Prof Michael Lawless and Professor Gerard Sutton **Session:** Semester 1, Semester 2 **Classes:** Supervision **Prerequisites:** OPSC5018 and OPSC5019 and OPSC5023 **Assessment:** Dissertation submitted after completion of 12 CP of dissertation units (OPSC5023 and OPSC5024) **Mode of delivery:** Supervision

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of the theoretical and practical foundations of the practise of refractive surgery and that they have integrated this knowledge with prior learning and experience in their project. The dissertation may take one of two forms: a written output (report or formal academic composition) on work performed during the candidature from a supervised student project that contains between 8,000-20,000 words or a scientific paper that arises from a supervised student's project and has been submitted to a peer review journal for publication. The scientific paper must be embedded in a treatise with an expanded introduction and literature review as well as an expanded conclusion/discussion section. Additional methods and results not presented in the scientific paper should also be included. On completion of the dissertation units, the successful student will be able to: (1) Undertake a medical/scientific project and follow it to its completion. (2) Work constructively under the supervision of an ophthalmic supervisor. (3) Display scientific thinking and apply this to refractive surgery. (4) Attempt to publish their dissertation or learn how to publish their work.

Textbooks

Your Practical Guide to Writing a Thesis, Treatise or Dissertation at the University of Sydney, SUPRA Guide (<http://supra.net.au/assets/file/Publications/SUPRAthesisguide.pdf>)

OPSC5025

Dissertation Refractive Surgery C

Credit points: 12 **Teacher/Coordinator:** A/Prof Michael Lawless and Professor Gerard Sutton **Session:** Semester 1, Semester 2 **Classes:** Supervision **Prerequisites:** OPSC5018 and OPSC5019 **Assessment:** Dissertation 100% **Mode of delivery:** Supervision

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of the theoretical and practical foundations of the practise of refractive surgery and that they have integrated this knowledge with prior learning and experience in their project. The dissertation may take one of two forms: a written output (report or formal academic composition) on work performed during the candidature from a supervised student project that contains between 8,000-20,000 words or a scientific paper that arises from a supervised student's project and has been submitted to a peer review journal for publication. The scientific paper must be embedded in a treatise with an expanded introduction and literature review as well as an expanded conclusion/discussion section. Additional methods and results not presented in the scientific paper should also be included. On completion of the dissertation units, the successful student will be able to: (1) Undertake a medical/scientific project and follow it to its completion. (2) Work constructively under the supervision of an ophthalmic supervisor. (3) Display scientific thinking and apply this to refractive surgery. (4) Attempt to publish their dissertation or learn how to publish their work.

Textbooks

Your Practical Guide to Writing a Thesis, Treatise or Dissertation at the University of Sydney, SUPRA Guide (<http://supra.net.au/assets/file/Publications/SUPRAthesisguide.pdf>)

Clinical Epidemiology

Graduate Certificate in Clinical Epidemiology

Graduate Diploma in Clinical Epidemiology

Master of Medicine (Clinical Epidemiology)

Master of Science in Medicine (Clinical Epidemiology)

	Graduate Certificate in Clinical Epidemiology	Graduate Diploma in Clinical Epidemiology	Master of Medicine (Clinical Epidemiology)	Master of Science in Medicine (Clinical Epidemiology)
Course code	GCCLIEPI1000	GNCLIEPI1000	MAMECLEP3000	MASMCLEP3000
CRICOS code	071480B	073071C	053865A	053863C
Degree Abbreviation	GradCertClinEpi	GradDipClinEpi	MMed(ClinEpi)	MScMed(ClinEpi)
Credit points required to complete	24	36	48	48
Time to complete full-time	0.5 year*	1 year	1 year	1 year
Time to complete part-time	1 - 3 years	1 - 3 years	2 - 4 years	2 - 4 years

*only available Semester 1

Overview

Clinical epidemiology extends the principles of epidemiology to clinical practice. It incorporates the location, evaluation and application of the best evidence to patient care by clinicians as well as the generation of high quality research evidence by clinical researchers.

The Master of Medicine (Clinical Epidemiology) and the Master of Science in Medicine (Clinical Epidemiology) are essentially the same program with different admission requirements. Only medical graduates (ie those with an MBBS or MD) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study, with the only distinction between them being the title of the course they are awarded on completion.

Course outcomes

Upon completion of a clinical epidemiology degree all students will be able to:

- Formulate clinical questions, locate the highest quality evidence for a given question, appraise and interpret the clinical research evidence, and apply the evidence to specific clinical situations.
- Understand the strengths and weaknesses of important clinical study types, including randomised controlled trials, diagnostic tests studies, observational studies and systematic reviews.
- Have an understanding of biostatistical methods relevant to clinical research and practice.

Students will also obtain knowledge and skills in one or more of the following areas:

- Have developed practical skills in clinical epidemiology including: designing a research study, writing a scientific paper or grant proposal, or teaching clinical epidemiology to colleagues or other students.
- Have an understanding of more advanced biostatistical methods and develop practical skills in conducting quantitative research

analyses, such as multiple linear regression, categorical data analysis and survival analysis.

- Understand qualitative research techniques from an introductory to advanced level.
- Understand ethical issues in healthcare and clinical research.

Course information

The program is delivered by academics and clinicians from the University and outside organisations. The wide-ranging experience and knowledge of teaching staff ensures an up-to-date coverage of topics and issues related to clinical epidemiology and evidence-based medicine. The tutorials, online discussion forums and small group sessions provide the opportunity for discussion of key concepts and learning material, and a critical review of the literature.

The units of study are offered in several delivery modes, including online, blended, traditional face-to-face and block mode workshop. All students are required to complete at least some units of study online and it is now also possible to complete all of our degrees by distance learning.

Assessment for some units such as 'Introductory Biostatistics' includes an end of semester written examination whereas other units are assessed by an oral presentation and/or written assignment.

Face-to-face classes and synchronous webinars (online tutorials) are generally offered late afternoons and evenings to accommodate our busy working students. There are some exceptions, such as units that are offered as day-long workshops.

Further enquiries

Course Program Administrator

Phone: +61 2 9351 5994

Fax: +61 2 9351 7420

Email: sph.cepi@sydney.edu.au

Website:

sydney.edu.au/medicine/publications/undergraduate/program/coursework/clinical-epidemiology.php



Clinical Epidemiology

Admission requirements

Admission to the **Graduate Certificate in Clinical Epidemiology** or the **Graduate Diploma in Clinical Epidemiology** requires:

- a medical degree, or
- an undergraduate first or second class honours degree in a health-related discipline, or
- an undergraduate degree in a health-related discipline plus a minimum of 12 months research or work experience equivalent to an honours year.

Admission to the **Master of Medicine (Clinical Epidemiology)** requires:

- a medical degree

Admission to the **Master of Science in Medicine (Clinical Epidemiology)** requires:

- an undergraduate first or second class honours degree in a health-related discipline, or
- an undergraduate degree in a health-related discipline plus a minimum of 12 months research or work experience equivalent to an honours year.

All courses in the Clinical Epidemiology Program require clinical experience, which can include clinical research experience.

See course Rules for further details.

Course structure

The **Graduate Certificate in Clinical Epidemiology** requires the successful completion of **24 credit points** of units of study including:

- 12 credit points of core units of study; and
- 12 credit points of elective units of study from Part A Electives.

The **Graduate Diploma in Clinical Epidemiology** requires the successful completion of **36 credit points** of units of study including:

- 12 credit points of core units of study; and
- 24 credit points of elective units of study, consisting of:
 - a) a minimum of 18 credit points from Part A Electives; and
 - b) a maximum of 6 credit points from Part B Electives.

The **Master of Medicine (Clinical Epidemiology)** and the **Master of Science in Medicine (Clinical Epidemiology)** require the successful completion of **48 credit points** of units of study including:

- 12 credit points of core units of study; and
- a minimum of 6 credit points of capstone units of study; and
- 30 credit points of additional elective units of study, consisting of:
 - a) a minimum of 18 credit points from Part A Electives; and
 - b) a maximum of 12 credit points from Part B Electives.

Unit of study availability

Core Units of Study

Unit of Study code and name	Credit point	Delivery mode
Offered in Semester 1 only		
PUBH5018 Introductory Biostatistics	6	face to face; online
Offered in Semester 1 and Semester 2		

Unit of Study code and name	Credit point	Delivery mode
CEPI5100 Introduction to Clinical Epidemiology	6	face to face; online

Capstone Units of Study

Master degree students must complete a minimum of 6 credit points from the following:

Unit of Study code and name	Credit point	Delivery mode
Offered in Semester 1 and Semester 2		
CEPI5205 Doing a Systematic Review	6	supervision
CEPI5207 Teaching Clinical Epidemiology	6	supervision
CEPI5215 Writing and Reviewing Medical Papers	6	online; block mode
CEPI5505 Clinical Epidemiology Project 1	2	supervision
CEPI5506 Clinical Epidemiology Project 2	4	supervision
Offered in Semester 1 only		
CEPI5300 Health and Medical Research Grants: Theory and Practice	6	face to face; online

Elective units of study

Elective options are split into two sections – Part A Electives and Part B Electives. See the unit of study table for the breakdown. The general guidelines for Parts A and B Electives are below, as reflected in the course rules.

Part A Electives

- Graduate Certificate students may take 12 credit points of elective units of study from Part A Electives;
- Graduate Diploma students must take a minimum of 18 credit points from Part A Electives;
- Master's degree students must take a minimum of 18 credit points from Part A Electives.

Part B Electives

- Graduate Certificate students may not take Part B Electives;
- Graduate Diploma students can take a maximum of 6 credit points from Part B Electives;
- Master's degree students can take a maximum of 12 credit points from Part B Electives.

Please note, students must ensure that they fulfil all essential prerequisites before enrolling in electives.

All students who wish to study full-time (both local and international students) need to commence their studies in



semester 1. Part-time students can commence their studies in either semester.

Clinical Epidemiology

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Clinical Epidemiology

Graduate Diploma in Clinical Epidemiology

Master of Medicine (Clinical Epidemiology)

Master of Science in Medicine (Clinical Epidemiology)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course and stream title
GCCLIEPI-01	Graduate Certificate in Clinical Epidemiology
GNCLIEPI-01	Graduate Diploma in Clinical Epidemiology
MAMECLEP-03	Master of Medicine (Clinical Epidemiology)
MASMCLEP-03	Master of Science in Medicine (Clinical Epidemiology)

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 degrees in these resolutions are 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 Certificate in Clinical Epidemiology
 - (b) the Graduate Diploma in Clinical Epidemiology
 - (c) the Master of Medicine (Clinical Epidemiology); or the Master of Science in Medicine (Clinical Epidemiology)
- (2) 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 longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Clinical Epidemiology requires:
 - a medical degree from the University of Sydney or an equivalent qualification;
 - or
 - a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or equivalent qualification;
 - or
 - a pass bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the school.
- (3) Admission to the Graduate Diploma in Clinical Epidemiology requires:
 - a medical degree from the University of Sydney or an equivalent qualification;
 - or
 - a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or equivalent qualification;
 - or
 - a pass bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the School.
- (4) Admission to the Master of Medicine (Clinical Epidemiology) requires:
 - a medical degree from the University of Sydney or an equivalent qualification.
- (5) Admission to the Master of Science in Medicine (Clinical Epidemiology) requires:
 - a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or equivalent qualification;
 - or
 - a pass bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the School.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Clinical Epidemiology.
- (2) To qualify for the award of the Graduate Certificate in Clinical Epidemiology a candidate must successfully complete 24 credit points, including:
 - (a) 12 credit points of core units of study; and
 - (b) 12 credit points of elective units of study from Part A Electives.
- (3) To qualify for the award of the Graduate Diploma in Clinical Epidemiology a candidate must successfully complete 36 credit points, including:
 - (a) 12 credit points of core units of study; and



- (b) 24 credit points of elective units of study, consisting of:
 - (i) a minimum of 18 credit points from Part A Electives; and
 - (ii) a maximum of 6 credit points from Part B Electives.
- (4) To qualify for the award of the Master of Medicine (Clinical Epidemiology) or Master of Science in Medicine (Clinical Epidemiology) a candidate must successfully complete 48 credit points, including:
 - (a) 12 credit points of core units of study; and
 - (b) a minimum of 6 credit points of capstone units of study; and
 - (c) 30 credit points of additional elective units of study, consisting of:
 - (i) a minimum of 18 credit points from Part A Electives; and
 - (ii) a maximum of 12 credit points from Part B Electives.

7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2017 and persons who commenced their candidature prior to 1 January, 2017 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2017, and who do not formally elect to proceed under the revised resolutions, complete the requirements in accordance with the resolutions in force at the time of their commencement.

Clinical Epidemiology

Table of units of study: Clinical Epidemiology

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Core units			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
PUBH5018 Introductory Biostatistics	6		Semester 1
Capstone Units (these units are also found in Part A Electives)			
Students taking a Master award course must take a minimum of 6 credit points of capstone units.			
CEPI5205 Doing a Systematic Review	6	A (CEPI5100 or PUBH5010) and PUBH5018 P CEPI5203 or CEPI5314 or CEPI5315 <i>Please speak to the Unit Coordinator if you have not successfully completed the assumed knowledge units prior to enrolling in CEPI5205</i>	Semester 1 Semester 2
CEPI5207 Teaching Clinical Epidemiology	6	P CEPI5100 or PUBH5010 C (CEPI5311 or CEPI5312) and (CEPI5203 or CEPI5314 or CEPI5315) N CEPI5206	Semester 1 Semester 2
CEPI5215 Writing and Reviewing Medical Papers	6	A Some basic knowledge of summary statistic is assumed P (PUBH5010 or CEPI5100) N CEPI5214 <i>Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.</i>	Semester 1 Semester 2
CEPI5300 Research Grants: theory and practice	6	P (PUBH5010 or CEPI5100) and PUBH5018 N CEPI5505	Semester 1
CEPI5505 Clinical Epidemiology Project 1	2	P (CEPI5100 or PUBH5010) and PUBH5018 N CEPI5300	Semester 1 Semester 2
CEPI5506 Clinical Epidemiology Project 2	4	P (CEPI5100 or PUBH5010) and PUBH5018 C CEPI5300 or CEPI5505	Semester 1 Semester 2
Part A Electives			
Graduate Certificate students must select 12 credit points from Part A. Graduate Diploma students must select a minimum of 18 credit points from Part A. Master students must select a minimum of 18 credit points from Part A, in addition to their 6 credit points of capstone units. For further information, check the course requirements for award.			
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
CEPI5315 Introduction to Systematic Reviews	6	C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5102 or CEPI5314	Semester 1
CEPI5314 Introduction to Systematic Reviews (TAV)	4	P CEPI5102 C CEPI5100 or PUBH5010 N CEPI5203, CEPI5315 <i>For pre-2017 students only</i>	Semester 1
CEPI5204 Advanced Systematic Reviews <i>This unit of study is not available in 2018</i>	2	P PUBH5211 C CEPI5203 or CEPI5314 or CEPI5315	Semester 2b
CEPI5205 Doing a Systematic Review	6	A (CEPI5100 or PUBH5010) and PUBH5018 P CEPI5203 or CEPI5314 or CEPI5315 <i>Please speak to the Unit Coordinator if you have not successfully completed the assumed knowledge units prior to enrolling in CEPI5205</i>	Semester 1 Semester 2
CEPI5207 Teaching Clinical Epidemiology	6	P CEPI5100 or PUBH5010 C (CEPI5311 or CEPI5312) and (CEPI5203 or CEPI5314 or CEPI5315) N CEPI5206	Semester 1 Semester 2
CEPI5215 Writing and Reviewing Medical Papers	6	A Some basic knowledge of summary statistic is assumed P (PUBH5010 or CEPI5100) N CEPI5214 <i>Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.</i>	Semester 1 Semester 2
CEPI5300 Research Grants: theory and practice	6	P (PUBH5010 or CEPI5100) and PUBH5018 N CEPI5505	Semester 1
CEPI5306 Clinical Practice Guidelines	2	A clinical experience strongly recommended	Semester 2a
CEPI5308 Patient-Reported Outcomes Measurement	2		Semester 1b
CEPI5310 Advanced Statistical Modelling	4	P PUBH5212	Semester 1
CEPI5311 Diagnostic and Screening Tests (Part 1)	2	P PUBH5010 or CEPI5100 N PUBH5208 or CEPI5202 or CEPI5312	Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
CEPI5312 Diagnostic and Screening Tests (1 and 2)	6	P PUBH5010 or CEPI5100 N PUBH5208 or CEPI5202 or CEPI5311	Semester 2
CEPI5505 Clinical Epidemiology Project 1	2	P (CEPI5100 or PUBH5010) and PUBH5018 N CEPI5300	Semester 1 Semester 2
CEPI5506 Clinical Epidemiology Project 2	4	P (CEPI5100 or PUBH5010) and PUBH5018 C CEPI5300 or CEPI5505	Semester 1 Semester 2
INFO9003 IT for Health Professionals	6	N INFO5003	Semester 2
PUBH5205 Decision Analysis	2	A PUBH5302 Health Economic Evaluation P PUBH5018 and (PUBH5010 or CEPI5100)	Semester 2b
PUBH5206 Controlled Trials	2	P PUBH5018	Semester 2a
PUBH5211 Multiple Regression and Stats Computing	4	P PUBH5018 <i>The statistical software package we shall be using in this unit is web-based. There is no cost/fee to use this software.</i>	Semester 2
PUBH5212 Categorical Data Analysis	2	P PUBH5018 C PUBH5211	Semester 2b
PUBH5213 Survival Analysis	2	C PUBH5211	Semester 2b
PUBH5215 Introductory Analysis of Linked Data	6	C (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or BSTA5004)	Intensive June Intensive November
PUBH5224 Advanced Epidemiology	6	P (PUBH5010 or CEPI5100) and PUBH5018	Semester 2
PUBH5302 Health Economic Evaluation	4	P ((PUBH5010 or CEPI5100) and PUBH5018) or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite)	Intensive September
PUBH5307 Advanced Health Economic Evaluation	2	P PUBH5018 and (PUBH5010 or CEPI5100) C PUBH5205 and PUBH5302 <i>Note: Department permission required for enrolment</i>	Intensive October
PUBH5500 Advanced Qualitative Health Research	6	N QUAL5005 or QUAL5006	Semester 1 Semester 2
Part B Electives			
Graduate Certificate students may not select any units of study from Part B. Graduate Diploma students can select up to a maximum 6 credit points from Part B. Master students can select up to a maximum of 12 credit points from Part B.			
PUBH5019 Cancer Prevention and Control <i>This unit of study is not available in 2018</i>	6	P PUBH5010 or CEPI5100 <i>Note: Department permission required for enrolment</i>	Semester 2
PUBH5020 Chronic Disease Prevention and Control	6	A PUBH5033, PUBH5010 or CEPI5100 or equivalent <i>Note: Department permission required for enrolment</i>	Semester 1
PUBH5032 Making Decisions in Public Health	2		Semester 2
PUBH5417 Injury Epidemiology Prevention and Control <i>This unit of study is not available in 2018</i>	4		Semester 2
PUBH5422 Health and Risk Communication	6		Semester 2
BETH5201 Ethics and Biotechnology <i>This unit of study is not available in 2018</i>	6	<i>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only.</i>	Semester 1
BETH5202 Human and Animal Research Ethics	6	N BETH5208 <i>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</i>	Semester 2
BETH5203 Ethics and Public Health	6	N BETH5206	Semester 2
BETH5204 Clinical Ethics	6	<i>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</i>	Semester 1
BETH5208 Introduction to Human Research Ethics <i>This unit of study is not available in 2018</i>	2	N BETH5202	Semester 2a
BETH5209 Medicines Policy, Economics and Ethics	6	A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.	Semester 2
HPOL5006 Business of Health	6	<i>Note: Department permission required for enrolment</i> <i>Students need to demonstrate at least one year's work experience in a related field. A waiver would be granted for students enrolled in MHPOL or MBA as this is already a course requirement of these programs.</i>	Intensive July

Clinical Epidemiology

Unit of study descriptions

BETH5201

Ethics and Biotechnology

Credit points: 6 **Teacher/Coordinator:** Dr Ainsley Newson **Session:** Semester 1 **Classes:** 6x2hr seminars & 1x8hr intensive; or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. **Assessment:** 2x400wd tasks (2x10%); 1x1500wd essay (30%); 1x2500wd essay (40%); participation in seminars or online (10%) **Mode of delivery:** Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only.

This unit of study introduces students to the ethical, social and legal issues that underlie a wide range of biotechnologies, including: genetics, genomics, human reproduction, stem cell research, nanotechnology and emerging biotechnologies. Key concepts influencing debates in this area are covered, such as 'procreative beneficence', personhood, risk, consent, public engagement, and property in the body (including gene patenting). Topical case studies are included to keep up with recent developments in the field. Students will explore the ethical limits to research and knowledge in biotechnology.

Textbooks

All readings are accessed online via elearning.

BETH5202

Human and Animal Research Ethics

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** 4x8hr intensive or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode **Prohibitions:** BETH5208 **Assessment:** Continuous assessment (short weekly tasks) (10%); 2x400wd short tasks (10%); 1x1500wd essay (30%); 1x2500wd essay (50%) **Mode of delivery:** Block mode, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit of study critically examines research ethics in its wider context, from how research is structured to its dissemination. It explores the ethical underpinnings of a variety of research methods and their uses in humans and non-human animals including the justifications for engaging in research, key concepts in research ethics and research integrity. The unit also briefly examines the history of research and the impact of research abuse on participants, both human and non-human animal.

Textbooks

All readings are made available via elearning.

BETH5203

Ethics and Public Health

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** 5x7hour intensives; or Distance Education (online). **Prohibitions:** BETH5206 **Assessment:** 5xOnline Quiz (50%); 1x2500wd essay (50%) **Mode of delivery:** Block mode, Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit begins with some fundamentals: the nature of ethics, of public health (and how it might be different to clinical medicine) and of public health ethics. It introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. A range of practical public health problems and issues will be considered, including ethical dimensions of communicable and non-communicable

diseases in populations, and the ethical challenges of public health research. Throughout, the emphasis is on learning to make sound arguments about the ethical aspects of public health policy, practice and research. Most learning occurs in the context of five teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a list of readings (in digital format).

BETH5204

Clinical Ethics

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 1 **Classes:** 4x8hr Intensives or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode **Assessment:** 1x1500wd case study (30%); 1x2500wd essay (50%); continuous assessment (short weekly tasks) (10%); 2x400wd Short Tasks (10%) **Mode of delivery:** Block mode, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit will facilitate students to critically review the ethical issues that underlie the delivery of healthcare. Students will explore: major conceptual models for ethical reasoning in the clinical context; key ethical concepts in the clinical encounter (such as consent, professionalism and confidentiality); major contexts in which ethical issues arise in clinical practice; and the role of clinical ethics consultation. The unit will also consider specific issues and populations within clinical practice, such as ethical aspects of healthcare at the beginning and end of life.

Textbooks

All readings are accessed online via elearning.

BETH5208

Introduction to Human Research Ethics

Credit points: 2 **Teacher/Coordinator:** A/Professor Ainsley Newson **Session:** Semester 2a **Classes:** Block mode (1.5 days) or online **Prohibitions:** BETH5202 **Assessment:** 1x1500wd essay (80%); 1x 400wd task (10%); participation in class/online (10%) **Mode of delivery:** Block mode, Online

This unit of study introduces students to human research ethics in its wider context. It explores the ethical underpinnings of the research endeavour including the justifications for engaging in research and research integrity. The unit also briefly reviews the history of research and the impact of research abuse on human participants.

Textbooks

All readings are accessed online via elearning.

BETH5209

Medicines Policy, Economics and Ethics

Credit points: 6 **Teacher/Coordinator:** Dr Wendy Lipworth, Narcyz Ghinea **Session:** Semester 2 **Classes:** Fully online. **Assumed knowledge:** A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. **Assessment:** Online work (15%) 1x minor essay (35%) 1x major essay (50%) **Mode of delivery:** Online

Medicines save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines, examining how research and development agendas are set; how medicines are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing



consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of medicines both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of students from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science.

Textbooks

Readings will be provided

CEPI5100

Introduction to Clinical Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Fiona Stanaway **Session:** Semester 1, Semester 2 **Classes:** Offered online and face-to-face (daytime tutorials) **Prohibitions:** PUBH5010 **Assessment:** Completion of online quizzes (15%), tutorial participation (10%), assignment 1 (15%), assignment 2 (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines.

Textbooks

Online readings and resources to be provided on the eLearning website.

CEPI5200

Quality and Safety in Health Care

Credit points: 6 **Teacher/Coordinator:** Professor Merrilyn Walton **Session:** Semester 1 **Classes:** offered online **Assessment:** online participation (20%); 4 x 1500 word assignments (80%) **Mode of delivery:** Online

Note: People working in health care will benefit from this course.

This course is specifically designed for health professionals who are working in health care. It will equip participants with underpinning knowledge about patient safety. The course modules cover quality and safety principles, professionalism and ethics, risk management and risk information, complexity theory, clinical governance and the impact of adverse events, methods to measure and make improvements in health care. The modules, tools and the discussions are designed to enable participants to change behaviours by understanding the main causes of adverse events—poor team work, busyness, hierarchies. The course provides foundation knowledge about quality and safety; governments around the world are concerned to address unsafe care. The course will better prepare health professional to understand the complexity of health care and take steps to minimise the opportunities for errors and address vulnerabilities in the system.

Textbooks

Runciman, Bill, Merry A Walton M. Safety and Ethics in Healthcare: A Guide to Getting it Right. 2007 Asgate Publisher.

CEPI5204

Advanced Systematic Reviews

Credit points: 2 **Teacher/Coordinator:** A/Prof Lisa Askie **Session:** Semester 2b **Classes:** (face to face) 1x2hr seminar/week for 6 weeks **Prerequisites:** PUBH5211 **Corequisites:** CEPI5203 or CEPI5314 or CEPI5315 **Assessment:** critical appraisal assignment (50%), data analysis assignment (50%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

The aim of this unit is to critically appraise and apply, at an advanced level, the best evidence on systematic reviews. This unit extends beyond the 'Introduction to Systematic Reviews' unit by exploring in-depth important issues around systematic reviews. At the end of the unit, students should be able to understand the advantages of individual participant data meta-analyses; critically appraise a review of observational studies; understand differences in systematic review of observational studies compared with randomized trials; understand

the potential pitfalls of meta-regression; perform and interpret a sub-group and meta-regression analysis; analyse continuous data and understand the methods by which missing data can be imputed; and understand the common problems in meta-analysis of continuous data. The seminar sessions are interactive and based on discussion of reading material. Two sessions are based in the computer lab.

Textbooks

Course notes are provided.

CEPI5205

Doing a Systematic Review

Credit points: 6 **Teacher/Coordinator:** Adjunct Professor Giovanni Strippoli **Session:** Semester 1, Semester 2 **Classes:** student project under supervision (can be studied by distance) **Prerequisites:** CEPI5203 or CEPI5314 or CEPI5315 **Assumed knowledge:** (CEPI5100 or PUBH5010) and PUBH5018 **Assessment:** 1 x 3000 word systematic review (100%) **Mode of delivery:** Supervision

Note: Please speak to the Unit Coordinator if you have not successfully completed the assumed knowledge units prior to enrolling in CEPI5205

This project unit provides an opportunity to apply skills learnt in other units and further develop knowledge and skills by undertaking a systematic review (ideally including a meta analysis) in a topic area nominated by the student. The student will be supported by a supervisor allocated to them, but the project will be student-driven. The assessment task is to undertake a systematic review and present the review in the form of a paper suitable for submission to a peer reviewed scientific, academic or professional journal.

Textbooks

There are no essential readings for this unit.

CEPI5207

Teaching Clinical Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Reid **Session:** Semester 1, Semester 2 **Classes:** student project under supervision. **Prerequisites:** CEPI5100 or PUBH5010 **Corequisites:** (CEPI5311 or CEPI5312) and (CEPI5203 or CEPI5314 or CEPI5315) **Prohibitions:** CEPI5206 **Assessment:** Project report (75%) and Participation (25%) **Mode of delivery:** Supervision

This unit aims to further participants knowledge and skills in teaching clinical epidemiology. Participants undertake a project where they will develop a teaching and learning resource based upon the teaching and learning they have been exposed to in the Clinical Epidemiology Program at the University of Sydney. There is no additional face-to-face teaching. Participants are expected to develop, teach and evaluate a clinical epidemiology teaching and learning resource of at least 9 hours-equivalent face-to-face teaching time. By the end of this unit participants will have developed, delivered and evaluated a teaching and learning resource in Clinical Epidemiology by: developing materials about clinical epidemiology relevant to the target audience and setting; developing an approach to teaching and learning which is relevant to the target audience and setting; developing and using an assessment tool appropriate for the teaching and learning resource; developing and using a method of evaluation appropriate for the teaching and learning resource; and reflecting on their own learning in this unit of study.

Textbooks

Recommended: Straus SE, Glasziou P, Richardson WS, Haynes RB. Evidence-base medicine. How to practice and teach EBM. 4th Edition, Churchill Livingstone, Edinburgh.

CEPI5215

Writing and Reviewing Medical Papers

Credit points: 6 **Teacher/Coordinator:** Associate Professor Angela Webster **Session:** Semester 1, Semester 2 **Classes:** 9 self-paced modules each comprising: course notes, lecture, demonstrations, exercises, quizzes **Prerequisites:** (PUBH5010 or CEPI5100) **Prohibitions:** CEPI5214 **Assumed knowledge:** Some basic knowledge of summary statistic is assumed **Assessment:** quizzes (30%), assignment 1 (20%), assignment 2 (50%) **Mode of delivery:** Online, Block mode

Note: Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.

Students will work at their own pace through 9 modules covering research integrity, medical style, abstracts, presentations and posters, constructing a paper, data visualisation, manuscript submission,

responding to reviewers comments, publication dissemination, and reviewing a paper. This unit aims to teach students the principles of research integrity in writing for medical journals, typical issues they may face, and link to resources to help them maintain integrity through their publishing careers. It will guide them to reliable evidence based resources to improve their conference abstract, presentation and poster design, and manuscript style and writing. Students will learn about reporting guidelines, common pitfalls in writing and presenting research, choosing a journal, keywords, improving tables and figures for manuscripts through open source software, copyright, writing cover letters and response letters to reviewers. Students will learn about measuring research impact and ways to improve your research reach, dealing with the media and press releases, using social media in dissemination, digital archiving and basic skills needed to act as a quality peer-reviewer. This is an online unit, but those needing to study in block mode will do online study as well as a workshop.

Textbooks

No mandatory text book-readings available online.

CEPI5300

Research Grants: theory and practice

Credit points: 6 **Teacher/Coordinator:** Associate Professor Germaine Wong **Session:** Semester 1 **Classes:** 12 online or face-to-face sessions and 1 face-to-face workshop (June) **Prerequisites:** (PUBH5010 or CEPI5100) and PUBH5018 **Prohibitions:** CEPI5505 **Assessment:** 1 x written research proposal(40%); online class presentations (30%); peer assessment (30%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) evening

In this unit of study, the student will develop his/her own research proposal, to a standard suitable for a peer-reviewed granting body. Each section of a grant proposal (Aims, Background/Significance, Methods, Analysis) will be discussed, with the student presenting and refining the corresponding section of his/her own proposal in a synchronous online workshop setting. This will then be complemented by online presentations from experienced researchers on the practical aspects of clinical research, followed by synchronous online class discussion. Topics include: observational studies, randomized controlled trials, diagnostic test evaluation, qualitative studies, funding application, ethical approval, publication strategies and grant administration. The unit will conclude with a one-day, face-to-face, mandatory workshop- where students will learn about budgeting, peer review of research grants, and present their completed research proposal.

CEPI5306

Clinical Practice Guidelines

Credit points: 2 **Teacher/Coordinator:** Dr Martin Howell **Session:** Semester 2a **Classes:** offered online **Assumed knowledge:** clinical experience strongly recommended **Assessment:** 1 x 4-page critical appraisal and barriers assessment (50%), online discussions and quizzes (50%) **Mode of delivery:** Online

During this unit students will evaluate guideline development; critical appraisal of guidelines; introduction to implementation and evaluation of guidelines; involvement of consumers in guidelines; examination of hospital-based and community-based guidelines. Group and individual critical appraisal work is required.

Textbooks

Online readings and other learning resources will be provided.

CEPI5308

Patient-Reported Outcomes Measurement

Credit points: 2 **Teacher/Coordinator:** Prof Madeleine King **Session:** Semester 1b **Classes:** online learning, expected student effort: 6-8 hours per week including 1.5 hour online lecture, readings and quizzes each week for six weeks **Assessment:** completion of online quizzes (25%), 1x3300 word assignment (75%) **Mode of delivery:** Online

The aim of this unit is to enable students to appraise patient-reported outcome measures (PROM) and incorporate them into clinical research. PROMs include: symptoms, side-effects, health-related quality of life, satisfaction and preferences. Topics include: definitions, structure and functions of PROMs; item-generation and selection; questionnaire design; assessing validity, reliability and responsiveness

to clinically important change; utilities and preferences; developing and appraising studies using PROMs. The online sessions comprise six lectures outlining the principles, with illustrative examples (approx 60 minutes per lecture), plus a series of 5 related quizzes (approx 30 minutes). The written assignment (3300 word limit) is an appraisal of the application of an existing PROM as an outcome in a clinical study.

Textbooks

Streiner DL, Norman GR. Health Measurement Scales: a practical guide to their development and use. Oxford University Press. 3rd, 4th or 5th Editions all suitable.

CEPI5310

Advanced Statistical Modelling

Credit points: 4 **Teacher/Coordinator:** A/Prof Patrick Kelly **Session:** Semester 1 **Classes:** 2hr lec/tut/week x 12 weeks, also offered fully online. **Prerequisites:** PUBH5212 **Assessment:** 2 x data analysis report (2x50%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening, Online

This unit covers statistical analysis techniques that are commonly required for analysing data that arise from clinical or epidemiological studies. Students will gain hands on experience applying model-building strategies and fitting advanced statistical models. In particular, students will learn a statistical software package called Stata, how to handle non-linear continuous variables, and how to analyse correlated data. Correlated data arise from clustered or longitudinal study designs, such as, cross-over studies, matched case-control studies, cluster randomised trials and studies involving repeated measurements. Statistical models that will be covered include fixed effects models, marginal models using Generalised Estimating Equations (GEE), and mixed effects models (also known as hierarchical or multilevel models). This unit of study focuses on data analyses using Stata and the interpretation of results.

Textbooks

No mandatory text books. Course notes are provided.

CEPI5311

Diagnostic and Screening Tests (Part 1)

Credit points: 2 **Teacher/Coordinator:** A/Prof Clement Loy **Session:** Semester 2 **Classes:** 1x2hr seminar/week for 6 weeks **Prerequisites:** PUBH5010 or CEPI5100 **Prohibitions:** PUBH5208 or CEPI5202 or CEPI5312 **Assessment:** Class discussion/presentations (40%), written assignment (60%) **Mode of delivery:** Online, Normal (lecture/lab/tutorial) day

This unit of study introduces the student to basic concepts behind diagnostic and screening tests, including: test accuracy, sources of bias in test evaluation, critical appraisal of test evaluation studies, principles and use of evidence in making decisions about population screening. After completing this unit of study, the student should have a basic understanding of contemporary issues and the methodology underlying, diagnostic and screening test evaluation and application.

Textbooks

Course notes will be provided

CEPI5312

Diagnostic and Screening Tests (1 and 2)

Credit points: 6 **Teacher/Coordinator:** A/Prof Clement Loy **Session:** Semester 2 **Classes:** 1x2hr seminar/week for 12 weeks **Prerequisites:** PUBH5010 or CEPI5100 **Prohibitions:** PUBH5208 or CEPI5202 or CEPI5311 **Assessment:** Class discussion/presentations (40%) and two written assignments (60%) **Mode of delivery:** Online, Normal (lecture/lab/tutorial) day

This unit of study introduces the student to basic concepts behind diagnostic and screening tests, including: test accuracy, sources of bias in test evaluation, critical appraisal of test evaluation studies, principles and use of evidence in making decisions about population screening. It will then move to more advanced topics including: application of test results to individual patients, place of tests in diagnostic pathways, impact of tests on patient outcome, tests with continuous outcome, receiver-operator characteristic curves, systematic review of diagnostic tests, predictive models, monitoring, diagnostic tests in the health system, and over-diagnosis. After completing this unit of study, the student should have a comprehensive

understanding of contemporary issues and the methodology underlying, diagnostic and screening test evaluation and application.

Textbooks

Course notes will be provided

CEPI5314

Introduction to Systematic Reviews (TAV)

Credit points: 4 **Teacher/Coordinator:** Dr Sharon Reid, Professor Jonathan Craig **Session:** Semester 1 **Classes:** all students will work through three online-modules and participate in weekly tutorials (online or on-campus depending on mode enrolled) over 12 weeks **Prerequisites:** CEPI5102 **Corequisites:** CEPI5100 or PUBH5010 **Prohibitions:** CEPI5203, CEPI5315 **Assessment:** module assessment tasks (30%) and 1 x 3500 word assignment (70%) after the modules are completed **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Note: For pre-2017 students only

In this unit of study, we aim to introduce you to systematic reviews and meta-analyses of relevance to healthcare with a particular focus on systematic reviews of randomized controlled trials. This is a TAV (Transitional Arrangement Version) of CEPI5315 for the cohort of students who enrolled before 2017 AND have completed CEPI5102 Literature searching. Students can choose to learn in online or normal day (on-campus) mode. All students will work through three online modules, delivered over twelve weeks, addressing the following topics at an introductory level: What and why systematic reviews (and meta-analysis); how a systematic review is conducted and understanding the principles of meta-analysis; and how to appraise, interpret and apply the results of systematic reviews (and meta-analyses). Students will have the opportunity to discuss unit of study learning materials in online tutorials or via weekly (on-campus) tutorials. Readings and other learning materials will be available via eLearning.

Textbooks

Readings and access to other learning resources are available through the unit's elearning site.

CEPI5315

Introduction to Systematic Reviews

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Reid, Professor Jonathan Craig **Session:** Semester 1 **Classes:** all students will work through four online-modules and participate in weekly tutorials (online or on-campus depending on mode enrolled) over 12 weeks **Corequisites:** CEPI5100 or PUBH5010 **Prohibitions:** CEPI5203 or CEPI5102 or CEPI5314 **Assessment:** module assessment tasks (30%) and 1 x 4000 word assignment (70%) after the modules are completed **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

In this unit of study, we aim to introduce you to systematic reviews and meta-analyses of relevance to healthcare with a particular focus on systematic reviews of randomized controlled trials. Students can choose to learn in online or normal day (on-campus) mode. All students will work through four online modules, delivered over twelve weeks, addressing the following topics at an introductory level: What and why systematic reviews (and meta-analysis); How to formulate answerable healthcare questions and searching for systematic reviews; how a systematic review is conducted and understanding the principles of meta-analysis; and how to appraise, interpret and apply the results of systematic reviews (and meta-analyses). Students will have the opportunity to discuss unit of study learning materials in online tutorials or via weekly (on-campus) tutorials. Readings and other learning materials will be available via eLearning.

Textbooks

Readings and access to other learning resources are available through the unit's elearning site

CEPI5505

Clinical Epidemiology Project 1

Credit points: 2 **Teacher/Coordinator:** Professor Jonathan Craig **Session:** Semester 1, Semester 2 **Classes:** Student project under supervision - three meetings with supervisor (face-to-face or distance) **Prerequisites:** (CEPI5100 or PUBH5010) and PUBH5018 **Prohibitions:** CEPI5300 **Assessment:** 1 x 2000 word assignment and project planning (study proposal 90% and project management 10%) **Mode of delivery:** Supervision

This unit provides students with an opportunity to develop a Clinical Epidemiology study proposal under supervision. The proposal will include: background to the project; project plan; project significance; justification of the project; project method; budget; and ethical implication of project. At the end of the unit, the student will be proficient in writing research proposals suitable for submission to an appropriate funding body. This project unit is a capstone unit and student driven. It is the responsibility of the student to identify a suitable project, in consultation with a local clinical supervisor and the unit coordinator, based upon area of interest to the student and local capacity to provide support to the student. Supervision is flexible but will include face to face meetings, email and telephone support. A minimum of two meetings/workshops are required, coinciding with the development of the project and a near-final proposal, one at the beginning and one at the end of semester.

Textbooks

There are no essential readings for this unit.

CEPI5506

Clinical Epidemiology Project 2

Credit points: 4 **Teacher/Coordinator:** Prof Jonathan Craig **Session:** Semester 1, Semester 2 **Classes:** Student project under supervision - three meetings with supervisor (face-to-face or distance) **Prerequisites:** (CEPI5100 or PUBH5010) and PUBH5018 **Corequisites:** CEPI5300 or CEPI5505 **Assessment:** 1 x 4000 word assignment and project planning (90% study proposal and 10% project management) **Mode of delivery:** Supervision

The aim of this unit is to conduct a clinical epidemiology project and write a report on the project in the form of a paper suitable for publication. The project will involve: refining the project proposal; data collection; data analysis; and produce a report suitable for publication. At the end of the unit, the student will be proficient in conducting and writing a report of a clinical epidemiology project. The report should be suitable for publication in a peer reviewed journal. This project unit is a capstone unit and student driven. It is the responsibility of the student to identify a suitable project, in consultation with a local clinical supervisor and the unit coordinator, based upon area of interest to the student and local capacity to provide support to the student. Feasibility is a critical criteria for selection of the topic given the tight time frame. Supervision is flexible but will include face to face meetings, email and telephone support. A minimum of two meetings are required, to be organised by the student, coinciding with the development of the project, a draft proposal and a near-final proposal, one at the beginning and one at the end of semester.

Textbooks

There are no essential readings for this unit.

INFO9003

IT for Health Professionals

Credit points: 6 **Session:** Semester 2 **Classes:** Lectures, Laboratories, Project Work - own time **Prohibitions:** INFO5003 **Assessment:** Through semester assessment (50%) and Final Exam (50%) **Mode of delivery:** Block mode

Information technologies (IT) and systems have emerged as the primary platform to support communication, collaboration, research, decision making, and problem solving in contemporary health organisations. The essential necessity for students to acquire the fundamental knowledge and skills for applying IT effectively for a wide range of tasks is widely recognised. This is an introductory unit of study which prepares students in the Health discipline to develop the necessary knowledge, skills and abilities to be competent in the use of information technology for solving a variety of problems. The main focus of this unit is on modelling and problem solving through the effective use of using IT. Students will learn how to navigate independently to solve their problems on their own, and to be capable of fully applying the power of IT tools in the service of their goals in their own health domains while not losing sight of the fundamental concepts of computing.

Students are taught core skills related to general purpose computing involving a range of software tools such as spreadsheets, database management systems, internet search engine. Students will undertake practical tasks including scripting languages and building a small scale application for managing information. In addition, the course will

address the issues arising from the wide-spread use of information technology in a variety of Health area.

HPOL5006

Business of Health

Credit points: 6 **Teacher/Coordinator:** A/Prof James Gillespie, Prof John Buchanan **Session:** Intensive July **Classes:** block/intensive mode - 5 days, 9am-5pm with preliminary online readings. **Assessment:** workshop tutorial assessments and presentation (20%); 1x2000wd report (30%); 1x3000 wd essay (50%) **Mode of delivery:** Block mode

Note: Department permission required for enrolment. Note: Students need to demonstrate at least one year's work experience in a related field. A waiver would be granted for students enrolled in MHPOL or MBA as this is already a course requirement of these programs.

Healthcare is now one of the largest employers and sectors in the Australian economy. Approximately two thirds of its funding comes from government, while two thirds of services are provided by the private sector. This unit explores this complex mix, building an understanding of the inter-relationships among the players in the industry, public and private. The course will explore the financial and regulatory environment in which providers operate and identify the main business models used by different players in the industry, including service providers, private insurers, employers, and government regulators. The unit draws on expert lecturers, international comparisons and case studies to give an understanding of the incentives and constraints that shape strategies to create value in health care.

Learning outcomes. By the end of the unit students will: (i) have an understanding of the 'eco-system' of health care; (ii) be able to navigate the regulatory and technological aspects of business in the health sector; (iii) be able to identify and evaluate public and private business strategies in the main health care sectors.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other required and recommended reading materials available from elearning site.

PUBH5018

Introductory Biostatistics

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

PUBH5019

Cancer Prevention and Control

Credit points: 6 **Teacher/Coordinator:** Professor Jane Young **Session:** Semester 2 **Classes:** 20 hours online lectures, 16 hours online discussions **Prerequisites:** PUBH5010 or CEPI5100 **Assessment:** 2 assignments (65%), 8 online tutorials (35%) **Mode of delivery:** Online

Note: Department permission required for enrolment.

This unit aims to provide students with specific information on the concepts, methods and applications underpinning cancer prevention and control at population level. It is designed to address specific educational needs of students in various programs within the School of Public Health and to offer a broad-based perspective on cancer control, ranging from primary prevention, screening and early intervention, tertiary prevention and palliative care. Emphasis will be given to cancers with the greatest impact at population level and where evidence demonstrates that policies and interventions are capable of reducing cancer incidence, mortality, prolonging survival and improving quality of life. Although focusing on specific Australian conditions, the information will be presented in the context of regional and global cancer control efforts. At the completion of the unit, students will be equipped with the basic tools to design, plan, implement and evaluate cancer control programs in Australia or other countries.

Textbooks

Readings for this unit will be available on the eLearning site

PUBH5020

Chronic Disease Prevention and Control

Credit points: 6 **Teacher/Coordinator:** Professor Adrian Bauman **Session:** Semester 1 **Classes:** 20 hrs online lectures; 16 hrs online discussions **Assumed knowledge:** PUBH5033, PUBH5010 or CEPI5100 or equivalent **Assessment:** 1000 word assignment (20%), 2000 word assignment (40%), on-line discussions (40%) **Mode of delivery:** Online

Note: Department permission required for enrolment.

This course offers a public health approach to examining the global issue of chronic diseases (e.g. cardiovascular disease, type 2 diabetes, cancer, chronic lung disease) and their prevention. The course examines why chronic disease is a global problem, and describes WHO frameworks for chronic disease prevention. It also reviews the epidemiology of specific chronic diseases including trends in and surveillance of these conditions, and the global (and country level) burden of disease. Teaching will focus on clinical prevention, in particular, the role of primary care, other clinicians and allied health professionals in providing lifestyle advice for people with chronic disease (tertiary prevention) and for people without chronic disease (primary prevention). Students will be involved in evaluating the effectiveness of different prevention strategies and will examine the role of health policy and strategic planning in developing effective and sustainable chronic disease management programs and health services in different settings (in Australia and the region).

Textbooks

Readings for this unit will be available on the eLearning site

PUBH5032

Making Decisions in Public Health

Credit points: 2 **Teacher/Coordinator:** A/Prof James Gillespie, A/Prof Alison Hayes **Session:** Semester 2 **Classes:** 2-day workshop; fully online version available **Assessment:** Multiple choice assessment (50%); Written assignment of 1000 words (50%) **Mode of delivery:** Block mode, Online

This unit introduces students to the methods by which evidence is translated, used and abused when governments make decisions affecting public health. Students will become familiar with the main tools used by health economists and policy analysts. The unit will emphasize the role of different forms of evidence and values for priority-setting and policy-making. Unit technical content is unified by common themes and case studies. Students will apply methods and principles of health economics e.g. resource scarcity, opportunity cost, efficiency and equity to practical real-life examples (including specific indigenous health issues) to critically consider the role of economic evidence in health decision-making in Australia.

Students will then use policy analysis methods to critically examine the Australian health care system and decision-making in public health. The unit will pay particular attention to questions of power and equity, including the position of indigenous peoples. Finally, it will look at how evidence is framed and used in decision-making. Teaching will make use of contemporary case studies so students learn how technical analytical tools are used in practical examples of policy development,

decision-making and public debate. The unit gives public health students an essential basic knowledge of both disciplines (health economics and health policy) and lays the groundwork for more advanced studies.

PUBH5205

Decision Analysis

Credit points: 2 **Teacher/Coordinator:** Dr Andrew Martin **Session:** Semester 2b **Classes:** Six 2-hour sessions (inclusive of computer practicals) or online **Prerequisites:** PUBH5018 and (PUBH5010 or CEPI5100) **Assumed knowledge:** PUBH5302 Health Economic Evaluation **Assessment:** 5 x practicals/exercises (10%), 1 X exam (30%), and 1 X assignment (60%) **Practical field work:** Three computer practicals (in class or online) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit examines quantitative approaches to public health and clinical decision-making. Topics of study include: decision trees and health-related utility assessment; incorporating diagnostic information in decision making; sensitivity and threshold analysis; and application of decision analysis to economic evaluation. Lectures are accompanied by practical exercises and readings. Students gain practical skills using decision analysis software (TreeAge) via computer practicals. Lectures and practicals may be completed online (however on-line students must purchase their own TreeAge software student licence).

PUBH5206

Controlled Trials

Credit points: 2 **Teacher/Coordinator:** Mr Chris Brown and Dr Andrew Martin **Session:** Semester 2a **Classes:** 2x 1 day workshops; or online **Prerequisites:** PUBH5018 **Assessment:** 6 x practicals (10%), 1 x short answer/multiple choice exam (40%) and 1 x take home exam (50%) **Mode of delivery:** Block mode, Online

This unit introduces the principles underpinning the design and conduct of high quality clinical trials to generate good evidence for health care decision making. The topics include clinical trial design, randomization, sample size, measures of treatment effect, methodological issues, trial protocols, and ethical principles. The unit is delivered over 2 full days via formal lectures followed by practical sessions. This material may be completed online.

Textbooks

Recommended: Keech A, Gebski V, Pike R. Interpreting and reporting clinical trials: a guide to the CONSORT statement and the principles of randomised controlled trials. Sydney: Australasian Medical Publishing Company; 2007. A list of suggested readings associated with the course will be provided.

PUBH5211

Multiple Regression and Stats Computing

Credit points: 4 **Teacher/Coordinator:** Associate Professor Patrick Kelly **Session:** Semester 2 **Classes:** 2hrs per week for 13 weeks. This unit may be undertaken in face to face or online mode. All students must have regular access to a reliable internet connection capable of streaming or downloading video recorded lectures. **Prerequisites:** PUBH5018 **Assessment:** Quizzes (10%); 1x 4 page assignment (20%); and 1x 10 page assignment (70%). The assignments will involve analysing data. Students must pass the final assignment to pass this unit of study. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Note: The statistical software package we shall be using in this unit is web-based. There is no cost/fee to use this software.

Students will learn how to analyse data using multiple linear regression. Multiple linear regression is a powerful statistical method for analysing a continuous outcome variable with several explanatory variables. This unit will cover how to compare more than two groups, adjust for confounders, test for effect modification, calculate adjusted means, conduct appropriate model checking, and teaches strategies for selecting the 'best' regression model. Students will learn how to apply these methods using the statistical package called SAS. The focus of this unit is on the application of fitting appropriate linear regression models and interpreting the results. The material in this unit is covered by lectures, tutorials, course notes and online discussions. This unit is the prerequisite for learning other types of regression models, such as logistic regression (PUBH5212) and survival analysis (PUBH5213).

Textbooks

Course notes are provided.

PUBH5212

Categorical Data Analysis

Credit points: 2 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 2b **Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. Also available online - such students must have regular access to a reliable internet connection capable of streaming or downloading video recorded lectures. **Prerequisites:** PUBH5018 **Corequisites:** PUBH5211 **Assessment:** 1x 3 page report (30%) and 1x 8 page report (70%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

In this unit the biostatistical concepts covered in earlier units are extended to cover analysis of epidemiological studies where the outcome variable is categorical. Topics of study include: testing for trend in a 2 x r contingency table; the Mantel-Haenszel test for the combination of several 2 x 2 tables, with estimation of the combined odds ratio and confidence limits; multiple logistic regression; Poisson regression; modelling strategy. The assignments will involve practical analysis and interpretation of categorical data. Data analyses will be conducted using statistical software (SAS).

Textbooks

Course notes are provided.

PUBH5213

Survival Analysis

Credit points: 2 **Teacher/Coordinator:** Dr Erin Cvejic **Session:** Semester 2b **Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. Also available online - such students must have regular access to a reliable internet connection capable of streaming or downloading video recorded lectures. **Corequisites:** PUBH5211 **Assessment:** 1x 3 page assignment (20%) and 1x 10 page assignment (80%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

During this unit, students learn to analyse data from studies in which individuals are followed up until a particular event occurs (e.g. death, cure, relapse), making use of follow-up data for those who do not experience the event of interest. This unit covers: Kaplan-Meier life tables; logrank test to compare two or more groups; Cox's proportional hazards regression model; checking the proportional hazards assumption; and sample size calculations for survival studies. For each topic, participants are given materials to read beforehand. This is followed by a lecture, then participants are given a small number of exercise to do for the following week. These exercises are discussed in the tutorial at the next session before moving on to the next topic. That is, in most weeks the first hour is a tutorial, followed by the lecture given in the second hour. Participants are expected to run SAS programs in their own time. Preparation time for each session is 2-3 hours. The assignments both involve use of SAS to analyse survival data sets.

Textbooks

Course notes are provided, along with links to additional readings through the library.

PUBH5215

Introductory Analysis of Linked Data

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Intensive June, Intensive November **Classes:** block/intensive mode 5 days 9am-5pm **Corequisites:** (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or BSTA5004) **Assessment:** Reflective journal (30%) and 1x assignment (70%) **Mode of delivery:** Block mode

This unit introduces the topic of linked health data analysis. It will usually run in late June and late November. The topic is a very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage

checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators and produce results from statistical procedures at an introductory to intermediate level. The main assignment involves the analysis of NSW linked data, which can be done only in the Sydney School of Public Health Computer Lab, and is due 10 days after the end of the unit.

Textbooks

Notes will be distributed in class.

PUBH5224

Advanced Epidemiology

Credit points: 6 **Teacher/Coordinator:** Professor Tim Driscoll **Session:** Semester 2 **Classes:** Weekly classes (combined lectures and tutorials) for 13 weeks. **Prerequisites:** (PUBH5010 or CEPI5100) and PUBH5018 **Assessment:** 1x 1500 word assignment or equivalent class presentation (30%); 1x 4000 word assignment (or equivalent answers to specific methodological questions) (70%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study is intended for students who have completed Epidemiology Methods and Uses (or an equivalent unit of study) at a credit or higher level. It is designed to extend students' practical and theoretical knowledge of epidemiology beyond basic principles, provide students with an opportunity to consolidate critical appraisal skills and to acquire some of the practical knowledge and skills needed to design epidemiological research.

PUBH5302

Health Economic Evaluation

Credit points: 4 **Teacher/Coordinator:** A/Professor Alison Hayes **Session:** Intensive September **Classes:** 2x 2day compulsory workshops **Prerequisites:** ((PUBH5010 or CEPI5100) and PUBH5018) or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite) **Assessment:** assignment 1 (40%), assignment 2 (60%) **Mode of delivery:** Block mode

This unit aims to develop students' knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures and class exercises.

Textbooks

A course manual will be provided to each student.

PUBH5307

Advanced Health Economic Evaluation

Credit points: 2 **Teacher/Coordinator:** Professor Kirsten Howard **Session:** Intensive October **Classes:** 1 x 2day compulsory workshop **Prerequisites:** PUBH5018 and (PUBH5010 or CEPI5100) **Corequisites:** PUBH5205 and PUBH5302 **Assessment:** 1x written assignment (100%) **Mode of delivery:** Block mode

Note: Department permission required for enrolment.

The aims of this unit are to provide students with an understanding of the concepts, application and analytical techniques of more advanced methods of health economic evaluation and with practical working knowledge of how to conduct economic evaluations using stochastic and deterministic data. This unit will focus on students developing the hands-on skills of conducting economic evaluations, included detailed practical instruction in the use of decision analytic software such as TreeAge and Excel. The format will be in face to face workshops with lectures followed by computer based exercises directly relating to the lectures. The broad topic areas covered are: 1) analysis of health outcomes including survival and quality of life measures 2) analysis of costs 3) economic modeling, including conduct of sensitivity analyses (one way, multi-way and probabilistic sensitivity analysis) and 4) presenting and interpreting results of cost effectiveness analyses.

PUBH5417

Injury Epidemiology Prevention and Control

Credit points: 4 **Teacher/Coordinator:** A/Professor Lisa Keay **Session:** Semester 2 **Classes:** Online lectures and moderated discussions over 13 weeks (workload 6-8hr/week) **Assessment:** 1x 4000 word assignment (60%) and

participation in two moderated online discussions (40%) **Mode of delivery:** Online

This one-semester online unit teaches students about the principles of injury epidemiology, prevention and control. It provides a basis for the assessment and investigation of injury issues and the development, implementation and evaluation of injury prevention programs. The unit will cover: injury measurement and classification (descriptive methods); risk factor identification (analytic methods); evidence-based interventions for injury prevention; priority setting in injury control; injury prevention policy; strategies in injury control; implementing strategies in injury control; program evaluation in injury prevention; injury and Indigenous Australians and an international perspective on injury. During this unit, students will: gain an understanding of the epidemiology of injury, including the burden of injury, injury surveillance, methods for estimating the frequency and severity of injury, and methods for identifying risk factors; gain an understanding of the theories underpinning injury prevention and illustrate their application; develop an appreciation of the process of priority setting in injury, the design and implementation of injury prevention interventions, and the principles and conduct of evaluations.

Textbooks

Lecture notes, case studies and journal articles will be provided online from a password-protected site. Recommended text: McClure R, Stevenson M, McEvoy S. The Scientific Basis of Injury Prevention and Control. Melbourne: IP Communications, 2004.

PUBH5422

Health and Risk Communication

Credit points: 6 **Teacher/Coordinator:** Dr Claire Hooker, Associate Professor Julie Leask, Professor Phyllis Butow **Session:** Semester 2 **Classes:** Block/intensive 2 blocks of 2 x 9-5 full days; please check with the coordinator for scheduling **Assessment:** Assignment 1: 1 x 2500 word (35%), Assignment 2: 1 x 2500 words or equivalent (35%), online activities (30%). Attendance at intensives is compulsory and 80% attendance is required to pass the unit of study. **Mode of delivery:** Block mode

In this unit, students learn how to communicate effectively with respect to health risks, both to individuals with health concerns, and with respect to risks to the public. The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis; and informed consent. The second half explores risk communication for public health, including: how to effectively manage outbreak or other crisis situations; how to communicate about issues where the risk is low but public concern is high (such as with respect to the fluoridation of water); and how to best manage controversies. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement, traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

PUBH5500

Advanced Qualitative Health Research

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers (Semester 1); Andrea Smith (Semester 2) **Session:** Semester 1, Semester 2 **Classes:** 2x3 full day workshop in March/April (semester 1); 2x3 full day workshops in August/September (semester 2) **Prohibitions:** QUAL5005 or QUAL5006 **Assessment:** interviewing activity with reflection (25%); 2000wd essay (25%); 2x group presentations (20%); multiple choice quizzes (20%); in-class participation (10%) **Mode of delivery:** Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Over the course of the unit we will address: What is qualitative research? How is it different from

quantitative research? What is its history? What research problems can it address? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative researchers biased)? What are the ethical issues? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing data, arguing for qualitative research in health, and appraising the quality of published literature. In both workshops you will meet working qualitative researchers and hear about their projects. This advanced unit will show you a new way of thinking critically about research and researching, and give you the skills and confidence to begin evaluating and doing qualitative research for yourself.

Clinical Neurophysiology

Graduate Certificate in Medicine (Clinical Neurophysiology)*

Graduate Diploma in Medicine (Clinical Neurophysiology)*

Master of Medicine (Clinical Neurophysiology)*

Master of Medicine (Advanced)(Clinical Neurophysiology)*

Graduate Certificate in Science in Medicine (Clinical Neurophysiology)*

Graduate Diploma in Science in Medicine (Clinical Neurophysiology)*

Master of Science in Medicine (Clinical Neurophysiology)*

Master of Science in Medicine (Advanced) (Clinical Neurophysiology)*

**not open to international students on a student visa.*

	Graduate Certificate	Graduate Diploma	Master	Master (Advanced)
Course code (degree in Medicine)	GCMEDIC2CNP	GNMEDIC2CNP	MAMEDIC4CNP	MAMEDADV1CNP
Course code (degree in Science in Medicine)	GCSCMEDI1CNP	GNSCMEDI1CNP	MASCMEI1CNP	MASCMEAD1CNP
CRICOS code	Medicine: 083649E Science in Medicine: 083650A	Medicine: 083647G Science in Medicine: 083648F	Medicine: 083643M Science in Medicine: 083721B	Medicine: 083644K Science in Medicine: 083646G
Degree Abbreviation	GradCertMed (ClinNeuroPhysiol) GradCertScMed (ClinNeuroPhysiol)	GradDipMed (ClinNeuroPhysiol) GradDipScMed (ClinNeuroPhysiol)	MMed (ClinNeuroPhysiol) MScMed (ClinNeuroPhysiol)	MMed(Adv)(ClinNeuroPhysiol) MScMed(Adv)(ClinNeuroPhysiol)
Credit points required to complete	24	36	48	60
Time to complete full-time	0.5 year	1 year	1 year	1.5 years
Time to complete part-time	1 - 2 years	1.5 - 3 years	2 - 4 years	2 - 5 years

Overview

Clinical neurophysiology is a broad discipline, encompassing diagnostic services for patients presenting with neurological dysfunction, systemic diseases and critical illnesses, as well as the provision of intraoperative monitoring of the nervous system during at-risk surgical procedures.

This course is designed for anaesthetists, neurologists, neurophysiology scientists and technologists, and trainees in these areas.

The Master of Medicine and the Master of Science in Medicine have different admission requirements. Only medical graduates (ie those with a recognised medical degree) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine.

Course outcomes

This coursework will provide graduates with a sound understanding of the theoretical principles and practical application of the commonly employed techniques in clinical neurophysiology. Graduates will develop the knowledge and skills to work in diagnostic and perioperative settings.

Course information

The courses aim to provide structured educational programs in neurophysiological monitoring to complement experiential learning in the workplace. This is the only postgraduate coursework of its kind in Australasia.

The program is delivered largely online with most units of study incorporating compulsory short intensive face-to-face teaching workshops held in Sydney. CLNP5001 Basic Sciences in Clinical Neurophysiology and CLNP5005 Neuromonitoring in Anaesthesia are fully online.

Further enquiries

Associate Professor Annette Katelaris
Email: annette.katelaris@sydney.edu.au

W e b s i t e :
<http://sydney.edu.au/medicine/future-students/courses/index.php>



Clinical Neurophysiology

Admission requirements

Admission to the:

- Graduate Certificate in Medicine (Clinical Neurophysiology)
- Graduate Diploma in Medicine (Clinical Neurophysiology)
- Master of Medicine (Clinical Neurophysiology)

requires a medical degree.

Admission to the:

- Graduate Certificate in Science in Medicine (Clinical Neurophysiology)
- Graduate Diploma in Science in Medicine (Clinical Neurophysiology)

requires a bachelor or postgraduate degree in a health or science related discipline;

Admission to the:

- Master of Science in Medicine (Clinical Neurophysiology)

requires evidence of at least 12 months of relevant work experience AND: successful completion of an embedded degree program (Graduate Certificate or Graduate Diploma); OR a bachelor degree in a health or science-related discipline with honours; OR a bachelor degree plus a postgraduate degree in a health or science-related discipline.

Admission to:

- Master of Medicine (Advanced) (Clinical Neurophysiology), and
- Master of Science in Medicine (Advanced) (Clinical Neurophysiology)

requires the student to be enrolled in the Master program, have completed the compulsory research unit of study and have an average mark of at least 75% in 24 credit points of compulsory or stream specific units of study.

Course structure

The **Graduate Certificate** requires the successful completion of **24 credit points** of stream specific units of study.

The **Graduate Diploma** requires the successful completion of **36 credit points** of units of study including:

- 6 credit points of compulsory units of study;
- 24 credit points of stream specific units of study; and
- 6 credit points of stream specific or general elective units of study.

The **Master** requires the successful completion of **48 credit points** of units of study including:

- 12 credit points of compulsory units of study;
- 24 credit points of stream specific units of study; and
- 12 credit points of stream specific or general elective units of study.

The **Master (Advanced)** requires the successful completion of **60 credit points** of units of study including:

- 48 credit points of study as required for the Master; and
- 12 credit points of project units of study.

Pattern of enrolment

Suggested pathways

Students who work (or intend to work) predominantly in neurophysiology laboratories are encouraged to enrol in the following units:

- Basic Sciences in Clinical Neurophysiology*
- Diagnostic Electroencephalography
- Clinical Neurophysiology Techniques
- Advanced Electroencephalography

Students who intend to predominantly practise intraoperative neuromonitoring are encouraged to enrol in:

- Basic Sciences in Clinical Neurophysiology*
- Neuromonitoring in Anaesthesia
- Intraoperative Monitoring I
- Intraoperative Monitoring II

***CLNP5001 Basic Sciences in Clinical Neurophysiology is compulsory for all students and must be completed either before enrolling in other CLNP units of study or concurrently during the first semester of enrolling in CLNP units. Students can apply for a waiver for this unit of study if they have completed equivalent study within the last 5 years. Evidence of previous study will be required and successful completion of an examination on required knowledge.**

Compulsory Units of Study

Unit of Study code and name	Credit points	Delivery mode
Compulsory units of study for Graduate Diploma and Master's students		
Graduate Diploma students must complete 6 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online
Master's students must complete 12 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online
CLNP5001 Basic Sciences: Clinical Neurophysiology	6	online

Stream Specific Units of Study

Unit of Study code and name	Credit points	Delivery mode
Graduate Certificate students must complete 24 credit points of stream specific units of study		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Master's students must complete 24 credit points of stream specific units of study		
Offered Semester 1		
CLNP5001 Basic Sciences: Clinical Neurophysiology	6	online
CLNP5002 Diagnostic Electroencephalography	6	online/intensive
CLNP5003 Clinical Neurophysiology Techniques	6	online/intensive



Unit of Study code and name	Credit points	Delivery mode
CLNP5006 Intraoperative Monitoring I	6	online/intensive
INTM5002 Basic Neurology	3	online
Offered Semester 2		
CLNP5004 Advanced Electroencephalography	6	online/intensive
CLNP5005 Neuromonitoring in Anaesthesia	6	online
CLNP5007 Intraoperative Monitoring II	6	online/intensive
INTM5102 Advanced Neurology	3	online
Offered Semester 1 & Semester 2		
CEPI5100 Introduction to Clinical Epidemiology	6	online

Unit of Study code and name	Credit points	Delivery mode
MEDF5302 Project (Advanced Masters) (Part A)	6 (available semester 1 and 2)	supervision
MEDF5303 Project (Advanced Masters) (Part B)	6 (available semester 1 and 2)	supervision

General Elective Units of Study

Units of Study code and name	Credit points	Delivery mode
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.		
Master's students complete 12 credit points of stream specific or general elective units of study.		
Offered Semester 1 and Semester 2		
CEPI5215 Writing and Reviewing Medical Papers	6	online
PAIN5002 Pain mechanisms and contributors	6	online
PAIN 5003 Pain Treatment and Management	6	online
Offered Semester 1		
PAIN5021 Acute Pain	6	online
CEPI5200 Quality and Safety in Health Care	6	online
CEPI5300 Research Grants: Theory and Practice	6	block mode; online
CEPI5315 Introduction to Systematic Reviews	6	online
PUBH5018 Introductory Biostatistics	6	face to face; online
Offered Semester 2		
CRIT5005 Clinical Reasoning and Communication	6	online/intensive
MEDF5002 Teaching in the Clinical Environment	6	online/intensive

Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

Unit of Study code and name	Credit points	Delivery mode
MEDF5301 Project (Advanced Masters)	12 (available semester 1 and 2)	supervision

Clinical Neurophysiology

Degree resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine

Graduate Diploma in Medicine

Master of Medicine

Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine

Graduate Diploma in Science in Medicine

Master of Science in Medicine

Master of Science in Medicine (Advanced)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course title
GCMEDICI-02	Graduate Certificate in Medicine
GNMEDICI-02	Graduate Diploma in Medicine
MAMEDICI-04	Master of Medicine
MAMEDADV-01	Master of Medicine (Advanced)

Code	Course title
GCSCMEDI-01	Graduate Certificate in Science in Medicine
GNSCMEDI-01	Graduate Diploma in Science in Medicine
MASCMEADI-01	Master of Science in Medicine
MASCMEADV-01	Master of Science in Medicine (Advanced)

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 Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) Graduate certificate
 - (b) Graduate Diploma
 - (c) Master
 - (d) Master (Advanced)
- (2) 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 Streams

- (1) Courses are available in the following streams:

For medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Internal Medicine
 - (d) Metabolic Health
 - (e) Paediatric Medicine
 - (f) Pharmaceutical and Medical Device Development
 - (g) Psychiatry
 - (h) Sexual and Reproductive Health
 - (i) Sleep Medicine

For non-medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Metabolic Health
 - (d) Pharmaceutical and Medical Device Development
 - (e) Sexual and Reproductive Health
 - (f) Sleep Medicine
- (2) Candidates may transfer between streams with approval from the relevant stream Course Coordinators.
- (3) All of the degrees within this course shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.
- (4) Completion of a Pathway, if available within a Stream is not a requirement of completing the course. Candidates have the option of completing the course in one Pathway.

6 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
 - (2) Admission to the Graduate Certificate in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification;
 - (3) Admission to the Graduate Diploma in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification.
 - (4) Admission to the Master of Medicine requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification.
 - (5) Admission to the Psychiatry stream requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; and
 - (b) employment in an accredited psychiatry training position or equivalent experience.
 - (6) Admission to the Internal Medicine stream requires current medical registration in an Australian or New Zealand



jurisdiction and current or prior employment in a clinical setting in an Australian or New Zealand jurisdiction.

- (7) Admission to the Graduate Certificate in Science in Medicine requires:
- (a) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - (b) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the School.
- (8) Admission to the Graduate Diploma in Science in Medicine will require:
- (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
 - (b) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - (c) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health or science-related field or pass a preliminary examination(s) as prescribed by the School.
- (9) Admission to the Master of Science in Medicine requires:
- (a) successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine or equivalent qualification; or
 - (b) a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - (c) a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - (d) a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience; and
 - (e) for admission to the Clinical Neurophysiology and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential.
- (10) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
- (a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine and have completed the compulsory research methods unit in their stream as applicable; and
 - (b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
 - (c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

- (1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
- (2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
 - (a) 24 credit points of stream specific units of study;
- (3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
 - (a) 6 credit points of compulsory units of study, and
 - (b) 24 credit points of stream specific units of study, and
 - (c) 6 credit points of stream specific or general elective units of study;
- (4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
 - (a) 12 credit points of compulsory units of study, and
 - (b) 24 credit points of stream specific units of study, and
 - (c) 12 credit points of stream specific or general elective units of study.
- (5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
 - (a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
 - (b) 12 credit points of project units of study.

8 Transitional Provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2018 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Clinical Neurophysiology

Table of units of study: Clinical Neurophysiology

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Compulsory units			
Graduate Diploma and Master's students must complete 6 credit points of compulsory units of study			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Stream specific units			
Graduate Certificate students must complete 24 credit points of stream specific units of study			
Graduate Diploma students must complete 24 credit points of stream specific units of study			
Master's students must complete 24 credit points of stream specific units of study			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
CLNP5001 Basic Sciences in Clinical Neurophysiology	6	<i>Students can apply for a waiver if they have completed equivalent study within the last 5 years. Evidence of previous study will be required and completion of an RPL examination.</i>	Semester 1
CLNP5002 Diagnostic Electroencephalography	6	C CLNP5001 <i>Critical Care and Internal Medicine students must request special permission to enrol in this unit of study.</i>	Semester 1
CLNP5003 Clinical Neurophysiology Techniques	6	C CLNP5001	Semester 2
CLNP5004 Advanced Electroencephalography	6	C CLNP5001 <i>Internal Medicine students must request special permission to enrol in this unit of study.</i>	Semester 2
CLNP5005 Neuromonitoring in Anaesthesia	6	C CLNP5001 <i>Critical Care students must request special permission to enrol in this unit of study.</i>	Semester 2
CLNP5006 Intraoperative Monitoring I	6	C CLNP5001 <i>Critical Care students must request special permission to enrol in this unit of study.</i>	Semester 1
CLNP5007 Intraoperative Monitoring II	6	C CLNP5001	Semester 2
INTM5002 Basic Neurology	3	<i>This unit of study is available only to registered medical graduates working in an Australia clinical setting.</i>	Semester 1
INTM5102 Advanced Neurology	3	<i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 2
General elective units			
Graduate Diploma students complete 6 credit points of general elective or stream specific units of study			
Master's students complete 12 credit points of general elective or stream specific units of study			
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
CEPI5215 Writing and Reviewing Medical Papers	6	A Some basic knowledge of summary statistic is assumed P (PUBH5010 or CEPI5100) N CEPI5214 <i>Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.</i>	Semester 1 Semester 2
CEPI5300 Research Grants: theory and practice	6	P (PUBH5010 or CEPI5100) and PUBH5018 N CEPI5505	Semester 1
CEPI5315 Introduction to Systematic Reviews	6	C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5102 or CEPI5314	Semester 1
CRIT5005 Clinical Reasoning and Communication	6	<i>Note: Department permission required for enrolment Places in this unit are limited and departmental permission is required.</i>	Semester 2
MEDF5002 Teaching in the Clinical Environment	6		Semester 2
PAIN5002 Pain Mechanisms and Contributors	6		Semester 1 Semester 2
PAIN5003 Pain Treatment and Management Principles	6		Semester 1 Semester 2
PAIN5021 Acute Pain	6		Semester 1
PUBH5018 Introductory Biostatistics	6		Semester 1



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Project units of study			
Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.			
MEDF5301 Project (Advanced Masters)	12	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
MEDF5302 Project (Advanced Masters) (Part A)	6	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
MEDF5303 Project (Advanced Masters) (Part B)	6	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2

Clinical Neurophysiology

Unit of study descriptions

CEPI5100

Introduction to Clinical Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Fiona Stanaway **Session:** Semester 1, Semester 2 **Classes:** Offered online and face-to-face (daytime tutorials) **Prohibitions:** PUBH5010 **Assessment:** Completion of online quizzes (15%), tutorial participation (10%), assignment 1 (15%), assignment 2 (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines.

Textbooks

Online readings and resources to be provided on the eLearning website.

CEPI5200

Quality and Safety in Health Care

Credit points: 6 **Teacher/Coordinator:** Professor Merrilyn Walton **Session:** Semester 1 **Classes:** offered online **Assessment:** online participation (20%); 4 x 1500 word assignments (80%) **Mode of delivery:** Online

Note: People working in health care will benefit from this course.

This course is specifically designed for health professionals who are working in health care. It will equip participants with underpinning knowledge about patient safety. The course modules cover quality and safety principles, professionalism and ethics, risk management and risk information, complexity theory, clinical governance and the impact of adverse events, methods to measure and make improvements in health care. The modules, tools and the discussions are designed to enable participants to change behaviours by understanding the main causes of adverse events-poor team work, busyness, hierarchies. The course provides foundation knowledge about quality and safety; governments around the world are concerned to address unsafe care. The course will better prepare health professional to understand the complexity of health care and take steps to minimise the opportunities for errors and address vulnerabilities in the system.

Textbooks

Runciman, Bill, Merry A Walton M. Safety and Ethics in Healthcare: A Guide to Getting it Right. 2007 Asgate Publisher.

CEPI5215

Writing and Reviewing Medical Papers

Credit points: 6 **Teacher/Coordinator:** Associate Professor Angela Webster **Session:** Semester 1, Semester 2 **Classes:** 9 self-paced modules each comprising: course notes, lecture, demonstrations, exercises, quizzes **Prerequisites:** (PUBH5010 or CEPI5100) **Prohibitions:** CEPI5214 **Assumed knowledge:** Some basic knowledge of summary statistic is assumed **Assessment:** quizzes (30%), assignment 1 (20%), assignment 2 (50%) **Mode of delivery:** Online, Block mode

Note: Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.

Students will work at their own pace through 9 modules covering research integrity, medical style, abstracts, presentations and posters,

constructing a paper, data visualisation, manuscript submission, responding to reviewers comments, publication dissemination, and reviewing a paper. This unit aims to teach students the principles of research integrity in writing for medical journals, typical issues they may face, and link to resources to help them maintain integrity through their publishing careers. It will guide them to reliable evidence based resources to improve their conference abstract, presentation and poster design, and manuscript style and writing.. Students will learn about reporting guidelines, common pitfalls in writing and presenting research, choosing a journal, keywords, improving tables and figures for manuscripts through open source software, copyright, writing cover letters and response letters to reviewers. Students will learn about measuring research impact and ways to improve your research reach, dealing with the media and press releases, using social media in dissemination, digital archiving and basic skills needed to act as a quality peer-reviewer. This is an online unit, but those needing to study in block mode will do online study as well as a workshop.

Textbooks

No mandatory text book-readings available online.

CEPI5300

Research Grants: theory and practice

Credit points: 6 **Teacher/Coordinator:** Associate Professor Germaine Wong **Session:** Semester 1 **Classes:** 12 online or face-to-face sessions and 1 face-to-face workshop (June) **Prerequisites:** (PUBH5010 or CEPI5100) and PUBH5018 **Prohibitions:** CEPI5505 **Assessment:** 1 x written research proposal(40%); online class presentations (30%); peer assessment (30%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) evening

In this unit of study, the student will develop his/her own research proposal, to a standard suitable for a peer-reviewed granting body. Each section of a grant proposal (Aims, Background/Significance, Methods, Analysis) will be discussed, with the student presenting and refining the corresponding section of his/her own proposal in a synchronous online workshop setting. This will then be complemented by online presentations from experienced researchers on the practical aspects of clinical research, followed by synchronous online class discussion. Topics include: observational studies, randomized controlled trials, diagnostic test evaluation, qualitative studies, funding application, ethical approval, publication strategies and grant administration. The unit will conclude with a one-day, face- to-face, mandatory workshop- where students will learn about budgeting, peer review of research grants, and present their completed research proposal.

CEPI5315

Introduction to Systematic Reviews

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Reid, Professor Jonathan Craig **Session:** Semester 1 **Classes:** all students will work through four online-modules and participate in weekly tutorials (online or on-campus depending on mode enrolled) over 12 weeks **Corequisites:** CEPI5100 or PUBH5010 **Prohibitions:** CEPI5203 or CEPI5102 or CEPI5314 **Assessment:** module assessment tasks (30%) and 1 x 4000 word assignment (70%) after the modules are completed **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

In this unit of study, we aim to introduce you to systematic reviews and meta-analyses of relevance to healthcare with a particular focus on systematic reviews of randomized controlled trials. Students can choose to learn in online or normal day (on-campus) mode. All students will work through four online modules, delivered over twelve weeks, addressing the following topics at an introductory level: What and why systematic reviews (and meta-analysis); How to formulate answerable healthcare questions and searching for systematic reviews; how a systematic review is conducted and understanding the principles of



meta-analysis; and how to appraise, interpret and apply the results of systematic reviews (and meta-analyses). Students will have the opportunity to discuss unit of study learning materials in online tutorials or via weekly (on-campus) tutorials. Readings and other learning materials will be available via eLearning.

Textbooks

Readings and access to other learning resources are available through the unit's elearning site

CLNP5001

Basic Sciences in Clinical Neurophysiology

Credit points: 6 **Teacher/Coordinator:** Dr Miguel Iglesias **Session:** Semester 1 **Classes:** Online lectures, webinars and/or discussion forums **Assessment:** Online quizzes (20%); video and written short answer questions (30%); participation in generation and peer review of assessment items (10%); online exam (40%). **Mode of delivery:** Online

Note: Students can apply for a waiver if they have completed equivalent study within the last 5 years. Evidence of previous study will be required and completion of an RPL examination.

This unit of study provides the core anatomical, physiological and electrical knowledge required for the practice of clinical neurophysiology. In order to obtain and interpret information regarding the function of the neural systems, clinicians must be able to accurately record and quantify electrical signals from a myriad of neurological structures. The methods by which these electrical signals are generated, recorded, processed and presented for interpretation are studied. The relevant aspects of neurology and physiology will be presented as well as the role of clinical neurophysiology in the diagnosis of disease.

CLNP5002

Diagnostic Electroencephalography

Credit points: 6 **Teacher/Coordinator:** Karen Storchenegger **Session:** Semester 1 **Classes:** Online lectures, webinars and/or discussion forums, 2 day face-to-face workshop (compulsory) **Corequisites:** CLNP5001 **Assessment:** Online quizzes (20%); short answer questions (20%); participation in generation and peer review of assessment items (10%); participation in online discussion forums (10%); online exam (40%) **Mode of delivery:** Distance education/intensive on campus

Note: Critical Care and Internal Medicine students must request special permission to enrol in this unit of study.

Electroencephalography (EEG) forms the basis of multiple neurophysiological techniques and is an extremely powerful tool in its own right. This unit will introduce the standardised systems and nomenclature for EEG recordings, examine the characteristics of normal recordings and illustrate the pathological changes associated with intracranial lesions, systemic disease and critical illness. The utility of EEG in the diagnosis and management of seizure disorders will be examined in detail.

CLNP5003

Clinical Neurophysiology Techniques

Credit points: 6 **Teacher/Coordinator:** Dr James Burrell **Session:** Semester 2 **Classes:** Online learning, webinars and/or discussion forums, compulsory 2 day face-to-face workshop (compulsory) **Corequisites:** CLNP5001 **Assessment:** Online quizzes (30%); 2 x 1,000 word written assignments (20%); generation and peer review of assessment items (10%); online exam (40%) **Mode of delivery:** Distance education/intensive on campus

Clinical neurophysiologists are required to have expertise in a number of different diagnostic and monitoring modalities. This unit will cover the most commonly used diagnostic techniques (other than EEG) and will particularly focus on nerve conduction studies and sensory evoked potential recordings.

CLNP5004

Advanced Electroencephalography

Credit points: 6 **Teacher/Coordinator:** Samantha Soe **Session:** Semester 2 **Classes:** Online learning, webinars and/or discussion forums, 2 day face-to-face workshop (compulsory) **Corequisites:** CLNP5001 **Assessment:** Online quizzes (20%); short answer questions (20%); participation discussion groups and/or webinar tutorials (10%); generation and peer review of assessment items (10%); online exam (40%) **Mode of delivery:** Distance education/intensive on campus

Note: Internal Medicine students must request special permission to enrol in this unit of study.

This unit covers advanced aspects of diagnostic electroencephalography, including the specific technical requirements for continuous video EEG monitoring, seizure recognition during invasive EEG monitoring, current techniques in cortical mapping of seizures and its utility in tailored cortical resection.

CLNP5005

Neuromonitoring in Anaesthesia

Credit points: 6 **Teacher/Coordinator:** Dr Adam Hastings **Session:** Semester 2 **Classes:** Online learning, webinars and/or discussion forums **Corequisites:** CLNP5001 **Assessment:** Online quizzes (10%); short answer questions (20%); participation in webinar tutorials and/or discussion groups (10%); generation and peer review of assessment items (20%); online exam (40%) **Mode of delivery:** Online

Note: Critical Care students must request special permission to enrol in this unit of study.

This unit will examine the techniques available to monitor the function and wellbeing of the brain and nervous system during anaesthesia and surgery. Despite their widespread use, the effect of general anaesthetic agents on the brain and spinal cord is still poorly understood. There is wide interpatient variability in responses to these agents, and intraoperative hemodynamic fluctuations and underlying disease processes are all threats to the central nervous system which may be mitigated by careful monitoring.

CLNP5006

Intraoperative Monitoring I

Credit points: 6 **Teacher/Coordinator:** Dr Adam Rehak **Session:** Semester 1 **Classes:** Online learning, webinars and/or discussion forums, compulsory 1 day face-to-face workshop (compulsory) **Corequisites:** CLNP5001 **Assessment:** Online quizzes (20%); short answer questions (30%); participation in online discussion forums and/ or webinars (10%); online exam (40%) **Mode of delivery:** Distance education/intensive on campus

Note: Critical Care students must request special permission to enrol in this unit of study.

Unexpected postoperative motor deficit is arguably one of the most devastating potential complications of surgery. This unit will examine the methods used for monitoring the function and safety of cranial and peripheral motor nerves, the techniques used for risk reduction during spinal instrumentation and the use of motor evoked potential monitoring in both spinal and non-spinal surgery.

CLNP5007

Intraoperative Monitoring II

Credit points: 6 **Teacher/Coordinator:** Dr Adam Rehak **Session:** Semester 2 **Classes:** Online learning, webinars and/or discussion forums, compulsory 1 day face-to-face workshop **Corequisites:** CLNP5001 **Assessment:** Online quizzes (20%); short answer questions (30%); participation in online discussion forums and/or webinars (10%); online exam (40%) **Mode of delivery:** Distance education/intensive on campus

Inadvertent intraoperative damage to the sensory components of the nervous system is often subtle and difficult to predict. This unit focuses on intraoperative monitoring of the somatosensory and auditory systems for both neurological and non-neurological surgery. The rationale for test selection for various surgical procedures is also examined.

CRIT5005

Clinical Reasoning and Communication

Credit points: 6 **Teacher/Coordinator:** Dr Renee Lim **Session:** Semester 2 **Classes:** Online learning and compulsory face to face workshop (1x 2 days) **Assessment:** 5 x 300-500 word clinical case study tasks (25%), participation in on-line discussion tasks and quizzes (10%), participation in 2 day face to face communication skills training session (30%), 1 x 1,500-2,000 word written assignment (35%) **Mode of delivery:** Distance education/intensive on campus *Note: Department permission required for enrolment. Note: Places in this unit are limited and departmental permission is required.*

Critical care medicine is practised in highly charged and stressful settings and requires many decisions to be made quickly with limited information and resources. There are also many 'players' and confusion and miscommunication can easily occur. The hierarchical

nature of hospital based practice and tribal differences between professions bring their own challenges. This unit of study aims to help clinicians develop decision making and high level communication skills in order to effectively care for patients, engage carers and relatives and perform optimally as a team member or leader. The unit is built around complex clinical cases and includes simulations using actors and experts.

Textbooks

Online readings

INTM5002

Basic Neurology

Credit points: 3 **Teacher/Coordinator:** A/Prof Leo Davies, Dr Peter Puhl
Session: Semester 1 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** on-line exam (50%) 1 x 1000 word case study (25%) online quizzes (10%); participation in the generation and peer review of assessment items (10%) and participation in online discussion forums (5%)
Mode of delivery: Online

Note: This unit of study is available only to registered medical graduates working in an Australia clinical setting.

The Basic Neurology syllabus covers the requirements of trainee physician practice. The content is focussed on diagnosis and investigation of common neurological conditions and the essentials of management of these conditions. The module learning materials are linked to a library of clinical cases representing common and important neurological conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, Mcgraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

INTM5102

Advanced Neurology

Credit points: 3 **Teacher/Coordinator:** A/Prof Leo Davies, Dr Peter Puhl
Session: Semester 2 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** on-line exam (45%) 1 x 1000 word case study (30%) online quizzes (10%) and participation in online discussion forums (15%)
Mode of delivery: Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Advanced Neurology syllabus is at a level appropriate for practitioners undertaking specialist training in Neurology or with an interest in the field. The content is focussed on diagnosis and investigation of important but less common neurological conditions and advanced management of common and important neurological diseases. The module learning materials are linked to a library of clinical cases representing common and important neurological conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, Mcgraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

MEDF5002

Teaching in the Clinical Environment

Credit points: 6 **Teacher/Coordinator:** Dr Marguerite Tracy **Session:** Semester 2 **Classes:** 1 day face to face workshop 9am - 3pm (not compulsory) and online learning. students who do not attend the face to face will be required to complete an alternative ungraded learning activity. **Assessment:** 20% personal learning plan (1500 words); 20% online activities; 60% portfolio of evidence of learning (4500 words equivalent) **Mode of delivery:** Distance education/intensive on campus

Almost all healthcare professionals are involved in education and training throughout their careers. This unit of study provides a practical introduction to the theory and practice of teaching and learning in the health environment. The unit will cover 3 main areas: planning for and facilitating learning in the clinical environment; assessing performance and providing constructive feedback; and fostering the development of students as professionals. Each of these areas will be underpinned by best evidence from clinical education research and will address current challenges and opportunities in the learning environment. This will include the role of new technologies from the perspective of both educators and learners. Participants in the course will gain a framework they can use to support their teaching, and will develop a portfolio of

evidence to support their professional development as clinician educators.

MEDF5301

Project (Advanced Masters)

Credit points: 12 **Teacher/Coordinator:** Students must have a University of Sydney staff member or university approved supervisor for their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project. **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidature will be guided through the steps required to plan and execute a substantial research project, and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5302

Project (Advanced Masters) (Part A)

Credit points: 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for publication. Where appropriate students will prepare a work suitable for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5303

Project (Advanced Masters) (Part B)

Credit points: 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential where there is the use of patient information or recruitment of patient study subjects that appropriate ethics approval is gained from the governing

body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

PAIN5002

Pain Mechanisms and Contributors

Credit points: 6 **Teacher/Coordinator:** Professor Michael Nicholas and Dr Christopher Vaughan **Session:** Semester 1, 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 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 1, 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 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.

PAIN5021

Acute Pain

Credit points: 6 **Teacher/Coordinator:** Dr Philip Corke **Session:** Semester 1 **Classes:** Approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** Participation in online discussion (25%), 4000-5000 written assignment/s or equivalent (75%) **Mode of delivery:** Online

The aims of this unit are to provide a theoretical framework for the management of acute pain, to examine the specific contributors that are important in the development of acute pain conditions and to examine pharmacological and other approaches used in the management of acute pain. Topics that will be covered will include the principles of pre-emptive analgesia and evidence of effectiveness in preventing pain, pharmacological management of acute pain including approaches such as patient controlled analgesia, adjunctive approaches in managing acute pain and the transition from acute to chronic pain.

PUBH5018

Introductory Biostatistics

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance

tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

Clinical Surgery

Doctor of Clinical Surgery

Doctor of Clinical Surgery	
Course code	TCCLISUR1000
CRICOS code	068818G
Degree Abbreviation	DClinSurg
Credit points required to complete	144
Time to complete full-time	3 years
Time to complete part-time	3.5 - 10 years

Overview

The Doctorate in Clinical Surgery is attained through a combination of clinical and non-clinical coursework and research. The course aims to produce surgical leaders with attitudes and skills that allow them to meet the challenges of surgical specialist practice. Furthermore, completion of the doctorate allows students to develop research skills which equip them to plan an academic career.

The Doctor of Clinical Surgery is designed to be undertaken in conjunction with the surgical training program of the Royal Australasian College of Surgeons to augment research, leadership and communication skills. Candidates who have already completed surgical training in Australia or a recognised surgical training program elsewhere will benefit from undertaking the Doctorate of Clinical Surgery for its further non-clinical study opportunities and research skills development.

Candidates must possess a medical degree and show evidence of excellence in both their undergraduate and postgraduate career. Candidates who possess a Fellowship of the Royal Australasian College of Surgeons, or equivalent, may be granted an exemption of up to 66 credit points. Candidates who wish to undertake the clinical components of the Doctor of Surgery must be eligible to undertake surgical training in New South Wales and be appointed to a SET 3 or higher position by the Royal Australasian College of Surgeons. Additional requirements are set by the Discipline of Surgery and will include an interview.

Course outcomes

As a result of participation, graduates will:

- have a solid understanding of the scientific, pathological, clinical and surgical basis of disease
- have a solid understanding of the principles of research methodologies that underpin good surgical practice
- be able to lead and/or contribute to designing, efficiently conducting and appropriately interpreting the results of single and multi-centre clinical trials
- be able to identify and understand the appropriate literature with respect to clinical questions and clinical trials design
- be able to demonstrate skills and capacity as surgical leaders with a keen academic interest
- have a wider understanding of surgical practice including the ethical, legal and health economic aspects of modern surgical practice
- be able to practise surgery, safely, competently, ethically and morally.

Accreditation

The Doctor of Clinical Surgery is endorsed by the Royal Australasian College of Surgeons. Students who undertake clinical placements in College accredited training posts will be prospectively approved for recognition in the SET Program.

Further enquiries

Professor Pierre Chapuis
 Phone: +61 2 9767 6736
 Fax: +61 2 9767 6894
 Email: pierre.chapuis@sydney.edu.au



Clinical Surgery

Admission requirements

Admission to Doctor of Clinical Surgery requires:

- a medical degree;
- evidence of excellence in study;
- successful interview or examination; and
- advance post graduate knowledge of anatomy, surgical pathology and applied physiology; or completion of the basic training requirements of the Australian College of Surgeons, or a Fellowship of the Australian College of Surgeons.

See the course rules for further details.

Course structure

The **Doctor of Clinical Surgery** requires the successful completion of **144 credit points** of units of study including:

- 108 credit points of core units of study including a 36 credit point research dissertation; and
- 36 credit points of elective units of study.

Sample Pattern of enrolment

Generally, in each semester, students enrol in two clinical surgery units, (unless exemptions are granted), one research unit of study and one elective. In special circumstances a student may apply to undertake two electives in one semester but then must undertake two research units of study the following semester.



Clinical Surgery

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Doctor of Clinical Surgery

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
TCCLISUR-01	Doctor of Clinical Surgery

2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

3 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the degree requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification;
 - (b) evidence of excellence in both undergraduate and postgraduate study;
 - (c) an interview or examination or other requirement as determined by the school; and
 - (d) advanced postgraduate knowledge of anatomy, surgical pathology and applied physiology acquired either by a relevant postgraduate degree or equivalent experience; or completion of the Basic Training Requirements of the Royal Australasian College of Surgeons or equivalent; or a Fellowship of the Royal Australasian College of Surgeons, or equivalent.

4 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Clinical Surgery.

- (2) To qualify for the award of the Doctor of Clinical Surgery a candidate must successfully complete 144 credit points, including:
 - (a) 108 credit points of core units of study including a 36 credit point research dissertation; and
 - (b) 36 credit points of elective units of study.

5 Research and dissertation

- (1) The School shall appoint, on the recommendation of the Head of Discipline of Surgery, a supervisor, and preferably an associate supervisor, to oversee the research component of the degree requirements.
- (2) Candidates should complete a dissertation that:
 - (a) embodies the results of the approved research;
 - (b) shall be an original contribution and include evidence of originality by the exercising of independent critical ability;
 - (c) is a satisfactory literary presentation;
 - (d) contains material suitable for publication; and
 - (e) must be a significant contribution of distinguished merit adding to the knowledge and understanding of the subject concerned.
- (3) The dissertation or any component(s) of the dissertation shall not already have been presented for any degree, however, such component(s) may be included within the dissertation where details of the previous presentation are provided.
- (4) A candidate may include in the dissertation any publication of which the candidate is the sole or joint author provided that the papers:
 - (a) are based on work undertaken during the candidature for the degree;
 - (b) are identified as published work;
 - (c) are compatible with the overall coherence and organisation of the text of the dissertation; and
 - (d) that the candidate provides evidence to identify satisfactorily the sections of the work for which the candidate is responsible, such as a signed written statement from all authors attesting to the contribution of the candidate.
- (5) The dissertation shall state the sources from which the information was derived, the extent to which use has been made of the work of others and the portion of the work claimed as original.
- (6) The dissertation shall be accompanied by a declaration signed by the candidate that the dissertation is composed by the candidate.
- (7) The dissertation shall be written in English and be of approximately 50,000 words in length.
- (8) The candidate shall prepare three copies of the dissertation and lodge with the School; typewritten and bound according to the Academic Board resolutions for the Degree of Doctor of Philosophy, Form of the thesis, points 1 - 4.
- (9) The final approved version of the dissertation will be submitted electronically.
- (10) A candidate may also submit, in support of the candidature, any publication of which the candidate is the sole or joint author. In such a case the candidate must produce evidence to identify satisfactorily the sections of the work for which the candidate is responsible.
- (11) The examination of the dissertation for the degree of Doctor of Clinical Surgery, shall follow closely the examination process as stipulated by the Academic Board resolutions for the Degree of Doctor of Philosophy, the Examination Process, (with any reference to the PhD Award Subcommittee being substituted by the School), except for the following variations:

Head of the Discipline of Surgery, shall appoint two examiners for the dissertation of whom normally at least one shall be



external to the University unless otherwise approved by the supervisor and Head of Discipline of Surgery.

6 Credit for previous studies

Candidates who possess a Fellowship of the Royal Australasian College of Surgeons or equivalent (including fellowships granted more than 5 years prior to first enrolment in this degree) may be granted advanced standing (credit) for up to 66 units of clinical coursework as recommended by the admission panel chaired by the Head of the Discipline of Surgery.

7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.

Clinical Surgery

Table of units of study: Clinical Surgery

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Core units			
SURG6001 Surgical Research 1	6		Semester 1 Semester 2
SURG6002 Surgical Research 2	6		Semester 1 Semester 2
SURG6003 Surgical Research 3	6		Semester 1 Semester 2
SURG6004 Surgical Research 4	6		Semester 1 Semester 2
SURG6005 Surgical Research 5	6		Semester 1 Semester 2
SURG6006 Surgical Research 6	6		Semester 1 Semester 2
SURG6011 Clinical Surgery 1	6		Semester 1 Semester 2
SURG6012 Clinical Surgery 2	6		Semester 1 Semester 2
SURG6013 Clinical Surgery 3	6		Semester 1 Semester 2
SURG6014 Clinical Surgery 4	6		Semester 1 Semester 2
SURG6015 Clinical Surgery 5	6		Semester 1 Semester 2
SURG6016 Clinical Surgery 6	6		Semester 1 Semester 2
SURG6017 Clinical Surgery 7	6		Semester 1 Semester 2
SURG6018 Clinical Surgery 8	6		Semester 1 Semester 2
SURG6019 Clinical Surgery 9	6		Semester 1 Semester 2
SURG6020 Clinical Surgery 10	6		Semester 1 Semester 2
SURG6021 Clinical Surgery 11	6		Semester 1 Semester 2
SURG6022 Clinical Surgery Capstone	6		Semester 1 Semester 2
In general, students take one research and two clinical surgery units per semester, with the capstone unit in their final semester.			
Elective units			
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
CEPI5300 Research Grants: theory and practice	6	P (PUBH5010 or CEPI5100) and PUBH5018 N CEPI5505	Semester 1
EDPR5001 University Teaching and Learning	6		Semester 1
EDPE6016 Adult Learning and Development	6		Semester 1
EDPE6011 Learning and Individual Differences	6		Semester 2
EDPR6001 Research Higher Degree Supervision <i>This unit of study is not available in 2018</i>	6		Semester 1 Semester 2
EDPR6012 Developing Integ eLearning Env Higher Ed	6		Semester 2
EDPZ5010 Individual Profession Learning Portfolio	6	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
EDPZ6010 Prof Learning Leadership Portfolio	6	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
HPOL5001 Economics and Finance for Health Policy	6		Semester 1
MEDF5002 Teaching in the Clinical Environment	6		Semester 2
PCOL5101 Drugs and Devices: RandD to Registration	6		Semester 1
PCOL5102 Modern Therapeutics and Medical Devices	6		Semester 2
PUBH5018 Introductory Biostatistics	6		Semester 1
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011,CEPI5100	Semester 1
WMST6902 Arguing the Point	6	<i>Note: Department permission required for enrolment</i>	Semester 1
In general, students take one elective unit per semester.			

Clinical Surgery

Unit of Study Descriptions

CEPI5200

Quality and Safety in Health Care

Credit points: 6 **Teacher/Coordinator:** Professor Merrilyn Walton **Session:** Semester 1 **Classes:** offered online **Assessment:** online participation (20%); 4 x 1500 word assignments (80%) **Mode of delivery:** Online

Note: People working in health care will benefit from this course.

This course is specifically designed for health professionals who are working in health care. It will equip participants with underpinning knowledge about patient safety. The course modules cover quality and safety principles, professionalism and ethics, risk management and risk information, complexity theory, clinical governance and the impact of adverse events, methods to measure and make improvements in health care. The modules, tools and the discussions are designed to enable participants to change behaviours by understanding the main causes of adverse events-poor team work, busyness, hierarchies. The course provides foundation knowledge about quality and safety; governments around the world are concerned to address unsafe care. The course will better prepare health professional to understand the complexity of health care and take steps to minimise the opportunities for errors and address vulnerabilities in the system.

Textbooks

Runciman, Bill, Merry A Walton M. Safety and Ethics in Healthcare: A Guide to Getting it Right. 2007 Asgate Publisher.

CEPI5300

Research Grants: theory and practice

Credit points: 6 **Teacher/Coordinator:** Associate Professor Germaine Wong **Session:** Semester 1 **Classes:** 12 online or face-to-face sessions and 1 face-to-face workshop (June) **Prerequisites:** (PUBH5010 or CEPI5100) and PUBH5018 **Prohibitions:** CEPI5505 **Assessment:** 1 x written research proposal(40%); online class presentations (30%); peer assessment (30%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) evening

In this unit of study, the student will develop his/her own research proposal, to a standard suitable for a peer-reviewed granting body. Each section of a grant proposal (Aims, Background/Significance, Methods, Analysis) will be discussed, with the student presenting and refining the corresponding section of his/her own proposal in a synchronous online workshop setting. This will then be complemented by online presentations from experienced researchers on the practical aspects of clinical research, followed by synchronous online class discussion. Topics include: observational studies, randomized controlled trials, diagnostic test evaluation, qualitative studies, funding application, ethical approval, publication strategies and grant administration. The unit will conclude with a one-day, face- to-face, mandatory workshop- where students will learn about budgeting, peer review of research grants, and present their completed research proposal.

EDPE6011

Learning and Individual Differences

Credit points: 6 **Teacher/Coordinator:** Associate Professor Paul Ginns **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x3000wd seminar essay (40%) and 1x3000wd seminar essay (40%) and 1x45 minute seminar presentation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit examines major areas of individual differences among learners and ways in which educational provision may be adapted to accommodate these differences in helping each student to achieve

major learning outcomes. Consideration will be given to areas of cognitive and personality differences, learning styles, and gender differences. Particular attention will be given to implications of research which (a) explores aptitude-treatment interactions, (b) elucidates the mediating processes involved in adaptive provisions and (c) evaluates outcomes of major forms of provision for individual differences.

EDPE6016

Adult Learning and Development

Credit points: 6 **Teacher/Coordinator:** Associate Professor Paul Ginns **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x3000wd learning-contract based essay and reflection exercise (40%) and 1x3000wd seminar essay (40%) and 1x45 minute seminar presentation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit examines selected issues relating to adult development and adult learning. Concepts of growth and decline are explored, particularly in relation to cognitive development, transitions in the workplace, within families, and in other social contexts. Considerations of adult learning focus on adult conceptions of learning, higher education, and the development of expertise. It considers contexts for adult learning, and concepts of self-directed and self-regulated learning.

EDPR5001

University Teaching and Learning

Credit points: 6 **Teacher/Coordinator:** Dr Danny Liu and Dr Jessica Frawley **Session:** Semester 1 **Classes:** 1x3hr meeting fortnightly, Fridays 1-4pm **Assessment:** 1x200wd posting or equivalent (10%); 1x800wd annotated bibliography or equivalent (25%); 1x2000wd final project proposal plus 1000wd equivalent (65%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will offer you opportunities to enhance your understanding of good teaching and quality student learning in higher education. The main aim of this unit is to support you in applying your enhanced understanding of teaching and learning to planning scholarly and creative solutions to practice-based problems in your work as a university teacher. As a result of successfully completing this unit of study students should be able to explain relationships between good teaching and quality student learning using theoretical concepts from the higher education literature; and apply an enhanced understanding of good teaching and quality student learning to practice-based teaching and learning issues.

EDPR6001

Research Higher Degree Supervision

Credit points: 6 **Teacher/Coordinator:** Dr Tai Peseta **Session:** Semester 1, Semester 2 **Classes:** online **Assessment:** independent online study and 1x4000wd independent project (100%) **Mode of delivery:** Online

This unit aims to provide professional and scholarly academic development and training in research higher degree supervision through a flexible learning mode. You will gain most from it if you are actively engaged in the supervision of research students or contemplate being so in the near future. The unit is also designed to support you in developing a coherent and scholarly account of your practice as a supervisor. It introduces you to the scholarly literature on postgraduate pedagogy and supervision development in order for you to take a pro-active approach to the challenges and changes in the relationship. The unit also helps to develop your skills as a research higher degree supervisor and provides you with opportunities to practise those skills. By the end of the unit, you will have understood the necessity in taking a critically reflective approach to your supervision practice.



EDPR6012**Developing Integ eLearning Env Higher Ed**

Credit points: 6 **Teacher/Coordinator:** Dr Danny Liu and Dr Jessica Frawley
Session: Semester 2 **Classes:** 2 hr meeting most weeks during semester
Assessment: 1x1500wd analysis and design equivalent (35%); 1x design solution presentation equivalent (30%); 1x2500wd design plan equivalent (35%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will offer you the opportunity to develop your understanding of theoretical and practical issues in designing integrated eLearning environments in higher education. Participants will have the chance to consider their own teaching approaches in relation to students' experience of technology-enabled learning activities. Drawing on recent research into technology-enabled teaching and learning theory and practice, participants will design, develop and evaluate integrated learning activities that are relevant to their own teaching and learning contexts.

Textbooks

Laurillard, D. (2002). Rethinking university teaching: A framework for the effective use of educational technology (2nd ed.). London:Routledge

EDPZ5010**Individual Profession Learning Portfolio**

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Hirsh
Session: Semester 1, Semester 2 **Classes:** independent work; several meetings across the semester **Assessment:** 1x6000wd professional learning portfolio (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit provides you with the opportunity to develop a portfolio, where you can document and critically examine how you supported the learning of other participants in your formal or informal setting. Students are expected to implement an initiative to improve participants' learning in a formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. University staff may undertake this unit by completing the development program for Research Higher Degree Supervision. No concurrent enrolment with EDPZ6010 unless special permission has been granted by the Faculty.

EDPZ6010**Prof Learning Leadership Portfolio**

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Hirsh
Session: Semester 1, Semester 2 **Classes:** independent work; several meetings across the semester **Assessment:** 1x6000wd professional leadership portfolio (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit is designed to enable educators, with the support of a mentor, to document and engage in critical reflection on professional workplace learning, differing from its companion unit EDPZ5010, due to the focus on leadership and your professional role in working with colleagues' professional development. This unit provides you with the opportunity to develop a professional portfolio where you can document and critically examine how you have led others to improve the work in your formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. No concurrent enrolment with EDPZ5010 unless special permission has been granted by the Faculty.

HPOL5001**Economics and Finance for Health Policy**

Credit points: 6 **Teacher/Coordinator:** A/Prof James Gillespie **Session:** Semester 1 **Classes:** Block mode with compulsory Intensive workshops on Campus or online only mode. Block mode. 2 x 2 day workshops or online only **Assessment:** Health Economics Exercise (50%), Health finance assignment (50%) **Mode of delivery:** Block mode

This unit aims to provide students with an understanding of the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. Topics covered include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their

work? How does health finance shape broader policy reform, such as universal health coverage?

Learning outcomes. By the end of this unit students will be able to: (i) apply basic concepts and methodologies of health economics and political economy in policy analysis; (ii) understand the role of economic analysis in planning and evaluating health policy change; (iii) understand the main models and debates regarding health system funding and the implications for equity, delivery and governance of health services; (iv) be familiar with theoretical frameworks underlying health economics and current debates over health finance.(v) apply this knowledge to current Australian and global health systems and debates over reform.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other required and recommended reading materials available from eLearning site.

MEDF5002**Teaching in the Clinical Environment**

Credit points: 6 **Teacher/Coordinator:** Dr Marguerite Tracy **Session:** Semester 2 **Classes:** 1 day face to face workshop 9am - 3pm (not compulsory) and online learning. students who do not attend the face to face will be required to complete an alternative ungraded learning activity. **Assessment:** 20% personal learning plan (1500 words); 20% online activities; 60% portfolio of evidence of learning (4500 words equivalent) **Mode of delivery:** Distance education/intensive on campus

Almost all healthcare professionals are involved in education and training throughout their careers. This unit of study provides a practical introduction to the theory and practice of teaching and learning in the health environment. The unit will cover 3 main areas: planning for and facilitating learning in the clinical environment; assessing performance and providing constructive feedback; and fostering the development of students as professionals. Each of these areas will be underpinned by best evidence from clinical education research and will address current challenges and opportunities in the learning environment. This will include the role of new technologies from the perspective of both educators and learners. Participants in the course will gain a framework they can use to support their teaching, and will develop a portfolio of evidence to support their professional development as clinician educators.

PCOL5101**Drugs and Devices: RandD to Registration**

Credit points: 6 **Teacher/Coordinator:** Prof Paul Young, Dr Hui Xin Ong, Prof Daniela Traini **Session:** Semester 1 **Classes:** Online lectures, podcasts, discussion boards, webinars **Assessment:** Online quizzes (20%), short answer questions (20%) written assignments (45%), presentations(15%) **Mode of delivery:** Online

This unit of study provides a broad overview of the process of translating a new drug, formulation and/or pharmaceutical delivery device from a laboratory setting to a final approved product. It is targeted at people in the pharmaceutical industry, advisors in the regulatory sector and those wishing to enter the industry. Three core areas are covered: (1) the regulatory organisation, (2) requirements during drug discovery, manufacture and clinical trials, and (3) post-registration pharmacovigilance. Students will gain knowledge of the Therapeutic Goods Administration (TGA) and guidelines for the registration and regulation of medical devices and medicines. Students will also learn the importance of international regulations, harmonisation and application to the Australian market. The unit will also cover R and D; manufacturing and clinical trial requirements; the concepts of good laboratory and manufacturing practices (GMP, GLP) and quality by design (QbD); as well as regulator accepted laboratory methodologies used for submission of product dossiers. The basics of clinical trial design will be analysed, as well as concepts of pharmacokinetics, dynamics and clinical endpoints for registration of new products using case studies and online tutorials. Special requirements for the registration and testing of generic medicines will also be part of the unit.

Textbooks

online readings and other learning resources will be provided.

PCOL5102**Modern Therapeutics and Medical Devices**

Credit points: 6 **Teacher/Coordinator:** Prof Paul Young, Dr Hui Xin Ong, Prof Daniela Traini **Session:** Semester 2 **Classes:** online lectures, podcasts, discussion boards, webinars **Assessment:** online quizzes (20%), short answer questions (20%), written assignments (45%), presentations (15%) **Mode of delivery:** Online

This unit of study develops knowledge in current state-of-the-art therapeutic technologies. The principles of mode of action are investigated along with methods of manufacture and registration. The unit is targeted at people in the pharmaceutical industry, advisors in the regulatory sector and those wishing to enter the industry. It covers 4 core areas, reflecting different aspects of medicines regulation in Australia: (1) biologicals and personalised medicine, (2) cell based products, (3) medical devices and (4) classical formulations. The principles that underpin biologics are covered in terms of targeting and manufacture along with the application of genomics in personalised medicine. Students will investigate the processes of manufacture and regulation of vaccine medicines, including requirements for fast-tracking approval. Cellular immunotherapy for cancer treatment is an emerging area. Students will gain knowledge of the different types of therapies within this space. Registration of medical devices will be covered. Case studies of each class of medical device (I-IV) will be studied and evaluated, including the challenges associated with bringing these devices to market. Classical formulations (i.e. oral, respiratory and injectable dosage forms) will be covered and advances within the field such as regulation of nanotechnology discussed.

Textbooks

online readings and other learning recourses will be provided.

PUBH5010**Epidemiology Methods and Uses**

Credit points: 6 **Teacher/Coordinator:** Dr Erin Mathieu, Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - faceto face or their equivalent online **Prohibitions:** BSTA5011, CEPI5100 **Assessment:** 1x 6 page assignment (25%), 10 weekly quizzes (5% in total) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature regarding public health and clinical issue. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. In addition to formal classes or their on-line equivalent, it is expected that students spend an additional 2-3 hours at least each week preparing for their tutorials.

Textbooks

Webb, PW. Bain, CJ. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals Second Edition: Cambridge University Press 2017.

PUBH5018**Introductory Biostatistics**

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance

tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

SURG6001**Surgical Research 1**

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis **Session:** Semester 1, Semester 2 **Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hour/week self directed research with regular consultation with supervisor. **Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6 **Mode of delivery:** Normal (lecture/lab/tutorial) day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to construct a question which, when answered, makes an original contribution to the literature. The student needs to demonstrate each step of the research process through the submission of written work.

SURG6002**Surgical Research 2**

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis **Session:** Semester 1, Semester 2 **Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hour/week self directed research with regular consultation with supervisor **Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6 **Mode of delivery:** Normal (lecture/lab/tutorial) day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to appraise the literature critically, and design a research project which will make an original contribution to the literature. Skills in data collection, statistical analysis of data and critical thinking will be assessed. The student needs to demonstrate each step of the research process through the submission of written work.

SURG6003**Surgical Research 3**

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis **Session:** Semester 1, Semester 2 **Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hour/week self directed research with regular consultation with supervisor. **Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6 **Mode of delivery:** Normal (lecture/lab/tutorial) day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to appraise the literature critically, and design a research project which will make an original contribution to the literature. Skills in data collection, statistical analysis of data and critical thinking will be assessed. The student needs to demonstrate each step of the research process through the submission of written work.

SURG6004**Surgical Research 4**

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis **Session:** Semester 1, Semester 2 **Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hour/week self directed research with regular consultation with supervisor **Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6 **Mode of delivery:** Normal (lecture/lab/tutorial) day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to appraise the literature critically, and design a research project which will make an original contribution to the literature. Skills in data collection, statistical analysis of data and critical thinking will be assessed. The

student needs to demonstrate each step of the research process through the submission of written work.

SURG6005

Surgical Research 5

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hour/week self directed research with regular consultation with supervisor **Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6 **Mode of delivery:** Normal (lecture/lab/tutorial) day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student needs to appraise the literature critically, and design a research project which will make an original contribution to the literature. Skills in data collection, statistical analysis of data and critical thinking will be assessed. The student needs to demonstrate each step of the research process through the submission of written work.

SURG6006

Surgical Research 6

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 1 hour weekly tutorial and attendance at a research skills seminar, plus up to 6 hour/week self directed research with regular consultation with supervisor **Assessment:** The overall assessment of this unit will be via a dissertation submitted at the end of Surgical Research 6 **Mode of delivery:** Normal (lecture/lab/tutorial) day

This course builds a basis for the acquisition of research skills in an area of relevance to surgical practice. The student will demonstrate skills of writing and communication research including developing an ability to translate research to a lay audience. This unit will culminate in the submission of a research dissertation.

SURG6011

Clinical Surgery 1

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** Satisfactory competent participation in the care of a number of patients (30%), one in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) **Mode of delivery:** Clinical experience

This course provides students with the basic psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6012

Clinical Surgery 2

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** Satisfactory competent participation in the care of a number of patients (30%), one in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) **Mode of delivery:** Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6013

Clinical Surgery 3

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** Satisfactory competent participation in the care of a number of patients (30%), one in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Mode of delivery:** Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6014

Clinical Surgery 4

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** Satisfactory competent participation in the care of a number of patients (30%), one in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Mode of delivery:** Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6015

Clinical Surgery 5

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** Satisfactory competent participation in the care of a number of patients (30%), one in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Mode of delivery:** Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6016

Clinical Surgery 6

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** Satisfactory competent participation in the care of a number of patients (30%), one in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Mode of delivery:** Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability

to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6017

Clinical Surgery 7

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** Satisfactory competent participation in the care of a number of patients (30%), one in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Mode of delivery:** Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6018

Clinical Surgery 8

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** Satisfactory competent participation in the care of a number of patients (30%), one in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Mode of delivery:** Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6019

Clinical Surgery 9

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** Satisfactory competent participation in the care of a number of patients (30%), one in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Mode of delivery:** Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6020

Clinical Surgery 10

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** Satisfactory competent participation in the care of a number of patients (30%), one in-depth

case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Mode of delivery:** Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6021

Clinical Surgery 11

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** Satisfactory competent participation in the care of a number of patients (30%), one in-depth case analysis (30%), assessment of diagnostic and clinical management (20%), participation in weekly clinical tutorials (20%) (See handbook for details of all assessment tasks) **Mode of delivery:** Clinical experience

This course builds on the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently.

SURG6022

Clinical Surgery Capstone

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis
Session: Semester 1, Semester 2 **Classes:** 4 x 4.5 hour weekly clinical and or operating sessions and a 2 hour tutorial per week **Assessment:** Satisfactory competent participation in the care of a number of patients (30%), viva voce (70%) - see handbook for details of all assessment tasks **Mode of delivery:** Clinical experience

This course rounds off the psychomotor, cognitive, literature review and communication skills that are necessary to develop in a career in surgery which are gained in previous clinical surgery courses. The course also provides opportunities for students to develop an ability to critically review the medical and scientific literature with a view to develop supportable, safe and competent clinical management for patients with surgical disease. Students will also have an opportunity to review the wider implications of surgery within the national and global health imperatives and to be able to communicate and defend their views competently. Satisfactory performance in the Clinical Surgery Capstone is mandatory to be awarded the Doctor of Clinical Surgery.

WMST6902

Arguing the Point

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week
Assessment: 1x1500wd skills exercise (30%), 1x2000wd peer-learning task (30%), 1x2500wd long essay (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit introduces students to some practices, methods, writing styles and forms of argumentation relevant to research in Gender and Cultural Studies. Through the study of different examples, students are encouraged to develop their own research practices and writing skills. The unit caters to students in the early stages of thesis conception and development. Students who have already begun writing their thesis will be encouraged to experiment with different ways of arguing and writing their research. Students who are just starting will have the opportunity to develop their ideas.

Clinical Trials Research

Graduate Certificate in Clinical Trials Research

Graduate Diploma in Clinical Trials Research

Master of Clinical Trials Research

	Graduate Certificate in Clinical Trials Research	Graduate Diploma in Clinical Trials Research	Master of Clinical Trials Research
Course code	GCCLITRR1000	GNCLITRR1000	MACLITRR1000
CRICOS code	N/A	N/A	N/A
Degree Abbreviation	GradCertClinT(R)	GradDipClinT(R)	MClinT(R)
Credit points required to complete	24	36	48
Time to complete part-time	1 - 3 years*	1.5 - 3 years*	2 - 6 years*

*currently offered on a part-time basis only

Overview

The aim of the online Clinical Trials Research course is to provide a distinctive program targeted at medical doctors and allied health professionals, to help them acquire the expertise needed to design, develop, lead and conduct clinical trials. The course is led by the NHMRC Clinical Trials Centre (CTC), Australia's premier academic clinical trials research organisation. The NHMRC CTC course focuses on clinical trials design and research methodology and is offered via distance learning only. Graduates will gain a solid understanding of clinical trials methodologies underpinning the design of high quality studies, and the knowledge to lead, conduct and appropriately interpret the results of single and multi-centre clinical trials.

Course outcomes

Graduates will:

- understand the advantages and limitations of various trial designs
- gain a solid understanding of different scientific research methods that underpin the design of high quality clinical studies
- be able to lead and/or contribute to designing, efficiently conducting and appropriately interpreting the results of single and multi-centre clinical trials
- be able to identify and understand the appropriate literature with respect to clinical questions and clinical trials design
- have a solid understanding of the clinical trial process including the design, the statistical and ethical considerations, and the selection of participants.

Information about the programs

The graduate certificate requires students to undertake 24 credit points of study comprising four core units of study.

The graduate diploma requires 36 credit points of study comprising six core units of study.

The master's requires 48 credit points of study comprising six core units, a choice of electives (up to 6 credit points), and a capstone unit. The capstone unit will require each student to bring together concepts, principles and applications developed in the previous units of coursework study into a workable research protocol or project. The

capstone will test the student's ability to integrate and consolidate their learning.

Flexible learning

The Clinical Trials Research courses are delivered 100 percent online, including lectures, tutorials, discussion forums and supplementary materials.

Further enquiries

Adrienne Kirby
 Phone: +61 2 9562 5064
 Email: adrienne.kirby@ctc.usyd.edu.au
 Website: <http://www.ctc.usyd.edu.au/education.aspx>



Clinical Trials Research

Admission requirements

Admission to the **Graduate Certificate in Clinical Trials Research** requires:

- an undergraduate degree in a health related discipline; or
- a minimum of 5 years professional work experience in a health related field.

Admission to the **Graduate Diploma in Clinical Trials Research** requires:

- an undergraduate degree in a health related discipline; or
- successful completion of the requirements of the embedded Graduate Certificate in Clinical Trials Research.

Admission to the **Master of Clinical Trials Research** requires:

- a bachelor degree with honours in a health related discipline; or
- successful completion of the requirements of the embedded Graduate Diploma in Clinical Trials Research.

UoS code and name	Credit points	Delivery Mode
Elective	6	online
CLTR5008 Research Project (Master capstone)	6	online

Course structure

The **Graduate Certificate in Clinical Trials Research** requires the successful completion of **24 credit points of core units of study**.

The **Graduate Diploma in Clinical Trials Research** requires the successful completion of **36 credit points of core units of study**.

The **Master of Clinical Trials Research** requires the successful completion of **48 credit points** of units of study including:

- 36 credit points of core units of study; and
- 6 credit points of elective units of study; and
- a 6 credit point capstone unit of study.

Sample pattern of enrolment

In order to progress through the program, the following pattern of enrolment is suggested.

Year 1

UoS code and name	Credit points	Delivery Mode
Semester 1		
CLTR5000 Critical Appraisal of Evidence	6	online
CLTR5001 Trial Design and Methods	6	online
Semester 2		
NURS5068 Clinical Trials in Practice	6	online
CLTR5007 Statistical Principles & Clinical Trials	6	online

Year 2

UoS code and name	Credit points	Delivery Mode
Semester 1		
CLTR5002 Interpretation of Trial Analyses	6	online
CLTR5003 Leadership and Problem Solving	6	online
Semester 2		



Clinical Trials Research

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Clinical Trials Research

Graduate Diploma in Clinical Trials Research

Master of Clinical Trials Research

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GCCLITRR	Graduate Certificate in Clinical Trials Research
GNCLITRR	Graduate Diploma in Clinical Trials Research
MACLITRR	Master of Clinical Trials Research

2 Attendance pattern

The attendance pattern for these courses is part time only.

3 Master's type

The master's degrees in these resolutions are advanced learning master's courses, as defined by the Coursework Rule.

4 Cross-faculty management

- (1) Candidates in Clinical Trials Research courses will be under the general supervision of the University of Sydney Medical School and will be governed by the resolutions of the University of Sydney Medical School.
- (2) Candidates in Clinical Trials Practice courses will be under the general supervision of the University of Sydney Nursing School and will be governed by the resolutions of the University of Sydney Nursing School.
- (3) The Deans of the University of Sydney Medical School and the University of Sydney Nursing School shall jointly exercise authority in any matter concerned with the combined course units not otherwise dealt with in these resolutions.

5 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Clinical Trials Research
 - (b) the Graduate Diploma in Clinical Trials Research
 - (c) the Master of Clinical Trials Research
- (2) 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 longest award completed will be conferred.

6 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admission criteria. In exceptional circumstances the dean may admit applicants without this qualification who, in the opinion of the School, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Clinical Trials Research requires:
 - a bachelor's degree in a health related discipline from the University of Sydney or equivalent qualification.
 - or
 - a minimum 5 years professional work experience in a health-related field.
- (3) Admission to the Graduate Diploma in Clinical Trials Research requires:
 - a bachelor's degree in a health related discipline from the University of Sydney or equivalent qualification;
 - or
 - completion of the requirements of the embedded Graduate Certificate in Clinical Trials Research from the University of Sydney;
 - or
 - a Graduate Certificate in Clinical Trials Practice from the University of Sydney, or equivalent qualification.
- (4) Admission to the Master of Clinical Trials Research requires:
 - a bachelor's degree with a first or second class honours in a health related discipline from the University of Sydney or equivalent qualification;
 - or
 - completion of the requirements of the embedded Graduate Certificate with a credit average in at least 12 credit points of core units of study;
 - or
 - completion of the requirements of the embedded Graduate Diploma from the University of Sydney, or equivalent qualification;
 - or
 - a Graduate Certificate in Clinical Trials Practice with a credit average in at least 12 credit points of core units of study from the University of Sydney or equivalent qualification.

7 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Clinical Trials Research
- (2) To qualify for the award of the Graduate Certificate in Clinical Trials Research a candidate must successfully complete 24 credit points of core units of study.
- (3) To qualify for the award of the Graduate Diploma in Clinical Trials Research, a candidate must successfully complete 36 credit points of core units of study
- (4) To qualify for the award of the Master of Clinical Trials Research, a candidate must successfully complete 48 credit points, including:



- (a) 36 credit points of core units of study; and
- (b) 6 credit points of elective units of study; and
- (c) a 6 credit point capstone unit of study.
- (5) Where appropriate, the School may require individual candidates to undertake further or remedial theoretical, study in addition to the above requirements.

8 Credit

Students in the Graduate Diploma in Clinical Trials Research and Master of Clinical Trials Research who have previously completed the Graduate Certificate in Clinical Trials Practice, may be granted up to a maximum of 6 credit points of credit toward the new award for units of study undertaken in the previous course. Credit shall otherwise be granted in accordance with the Coursework Rule.

9 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2015 and elect not to proceed under these resolutions will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Clinical Trials Research

Table of units of study: Clinical Trials Research

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Core units			
CLTR5001 Trial Design and Methods	6		Semester 1
CLTR5000 Critical Appraisal of Evidence	6		Semester 1
CLTR5007 Statistical Principles and Clinical Trials	6	P CLTR5001	Semester 2
NURS5068 Clinical Trials in Practice	6		Semester 2
Additional core units for diploma and master's students			
CLTR5002 Interpretation of Trial Analyses	6	P CLTR5001 and CLTR5007	Semester 1
CLTR5003 Leadership and Problem Solving	6	P CLTR5001	Semester 1
Elective units			
CLTR5004 Advanced Trial Design	6	P CLTR5001 and CLTR5007	Semester 2
CLTR5005 Biomarker Studies	6	P CLTR5001	Semester 2
Capstone for master's students			
CLTR5008 Research Project	6	P CLTR5001 and CLTR5007	Semester 2



Clinical Trials Research

Unit of study descriptions

CLTR5000

Critical Appraisal of Evidence

Credit points: 6 **Teacher/Coordinator:** David Espinoza, Henry Ko **Session:** Semester 1 **Classes:** discussion groups and problem based learning **Assessment:** Assessment: 2x quizzes (2x10%), 2x assessments (2x40%) **Mode of delivery:** Online

The candidate will develop the skills necessary to synthesize evidence both in preparation for conducting a trial and how to incorporate trial results into existing evidence. This will include being able to conduct a systematic review of the literature, including understanding how to appropriately assess evidence. The principles of meta-analysis to combine the results of multiple trials will also be examined as well as the interpretation of these results and how they can be used in clinical practice guideline development. As part of the critical appraisal of available evidence, different patient outcomes and the corresponding summary endpoint measures will be examined. Additionally the sources of biases arising from different trial designs and outcome measures will be covered and incorporated as part of the critical appraisal of available evidence (including published papers).

Textbooks

Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement. Other Sources: Higgins JPT, Green S (editors). Cochrane Handbook for Systematic Reviews of Interventions Version 5.0.2 [updated September 2009]. The Cochrane Collaboration, 2009. Available from www.cochrane-handbook.org.

CLTR5001

Trial Design and Methods

Credit points: 6 **Teacher/Coordinator:** Adrienne Kirby **Session:** Semester 1 **Classes:** discussion groups and problem based learning **Assessment:** 2x quizzes (2x10%), 2x assignments (2x40%) **Mode of delivery:** Online

This unit of study will focus on the strengths and weaknesses of different clinical study designs. Designs considered will include cohort (retrospective and prospective), cross-sectional, case-control and randomized controlled designs. The different phases of clinical trial designs in the development of therapies will also be examined including phase I (first in man), phase II/pilot and phase III comparative designs. Extension and adaption of randomized designs will also be covered including cluster and factorial designs and adaptive pilot studies. Students will gain the skills necessary to choose between these designs for best practice. Types of outcomes (continuous, categorical, time-to-event) will be discussed. Methods of allocating participants to interventions (randomization), as well blinding and allocation concealment will be covered together with aspects of protocol development. On completion of this unit, the student will be familiar with the differences between study types and study designs, as well as the principles and practice of randomisation. It is also expected that the candidate will be able to develop stratified randomisation schemes for their own studies.

Textbooks

Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

CLTR5002

Interpretation of Trial Analyses

Credit points: 6 **Teacher/Coordinator:** Andrew Martin **Session:** Semester 1 **Classes:** discussion groups and problem based learning **Prerequisites:** CLTR5001 and CLTR5007 **Assessment:** 2x exercises/quizzes (2x15%), 2x assignments (2x35%) **Mode of delivery:** Online

This unit addresses a number of key issues that arise in the analysis of clinical trial data. It will equip students with the ability to critically evaluate and interpret trial analyses, as well as provide them with an understanding of the principles underpinning good analysis practices. Modules will provide an introduction to the interpretation of treatment effect estimates, adjusted analyses, subgroup analysis, interim analyses, and how to reach appropriate decisions about the continued evaluation of an intervention, or its recommended implementation in practice.

Textbooks

Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

CLTR5003

Leadership and Problem Solving

Credit points: 6 **Teacher/Coordinator:** Rebecca Mister, Katrin Sojquist **Session:** Semester 1 **Classes:** discussion groups and problem based learning **Prerequisites:** CLTR5001 **Assessment:** 2x quizzes (2x10%) 2x assessments (2x40%) **Mode of delivery:** Online

The candidate will understand how to effectively form, lead and successfully manage a clinical research project. The subject will address issues related to resource management (including team and finance). The key elements of putting together a solid funding application and developing a study protocol will also be covered. Specialized aspects of trial management and conduct will be presented. Issues involved in study start up (initiation), monitoring and quality assurance (including audit), and study outcome collection will be introduced. Aspects of scientific leadership including skills to address/solve problems in recruitment, follow up and event assessment will be taught. Students will gain a detailed understanding of how to plan for issues arising during a clinical trial in a practical sense including dealing with unexpected events during a trial, addressing event rates lower than that expected, changes in outcome definitions and ethical dilemmas. This is a key subject where students will gain an understanding of how to apply theory to practice.

Textbooks

Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

CLTR5004

Advanced Trial Design

Credit points: 6 **Teacher/Coordinator:** Rachel O'Connell, Emma Gibbs **Session:** Semester 2 **Classes:** discussion groups and problem based learning **Prerequisites:** CLTR5001 and CLTR5007 **Assessment:** 2x quizzes (2x10%), 2x assessments (2x40%) **Mode of delivery:** Online

Candidates will be taught skills to design and interpret equivalence trials, non-inferiority trials and cluster randomised trials. Specialised designs including enrichment and discontinuation designs will be discussed and special aspects relating to cross-over studies will be taught. Techniques to validly incorporate composite, co-primary and surrogate endpoints will be covered. Distinctions between event and chronological time directed outcomes will be discussed. Skills to incorporate sub-studies into clinical research projects will be covered in this unit.

Textbooks

Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

CLTR5005

Biomarker Studies

Credit points: 6 **Teacher/Coordinator:** Chee Lee, Sally Lord, Sonia Yip **Session:** Semester 2 **Classes:** discussion groups and problem based learning



Prerequisites: CLTR5001 **Assessment:** 2x quizzes (2x10%), 2x assessments (2x40%) **Mode of delivery:** Online

The special skills of translational research will be highlighted in this unit. Candidates will understand the potential uses for biomarkers in clinical practice; how to use study designs relevant for biomarker evaluation and how to incorporate biomarker studies and biospecimen (tissue and blood) collection into clinical research projects. Candidates will learn the difference between prognostic, predictive and surrogate biomarkers and biostatistical considerations in their analysis. The complexities of international regulations regarding patient consent, biospecimen collection and shipment will be highlighted.

Textbooks

Recommended reading: Altman DG, McShane LM, Sauerbrei W, Taube SE (2012) Reporting Recommendations for Tumor Marker Prognostic Studies (REMARK): Explanation and Elaboration. *PLoS Med* (5): e1001216. doi:10.1371/journal.pmed.1001216

CLTR5007

Statistical Principles and Clinical Trials

Credit points: 6 **Teacher/Coordinator:** Liz Barnes, Rebecca Asher **Session:** Semester 2 **Classes:** discussion groups and problem based learning **Prerequisites:** CLTR5001 **Assessment:** 2x quizzes (2x10%), 2x written assignments (2x40%) **Mode of delivery:** Online

Statistical principles and concepts required to design clinical trials and analyse trial results will be introduced, including the appraisal of the appropriateness of analyses appearing in previous trial reports. Concepts which will be developed include an introduction to hypothesis testing, confidence interval estimation and understanding of univariable and adjusted analyses. Students will undertake analyses of study data where outcomes are continuous, binary and time-to-event variables. Concepts and issues involved in performing landmark analyses and in identification of key prognostic variables and their interpretation in a clinical trials context will be introduced. The basis for and understanding of sample size calculations for clinical trials will be covered. Analyses will be performed using statistical software. SPSS and ACCorD software will be supported but students may use any package they are familiar with and have available. It is the student's responsibility to purchase the software. Details will be given at the beginning of the semester.

Textbooks

Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement. Other resources: Statistical package capable of performing sample size calculations and simple statistical procedures (e.g. Analysis of Censored and Correlated Data).

CLTR5008

Research Project

Credit points: 6 **Teacher/Coordinator:** Chris Brown, Val Gebiski **Session:** Semester 2 **Prerequisites:** CLTR5001 and CLTR5007 **Assessment:** Satisfactory completion of each of group discussions, a written assignment and a capstone project **Mode of delivery:** Online

The capstone unit is a project which requires each student to bring together concepts, principles and applications developed in the previous units of coursework study into a workable research proposal and plan for the initiation and management of a clinical trial. The capstone will test the student's ability to integrate and consolidate their learning.

Textbooks

Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

NURS5068

Clinical Trials in Practice

Credit points: 6 **Session:** Semester 2 **Classes:** on-line **Assessment:** 2500wd assignment (40%) and 1500wd assignment (30%) and online activities (30%) **Mode of delivery:** Online

This unit of study will provide students with the knowledge and skills of translating clinical trials methods and theory into practice. Students will be introduced to principles of clinical trial project management including the management of patient recruitment and follow up, monitoring study progress, clinical trial budgeting and funding. This unit of study will also focus on the ethical and legal framework which

governs clinical trials including ethics approval, informing patients, and obtaining consent in the context of clinical trials and various patient populations. A key feature of clinical trials relates to quality assurance aspects such as documentation of study procedures and clinical trial audit, consequently emphasis will be placed on the development of clinical trials reports, results and publications.

Critical Care Medicine

Graduate Certificate in Medicine (Critical Care Medicine)*

Graduate Diploma in Medicine (Critical Care Medicine)*

Master of Medicine (Critical Care Medicine)*

Master of Medicine (Advanced)(Critical Care Medicine)*

Graduate Certificate in Science in Medicine (Critical Care Medicine) (not available in 2018)

Graduate Diploma in Science in Medicine (Critical Care Medicine) (not available in 2018)

Master of Science in Medicine (Critical Care Medicine) (not available in 2018)

Master of Science in Medicine (Advanced) (Critical Care Medicine) (not available in 2018)

* not open to international students offshore or on a student visa in 2018. International students in Australia with another appropriate visa may be eligible.

	Graduate Certificate	Graduate Diploma	Master	Master (Advanced)
Course code (degree in Medicine)	GCMEDIC2CCM	GNMEDIC2CCM	MAMEDIC4CCM	MAMEDADV1CCM
Course code (degree in Science in Medicine)	GCSCMEDI1CCM	GNSCMEDI1CCM	MASCMEI1CCM	MASCMEAD1CCM
CRICOS code	Medicine: 083649E* Science in Medicine: 083650A*	Medicine: 083647G* Science in Medicine: 083648F*	Medicine: 083643M* Science in Medicine: 083721B*	Medicine: 083644K* Science in Medicine: 083646G*
Degree Abbreviation	GradCertMed(CritCareMed) GradCertScMed(CritCareMed)	GradDipMed(CritCareMed) GradDipScMed(CritCareMed)	MMed(CritCareMed) MScMed(CritCareMed)	MMed(Adv)(CritCareMed) MScMed(Adv)(CritCareMed)
Credit points required to complete	24	36	48	60
Time to complete full-time	0.5 year	1 year	1 year	1.5 years
Time to complete part-time	1 - 2 years	1.5 - 3 years	2 - 4 years	2 - 5 years

Overview

The Critical Care Medicine program has been developed in response to requests from critical care specialists and trainees to increase educational opportunities in the specialties of emergency medicine, intensive care and anaesthetics.

The program is tailored to produce well-rounded and analytical health care professionals.

The basic science curriculum of the Australasian College for Emergency Medicine, (ACEM), the Australian and New Zealand College of Anaesthetists (ANZCA) and the College of Intensive Care Medicine (CICM) is addressed, as well as a range of targeted areas e.g. Point of Care Ultrasound, Retrieval Medicine, Pain Management, Clinical Reasoning and Communication and Teaching by Simulation. Many general electives are offered such as Teaching in the Clinical Environment, Writing and Reviewing Medical Papers and Research Grants.

This program provides the opportunity to advance clinical knowledge and practice in areas of interest, as well as develop expertise in other areas important to career advancement.

A great benefit of the course will be interacting with like-minded people at a similar stage in their career, sharing knowledge and skills in a supportive environment, and making key contacts with leading experts in critical care.

The Master of Medicine and the Master of Science in Medicine have different admission requirements. Only medical graduates (ie those with a recognised medical degree) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Please note the Master of Science in Medicine is not currently available.

Course outcomes

The program has been designed to ensure that the knowledge you gain can be applied to patient care and readily integrated into your day-to-day work. You will gain insights and understanding into the key research that informs the practice of critical care medicine. The basic science units of study are designed to help you prepare for College primary examinations. The degree is accredited by some of the critical care colleges – (see below).

Course information

The program is designed and delivered by leading clinicians and academics from our teaching hospitals and the University. The flexible



format combines interactive online delivery with short intensive face to face teaching sessions in some units, and is perfect for clinicians whose continuing education is limited by time and distance.

The wide-ranging experience and knowledge of teaching staff ensures an up-to-date coverage of topics and issues related to clinical practice and evidence-based medicine.

All unit of study learning material is provided online and the face-to-face teaching sessions are designed to consolidate and reinforce learning outcomes as well as provide an opportunity to interact with your teachers and fellow students.

Accreditation

The Australasian College for Emergency Medicine has approved CEPI5100, CRIT5008 and PUBH5018 for the purpose of fulfilling the Trainee Research Requirement.

Website: sydney.edu.au/medicine/study/postgraduate/critical_care_medicine.php

The Advanced option of the Master may be undertaken to fulfill the College of Intensive Care Medicine Formal Project requirements.

Further enquiries

Dr Khanh Nguyen

Phone: +61 2 9351 1964

Email: khanh.nguyen1@sydney.edu.au

Double Degrees

Please note that the Double Degree program is not available in 2018

The following double degree programs are for International students only. Domestic students can apply for admission to the two separate degrees : a master degree as listed above, plus a Master of Philosophy (RMPHLMED1000).

Information about the Master of Philosophy can be found in the Research Section of the Handbook.

Master of Medicine (Critical Care Medicine)/Master of Philosophy

Master of Science in Medicine (Critical Care Medicine)/Master of Philosophy

	Master of Medicine/MPhil	Master of Science in Medicine/MPhil
Course code	MAMEDPHL1CCM	MASCMPHL1CCM
CRICOS code	083721B	083722A
Degree Abbreviation	MMed(CritCareMed)/MPhil	MSdMed(CritCareMed)/MPhil
Credit points required to complete	96	96
Time to complete full-time	2 years	2 years

Critical Care Medicine

Admission requirements

Admission to the:

- Graduate Certificate in Medicine (Critical Care Medicine)
- Graduate Diploma in Medicine (Critical Care Medicine)
- Master of Medicine (Critical Care Medicine)

requires a medical degree.

Admission to the:

- Graduate Certificate in Science in Medicine (Critical Care Medicine)
- Graduate Diploma in Science in Medicine (Critical Care Medicine)

requires a bachelor or postgraduate degree in a health or science related discipline.

Admission to the:

- Master of Science in Medicine (Critical Care Medicine)

requires the successful completion of an embedded degree program (Graduate Certificate or Graduate Diploma); or a bachelor degree in a health or science-related discipline with honours or 12 months relevant work experience; or a bachelor degree plus a postgraduate degree in a health or science-related discipline.

Admission to:

- Master of Medicine (Advanced) (Critical Care Medicine), and
- Master of Science in Medicine (Advanced) (Critical Care Medicine)

requires the student to be enrolled in the master's program, have completed the compulsory research unit of study and have an average mark of at least 75% in 24 credit points of compulsory or stream specific units of study.

Course structure

The **Graduate Certificate** requires the successful completion of **24 credit points** of stream specific units of study.

The **Graduate Diploma** requires the successful completion of **36 credit points** of units of study including:

- 6 credit points of compulsory units of study;
- 24 credit points of stream specific units of study; and
- 6 credit points of stream specific or general elective units of study.

The **Master** requires the successful completion of **48 credit points** of units of study including:

- 12 credit points of compulsory units of study;
- 24 credit points of stream specific units of study; and
- 12 credit points of stream specific or general elective units of study.

The **Master (Advanced)** requires the successful completion of **60 credit points** of units of study including:

- 48 credit points of study as required for the Master; and
- 12 credit points of project units of study.

The **Master/Master of Philosophy** requires the successful completion of **96 credit points** of units of study including:

- 48 credit points required for the Master
- 48 credit points of research units of study.

Pattern of enrolment

Compulsory units of study

Unit of study code and name	Credit point	Delivery mode
Compulsory unit of study for Graduate Diploma students		
Graduate Diploma students must complete 6 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online
Compulsory units of study for Master's students		
Master's students must complete 12 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online
CRIT5008 Evidence and Ethics in Critical Care	6 (available semester 2)	online

Stream specific units of study

Unit of study code and name	Credit points	Delivery mode
Graduate Certificate students must complete 24 credit points of stream specific units of study		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Master's students must complete 24 credit points of stream specific units of study		
Offered Semester 1		
CRIT5001 Anatomy for Critical care	6	online/intensive
CRIT5002 Pathology for Critical Care	6	online
CRIT5006 Retrieval Medicine Operational Environment	6	online/intensive
CRIT5009 Teaching by simulation	6	online/intensive
CLNP5001 Basic Sciences in Clinical Neurophysiology	6	online
INTM5014 Cardiology	6	online
PAIN5021 Acute Pain	6	online
Offered Semester 2		
CLNP5005 Neuromonitoring in Anaesthesia	6	online
CRIT5003 Pharmacology for Critical Care	6	online
CRIT5004 Physiology for Critical Care	6	online
CRIT5005 Clinical Reasoning and Communication	6	online/intensive
CRIT5007 Clinical Retrieval Medicine	6	online/intensive
Offered Semester 1 and 2		



Unit of study code and name	Credit points	Delivery mode
CEPI5100 Introduction to Clinical Epidemiology	6	online
CRIT5010 Point of Care Ultrasound	6	online/intensive
PAIN5002 Pain mechanisms and contributors	6	online
PAIN5003 Pain Treatment and Management	6	online

General elective units of study

Unit of study code and name	Credit points	Delivery mode
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.		
Master's students complete 12 credit points of stream specific or general elective units of study.		
Offered Semester 1 and 2		
CEPI5215 Writing and Reviewing Medical Papers	6	online
INTM5009 Basic Infectious Diseases <i>NB this unit is 3 credit points and should be taken in conjunction with another 3 credit point unit</i>	3	online
Offered Semester 1		
BETH5104 Bioethics, Law and Society	6	online/intensive
CEPI5200 Quality and Safety in Health Care	6	online
CEPI5300 Research Grants: Theory and Practice	6	block mode; online
CEPI5315 Introduction to Systematic Reviews	6	online
CLNP5002 Diagnostic Electroencephalography	6	online/intensive
CLNP5006 Intraoperative Monitoring 1	6	online/intensive
MBHT5001 Diabetes Management	6	online/intensive
PUBH5018 Introductory Biostatistics	6	face to face; online
SEXH5200 Advanced STIs	6	face to face/block mode
SEXH5409 Medical Management of Interpersonal Violence	6	online/intensive
Offered Semester 2		
DERM5001 Essential Dermatology	6	online/intensive
IMAG5042 Essential Imaging for Clinicians	6	online
INTM5004 Basic Respiratory Medicine <i>NB this unit is 3 credit points and should be taken in conjunction with another 3 credit point unit</i>	3	online
PAIN5018 Pain in Children	6	online
MEDF5002 Teaching in the Clinical Environment	6	online/intensive
MBHT5002 Advanced Diabetes Management	6	online/intensive

Unit of study code and name	Credit points	Delivery mode
SURG5011 Imaging in Surgical Patients	6	online

Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

Unit of study code and name	Credit points	Delivery mode
MEDF5301 Project (Advanced Masters)	12 (available semester 1 and 2)	supervision
MEDF5302 Project (Advanced Masters) (Part A)	6 (available semester 1 and 2)	supervision
MEDF5303 Project (Advanced Masters) (Part B)	6 (available semester 1 and 2)	supervision

International double degree students

Please note that the Double Degree program is not available in 2018

The double degree is only available to international students and is conditional upon the appointment of an appropriate supervisor. Domestic students can enrol in the separate degrees.

Also see course rules for further details.

The Master of Medicine or Master of Science in Medicine, and Master of Philosophy double degrees are a coursework master degree combined with a master degree in research

Places in the double degree program will be offered to qualified applicants according to the admissions criteria (see course rules). In exceptional circumstances the dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

Students enrolled in the double degree will be required to have found a supervisor for their research degree and to submit a full research proposal for their Master of Philosophy by the end of the second semester of enrolment. In order to progress to the Master of Philosophy, students must complete the master's coursework component with a weighted average mark of at least 65 percent across all 48 credit points of coursework units.

In order to meet the academic requirements of the double degree, students must complete 48 credit points of coursework for the coursework master's degree and the equivalent of at least one year full time for the Master of Philosophy by enrolling in 48 credit points of research units of study as shown in the following table.

Research units of study	Credit points
Semester 1	
MEDF4001 Medicine Research A	12
MEDF4002 Medicine Research B	12
Semester 2	
MEDF4003 Medicine Research C	12
MEDF4004 Medicine Research D	12

Critical Care Medicine

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine

Graduate Diploma in Medicine

Master of Medicine

Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine

Graduate Diploma in Science in Medicine

Master of Science in Medicine

Master of Science in Medicine (Advanced)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course title
GCMEDICI-02	Graduate Certificate in Medicine
GNMEDICI-02	Graduate Diploma in Medicine
MAMEDICI-04	Master of Medicine
MAMEDADV-01	Master of Medicine (Advanced)

Code	Course title
GCSCMEDI-01	Graduate Certificate in Science in Medicine
GNSCMEDI-01	Graduate Diploma in Science in Medicine
MASCMEADI-01	Master of Science in Medicine
MASCMEADV-01	Master of Science in Medicine (Advanced)

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 Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) Graduate certificate
 - (b) Graduate Diploma
 - (c) Master
 - (d) Master (Advanced)
- (2) 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 Streams

- (1) Courses are available in the following streams:

For medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Internal Medicine
 - (d) Metabolic Health
 - (e) Paediatric Medicine
 - (f) Pharmaceutical and Medical Device Development
 - (g) Psychiatry
 - (h) Sexual and Reproductive Health
 - (i) Sleep Medicine

For non-medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Metabolic Health
 - (d) Pharmaceutical and Medical Device Development
 - (e) Sexual and Reproductive Health
 - (f) Sleep Medicine
- (2) Candidates may transfer between streams with approval from the relevant stream Course Coordinators.
- (3) All of the degrees within this course shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.
- (4) Completion of a Pathway, if available within a Stream is not a requirement of completing the course. Candidates have the option of completing the course in one Pathway.

6 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification;
- (3) Admission to the Graduate Diploma in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Medicine requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification.
- (5) Admission to the Psychiatry stream requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; and
 - (b) employment in an accredited psychiatry training position or equivalent experience.
- (6) Admission to the Internal Medicine stream requires current medical registration in an Australian or New Zealand



jurisdiction and current or prior employment in a clinical setting in an Australian or New Zealand jurisdiction.

- (7) Admission to the Graduate Certificate in Science in Medicine requires:
- a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the School.
- (8) Admission to the Graduate Diploma in Science in Medicine will require:
- successful completion of the embedded Graduate Certificate in Science in Medicine; or
 - a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health or science-related field or pass a preliminary examination(s) as prescribed by the School.
- (9) Admission to the Master of Science in Medicine requires:
- successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine or equivalent qualification; or
 - a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience; and
 - for admission to the Clinical Neurophysiology and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential.
- (10) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
- The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine and have completed the compulsory research methods unit in their stream as applicable; and
 - The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
 - Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

- The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
- To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
 - 24 credit points of stream specific units of study;
- To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
 - 6 credit points of compulsory units of study, and
 - 24 credit points of stream specific units of study, and
 - 6 credit points of stream specific or general elective units of study;
- To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
 - 12 credit points of compulsory units of study, and
 - 24 credit points of stream specific units of study, and
 - 12 credit points of stream specific or general elective units of study.
- To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
 - 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
 - 12 credit points of project units of study.

8 Transitional Provisions

- These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.
- Candidates who commenced prior to 1 January, 2018 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Double degree resolutions

Master of Medicine/Master of Philosophy

Master of Science in Medicine/Master of Philosophy

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course title
MAMEDPHL-01	Master of Medicine/Master of Philosophy
MASCMPHL-01	Master of Science in Medicine/Master of Philosophy

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

The master's degrees in these resolutions are professional master's course, as defined by the Coursework Rule.

4 Streams

- the Master of Medicine and Master of Science in Medicine are available in the following streams:
 - Critical Care Medicine
 - Sexual and Reproductive Health
- Candidates may transfer between streams with approval from stream Head of Discipline.
- All of the degrees within this course shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.

5 Admission to candidature

- These double degrees are only available to international students and places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award. Domestic applicants should apply for admission to Master of Medicine (stream) or Master of Science in Medicine (stream) and/or Master of Philosophy.
- Admission to the Master of Medicine/Master of Philosophy requires:

- (a) a medical degree from the University of Sydney or an equivalent qualification
- (b) Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.
- (3) Admission to the Master of Science in Medicine/Master of Philosophy requires:
 - (a) a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification; or
 - (b) A pass bachelor's degree in a health discipline or an equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the School.
 - (c) Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in Stream specific Table of Units of Study.
- (2) To qualify for the award of the double degree, candidates must:
 - (a) fulfil the requirements for the award of the Master of Medicine or Master of Science in Medicine; and
 - (b) fulfil the requirements for award of the Master of Philosophy and enrol in a minimum of 48 credit points of research units of study. The requirement to undertake a 6 credit point Research Methods unit of study in the Master of Philosophy will be waived for candidates in the double degree.

7 Course Transfer

- (1) Once a candidate of the Master of Medicine/Master of Philosophy, or Master of Science in Medicine Master of Philosophy, has successfully completed the coursework requirements the candidate may abandon the double degree and elect to be awarded the single degree of Master of Medicine or Master of Science in Medicine in accordance with the resolutions governing that degree.
- (2) Once a candidate of the Master of Medicine/Master of Philosophy, or Master of Science in Medicine Master of Philosophy, has successfully completed the coursework requirements the candidate may abandon the double degree and may apply to transfer to the Doctor of Philosophy with credit.

8 Transitional Provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2015 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Critical Care Medicine

Table of units of study: Critical Care Medicine

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Compulsory units			
Graduate Diploma students			
Graduate Diploma students must complete 6 credit points of compulsory units of study			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Master's students			
Master's students must complete 12 credit points of compulsory units of study			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
CRIT5008 Evidence and Ethics in Critical Care	6	P CEPI5100 and 18 credit points of stream specific units of study N BETH5208 or PAED5005 or MBHT5005	Semester 2
Stream specific units			
Graduate Certificate students must complete 24 credit points of stream specific units of study.			
Graduate Diploma students must complete 24 credit points of stream specific units of study.			
Master's students must complete 24 credit points of stream specific units of study.			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
CRIT5001 Anatomy for Critical Care	6		Semester 1
CRIT5002 Pathology for Critical Care	6		Semester 1
CRIT5003 Pharmacology for Critical Care	6		Semester 2
CRIT5004 Physiology for Critical Care	6		Semester 2
CRIT5005 Clinical Reasoning and Communication	6	<i>Note: Department permission required for enrolment Places in this unit are limited and departmental permission is required.</i>	Semester 2
CRIT5006 Retrieval Med - Operational Environment	6		Semester 1
CRIT5007 Clinical Retrieval Medicine	6	P CRIT5006	Semester 2
CRIT5009 Teaching with Simulation	6	<i>Note: Department permission required for enrolment Enrolments in this unit are limited and departmental permission is required.</i>	Semester 1
CRIT5010 Point of Care Ultrasound	6	<i>Note: Department permission required for enrolment Students must have access to an ultrasound machine as well as live patients to complete scans. Enrolments in this unit of study are limited and departmental permission is required.</i>	Semester 1 Semester 2
CLNP5001 Basic Sciences in Clinical Neurophysiology	6	<i>Students can apply for a waiver if they have completed equivalent study within the last 5 years. Evidence of previous study will be required and completion of an RPL examination.</i>	Semester 1
CLNP5005 Neuromonitoring in Anaesthesia	6	C CLNP5001 <i>Critical Care students must request special permission to enrol in this unit of study.</i>	Semester 2
INTM5014 Cardiology	6	A Theoretical and practical knowledge of cardiology at least at the level of a registered medical practitioner <i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 1
PAIN5002 Pain Mechanisms and Contributors	6		Semester 1 Semester 2
PAIN5003 Pain Treatment and Management Principles	6		Semester 1 Semester 2
PAIN5021 Acute Pain	6		Semester 1
General elective units			
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.			
Master's students complete 12 credit points of stream specific or general elective units of study.			



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
BETH5104 Bioethics, Law and Society	6	<i>Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.</i>	Semester 1
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
CEPI5215 Writing and Reviewing Medical Papers	6	A Some basic knowledge of summary statistic is assumed P (PUBH5010 or CEPI5100) N CEPI5214 <i>Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.</i>	Semester 1 Semester 2
CEPI5300 Research Grants: theory and practice	6	P (PUBH5010 or CEPI5100) and PUBH5018 N CEPI5505	Semester 1
CEPI5315 Introduction to Systematic Reviews	6	C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5102 or CEPI5314	Semester 1
CLNP5002 Diagnostic Electroencephalography	6	C CLNP5001 <i>Critical Care and Internal Medicine students must request special permission to enrol in this unit of study.</i>	Semester 1
CLNP5006 Intraoperative Monitoring I	6	C CLNP5001 <i>Critical Care students must request special permission to enrol in this unit of study.</i>	Semester 1
DERM5001 Essential Dermatology	6		Semester 2
IMAG5042 Essential Imaging for Clinicians	6		Semester 2
INTM5004 Basic Respiratory Medicine	3	<i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 2
INTM5009 Basic Infectious Diseases	3		Semester 1 Semester 2
MBHT5001 Diabetes Management	6		Semester 1
MBHT5002 Advanced Diabetes Management	6	A It is recommended that students first complete MBHT5001 (Diabetes Management) unless they have a reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings. P MBHT5001 <i>Departmental permission required unless MBHT5001 satisfactorily completed.</i>	Semester 2
MEDF5002 Teaching in the Clinical Environment	6		Semester 2
PAIN5018 Pain in Children	6		Semester 2
PUBH5018 Introductory Biostatistics	6		Semester 1
SEXH5200 Advanced STIs	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 1
SEXH5409 Medical Management of Interpersonal Violence	6		Semester 1
SURG5011 Imaging Surgical Patients	6		Semester 2
Project units of study			
Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.			
MEDF5301 Project (Advanced Masters)	12	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
MEDF5302 Project (Advanced Masters) (Part A)	6	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
MEDF5303 Project (Advanced Masters) (Part B)	6	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
Double degree research units - international candidates only			
Please note that the Double Degree program is not available in 2018			
International candidates enrolled in the double degree must complete the following four units over the two years of the program. Specific enrolment patterns are shown below. If the candidate is not able to submit the thesis for the Master of Philosophy after two years of enrolment, they must enrol in both MEDF4003 and MEDF4004 for further semesters, with the associated cost of enrolment, until they are able to submit.			
MEDF4001 Medicine Research A	12	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
MEDF4002 Medicine Research B	12	C MEDF4001	Semester 1 Semester 2
MEDF4003 Medicine Research C	12	C MEDF4002	Semester 1 Semester 2
MEDF4004 Medicine Research D	12	C MEDF4003	Semester 1 Semester 2

Critical Care Medicine

Unit of study descriptions

BETH5104

Bioethics, Law and Society

Credit points: 6 **Teacher/Coordinator:** Professor Roger Magnusson and Professor Cameron Stewart **Session:** Semester 1 **Classes:** 4x6.5hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode **Assessment:** 1x2000wd problem (40%); 1x3500 word essay (60%). Online 'attendance' is also compulsory and will be demonstrated by engagement in at least 8 out of the 10 weekly discussion topics. No formal mark will be given for attendance, but failure to meet the attendance requirement may result in failure of the course. **Mode of delivery:** Block mode, Online

Note: Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.

BETH5104 Bioethics, Law and Society introduces students to interrelationships between health care, ethics, and the law. Students will explore the moral basis of law and the means by which law in turn, influences and directs clinical practice and health policy. We also look at the limits of law in solving ethical dilemmas, and consider what happens when the law falls out of step with the moral institutions of health care providers, patients, and the general public. Over the course of the semester, students will learn to critically read and analyse primary sources of law relevant to bioethics. Students will then examine a number of areas of law that have particular significance for bioethics and society including the law of consent, medical negligence, advance directives, maternal-foetal conflicts, abortion, reproduction, end-of-life decision-making, tissue regulation and infectious disease. Learning activities in BETH5104 include lectures, case discussions (during lectures), problem-based learning, online learning activities and written assessments.

Textbooks

Required: Kerridge, Lowe and Stewart (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

CEPI5100

Introduction to Clinical Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Fiona Stanaway **Session:** Semester 1, Semester 2 **Classes:** Offered online and face-to-face (daytime tutorials) **Prohibitions:** PUBH5010 **Assessment:** Completion of online quizzes (15%), tutorial participation (10%), assignment 1 (15%), assignment 2 (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines.

Textbooks

Online readings and resources to be provided on the eLearning website.

CEPI5200

Quality and Safety in Health Care

Credit points: 6 **Teacher/Coordinator:** Professor Merrilyn Walton **Session:** Semester 1 **Classes:** offered online **Assessment:** online participation (20%); 4 x 1500 word assignments (80%) **Mode of delivery:** Online

Note: People working in health care will benefit from this course.

This course is specifically designed for health professionals who are working in health care. It will equip participants with underpinning knowledge about patient safety. The course modules cover quality and safety principles, professionalism and ethics, risk management and risk information, complexity theory, clinical governance and the impact of adverse events, methods to measure and make improvements in health care. The modules, tools and the discussions are designed to enable participants to change behaviours by understanding the main causes of adverse events-poor team work, busyness, hierarchies. The course provides foundation knowledge about quality and safety; governments around the world are concerned to address unsafe care. The course will better prepare health professional to understand the complexity of health care and take steps to minimise the opportunities for errors and address vulnerabilities in the system.

Textbooks

Runciman, Bill, Merry A Walton M. Safety and Ethics in Healthcare: A Guide to Getting it Right. 2007 Asgate Publisher.

CEPI5215

Writing and Reviewing Medical Papers

Credit points: 6 **Teacher/Coordinator:** Associate Professor Angela Webster **Session:** Semester 1, Semester 2 **Classes:** 9 self-paced modules each comprising: course notes, lecture, demonstrations, exercises, quizzes **Prerequisites:** (PUBH5010 or CEPI5100) **Prohibitions:** CEPI5214 **Assumed knowledge:** Some basic knowledge of summary statistic is assumed **Assessment:** quizzes (30%), assignment 1 (20%), assignment 2 (50%) **Mode of delivery:** Online, Block mode

Note: Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.

Students will work at their own pace through 9 modules covering research integrity, medical style, abstracts, presentations and posters, constructing a paper, data visualisation, manuscript submission, responding to reviewers comments, publication dissemination, and reviewing a paper. This unit aims to teach students the principles of research integrity in writing for medical journals, typical issues they may face, and link to resources to help them maintain integrity through their publishing careers. It will guide them to reliable evidence based resources to improve their conference abstract, presentation and poster design, and manuscript style and writing.. Students will learn about reporting guidelines, common pitfalls in writing and presenting research, choosing a journal, keywords, improving tables and figures for manuscripts through open source software, copyright, writing cover letters and response letters to reviewers. Students will learn about measuring research impact and ways to improve your research reach, dealing with the media and press releases, using social media in dissemination, digital archiving and basic skills needed to act as a quality peer-reviewer. This is an online unit, but those needing to study in block mode will do online study as well as a workshop.

Textbooks

No mandatory text book-readings available online.

CEPI5300

Research Grants: theory and practice

Credit points: 6 **Teacher/Coordinator:** Associate Professor Germaine Wong **Session:** Semester 1 **Classes:** 12 online or face-to-face sessions and 1 face-to-face workshop (June) **Prerequisites:** (PUBH5010 or CEPI5100) and PUBH5018 **Prohibitions:** CEPI5505 **Assessment:** 1 x written research proposal(40%); online class presentations (30%); peer assessment (30%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) evening

In this unit of study, the student will develop his/her own research proposal, to a standard suitable for a peer-reviewed granting body. Each section of a grant proposal (Aims, Background/Significance, Methods, Analysis) will be discussed, with the student presenting and



refining the corresponding section of his/her own proposal in a synchronous online workshop setting. This will then be complemented by online presentations from experienced researchers on the practical aspects of clinical research, followed by synchronous online class discussion. Topics include: observational studies, randomized controlled trials, diagnostic test evaluation, qualitative studies, funding application, ethical approval, publication strategies and grant administration. The unit will conclude with a one-day, face-to-face, mandatory workshop where students will learn about budgeting, peer review of research grants, and present their completed research proposal.

CEPI5315

Introduction to Systematic Reviews

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Reid, Professor Jonathan Craig **Session:** Semester 1 **Classes:** all students will work through four online-modules and participate in weekly tutorials (online or on-campus depending on mode enrolled) over 12 weeks **Corequisites:** CEPI5100 or PUBH5010 **Prohibitions:** CEPI5203 or CEPI5102 or CEPI5314 **Assessment:** module assessment tasks (30%) and 1 x 4000 word assignment (70%) after the modules are completed **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

In this unit of study, we aim to introduce you to systematic reviews and meta-analyses of relevance to healthcare with a particular focus on systematic reviews of randomized controlled trials. Students can choose to learn in online or normal day (on-campus) mode. All students will work through four online modules, delivered over twelve weeks, addressing the following topics at an introductory level: What and why systematic reviews (and meta-analysis); How to formulate answerable healthcare questions and searching for systematic reviews; how a systematic review is conducted and understanding the principles of meta-analysis; and how to appraise, interpret and apply the results of systematic reviews (and meta-analyses). Students will have the opportunity to discuss unit of study learning materials in online tutorials or via weekly (on-campus) tutorials. Readings and other learning materials will be available via eLearning.

Textbooks

Readings and access to other learning resources are available through the unit's elearning site

CLNP5001

Basic Sciences in Clinical Neurophysiology

Credit points: 6 **Teacher/Coordinator:** Dr Miguel Iglesias **Session:** Semester 1 **Classes:** Online lectures, webinars and/or discussion forums **Assessment:** Online quizzes (20%); video and written short answer questions (30%); participation in generation and peer review of assessment items (10%); online exam (40%). **Mode of delivery:** Online

Note: Students can apply for a waiver if they have completed equivalent study within the last 5 years. Evidence of previous study will be required and completion of an RPL examination.

This unit of study provides the core anatomical, physiological and electrical knowledge required for the practice of clinical neurophysiology. In order to obtain and interpret information regarding the function of the neural systems, clinicians must be able to accurately record and quantify electrical signals from a myriad of neurological structures. The methods by which these electrical signals are generated, recorded, processed and presented for interpretation are studied. The relevant aspects of neurology and physiology will be presented as well as the role of clinical neurophysiology in the diagnosis of disease.

CLNP5002

Diagnostic Electroencephalography

Credit points: 6 **Teacher/Coordinator:** Karen Storchenegger **Session:** Semester 1 **Classes:** Online lectures, webinars and/or discussion forums, 2 day face-to-face workshop (compulsory) **Corequisites:** CLNP5001 **Assessment:** Online quizzes (20%); short answer questions (20%); participation in generation and peer review of assessment items (10%); participation in online discussion forums (10%); online exam (40%) **Mode of delivery:** Distance education/intensive on campus

Note: Critical Care and Internal Medicine students must request special permission to enrol in this unit of study.

Electroencephalography (EEG) forms the basis of multiple neurophysiological techniques and is an extremely powerful tool in its own right. This unit will introduce the standardised systems and nomenclature for EEG recordings, examine the characteristics of normal recordings and illustrate the pathological changes associated with intracranial lesions, systemic disease and critical illness. The utility of EEG in the diagnosis and management of seizure disorders will be examined in detail.

CLNP5005

Neuromonitoring in Anaesthesia

Credit points: 6 **Teacher/Coordinator:** Dr Adam Hastings **Session:** Semester 2 **Classes:** Online learning, webinars and/or discussion forums **Corequisites:** CLNP5001 **Assessment:** Online quizzes (10%); short answer questions (20%); participation in webinar tutorials and/or discussion groups (10%); generation and peer review of assessment items (20%); online exam (40%) **Mode of delivery:** Online

Note: Critical Care students must request special permission to enrol in this unit of study.

This unit will examine the techniques available to monitor the function and wellbeing of the brain and nervous system during anaesthesia and surgery. Despite their widespread use, the effect of general anaesthetic agents on the brain and spinal cord is still poorly understood. There is wide interpatient variability in responses to these agents, and intraoperative hemodynamic fluctuations and underlying disease processes are all threats to the central nervous system which may be mitigated by careful monitoring.

CLNP5006

Intraoperative Monitoring I

Credit points: 6 **Teacher/Coordinator:** Dr Adam Rehak **Session:** Semester 1 **Classes:** Online learning, webinars and/or discussion forums, compulsory 1 day face-to-face workshop (compulsory) **Corequisites:** CLNP5001 **Assessment:** Online quizzes (20%); short answer questions (30%); participation in online discussion forums and/ or webinars (10%); online exam (40%) **Mode of delivery:** Distance education/intensive on campus

Note: Critical Care students must request special permission to enrol in this unit of study.

Unexpected postoperative motor deficit is arguably one of the most devastating potential complications of surgery. This unit will examine the methods used for monitoring the function and safety of cranial and peripheral motor nerves, the techniques used for risk reduction during spinal instrumentation and the use of motor evoked potential monitoring in both spinal and non-spinal surgery.

CRIT5001

Anatomy for Critical Care

Credit points: 6 **Teacher/Coordinator:** Dr Tatiana Lowe **Session:** Semester 1 **Classes:** Online lectures and face to face workshops including prosected specimens (3 x separate full days). Students must attend at least one workshop and attendance at all workshops is strongly recommended. **Assessment:** Online quizzes (20%); workshop assessment (30%) i.e. best score out of 3 workshop assessment scores; online exam (50%) **Mode of delivery:** Distance education/intensive on campus

The unit of study covers the requirements of the anatomy syllabi of the primary examinations of the Australian Colleges of Anaesthetists, Intensive Care Medicine and Emergency Medicine. It is focussed on clinical relevance and application. Students will learn anatomy relevant to the professional demands of each college, for example the anatomy relevant to venous access, airways and peripheral neural structures. Anatomical imaging, including ultrasound, CT and MRI is integrated where relevant.

Textbooks

Required: Clinically Oriented Anatomy 7th edition 2013 Moore, Dalley, Agur (Lippincott Williams and Wilkins) McMinn's Clinical Atlas of Human Anatomy 7th edition 2013 Mosby Recommended: Anatomy for anaesthetists / H Ellis and S Feldman - 8th ed - Carlton, Vic : Blackwell Publishing, 2004.

CRIT5002

Pathology for Critical Care

Credit points: 6 **Teacher/Coordinator:** Dr Annette Katelaris **Session:** Semester 1 **Classes:** Online learning including lectures and webinar tutorials and/or discussion boards **Assessment:** Online quizzes (10%); clinical cases

(10%); generation and peer review of assessment items (10%); short answer questions (30%); online exam (40%) **Mode of delivery:** Online

This unit of study covers the syllabus requirements of the Primary or First Part examinations of the Australian College of Emergency Medicine (ACEM), Intensive Care Medicine and Anaesthetists, with a focus on the syllabus for the ACEM first part exam. Topics covered include basic pathological processes (e.g. immunology, inflammation, neoplasia etc) and systems pathology (e.g. cardiovascular, respiratory, gastroenterology, neurology, rheumatology etc). The unit is presented by academic pathologists and specialist clinicians and will focus on clinical relevance and application of knowledge.

Textbooks

Robbins and Cotran Pathologic Basis of Disease 9th Ed (Kumar, Abbas, Fausto, Aster) Saunders Elsevier 2014.

CRIT5003

Pharmacology for Critical Care

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Ross MacPherson **Session:** Semester 2 **Classes:** Online learning including lectures and webinar tutorials and/or discussion boards **Assessment:** online quizzes (10%); generation and peer review of assessment items (10%); short answer questions (30%); 1 x online exam (50%) **Mode of delivery:** Online

This unit will address the syllabus requirements of the Primary or First Part examinations of the Australian and New Zealand College of Anaesthetists, College of Intensive Care Medicine and the Australian College of Emergency Medicine. It includes basic pharmacology and clinical applications of relevant drugs and drug groups.

Textbooks

Basic and Clinical Pharmacology BG Katzung 13th ed McGraw - Hill 2014; Pharmacology and Physiology in Anesthetic Practice R K Stoelting and S C Hillier - 5th ed -Philadelphia : Lippincott Williams and Wilkins, 2014

CRIT5004

Physiology for Critical Care

Credit points: 6 **Teacher/Coordinator:** Dr Louise Cole **Session:** Semester 2 **Classes:** Online learning including lectures and webinar tutorials and/or discussion boards **Assessment:** Online quizzes (10%); generation and peer review of assessment items (10%); short answer questions (40%); 1 x online exam (40%) **Mode of delivery:** Online

This unit will address the Primary or First Part syllabus requirements of the Australian College of Anaesthetists, the College of Intensive Care Medicine and the Australian College of Emergency Medicine. It will include normal physiology, physiology at the extremes of age (ie neonates, paediatrics and the elderly), obesity, pregnancy (including foetal), common disease states in the critically ill and the effects of commonly used drugs on the relevant physiological systems. The unit will have a clinical focus.

Textbooks

Principles of Physiology for the Anaesthetist/ I Power, P Kam- 3rd ed, CRC Press, 2015; Textbook of Medical Physiology / A C Guyton, J E Hall - 13th ed, Philadelphia, PA: W B Saunders, 2015; Supplementary: Ganong's Review of Medical Physiology / K E Barrett, S M Barman, S Boitano, H Brooks- 25th ed-Lange/McGraw-Hill, 2015; Nunn's Applied Respiratory Physiology / A B Lumb- 8th Elsevier, 2016

CRIT5005

Clinical Reasoning and Communication

Credit points: 6 **Teacher/Coordinator:** Dr Renee Lim **Session:** Semester 2 **Classes:** Online learning and compulsory face to face workshop (1x 2 days) **Assessment:** 5 x 300-500 word clinical case study tasks (25%), participation in on-line discussion tasks and quizzes (10%), participation in 2 day face to face communication skills training session (30%), 1 x 1,500-2,000 word written assignment (35%) **Mode of delivery:** Distance education/intensive on campus **Note:** Department permission required for enrolment. **Note:** Places in this unit are limited and departmental permission is required.

Critical care medicine is practised in highly charged and stressful settings and requires many decisions to be made quickly with limited information and resources. There are also many 'players' and confusion and miscommunication can easily occur. The hierarchical nature of hospital based practice and tribal differences between professions bring their own challenges. This unit of study aims to help clinicians develop decision making and high level communication skills in order to effectively care for patients, engage carers and relatives

and perform optimally as a team member or leader. The unit is built around complex clinical cases and includes simulations using actors and experts.

Textbooks

Online readings

CRIT5006

Retrieval Med - Operational Environment

Credit points: 6 **Teacher/Coordinator:** Sandra Ware, Dr Cliff Reid **Session:** Semester 1 **Classes:** Face to face intensive (1x2days compulsory) plus self-directed online learning **Assessment:** 1x1hr online exam (20%) 1x1,500 word essay (30%), 2x online discussions (30%) and quizzes (20%) **Mode of delivery:** Distance education/intensive on campus

Retrieval medicine is an emerging specialty area within the broader field of critical care medicine. This unit of study has four modules; Module 1: Scene Management and Safety; Module 2: Aeromedical Environment; Module 3: Retrieval Transportation; Module 4: Special Rescue Settings. On successful completion of this unit of study students will have gained: an understanding of the theory that underpins the operational environment of retrieval medicine including safety systems, clinical governance and human factors. Through case study presentations and discussion students will analyse the conditions that impact on patient and retrieval crew outcomes and critique the application of best practice in different retrieval situations.

Textbooks

ABC of Prehospital Emergency Medicine ed by T Nutbeam and M Boylan 1 ed; Wiley-Blackwell (2013); ABC of Transfer and Retrieval Medicine ed by A Lowe and J Hulme 1 ed Wiley-Blackwell (2013); Aeromedical Transportation: A Clinical Guide T Martin 2nd ed; Ashgate Publishing Limited; (2006); Cases in Pre-hospital Retrieval Medicine M Hooper; Harcourt Publishers Group (Australia) Pty.Ltd (2009); ASTNA Patient Transport: Principles and Practice(Air and Surface Patient Transport: Principles and Practice) RS Holleran; Mosby; 4th edition (2009); Safety At Scene V Calland; resQmed Limited; Revised edition (2006); Safety at the Sharp End: A Guide to Non-Technical Skills P O'Connor and M Crichton; Ashgate (2008); Crisis Management in Acute Care Settings: Human Factors and Team Psychology in a High Stakes Environment by M St Pierre, G Hofinger and C Buerschapner; Springer Berlin Heidelberg; 1 edition (2007); Emergency and Trauma Care for Nurses and Paramedics by K Curtis and C Ramsden; Mosby Australia (2011)

CRIT5007

Clinical Retrieval Medicine

Credit points: 6 **Teacher/Coordinator:** Sandra Ware, Dr Cliff Reid **Session:** Semester 2 **Classes:** Face to face intensive (1x2days compulsory) plus self-directed online learning **Prerequisites:** CRIT5006 **Assessment:** 1x1hr online exam (20%) 1x1,500 word essay (30%), 2x online discussions (30%) and quizzes (20%) **Mode of delivery:** Distance education/intensive on campus

This unit follows on from CRIT5006 and aims to equip and train prospective candidates in this exciting field of retrieval medicine. The unit of study has three major areas: prehospital trauma care; critical care transport; special patient groups (obstetric, neonatal and paediatric, bariatric, mechanical cardiorespiratory support). On successful completion of this unit students will be able to analyse and critique: appropriate prehospital trauma care; critical care issues specific to different transport modes; and issues regarding special groups that are increasingly encountered in retrieval medicine. Students will also gain an understanding of equipment and monitoring in retrieval medicine.

Textbooks

ABC of Prehospital Emergency Medicine ed by T Nutbeam and M Boylan 1 ed; Wiley-Blackwell (2013); ABC of Transfer and Retrieval Medicine ed by A Lowe and J Hulme 1 ed Wiley-Blackwell (2013); Aeromedical Transportation: A Clinical Guide T Martin 2nd ed; Ashgate Publishing Limited; (2006); Cases in Pre-hospital Retrieval Medicine M Hooper; Harcourt Publishers Group (Australia) Pty.Ltd (2009); ASTNA Patient Transport: Principles and Practice(Air and Surface Patient Transport: Principles and Practice) RS Holleran; Mosby; 4th edition (2009); Safety At Scene V Calland; resQmed Limited; Revised edition (2006); Safety at the Sharp End: A Guide to Non-Technical Skills P O'Connor and M Crichton; Ashgate (2008); Crisis Management in Acute Care Settings: Human Factors and Team Psychology in a High Stakes Environment by M St Pierre, G Hofinger and C Buerschapner; Springer Berlin Heidelberg; 1 edition (2007); Emergency and Trauma Care for Nurses and Paramedics by K Curtis and C Ramsden; Mosby Australia (2011)

CRIT5008**Evidence and Ethics in Critical Care**

Credit points: 6 **Teacher/Coordinator:** Sandra Ware **Session:** Semester 2 **Classes:** Weekly online lectures, and regular discussion groups (from week 5) **Prerequisites:** CEPI5100 and 18 credit points of stream specific units of study **Prohibitions:** BETH5208 or PAED5005 or MBHT5005 **Assessment:** 1 x 1,000-1,200 word ethics assignment (20%) and 4 x ethics discussion board tasks (10%) and 5 x Evidence Based Medicine written assignments (70%) **Mode of delivery:** Online

This is the capstone unit of the Critical Care Medicine Master's degree and it aims to develop the ethical and critical thinking needed to inform best clinical practice. It is divided into two parts: an introduction to key ethical concepts and methods of ethical analysis relevant to health care practice and research, and an overview of evidence. Students will critically appraise the evidence base related to an area of practice in their workplace or a clinical guideline. This will require the development of a clinical question, a literature review, then an appraisal of the literature and application of evidence to individual patient care. Learning modules will include how to carry out a literature review, an example of how clinical practice and guidelines have changed based on changing evidence and review, and further refinement of clinical epidemiology and critical appraisal skills developed in CEPI5100 Introduction to Clinical Epidemiology.

Textbooks

Online readings

CRIT5009**Teaching with Simulation**

Credit points: 6 **Teacher/Coordinator:** Clinical A/Prof Leonie Watterson **Session:** Semester 1 **Classes:** Online lectures, discussion groups and tutorials. Compulsory face to face intensive 2 days (8.30am-5pm) in simulation centre. **Assessment:** 2 x written assignments (20%); preparation and participation in face to face workshops (25%); portfolio of written assignments (50%); participation in online discussion (5%) **Mode of delivery:** Distance education/intensive on campus

Note: Department permission required for enrolment. Note: Enrolments in this unit are limited and departmental permission is required.

Simulation is required to learn and maintain skills for those practising critical care medicine. This unit will provide students with the skills and knowledge to construct a challenging, yet safe learning environment with realistic simulation scenarios. Students will learn how to manage the technology and the learning environment. The unit of study also aims to enhance students' skills as teachers in busy clinical settings, improving supervision and feedback and creating effective teams.

Textbooks

Manual of Simulation in Healthcare 2nd Edition, 2016, Riley R.H(Ed), Oxford University Press, ISBN 978-0-19-871762-1 (recommended)

CRIT5010**Point of Care Ultrasound**

Credit points: 6 **Teacher/Coordinator:** Dr Khanh Nguyen **Session:** Semester 1, Semester 2 **Classes:** 2 x compulsory face-to-face teaching days, online lectures and webinar tutorials and/or discussion forums **Assessment:** online quizzes (10%), short answer questions (30%), submission of ultrasound scans performed by the student with written reports (60%) **Mode of delivery:** Distance education/intensive on campus

Note: Department permission required for enrolment. Note: Students must have access to an ultrasound machine as well as live patients to complete scans. Enrolments in this unit of study are limited and departmental permission is required.

Point of care ultrasound is now used routinely in the assessment and management of critically ill patients. This unit of study will introduce students to ultrasound physics and knobology on ultrasound machines. Students will learn how to perform scans including e-FAST, AAA, vascular access, DVT studies, renal, hepatobiliary, basic echo and early pregnancy.

Textbooks

Emergency Ultrasound Made Easy (2011) edn 2 J Bowra and R McLaughlin, Elsevier Health Sciences, Critical Care Ultrasound Manual (2012) edn 1 A Mclean and S Huang, Elsevier

DERM5001**Essential Dermatology**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Pablo Fernandez-Peñas **Session:** Semester 2 **Classes:** compulsory 1 day face to face workshop; online lectures and webinar tutorials and discussion forums **Assessment:** online exam (40%), workshop participation and skills assessment (20%), case based discussion boards (20%), participation in the generation and peer review of assessment items (10%), online quizzes (10%) **Mode of delivery:** Distance education/intensive on campus

Essential Dermatology will cover most of the common skin diseases, providing a comprehensive review of: clinical presentation; differential diagnosis; impact on quality of life; and management. The unit will also cover the clinicopathological correlation and aetiopathogenesis of skin disease and will equip students to interpret histology reports. Diseases are organised by area of the body and clinical characteristics and include: inflammatory diseases (acne, psoriasis or eczema); autoimmune diseases (lupus, scleroderma); cutaneous drug reactions; dermatological emergencies; infections; and cancer. The use of new technologies in diagnosis and treatment is also discussed. On completion of the unit, students should be able to diagnose the most common cutaneous presentations, recognise possible alternative diagnoses, and complete an appropriate management plan.

Textbooks

Goldsmith LA, Katz SI, Gilchrist BA, Paller AS, Lefell DJ and Wolff K. (2012). Fitzpatrick's Dermatology in General Medicine. Ed 8, New York: McGraw-Hill

IMAG5042**Essential Imaging for Clinicians**

Credit points: 6 **Teacher/Coordinator:** Professor Stuart Grieve **Session:** Semester 2 **Classes:** online lectures **Assessment:** online quizzes (20%), case based assignments (30%), final online examination (50%) **Mode of delivery:** Online

This unit of study aims to provide students with a practical and clinically relevant overview of the uses of imaging in medicine. Topics are organised by systems, with clinically relevant cases illustrating key concepts. The course will cover the various modalities in current use and highlight future directions of imaging. Students will gain a better understanding of the strengths and weaknesses of common imaging tests including the risks associated with different modalities will be able to recognise the appearance of 'need to know' cases, and will be better able to appropriately order and perform basic interpretation of commonly used tests.

INTM5014**Cardiology**

Credit points: 6 **Teacher/Coordinator:** Dr Mark Dennis, Dr Kelly Stanton **Session:** Semester 1 **Classes:** online lectures, webinars, discussion boards and podcasts **Assumed knowledge:** Theoretical and practical knowledge of cardiology at least at the level of a registered medical practitioner **Assessment:** on-line exam (30%) 1 x 1,000 word case study (15%) 1 x 2,000 word literature review (30%) online quizzes (10%) participation in the generation and peer review of assessment items (10%) and participation in online discussion forums (5%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Cardiology syllabus is designed to meet the needs of medical practitioners who are either trainee physicians or have a special interest in the practice of cardiology. The content is focussed on diagnosis and investigation of common cardiologic conditions and the essentials of management of these conditions. The module learning materials are linked to a library of clinical cases representing common and important cardiologic conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, McGraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

MBHT5001**Diabetes Management**

Credit points: 6 **Teacher/Coordinator:** Dr Albert Hsieh **Session:** Semester 1 **Classes:** Weekly online lectures and podcasts. Practical on campus half day workshop and 3x90 minute online tutorials. It is compulsory that all of these sessions be attended/viewed live or by download. Attendance at the workshop is strongly encouraged but if you are unable to attend the workshop you will be required to complete an alternative ungraded practical learning activity that will

relate to the viewing of the workshop. **Assessment:** 3 clinical case study tasks of 500 words (3 x 10%), 1 x 1500 word assignment (25%), online exam (25%) and participation in online discussion boards/webinars (20%) **Mode of delivery:** Distance education/intensive on campus

This unit of study aims to enable students to manage diabetes mellitus effectively. Current data and concepts in epidemiology and classification, pathogenesis, and screening for diabetes and its complications will be addressed. This will be followed by an intensive focus on patient centred management of diabetes, including patient engagement, lifestyle interventions, bariatric surgery, medication options and regimens, new technology and monitoring. Type 1 and type 2 diabetes as well as prediabetes and diabetes in pregnancy will each be explored with a personalised, case-based approach. Differing health care delivery methods in diabetes and team based approaches to care will be discussed. Learning will be enhanced by individual and group online methods plus a practical on campus half-day workshop.

Textbooks

Endocrinology Expert Group. Therapeutic Guidelines: Endocrinology. Version 5. Melbourne: Therapeutic Guidelines Limited; 2014. ISBN9780980825374; additional required reading: Standards of Medical Care in Diabetes. Diabetes Care January 2014 vol. 37 no. Supplement 1 S14-S80; NHMRC Clinical Care Guidelines in Diabetes, especially: Craig ME, Twigg SM, Donaghue KC, Cheung NW, Cameron FJ, Conn J, Jenkins AJ, Silink M, for the Australian Type 1 Diabetes Guidelines Expert Advisory Group. National evidence-based clinical care guidelines for type 1 diabetes in children, adolescents and adults, Australian Government Department of Health and Ageing, Canberra 2011.

MBHT5002

Advanced Diabetes Management

Credit points: 6 **Teacher/Coordinator:** DrAlbert Hsieh **Session:** Semester 2 **Classes:** Weekly online lectures and podacsts. Practical on-campus half-day workshop. It is compulsory that the workshop be attended/viewed live or by download. If you do not attend you will be required to complete an alternative practical ungraded learning activity that will relate to the viewing of the workshop. **Prerequisites:** MBHT5001 **Assumed knowledge:** It is recommended that students first complete MBHT5001 (Diabetes Management) unless they have a reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings. **Assessment:** 3 clinical case study tasks of 500 words (3 x 10%), 1 x 1500 word assignment (25%), online exam (25%) and participation in online discussion boards (20%) **Mode of delivery:** Distance education/intensive on campus

Note: Departmental permission required unless MBHT5001 satisfactorily completed.

This unit of study provides students with an advanced level of understanding of the effective management of diabetes mellitus. It will build on the Diabetes Management unit of study by focusing on more complex cases of diabetes, with a particular focus on type 1 diabetes. Topics addressed will include atypical, unusual and difficult to classify diabetes, intensive therapy in diabetes including complex insulin regimens, and managing diabetes related complications such as heart failure, painful neuropathy, diabetic foot disease, advanced retinopathy, non-alcoholic fatty liver disease and end-stage renal disease. New technologies including state of the art insulin pump therapy and real time continuous blood glucose monitoring will be exemplified using real life cases. The role of pancreas transplant and closed loop systems in diabetes will also be addressed. Diabetes translational research across the bench, clinic and bedside, will be examined. Learning will be enhanced by individual and group online methods plus a practical on-campus half-day workshop.

Textbooks

Required reading (accessible on line): Standards of Medical Care in Diabetes. Diabetes Care January 2014 vol. 37 no. Supplement 1 S14-S80; NHMRC Clinical Care Guidelines in Diabetes, especially: Craig ME, Twigg SM, Donaghue KC, Cheung NW, Cameron FJ, Conn J, Jenkins AJ, Silink M, for the Australian Type 1 Diabetes Guidelines Expert Advisory Group. National evidence-based clinical care guidelines for type 1 diabetes in children, adolescents and adults, Australian Government Department of Health and Ageing, Canberra 2011.

MEDF4001

Medicine Research A

Credit points: 12 **Session:** Semester 1, Semester 2 **Mode of delivery:** Supervision

Note: Departmental permission required for enrolment.

This unit and the associated units, MEDF4002, MEDF4003, MEDF4004, and MEDF4005, are research units of study. The contents

and assessments are determined according to each individual student's needs.

MEDF4002

Medicine Research B

Credit points: 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4001 **Mode of delivery:** Supervision

See MEDF4001.

MEDF4003

Medicine Research C

Credit points: 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4002 **Mode of delivery:** Supervision

See MEDF4001.

MEDF4004

Medicine Research D

Credit points: 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4003 **Mode of delivery:** Supervision

See MEDF4001

MEDF5002

Teaching in the Clinical Environment

Credit points: 6 **Teacher/Coordinator:** Dr Marguerite Tracy **Session:** Semester 2 **Classes:** 1 day face to face workshop 9am - 3pm (not compulsory) and online learning. students who do not attend the face to face will be required to complete an alternative ungraded learning activity. **Assessment:** 20% personal learning plan (1500 words); 20% online activities; 60% portfolio of evidence of learning (4500 words equivalent) **Mode of delivery:** Distance education/intensive on campus

Almost all healthcare professionals are involved in education and training throughout their careers. This unit of study provides a practical introduction to the theory and practice of teaching and learning in the health environment. The unit will cover 3 main areas: planning for and facilitating learning in the clinical environment; assessing performance and providing constructive feedback; and fostering the development of students as professionals. Each of these areas will be underpinned by best evidence from clinical education research and will address current challenges and opportunities in the learning environment. This will include the role of new technologies from the perspective of both educators and learners. Participants in the course will gain a framework they can use to support their teaching, and will develop a portfolio of evidence to support their professional development as clinician educators.

MEDF5301

Project (Advanced Masters)

Credit points: 12 **Teacher/Coordinator:** Students must have a University of Sydney staff member or university approved supervisor for their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project. **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidature will be guided through the steps required to plan and execute a substantial research project, and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5302**Project (Advanced Masters) (Part A)**

Credit points: 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for publication. Where appropriate students will prepare a work suitable for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5303**Project (Advanced Masters) (Part B)**

Credit points: 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential where there is the use of patient information or recruitment of patient study subjects that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

PAIN5002**Pain Mechanisms and Contributors**

Credit points: 6 **Teacher/Coordinator:** Professor Michael Nicholas and Dr Christopher Vaughan **Session:** Semester 1, 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 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 1, 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 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.

PAIN5018**Pain in Children**

Credit points: 6 **Teacher/Coordinator:** Karin Plummer **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 assignment/s 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.

PAIN5021**Acute Pain**

Credit points: 6 **Teacher/Coordinator:** Dr Philip Corke **Session:** Semester 1 **Classes:** Approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** Participation in online discussion (25%), 4000-5000 written assignment/s or equivalent (75%) **Mode of delivery:** Online

The aims of this unit are to provide a theoretical framework for the management of acute pain, to examine the specific contributors that are important in the development of acute pain conditions and to examine pharmacological and other approaches used in the management of acute pain. Topics that will be covered will include the principles of pre-emptive analgesia and evidence of effectiveness in preventing pain, pharmacological management of acute pain including approaches such as patient controlled analgesia, adjunctive approaches in managing acute pain and the transition from acute to chronic pain.

PUBH5018**Introductory Biostatistics**

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

SEXH5409

Medical Management of Interpersonal Violence

Credit points: 6 **Teacher/Coordinator:** Associate Professor Katherine Brown, Dr Shailendra Sawleshwarkar **Session:** Semester 1 **Classes:** Online plus block/intensive mode, 2 days (9am-5pm) **Assessment:** Workbook (60%); Participation and workshop presentation (10%); Case study (15%); Expert certificate (15%) **Mode of delivery:** Block mode

Interpersonal violence has been recognised as a significant problem in Australia. This includes family violence, sexual assault and physical assault. Whilst health professionals are aware of the issue they often lack the requisite skills to examine patients with a view to documenting injury and preparing court reports and expert certificates in relation to the interpretation of injury. General practice and emergency departments are two common locations for the victims of interpersonal violence to present with injury. This unit of study is designed to equip the learner with the knowledge and skills required to respond to the clinical needs of a person who has experienced interpersonal violence and to document the findings in a manner that would be useful for medico-legal reports. The learning process will include readings and self-directed learning activities relevant to the learner's working environment and geographical location. The course will deal primarily with the physical effects of violence with limited emphasis on the management of psychological trauma. The course includes epidemiology, interpretation of injury, basic forensic science and toxicology, legal issues such as consent and the presentation of an expert certificate for the court.

SURG5011

Imaging Surgical Patients

Credit points: 6 **Teacher/Coordinator:** Associate Professor Stuart Grieve **Session:** Semester 2 **Classes:** Online lectures from radiologists paired with a surgeon or physician will complement designated readings plus case based discussion boards and/or webinars **Assessment:** Online quizzes 20%, case based assignments 15%, participation in online case based discussion forums 15%, final examination 50% **Mode of delivery:** Online

The unit of study aims to introduce all types of imaging relevant to the practice of surgery, to understand the underlying physical and technological principles upon which imaging relies and to know the indications for use and complications of imaging. By the end of the unit students will understand the scientific basis of the various imaging modalities and the indications for their use and appreciate the importance of protection of patients and personnel from the harmful effects of imaging. The contents of the unit are: B mode, spectral analysis and duplex ultrasound; computerised tomography; magnetic resonance; positron emission tomography; radio isotope imaging; angiography; imaging guided therapeutic techniques and safety measures in imaging.

Genetic Counselling

Master of Genetic Counselling - no new enrolments are being accepted into this course in 2018 and until further notice

Graduate Diploma in Genetic Counselling (early exit only) - no new enrolments are being accepted into this course in 2018 and until further notice

	Master of Genetic Counselling	Graduate Diploma in Genetic Counselling
Course code	MAGENCOU1000	NGGENCOU1000
CRICOS code	072362M	072363K
Degree Abbreviation	MGC	GradDipGC
Credit points required to complete	96	48
Time to complete full-time	2 years	Exit qualification only after 1 year

Overview

Knowledge in genetics and genomics directly impacting on human health has expanded rapidly in recent years. A genetic counsellor, as a member of a medical genetics team, provides families with information about: genetic conditions due to single gene variations or chromosome changes, genetic conditions due to multi-gene variations and gene-environment interactions; screening and genetic testing; genetic test results and risk estimates for genetic conditions; and provides support for decision making, the coming to terms with the impact of test results and family communication.

The Master of Genetic Counselling is a two-year full-time program consisting of coursework (30 credit points), clinical practice including a minimum of 14 weeks under supervision in a variety of genetics services (33 credit points), and a supervised research project (33 credit points). The research project constitutes the capstone experience of the program.

Course outcomes

Graduates will have current advanced knowledge of: medical genetics and genomics; community genetics and genomics; clinical practice and genetic counselling skills; ethical, legal and social issues of genetic medicine; and research training and skills.

Accreditation

The two year program complies with international standards and is accredited by the Human Genetics Society of Australasia (HGSA). The course fulfills the requirements for Part 1 certification by the HGSA and entry into Part 2 of the professional certification for genetic counselling.

Further information

Students are encouraged to undertake one or more clinical placements and/or their research project within their home state/country and clinical context under joint supervision. A Graduate Diploma of Genetic Counselling (48 credit points, one year full time) may be awarded to a candidate under exceptional circumstances who has successfully completed Year 1 but is not permitted to proceed due to a supervisor report indicating insufficient skills to undertake advanced clinical practice. The Masters program has reciprocity agreements with other countries facilitating links to international training programs. International clinical placement may be requested.

Assessment is by written examination, oral presentations, written assignments, supervisor reports, log books, case studies, audio and video assessment, development of education materials, and research project dissertation.

The majority of teaching takes place at the Kolling Institute, Sydney Medical School -Northern, Royal North Shore Hospital campus.

Sydney offers opportunities for a rich diversity of community and clinical placements for genetic counselling students. Invited speakers, including professionals with national and international standing, will present new developments and differing perspectives in genetics and genomics.

Students will be encouraged to seek extra clinical placements supplementary to the minimum 14 weeks.

Placement with leading researchers for the research project will be available.

Mode of program delivery includes problem-based learning; didactic lectures; seminars and journal clubs; site visits to laboratories; counselling and communication skills development including role play and audio and video-taped feedback; supervised clinical placements governed by the development of competencies; reflective practice; log book documentation and case studies.

Ten to twelve students are enrolled each year. Small interactive classes will foster productive and enjoyable learning experiences.

The course has been designed with working professionals in mind. Classes are conducted on Wednesdays and/or Thursdays from 9am - 5pm at the Sydney Medical School - Northern, Kolling Building, Royal North Shore Hospital, St Leonards, with occasional classes outside of these days. Attendance at 1 (One- week block full-time), 24 (2 two-week blocks full-time), 14 (Four-week block full-time) and 1 (Five week block full time) clinic placements will also be required in Semesters 1, 2, 3 and 4 respectively. In Year 1, 40 hours will also be spent in a variety of community placements to provide experience of the lived experience of a disability. From mid Year 1 to the end of semester 4 year 2, students are required to undertake 100 hours of professional development.

Applicants will have a relevant degree recognised by the University of Sydney. Preference will be given to those with a basic knowledge of human genetics and who can provide evidence of volunteer or work experience in a caring role. Applicants must also provide a 500 word essay outlining what they understand about the role of genetic



counselling and why they have chosen a career in genetic counselling. International students will require an IELTS score of 7.0 (minimum score of 7.0 in listening and speaking). For applicants who are interviewed two referees will be required as part of the selection process.

A limited number of Commonwealth-Supported Places (CSP) may be available for residents of Australia. CSPs are allocated on academic merit.

Further enquiries

Course Program Administrator

E sms.mgcaadmin@sydney.edu.au

Website: sydney.edu.au/medicine/genetic/

Genetic Counselling

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Diploma in Genetic Counselling

Master of Genetic 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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course and stream title
GNGENCOU-01	Graduate Diploma in Genetic Counselling
MAGENCOU-01	Master of Genetic Counselling

2 Attendance pattern

The attendance pattern for this course is full time.

3 Master's type

The master's degree in these resolutions is a professional master's course, 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 Genetic Counselling
 - (b) the Master of Genetic Counselling
- (2) A candidate for the Master of Genetic Counselling may elect to discontinue study and graduate with a shorter award from the embedded sequence, provided the requirements of the shorter award have been met. Only the highest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Diploma in Genetic Counselling requires:
 - (a) a bachelor's degree from the University of Sydney or equivalent qualification;
 - (b) successful completion of an interview; and

- (c) demonstrated aptitude for study in genetics or a related field.
- (3) Admission to the Master of Genetic Counselling requires:
 - (a) a bachelor's degree from the University of Sydney or equivalent qualification;
 - (b) successful completion of an interview; and
 - (c) demonstrated aptitude for study in genetics or a related field.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Genetic Counselling.
- (2) To qualify for the award of the Graduate Diploma in Genetic Counselling a candidate must successfully complete 48 credit points of Stage 1 units of study.
- (3) To qualify for the award of the Master of Genetic Counselling a candidate must successfully complete 96 credit points of units of study including:
 - (a) 48 credit points of Stage 1 units of study; and
 - (b) 48 credit points of Stage 2 units of study.

7 Progression rules

- (1) Students will only be permitted to progress into Stage 2 of the Masters degree after successfully completing Stage 1. In addition a candidate must receive a Clinical Supervisor's Report indicating that the student has the necessary skills to proceed to advanced genetic counselling and further studies.
- (2) A candidate who has successfully completed Stage 1, but is not permitted to proceed, is eligible to graduate with a Graduate Diploma in Genetic Counselling.
- (3) A candidate who fails a clinical placement unit of study will be identified as not meeting academic progression requirements and procedures of the Student Academic Progression Policy will be applied.



Genetic Counselling

Table of units of study: Genetic Counselling

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Stage 1 units of study			
GENC5001 Clinical Genetics <i>This unit of study is not available in 2018</i>	6	<i>GENC5002 and GENC5003 are co-requisites</i>	Semester 1
GENC5002 Applied Clinical Genetics <i>This unit of study is not available in 2018</i>	6	<i>GENC5001 and GENC5003 are co-requisites.</i>	Semester 1
GENC5003 Counselling Theory and Skills <i>This unit of study is not available in 2018</i>	6	<i>GENC5001 & GENC5002 are co-requisites.</i>	Semester 1
GENC5020 Introduction to Research <i>This unit of study is not available in 2018</i>	6		Semester 1
PUBH5422 Health and Risk Communication	6		Semester 2
GENC5004 Clinical Practice 1 <i>This unit of study is not available in 2018</i>	6	A Knowledge and skills gained in GENC5001, GENC5002 and GENC5003 GENC5005 and PUBH5422 are co-requisites.	Semester 2
GENC5005 Diagnostic and Risk Assessment Analysis <i>This unit of study is not available in 2018</i>	3	A Knowledge and skills gained in GENC5002 and GENC5001	Semester 2
GENC5006 Ethical, Legal and Social Issues <i>This unit of study is not available in 2018</i>	3		Semester 2
GENC5017 Research Project Implementation I <i>This unit of study is not available in 2018</i>	4	P GENC5020 <i>BETH5208 is a corequisite.</i>	Semester 2
BETH5208 Introduction to Human Research Ethics <i>This unit of study is not available in 2018</i>	2	N BETH5202	Semester 2a
Stage 2 units of study			
GENC5008 Clinical Practice 2	9	A Knowledge and skills gained in GENC5003 and GENC5004 P Completion of all Stage 1 units of study <i>Completion of all Stage 1 units of study are required prerequisites.</i>	Semester 1
GENC5009 Genetic Counselling: Practice and Genomics	6	A Knowledge and skills gained in GENC5002 P Completion of all Stage 1 units of study	Semester 1
GENC5016 Research Data Analysis	6	A Knowledge and skills gained in GENC5020 P GENC5020 and GENC5017	Semester 1
GENC5018 Research Project Implementation II	3	A Knowledge and skills gained in GENC5017	Semester 1
GENC5011 Clinical Practice 3	9	A Knowledge and skills gained in GENC5003, GENC5004 and GENC5008 P Completion of all Stage 1 units of study	Semester 2
GENC5012 Contemporary Issues Genetic Counselling	3	A Knowledge and skills gained in GENC5002 and GENC5009 P Completion of all Stage 1 units of study	Semester 2
GENC5019 Research Dissertation and Capstone	12	P GENC5020 and GENC5017	Semester 2



Genetic Counselling

Unit of study descriptions

BETH5208

Introduction to Human Research Ethics

Credit points: 2 **Teacher/Coordinator:** A/Professor Ainsley Newson **Session:** Semester 2a **Classes:** Block mode (1.5 days) or online **Prohibitions:** BETH5202 **Assessment:** 1x1500wd essay (80%); 1x 400wd task (10%); participation in class/online (10%) **Mode of delivery:** Block mode, Online

This unit of study introduces students to human research ethics in its wider context. It explores the ethical underpinnings of the research endeavour including the justifications for engaging in research and research integrity. The unit also briefly reviews the history of research and the impact of research abuse on human participants.

Textbooks

All readings are accessed online via elearning.

GENC5001

Clinical Genetics

Credit points: 6 **Teacher/Coordinator:** Associate Professor Kristine Barlow-Stewart **Session:** Semester 1 **Classes:** 13x1.5h lectures by faculty or guest lecturers (including 4 day intensive block) with a case study from the Text Book Read A and Donnai D as the paradigm for the week (for both GENC5001 and GENC5002) integrated with 16x1.5h Problem Based Learning (PBL) sessions (shared with GENC5002) SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards and intensive block of four days and one day at The Children's Hospital Westmead genetics laboratory services (cytogenetic, molecular cytogenetic, molecular, biochemical) in weeks 2 and 10 respectively. **Assessment:** Pedigree assignment (15%), cancer pedigree assessment (15%), quiz questions Read and Donnai (20%), 1.5hr exam (50%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: GENC5002 and GENC5003 are co-requisites

This unit of study focuses on the scientific basis of human genetic inheritance and of human genetic disorders and provides a broad overview of the genetics of common single-gene human genetic disorders and the genomics of common multi-gene human genetic disorders. A review of Mendelian inheritance, principles of biochemical genetics, current knowledge of the molecular basis of human inheritance will be presented using case examples. More complex patterns of inheritance including mitochondrial and uniparental disomy as well as epigenetic mechanisms will be explored. An exploration of the biological and molecular basis of cancer syndromes is used as an example of complex genetic conditions. The unit will include hospital-based field work covering genetic testing used in diagnostic and screening contexts including molecular, cytogenetics and molecular cytogenetics.

Textbooks

Read A, Donnai D. New Clinical Genetics. 3rd Edition 2015 Scion Publishing ISBN 978 1 907904 67 7; Nussbaum R, McInnes R and Willard H. Thompson & Thompson Genetic in Medicine. 8th Edition 2016 Elsevier ISBN 978 1 437706 96 3; Schneider KA (2012) Counselling about cancer. 3rd edition. Wiley Blackwell; Harper, P.S. (2010) Practical Genetic Counselling (7th revised Edition), Butterworth and Heinemann.

GENC5002

Applied Clinical Genetics

Credit points: 6 **Teacher/Coordinator:** Associate Professor Kristine Barlow-Stewart **Session:** Semester 1 **Classes:** 15x1.5h lectures by faculty or guest lecturers (including 4 day intensive block) with a case study from the Text Book Read A. and Donnai D. as the paradigm for the week (for both GENC5001 and GENC5002) integrated with 16x1.5h Problem Based Learning (PBL) sessions (shared with GENC5001) SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards and intensive block of four days and one day at the Westmead Children's Hospital genetics laboratory services (cytogenetic, molecular cytogenetic, molecular, biochemical)- weeks 2 and 10 respectively.

Assessment: Intake assessment (25%), written assignment 1500wd (25%), 1.5 hr exam (50%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: GENC5001 and GENC5003 are co-requisites.

Applied clinical genetics will be co-presented and integrated with the Unit of Study (UOS):GENC5002 Clinical genetics. Students will be introduced to the management of clinical and genomic information and databases. Essential tools of genetic counselling including family history taking and pedigree construction will be introduced early and will be applied throughout the semester in the context of family case studies which will illustrate the psychosocial impact of a genetic diagnosis. Molecular genetic theory will underpin the understanding of the basis of genetic, syndromes of paediatric and adult onset conditions, intellectual disability, neurogenetic and connective tissue disorders. Application to screening and diagnosis of genetic conditions in the prenatal, paediatric and adult contexts, and current treatment therapies and preventive strategies will be presented. Public Health genetics, genetic epidemiology and population screening will be studied as important aspects of community genetics.

Textbooks

Read A, Donnai D. New Clinical Genetics. 3rd Edition 2015 Scion Publishing ISBN 978 1 907904 67 7; Nussbaum R, McInnes R and Willard H. Thompson & Thompson Genetic in Medicine. 8th Edition 2016 Elsevier ISBN 978 1 437706 96 3; Schneider KA (2012) Counselling about cancer. 3rd edition. Wiley Blackwell; Harper, P.S. (2010) Practical Genetic Counselling (7th revised Edition), Butterworth and Heinemann.

GENC5003

Counselling Theory and Skills

Credit points: 6 **Teacher/Coordinator:** Associate Professor Kristine Barlow-Stewart **Session:** Semester 1 **Classes:** 7x1.5h lectures/tutorials/reflective practice by faculty/guest lecturers at Kolling Institute, Royal North Shore Hospital and a 2-day intensive counselling skills workshop with Mr John Conaghan, Sr Social Worker, Hunter Genetics and Clinical Lecture, SMS. **Assessment:** Counseling theory 1250wd essay (25%), book review 1250 wd essay (25%), reflective exercise from community placement (25%), clinical placement log book (25%). In addition competencies are assessed during placement but do not attract a mark. **Practical field work:** 1 day observation in a metropolitan genetics clinic, 1 week full time clinic placement in a genetics service associated with NSW Health, 40 hours in community genetics eg support groups for genetic conditions; high school genetic carrier testing programs. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: GENC5001 & GENC5002 are co-requisites.

The main objective of this course is to facilitate students' development of their ability and confidence to use basic counselling and interview skills. The unit provides students with an overview of counselling theory and models and is an introduction to the development of counselling skills underpinned by these theories and models in the context of genetic counselling. Client-centred counselling and Rogerian techniques will be demonstrated and practiced under supervision during role plays. During the clinical placement, students will be allocated a supervisor(s), and this placement will be largely observational of Genetic Counsellors in session. Students will start to develop their counselling skills according to competencies developed by the Human Genetics Society of Australasia. The community experience aims to provide students with an understanding of the lived experience of a genetic condition.

Textbooks

Crago H and Gardner P (2012) A safe place to change: skills and capacities for counseling and therapy. IP Communications Melbourne ISBN 978 098 086 494 6; Geldard, D. and Geldard, K. (2012). Basic Personal Counseling: A training manual for counsellors (7th ed.). Frenchs Forest: Pearson Education. ISBN 9781442502192.



GENC5004**Clinical Practice 1**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 2 **Classes:** 8 x 1.5h lectures/ tutorials/ reflective practice by faculty/guest lecturers. SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards. **Assumed knowledge:** Knowledge and skills gained in GENC5001, GENC5002 and GENC5003 **Assessment:** Audiotaped consultation analysis (30%); team presentation (30%); log book from clinical placement for each placement (2 x 20%). In addition competencies are assessed during placement but do not attract a mark. **Practical field work:** 2 x 2 weeks full time clinic placement with a metropolitan, regional or outreach genetic counselling service associated with NSW Health - cancer, prenatal/paediatric and adult units are offered. **Mode of delivery:** Clinical experience

Note: GENC5005 and PUBH5422 are co-requisites.

The main objective of this course is to further facilitate students' development of their ability and confidence to use basic counselling and interview skills. Students will develop an understanding of the range of expressions of grief and loss generated by the lived experience with a genetic condition or genetic testing results and evidence-based strategies for supporting clients underpinned by an evidence base. The counsellor-self will be examined and the ability to recognise and address transference and counter-transference issues will be developed. Team presentations will address the topics of communication theories and their application to genetic counselling and communication models with diverse populations in genetic counselling. Clinical experiences will expose students to the natural history and management of common genetic conditions, and to the relevant associated psychosocial issues, as well as provide opportunities to further develop a range of genetic counselling skills consistent with the core practice-based competencies for this profession. Strategies for the communication of risk will be developed and available tools to assist will be reviewed.

Textbooks

Geldard, D., and Geldard, K. (2012). Basic Personal Counselling: A training manual for counsellors (7th ed.). Frenchs Forest: Pearson Education. ISBN 9781442502192; Gaff, CL & Bylund, CL (Eds) (2010) Family Communication about Genetics: Theory and practice. Oxford University Press, UK.

GENC5005**Diagnostic and Risk Assessment Analysis**

Credit points: 3 **Teacher/Coordinator:** Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 2 **Classes:** 5 x 1.5h lectures by faculty/guest lecturers with a case study form the text book Read A. and Donnai D. New Clinical Genetics. 2nd Ed. 2011 as the paradigm for the week, integrated with 2 x 3/4 h Problem Based Learning (PBL) sessions-SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards. **Assumed knowledge:** Knowledge and skills gained in GENC5002 and GENC5001 **Assessment:** Risk assessment quiz exercises (10 questions) from Chapters 10, 12 & 14, Read and Donnai (60%, 10%, 30% respectively) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit builds on the knowledge and skills developed in GENC5001 AND GENC5002. It aims to develop an understanding of the biological and molecular basis of cancer syndromes as an example of diagnosis and risk assessment analyses for complex genetic conditions. Additionally, practical training is provided in tools used for risk assessment and probability of outcomes for other genetic conditions.

Textbooks

Read A, Donnai D. (2015) New Clinical Genetics. 3rd Edition, Scion Publishing; Nussbaum R, McInnes R and Willard H. Thompson & Thompson Genetic in Medicine. 8th Edition 2016 Elsevier ISBN 978 1 437706 96 3.

GENC5006**Ethical, Legal and Social Issues**

Credit points: 3 **Teacher/Coordinator:** Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 2 **Classes:** 7 x 1.5h lectures/tutorials/reflective practice by faculty/guest lecturers. SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards. **Assessment:** Group worksheet and presentation on ethical cases in cancer (25%) and an 2000 wd essay (75%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

The Unit begins with a review of ethical principles and their application in health and genetics in particular in both research and clinical settings. Students will be provided with an overview of the current social, cultural, legal and ethical issues generated by the diagnosis or identification of risk for a genetic condition including privacy at the

family and wider community levels, ownership of genetic information, informed consent, genetic testing of children, professionalism and paternalism, access and equity to services national and jurisdictional laws, regulations and guidelines governing genetics services delivery and practice ethics. The evidence base for genetic discrimination will be examined with a focus on the life insurance industry and the polices and implications for genetic counselling practice and research participation. Additionally, the associated psychosocial impact of new genetics technologies at both the individual and family levels will be explored, using preimplantation genetic diagnosis as the paradigm. At the societal level, the students will explore the issues associated with the developments and establishment of biobanks and genetic registers, the storage of genetic information and its access, and non-medical applications of genetic technologies including kinship testing and sport.

Textbooks

Kerridge I, Lowe M and Stewart C (2013) Ethics and law for the health professions. 4th Edition Federation Press; Gaff, CL & Bylund, CL (Eds) (2010) Family Communication about Genetics: Theory and practice. Oxford University Press, UK; Australian Law Reform Commission (2003) Essentially Yours. The Protection of Human Genetic Information. Report 96. <http://www.alrc.gov.au>; NHMRC Guidelines (2009) Use and disclosure of genetic information to a patient's genetic relatives under section 95AA of the Privacy Act 1988 (Cth) Guidelines for health practitioners in the private sector, <https://www.nhmrc.gov.au/guidelines-publications/pr3>; NSW Health Guidelines (2014) Use and disclosure of genetic information to a patient's genetic relatives: Guidelines for organisations in NSW. <http://www.ipc.nsw.gov.au/nsw-genetic-health-guidelines>; Australasian Society of Genetic Counsellors Code of Ethics (2008), <https://www.hgsa.org.au/documents/item/22>; Scheider et al (2006) Ethical Issues in Cancer Genetics: 1) Whose Information Is it? Journal of Genetic Counselling Vol. 15, No. 6 Dec 2006 DOI: 10.1007/s10897-006-9053-4.

GENC5008**Clinical Practice 2**

Credit points: 9 **Teacher/Coordinator:** Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 1 **Classes:** 7 x 1.5h lectures/tutorials/reflective practice and 1 full day workshop at SMS Northern, Kolling Institute, Royal north Shore Hospital, St Leonards. **Prerequisites:** Completion of all Stage 1 units of study **Assumed knowledge:** Knowledge and skills gained in GENC5003 and GENC5004 **Assessment:** Log book of 15 cases (20%), long case 4000 wd (40%) and video-taped consultation skills assessment and reflective exercise 1300 wd (40%) In addition competencies are assessed during placement but do not attract a mark. **Practical field work:** 2 x 2weeks full time clinic placement with a metropolitan or outreach genetic counselling service associated with NSW Health Cancer, prenatal/paediatric and adult units-or interstate or international services. **Mode of delivery:** Clinical experience

Note: Completion of all Stage 1 units of study are required prerequisites.

Clinical practice 2 will extend students' experiences of genetic counselling of individuals and families affected by a broad range of genetic disorders. The focus of this unit is enhancing reflective practice skills. Clinical experiences will expose students to the natural history, testing and management of common genetic conditions, and to the associated psychosocial issues, as well as provide opportunities to observe, practice and further develop a range of genetic counselling skills consistent with the core practice-based competencies for this profession. It aims to further develop the student's appreciation of the counsellor-client relationship, the components of the genetic counselling interaction, and various models of genetic counselling practice. The impact of genetic disorders on families, relevant medical, psychosocial, cultural, and religious issues will be addressed. The aim is for students to develop intermediate level professional clinical competencies as required by the Human Genetics Society of Australasia Board of Censors for Genetic Counselling. The unit includes clinic placement with a metropolitan, regional or rural outreach genetic counselling service associated with NSW Health, including time in prenatal/paediatric and adult units- or interstate or international genetics services. Students will be allocated a supervisor(s), observe Genetic Counsellors in session, participate in the everyday running of a service including use of Kintrak database or Trakgene for recording family history, attend relevant meetings, and other associated activities. Following the placement, students will be assisted

in the development of a long case study report reflecting on their practice, skills gained and challenges faced.

Textbooks

Geldard, D., and Geldard, K. (2012). *Basic Personal Counselling: A training manual for counsellors* (7th ed.). Frenchs Forest: Pearson Education. ISBN 9781442502192; Veach PM, LeRoy BS and Bartels, DM (Eds) (2003) *Facilitating the genetic counseling process: a practice manual* Springer-Verlag; Weil J (2000). *Psychosocial Genetic Counselling*. Oxford University Press; Uhlmann WR, Schuette JL, and Yashar, B. (2009) *A Guide to Genetic Counselling*. Wiley, New Jersey; Crago, H., and Gardener, P. (2012). *A Safe Place to Change: Skills and Capacities for Counselling and Therapy*. Melbourne: IP Communications.

GENC5009

Genetic Counselling: Practice and Genomics

Credit points: 6 **Teacher/Coordinator:** Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 1 **Classes:** 14 x 1.5h lectures/tutorials and 1 x 3hr workshops. At SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards and The Garvan Institute. **Prerequisites:** Completion of all Stage 1 units of study **Assumed knowledge:** Knowledge and skills gained in GENC5002 **Assessment:** Variant identification assignment (20%), ethical and clinical issues essay (30%); exam (50%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit aims to further develop understanding of the complex underpinning of the broader genomics science and its current and future applications. An introduction to the next generation genetic technologies, laboratory issues and web data sources and critical appraisal for their relevance to genetic counselling will be provided. The unit also examines clinical and ethical applications of genetic and genomic technologies in a range of contexts from the prenatal, paediatric and adult (e.g. cardiology) settings. The current and future implications and potential for treatment and management arising from these developments will also be presented. The students will explore how their role may develop as genetics moves into mainstream medicine and the challenges that may be faced. Finally, students will explore challenges likely to be encountered due to the rapid developments and applications of genomic technologies including array technologies, whole genome scans and exome sequencing. Students will also develop the skills to interpret pathogenicity of variants generated by these technologies to clients.

Textbooks

Read A, Donnai D. (2015) *New Clinical Genetics*. 3rd Edition, Scion Publishing ISBN 978 1 907904 67 7; Nussbaum R, McInnes R and Willard H. Thompson and Thompson Genetic in Medicine. 8th Edition 2016 Elsevier ISBN 978 1 437706 96 3; R Trent *Molecular Medicine: Genomics to Personalized Healthcare* 2012 Academic Press; PHG Foundation (2011) *Next Steps in the Sequence* the implications of whole genome sequencing for health in the UK, <http://www.phgfoundation.org>.

GENC5011

Clinical Practice 3

Credit points: 9 **Teacher/Coordinator:** Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 2 **Classes:** 11 x 1.5h lectures/tutorials/reflective practice/videotape student counselling session; SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards. **Prerequisites:** Completion of all Stage 1 units of study **Assumed knowledge:** Knowledge and skills gained in GENC5003, GENC5004 and GENC5008 **Assessment:** Log book of 20 cases (40%); log book of total of 50 cases seen over the course (10%); long case seen in clinical placement (50%). In addition competencies are assessed during placement but do not attract a mark. **Practical field work:** 5 weeks clinic placement including one week for writing up a long case study and completion of log book. **Mode of delivery:** Clinical experience

Clinical practice 3 will extend students' experiences of genetic counselling for individuals and families affected by a broad range of genetic disorders. The further development and evaluation of values, attitudes and skills in genetic counselling will be presented, with an emphasis on professional roles, cultural and disability awareness/sensitivity training, facilitating decision making and addressing uncertainty. Students will spend 5 weeks in a full time Clinical placement with metropolitan or outreach genetic counselling services associated with NSW Health, interstate or internationally. Students will be expected to participate in the everyday running of a service. The aim is for students to develop intermediate level professional clinical competencies as required by the Human Genetics Society of Australasia Board of Censors for Genetic Counselling

including the writing of a long case study report reflecting on their practice, skills gained and challenges faced.

Textbooks

Gaff, CL and Bylund, CL (Eds) (2010) *Family Communication about Genetics: Theory and practice*. Oxford University Press, UK; LeRoy BS, Veach PM and Bartels, DM (Eds) (2010) *Genetic Counseling Practice: advanced concepts and skills*. Wiley-Blackwell.

GENC5012

Contemporary Issues Genetic Counselling

Credit points: 3 **Teacher/Coordinator:** Associate Professor Kristine Barlow-Stewart, Sydney Medical School **Session:** Semester 2 **Classes:** 11 x 1.5hr lectures/tutorials. SMS-Northern, Kolling Institute, Royal North Shore Hospital, St Leonards. 6 hour session of student presentations for health professionals. **Prerequisites:** Completion of all Stage 1 units of study **Assumed knowledge:** Knowledge and skills gained in GENC5002 and GENC5009 **Assessment:** Selection of presentation topic for a non-genetic health professional (10%), presentation (20%), genetics education resource(50%) and log book of 100 hours professional development (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will allow students to draw on previous course content as they examine and debate contemporary issues in genetic medicine, such as mental health and genetics, endocrine cancers, patient management issues, new risk assessment algorithms for breast cancer risk, personal genome sequencing and other issues as they arise. The course also aims to improve the student's ability to identify and address effectively the genetics educational needs of clients, community and lay groups, students, and health professionals and the strategies necessary for the development of educational materials and tools designed to assist in decision making and informed choice.

Textbooks

Gaff, CL and Bylund, CL (Eds) (2010) *Family Communication about Genetics: Theory and practice*. Oxford University Press, UK; Rankin S and Duffy K (1998) *Patient education: Issues, principles and guidelines*. JB Lippincott Co Philadelphia; Hawe P, Degeling D and Hall J (1990) *Evaluating health promotion: a health workers guide*. Mclellan and Petty, Sydney; Centre for Genetics Education NSW health, www.genetics.edu.au; Doak, C, Doak, L. and Root, J. (1996). *Teaching patients with low literacy skills*. (2nd Ed). JB Lippincott Co, Philadelphia.

GENC5016

Research Data Analysis

Credit points: 6 **Teacher/Coordinator:** Dr Jane Fleming, Research Coordinator and Clinical Lecturer, Sydney Medical School **Session:** Semester 1 **Classes:** Two workshops on data analysis and 2 x 1.5 hour lectures; 7 x 2 hrs meetings/supervision with research supervisors and data collection **Prerequisites:** GENC5020 and GENC5017 **Assumed knowledge:** Knowledge and skills gained in GENC5020 **Assessment:** Two research progress presentations (30% each) and two lab journal reports on research progress (20% each) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study is a continuation of the supervised research project initiated at the beginning of the course and to be concluded in the final semester. The unit involves analysis of data provided to the student to be analysed using quantitative or qualitative data analysis methodology. The unit will enable students performing quantitative data analysis to experience qualitative data analysis techniques and vice versa. A statistician and experts in qualitative data analysis will be available to provide advice.

Textbooks

Genetic Counseling Research: A Practical Guide (2014) by Ian MacFarlane, Patricia McCarthy Veach and Bonnie Leroy. Oxford University Press; Neumann W.L. (2012): *Research Methods: Qualitative and Quantitative Approaches* (7th Edition) Pearson.

GENC5017

Research Project Implementation I

Credit points: 4 **Teacher/Coordinator:** Dr Jane Fleming, Research Coordinator and Clinical Lecturer, Sydney Medical School **Session:** Semester 2 **Classes:** 2 x 1.5h lectures, 2 full day intensive workshop **Prerequisites:** GENC5020 **Assessment:** Practice PIS/consent form/invitation to participate (15%), practice ethics application (NEAF) draft (30%), project management report including supervisor report (25%), draft abstract (10%), draft poster (10%) and data collection protocol (10%). **Mode of delivery:** Supervision

Note: BETH5208 is a corequisite.

This unit focuses on further development of the research project and preparation of a submission for ethical approval. Students will work

with their supervisors and academic staff to ensure their research is viable and fulfils the requirements of the University of Sydney Human Research Ethics Committee. If conducted at another site, ethics approval will be sought from the HREC of this institution/organisation, with site-specific approval. Research study tools will also be developed. Student research projects will comply with the NHMRC National Statement on Ethical Conduct in Human Research (2007). The research coordinator and advisory committee will be available to advise students on the correct process for ethics approval. The National Ethics Application Form will be accessed via IRMA (Sydney University Ethics HREC) or NSW Health (External Ethics HREC). As an example, for a research project conducted through the Hereditary Cancer Clinic at the Prince of Wales Hospital (POWH) a National Ethics Application form (NEAF) was submitted via the NSW web address, plus a site specific application for the South East Sydney Local Health District (SESLHD).

Textbooks

NH&MRC National Statement on Ethical Conduct in Human Research, Commonwealth of Australia, 2007; NH&MRC The Australian Code for the Responsible Conduct of Research (the Code) 2007; Ian Kerridge, Michael Lowe and Cameron Stewart. Ethics and the Law for the health professions (4th edition). The Federation Press 2013; Ian MacFarlane, Patricia McCarthy Veach and Bonnie Leroy. Oxford University Press. Genetic Counseling Research: A Practical Guide (2014) Oxford University Press.

GENC5018

Research Project Implementation II

Credit points: 3 **Teacher/Coordinator:** Dr Jane Fleming, Research Coordinator and Clinical Lecturer, Sydney Medical School **Session:** Semester 1 **Classes:** 1 x 1.5hr workshop on abstract writing, 1 x 3hr tposter workshop, supervised research project, self-directed learning and independent research **Assumed knowledge:** Knowledge and skills gained in GENC5017 **Assessment:** Draft abstract (20%), Poster (50%), supervisor and project management report (30%). **Mode of delivery:** Supervision

This unit is a continuation of coursework and supervised research contributing to completion of your unique genetic counselling related research project initiated at the beginning of the course and to be concluded in the final semester. The unit involves independent research including writing of a conference abstract, poster and regular meetings with a supervisor/ advisory team. It is anticipated this semester will account for the majority of data collection according to the University of Sydney HREC approved protocol.

Textbooks

Ian MacFarlane, Patricia McCarthy Veach and Bonnie Leroy. Oxford University Press. Genetic Counseling Research: A Practical Guide (2014) Oxford University Press; Peat, Jennifer; Elliott, Elizabeth; Baur, Louise; Keena, Victoria Scientific Writing: Easy When You Know How. London, BMJ Books, 2002.

GENC5019

Research Dissertation and Capstone

Credit points: 12 **Teacher/Coordinator:** Dr Jane Fleming, Research Coordinator and Clinical Lecturer, Sydney Medical School **Session:** Semester 2 **Classes:** Supervised research project writing up, self-directed learning and independent research. **Prerequisites:** GENC5020 and GENC5017 **Assessment:** Draft introduction and methods of research dissertation (10%), draft research dissertation (10%), journal article (40%), capstone (30%) **Mode of delivery:** Supervision

This unit is a continuation of the supervised research project initiated at the beginning of the course. The unit involves self-directed independent research and regular meetings (fortnightly) with a supervisor (s). The research project will culminate in the completion of a research dissertation in the form of an original journal article manuscript or report. The unit includes a capstone experience (similar to an oral presentation at a conference) consisting of presentation of the research findings from the student research project, in the context of the student's knowledge and experience of clinical practice, scientific knowledge, plus an understanding of the implications for genetic counselling practice.

Textbooks

Ian MacFarlane, Patricia McCarthy Veach and Bonnie Leroy. Oxford University Press. Genetic Counseling Research: A Practical Guide (2014) Oxford University Press; Peat, Jennifer; Elliott, Elizabeth; Baur, Louise; Keena, Victoria Scientific Writing: Easy When You Know How. London, BMJ Books, 2002.

GENC5020

Introduction to Research

Credit points: 6 **Teacher/Coordinator:** Associate Professor Kristine Barlow-Stewart **Session:** Semester 1 **Classes:** 7 x 1.5 h lec; 2 x 2 h lec **Assessment:** 4 short assessments 10% (40%); literature review formative assessment (40%) submission of literature review and supervisors report (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit of study is an introduction to genetic counselling research, to prepare students as they embark on their supervised student research project. Through lectures, workshops and independent learning, students will study the basics of research design, common strategies and methodologies, and the inherent limitations associated with each approach. Students will also gain the experience to critically evaluate and review the literature relevant to their research project, to identify gap(s), and formulate a research protocol. This unit will also incorporate a project management component as students engage with an advisory team of research supervisors.

Textbooks

Ian MacFarlane, Patricia McCarthy Veach and Bonnie Leroy. Oxford University Press. Genetic Counseling Research: A Practical Guide (2014) Oxford University Press.

PUBH5422

Health and Risk Communication

Credit points: 6 **Teacher/Coordinator:** Dr Claire Hooker, Associate Professor Julie Leask, Professor Phyllis Butow **Session:** Semester 2 **Classes:** Block/intensive 2 blocks of 2 x 9-5 full days; please check with the coordinator for scheduling **Assessment:** Assignment 1: 1 x 2500 word (35%), Assignment 2: 1 x 2500 words or equivalent (35%), online activities (30%). Attendance at intensives is compulsory and 80% attendance is required to pass the unit of study. **Mode of delivery:** Block mode

In this unit, students learn how to communicate effectively with respect to health risks, both to individuals with health concerns, and with respect to risks to the public. The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis; and informed consent. The second half explores risk communication for public health, including: how to effectively manage outbreak or other crisis situations; how to communicate about issues where the risk is low but public concern is high (such as with respect to the fluoridation of water); and how to best manage controversies. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement, traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

Health Communication

(Students apply through the Faculty of Arts and Social Sciences)

Graduate Certificate in Health Communication

Graduate Diploma in Health Communication

Master of Health Communication

	Graduate Certificate in Health Communication	Graduate Diploma in Health Communication	Master of Health Communication
Course code	GCHECOMM1000	GNHECOMM1000	MAHECOMM1000
CRICOS code	063950K	063949C	063948D
Degree Abbreviation	GradCertHC	GradDipHC	MHC
Credit points required to complete	24	36	48
Time to complete part-time	1 - 2 years	1.5 - 3 years	2 - 4 years

Overview

The Master of Health Communication delivers core media skills to help students to become effective communicators across health and medicine, public affairs, public relations, community relations and journalism. Our unique Health Communication program is the most comprehensive and specialised course of its kind in Australia, combining the expertise of the University of Sydney's Department of Media and Communications with the public health resources of the School of Public Health. With a cross-disciplinary and collaborative approach to both media and health disciplines, our program incorporates public crisis, organisational and health communication approaches.

Health communication is one of the largest industry workforces in public relations and media, acting as a bridge between medical bodies, public health authorities and the wider public.

The 1.5 year program (full-time) provides core communication skills for professional communicators in public and corporate health and medicine, public affairs, public relations, community relations and health journalism. It also offers a solid, evidence-based education in international health, community-oriented health practice, non-communicable disease prevention strategies, and health promotion. Designed to meet the needs of those already working in, or wishing to enter, the private and public health sectors, as well as non-government and community organisations, our program is flexible. For example, the Graduate Diploma (1 year full-time) and Graduate Certificate (6 months full-time) courses provide shorter avenues to update and extend one's professional skills, or to explore new career directions.

Course outcomes

Our degrees will equip students with knowledge, understanding and expertise in communicating health and wellbeing, incorporating a cross-disciplinary, collaborative approach. Units of study provide training in campaign development, advocacy, humanitarian and crisis health issues, bioethics, and an understanding of health cultures, policy and promotion. Qualified students will have the chance to attain high-level skills from work experience via a well-regarded internship program while fostering professional contacts and networks prior to completion. Units of study available in the degree include: Crisis

Communication; Health Communication, Social Marketing; and Organisational Communication.

Further enquiries

Dr Olaf Werder
 Phone: +61 2 9114 1219
 Email: olaf.werder@sydney.edu.au
 Website: sydney.edu.au/arts/media_communications/



Health Communication

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Health Communication

Graduate Diploma in Health Communication

Master of Health Communication

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GCHECOMM-01	Graduate Certificate in Health Communication
GNHECOMM-01	Graduate Diploma in Health Communication
MAHECOMM-01	Master of Health Communication

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 Rule.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Health Communication
 - (b) the Graduate Diploma in Health Communication
 - (c) the Master of Health Communication

- (2) A candidate for the graduate certificate or graduate diploma may apply to progress to a longer course in this sequence, providing the candidate meets the admission requirements for that course. Only the longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants

- (2) without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent. Admission to candidature for the Graduate Certificate in Health Communication requires:
 - (a) a bachelor's degree from the University of Sydney or an equivalent qualification; or
 - (b) equivalent professional experience of no less than three years in a relevant field such as journalism, public relations, media relations or media research.
- (3) Admission to candidature for the Graduate Diploma in Health Communication requires:
 - (a) a bachelor's degree from the University of Sydney with a minimum 60% average calculated over the whole degree, including a major in a relevant subject area in the humanities, social sciences or public health, or an equivalent qualification; or
 - (b) completion of the requirements for the Graduate Certificate in Health Communication with a minimum credit (65%) average, or an equivalent qualification.
- (4) Admission to candidature for the Master of Health Communication requires:
 - (a) a bachelor's degree from the University of Sydney with a minimum credit (65%) average calculated over the whole degree, including a major in a relevant subject area in the humanities, social sciences or public health, or an equivalent qualification; or
 - (b) completion of the requirements for the embedded Graduate Certificate or Graduate Diploma in Health Communication with a minimum credit (65%) average, or an equivalent qualification.

6 Requirements for award

- (1) The units of study that may be taken for these courses are set out in the Postgraduate Table of Units of Study for the Health Communication subject area.
- (2) To qualify for the award of the Graduate Certificate in Health Communication a candidate must complete 24 credit points, including:
 - (a) a minimum of 12 credit points of core units of study; and
 - (b) a maximum of 12 credit points from elective units of study.
- (3) To qualify for the award of the Graduate Diploma in Health Communication a candidate must complete 48 credit points, including:
 - (a) a minimum of 24 credit points of core units of study; and
 - (b) a maximum of 24 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 6 credit points can be taken as elective units from units of study outside those listed in the Health Communication subject area of the Postgraduate Unit of Study Table.
- (4) To qualify for the award of the Master of Health Communication a candidate must complete 72 credit points, including:
 - (a) a minimum of 24 credit points of core units of study; and
 - (b) a maximum of 42 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Health Communication subject area of the Postgraduate Unit of Study Table, including a maximum of 6 credit points from units of study offered by other faculties.
 - (c) at least 6 credit points of capstone units of study.

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 Communication 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 Arts and Social 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 Arts and Social 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.

8 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 sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

10 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January 2015.
- (2) Candidates who commenced prior to 1 January 2015 will 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.

Health Communication

Table of units of study: Health Communication

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Candidates for the Graduate Certificate in Health Communication must complete 24 credit points, including 12 credit points of core units of study and 12 credit points of elective units of study.			
Candidates for the Graduate Diploma in Health Communication must complete 48 credit points, including 24 credit points of core units of study and 24 credit points of elective units of study.			
Candidates for the Master of Health Communication must complete 72 credit points, including 24 credit points of core units of study, a maximum of 42 credit points of elective units of study and at least 6 credit points of capstone units of study.			
Core units			
MECO6909 Crisis Communication	6		Semester 1
MECO6919 Health Communication	6		Semester 1
MECO6927 Organisational Communication	6		Semester 2
MECO6934 Social Marketing	6		Semester 2b
Elective units			
ARIN6902 Internet Cultures and Governance	6		Semester 1
ARIN6905 New Media Audiences	6	N ARIN6903	Semester 1
BETH5203 Ethics and Public Health	6	N BETH5206	Semester 2
BETH5206 Introduction to Public Health Ethics	2	N BETH5203 <i>Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP). This unit is available to Master of Public Health (MPH) students only.</i>	Semester 2a
CEPI5215 Writing and Reviewing Medical Papers	6	A Some basic knowledge of summary statistic is assumed P (PUBH5010 or CEPI5100) N CEPI5214 <i>Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.</i>	Semester 1 Semester 2
CISS6004 Health and Security	6		Semester 2
DVST6906 Culture and Politics of Health Development	6		Semester 1
EDPK5003 Developing a Research Project	6		Semester 1 Semester 2
HPOL5000 Introduction to Health Policy	6		Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2
HPOL5007 Global Health Policy	6		Semester 2
LAWS6052 Govt Regulation, Health Policy and Ethics	6	MHL students may select this unit as one of the three core units required in addition to LAWS6252.	Intensive October
LAWS6848 Law, Business and Healthy Lifestyles	6		Intensive September
LNGS7002 Language, Society and Power	6		Semester 1
LNGS7006 Cross-Cultural Communication	6		Semester 2
MECO6900 News Writing	6	N MECO4101	Semester 1
MECO6901 Dealing with the Media	6		Semester 2
MECO6908 Strategy Selection in Corporate PR	6		Semester 1



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
MECO6915 Writing Features: Narrative Journalism	6		Semester 2
MECO6926 International Media Practice	6		Semester 1
MECO6936 Social Media Communication	6		Semester 1a
MIPH5115 Women's and Children's Health	4		Semester 2
MIPH5124 Health Issues and Humanitarian Emergencies	4		Intensive November
MIPH5135 Health Systems in Developing Countries	4		Semester 2
MKTG6203 Innovative Marketing Strategies	6	<i>This unit is only available to students enrolled in the Master of Marketing, Graduate Diploma and Graduate Certificate of Marketing.</i>	Semester 2
MKTG6204 Contemporary Consumer Behaviour	6	A Assumed knowledge includes the fundamentals of marketing and consumer behaviour theory. <i>This unit is only available to students enrolled in the Master of Marketing, Graduate Diploma and Graduate Certificate of Marketing.</i>	Semester 1
NURS5099 Promoting Health and Care in the Community	6		Semester 2
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011, CEPI5100	Semester 1
PUBH5026 Mass Media Campaigns and Social Marketing	2	A Training in research methods epidemiology is advised but not essential. P PUBH5033	Intensive August
PUBH5027 Public Health Program Evaluation Methods	2		Semester 2
PUBH5032 Making Decisions in Public Health	2		Semester 2
PUBH5033 Disease Prevention and Health Promotion	6		Semester 1
PUBH5111 Environmental Health	4		Semester 2
PUBH5114 Alcohol, Drug Use and Health	4	N PUBH5115	Semester 2
PUBH5116 Genetics and Public Health <i>This unit of study is not available in 2018</i>	4	<i>Pre-readings and some lectures will be posted on the unit's eLearning site 2-3 weeks before the course starts, and it is expected that you will look at this content before coming to the first day of the course. This will enable more time for class discussion.</i>	Intensive October
PUBH5118 Indigenous Health Promotion	4		Semester 2
PUBH5308 Health Workforce Policy Analysis <i>This unit of study is not available in 2018</i>	2		Intensive October
PUBH5416 Vaccines in Public Health	2	P PUBH5010 or CEPI5100 or PUBH5018 <i>Students who have not done the core units of study in epidemiology (PUBH5010 or CEPI5100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not the student has permission to enrol.</i>	Semester 2
PUBH5418 Tobacco Control in the 21st Century	6		Intensive August
PUBH5420 Public Health Advocacy Strategies	4		Semester 2b
PUBH5422 Health and Risk Communication	6		Semester 2
PUBH5500 Advanced Qualitative Health Research	6	N QUAL5005 or QUAL5006	Semester 1 Semester 2
QUAL5005 Introducing Qualitative Health Research	4	N PUBH5500 or QUAL5006 <i>This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead. MPH students who complete PUBH5500 get an automatic waiver for QUAL5005</i>	Semester 1 Semester 2
SCLG6902 Doing Social Research	6	N SCLG3003	Semester 1
SCWK6910 Working with Communities	6		Semester 2
SEXH5008 Sex and Society	2	N SEXH5414	Semester 2a

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Capstone units of study			
MECO6904 Dissertation Part 1	6	P 24 credit points from Digital Communication & Cultures or Media Practice or Health Communication or Strategic Public Relations or Publishing degree tables C MECO6939 N : MECO6928 or MECO6935 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
MECO6905 Dissertation Part 2	6	P 48 credit points, including MECO6904 from Digital Communication & Cultures or Media Practice or Health Communication or Strategic Public Relations or Publishing degree tables N : MECO6928 or MECO6935 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
MECO6928 Media and Communication Internship	6	P 48 credit points from Digital Communication & Cultures or Media Practice or Health Communication or Strategic Public Relations or Publishing degree tables N : MECO6904 or MECO6905 or MECO6935 <i>Note: Department permission required for enrolment</i>	Intensive December Intensive June Semester 1 Semester 2
MECO6935 Professional Project	6	P 48 credit points from Digital Communication & Cultures or Media Practice or Health Communication or Strategic Public Relations or Publishing degree tables N : MECO6904 or MECO6905 or MECO6929 or MECO6939	Semester 1 Semester 2

Health Communication

Unit of study descriptions

ARIN6902

Internet Cultures and Governance

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd journalism piece (40%), 1x3000wd essay (50%), 1x1000wd tutorial exercise (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

The internet plays an increasingly important role in all aspects of social, cultural and economic life. This unit of study explores cultures and governance of the online world and investigates how politics manifest not only in public debates and policy, but also in the struggle to develop new information architectures and digital ecosystems.

ARIN6905

New Media Audiences

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Prohibitions:** ARIN6903 **Assessment:** 1x1500wd Seminar presentation (20%), 1x2500wd Essay (40%), 1x2000wd case study reviews (blog) (30%), Seminar participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Media audiences are experiencing knowledge, art and entertainment in novel ways as cultural industries increasingly take up emerging technologies. New Media Audiences investigates the range of contemporary practices of production, distribution and consumption associated with digital tools. We examine the sites where audiences experience digital media: art galleries, cinemas, theatres, homes, mobile devices, public spaces, workplaces and online. We analyse how these spaces and interfaces structure audience experience, afford interaction and encourage participation.

BETH5203

Ethics and Public Health

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** 5x7hour intensives; or Distance Education (online). **Prohibitions:** BETH5206 **Assessment:** 5xOnline Quiz (50%); 1x2500wd essay (50%) **Mode of delivery:** Block mode, Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit begins with some fundamentals: the nature of ethics, of public health (and how it might be different to clinical medicine) and of public health ethics. It introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. A range of practical public health problems and issues will be considered, including ethical dimensions of communicable and non-communicable diseases in populations, and the ethical challenges of public health research. Throughout, the emphasis is on learning to make sound arguments about the ethical aspects of public health policy, practice and research. Most learning occurs in the context of five teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a list of readings (in digital format).

BETH5206

Introduction to Public Health Ethics

Credit points: 2 **Teacher/Coordinator:** TBC **Session:** Semester 2a **Classes:** 2x7hour intensives; or Distance Education (online) **Prohibitions:** BETH5203 **Assessment:** 2xOnline Quiz (40%); 1x1500wd essay (60%) **Mode of delivery:** Block mode, Online

Note: Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP). This unit is available to Master of Public Health (MPH) students only.

BETH5206 Ethics and Public Health introduces you to a range of ethical issues that arise within the practice of public health. It begins with an orientation to the field: we will discuss conceptualisations of public health, what ethics is, and how ethics relates to evidence. We will talk about the origins and development of public health ethics as a (relatively new) field, and how it is distinguished from other areas of ethics. Your learning will then be structured around three sets of important concepts. The first are concepts central to utilitarian reasoning: benefit, harm and cost. The second cluster of concepts relates to the proper relationship between the citizen and the state (including public health as an institution): they are freedom, liberty and paternalism. The third cluster includes fairness, justice and equity, concepts that are often used rhetorically in public health, but not always carried through into practice. We will focus on two main case studies to apply what you learn. Throughout this unit you will be encouraged to ask questions, and to compare and debate competing answers to those questions. What is public health? What does it mean to say that something is harmful? To what extent should we each be free to engage in practices that harm our health? What is the proper role of the state in attempting to change the health of populations? What is equity and why does it matter (and if it matters, why aren't we doing more about it)? This is a Core Unit for Graduate Diploma and Master in Public Health students. Most learning occurs in the context of two teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

CEPI5215

Writing and Reviewing Medical Papers

Credit points: 6 **Teacher/Coordinator:** Associate Professor Angela Webster **Session:** Semester 1, Semester 2 **Classes:** 9 self-paced modules each comprising: course notes, lecture, demonstrations, exercises, quizzes **Prerequisites:** (PUBH5010 or CEPI5100) **Prohibitions:** CEPI5214 **Assumed knowledge:** Some basic knowledge of summary statistic is assumed **Assessment:** quizzes (30%), assignment 1 (20%), assignment 2 (50%) **Mode of delivery:** Online, Block mode

Note: Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.

Students will work at their own pace through 9 modules covering research integrity, medical style, abstracts, presentations and posters, constructing a paper, data visualisation, manuscript submission, responding to reviewers comments, publication dissemination, and reviewing a paper. This unit aims to teach students the principles of research integrity in writing for medical journals, typical issues they may face, and link to resources to help them maintain integrity through their publishing careers. It will guide them to reliable evidence based resources to improve their conference abstract, presentation and poster design, and manuscript style and writing.. Students will learn about reporting guidelines, common pitfalls in writing and presenting research, choosing a journal, keywords, improving tables and figures for manuscripts through open source software, copyright, writing cover letters and response letters to reviewers. Students will learn about measuring research impact and ways to improve your research reach, dealing with the media and press releases, using social media in dissemination, digital archiving and basic skills needed to act as a quality peer-reviewer. This is an online unit, but those needing to study in block mode will do online study as well as a workshop.

Textbooks



No mandatory text book-readings available online.

CISS6004

Health and Security

Credit points: 6 **Session:** Semester 2 **Classes:** 1x1.5hr lecture/week, 1x1.5hr seminar/week **Assessment:** 1x1000wd Issue brief (35%), 1x3000wd Research essay (50%), 1x500wd Self-evaluation (15%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit assesses the political and security significance of disease-related events and developments. Whether one contemplates historical experiences with smallpox, the contemporary challenges posed by diseases such as HIV/AIDS and SARS, or the risks arising from new scientific developments such as synthetic biology, it is clear that diseases exercise a powerful influence over civilised humankind. The unit concentrates on areas in which human health and security concerns intersect most closely, including: biological weapons; fast-moving disease outbreaks of natural origin; safety and security in microbiology laboratories; and the relationships between infectious disease patterns, public health capacity, state functioning and violent conflict. The overall aim of the unit is to provide students with a stronger understanding of the scientific and political nature of these problems, why and how they might threaten security, and the conceptual and empirical connections between them.

DVST6906

Culture and Politics of Health Development

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x500wd Research essay proposal (10%), 1x3500wd Research essay (60%), 1x1000wd equivalent Class presentation (15%), 1x1000wd Online weekly reading notes (15%), **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study provides an integrated and interpretive approach to understanding the culture and politics of health development in middle and low-income countries. The structures and processes that inform the politics and culture of health development are global, regional and local, and encompass and operate at different social and institutional levels in diverse settings. The articulation of these will be studied, along with the processes and transitions to local worlds that unfold in embedded cultural and social contexts.

EDPK5003

Developing a Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1, Semester 2 **Classes:** 4x4 hr Saturday workshops, plus online lectures and activities **Assessment:** online exercises (40%) and class presentation (20%) and research proposal (40%) **Mode of delivery:** Block mode

This unit is seen as the foundation unit in research methods and it provides an overview of the research process, with a focus on developing skills for critical evaluation of research reports and the design of research projects. Research strategies, sampling and design issues and various methods of data collection and analysis are examined. Students explore both quantitative and qualitative research approaches. The assessment in this unit is developed around students' own research interests and by the end of the unit students will have developed their own research proposal document.

HPOL5000

Introduction to Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Anne Marie Thow **Session:** Semester 1 **Classes:** block mode with compulsory intensive workshops on campus. 2 x 2-day workshops, online lectures and discussions **Assessment:** Online learning quiz (5%); online problem based learning exercise (15%); 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%) **Mode of delivery:** Block mode

This unit aims to develop a critical and comparative understanding of the history, theory and practice of health policy. It gives an overview of the political choices and frameworks - national and global - that shape policymaking. The unit examines policy frameworks, and the roles of politics, evidence and advocacy in setting policy priorities. Analysis and debates regarding health policy will be placed in broader contexts - comparing different health systems and priorities for health.

Case studies will be used to examine the relationships between policy and practice.

Learning outcomes. By the end of this unit students will be able to: (i) Define the boundaries and key features of health policy; (ii) Understand the basic history and features of the Australian health system; (iii) Identify policy instruments and how they function; (iv) Understand the main frameworks used for analysing policy; (v) Understand the factors influencing how policy issues are prioritized in health; (vi) Gain skills in policy communication, including preparation of a policy brief.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other recommended reading materials will be available on the unit's eLearning site

HPOL5003

Analysing Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider, Associate Professor James Gillespie **Session:** Semester 2 **Classes:** Block mode with compulsory Intensive workshops on Campus or online only mode. Block mode 2 x 2 day workshops plus online discussion or online only with pre-recorded lectures and online discussion. **Assessment:** 1x2500 word assignment (35%), participation grade (5 x short online or face-to-face learning activities) (15%), 1x3000 word policy research project proposal (50%) **Mode of delivery:** Block mode

This unit aims to develop skills for undertaking policy research and analysis. The unit takes a multidisciplinary approach to familiarise students with fundamental frameworks and methodologies that can be applied to analyse policy from multiple disciplines including public health, social and political sciences, behavioural sciences, public policy and history.

Learning outcomes. By the end of the unit students will be able to: (i) Apply a critical analysis to questions of policy success or failure; (ii) Understand and explain the different methodological approaches that can be applied in policy analysis and research; (iii) Identify appropriate research methodologies, data collection methods and analysis for specific policy research questions; (iv) Design a health policy research project.

Textbooks

Sarantakos, S. (2013). Social Research (4th ed.). New York: Palgrave Macmillan. Other required and recommended readings and reference lists will be available through eLearning.

HPOL5007

Global Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider, Dr Anne Marie Thow **Session:** Semester 2 **Classes:** Block mode with compulsory intensive workshops on Campus or online only mode. Block mode 2 x 2 day workshops plus 4 tutorials (tutorials offered face-to-face or online) or online only. **Assessment:** 1 x 2000 word essay (35%), Tutorial discussion papers or online discussion (15%), 1 x 3000 word essay (50%) **Mode of delivery:** Block mode, Online

The aim of this unit is to equip students with the knowledge and skills to identify and articulate political and policy processes at the global level, become familiar with institutions and actors involved in global health policy, and utilize strategies for influencing policy making at the global level. We analyse the influence and power of institutions and actors in the development and implementation of global health policy, and investigate the governance of global health policy responses. Teaching makes extensive use of current case studies from recognised experts in the field.

Learning outcomes. By the end of this unit students will be able to: (i) Explain the effects of globalization on health of populations; (ii) Demonstrate how events and trends in health and non-health areas affect global health policy; (iii) Identify and classify the different types of actors/institutions that influence health policy; (iv) Undertake a policy stakeholder analysis with reference to power, influence and interests; (v) Develop strategies to influence global health policy development and implementation; (vi) Define global health governance and its role in structuring and regulating global health policy.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Reading list available on eLearning

LAWS6052**Govt Regulation, Health Policy and Ethics**

Credit points: 6 **Teacher/Coordinator:** Prof Cameron Stewart **Session:** Intensive October **Classes:** Sep 27, 28 and Oct 25, 26 (9-5) **Assessment:** class presentation (20%) and 7000wd essay (80%) **Mode of delivery:** Block mode

Note: MHL students may select this unit as one of the three core units required in addition to LAWS6252.

This unit examines government regulation of health care and professional practice. With regard to each area of government decision-making, issues are analysed by reference to the interplay between social goals, human rights, legal rights and ethical considerations. Topics covered include the constitutional and statutory sources of government power with respect to health care: regulatory models and reform of public health legislation; therapeutic goods administration; health insurance; pharmaceutical benefits and the pharmacy industry; human tissue legislation; discipline of health professionals with a focus on the National Law; health care complaints tribunals; a right to health care; ethical theories in law and medicine; the ethics of human experimentation; and ethics committees.

LAWS6848**Law, Business and Healthy Lifestyles**

Credit points: 6 **Teacher/Coordinator:** Prof Roger Magnusson **Session:** Intensive September **Classes:** Intro Class: Aug 6 (6-8) then Aug 16, 17 and Sep 13, 14 (9-4.30) **Assessment:** Option 1: one short response question (20%) and 6000wd essay (80%) or Option 2: one short response question (20%), 3000-3500wd essay (40%) and one take-home exam question (40%) or Option 3: one short response question (20%) and two 3000-3500wd essays (80%) **Mode of delivery:** Block mode

This unit is about legal and regulatory responses to tobacco use, obesity, poor diet, harmful use of alcohol and sedentary lifestyle - the leading causes of preventable disease in Australia, in high-income countries generally, and increasingly, in developing economies. Cancer, heart disease, stroke, diabetes and tobacco-related diseases (known as 'non-communicable diseases' or NCDs) are society's greatest killers. But what can law do - and what should law be doing - to prevent them? Unlike other health threats, NCDs and their risk factors are partly caused by consumer choices that are lived out every day across the country. The challenge of encouraging healthier lifestyles cannot be separated, then, from the regulation of the businesses that all too often have a vested interest in unhealthy lifestyles. Law's relationship with smoking, alcohol and food is complex and contested. Nevertheless, governments around the world are experimenting with a wide range of legal strategies to encourage healthier lifestyles. This unit will focus on developments in Australia and the United States, placing legal developments in these countries in an international context. During the course, we will confront some important over-arching questions. What are the global determinants of NCDs, and to what extent are global solutions needed? What do global solutions look like? To what extent should law intervene to influence the behaviour of populations-as distinct from treating lifestyle-related risk factors as the personal responsibility of each individual? Does a regulatory approach to the prevention of NCDs imply coercion? Does it signal the emergence of the 'nanny state'? Does progress depend on motivating people to consciously improve their habits and lifestyles? Is it possible to regulate business without micro-managing or dictating commercial decisions and 'legislating the recipe for tomato ketchup?' Throughout the unit, students will be encouraged to explore the tension between personal responsibility and freedom, and the broader public interest in a healthy population and a productive economy. Key topics include: Frameworks for thinking about law, and environments that support healthier lifestyles; Global health governance and the prevention of non-communicable diseases; Tobacco control: where to from here? Personal responsibility for health, and law's role; Regulating alcohol; Obesity prevention; and Law's role in improving diet and nutrition, and encouraging active living.

LNGS7002**Language, Society and Power**

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x4000wd Research project (80%), 1x1000wd Online discussion (10%), 1x1000wd Quiz (10%), **Mode of delivery:** Normal (lecture/lab/tutorial) day

Language is a symbolic currency: mastery of the standard language can buy institutional power, mastery of urban teenage slang can buy street cred. This course introduces students to key issues in sociolinguistics and language sociology such as the political economy of language, language variation and change, and critical discourse analysis. Members of the class will undertake empirical research.

LNGS7006**Cross-Cultural Communication**

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x1000wd Linguistic Relativity (20%), 1x2000wd Mid-semester exam (30%), 1x3000wd Final paper (50%), **Mode of delivery:** Normal (lecture/lab/tutorial) day

In today's globalised and multicultural societies, cross-cultural communication is common enough. Even so, it continues to be a challenge, both for people who engage in cross-cultural communication on a daily basis, and for researchers trying to describe and understand it. In this unit of study we will consider a variety of discourse-analytic approaches to studying cross-cultural communication, including conversation analysis, speech act theory, interactional sociolinguistics, the ethnography of communication, and critical discourse analysis. In our analyses of actual samples of cross-cultural communication we will pay particular attention to the social positioning of participants in an interaction, and the ways how social relationships (particularly of power and intimacy) between participants are reflected in their linguistic practices. The unit will end with exploring applied perspectives, particularly on cross-cultural communication in educational, courtroom and workplace interactions.

MECO6900**News Writing**

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr introductory lecture, 1x2hr seminar/week **Prohibitions:** MECO4101 **Assessment:** 1x4500wd News reporting portfolio (50%), Seminar participation (10%), 1x1500wd News Story reporting package (40%), **Mode of delivery:** Normal (lecture/lab/tutorial) day

This core unit introduces students to news writing skills required by print media, including the elements of journalistic style, the structure of news stories, interviewing, researching, news gathering and editing skills. The unit of study focuses on journalistic news writing but will also be useful to anyone seeking to work in fields that require professional communication skills, such as public relations and communication management, or corporate roles that require strong writing ability.

MECO6901**Dealing with the Media**

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd communication plan (30%), 1x500wd media release (20%), 1x500wd presentation to client (15%), 1x3000wd essay (35%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Dealing with the Media provides students with practical experience in seeking media coverage for a specific issue on behalf of a non-profit organisation. It requires students to research, design, present, implement and evaluate a communication strategy, and to develop key tactical elements including media releases for distribution across multi-media platforms.

MECO6904**Dissertation Part 1**

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6x0.5hr supervisor consultations/semester **Prerequisites:** 24 credit points from Digital Communication & Cultures or Media Practice or Health Communication or Strategic Public Relations or Publishing degree tables **Corequisites:** MECO6939 **Prohibitions:** : MECO6928 or MECO6935 **Assessment:** A completed research proposal and, where necessary, an ethics application,

together with research and writing contributing to a dissertation of 12000 words, for completion in MECO6905. **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

This unit requires students to commence the conduct of their own research projects under the supervision of a member of staff and write a dissertation of 12000 words (completed in the second semester of enrolment in MECO6905). In some cases these projects will give students the opportunity to extend lines of enquiry suggested by units of study already completed for the degree. In other cases, students may have an interest in an area not covered by the coursework programs offered during their candidature that can be developed as a supervised project.

MECO6905

Dissertation Part 2

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 6x0.5hr supervisor consultations/semester **Prerequisites:** 48 credit points, including MECO6904 from Digital Communication & Cultures or Media Practice or Health Communication or Strategic Public Relations or Publishing degree tables **Prohibitions:** MECO6928 or MECO6935 **Assessment:** Completion of writing for a dissertation of 12000 words (100%) **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

This unit requires completion of a dissertation of 12000 words, begun in the previous semester. Together with MECO6904, the unit allows students to conduct their own research projects under the supervision of a member of staff.

MECO6908

Strategy Selection in Corporate PR

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd communications plan (30%), 1x PR tactics presentation (group) (2000wd equivalent per student) (30%), 1x2000wd essay (30%), tutorial participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This core unit of study analyses corporate communication strategy selection in organisations to determine effectiveness. Students examine the strategic intent of a national or international corporation by studying its corporate communication tactics, specifically its annual reports and other marketing collateral. The unit will equip students to determine the effectiveness of the organisation's communication with stakeholders and strategic publics including customers, employees, environmental groups, governments and shareholders.

MECO6909

Crisis Communication

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 2x1000wd short-answer essay (30%), 1x3000wd research report (50%), 1x500wd group project presentation (10%), 1x500wd weekly comments (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

The unit will examine how organisations use public relations (PR) to deal with crisis situations. Throughout the unit we will use case studies to explore frameworks, risk prioritisation, issues management, planning, response and evaluation strategies for diverse organisations and topics from environmental and corporate to health and social.

MECO6915

Writing Features: Narrative Journalism

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x700wd pitching assignment (15%), 1x1500wd draft first feature (20%), 1x1500wd final first feature (20%), 1x2000wd second feature (40%), 1x300wd market report (5%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit teaches students the basic principles of short-form narrative journalism or feature writing suitable for publication in magazines, websites and newspapers. Genres covered include the profile, the Essay, travel, memoir, investigative journalism, cultural commentary and behind-the-news stories. Skills in pitching story ideas, interviewing, research, structure and style will be covered in workshop-based classes, providing opportunities to critique work and become familiar with editing processes prior to submission of assignments.

MECO6919

Health Communication

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x1000wd commentary and critique (20%), 1x500wd discussion leadership (15%), 1x1500wd research project on health issue (25%), 1x3000wd research paper (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces key concepts in health communication. Students will explore micro- and macro-level theories of health (behaviour) communication that inform the design and implementation of health communication campaigns, planned and unplanned effects of communication campaigns, and the evaluation of such campaigns. It aims to give students a critical and practical understanding of theory and research concerning the role of communication in health promotion efforts.

MECO6926

International Media Practice

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x1500wd Critical review (25%), 1x1500wd Media commentary (25%), 1x3000wd Essay (50%), **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study introduces students to the theory and practice of international media. It considers variation among international media practice by studying media institutions, occupations, contents and audiences across the world, including China, India, USA, Europe, Africa, Australia and the Middle-East. Students will have the opportunity to deepen their understanding of international media practice and to develop knowledge and skills that will assist them in facing the challenges of the global media work environment.

MECO6927

Organisational Communication

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 2x1250wd in-class essay (40%), 1x3000wd group research project (50%), 1x500wd discussion facilitation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study introduces key concepts in organisational communication. Students will explore various structures of organisations and how those structures affect the flow of communication within workplaces. Upon the completion of the unit, students will develop their understanding of key concepts in organisational communication and apply them to analyse communication problems in organisations. Students will also be able to offer well-grounded criticism on selected organisational issues.

MECO6928

Media and Communication Internship

Credit points: 6 **Session:** Intensive December, Intensive June, Semester 1, Semester 2 **Classes:** 20 day internship placement **Prerequisites:** 48 credit points from Digital Communication & Cultures or Media Practice or Health Communication or Strategic Public Relations or Publishing degree tables **Prohibitions:** : MECO6904 or MECO6905 or MECO6935 **Assessment:** 1x20day internship placement, 1x1500wd reflective journal (and folio) (40%), 1x1500wd industry research report (40%), 1x1500wd social media participation (20%) **Practical field work:** 20 day (140 hours) full-time internship in an approved organisation **Mode of delivery:** Professional practice

Note: Department permission required for enrolment.

This capstone unit of study offers Master degree students in the Department of Media and Communications (MECO) 20 days (140 hours) work experience in roles relating to their degree. Internships require critical reflection on professional practice and foster skills, knowledge and experience that enhance employment prospects. Placements may include reporting, editing, producing, designing, researching, publishing, public and media relations, campaigns, and other tasks. Available to MECO Master students only, following the completion of at least two core units of study.

MECO6934

Social Marketing

Credit points: 6 **Session:** Semester 2b **Classes:** 1x2hr seminar/week **Assessment:** 1x1000wd essay (25%), 1x2500wd team project report (45%),

1x1000wd team project presentation (15%), 1x1500wd weekly discussion (15%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Social Marketing integrates marketing concepts with other approaches to influence behaviours that benefit individuals and communities. Examples include smoking cessation, HIV prevention and recycling. Key elements include research, theory, competition and segmentation. This unit builds students' knowledge of how social marketing can be used to facilitate behaviour change and improve social outcomes, including health, environment, economic and education programs. It will include how to design, manage and communicate social and behaviour change programs in Australia and internationally.

MECO6935

Professional Project

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** 1x2hr meetings/week **Prerequisites:** 48 credit points from Digital Communication & Cultures or Media Practice or Health Communication or Strategic Public Relations or Publishing degree tables **Prohibitions:** :MECO6904 or MECO6905 or MECO6929 or MECO6939 **Assessment:** 1x1000wd project proposal (20%), 1x3000wd research essay (40%), seminar presentation (10%), 1x1000wd exegesis (20%), 1x1000wd in-class presentation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This capstone unit is designed for students' final semester of study, providing them with the opportunity to apply learning from their degree to the completion of a researched project relevant to their career goals. Working with the coordinator, students choose an academic essay, industry report, media campaign or journalism project. Learning is supported by training in literature reviewing and data collection, research methods, project planning and independent consultations.

MECO6936

Social Media Communication

Credit points: 6 **Session:** Semester 1a **Classes:** 26hrs seminar in Intensive mode (equivalent to 1x2hr seminar/week) **Assessment:** 1x2000wd equiv Social Media Design Brief (25%), 1x2500wd Social Media Project (45%), 1x1500wd Online Article and Comments (30%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces the fundamentals of strategic social media use for professional and organisational communication, media practice and cultural production. It aims to equip students with the knowledge and skills to become competent, ethical social media communicators and to critically analyse social media forms, services and cultures. Students will explore online, mobile and locative platforms for interacting with audiences, publics and online communities, including professional networks.

MIPH5115

Women's and Children's Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Camille Raynes-Greenow, Dr Ying Zhang **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 9 weeks, 1x1hr tutorial per week for 8 weeks; also offered fully online **Assessment:** 1x5000 word individual assignment, (50%), 1x 8 page group report (30%), tutorial participation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit is an introduction to the health status of women and children in low and middle income countries and highlights the interconnectedness of women's and children's health. It presents some of the major causes of mortality and morbidity and interventions and approaches to improving outcomes from a public health perspective. Each week a different expert covers relevant issues such as perinatal mortality, contraception, nutrition, HIV, cancer, diarrhoeal disease, vaccine preventable diseases and childhood disability.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5124

Health Issues and Humanitarian Emergencies

Credit points: 4 **Teacher/Coordinator:** Ms Bronwen Blake, Professor Michael Dibley, Professor Lyndal Trevena **Session:** Intensive November **Classes:** 2x 2 day workshop **Assessment:** 1 x 2500 word written assignment (70%), written reflective pieces (20%), attendance and participation (10%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

This unit gives students an overview of public health aspects of humanitarian emergencies in developing country situations and the range of appropriate responses. This includes considering problems faced by government and non-government organisations in humanitarian emergency relief efforts. Topics covered in the unit include international and human rights law, the role of donor agencies, refugee health, nutritional emergencies, site planning for refugee camps, water and sanitation, sexual violence, protection of vulnerable groups, and communicable disease surveillance and control.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5135

Health Systems in Developing Countries

Credit points: 4 **Teacher/Coordinator:** Associate Professor Joel Negin **Session:** Semester 2 **Classes:** 1x 2hr lecture per week for 10 weeks; plus 2x 0.5 day workshops; also offered fully online **Assessment:** 1x1500 word research paper (40%), 1x2000 word solution proposal (50%), and participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

Textbooks

Readings are available on the unit's eLearning site.

MKTG6203

Innovative Marketing Strategies

Credit points: 6 **Session:** Semester 2 **Classes:** Intensive - 6 days, 9am - 4:30pm **Assessment:** final exam (40%), project (30%), exercises (30%) **Mode of delivery:** Block mode

Note: This unit is only available to students enrolled in the Master of Marketing, Graduate Diploma and Graduate Certificate of Marketing.

This unit is about developing and managing innovative competitive marketing strategies. It not only combines concepts, frameworks and tools from across the marketing discipline, it also transcends the traditional boundaries of the discipline itself (as the modern marketer often must), drawing on materials from strategic management, entrepreneurship and finance. The central focus is on strategy development and how its management can create superior and sustainable value for both customers and shareholders, by introducing a long term perspective.

MKTG6204

Contemporary Consumer Behaviour

Credit points: 6 **Session:** Semester 1 **Classes:** Intensive - 6 days, 9am - 4:30pm **Assumed knowledge:** Assumed knowledge includes the fundamentals of marketing and consumer behaviour theory. **Assessment:** fundamental quizzes (10%), written report (25%), report presentation (20%), class participation (15%), exam (30%) **Mode of delivery:** Block mode

Note: This unit is only available to students enrolled in the Master of Marketing, Graduate Diploma and Graduate Certificate of Marketing.

This unit explores contemporary consumer behaviour and how this knowledge can be useful in assisting marketing managers to enhance their decision-making in contemporary markets. To achieve this objective, the unit moves beyond basic consumer behaviour theory to understand how contemporary consumers behave across a wide

variety of contexts, including commercial and not-for-profit markets. Where appropriate the unit explores various techniques of investigating consumer behaviour and developing a consumer centric approach. The unit also highlights how knowledge of consumer insights can appropriately be linked to various marketing practices so as to increase the likelihood of achieving marketing goals.

NURS5099

Promoting Health and Care in the Community

Credit points: 6 **Session:** Semester 2 **Classes:** four intensive, on-campus study days **Assessment:** 1500 word evaluation (15%), presentation (35%) and 3000 word report (50%) **Mode of delivery:** Block mode

This unit of study will focus on community needs assessment, community participation, health promotion, health literacy and the ways in which these inform and underpin promoting health and care in the community. Students will examine evidence-based health promotion strategies, develop community-based health assessment skills, and enhance their communication skills to work with people at home, including motivational and counselling skills and develop knowledge and skills in cultural competence person centred care.

PUBH5010

Epidemiology Methods and Uses

Credit points: 6 **Teacher/Coordinator:** Dr Erin Mathieu, Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - faceto face or their equivalent online **Prohibitions:** BSTA5011,CEPI5100 **Assessment:** 1x 6 page assignment (25%), 10 weekly quizzes (5% in total) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature regarding public health and clinical issue. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. In addition to formal classes or their on-line equivalent, it is expected that students spend an additional 2-3 hours at least each week preparing for their tutorials.

Textbooks

Webb, PW. Bain, CJ. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals Second Edition: Cambridge University Press 2017.

PUBH5026

Mass Media Campaigns and Social Marketing

Credit points: 2 **Teacher/Coordinator:** A/Professor Philayrath Phongsavan, Professor Adrian Bauman (coordinators), Adjunct Professor Tom Carroll **Session:** Intensive August **Classes:** Face-to-face/ on-campus 2-day residential workshop (lectures, on-line discussions, and student participation and student presentations) **Prerequisites:** PUBH5033 **Assumed knowledge:** Training in research methods epidemiology is advised but not essential. **Assessment:** 1x 1500 word assignment (60%); on-line participation/discussion (40%) **Mode of delivery:** Block mode

This unit focuses on mass-reach public health campaigns used to promote health and prevent disease. Building on introductory Masters of Public Health units of study in health promotion/disease prevention [or equivalent], this unit describes the rationale for mass-media led campaigns, social marketing interventions, and how they fit into a comprehensive approach to population health promotion and chronic disease prevention. The major themes covered are the principles of mass-reach communications in public health; designing campaigns [formative evaluation]; developing public health campaigns as part of comprehensive health promotion; understanding the messages, branding and marketing of campaigns; process and impact evaluation of campaigns; the differences between campaigns and social marketing initiatives; and the role of ancillary and supportive health promotion strategies, including media placement and advocacy. In addition, the role of, and evaluating social media campaigns will be

included. The unit will equip students with skills to plan, design, implement and evaluate public health campaigns.

Textbooks

Course readings will be provided before the workshop. These are required readings, and there is some individual student preparation required for presentation at the first workshop and after the workshop to prepare for the on-line two weeks discussions.

PUBH5027

Public Health Program Evaluation Methods

Credit points: 2 **Teacher/Coordinator:** Dr Justin Richards, Dr Anne Grunseit **Session:** Semester 2 **Classes:** 2 day residential workshop in semester 2 **Assessment:** In-class participation (20%) and one 1500 word assignments at the end of the unit (80%) **Mode of delivery:** Block mode

This unit of study is taught over two days of residential workshop and is an introduction to public health program evaluation principles. It builds on core MPH methods subjects, but extends learning objectives to develop skills in practical and applied public health and health promotion program planning, evaluation and research methods. Both qualitative and quantitative methods will be used in program evaluation discussions, but the major focus will be on measuring the implementation of programs, and assessing public health program impact. There is an emphasis on evaluating 'real world' programs that address chronic disease prevention and health promotion, but other broad public health content areas will also be used as examples. The unit comprises four areas of discussion, including the [i] principles of evaluation; [ii] research designs and methodological issues for community and applied public health settings; [iii] methods for measuring program impact and outcomes; [iv] the principles of research translation and dissemination; and [v] evaluation values and disciplines. Attendance at the two days of residential teaching is compulsory for participants.

Textbooks

Recommended: Bauman A, Nutbeam D. Evaluation in a Nutshell. McGraw Hill Sydney (2nd Edition, 2013)

PUBH5032

Making Decisions in Public Health

Credit points: 2 **Teacher/Coordinator:** A/Prof James Gillespie, A/Prof Alison Hayes **Session:** Semester 2 **Classes:** 2-day workshop; fully online version available **Assessment:** Multiple choice assessment (50%); Written assignment of 1000 words (50%) **Mode of delivery:** Block mode, Online

This unit introduces students to the methods by which evidence is translated, used and abused when governments make decisions affecting public health. Students will become familiar with the main tools used by health economists and policy analysts. The unit will emphasize the role of different forms of evidence and values for priority-setting and policy-making. Unit technical content is unified by common themes and case studies. Students will apply methods and principles of health economics e.g. resource scarcity, opportunity cost, efficiency and equity to practical real-life examples (including specific indigenous health issues) to critically consider the role of economic evidence in health decision-making in Australia.

Students will then use policy analysis methods to critically examine the Australian health care system and decision-making in public health. The unit will pay particular attention to questions of power and equity, including the position of indigenous peoples. Finally, it will look at how evidence is framed and used in decision-making. Teaching will make use of contemporary case studies so students learn how technical analytical tools are used in practical examples of policy development, decision-making and public debate. The unit gives public health students an essential basic knowledge of both disciplines (health economics and health policy) and lays the groundwork for more advanced studies.

PUBH5033

Disease Prevention and Health Promotion

Credit points: 6 **Teacher/Coordinator:** A/Professor Philayrath Phongsavan, James Kite **Session:** Semester 1 **Classes:** 3 half-day workshops, face-to-face tutorials and online discussion; fully online version available **Assessment:** 1x1500 word assignment (25%); 1 presentation (15%); 1 x 2500 word assignment (50%); tutorial participation (10%) **Mode of delivery:** Block mode, Online

This core unit of study introduces students to evidence-based health promotion as a fundamental approach to preventing disease and reducing health inequalities in populations. The unit is divided into three modules: (i) building blocks of disease prevention and health promotion, (ii) using evidence and evaluating disease prevention and health promotion programs, and (iii) using research to inform policy and practice. This unit will give students an understanding of disease prevention and health promotion and their relationship to public health, introduce design, implementation, and evaluation of disease prevention and health promotion interventions, and develop and refine students' research, critical appraisal, and communication skills. The unit will also illustrate how prevention and health promotion principles are applied in Aboriginal settings. The role of translation of research into policy and practice to enhance public health impact will also be explored.

Textbooks

Course Readings Provided

PUBH511

Environmental Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Geoff Morgan
Session: Semester 2 **Classes:** The unit is delivered via face to face mode or via online mode. Both modes cover the same course content. Face to face students: Thirteen lectures (13 sessions of approximately 1.5 hours each) offered online, with the first (introductory) lecture delivered face to face as well as online; Six face to face tutorials (6 sessions of 2 hours each); One online group assignment plan discussion. Online students: Thirteen lectures (13 sessions of approximately 1.5 hours each) offered online; Six online tutorials (6 sessions of 2 hours equivalent each); One assignment plan online group discussion.
Assessment: 1 x written assignment plan and group discussion (5%); 1 x written assignment 2000 words (70%); 10 x lecture multiple choice quiz (10 x 0.5 = 5%); 5 x tutorial quiz questions (10%); 1 x tutorial briefing note (5%); 5 x group tutorial briefing note (5 x 1 = 5%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This course aims to describe the interrelation between our environment and human populations, local communities and individuals and the potential impact on health of environmental agents/contaminants. The unit will explore the major categories of environmental health hazards including air quality, water quality, chemical hazards (eg soils and contaminated sites), physical hazards (eg noise and radiation), microbiological hazards (eg Legionnaires' disease) and food safety. Regional and global issues of sustainability, climate change and land use planning will also be covered. The disciplines of epidemiology, toxicology and ecology will be applied within a risk assessment framework to characterise health risks associated with environmental hazards and determine risk management options and inform risk communication strategies. Students completing this unit will appreciate the multi-disciplinary nature of environmental health, the application of a risk assessment framework to characterise environmental health risks and inform risk management and risk communication, and the need to work closely with a broad range of stakeholders including commonwealth and state health, environment and planning agencies, local government, industry, researchers and the community.

Textbooks

(Recommended only): Environmental Health (Fourth Edition). Moeller DW. Harvard University Press, 2011; Environmental Health in Australia and New Zealand. Edited by Nancy Cromar, Scott Cameron and Howard Fallowfield, Oxford University Press, 2004; Environmental Health, from Global to Local, 3rd Edition. Frumkin H. Wiley, 2016.

PUBH514

Alcohol, Drug Use and Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Carolyn Day
Session: Semester 2 **Classes:** 13 weeks of 2hr teaching sessions and/or associated readings and online activities. Students can complete the unit either online or in blended mode. The teaching sessions are a combination of online seminars and discussion activities for online students. Those enrolled in the blended mode, take part in online seminars and two compulsory one day face-to-face workshops. **Prohibitions:** PUBH5115 **Assessment:** 2 x 1500 word assignments (55%), compulsory discussion related activities (30%); online quizzes (15%) **Mode of delivery:** Block mode, Online

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and

management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced understanding of research, policy and treatment services for alcohol and drug use disorders, and to examine the needs of special populations.

Textbooks

Readings are available on the unit's eLearning site.

PUBH516

Genetics and Public Health

Credit points: 4 **Teacher/Coordinator:** A/Professor Anne Cust, Dr Gabrielle Williams **Session:** Intensive October **Classes:** 1x 2.5 day workshop **Assessment:** 3x 30min online quiz (15%), small group assignment (20%), in-class group debate (10%), and take home exam of 6 questions (250 words each) (50%). 5% will also be allocated to peer-assessed teamwork **Mode of delivery:** Block mode

Note: Pre-readings and some lectures will be posted on the unit's eLearning site 2-3 weeks before the course starts, and it is expected that you will look at this content before coming to the first day of the course. This will enable more time for class discussion.

This unit caters for practitioners, policy and decision-makers, students and researchers in public health, public policy, journalism, law, epidemiology, medicine, science, industry, ethics, philosophy, communication and advocacy. It gives a basic introduction to genetics and genetic epidemiology and covers issues like genetic determinants of disease, genetic testing and screening, psychosocial, legal and ethical aspects of genetics and genetic testing, genetic education and genetics and public policy.

Textbooks

Readings are available on the unit's eLearning site.

PUBH518

Indigenous Health Promotion

Credit points: 4 **Teacher/Coordinator:** Suzanne Plater **Session:** Semester 2 **Classes:** 1 x 2-day compulsory workshop and preparatory online activities. **Assessment:** 1 x reflective essay (10%), 1 x analytic essay (10%), online quizzes and other activities (30%), 1 x 3000 word essay (50%) **Mode of delivery:** Block mode

Health promotion in urban, regional and remote Aboriginal and Torres Strait Islander communities requires working collaboratively with each community to develop human capital and capabilities within a paradigm of hope and respect for alternate worldviews. In this unit, you will acquire an understanding of health promotion in Aboriginal and Torres Strait Islander contexts, and examine the distal, medial and proximal determinants of health and subsequent risk factors that have resulted in high rates of Aboriginal and Torres Strait Islander morbidity and mortality. You will learn how to ethically engage and work with Aboriginal and Torres Strait Islander people, and invest in relationships that enable genuine partnerships to develop. You will also identify and challenge neo-colonial policies and practices, and learn how to navigate around other barriers that hinder Aboriginal and Torres Strait Islander self-determination. And you may end up questioning some of your own assumptions and behaviours as part of this process.

Later in the unit you will choose and explore a particular community and health issue, then work with an Aboriginal and/or Torres Strait Islander health promotion professional and/or leader from that community to apply your skills and understanding in a compulsory workshop. The outcome will be a draft health promotion plan that addresses a specific priority health issue in a specific urban, regional or remote Aboriginal and/or Torres Strait Islander community. The conceptual and technical tools learned may then be built upon and applied to any health issue in any Aboriginal and Torres Strait Islander setting.

Textbooks

Course materials will be provided.

PUBH5308

Health Workforce Policy Analysis

Credit points: 2 **Teacher/Coordinator:** Prof Deborah Schofield, Dr Michelle Cunich **Session:** Intensive October **Classes:** On-line materials plus compulsory attendance at a two day workshop. **Assessment:** Assignment on a health workforce policy analysis topic of the student's choice (100%) **Mode of delivery:** Block mode

This unit will examine the major mechanisms of health workforce planning in Australia. The nature of the Australian health workforce will be considered, and the processes by which planning is influenced through government policy and research translated and integrated with policy. Current health workforce issues such as adequacy of education and training programs, ageing, and the distribution of the workforce will be addressed. Current approaches to planning for an adequate health workforce, and evaluations of the quality of evidence on current health workforce models of care will be examined using practical examples.

Textbooks

Australia's Health Workforce, Productivity Commission Research Report, 2005 Available at: <http://www.pc.gov.au/study/healthworkforce/finalreport/index.html>

PUBH5416

Vaccines in Public Health

Credit points: 2 **Teacher/Coordinator:** Dr Aditi Dey, Dr Frank Beard, Professor Peter McIntyre **Session:** Semester 2 **Classes:** Preparatory online lectures and 1x 2day workshop at the Children's Hospital Westmead **Prerequisites:** PUBH5010 or CEPI5100 or PUBH5018 **Assessment:** 2x short online quizzes (10%) plus 1x 2000 word assignment (90%) **Mode of delivery:** Block mode

Note: Students who have not done the core units of study in epidemiology (PUBH5010 or CEPI5100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not the student has permission to enrol.

The aim of this unit is to provide students with an understanding of immunisation principles, the impact of vaccination on the epidemiology of vaccine preventable diseases (VPDs), how to assess the need for new vaccines and how to implement and monitor a new vaccination program. This unit covers the history and impact of vaccination; basic immunological principles of immunisation; surveillance of diseases, vaccination coverage, vaccine effectiveness and adverse events; vaccine scares; risk communication; immunisation in the developing country context; assessing disease burden and new vaccines. Learning activities include short online preparatory lectures and a workshop with interactive lectures and small group case studies.

PUBH5418

Tobacco Control in the 21st Century

Credit points: 6 **Teacher/Coordinator:** Dr Becky Freeman **Session:** Intensive August **Classes:** 1x3 day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions **Assessment:** 2x 2000 word essays (60%), 1x 100 item online quiz (10%) and online discussion and participation (30%) **Mode of delivery:** Block mode, Distance education/intensive on campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

Textbooks

(recommended only) Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

PUBH5420

Public Health Advocacy Strategies

Credit points: 4 **Teacher/Coordinator:** Dr Becky Freeman **Session:** Semester 2b **Classes:** 2 full days followed by 3 weeks of online **Assessment:** 2500 word essay (70%), online participation (30%) **Mode of delivery:** Block mode

Students will have the opportunity to critique and analyse case studies from a variety of both successful and unsuccessful public health advocacy examples. There will be an emphasis on how online environments and social media tools are contributing to public health advocacy debates and campaigns. Recent examples of how online media have influenced health policy and programming will be presented. Students will examine and prepare writing for online media such as news, blogs, and social media. The lectures will include guest speakers from non-government organisations, government and other experienced stakeholders from across the public health sector.

Textbooks

Recommended: Chapman S. (2007) Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell.

PUBH5422

Health and Risk Communication

Credit points: 6 **Teacher/Coordinator:** Dr Claire Hooker, Associate Professor Julie Leask, Professor Phyllis Butow **Session:** Semester 2 **Classes:** Block/intensive 2 blocks of 2 x 9-5 full days; please check with the coordinator for scheduling **Assessment:** Assignment 1: 1 x 2500 word (35%), Assignment 2: 1 x 2500 words or equivalent (35%), online activities (30%). Attendance at intensives is compulsory and 80% attendance is required to pass the unit of study. **Mode of delivery:** Block mode

In this unit, students learn how to communicate effectively with respect to health risks, both to individuals with health concerns, and with respect to risks to the public. The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis; and informed consent. The second half explores risk communication for public health, including: how to effectively manage outbreak or other crisis situations; how to communicate about issues where the risk is low but public concern is high (such as with respect to the fluoridation of water); and how to best manage controversies. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement, traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

PUBH5500

Advanced Qualitative Health Research

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers (Semester 1); Andrea Smith (Semester 2) **Session:** Semester 1, Semester 2 **Classes:** 2x3 full day workshop in March/April (semester 1); 2x3 full day workshops in August/September (semester 2) **Prohibitions:** QUAL5005 or QUAL5006 **Assessment:** interviewing activity with reflection (25%); 2000wd essay (25%); 2x group presentations (20%); multiple choice quizzes (20%); in-class participation (10%) **Mode of delivery:** Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What is its history? What research problems can it address? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative researchers biased)? What are the ethical issues? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing data, arguing for qualitative research in health, and appraising the quality of published literature. In both workshops you will meet working qualitative researchers and hear about their projects. This advanced

unit will show you a new way of thinking critically about research and researching, and give you the skills and confidence to begin evaluating and doing qualitative research for yourself.

QUAL5005

Introducing Qualitative Health Research

Credit points: 4 **Teacher/Coordinator:** Dr Julie Mooney-Somers (semester 1); Andrea Smith (semester 2) **Session:** Semester 1, Semester 2 **Classes:** block mode: 2x2 full day workshops in March/April (semester 1) or 2 x 2 full day workshops in August/September (semester 2) OR distance mode: 10 x weekly online lectures and activities (semester 1 only) **Prohibitions:** PUBH5500 or QUAL5006 **Assessment:** Interviewing activity with reflection (35%); multiple choice quizzes (20%); 1750-word essay (35%); online or in-class participation (10%) **Mode of delivery:** Block mode, Online

Note: This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead. MPH students who complete PUBH5500 get an automatic waiver for QUAL5005

Introducing Qualitative Health Research is perfect if you're a beginner and want to gain an overview of this research approach. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What research problems can it address? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? How are theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing data, arguing for qualitative research in health, and appraising the quality of published literature. You will also meet working qualitative researchers and hear about their projects. This introductory Unit will give you the skills and confidence to begin evaluating qualitative literature and doing qualitative research for yourself.

SCLG6902

Doing Social Research

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Prohibitions:** SCLG3003 **Assessment:** 1x1500wd paper (25%), 1x1500wd Oral Presentation (25%), 1x3000wd Research proposal (50%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study provides a comprehensive lecture program that covers the research process, from the selection of a topic through to data analysis and the interpretation of results. Students will engage in debates about the philosophical basis of social research, and will undertake exercises designed to enhance their skills in conducting research. For the primary assessment, students will select a topic and develop a research proposal, suitable for submission to a funding agency, or for a Masters or PhD thesis.

SCWK6910

Working with Communities

Credit points: 6 **Teacher/Coordinator:** Dr Amanda Howard **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 2x500wd on-line quiz (35%); 1x4000wd practice essay (45%); and participation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

Working with communities is a key policy and practice priority for government and non-government agencies in Australia. This unit will critically examine the current policy frameworks informing work with communities as well as current practice models of community development and community engagement. The unit seeks to explore the why and how of work with communities. It will draw on an emerging Australian body of research about working with communities based in the community of Glebe. This unit is suitable for practitioners seeking to work more effectively with communities.

SEXH5008

Sex and Society

Credit points: 2 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Michael Walsh **Session:** Semester 2a **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. International students including Australia Awards Scholarship students must enrol into the face-to-face version **Prohibitions:** SEXH5414 **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit will explore determinants of sexuality from a societal perspective, with particular reference to their potential impacts on public health. Social science theories of sexuality will be considered, and cross-cultural and historical accounts of sexual practices will be reviewed. Particular emphasis will be placed on the impact of diversity, culture, society, environment, life experiences, personal beliefs and health on sexual activity and potential public health impacts on sexual and reproductive health including HIV. Course content will include diversity; adolescent sexual development; sex education; sexual assault, gender; sexual orientation and sexual behaviour.

Health Policy

Graduate Certificate in Health Policy

Graduate Diploma in Health Policy

Master of Health Policy

	Graduate Certificate in Health Policy	Graduate Diploma in Health Policy	Master of Health Policy
Course code	GCHEAPOL1000	GNHEAPOL1000	MAHEAPOL1000
CRICOS code	N/A	053868J	053869G
Degree Abbreviation	GradCertHPol	GradDipHPol	MHPol
Credit points required to complete	24	36	48
Time to complete full-time	not available	1 year	1 year
Time to complete part-time	1 - 3 years	1.5 - 4 years	1.5 - 6 years

Overview

The Graduate Program in Health Policy provides students with a comprehensive and practical understanding of health systems and the policy making process. It offers a critical perspective on how health systems operate and the forces that shape the health policy environment. Graduates will have a comprehensive and practical understanding of policymaking, including economic evaluation; health financing and budgets; power, politics and agenda setting; and the critical use of evidence.

This course is designed for those already engaged in or planning careers in public policy who wish to extend their knowledge, capacity and value to work in health services, policymaking, leadership or health policy research. It is also for health practitioners who are interested in learning more about how health priorities are set and wish to gain a broader understanding of health systems.

The master's program includes intensive training in policy analysis and critical appraisal techniques. These are applied to practical tasks of policy development and writing.

Classes are online or in intensive mode, including weekend workshops and web-based learning.

Course outcomes

By the end of the course students will understand the forces shaping the health policy environment, work with professional confidence across the health sector, and be familiar with the workings of high-level national and international health policy networks.

Students learn how to develop and implement health policy through the application of knowledge to health policy issues and analysis of current health policy trends.

Further enquiries

Dr Carmen Huckel Schneider

Phone: +61 2 9036 7147

Email: carmen.huckelschneider@sydney.edu.au

Website: sydney.edu.au/medicine/public-health/future/coursework/healthpolicy



Health Policy

Admission requirements

Admission to the **Graduate Certificate in Health Policy** requires:

- a bachelor's degree and a minimum of 1 year of work experience in a health or policy related field; or
- a minimum of 5 years professional work experience in a health or policy related field.

Admission to the **Graduate Diploma in Health Policy** requires:

- completion of the requirements of the embedded graduate certificate; or
- a bachelor's degree and a minimum of 1 year of work experience in a health or policy related field.

Admission to the **Master of Health Policy** requires:

- completion of the requirements of the embedded graduate certificate; or
- completion of the requirements of the embedded graduate diploma; or
- a bachelor's degree with a first or second class honours and a minimum of 1 year of work experience in a health or policy related field.

See course Rules for further details.

Course structure

The **Graduate Certificate in Health Policy** requires the successful completion of **24 credit points** of units of study including:

- 18 credit points of core units of study; and
- 6 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.

The **Graduate Diploma in Health Policy** requires the successful completion of **36 credit points** of units of study including:

- 24 credit points of core units of study; and
- 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.

The **Master of Health Policy** requires the successful completion of **48 credit points** of units of study including:

- 36 credit points of core units of study; and
- 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.



Health Policy

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Health Policy

Graduate Diploma in Health Policy

Master of Health Policy

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GCHEAPOL-01	Graduate Certificate in Health Policy
GNHEAPOL-01	Graduate Diploma in Health Policy
MAHEAPOL-01	Master of Health Policy

2 Attendance pattern

The attendance pattern for the Master of Health Policy and the Graduate Diploma in Health Policy is full time or part time according to candidate choice. The attendance pattern for the Graduate Certificate in Health Policy is part 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 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Health Policy
 - (b) the Graduate Diploma in Health Policy
 - (c) the Master of Health Policy.
- (2) 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 longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School,

have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

- (2) Admission to the Graduate Certificate in Health Policy requires:
 - (a) a bachelor's degree from the University of Sydney, or equivalent qualification, and a minimum of 1 year of professional work experience in health or in a policy-related area; or
 - (b) A minimum of 5 years professional work experience in a policy related field or pass a preliminary examination(s) as prescribed by the School.
- (3) Admission to the Graduate Diploma of Health Policy requires:
 - (a) completion of the requirements of the embedded graduate certificate, or equivalent qualification; or
 - (b) a bachelor's degree from the University of Sydney, or equivalent qualification, and a minimum of 1 year of professional work experience in health or in a policy-related area;
- (4) Admission to the Master of Health Policy degree requires:
 - (a) completion of the requirements of the embedded graduate certificate; or
 - (b) completion of the requirements of the embedded graduate diploma, or equivalent qualification; or
 - (c) a bachelor's degree with a first or second class honours from the University of Sydney, or equivalent qualification, and a minimum of 1 year of professional work experience in health or in a policy-related area;

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Health Policy.
- (2) To qualify for the award of the Graduate Certificate of Health Policy a candidate must successfully complete 24 credit points, including:
 - (a) 18 credit points of core units of study; and
 - (b) 6 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.
- (3) To qualify for the award of the Graduate Diploma of Health Policy a candidate must successfully complete 36 credit points, including:
 - (a) 24 credit points of core units of study; and
 - (b) 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.
- (4) To qualify for the award of the Master of Health Policy a candidate must successfully complete 48 credit points, including:
 - (a) 36 credit points of core units of study; and
 - (b) 12 credit points of elective units of study, or other postgraduate units of study as approved by the course coordinator.

7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2017 and persons who commenced their candidature prior to 1 January, 2017 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2017 complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that those requirements are completed by 1 January 2022. The School may specify a later date for completion or specify



alternative requirements for completion of candidatures that extend beyond this time.

Health Policy

Table of units of study: Health Policy

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Core units			
Core units for graduate certificate students are HPOL5000, HPOL5001 and HPOL5003			
Core units for graduate diploma students are HPOL5000, HPOL5001, HPOL5003 and HPOL5007			
HPOL5000 Introduction to Health Policy	6		Semester 1
HPOL5001 Economics and Finance for Health Policy	6		Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2
HPOL5007 Global Health Policy	6		Semester 2
HPOL5008 Evidence into Policy and Practice	6	C HPOL5000 and HPOL5001	Semester 1
HPOL5009 Health Policy Project	6	C HPOL5003 and HPOL5008	Semester 1 Semester 2
Elective units			
BETH5104 Bioethics, Law and Society	6	<i>Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.</i>	Semester 1
BETH5203 Ethics and Public Health	6	N BETH5206	Semester 2
BETH5206 Introduction to Public Health Ethics	2	N BETH5203 <i>Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP). This unit is available to Master of Public Health (MPH) students only.</i>	Semester 2a
CISS6004 Health and Security	6		Semester 2
HPOL5006 Business of Health	6	<i>Note: Department permission required for enrolment Students need to demonstrate at least one year's work experience in a related field. A waiver would be granted for students enrolled in MHPOL or MBA as this is already a course requirement of these programs.</i>	Intensive July
MEDF5005 Health Research Methods and Ethics	6		Semester 1
MIPH5135 Health Systems in Developing Countries	4		Semester 2
PUBH5302 Health Economic Evaluation	4	P ((PUBH5010 or CEPI5100) and PUBH5018) or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite)	Intensive September
PUBH5307 Advanced Health Economic Evaluation	2	P PUBH5018 and (PUBH5010 or CEPI5100) C PUBH5205 and PUBH5302 <i>Note: Department permission required for enrolment</i>	Intensive October
PUBH5308 Health Workforce Policy Analysis <i>This unit of study is not available in 2018</i>	2		Intensive October
PUBH5418 Tobacco Control in the 21st Century	6		Intensive August
PUBH5420 Public Health Advocacy Strategies	4		Semester 2b
PUBH5422 Health and Risk Communication	6		Semester 2
PUBH5500 Advanced Qualitative Health Research	6	N QUAL5005 or QUAL5006	Semester 1 Semester 2
PUBH5550 Climate Change and Public Health	4		Semester 2
PUBH5555 Lifestyle and Chronic Disease Prevention	6	P PUBH5033	Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
QUAL5003 Qualitative Research Analysis and Writing	6	A Basic understanding of the nature of qualitative knowledge and types of qualitative data. P PUBH5500 or QUAL5005	Semester 2
Students may be allowed to enrol in elective units of study that are not on this list with the prior approval of both the course coordinator and the unit of study coordinator.			

Health Policy

Unit of study descriptions

BETH5104

Bioethics, Law and Society

Credit points: 6 **Teacher/Coordinator:** Professor Roger Magnusson and Professor Cameron Stewart **Session:** Semester 1 **Classes:** 4x6.5hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode **Assessment:** 1x2000wd problem (40%); 1x3500 word essay (60%). Online 'attendance' is also compulsory and will be demonstrated by engagement in at least 8 out of the 10 weekly discussion topics. No formal mark will be given for attendance, but failure to meet the attendance requirement may result in failure of the course. **Mode of delivery:** Block mode, Online

Note: Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.

BETH5104 Bioethics, Law and Society introduces students to interrelationships between health care, ethics, and the law. Students will explore the moral basis of law and the means by which law in turn, influences and directs clinical practice and health policy. We also look at the limits of law in solving ethical dilemmas, and consider what happens when the law falls out of step with the moral institutions of health care providers, patients, and the general public. Over the course of the semester, students will learn to critically read and analyse primary sources of law relevant to bioethics. Students will then examine a number of areas of law that have particular significance for bioethics and society including the law of consent, medical negligence, advance directives, maternal-foetal conflicts, abortion, reproduction, end-of-life decision-making, tissue regulation and infectious disease. Learning activities in BETH5104 include lectures, case discussions (during lectures), problem-based learning, online learning activities and written assessments.

Textbooks

Required: Kerridge, Lowe and Stewart (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

BETH5203

Ethics and Public Health

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** 5x7hour intensives; or Distance Education (online). **Prohibitions:** BETH5206 **Assessment:** 5xOnline Quiz (50%); 1x2500wd essay (50%) **Mode of delivery:** Block mode, Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit begins with some fundamentals: the nature of ethics, of public health (and how it might be different to clinical medicine) and of public health ethics. It introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. A range of practical public health problems and issues will be considered, including ethical dimensions of communicable and non-communicable diseases in populations, and the ethical challenges of public health research. Throughout, the emphasis is on learning to make sound arguments about the ethical aspects of public health policy, practice and research. Most learning occurs in the context of five teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a list of readings (in digital format).

BETH5206

Introduction to Public Health Ethics

Credit points: 2 **Teacher/Coordinator:** TBC **Session:** Semester 2a **Classes:** 2x7hour intensives; or Distance Education (online) **Prohibitions:** BETH5203 **Assessment:** 2xOnline Quiz (40%); 1x1500wd essay (60%) **Mode of delivery:** Block mode, Online

Note: Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP). This unit is available to Master of Public Health (MPH) students only.

BETH5206 Ethics and Public Health introduces you to a range of ethical issues that arise within the practice of public health. It begins with an orientation to the field: we will discuss conceptualisations of public health, what ethics is, and how ethics relates to evidence. We will talk about the origins and development of public health ethics as a (relatively new) field, and how it is distinguished from other areas of ethics. Your learning will then be structured around three sets of important concepts. The first are concepts central to utilitarian reasoning: benefit, harm and cost. The second cluster of concepts relates to the proper relationship between the citizen and the state (including public health as an institution): they are freedom, liberty and paternalism. The third cluster includes fairness, justice and equity, concepts that are often used rhetorically in public health, but not always carried through into practice. We will focus on two main case studies to apply what you learn. Throughout this unit you will be encouraged to ask questions, and to compare and debate competing answers to those questions. What is public health? What does it mean to say that something is harmful? To what extent should we each be free to engage in practices that harm our health? What is the proper role of the state in attempting to change the health of populations? What is equity and why does it matter (and if it matters, why aren't we doing more about it)? This is a Core Unit for Graduate Diploma and Master in Public Health students. Most learning occurs in the context of two teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

CISS6004

Health and Security

Credit points: 6 **Session:** Semester 2 **Classes:** 1x1.5hr lecture/week, 1x1.5hr seminar/week **Assessment:** 1x1000wd Issue brief (35%), 1x3000wd Research essay (50%), 1x500wd Self-evaluation (15%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit assesses the political and security significance of disease-related events and developments. Whether one contemplates historical experiences with smallpox, the contemporary challenges posed by diseases such as HIV/AIDS and SARS, or the risks arising from new scientific developments such as synthetic biology, it is clear that diseases exercise a powerful influence over civilised humankind. The unit concentrates on areas in which human health and security concerns intersect most closely, including: biological weapons; fast-moving disease outbreaks of natural origin; safety and security in microbiology laboratories; and the relationships between infectious disease patterns, public health capacity, state functioning and violent conflict. The overall aim of the unit is to provide students with a stronger understanding of the scientific and political nature of these problems, why and how they might threaten security, and the conceptual and empirical connections between them.



HPOL5000**Introduction to Health Policy**

Credit points: 6 **Teacher/Coordinator:** Dr Anne Marie Thow **Session:** Semester 1 **Classes:** block mode with compulsory intensive workshops on campus. 2 x 2-day workshops, online lectures and discussions **Assessment:** Online learning quiz (5%); online problem based learning exercise (15%); 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%) **Mode of delivery:** Block mode

This unit aims to develop a critical and comparative understanding of the history, theory and practice of health policy. It gives an overview of the political choices and frameworks - national and global - that shape policymaking. The unit examines policy frameworks, and the roles of politics, evidence and advocacy in setting policy priorities. Analysis and debates regarding health policy will be placed in broader contexts - comparing different health systems and priorities for health. Case studies will be used to examine the relationships between policy and practice.

Learning outcomes. By the end of this unit students will be able to: (i) Define the boundaries and key features of health policy; (ii) Understand the basic history and features of the Australian health system; (iii) Identify policy instruments and how they function; (iv) Understand the main frameworks used for analysing policy; (v) Understand the factors influencing how policy issues are prioritized in health; (vi) Gain skills in policy communication, including preparation of a policy brief.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other recommended reading materials will be available on the unit's eLearning site

HPOL5001**Economics and Finance for Health Policy**

Credit points: 6 **Teacher/Coordinator:** A/Prof James Gillespie **Session:** Semester 1 **Classes:** Block mode with compulsory Intensive workshops on Campus or online only mode. Block mode. 2 x 2 day workshops or online only **Assessment:** Health Economics Exercise (50%), Health finance assignment (50%) **Mode of delivery:** Block mode

This unit aims to provide students with an understanding of the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. Topics covered include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work? How does health finance shape broader policy reform, such as universal health coverage?

Learning outcomes. By the end of this unit students will be able to: (i) apply basic concepts and methodologies of health economics and political economy in policy analysis; (ii) understand the role of economic analysis in planning and evaluating health policy change; (iii) understand the main models and debates regarding health system funding and the implications for equity, delivery and governance of health services; (iv) be familiar with theoretical frameworks underlying health economics and current debates over health finance.(v) apply this knowledge to current Australian and global health systems and debates over reform.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other required and recommended reading materials available from eLearning site.

HPOL5003**Analysing Health Policy**

Credit points: 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider, Associate Professor James Gillespie **Session:** Semester 2 **Classes:** Block mode with compulsory Intensive workshops on Campus or online only mode. Block mode 2 x 2 day workshops plus online discussion or online only with pre-recorded lectures and online discussion. **Assessment:** 1x2500 word assignment (35%), participation grade (5 x short online or face-to-face learning activities) (15%), 1x3000 word policy research project proposal (50%) **Mode of delivery:** Block mode

This unit aims to develop skills for undertaking policy research and analysis. The unit takes a multidisciplinary approach to familiarise

students with fundamental frameworks and methodologies that can be applied to analyse policy from multiple disciplines including public health, social and political sciences, behavioural sciences, public policy and history.

Learning outcomes. By the end of the unit students will be able to: (i) Apply a critical analysis to questions of policy success or failure; (ii) Understand and explain the different methodological approaches that can be applied in policy analysis and research; (iii) Identify appropriate research methodologies, data collection methods and analysis for specific policy research questions; (iv) Design a health policy research project.

Textbooks

Sarantakos, S. (2013). Social Research (4th ed.). New York: Palgrave Macmillan. Other required and recommended readings and reference lists will be available through eLearning.

HPOL5006**Business of Health**

Credit points: 6 **Teacher/Coordinator:** A/Prof James Gillespie, Prof John Buchanan **Session:** Intensive July **Classes:** block/intensive mode - 5 days, 9am-5pm with preliminary online readings. **Assessment:** workshop tutorial assessments and presentation (20%); 1x2000wd report (30%); 1x3000 wd essay (50%) **Mode of delivery:** Block mode

Note: Department permission required for enrolment. Note: Students need to demonstrate at least one year's work experience in a related field. A waiver would be granted for students enrolled in MHPOL or MBA as this is already a course requirement of these programs.

Healthcare is now one of the largest employers and sectors in the Australian economy. Approximately two thirds of its funding comes from government, while two thirds of services are provided by the private sector. This unit explores this complex mix, building an understanding of the inter-relationships among the players in the industry, public and private. The course will explore the financial and regulatory environment in which providers operate and identify the main business models used by different players in the industry, including service providers, private insurers, employers, and government regulators. The unit draws on expert lecturers, international comparisons and case studies to give an understanding of the incentives and constraints that shape strategies to create value in health care.

Learning outcomes. By the end of the unit students will: (i) have an understanding of the 'eco-system' of health care; (ii) be able to navigate the regulatory and technological aspects of business in the health sector; (iii) be able to identify and evaluate public and private business strategies in the main health care sectors.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other required and recommended reading materials available from elearning site.

HPOL5007**Global Health Policy**

Credit points: 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider, Dr Anne Marie Thow **Session:** Semester 2 **Classes:** Block mode with compulsory Intensive workshops on Campus or online only mode. Block mode 2 x 2 day workshops plus 4 tutorials (tutorials offered face-to-face or online) or online only. **Assessment:** 1 x 2000 word essay (35%), Tutorial discussion papers or online discussion (15%), 1 x 3000 word essay (50%) **Mode of delivery:** Block mode, Online

The aim of this unit is to equip students with the knowledge and skills to identify and articulate political and policy processes at the global level, become familiar with institutions and actors involved in global health policy, and utilize strategies for influencing policy making at the global level. We analyse the influence and power of institutions and actors in the development and implementation of global health policy, and investigate the governance of global health policy responses. Teaching makes extensive use of current case studies from recognised experts in the field.

Learning outcomes. By the end of this unit students will be able to: (i) Explain the effects of globalization on health of populations; (ii) Demonstrate how events and trends in health and non-health areas affect global health policy; (iii) Identify and classify the different types

of actors/institutions that influence health policy; (iv) Undertake a policy stakeholder analysis with reference to power, influence and interests; (v) Develop strategies to influence global health policy development and implementation; (vi) Define global health governance and its role in structuring and regulating global health policy.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London.
Reading list available on eLearning

HPOL5008

Evidence into Policy and Practice

Credit points: 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider, Professor Andrew Wilson **Session:** Semester 1 **Classes:** Block mode with compulsory Intensive workshops on Campus. 2 x 2 day workshops. Course Coordinators will assist students with online advice and supervision for their assignments **Corequisites:** HPOL5000 and HPOL5001 **Assessment:** 1 x literature search strategy (10%), 1 x 2000 word evidence based case for a policy or practice change (30%), 1 class presentation of the case for change(20%), 1 x 2500 word evidence based submission to a government consultation or inquiry (40%) **Mode of delivery:** Block mode

The aim of this unit is to increase students' understanding about the links between evidence and policy and practice and to build skills for making an evidence based case for change and implementing evidence based policy. The teaching of this course will include: lectures, guest presentations from leading policy makers and researchers on current health policy issues and student presentations of how evidence from research can assist them to address real world issues in their jobs.

Learning outcomes. By the end of this unit student will be able to: (i) Use evidence to identify areas that require policy change; (ii) Search for and critically appraise evidence for policy design and implementation; (iii) Understand key theories of the use of evidence in policy and practice; (iv) Critically analyse the role of evidence in policy and political processes; (v) Identify facilitators and barriers to the use of evidence in policy; (vi) Use evidence effectively in a case for policy change.

HPOL5009

Health Policy Project

Credit points: 6 **Teacher/Coordinator:** Dr Anne Marie Thow **Session:** Semester 1, Semester 2 **Classes:** Block mode 2 x 1 day workshops plus online or online only **Corequisites:** HPOL5003 and HPOL5008 **Assessment:** 1x abstract (5%), 1x5000 word policy document (65%), and 1xclass presentation (30%) **Mode of delivery:** Block mode, Online

In this unit students undertake an independent research project and develop a complete policy for implementation in the real world. This unit is a capstone project that builds on the skills developed in HPOL5008. Students will choose a policy project, which can be drawn from their work experience or identified with the assistance of their academic mentor, and must be approved by the Unit Coordinator. By the conclusion of the project, students will have developed a policy document including: a critical literature review; an appraisal of relevant evidence and possible options; an analysis of the environment in which the policy will be introduced; a communication strategy, and; implementation, evaluation and accountability mechanisms. The project will be presented at the final student workshop.

Learning outcomes: By the end of this unit students will be able to: (i) identify factors and stakeholders supporting and resisting policy change, and strategies required to facilitate adoption of policy change; (ii) understand and analyse the key components of policy development; (iii) effectively research, write and communicate a new policy.

MEDF5005

Health Research Methods and Ethics

Credit points: 6 **Teacher/Coordinator:** Dr Timothy Schlub **Session:** Semester 1 **Classes:** 2x compulsory in person interactive full day workshops, 4x optional in person 3hr tutorials, 5x online lectures and discussions, 2x online elective module readings **Assessment:** Study design and ethics assignment (40%), statistics assignment (20%), statistics exam (20%), online self-study elective task (10%), online quizzes (10%) **Mode of delivery:** Block mode

This unit of study introduces students to the fundamental skills that are required for postgraduate research in medicine and health. Students will learn how to conduct research that is scientifically and ethically sound, and be able to critically appraise and review literature. Students will understand the strengths and limitations of common study designs and develop simple but important statistical analysis skills, including how to present and interpret data, basic data management skills, and how to determine the required sample size for a study. Obtaining ethics approval is necessary for any study involving the collection or analysis of data involving humans, animals or their tissues. Hence, this unit will also cover ethics in research and when and how to apply for ethics approval. These fundamental skills promote a scholarly attitude towards knowledge and understanding, and are essential for engagement with the research community.

MIPH5135

Health Systems in Developing Countries

Credit points: 4 **Teacher/Coordinator:** Associate Professor Joel Negin **Session:** Semester 2 **Classes:** 1x 2hr lecture per week for 10 weeks; plus 2x 0.5 day workshops; also offered fully online **Assessment:** 1x1500 word research paper (40%), 1x2000 word solution proposal (50%), and participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

Textbooks

Readings are available on the unit's eLearning site.

PUBH5302

Health Economic Evaluation

Credit points: 4 **Teacher/Coordinator:** A/Professor Alison Hayes **Session:** Intensive September **Classes:** 2x 2day compulsory workshops **Prerequisites:** ((PUBH5010 or CEPI5100) and PUBH5018) or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite) **Assessment:** assignment 1 (40%), assignment 2 (60%) **Mode of delivery:** Block mode

This unit aims to develop students' knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures and class exercises.

Textbooks

A course manual will be provided to each student.

PUBH5307

Advanced Health Economic Evaluation

Credit points: 2 **Teacher/Coordinator:** Professor Kirsten Howard **Session:** Intensive October **Classes:** 1 x 2day compulsory workshop **Prerequisites:** PUBH5018 and (PUBH5010 or CEPI5100) **Corequisites:** PUBH5205 and PUBH5302 **Assessment:** 1x written assignment (100%) **Mode of delivery:** Block mode

Note: Department permission required for enrolment.

The aims of this unit are to provide students with an understanding of the concepts, application and analytical techniques of more advanced methods of health economic evaluation and with practical working knowledge of how to conduct economic evaluations using

stochastic and deterministic data. This unit will focus on students developing the hands-on skills of conducting economic evaluations, included detailed practical instruction in the use of decision analytic software such as TreeAge and Excel. The format will be in face to face workshops with lectures followed by computer based exercises directly relating to the lectures. The broad topic areas covered are: 1) analysis of health outcomes including survival and quality of life measures 2) analysis of costs 3) economic modeling, including conduct of sensitivity analyses (one way, multi-way and probabilistic sensitivity analysis) and 4) presenting and interpreting results of cost effectiveness analyses.

PUBH5308

Health Workforce Policy Analysis

Credit points: 2 **Teacher/Coordinator:** Prof Deborah Schofield, Dr Michelle Cunich **Session:** Intensive October **Classes:** On-line materials plus compulsory attendance at a two day workshop. **Assessment:** Assignment on a health workforce policy analysis topic of the student's choice (100%) **Mode of delivery:** Block mode

This unit will examine the major mechanisms of health workforce planning in Australia. The nature of the Australian health workforce will be considered, and the processes by which planning is influenced through government policy and research translated and integrated with policy. Current health workforce issues such as adequacy of education and training programs, ageing, and the distribution of the workforce will be addressed. Current approaches to planning for an adequate health workforce, and evaluations of the quality of evidence on current health workforce models of care will be examined using practical examples.

Textbooks

Australia's Health Workforce, Productivity Commission Research Report, 2005 Available at: <http://www.pc.gov.au/study/healthworkforce/finalreport/index.html>

PUBH5418

Tobacco Control in the 21st Century

Credit points: 6 **Teacher/Coordinator:** Dr Becky Freeman **Session:** Intensive August **Classes:** 1x3 day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions **Assessment:** 2x 2000 word essays (60%), 1x 100 item online quiz (10%) and online discussion and participation (30%) **Mode of delivery:** Block mode, Distance education/intensive on campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

Textbooks

(recommended only) Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

PUBH5420

Public Health Advocacy Strategies

Credit points: 4 **Teacher/Coordinator:** Dr Becky Freeman **Session:** Semester 2b **Classes:** 2 full days followed by 3 weeks of online **Assessment:** 2500 word essay (70%), online participation (30%) **Mode of delivery:** Block mode

Students will have the opportunity to critique and analyse case studies from a variety of both successful and unsuccessful public health advocacy examples. There will be an emphasis on how online environments and social media tools are contributing to public health advocacy debates and campaigns. Recent examples of how online media have influenced health policy and programming will be

presented. Students will examine and prepare writing for online media such as news, blogs, and social media. The lectures will include guest speakers from non-government organisations, government and other experienced stakeholders from across the public health sector.

Textbooks

Recommended: Chapman S. (2007) Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell.

PUBH5422

Health and Risk Communication

Credit points: 6 **Teacher/Coordinator:** Dr Claire Hooker, Associate Professor Julie Leask, Professor Phyllis Butow **Session:** Semester 2 **Classes:** Block/intensive 2 blocks of 2 x 9-5 full days; please check with the coordinator for scheduling **Assessment:** Assignment 1: 1 x 2500 word (35%), Assignment 2: 1 x 2500 words or equivalent (35%), online activities (30%). Attendance at intensives is compulsory and 80% attendance is required to pass the unit of study. **Mode of delivery:** Block mode

In this unit, students learn how to communicate effectively with respect to health risks, both to individuals with health concerns, and with respect to risks to the public. The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis; and informed consent. The second half explores risk communication for public health, including: how to effectively manage outbreak or other crisis situations; how to communicate about issues where the risk is low but public concern is high (such as with respect to the fluoridation of water); and how to best manage controversies. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement, traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

PUBH5500

Advanced Qualitative Health Research

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers (Semester 1); Andrea Smith (Semester 2) **Session:** Semester 1, Semester 2 **Classes:** 2x3 full day workshop in March/April (semester 1); 2x3 full day workshops in August/September (semester 2) **Prohibitions:** QUAL5005 or QUAL5006 **Assessment:** interviewing activity with reflection (25%); 2000wd essay (25%); 2x group presentations (20%); multiple choice quizzes (20%); in-class participation (10%) **Mode of delivery:** Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What is its history? What research problems can it address? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative researchers biased)? What are the ethical issues? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing data, arguing for qualitative research in health, and appraising the quality of published literature. In both workshops you will meet working qualitative researchers and hear about their projects. This advanced unit will show you a new way of thinking critically about research and researching, and give you the skills and confidence to begin evaluating and doing qualitative research for yourself.

PUBH5550**Climate Change and Public Health**

Credit points: 4 **Teacher/Coordinator:** Dr Ying Zhang, Dr Melody Ding
Session: Semester 2 **Classes:** Block mode (2 day workshop) or fully online.
Assessment: 1x 1500 word essay (40%), 1x 2500 word essay (60%) **Mode of delivery:** Block mode, Online

This unit provides an overview of climate change in the context of public health. The unit begins with climate change models and explores causation and the ways in which climate change interacts with human behaviour and population health. It comprises three parts: 1) the scientific evidence, including the history/trend, exposure assessment, and the consequences of climate change and extremes, 2) responses to climate change, including adaptation and mitigation, to build community resilience, and 3) an integrated multi-disciplinary perspective, e.g. international environmental governance and law, environmental economics, and environmental and social injustice, to address climate change and health in a broader concept of sustainability and global change. This unit will provide both Australian and international perspectives on climate change and health, supported by theoretical and empirical research in both developed and developing countries. It will enable students to have a critical thinking about climate change and health.

Textbooks

Readings will be provided

PUBH5555**Lifestyle and Chronic Disease Prevention**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Philayrath Phongsavan, Dr Josephine Chau **Session:** Semester 2 **Classes:** 2-hour x12 weekly lectures 9 weeks of online tutorials **Prerequisites:** PUBH5033
Assessment: 1x1500 words individual assignment (25%) 1x2500 words individual assignment (50%) 1x5mins online oral presentation (10%), anonymised peer evaluation according to pre-determined criteria based on academic content using peer evaluation form; final mark will be the median of all the peer marks asynchronous tutorial participation (15%) defined as making at least 4 considered posts per tutorial, posts that contribute and build on the discussion rather than just endorse earlier posts of others **Mode of delivery:** Normal (lecture/lab/tutorial) day

The prevention and control of non-communicable diseases (NCDs) or chronic diseases - mainly diabetes, cardiovascular diseases, chronic respiratory diseases, and cancers - involves shared risk factors. This unit introduces students to the principles of primordial and primary prevention and control of NCD risk factors, specifically tobacco use, harmful use of alcohol, physical inactivity, unhealthy diets, salt reduction, and obesity prevention. This unit provides an integrated exploration of the current state-of-the-art in research and practice for addressing these preventable 'lifestyle' risk factors. The emphasis is on primordial and primary prevention strategies, rather than the management of NCDs in those already with chronic disease. This solutions-focused unit comprises specific modules about each of tobacco control, harmful alcohol consumption, physical activity, nutrition and health, salt and health, and obesity prevention. By the end of this unit, students will understand the dynamic relationships between the key risk factors, and the important role of primary prevention approaches to reducing lifestyle risks that are precursors to NCDs.

Textbooks

None, Readings will be provided

QUAL5003**Qualitative Research Analysis and Writing**

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers **Session:** Semester 2 **Classes:** 4x1 full day workshops **Prerequisites:** PUBH5500 or QUAL5005 **Assumed knowledge:** Basic understanding of the nature of qualitative knowledge and types of qualitative data. **Assessment:** Practical analysis activities (20%, 20%, 20%), draft results and discussion sections for a journal article (40%) **Mode of delivery:** Block mode

In this Unit you will analyse and write about qualitative data. This intermediate unit assumes a basic understanding of qualitative research and focuses on qualitative analysis and writing. Across the first three workshop days we will explore the principles of qualitative analysis, learn about different analytic strategies and key analytic

tools. You will learn how to develop codes and themes, use memos and analytic maps, and interpret data through the process of writing. The final workshop day focuses on writing; you will learn methods for starting writing, structuring articles, and editing your own work. Most importantly, we will practice thinking in genres, asking the question: who is going to read this, and how should I write for them? Between workshops, you will work to analyse a portfolio of qualitative data. After completing this Unit you will have increased your experience, skills and confidence in qualitative data analysis and writing.

Indigenous Health Promotion

Graduate Diploma in Indigenous Health Promotion

Graduate Diploma in Indigenous Health Promotion	
Course code	GNINHEPR1000
CRICOS code	N/A
Degree Abbreviation	GradDiplIndigHProm
Credit points required to complete	36
Time to complete full-time	1 year
Time to complete part-time	not available

Overview

The Indigenous Health Promotion course aims to provide Aboriginal and Torres Strait Islander health workers with the knowledge and skills necessary to work with their communities to prevent illness and injury, or minimise the harm associated with these conditions.

The course was developed in consultation with Aboriginal and Torres Strait Islander health professionals and is based on national and international best practice in Indigenous health promotion.

Course outcomes

Students will learn how to define and understand their community's determinants of health, as well as the strengths and assets. They will be able to identify health issues and develop realistic, measurable and sustainable solutions. There is particular emphasis on building the human capital and capabilities of community members and working equitably to ensure those who are most disadvantaged benefit from the programs.

Further enquiries

Mr Jonathan Birch

Phone: +61 2 9351 1973

Fax: +61 2 9351 7420

Email: jonathan.birch@sydney.edu.au

Website: sydney.edu.au/medicine/public-health/future/coursework/indigenoushealth



Indigenous Health Promotion

Admission requirements

In general, admission to the Graduate Diploma in Indigenous Health Promotion is restricted to Aboriginal and Torres Strait Island people and requires at least 3 years work experience in Indigenous Australian communities and evidence of prior learning at a tertiary education level.

see course Rules for further details.

Course structure

The **Graduate Diploma in Indigenous Health Promotion** requires the successful completion of **36 credit points of core units of study**.



Indigenous Health Promotion

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Diploma in Indigenous Health Promotion

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GNINHEPR-02	Graduate Diploma in Indigenous Health Promotion

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed to be equivalent.
- (2) Admission to the diploma is restricted to Aboriginal and Torres Strait Island peoples and requires:
 - (a) at least three years working experience in Aboriginal and Torres Strait Island communities, and experience in engaging communities in action to improve their health;
 - (b) prior learning that shows they can complete a course of study - the most obvious example is a degree or equivalent, but credit can be given for all forms of tertiary education, including VET courses.

4 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Indigenous Health Promotion.
- (2) To qualify for the award of the Graduate Diploma in Indigenous Health Promotion a candidate must successfully complete 36 credit points, comprising:
 - (a) 36 credit points of core units of study.



Indigenous Health Promotion

Table of units of study: Indigenous Health Promotion

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Core units			
INDH5211 Community Profiling and Setting Priorities	6		Intensive August Session 1 Early Census
INDH5212 Health Promotion Program Planning	6		Intensive April Intensive October
INDH5213 Goals, Objectives and Strategies	6		Intensive June Intensive November
INDH5221 Communication	6		Intensive August Intensive February
INDH5224 Research and Evaluation	6		Intensive March Intensive September
INDH5227 Art, Science and Politics of Prevention	6		Intensive May Intensive November



Indigenous Health Promotion

Unit of study descriptions

INDH5211

Community Profiling and Setting Priorities

Credit points: 6 **Teacher/Coordinator:** Ms Michelle Dickson **Session:** Intensive August, Session 1 Early Census **Classes:** 6-day intensive workshop **Assessment:** written assignment (75%), class presentation (20%) and reflective practice journal (5%) **Mode of delivery:** Block mode

This is the first of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will be introduced to the overarching principles of health promotion, its conceptual and technical components and its role in preventing or reducing the impact of injury and ill health. Different concepts of health will be explored with a particular emphasis on indigenous approaches to understanding health and wellbeing. Students will then commence the development of a comprehensive profile of their chosen community. Particular attention will be given to finding, understanding, managing and presenting statistical, epidemiological and other forms of data in a way that is accessible to the students, their professional colleagues, other health and funding agencies and community members. The development of a community profile will enable students to define and understand how their community functions, the determinants of health that impact on their chosen community, and identify priority health issues. It will act as a foundation for the development of appropriate and effective health promotion programs. The final 20 per cent of INDH5211 will be dedicated to commencing INDH5212.

Textbooks

Plater S. and Dickson M. (2013). *The Chook Book: A step-by-step guide to the development, planning, implementation and evaluation of Aboriginal and Torres Strait Islander health promotion programs*. Unpublished; Nutbeam D. and Bauman A. (2006). *Evaluation in a Nutshell*. McGraw-Hill Australia Pty Ltd, North Ryde; Nutbeam D. Harris E. and Wise M. (2010). *Theory in a Nutshell: 3rd Edition*. McGraw Hill Australia Pty Ltd, North Ryde. In addition, students are expected to undertake their own reviews of the literature.

INDH5212

Health Promotion Program Planning

Credit points: 6 **Teacher/Coordinator:** Ms Michelle Dickson **Session:** Intensive April, Intensive October **Classes:** 6-day intensive workshop **Assessment:** written assignment (60%), online quiz (25%), class presentation (10%) and reflective practice journal (5%) **Mode of delivery:** Block mode

This is the second of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will explore in detail the conceptual components of a planned health promotion course. This will include the theory and practice of community engagement and participation, defining and understanding the priority health issue, its risk factors and contributing factors, exploring theories and models relevant to health behaviour, identifying target groups and stakeholders, searching the literature for evidence and ideas, and resource mobilisation. Students will also be introduced to formative research and the value of developing effective partnerships. The final 20 per cent of INDH5212 will be dedicated to commencing INDH5213.

Textbooks

Plater S. and Dickson M. (2013). *The Chook Book: A step-by-step guide to the development, planning, implementation and evaluation of Aboriginal and Torres Strait Islander health promotion programs*. Unpublished; Nutbeam D. and Bauman A. (2006). *Evaluation in a Nutshell*. McGraw Hill Australia Pty Ltd, North Ryde; Nutbeam D. Harris E. and Wise M. (2010). *Theory in a Nutshell: 3rd Edition*. McGraw Hill Australia Pty Ltd, North Ryde. In addition, students are expected to undertake their own reviews of the literature.

INDH5213

Goals, Objectives and Strategies

Credit points: 6 **Teacher/Coordinator:** Ms Michelle Dickson **Session:** Intensive June, Intensive November **Classes:** 6-day intensive workshop **Assessment:** written assignment (80%), class presentation (15%) and reflective practice journal (5%) **Mode of delivery:** Block mode

This is the third of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will develop the specific, measurable, achievable, realistic and time-limited (SMART) goal, objectives and strategies they and their community will use to address the identified priority health issue. They will understand how and when to use the three broad types of strategies in health promotion - education, mobilisation, and advocacy - to effectively address the factors contributing to the health issue. They will further explore relevant theories and models that will assist the development process and analyse and critique case studies of effective health promotion programs. Students will also be introduced to process, impact and outcome evaluation.

Textbooks

Plater S. and Dickson M. (2013). *The Chook Book: A step-by-step guide to the development, planning, implementation and evaluation of Aboriginal and Torres Strait Islander health promotion programs*. Unpublished; Nutbeam D. and Bauman A. (2006). *Evaluation in a Nutshell*. McGraw Hill Australia Pty Ltd, North Ryde; Nutbeam D. Harris E. and Wise M. (2010). *Theory in a Nutshell: 3rd Edition*. McGraw Hill Australia Pty Ltd, North Ryde. In addition, students are expected to undertake their own reviews of the literature.

INDH5221

Communication

Credit points: 6 **Teacher/Coordinator:** Ms Michelle Dickson **Session:** Intensive August, Intensive February **Classes:** 5 day intensive workshop **Assessment:** written assignment and development of promotional materials (65%), development and recording of a radio sting (30%) and reflective practice journal (5%) **Mode of delivery:** Block mode

This is the fourth of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. This unit of study introduces students to the fundamental role of communication in health promotion and its theory and practice. Students will explore, define and understand the role of interpersonal, small group, limited and mass reach communication in changing attitudes, beliefs, values and behaviour. They will be introduced to social marketing theory and practice and will gain practical experience in this area, which also includes social media. Students will also explore case studies of effective communication campaigns that have used education, mobilisation and advocacy to influence individual behaviour, impact on populations and change the minds of decision-makers. The final 20 per cent of INDH5221 will be dedicated to commencing INDH5224.

Textbooks

Plater S. and Dickson M. (2013). *The Chook Book: A step-by-step guide to the development, planning, implementation and evaluation of Aboriginal and Torres Strait Islander health promotion programs*. Unpublished; Nutbeam D. and Bauman A. (2006). *Evaluation in a Nutshell*. McGraw Hill Australia Pty Ltd, North Ryde; Nutbeam D. Harris E. and Wise M. (2010). *Theory in a Nutshell: 3rd Edition*. McGraw Hill Australia Pty Ltd, North Ryde. In addition, students are expected to undertake their own reviews of the literature.

INDH5224

Research and Evaluation

Credit points: 6 **Teacher/Coordinator:** Ms Michelle Dickson **Session:** Intensive March, Intensive September **Classes:** 5 day intensive workshop **Assessment:** written assignment (95%) and reflective practice journal (5%) **Mode of delivery:** Block mode



This is the fifth of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will explore the role of evaluative, descriptive and intervention research in Aboriginal and Torres Strait Islander health promotion and define and understand the different methodologies used in quantitative and qualitative research. They will examine ethical issues in research and identify research methods that will assist their communities in identifying health issues and effective solutions without causing harm or being exploitative. Students will also understand how and when to conduct process, impact and outcome evaluations that will encourage transparency and accountability and provide evidence of the effectiveness of their health promotion program. The final 20 per cent of INDH5224 will be dedicated to commencing INDH5227.

Textbooks

Plater S. and Dickson M. (2013). *The Chook Book: A step-by-step guide to the development, planning, implementation and evaluation of Aboriginal and Torres Strait Islander health promotion programs*. Unpublished; Nutbeam D. and Bauman A. (2006). *Evaluation in a Nutshell*. McGraw Hill Australia Pty Ltd, North Ryde; Nutbeam D. Harris E. and Wise M. (2010). *Theory in a Nutshell: 3rd Edition*. McGraw Hill Australia Pty Ltd, North Ryde. In addition, students are expected to undertake their own reviews of the literature.

INDH5227

Art, Science and Politics of Prevention

Credit points: 6 **Teacher/Coordinator:** Ms Michelle Dickson **Session:** Intensive May, Intensive November **Classes:** 5 day workshop **Assessment:** class presentation (50%), written assignment (45%) and reflective practice journal (5%) **Mode of delivery:** Block mode

This is the last of six sequential, interdependent modules, only provided for students enrolled in the Graduate Diploma in Indigenous Health Promotion. Students will be introduced to and learn from highly regarded national and international health professionals who have used art, science and politics to effect significant changes to the policy and practice of preventative health. Students will also reflect on and apply the knowledge and skills learned throughout their academic year by producing a comprehensive presentation and written report. The presentation will be delivered to a panel of health promotion professionals and will demonstrate the skills and knowledge each student has mastered. The written report will include a detailed description of their community profile, priority health issue, target group and stakeholders, and the goal, objectives and strategies they and their community will implement to effectively address their health issue. Students will also be required to include an evaluation plan and to demonstrate their understanding of health promotion theories and models, literature searching and research methodologies. The presentation and written report will demonstrate the student's knowledge of health promotion tools and processes and will be developed in partnership with their workplace and community, where applicable.

Textbooks

Plater S. and Dickson M. (2013). *The Chook Book: A step-by-step guide to the development, planning, implementation and evaluation of Aboriginal and Torres Strait Islander health promotion programs*. Unpublished; Nutbeam D. and Bauman A. (2006). *Evaluation in a Nutshell*. McGraw-Hill Australia Pty Ltd, North Ryde; Nutbeam D. Harris E. and Wise M. (2010). *Theory in a Nutshell: 3rd Edition*. McGraw Hill Australia Pty Ltd, North Ryde. In addition, students are expected to undertake their own reviews of the literature.

Indigenous Health (Substance Use)

Graduate Certificate in Indigenous Health (Substance Use)

Graduate Diploma in Indigenous Health (Substance Use)

Master of Indigenous Health (Substance Use)

This course is no longer on offer. The following information is for continuing students only.

	Graduate Certificate in Indigenous Health (Substance Use)	Graduate Diploma in Indigenous Health (Substance Use)	Master of Indigenous Health (Substance Use)
Course code	GCINHESU1000	GNINHESU1000	MAINHESU1000
CRICOS code	N/A	N/A	N/A
Degree Abbreviation	GradCertIndigH(SubUse)	GradDiplIndigH(SubUse)	MIndigH(SubUse)
Credit points required to complete	24	36	48
Time to complete	0.5 - 1.5 years	1 - 2 years	1 - 3 years

Overview

Aboriginal and Torres Strait Islander (Indigenous) professionals have a unique and important role in helping their communities to reduce the burden of harm from alcohol, tobacco and other drugs. They can do this in many ways, including through clinical service delivery, policy and research. The Indigenous Health (Substance Use) program aims to provide Indigenous Australians with further skills and knowledge to work on the prevention and treatment of misuse of alcohol, tobacco and other drugs. The course was developed in consultation with Indigenous Australian health and other professionals and draws on national and international best practice.

Course outcomes

The Indigenous Health (Substance Use) program aims to build the clinical, public health and academic capacity of Indigenous Australian health professionals to prevent and treat alcohol, tobacco and other drug problems.

Further information

The graduate diploma is a one-year course run in block release mode. If a student is faced with unexpected external circumstances in their first year of study, they can choose to convert to the graduate certificate, which can be awarded after successfully completing four units of study (rather than the six units required for the graduate diploma).

After completing a graduate diploma, a student can apply to undertake the master's degree and, if accepted, will be given credit for the units of study completed in the graduate diploma.

For the graduate diploma, there are six blocks of face-to-face study at the University's Camperdown Campus, each of around one week's length. After each block, students have a series of learning tasks to do at home or in their workplace, amounting to 50 hours work (around 10 hours per week for five weeks).

Students who continue on to the master's degree undertake a further two units of study (12 credit points). Units of study that are available through the Master of Public Health program may be taken if approved by the course coordinator.

Further enquiries

Professor Kate Conigrave
 Phone: +61 2 9515 8650
 Fax: +61 2 9515 5779
 Email: kate.conigrave@sydney.edu.au



Indigenous Health (Substance Use)

Admission requirements

This course is no longer on offer. The following information is for continuing students only.

Course structure

The **Graduate Certificate in Indigenous Health (Substance Use)** requires the successful completion of **24 credit points of core units of study**.

The **Graduate Diploma in Indigenous Health (Substance Use)** requires the successful completion of **36 credit points of core units of study**.

The **Master of Indigenous Health (Substance Use)** requires the successful completion of **48 credit points of units of study** including:

- 36 credit points of core units of study; and
- 12 credit points of elective units of study.



Indigenous Health (Substance Use)

Table of units of study: Indigenous Health (Substance Use)

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
<i>This course is no longer on offer. The following information is for continuing students only.</i>			
Core units			
Core units for graduate certificate students are IHSU5001, IHSU5002, IHSU5003 and IHSU5004			
Core units for graduate diploma and Master students are IHSU5001, IHSU5002, IHSU5003, IHSU5004, IHSU5005 and IHSU5006			
IHSU5001 Non-dependent Alcohol Use Disorders <i>This unit of study is not available in 2018</i>	6		Intensive February
IHSU5002 Alcohol Dependence and Withdrawal <i>This unit of study is not available in 2018</i>	6	C IHSU5001	Intensive March
IHSU5003 Cannabis, Tobacco and Depression <i>This unit of study is not available in 2018</i>	6	C IHSU5002	Intensive May
IHSU5004 Opioids and Injecting Drug Use <i>This unit of study is not available in 2018</i>	6	C IHSU5003	Intensive July
IHSU5005 Amphetamines, Polydrug Use and Psychosis <i>This unit of study is not available in 2018</i>	6	P IHSU5001 and IHSU5002 C IHSU5004	Semester 2b
IHSU5006 Substance Use Across the Lifespan <i>This unit of study is not available in 2018</i>	6	P IHSU5001 and IHSU5002 C IHSU5005	Intensive October
Elective units			
In addition to completing the core units, Master students select 12 credit points of elective units from the list below or (with permission) from other electives available as part of the Master of Public Health.			
BETH5209 Medicines Policy, Economics and Ethics	6	A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.	Semester 2
HPOL5000 Introduction to Health Policy	6		Semester 1
HPOL5001 Economics and Finance for Health Policy	6		Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2
MIPH5127 Mental Disorders in Global Context <i>This unit of study is not available in 2018</i>	2		Intensive September
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011,CEPI5100	Semester 1
PUBH5018 Introductory Biostatistics	6		Semester 1
PUBH5026 Mass Media Campaigns and Social Marketing	2	A Training in research methods epidemiology is advised but not essential. P PUBH5033	Intensive August
PUBH5033 Disease Prevention and Health Promotion	6		Semester 1
PUBH5101 Special Project in Public Health	4	P One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project <i>Note: Department permission required for enrolment Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.</i>	Semester 1 Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
PUBH5102 Special Project in Public Health	2	P One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project <i>Note: Department permission required for enrolment</i> Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.	Semester 1 Semester 2
PUBH5114 Alcohol, Drug Use and Health	4	N PUBH5115	Semester 2
PUBH5115 Alcohol, Drug Use and Health	2	N PUBH5114	Semester 2a
PUBH5118 Indigenous Health Promotion	4		Semester 2
PUBH5415 Injury Prevention <i>This unit of study is not available in 2018</i>	2		Intensive October
PUBH5418 Tobacco Control in the 21st Century	6		Intensive August
QUAL5005 Introducing Qualitative Health Research	4	N PUBH5500 or QUAL5006 <i>This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead. MPH students who complete PUBH5500 get an automatic waiver for QUAL5005</i>	Semester 1 Semester 2
SEXH5200 Advanced STIs	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 1
SEXH5202 Advanced HIV Infection	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 2
SEXH5205 Advanced Adolescent Sexual Health	6		Semester 2
SEXH5418 Public Health Aspects of Reproductive Health	2		Semester 1a
SEXH5419 Public Health Aspects of HIV and STIs	2		Semester 2b

Indigenous Health (Substance Use)

This course is no longer on offer. The following information is for continuing students only.

Unit of study descriptions

IHSU5001

Non-dependent Alcohol Use Disorders

Credit points: 6 **Teacher/Coordinator:** Professor Kate Conigrave, Dr Kylie Lee **Session:** Intensive February **Classes:** block mode (7.5 weekdays), followed by 50 hours of self-directed learning at home **Assessment:** 1 x written assignment (60%), 1 x oral presentation (15%), class participation and class attendance (15%), open book quiz (formative assessment) (10%), required reflective report (formative assessment) **Practical field work:** Classes include computer lab sessions. **Mode of delivery:** Block mode

This unit looks at substance use and misuse in Aboriginal and Torres Strait Islander (Indigenous) communities: its cultural and historical background, the scientific basis of addiction, its causes and how common it is (epidemiology). Students will consider the harms of alcohol use: to body, mind, family and community. They will examine and critically consider approaches to prevent substance misuse and also early intervention and harm reduction measures. Both the clinical and public health settings will be examined. In this block we will provide examples focusing on non-dependent alcohol use. Case-based learning will draw on students' professional experience in the drug and alcohol field. In addition, students will be expected to draw on their cultural knowledge to develop their drug and alcohol client assessment and responses to substance misuse. Students will analyse their community setting and explore the role of the Indigenous drug and alcohol professional in providing drug and alcohol prevention, brief intervention and harm reduction to individuals and communities.

Textbooks

Lee K, Freeburn B, Ella S, Miller W, Perry J & Conigrave K (2012). Handbook for Aboriginal alcohol and drug work. Sydney, NSW: University of Sydney. Ministerial Council on Drugs Strategy. National Drug Strategy: Aboriginal and Torres Strait Islander Peoples Complementary Action Plan 2003-2006. Canberra: Commonwealth of Australia; 2003.
Haber, P., Lintzeris, N., et al. (2009). Quick reference guide to the treatment of alcohol problems: companion document to the guidelines for the treatment of alcohol problems. Canberra: Prepared for the Australian Government Commonwealth Department of Health and Ageing

IHSU5002

Alcohol Dependence and Withdrawal

Credit points: 6 **Teacher/Coordinator:** Professor Kate Conigrave, Dr Kylie Lee **Session:** Intensive March **Classes:** block mode (5 days) followed by 50 hours of self-directed learning at home **Corequisites:** IHSU5001 **Assessment:** 1 x written assignment (50%), class participation (10%), completion of clinical placement and related written tasks (30%), open book quiz (formative assessment) (10%) **Mode of delivery:** Block mode

This unit builds skills in clinical work and understanding of the science which explains addiction. Also, the block further develops understanding of community measures to address alcohol misuse and builds academic skills. Students will study alcohol dependence ('alcoholism') and withdrawal, including tools to assess and help clients. The cultural and geographical context of assessment and treatment is considered. The unit aims to improve students' skills in preventing relapse, including counseling, referral to appropriate services and understanding the role of medicines. Mental health problems linked to alcohol misuse will be examined. Students will develop their skills in writing a case management plan. After the block students will organise a half-day clinical placement in an alcohol treatment service.

Textbooks

Lee K, Freeburn B, Ella S, Miller W, Perry J & Conigrave K (2012). Handbook for Aboriginal alcohol and drug work. Sydney, NSW: University of Sydney. Ministerial Council on Drugs Strategy. National Drug Strategy: Aboriginal and Torres Strait Islander Peoples Complementary Action Plan 2003-2006. Canberra: Commonwealth of Australia; 2003
Haber, P., Lintzeris, N., et al. (2009). Quick reference guide to the treatment of alcohol problems: companion document to the guidelines for the treatment of alcohol problems. Canberra: Prepared for the Australian Government Commonwealth Department of Health and Ageing.

IHSU5003

Cannabis, Tobacco and Depression

Credit points: 6 **Teacher/Coordinator:** Professor Kate Conigrave, Dr Kylie Lee **Session:** Intensive May **Classes:** block mode (5 days), followed by 50 hours of self-directed learning at home **Corequisites:** IHSU5002 **Assessment:** 1 x written assignment (80%), class participation (10%), open book quizzes (formative assessment) and clinical skills assessment (formative) (10%). **Practical field work:** Classes include computer lab sessions **Mode of delivery:** Block mode

This unit looks at how common cannabis, tobacco and related harms are in Indigenous Australian communities, as well as their impact and the science behind each of these substances (pharmacology). The link between cannabis use and depression and other mental health disorders will be explored. The nature and treatment of depression is examined, particularly in individuals who use cannabis. At the public health level, this unit focuses on tobacco and drug policy and how it influences programs at the local level and impacts on health of Indigenous Australians. Students will look at strategies to reduce smoking and cannabis related harm in individuals and communities. The health professional's role in influencing policy and programs in culturally secure ways will be explored.

Textbooks

Lee K, Freeburn B, Ella S, Miller W, Perry J & Conigrave K (2012). Handbook for Aboriginal alcohol and drug work. Sydney, NSW: University of Sydney

IHSU5004

Opioids and Injecting Drug Use

Credit points: 6 **Teacher/Coordinator:** Professor Kate Conigrave, Dr Kylie Lee **Session:** Intensive July **Classes:** block mode (5 days), followed by 50 hours of self-directed learning at home **Corequisites:** IHSU5003 **Assessment:** written assignment (60%), class participation (10%), clinical placement and related tasks (20%), formative open book quiz (10%) **Practical field work:** classes include computer lab **Mode of delivery:** Block mode

This unit develops students' skills in assessment and management of clients with opioid dependence (e.g. dependence on heroin or strong painkillers). The role of opioid maintenance medicines such as methadone and buprenorphine will be examined. The unit also examines the impact of injecting drug use on health. Approaches to prevention and management of blood borne virus infections and other harm reduction initiatives are considered. In addition, ways of advocating for change in the community and influencing policy are will be discussed. Clinical assessment and management skills will be further developed. Communication skills in the health setting will be developed. After the block students will organise a half-day clinical placement in a drug and alcohol service.

Textbooks

Lee K, Freeburn B, Ella S, Miller W, Perry J & Conigrave K (2012). Handbook for Aboriginal alcohol and drug work. Sydney, NSW: University of Sydney.

IHSU5005

Amphetamines, Polydrug Use and Psychosis

Credit points: 6 **Teacher/Coordinator:** Professor Kate Conigrave, Dr Kylie Lee **Session:** Semester 2b **Classes:** block mode (5 days), followed by 50 hours of self-directed learning at home **Prerequisites:** IHSU5001 and IHSU5002 **Corequisites:** IHSU5004 **Assessment:** 1 x written assignment (60%), 1 x oral presentation on the assignment (20%), class participation (10%), formative



assessment quizzes (10%) **Practical field work:** classes include a session based at a clinical service that deals with treatment and harm reduction for people who inject drugs. **Mode of delivery:** Block mode

This unit focuses on amphetamine-type stimulant drugs, such as 'ice'. It covers the science behind how stimulants work (pharmacology and neurobiology) and the effects and harms of stimulant and polydrug use. Topics include the needs of clients, and complications such as HIV, as well as treatment approaches. The scientific understanding of psychosis and the use of antipsychotic medicines are considered. The unit develops students' skills to design a program evaluation including describing the program rationale, goals, communication with key stakeholders, collecting and analysing data and giving the results back to the community.

Textbooks

Lee K, Freeburn B, Ella S, Miller W, Perry J & Conigrave K (2012). Handbook for Aboriginal alcohol and drug work. Sydney, NSW: University of Sydney.

IHSU5006

Substance Use Across the Lifespan

Credit points: 6 **Teacher/Coordinator:** Professor Kate Conigrave, Dr Kylie Lee **Session:** Intensive October **Classes:** block mode (5 days), followed by 50 hours of self-directed learning at home **Prerequisites:** IHSU5001 and IHSU5002 **Corequisites:** IHSU5005 **Assessment:** written assignments (80%), class participation (10%), open book quiz (formative) (10%) **Practical field work:** classes include computer lab **Mode of delivery:** Block mode

In this unit students will consider substance use across the lifespan from during pregnancy (fetal development), through childhood and onto adulthood. It explores factors that can lead to cycles of alcohol, tobacco and other drug problems across generations and how to break these cycles. Use of alcohol, tobacco and other drugs in pregnancy and ways to prevent fetal harm will be examined. Clinical skills will focus on how to prevent, assess and manage benzodiazepine (e.g. Valium or Serepax) dependence and solvent misuse. Professional writing and speaking skills will be further refined.

Textbooks

Lee K, Freeburn B, Ella S, Miller W, Perry J & Conigrave K (2012). Handbook for Aboriginal alcohol and drug work. Sydney, NSW: University of Sydney. National Clinical Guidelines for the Management of Drug Use during Pregnancy, Birth and the Early Development Years of the Newborn (2006). NSW Department of Health and Commonwealth of Australia.

BETH5209

Medicines Policy, Economics and Ethics

Credit points: 6 **Teacher/Coordinator:** Dr Wendy Lipworth, Narcyz Ghinea **Session:** Semester 2 **Classes:** Fully online. **Assumed knowledge:** A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. **Assessment:** Online work (15%) 1x minor essay (35%) 1x major essay (50%) **Mode of delivery:** Online

Medicines save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines, examining how research and development agendas are set; how medicines are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of medicines both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of students from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science.

Textbooks

Readings will be provided

HPOL5000

Introduction to Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Anne Marie Thow **Session:** Semester 1 **Classes:** block mode with compulsory intensive workshops on

campus. 2 x 2-day workshops, online lectures and discussions **Assessment:** Online learning quiz (5%); online problem based learning exercise (15%); 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%) **Mode of delivery:** Block mode

This unit aims to develop a critical and comparative understanding of the history, theory and practice of health policy. It gives an overview of the political choices and frameworks - national and global - that shape policymaking. The unit examines policy frameworks, and the roles of politics, evidence and advocacy in setting policy priorities. Analysis and debates regarding health policy will be placed in broader contexts - comparing different health systems and priorities for health. Case studies will be used to examine the relationships between policy and practice.

Learning outcomes. By the end of this unit students will be able to: (i) Define the boundaries and key features of health policy; (ii) Understand the basic history and features of the Australian health system; (iii) Identify policy instruments and how they function; (iv) Understand the main frameworks used for analysing policy; (v) Understand the factors influencing how policy issues are prioritized in health; (vi) Gain skills in policy communication, including preparation of a policy brief.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other recommended reading materials will be available on the unit's eLearning site

HPOL5001

Economics and Finance for Health Policy

Credit points: 6 **Teacher/Coordinator:** A/Prof James Gillespie **Session:** Semester 1 **Classes:** Block mode with compulsory intensive workshops on Campus or online only mode. Block mode. 2 x 2 day workshops or online only **Assessment:** Health Economics Exercise (50%), Health finance assignment (50%) **Mode of delivery:** Block mode

This unit aims to provide students with an understanding of the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. Topics covered include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work? How does health finance shape broader policy reform, such as universal health coverage?

Learning outcomes. By the end of this unit students will be able to: (i) apply basic concepts and methodologies of health economics and political economy in policy analysis; (ii) understand the role of economic analysis in planning and evaluating health policy change; (iii) understand the main models and debates regarding health system funding and the implications for equity, delivery and governance of health services; (iv) be familiar with theoretical frameworks underlying health economics and current debates over health finance. (v) apply this knowledge to current Australian and global health systems and debates over reform.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other required and recommended reading materials available from eLearning site.

HPOL5003

Analysing Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider, Associate Professor James Gillespie **Session:** Semester 2 **Classes:** Block mode with compulsory intensive workshops on Campus or online only mode. Block mode 2 x 2 day workshops plus online discussion or online only with pre-recorded lectures and online discussion. **Assessment:** 1x2500 word assignment (35%), participation grade (5 x short online or face-to-face learning activities) (15%), 1x3000 word policy research project proposal (50%) **Mode of delivery:** Block mode

This unit aims to develop skills for undertaking policy research and analysis. The unit takes a multidisciplinary approach to familiarise students with fundamental frameworks and methodologies that can be applied to analyse policy from multiple disciplines including public health, social and political sciences, behavioural sciences, public policy and history.

Learning outcomes. By the end of the unit students will be able to: (i) Apply a critical analysis to questions of policy success or failure; (ii) Understand and explain the different methodological approaches that can be applied in policy analysis and research; (iii) Identify appropriate research methodologies, data collection methods and analysis for specific policy research questions; (iv) Design a health policy research project.

Textbooks

Sarantakos, S. (2013). *Social Research* (4th ed.). New York: Palgrave Macmillan. Other required and recommended readings and reference lists will be available through eLearning.

MIPH5127

Mental Disorders in Global Context

Credit points: 2 **Teacher/Coordinator:** Associate Professor Maree Hackett **Session:** Intensive September **Classes:** 1x 2day workshop **Assessment:** 1x 2000 word essay (90%) plus class participation (10%) **Mode of delivery:** Block mode

This unit aims to present an overview and critique of mental disorders in an international context. It covers broad issues related to the classification of disorders, their prevalence and population burden and their determinants. While the focus of the module is on international epidemiology, the course also aims to promote understanding of the economic and humanitarian implications of the burden of mental and substance use disorders for prevention, treatment and health policy. The unit will cover what a mental disorder is, how frequent and how disabling mental disorders are and what the major correlates and determinants of mental disorders are, with a focus on health policy.

Textbooks

Readings are available on the unit's eLearning site

PUBH5010

Epidemiology Methods and Uses

Credit points: 6 **Teacher/Coordinator:** Dr Erin Mathieu, Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - faceto face or their equivalent online **Prohibitions:** BSTA5011, CEPI5100 **Assessment:** 1x 6 page assignment (25%), 10 weekly quizzes (5% in total) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature regarding public health and clinical issue. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. In addition to formal classes or their on-line equivalent, it is expected that students spend an additional 2-3 hours at least each week preparing for their tutorials.

Textbooks

Webb, PW, Bain, CJ, and Pirozzo, SL. *Essential Epidemiology: An Introduction for Students and Health Professionals* Second Edition: Cambridge University Press 2017.

PUBH5018

Introductory Biostatistics

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions;

sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

PUBH5026

Mass Media Campaigns and Social Marketing

Credit points: 2 **Teacher/Coordinator:** A/Professor Philayrath Phongsavan, Professor Adrian Bauman (coordinators), Adjunct Professor Tom Carroll **Session:** Intensive August **Classes:** Face-to-face/ on-campus 2-day residential workshop (lectures, on-line discussions, and student participation and student presentations) **Prerequisites:** PUBH5033 **Assumed knowledge:** Training in research methods epidemiology is advised but not essential. **Assessment:** 1x 1500 word assignment (60%); on-line participation/discussion (40%) **Mode of delivery:** Block mode

This unit focuses on mass-reach public health campaigns used to promote health and prevent disease. Building on introductory Masters of Public Health units of study in health promotion/disease prevention [or equivalent], this unit describes the rationale for mass-media led campaigns, social marketing interventions, and how they fit into a comprehensive approach to population health promotion and chronic disease prevention. The major themes covered are the principles of mass-reach communications in public health; designing campaigns [formative evaluation]; developing public health campaigns as part of comprehensive health promotion; understanding the messages, branding and marketing of campaigns; process and impact evaluation of campaigns; the differences between campaigns and social marketing initiatives; and the role of ancillary and supportive health promotion strategies, including media placement and advocacy. In addition, the role of, and evaluating social media campaigns will be included. The unit will equip students with skills to plan, design, implement and evaluate public health campaigns.

Textbooks

Course readings will be provided before the workshop. These are required readings, and there is some individual student preparation required for presentation at the first workshop and after the workshop to prepare for the on-line two weeks discussions.

PUBH5033

Disease Prevention and Health Promotion

Credit points: 6 **Teacher/Coordinator:** A/Professor Philayrath Phongsavan, James Kite **Session:** Semester 1 **Classes:** 3 half-day workshops, face-to-face tutorials and online discussion; fully online version available **Assessment:** 1x1500 word assignment (25%); 1 presentation (15%); 1 x 2500 word assignment (50%); tutorial participation (10%) **Mode of delivery:** Block mode, Online

This core unit of study introduces students to evidence-based health promotion as a fundamental approach to preventing disease and reducing health inequalities in populations. The unit is divided into three modules: (i) building blocks of disease prevention and health promotion, (ii) using evidence and evaluating disease prevention and health promotion programs, and (iii) using research to inform policy and practice. This unit will give students an understanding of disease prevention and health promotion and their relationship to public health, introduce design, implementation, and evaluation of disease prevention and health promotion interventions, and develop and refine students' research, critical appraisal, and communication skills. The unit will also illustrate how prevention and health promotion principles are applied in Aboriginal settings. The role of translation of research into policy and practice to enhance public health impact will also be explored.

Textbooks

Course Readings Provided

PUBH5101

Special Project in Public Health

Credit points: 4 **Teacher/Coordinator:** Professor Tim Driscoll **Session:** Semester 1, Semester 2 **Prerequisites:** One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project **Assessment:** 1x 4000 word written report (100%) or as agreed with the supervisor and unit coordinator. **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.

This unit is intended for students nearing the end of their MPH. The Special Project is a self-directed unit focussed on a specific MPH-related topic of interest to the student. The project is supervised by an academic within the School. An external person can act as the main supervisor but a School academic would also be required. This project may be developed by the student or the student could develop a project in consultation with an intended supervisor. The student needs to meet with the supervisor during the semester. Preferably this would be at least three times but the frequency will depend on the project and the preference of the supervisor. The project is meant to be self-directed so there is not an expectation that the supervisor would have close involvement, although they can if they want to. The student would be expected to undertake approximately 80 to 100 hours of work for this unit. The format of the final report or other output can be whatever is appropriate, as agreed with the supervisor(s). The report is due no later than the Monday of Week 13, or a later date as agreed with the supervisor(s) and the unit coordinator.

PUBH5102

Special Project in Public Health

Credit points: 2 **Teacher/Coordinator:** Professor Tim Driscoll **Session:** Semester 1, Semester 2 **Prerequisites:** One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project **Assessment:** 1x 2000 word written report (100%) or as agreed with the supervisor and unit coordinator. **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.

This unit is intended for students nearing the end of their MPH. The Special Project is a self-directed unit focussed on a specific MPH-related topic of interest to the student. The project is supervised by an academic within the School. An external person can act as the main supervisor but a School academic would also be required. This project may be developed by the student or the student could develop a project in consultation with an intended supervisor. The student needs to meet with the supervisor during the semester. Preferably this would be at least three times but the frequency will depend on the project and the preference of the supervisor. The project is meant to be self-directed so there is not an expectation that the supervisor would have close involvement, although they can if they want to. The student would be expected to undertake approximately 50 to 50 hours of work for this unit. The format of the final report or other output can be whatever is appropriate, as agreed with the supervisor(s). The report is due no later than the Monday of Week 13, or a later date as agreed with the supervisor(s) and the unit coordinator.

PUBH5114

Alcohol, Drug Use and Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Carolyn Day **Session:** Semester 2 **Classes:** 13 weeks of 2hr teaching sessions and/or associated readings and online activities. Students can complete the unit either online or in blended mode. The teaching sessions are a combination of online seminars and discussion activities for online students. Those enrolled in the blended mode, take part in online seminars and two compulsory one day face-to-face workshops. **Prohibitions:** PUBH5115 **Assessment:** 2 x 1500

word assignments (55%), compulsory discussion related activities (30%); online quizzes (15%) **Mode of delivery:** Block mode, Online

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced understanding of research, policy and treatment services for alcohol and drug use disorders, and to examine the needs of special populations.

Textbooks

Readings are available on the unit's eLearning site.

PUBH5115

Alcohol, Drug Use and Health

Credit points: 2 **Teacher/Coordinator:** Associate Professor Carolyn Day **Session:** Semester 2a **Classes:** 7 weeks of 2 hr teaching sessions equivalent and/or associated online activities. students can complete the unit either online or in blended mode. the teaching sessions are a combination of online seminars and discussion activities for online students. students enrolled in the blended mode take part in online seminars and a compulsory one day face to face workshop. **Prohibitions:** PUBH5114 **Assessment:** 1x 1500 word assignment (55%); compulsory discussion related activities (30%); online quizzes (15%) **Mode of delivery:** Block mode, Online

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

Textbooks

Readings are available on the unit's eLearning site.

PUBH5118

Indigenous Health Promotion

Credit points: 4 **Teacher/Coordinator:** Suzanne Plater **Session:** Semester 2 **Classes:** 1 x 2-day compulsory workshop and preparatory online activities. **Assessment:** 1 x reflective essay (10%), 1 x analytic essay (10%), online quizzes and other activities (30%), 1 x 3000 word essay (50%) **Mode of delivery:** Block mode

Health promotion in urban, regional and remote Aboriginal and Torres Strait Islander communities requires working collaboratively with each community to develop human capital and capabilities within a paradigm of hope and respect for alternate worldviews. In this unit, you will acquire an understanding of health promotion in Aboriginal and Torres Strait Islander contexts, and examine the distal, medial and proximal determinants of health and subsequent risk factors that have resulted in high rates of Aboriginal and Torres Strait Islander morbidity and mortality. You will learn how to ethically engage and work with Aboriginal and Torres Strait Islander people, and invest in relationships that enable genuine partnerships to develop. You will also identify and challenge neo-colonial policies and practices, and learn how to navigate around other barriers that hinder Aboriginal and Torres Strait Islander self-determination. And you may end up questioning some of your own assumptions and behaviours as part of this process.

Later in the unit you will choose and explore a particular community and health issue, then work with an Aboriginal and/or Torres Strait Islander health promotion professional and/or leader from that community to apply your skills and understanding in a compulsory workshop. The outcome will be a draft health promotion plan that addresses a specific priority health issue in a specific urban, regional or remote Aboriginal and/or Torres Strait Islander community. The conceptual and technical tools learned may then be built upon and applied to any health issue in any Aboriginal and Torres Strait Islander setting.

Textbooks

Course materials will be provided.

PUBH5415

Injury Prevention

Credit points: 2 **Teacher/Coordinator:** Professor Rebecca Ivers **Session:** Intensive October **Classes:** 1 x 2day workshop **Assessment:** 1 x 2000 word essay (90%) and participation in small group work during the workshop (10%) **Mode of delivery:** Block mode

Injury is the leading cause of death and disability in children, adolescents and people of working age in Australia and globally. This unit aims to provide students with a clear understanding of the magnitude of the injury burden, both in higher and lower income countries, and the strategies that are required to address this burden. During the 2 day workshop, guest speakers will outline issues relevant to the general injury prevention field and students will participate in interactive small group work which will focus on issues relevant to cause-specific injuries, in collaboration with guest contributors. Topics covered include road injury, occupational injury, fall injury, drowning, suicide, injury in Aboriginal and Torres Strait Islander populations, burns, and injury in resource poor settings.

Textbooks

Students will be provided with a course manual. Recommended text: McClure R, Stevenson M, McEvoy S. *The Scientific Basis of Injury Prevention and Control*. Melbourne: IP Communications, 2004; Li, G, Baker, SP. *Injury Research: Theories, Methods, and Approaches*. Boston: Springer, 2012.

PUBH5418

Tobacco Control in the 21st Century

Credit points: 6 **Teacher/Coordinator:** Dr Becky Freeman **Session:** Intensive August **Classes:** 1x3 day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions **Assessment:** 2x 2000 word essays (60%), 1x 100 item online quiz (10%) and online discussion and participation (30%) **Mode of delivery:** Block mode, Distance education/intensive on campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

Textbooks

(recommended only) Chapman S. *Public Health Advocacy and Tobacco Control: Making Smoking History*. Oxford: Blackwell, 2007.

QUAL5005

Introducing Qualitative Health Research

Credit points: 4 **Teacher/Coordinator:** Dr Julie Mooney-Somers (semester 1); Andrea Smith (semester 2) **Session:** Semester 1, Semester 2 **Classes:** block mode: 2x2 full day workshops in March/April (semester 1) or 2 x 2 full day workshops in August/September (semester 2) OR distance mode: 10 x weekly online lectures and activities (semester 1 only) **Prohibitions:** PUBH5500 or QUAL5006 **Assessment:** Interviewing activity with reflection (35%); multiple choice quizzes (20%); 1750-word essay (35%); online or in-class participation (10%) **Mode of delivery:** Block mode, Online

Note: This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead. MPH students who complete PUBH5500 get an automatic waiver for QUAL5005

Introducing Qualitative Health Research is perfect if you're a beginner and want to gain an overview of this research approach. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What research problems can it address? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? How are theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing data, arguing for qualitative research in health, and appraising the quality of published literature. You will also meet working qualitative researchers and hear about their projects. This introductory Unit will give you the skills and confidence to begin evaluating qualitative literature and doing qualitative research for yourself.

SEXH5200

Advanced STIs

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar **Session:** Semester 1 **Classes:** Normal day: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week; Block mode: 3x1hr lectures per week; plus block intensive mode, 2-3 days, 9am-5pm **Assessment:** Written examination (40%); Short essay (10%); Online quizzes (30%); Journal club (10%); Participation in group exercises (10%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

Note: Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.

This unit aims to describe the epidemiology, microbiology, pathogenesis, clinical features and management strategies for the common Sexually Transmitted Infections (STIs). On completion of this unit, students should be able to: (i) Discuss the microbiology, pathogenesis and epidemiology of the common STIs; (ii) Demonstrate an understanding of the clinical spectrum of STIs, including asymptomatic infection, genital manifestations, extragenital manifestations and problems related to pregnancy; and (iii) When discussing STI management, students will understand the impact of STIs at individual and population levels and how needs differ with risk activity groups and geographical locations. HIV infection will only be covered in the context of its interactions with other STIs. Course content will include the basic anatomy, physiology and clinical skills required for the investigation of STIs; the epidemiology, microbiology and clinical aspects of the following conditions: vaginal discharge, urethral discharge, genital ulceration, upper genital tract infections, sexually transmitted hepatitis, syphilis, anogenital warts and cancer, genital infestations, genital dermatology and other conditions likely to present in a sexual health context. Issues related to difficulties of access to treatment, the challenges faced in resource-poor settings and syndromic management will also be covered.

SEXH5202

Advanced HIV Infection

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Roger Garsia, Dr Frederick Lee **Session:** Semester 2 **Classes:** Normal day: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week; Block mode: 3x1hr lectures per week; plus block intensive mode, 2-3 days, 9am - 5pm. **Assessment:** Written examination (40%); Case-based discussions and presentations (20%); Online quizzes (30%); Journal club (10%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

Note: Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.

This unit aims to describe the epidemiology, biology, pathogenesis and clinical contexts of HIV infection.

On completion of this unit, students should be able to: (i) Understand the laboratory, clinical and social aspects of the diagnosis and management of HIV infection. Course content will include underlying scientific principles of diagnostics, virology, immunology and pathogenesis as applicable to HIV infection; clinical aspects of HIV infection, including seroconversion, asymptomatic infection, early symptomatic disease, major opportunistic infections (including AIDS-related conditions), tumours and death. Emphasis will be placed on prophylaxis, antiretrovirals for prevention and treatment and the management of associated conditions. Legal, ethical and social contexts will also be discussed.

SEXH5205

Advanced Adolescent Sexual Health

Credit points: 6 **Teacher/Coordinator:** Fiona Robards, Arlie Rochford, Dr Shailendra Sawleshwarkar **Session:** Semester 2 **Classes:** Fully online **Assessment:** Discussion board participation (30%); Case study (30%); 1500 Word essay (40%) **Mode of delivery:** Online

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality, with additional emphasis on a deeper exploration of an area of adolescent sexual health that is of particular interest to the student. The main areas of learning are: adolescent sexuality, adolescent sexual

health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion. On completion of this unit of study, students should be able to: (i) Describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimise communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality; and (ii) Understand and describe one area of adolescent sexual health that the student chooses to study in depth from a list of suggestions.

SEXH5418

Public Health Aspects of Reproductive Health

Credit points: 2 **Teacher/Coordinator:** Associate Professor Kirsten Black, Dr Michael Walsh **Session:** Semester 1a **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. international students including Australia Awards Scholarship students must enrol into the face-to-face version. **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit deals with a range of public health aspects of reproductive and maternal health including unintended pregnancies, maternal morbidity and mortality, sexual violence, sexual and reproductive rights and access to sexual and reproductive health services. Emphasis will be placed on the delivery of effective prevention and management strategies. Aspects of reproductive health will be discussed in the context of Sustainable Development Goals (SDGs) focussing on SDG 3 on health and SDG 5 on gender equality and womens and girls empowerment.

SEXH5419

Public Health Aspects of HIV and STIs

Credit points: 2 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Michael Walsh **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. international students including Australia Awards Scholarship students must enrol into the face-to-face version. **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

The unit aims to provide a public health perspective on the impact of Sexually Transmitted Infections (STIs) and HIV. On completion of this unit, students should be able to: (i) Understand the underlying principles of the surveillance systems used to monitor STIs and HIV; (ii) Understand the core risk activity groups involved in the transmissions of STIs and HIV; (iii) Understand how the epidemiologies of STIs and HIV vary within and between societies; (iv) Understand the public health impacts of STIs and HIV; and (v) Understand effective preventative strategies at individual and community levels. Course content will include an introduction to the basic biology of HIV and STIs; epidemiology and surveillance methods; impact of vulnerable at-risk populations; prevention technologies and policy approaches.

Infection and Immunity

Graduate Certificate in Infection and Immunity

Graduate Diploma in Infection and Immunity

Master of Medicine (Infection and Immunity)

Master of Science in Medicine (Infection and Immunity)

	Graduate Certificate in Infection and Immunity	Graduate Diploma in Infection and Immunity	Master of Medicine (Infection and Immunity)	Master of Science in Medicine (Infection and Immunity)
Course code	GCINFIMM1000	GNINFIMM1000	MAMEINIM1000	MASMINIM1000
CRICOS code	N/A	053873A	053964J	053871C
Degree Abbreviation	GradCertInfnImm	GradDipInfnImm	MMed(InfnImm)	MScMed(InfnImm)
Credit points required to complete	24	36	48	48
Time to complete full-time	1 year - requires a minimum of 2 semesters to complete	1 year	1 year	1 year
Time to complete part-time	1 to 3 years	1.5 to 4 years	1.5 to 6 years	1.5 to 6 years

Overview

Infectious diseases are a major threat to human health worldwide. As well as increasing resistance to antibiotics, the recurrence of known pathogens and the spread of new ones make infectious diseases a challenge for biomedical and clinical science.

This program analyses the fundamental mechanisms of infectious diseases to find improved ways of combating them. It covers a broad range of topics with a focus on understanding the functions of bacteria and viral genes, the mechanisms of viral and bacterial persistence, the immune control of viral and bacterial infections and the mechanisms involved in the generation and regulation of immune responses.

The integrated scientific approach taken will reflect the current state of knowledge regarding infectious microorganisms and their pathogenesis, immunology and the immune responses to infection, and the epidemiology and control of infectious diseases. The principles and practices advocated for the effective prevention or minimisation of infectious disease (in hospitals, laboratories, the general community and during outbreaks of disease) are central issues in one of the major units of study. The course will also provide training in various state-of-the-art laboratory techniques used in the disciplines of infectious diseases and immunology, including culture and identification of infectious organisms, antibiotic sensitivity testing, serology, immunohistochemistry, cellular immunology and molecular microbiology.

The Master of Medicine (Infection and Immunity) and the Master of Science in Medicine (Infection and Immunity) are essentially the same program with different admission requirements. Only medical graduates (with an MBBS) may be admitted to the Master of Medicine while non-medical graduates with a science degree and assumed undergraduate knowledge in microbiology and immunology may be admitted directly to the Master of Science in Medicine if they satisfy the admission requirements below. Students follow the same program of study with the only difference being the title of the course they are awarded on completion.

The Graduate Diploma and Graduate Certificate programs are open to both medical and science graduates with assumed undergraduate knowledge in microbiology and immunology. Science graduates that do not satisfy the admission requirements for direct entry to the Master of Science in Medicine will be offered a place at the Graduate Diploma level.

Students with a minimum weighted average mark of 70 percent in all core units study may obtain approval from the course coordinator to enrol in the dissertation unit of study. Students enrolled in this unit of study undertake supervised research which is then written up in a dissertation for examination.

Course outcomes

The aim of these courses is to produce graduates who can effectively participate in future health care or research programs in infection or immunity anywhere in the world.

Further enquiries

Dr Jim Manos
 Phone: +61 2 9351 8942
 Fax: +61 2 8627 1608
 Email: jim.manos@sydney.edu.au
 Website:
<http://sydney.edu.au/medicine/infectious-diseases-immunology/index.php>



Infection and Immunity

Admission requirements

Admission to the **Graduate Certificate in Infection and Immunity** requires:

- a medical degree; or
- a bachelor's degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification including at least one completed unit of study in microbiology and one in immunology.

Admission to the **Graduate Diploma in Infection and Immunity** requires:

- completion of the requirements of the embedded graduate certificate; or
- a medical degree; or
- a bachelor's degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science including at least one completed unit of study in microbiology and one in immunology.

Admission to the **Master of Medicine (Infection and Immunity)** requires:

- a medical degree

Admission to the **Master of Science in Medicine (Infection and Immunity)** requires:

- completion of the requirements of the embedded graduate certificate or graduate diploma; or
- a bachelor's degree with first or second class honours in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science including at least one completed unit of study in microbiology and one in immunology; or
- a pass bachelor's degree and completion of a minimum of 12 months research or work experience in the field of infectious diseases or immunology after the completion of the degree.

See Course Rules for further details.

Course structure

The **Graduate Certificate in Infection and Immunity** requires the successful completion of **24 credit points of core units of study**.

The **Graduate Diploma in Infection and Immunity** requires the successful completion of **36 credit points** of units of study including:

- 24 credit points of core units of study, and
- 12 credit points of elective units of study.

The **Master of Medicine (Infection and Immunity)** and **Master of Science in Medicine (Infection and Immunity)** require the successful completion of **48 credit points** of units of study including:

- 24 credit points of core units of study, and
- 24 credit points of elective units of study.



Infection and Immunity

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Infection and Immunity

Graduate Diploma in Infection and Immunity

Master of Medicine (Infection and Immunity)

Master of Science in Medicine (Infection and Immunity)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course and stream title
GCINFIMM-01	Graduate Certificate in Infection and Immunity
GNINFIMM-01	Graduate Diploma in Infection and Immunity
MAMEINIM-01	Master of Medicine (Infection and Immunity)
MASMINIM-01	Master of Science in Medicine (Infection and Immunity)

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 degrees in these resolutions are professional master's courses, as defined by the Coursework Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
- (a) the Graduate Certificate in Infection and Immunity
 - (b) the Graduate Diploma in Infection and Immunity
 - (c) the Master of Medicine (Infection and Immunity); or the Master of Science in Medicine (Infection and Immunity)

- (2) 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 longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have provided qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Infection and Immunity requires:
 - a medical degree from the University of Sydney or equivalent qualification;
 - or
 - a bachelor's degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification.
- (3) Admission to the Graduate Diploma in Infection and Immunity requires:
 - completion of the requirements of the embedded graduate certificate, or equivalent qualification;
 - or
 - a medical degree from the University of Sydney or an equivalent qualification;
 - or
 - a bachelor's degree in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Medicine (Infection and Immunity) requires:
 - a medical degree from the University of Sydney or an equivalent qualification.
- (5) Admission to the Master of Science in Medicine (Infection and Immunity) requires:
 - completion of the requirements of a credit average across all units of study in the embedded graduate certificate or graduate diploma, or equivalent qualification;
 - or
 - a bachelor's degree with first or second class honours in science, medical science, nursing, allied health, dentistry, veterinary science or agricultural science from the University of Sydney or equivalent qualification;
 - or
 - a pass bachelor's degree from the University of Sydney, or equivalent qualification, and completion of a minimum of 12 months research or work experience in the field of infectious disease and immunology after the completion of the degree.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Infection and Immunity.
- (2) To qualify for the award of the Graduate Certificate in Infection and Immunity a candidate must successfully complete 24 credit points of core units of study.
- (3) To qualify for the award of the Graduate Diploma in Infection and Immunity a candidate must successfully complete 36 credit points, including:
 - (a) 24 credit points of core units of study; and
 - (b) 12 credit points of elective units of study.
- (4) To qualify for the award of the Master of Medicine (Infection and Immunity) or Master of Science in Medicine (Infection and Immunity) a candidate must successfully complete 48 credit points, including:
 - (a) 24 credit points of core units of study; and
 - (b) 24 credit points of elective units of study.



7 Credit for previous studies

The maximum credit a candidate can receive for previous studies (not undertaken as a component of an embedded graduate certificate or graduate diploma) is not to exceed six credit points. Credit will only be awarded for units that are equivalent in content and level of study to that which they replace. Undergraduate degree units are not eligible for credit.

8 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2018 and elect not to proceed under these resolutions will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Infection and Immunity

Table of units of study: Infection and Immunity

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Core units			
INIM5001 Fundamental Immunology	6	A Undergraduate immunology, undergraduate bacteriology and virology; basic concepts of epidemiology	Semester 1
INIM5002 Virology and Cell Technology	6	A Undergraduate Microbiology or Infectious Diseases	Semester 2
INIM5011 Advanced Medical Bacteriology	6	A Undergraduate Microbiology or Infectious Diseases	Semester 1
INIM5012 Infection Control and Epidemiology	6	A Undergraduate Microbiology or Infectious Diseases	Semester 2
Elective units			
INIM5013 Clinical Mycology and Parasitology	6	A Undergraduate units in microbiology or medical microbiology.	Semester 1
INIM5016 Clinical and Translational Immunology	6	A Undergraduate immunology; undergraduate bacteriology and virology P INIM5001 <i>It is preferable to complete INIM5001, Fundamental Immunology, in First Semester, before Clinical and Translational Immunology. But this is not essential if a student starting in Second Semester has previously studied undergraduate immunology.</i>	Semester 2
INIM5022 Global Control of Infectious Diseases	6	A Undergraduate bacteriology and virology; basic concepts of epidemiology	Semester 2
SEXH5200 Advanced STIs	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 1



Infection and Immunity

Unit of study descriptions

INIM5001

Fundamental Immunology

Credit points: 6 **Teacher/Coordinator:** Dr Mainthain Palendira **Session:** Semester 1 **Classes:** 2x1hr lectures/week and/or tutorials or seminars/week **Assumed knowledge:** Undergraduate immunology, undergraduate bacteriology and virology; basic concepts of epidemiology **Assessment:** Progressive assessment (50%) including written, practical, and oral based assessment tasks as well as 1x2hr formal examination (50%). **Practical field work:** 1x4hr practical class **Mode of delivery:** Normal (lecture/lab/tutorial) day

Immunology is the study of defence mechanisms that protect individuals against infections and cancers. Studies in immunology are leading to advances in clinical medicine, including understanding allergies, transplant rejection, cancer and autoimmune diseases, such as rheumatoid arthritis, multiple sclerosis and insulin-dependent diabetes, as well as the development of new vaccines. This unit of study will provide an understanding of the components and functions of the immune system at the molecular and cellular level, the mechanisms of pathological immune processes and immune system dysfunction, mechanisms of immune responses to microorganisms and immunological techniques used in clinical diagnostic and research laboratories. The unit components will be delivered so as to develop skills in problem-solving, evaluation of scientific literature, and oral and written communication. Lectures will provide an overview of the immune system and an update of fundamental facts. Problem/case-based scenarios together with invited guest/specialized lectures, hands-on practical work, literature research and group discussions ('tutorials') will provide in-depth analysis of particular chosen topics.

Textbooks

Abul K Abbas, Andrew H Lichtman and Shiv Pillai. *Basic Immunology: Functions and Disorders of the Immune System*. 4th 5th Ed. 2016. Although this is the recommended text, other texts are equally sound. We suggest you discuss with the unit coordinator, Dr Palendira, before making a textbook purchase.

INIM5002

Virology and Cell Technology

Credit points: 6 **Teacher/Coordinator:** A/Prof Barry Slobedman **Session:** Semester 2 **Classes:** 2x1hr lectures/week; 1x4hr practical/tutorial class/week **Assumed knowledge:** Undergraduate Microbiology or Infectious Diseases **Assessment:** One 2-hour exam covering lecture material, one 2-hour theory of practical exam, written assignment and oral presentation (100%). **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit aims to equip graduates with an in-depth knowledge of medical virology and cell technology that will enable them to work effectively as laboratory personnel in relevant hospital laboratories, clinics or research institutions. Students will develop skills in evaluation of scientific literature, in problem-solving and in scientific communication that will enable them to develop careers as administrators or policy-makers in hospitals, health care organisations or government bodies. The core of the program is a series of lectures, given face-to-face and/or available online. Practical classes will focus on the identification of viruses and cell culture technology, and on techniques used in research investigations and will be conducted in an appropriately equipped student laboratory.

Textbooks

Introduction to Modern Virology, N.J Dimmock, A.J, Easton and K.N Leppard, Blackwell Publishing, 6th Edition. Knipe and Howley, *Fields Virology*, 6th Edition 2013. Available freely as an electronic resource from the University of Sydney library.

INIM5011

Advanced Medical Bacteriology

Credit points: 6 **Teacher/Coordinator:** Dr Jim Manos **Session:** Semester 1 **Classes:** 2x1hr lectures/week; 2x2hr practical classes or tutorials or student presentations/week **Assumed knowledge:** Undergraduate Microbiology or Infectious Diseases **Assessment:** 1x2hr closed-book (Theory) exam, and 1x1.5hr closed book (Theory of Practical) exam Value: Theory exam (50%) Progressive assessment (50%) including class tutorial/presentations (25%), practical exam (15%) and laboratory book assessment (10%). **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study aims to build on the student's basic knowledge of microbiology by providing an awareness of modern concepts and the latest knowledge of medical bacteriology. This knowledge is relevant to the susceptibility and response of the host to pathogenic bacteria, with special emphasis on the host-pathogen relationship at the cellular and molecular levels regarding symptoms, virulence factors, pathogenesis, diagnosis, treatment, control and prevention. The practical component will allow candidates to become familiar with modern molecular-based bacteriological techniques used to identify the characteristic genetic features of bacterial species that cause infections. The unit will provide the advanced scientific and intellectual basis to augment knowledge and understanding, at a postgraduate level, in a career involving medical microbiology or in a related subject area. Lectures will be used to impart knowledge and understanding as well as review key themes of the module, and many of these will be given by experts in the current field. Tutorials will utilise activities such as journal review and topic presentation which enable develop their skills by presenting research on a range of issues including advances in knowledge on bacterial pathogenesis, identification and treatment in Australia and worldwide. The use of case studies will enable candidates to examine breakouts of disease and their investigation by the clinical laboratory. Laboratory sessions will enable students to apply the theoretical concepts of laboratory investigation at the molecular level using advanced molecular techniques of DNA, RNA and protein purification and analysis.

Textbooks

While all material for examination is contained within the lectures, tutorials and practical classes, students who wish to learn more can undertake further reading. Recommended texts for further reading: *Bacterial Pathogenesis: A Molecular Approach*, Third Edition; Brenda A. Wilson, Abigail A. Salvers, Dixie D. Whitt, and Malcolm E. Winkler ASM Press 2011. *Bacterial-Epithelial Cross-Talk: Molecular Mechanisms in Pathogenesis* Ed. Beth A McCormick Cambridge University Press UK 2006. Although these are recommended, other texts are equally sound. We suggest you discuss with the unit coordinator, Jim Manos, before making a textbook purchase.

INIM5012

Infection Control and Epidemiology

Credit points: 6 **Teacher/Coordinator:** Professor Peter McMinn **Session:** Semester 2 **Classes:** 2x1hr lectures/week; 2x 1.5hr practical classes/week **Assumed knowledge:** Undergraduate Microbiology or Infectious Diseases **Assessment:** 1x2hr examination (60%), progressive assessments including a practical exam and a written assignment (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

The unit aims to equip graduates to use hospital laboratory services and the research literature in the recognition of individual cases of communicable disease, trace the source of outbreaks and provide a scientific basis for development of institutional infection control policies. There are four specific learning objectives: to know how to estimate the risk of transmission of infection and to assess the value of control measures; to understand the methods used to determine the efficacy of antimicrobial drugs both for treating individual patients and in terms of policy guidelines; to understand the scientific basis of vaccination and its value and limitations in the field; to appreciate the human factors involved in achieving effective infection control. The core of



the program is a series of lectures, practical classes and tutorials based on important current or historical examples of epidemic infectious diseases.

Textbooks

Recommended Reading: Infection Prevention and Control: Applied Microbiology for Healthcare, 2nd Edition, Gould, D and Brooker, C. Palgrave MacMillan 2008; ISBN 978-0-230-50753-1. Red Book: 2006 Report of the Committee on Infectious Diseases, 27th Edition, Pickering, LK, Baker, C.J, Long, SS, McMillan, JA (Eds). American Academy of Pediatrics; 2006. ISBN 978-1-58110-194-2. Although these are recommended reading, other texts are equally sound. We suggest you discuss with the unit coordinator, Peter McMinn, before making a textbook purchase.

INIM5013

Clinical Mycology and Parasitology

Credit points: 6 **Teacher/Coordinator:** Professor Wieland Meyer, Dr Rogan Lee **Session:** Semester 1 **Classes:** 2-3x1hr lectures/week **Assumed knowledge:** Undergraduate units in microbiology or medical microbiology. **Assessment:** 1x2hr written examination (55%), seminar presentation (15min) (15%), and laboratory practicalwork protocols (30%) **Practical field work:** 3x2hr practical classes or tutorials or seminars/week covering molecular based diagnostic and typing techniques, morphology and antifungal susceptibility testing **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit aims to equip science and medical graduates with an in-depth knowledge of medical mycology and parasitology that will enable them to work effectively as laboratory personnel, clinicians and medical scientists in relevant hospital laboratories, clinics or research institutions. The course will allow students to develop skills in recognising fungal and parasitic infections, interpret laboratory reports on identification of the mycotic and parasitic disease agents and molecular typing of clinical isolates, evaluation of scientific literature, in problem-solving and in scientific communication that will enable graduates to develop careers as microbiologists, clinicians and administrators or policy-makers in hospitals, health care organizations or government bodies. The course structure involves lectures on diseases caused by fungal, protozoan and helminthic agents, laboratory classes on identification of fungal and parasitic infections (classical methods such as morphology and biochemistry, molecular methods, including: sanger and next generation sequencing, whole genome sequencing, a number of PCR based techniques and MALDI-TOF), molecular typing techniques used to investigate potential disease outbreaks, techniques used in research investigations and specific tutorials (e.g. clinical cases, investigation of outbreaks of disease and prevention strategies). Specific lectures will be given by expert clinicians in infectious diseases,, basic microbiology/mycology/parasitology scientists and leading diagnostic specialists in the field. Seminars consisting of presentations of specified topics researched by individual students will complement the course. The course takes place at the new Westmead Institute for Medical Research, in the Molecular Mycology Research Laboratory, Centre for Infectious Diseases and Microbiology, Marie Bashir Institute for Emerging infectious Diseases and Biosecurity, Sydney Medical School at the Westmead Campus.

Textbooks

Recommended reading: Medically Important Fungi - A guide to Identification Larone DH 4th Edition ASM Press Washington DC 2002. Atlas of Clinical Fungi (hard copy) 2nd edition de Hoog et al. 2000 Centraalbureau voor Schimmelcultures, Utrecht The Netherlands, or online version (4th edition) at <http://www.clinicalfungi.org>. Human Pathogenic Fungi. Sullivan DJ and Moran GP 2014 Caister Academic Press, Norfolk, UK ISBN 978-1-908230-44-7 Clinical Parasitology: A handbook for medical practitioners and microbiologists. Sheorey H et al. University Press Carlton Vic, 2000. Diagnostic Medical Parasitology Garcia L. 6th Edition ASM Press 2016. Foundations of Parasitology 9th Edition Roberts LS, Janovy, J Jr and Nadler, S. Mc Graw Hill 2013.

INIM5016

Clinical and Translational Immunology

Credit points: 6 **Teacher/Coordinator:** Prof Warwick Britton **Session:** Semester 2 **Classes:** 2x1hr lecture/week; 1x2hr practical classes or tutorials or seminars/week **Prerequisites:** INIM5001 **Assumed knowledge:** Undergraduate immunology; undergraduate bacteriology and virology **Assessment:** 1x2hr formal written examination (50%), progressive assessments including tutorial assignment, seminar presentation, and one formative assessment (50%). **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: It is preferable to complete INIM5001, Fundamental Immunology, in First Semester, before Clinical and Translational Immunology. But this is not essential

if a student starting in Second Semester has previously studied undergraduate immunology.

The course will have two concurrent themes. Clinical Immunology: this theme will concentrate on the immunological methods used to evaluate human disease and will include the theoretical basis for tests of immune function, practical laboratory application of assays based on these principles and case-based seminars. The application of these methods to translational immunology will be discussed in a range of immune-mediated diseases. Research: This theme will focus on understanding the investigation of immune function with lectures and practical sessions reviewing current molecular and cellular approaches and seminars based on study of current literature and classic papers in Immunology. Instruction will comprise lectures on the immunopathology of disease, the immunological methods used in diagnosis and research and translation into new immunological interventions; laboratory classes on methods and techniques used in clinical diagnosis and research investigations; and tutorials involving clinical cases, journal article reviews, review of laboratory problems and seminars consisting of presentation of specified topics researched by individual students. The learning objectives of this unit are: 1. to understand the immunological basis for infection and immunity and how these concepts are core to and applied in the diagnostic pathology laboratory; 2. to understand how the immune system causes and prevents disease, the use and performance of immunological tests in the investigation of disease and methods of investigation of the immune system; 3. to develop effective skills in problem-solving and self-directed learning; and 4. to foster advanced verbal and written communication skills.

Textbooks

Clinical Immunology and Serology: A Laboratory Perspective, 3rd Edition Stevens CD. F. A. Davis Company, Philadelphia, 2010. This is a reference book that should not be purchased, and a copy will be available in practical classes and the library.

INIM5020

Dissertation

Credit points: 12 **Teacher/Coordinator:** Dr Jim Manos **Session:** Semester 1, Semester 2 **Classes:** No formal classes, unless directed to be undertaken by supervisor/s **Prerequisites:** A minimum average mark of 70% across all eight units of study in the completed Master of Medicine or Master of Science in Medicine (Infection and Immunity) degree is a pre-requisite requirement **Assessment:** Following completion of their specified research project candidates will be required to submit a dissertation of 30,000-40,000 words describing the project and its outcomes. **Practical field work:** The research project will constitute the practical work **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

Students who have completed their 48 credit points Master degree and have received permission from the unit coordinator will work with be assigned to work with an established research group and work on a specified research project. This project must be approved by the Infection and Immunity Program Committee and carried out under suitable supervision. At least one of the project supervisors must be an academic staff member of the University. The project must entail laboratory work of a minimum of 12 hours/week for one semester, followed by dissertation writeup (about 4 weeks).

Textbooks

As directed by supervisor/s

INIM5022

Global Control of Infectious Diseases

Credit points: 6 **Teacher/Coordinator:** Associate Professor Vitali Sintchenko **Session:** Semester 2 **Classes:** 2x1hr lectures/week, 1x1hr practical classes and/or 2x2hr tutorials/week **Assumed knowledge:** Undergraduate bacteriology and virology; basic concepts of epidemiology **Assessment:** written examination (40%), progressive assessments comprising written assignment (20%), journal club presentation (20%), laboratory work and tutorial participation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study will provide students with knowledge about detection, monitoring and control of existing and emerging pathogens, and with the necessary skills to plan epidemic preparedness strategies, to identify optimal strategies for disease prevention, containment or eradication and to evaluate their effectiveness. This module offers a

multidisciplinary framework for understanding the principles of interventions against infectious diseases and focuses on the study of global infectious disease threats in the context of their routes of transmission and potential intervention strategies, as well as the reasons for the success or failure of control programs. The core of this unit is a series of lectures, practical demonstrations and problem-solving tutorials describing real-life examples of diagnostic and surveillance strategies and vaccination policies, community outbreak investigations and epidemic/pandemic preparedness planning. A significant proportion of the lectures are delivered by invited expert infectious disease practitioners and laboratory scientists. The main principles will be illustrated using examples from pandemic and seasonal influenza, arbovirus diseases, tuberculosis, zoonotic and food- and water-borne bacterial infections. A large portion of this unit is based at the State reference laboratories of the Institute of Clinical Pathology and Medical Research at Westmead Hospital, Sydney Medical School - Westmead Campus.

Textbooks

Kimball AM. Risky trade: Infectious disease in the era of global trade. Ashgate, 2006. Webber R. Communicable disease epidemiology and control: A global perspective. CABI Publishing, 2013.

SEXH5200

Advanced STIs

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar
Session: Semester 1 **Classes:** Normal day: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week; Block mode: 3x1hr lectures per week; plus block intensive mode, 2-3 days, 9am-5pm **Assessment:** Written examination (40%); Short essay (10%); Online quizzes (30%); Journal club (10%); Participation in group exercises (10%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

Note: Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.

This unit aims to describe the epidemiology, microbiology, pathogenesis, clinical features and management strategies for the common Sexually Transmitted Infections (STIs). On completion of this unit, students should be able to: (i) Discuss the microbiology, pathogenesis and epidemiology of the common STIs; (ii) Demonstrate an understanding of the clinical spectrum of STIs, including asymptomatic infection, genital manifestations, extragenital manifestations and problems related to pregnancy; and (iii) When discussing STI management, students will understand the impact of STIs at individual and population levels and how needs differ with risk activity groups and geographical locations. HIV infection will only be covered in the context of its interactions with other STIs. Course content will include the basic anatomy, physiology and clinical skills required for the investigation of STIs; the epidemiology, microbiology and clinical aspects of the following conditions: vaginal discharge, urethral discharge, genital ulceration, upper genital tract infections, sexually transmitted hepatitis, syphilis, anogenital warts and cancer, genital infestations, genital dermatology and other conditions likely to present in a sexual health context. Issues related to difficulties of access to treatment, the challenges faced in resource-poor settings and syndromic management will also be covered.

Internal Medicine

Graduate Certificate in Medicine (Internal Medicine)

Graduate Diploma in Medicine (Internal Medicine)

Master of Medicine (Internal Medicine)

Master of Medicine (Advanced) (Internal Medicine)

These courses are not available to student visa holders or to international students to study offshore. International students in Australia on other visas with study rights may apply.

	Graduate Certificate	Graduate Diploma	Master	Master (Advanced)
Course code	GCMEDIC12ITM	GNMEDIC12ITM	MAMEDIC14ITM	MAMEDADV11TM
CRICOS code	Medicine: 083649E	Medicine: 083647G	Medicine: 083643M	Medicine: 083644K
Degree Abbreviation	GradCertMed (InternalMedicine)	GradDipMed (InternalMedicine)	MMed (InternalMedicine)	MMed(Adv) (InternalMedicine)
Credit points required to complete	24	36	48	60
Time to complete part-time	Min 2 years	Min 2 years	Min 2 years	3 - 5 years

Overview

The Internal Medicine program is a collaboration between The University of Sydney and The University of Melbourne which provides a unique depth of teaching and clinical experience. It is aimed at doctors training as physicians, but also offers a strong background in internal medicine to trainees and established clinicians in emergency medicine, intensive care medicine and general practice.

The program aims to provide you with the knowledge and skills tested in the Royal Australasian College of Physicians Adult Medicine Basic Training examinations.

You will advance your clinical knowledge and practice in areas of interest, as well as develop expertise in other areas important to career advancement. The basic stream-specific units are aimed at the level of knowledge expected for the F.R.A.C.P Basic Training examination, while the advanced units offer greater depth in these areas of study. There are a broad range of elective units which include clinical reasoning, medical education, statistical analysis, grant writing, and other research skills. The program also provides opportunities to pursue in depth, area of future practice or interest

You will benefit from the opportunity to interact with other doctors who are at a similar stage in their career, share knowledge and skills in a supportive environment, and make key contacts with Australia's leading physicians. The largely online nature of the course means that you can continue your educational program during rotation to suburban, rural and regional hospitals.

Only medical graduates with full or conditional registration in Australia or New Zealand may be admitted to the Internal Medicine degrees. Candidates must be working, or have had substantial prior work experience, in clinical practice in Australia or New Zealand. The combination of the degree with full time employment means that you should allow a minimum of two years for completion of the degree and we expect that the majority of students will take longer than this.

Course outcomes

The program has been designed to enable you to diagnose, investigate and manage the common and important adult diseases of the organ

systems. The knowledge you gain will be directly applicable to patient care and readily integrated into your day-to-day work. The coursework will focus on clinical skills, rational use of investigative technologies, appropriate therapeutic decision making and, patient centered management. It assumes a working knowledge of the basic medical sciences. The program will emphasise evidence based practice while providing guidance in areas where the evidence base is lacking or inconclusive.

Course Information

The program is designed and delivered by experienced clinicians from teaching hospitals at The University of Sydney and The University of Melbourne who have an intimate knowledge of the needs of physician trainees. The case-based learning and support by practicing clinicians ensures that the course is clinically relevant. All the core unit of study learning material is provided online. The capstone unit provides an intensive face-to-face learning opportunity to consolidate and reinforce learning outcomes as well as an opportunity for you to interact with senior clinicians and fellow trainees.

Further enquiries

A/Prof Leo Davies
 Phone: +61 2 9036 6482
 Email: leo.davies@sydney.edu.au
 Website: sydney.edu.au/medicine/study/postgraduate



Internal Medicine

Admission requirements

Admission to the:

- Graduate Certificate in Medicine (Internal Medicine)
- Graduate Diploma in Medicine (Internal Medicine)
- Master of Medicine (Internal Medicine)

requires a medical degree and current medical registration in an Australian or New Zealand jurisdiction and current or prior employment in a clinical setting in an Australian or New Zealand jurisdiction.

Admission to the:

- Master of Medicine (Advanced) (Internal Medicine)

requires the student to be enrolled in the master program, have completed the compulsory research unit of study and have an average mark of at least 75% in 24 credit points of compulsory or stream specific units of study.

Course structure

The **Graduate Certificate** requires the successful completion of **24 credit points** of stream specific units of study.

The **Graduate Diploma** requires the successful completion of **36 credit points** of units of study including:

- 6 credit points of compulsory units of study;
- 24 credit points of stream specific units of study; and
- 6 credit points of stream specific or general elective units of study.

The **Master** requires the successful completion of **48 credit points** of units of study including:

- 12 credit points of compulsory units of study;
- 24 credit points of stream specific units of study; and
- 12 credit points of stream specific or general elective units of study.

The **Master (Advanced)** requires the successful completion of **60 credit points** of units of study including:

- 48 credit points of study as required for the Master; and
- 12 credit points of project units of study.

Pattern of Enrolment

Compulsory Units of Study

Unit of study code and name	Credit points	Delivery mode
Compulsory units of study for Graduate Diploma students		
Graduate Diploma students must complete 6 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online
Compulsory units of study for Master students		
Master's students must complete 12 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online

Unit of study code and name	Credit points	Delivery mode
INTM5001 Internal Medicine Advanced Management	6 (available semester 2,)	online/block mode

Stream Specific Units of Study

Unit of study code and name	Credit points	Delivery mode
Graduate Certificate students must complete 24 credit points of stream specific units of study		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Master's Students must complete 24 credit points of stream specific units of study		
Offered Semester 1 & 2		
INTM5009 Basic Infectious Diseases	3	online
INTM5010 Basic Oncology	3	online
INTM5011 Basic Haematology	3	online
Offered Semester 1		
INTM5002 Basic Neurology	3	online
INTM5003 Basic Rheumatology	3	online
INTM5007 Basic Renal Medicine	3	online
INTM5014 Cardiology	6	online
INTM5105 Advanced Gastroenterology	3	online
CLNP5002 Diagnostic Electroencephalography	6	online/intensive
MBHT5001 Diabetes Management	6	online/intensive
PMED5100 Paediatric Infectious Diseases	6	online
Offered Semester 2		
INTM5004 Basic Respiratory Medicine	3	online
INTM5005 Basic Gastroenterology	3	online
INTM5006 Basic Endocrinology	3	online
INTM5102 Advanced Neurology	3	online
INTM5103 Advanced Rheumatology	3	online
INTM5104 Advanced Respiratory Medicine	3	online
INTM5106 Advanced Endocrinology	3	online
CLNP5004 Advanced Electroencephalography	6	online/intensive
IMAG5001 Essential Imaging for Clinicians	6	online
MBHT5002 Advanced Diabetes Management	6	online/intensive



Unit of study code and name	Credit points	Delivery mode
MBHT5004 Cardiovascular Metabolic Management	6	online/intensive
PAED5002 Adolescent Medicine	6	online

General Elective Units of Study

Unit of study code and name	Credit points	Delivery mode
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.		
Master's students complete 12 credit points of stream specific or general elective units of study		
Offered Semester 1 and Semester 2		
CEPI5215 Writing and Reviewing Medical Papers	6	online
CEPI5312 Diagnostic and Screening Tests	6	face to face; online
PAIN5002 Pain mechanisms and contributors	6	online
PAIN5003 Pain Treatment and Management Principles	6	online
Offered Semester 1		
BETH5104 Bioethics, Law and Society	6	online
PAIN5021 Acute Pain	6	online
CEPI5200 Quality and Safety in Health Care	6	online
CEPI5300 Research Grants: Theory and Practice	6	block mode; online
CEPI5315 Introduction to Systematic Reviews	6	face to face; online
HPOL5000 Introduction to Health Policy	6	online
PUBH5018 Introductory Biostatistics	6	face to face; online
SEXH5200 Advanced STIs	6	face to face/block mode
SEXH5417 Reproductive Endocrinology and Infertility	6	face to face/block mode
Offered Semester 2		
CRIT5005 Clinical Reasoning and Communication	6	online/intensive
DERM5001 Essential Dermatology	6	online/intensive
IMAG5042 Essential Imaging for Clinicians	6	online
MEDF5002 Teaching in the Clinical environment	6	online/intensive
PUBH5224 Advanced Epidemiology	6	online
SEXH5202 Advanced HIV Infection	6	face to face/block mode

Unit of study code and name	Credit points	Delivery mode
MEDF5301 Project (Advanced Masters)	12 (available semester 1 and 2)	supervision
MEDF5302 Project (Advanced Masters) (Part A)	6 (available semester 1 and 2)	supervision
MEDF5303 Project (Advanced Masters) (Part B)	6 (available semester 1 and 2)	supervision

Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

Internal Medicine

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine

Graduate Diploma in Medicine

Master of Medicine

Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine

Graduate Diploma in Science in Medicine

Master of Science in Medicine

Master of Science in Medicine (Advanced)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course title
GCMEDICI-02	Graduate Certificate in Medicine
GNMEDICI-02	Graduate Diploma in Medicine
MAMEDICI-04	Master of Medicine
MAMEDADV-01	Master of Medicine (Advanced)

Code	Course title
GCSCMEDI-01	Graduate Certificate in Science in Medicine
GNSCMEDI-01	Graduate Diploma in Science in Medicine
MASCMEADI-01	Master of Science in Medicine
MASCMEADV-01	Master of Science in Medicine (Advanced)

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 Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) Graduate certificate
 - (b) Graduate Diploma
 - (c) Master
 - (d) Master (Advanced)
- (2) 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 Streams

- (1) Courses are available in the following streams:

For medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Internal Medicine
 - (d) Metabolic Health
 - (e) Paediatric Medicine
 - (f) Pharmaceutical and Medical Device Development
 - (g) Psychiatry
 - (h) Sexual and Reproductive Health
 - (i) Sleep Medicine

For non-medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Metabolic Health
 - (d) Pharmaceutical and Medical Device Development
 - (e) Sexual and Reproductive Health
 - (f) Sleep Medicine
- (2) Candidates may transfer between streams with approval from the relevant stream Course Coordinators.
- (3) All of the degrees within this course shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.
- (4) Completion of a Pathway, if available within a Stream is not a requirement of completing the course. Candidates have the option of completing the course in one Pathway.

6 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification;
- (3) Admission to the Graduate Diploma in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Medicine requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification.
- (5) Admission to the Psychiatry stream requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; and



- (b) employment in an accredited psychiatry training position or equivalent experience.
- (6) Admission to the Internal Medicine stream requires current medical registration in an Australian or New Zealand jurisdiction and current or prior employment in a clinical setting in an Australian or New Zealand jurisdiction.
- (7) Admission to the Graduate Certificate in Science in Medicine requires:
- a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the School.
- (8) Admission to the Graduate Diploma in Science in Medicine will require:
- successful completion of the embedded Graduate Certificate in Science in Medicine; or
 - a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health or science-related field or pass a preliminary examination(s) as prescribed by the School.
- (9) Admission to the Master of Science in Medicine requires:
- successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine or equivalent qualification; or
 - a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience; and
 - for admission to the Clinical Neurophysiology and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential.
- (10) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
- The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine and have completed the compulsory research methods unit in their stream as applicable; and
 - The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
 - Any other requirements as stated by the Faculty at the time of application.
- (5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
- 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
 - 12 credit points of project units of study.

8 Transitional Provisions

- These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.
- Candidates who commenced prior to 1 January, 2018 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

7 Requirements for award

- The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
- To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
 - 24 credit points of stream specific units of study;
- To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
 - 6 credit points of compulsory units of study, and
 - 24 credit points of stream specific units of study, and
 - 6 credit points of stream specific or general elective units of study;
- To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
 - 12 credit points of compulsory units of study, and
 - 24 credit points of stream specific units of study, and
 - 12 credit points of stream specific or general elective units of study.

Internal Medicine

Table of units of study: Internal Medicine

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Compulsory units of study			
Graduate Diploma students			
Graduate diploma students must complete 6 credit points of compulsory units as listed below:			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Master's students must complete 12 credit points of compulsory units of study as listed below:			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
INTM5001 Internal Medicine Advanced Management	6	P CEPI5100 and 18 credit points of stream specific units of study	Semester 2
Stream specific units			
Graduate Certificate students must complete 24 credit points of stream specific units of study.			
Graduate Diploma students must complete 24 credit points of stream specific units of study.			
Master's students must complete 24 credit points of stream specific units of study.			
INTM5002 Basic Neurology	3	<i>This unit of study is available only to registered medical graduates working in an Australia clinical setting.</i>	Semester 1
INTM5003 Basic Rheumatology	3	<i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 1
INTM5004 Basic Respiratory Medicine	3	<i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 2
INTM5005 Basic Gastroenterology	3	<i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 2
INTM5006 Basic Endocrinology	3	<i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 2
INTM5007 Basic Renal Medicine	3	<i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 1
INTM5009 Basic Infectious Diseases	3		Semester 1 Semester 2
INTM5010 Basic Oncology	3	<i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 1 Semester 2
INTM5011 Basic Haematology	3	<i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 1 Semester 2
INTM5014 Cardiology	6	A Theoretical and practical knowledge of cardiology at least at the level of a registered medical practitioner <i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 1
INTM5102 Advanced Neurology	3	<i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 2
INTM5103 Advanced Rheumatology	3		Semester 2
INTM5104 Advanced Respiratory Medicine	3	<i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 2
INTM5105 Advanced Gastroenterology	3		Semester 1
INTM5106 Advanced Endocrinology	3	<i>This unit of study is available only to registered medical graduates working in an Australian clinical setting.</i>	Semester 2
CLNP5002 Diagnostic Electroencephalography	6	C CLNP5001 <i>Critical Care and Internal Medicine students must request special permission to enrol in this unit of study.</i>	Semester 1
CLNP5004 Advanced Electroencephalography	6	C CLNP5001 <i>Internal Medicine students must request special permission to enrol in this unit of study.</i>	Semester 2
MBHT5001 Diabetes Management	6		Semester 1
MBHT5004 Cardiovascular Metabolic Management	6	A This unit is intended for students who have experience in clinical care of patients and includes a significant Pharmacology component.	Semester 2
PAED5002 Adolescent Medicine	6	<i>This unit of study is only offered in even numbered years</i>	Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
PMED5100 Paediatric Infectious Diseases <i>This unit of study is not available in 2018</i>	6	C Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study <i>This unit of study is only offered in odd numbered years</i>	Semester 1
General elective units			
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study			
Master's students complete 12 credit points of stream specific or general elective units of study			
BETH5104 Bioethics, Law and Society	6	<i>Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.</i>	Semester 1
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
CEPI5215 Writing and Reviewing Medical Papers	6	A Some basic knowledge of summary statistic is assumed P (PUBH5010 or CEPI5100) N CEPI5214 <i>Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.</i>	Semester 1 Semester 2
CEPI5300 Research Grants: theory and practice	6	P (PUBH5010 or CEPI5100) and PUBH5018 N CEPI5505	Semester 1
CEPI5312 Diagnostic and Screening Tests (1 and 2)	6	P PUBH5010 or CEPI5100 N PUBH5208 or CEPI5202 or CEPI5311	Semester 2
CEPI5315 Introduction to Systematic Reviews	6	C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5102 or CEPI5314	Semester 1
CRIT5005 Clinical Reasoning and Communication	6	<i>Note: Department permission required for enrolment Places in this unit are limited and departmental permission is required.</i>	Semester 2
DERM5001 Essential Dermatology	6		Semester 2
HPOL5000 Introduction to Health Policy	6		Semester 1
IMAG5042 Essential Imaging for Clinicians	6		Semester 2
MEDF5002 Teaching in the Clinical Environment	6		Semester 2
PAIN5002 Pain Mechanisms and Contributors	6		Semester 1 Semester 2
PAIN5003 Pain Treatment and Management Principles	6		Semester 1 Semester 2
PAIN5021 Acute Pain	6		Semester 1
PUBH5018 Introductory Biostatistics	6		Semester 1
PUBH5224 Advanced Epidemiology	6	P (PUBH5010 or CEPI5100) and PUBH5018	Semester 2
SEXH5200 Advanced STIs	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 1
SEXH5202 Advanced HIV Infection	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 2
SEXH5417 Reproductive Endocrinology and Infertility	6		Semester 1
Project units of study			
Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.			
MEDF5301 Project (Advanced Masters)	12	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
MEDF5302 Project (Advanced Masters) (Part A)	6	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
MEDF5303 Project (Advanced Masters) (Part B)	6	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2

Internal Medicine

Unit of study descriptions

BETH5104

Bioethics, Law and Society

Credit points: 6 **Teacher/Coordinator:** Professor Roger Magnusson and Professor Cameron Stewart **Session:** Semester 1 **Classes:** 4x6.5hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode **Assessment:** 1x2000wd problem (40%); 1x3500 word essay (60%). Online 'attendance' is also compulsory and will be demonstrated by engagement in at least 8 out of the 10 weekly discussion topics. No formal mark will be given for attendance, but failure to meet the attendance requirement may result in failure of the course. **Mode of delivery:** Block mode, Online

Note: Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.

BETH5104 Bioethics, Law and Society introduces students to interrelationships between health care, ethics, and the law. Students will explore the moral basis of law and the means by which law in turn, influences and directs clinical practice and health policy. We also look at the limits of law in solving ethical dilemmas, and consider what happens when the law falls out of step with the moral institutions of health care providers, patients, and the general public. Over the course of the semester, students will learn to critically read and analyse primary sources of law relevant to bioethics. Students will then examine a number of areas of law that have particular significance for bioethics and society including the law of consent, medical negligence, advance directives, maternal-foetal conflicts, abortion, reproduction, end-of-life decision-making, tissue regulation and infectious disease. Learning activities in BETH5104 include lectures, case discussions (during lectures), problem-based learning, online learning activities and written assessments.

Textbooks

Required: Kerridge, Lowe and Stewart (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

CEPI5100

Introduction to Clinical Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Fiona Stanaway **Session:** Semester 1, Semester 2 **Classes:** Offered online and face-to-face (daytime tutorials) **Prohibitions:** PUBH5010 **Assessment:** Completion of online quizzes (15%), tutorial participation (10%), assignment 1 (15%), assignment 2 (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines.

Textbooks

Online readings and resources to be provided on the eLearning website.

CEPI5200

Quality and Safety in Health Care

Credit points: 6 **Teacher/Coordinator:** Professor Marilyn Walton **Session:** Semester 1 **Classes:** offered online **Assessment:** online participation (20%); 4 x 1500 word assignments (80%) **Mode of delivery:** Online

Note: People working in health care will benefit from this course.

This course is specifically designed for health professionals who are working in health care. It will equip participants with underpinning knowledge about patient safety. The course modules cover quality and safety principles, professionalism and ethics, risk management and risk information, complexity theory, clinical governance and the impact of adverse events, methods to measure and make improvements in health care. The modules, tools and the discussions are designed to enable participants to change behaviours by understanding the main causes of adverse events-poor team work, busyness, hierarchies. The course provides foundation knowledge about quality and safety; governments around the world are concerned to address unsafe care. The course will better prepare health professional to understand the complexity of health care and take steps to minimise the opportunities for errors and address vulnerabilities in the system.

Textbooks

Runciman, Bill, Merry A Walton M. Safety and Ethics in Healthcare: A Guide to Getting it Right. 2007 Asgate Publisher.

CEPI5215

Writing and Reviewing Medical Papers

Credit points: 6 **Teacher/Coordinator:** Associate Professor Angela Webster **Session:** Semester 1, Semester 2 **Classes:** 9 self-paced modules each comprising: course notes, lecture, demonstrations, exercises, quizzes **Prerequisites:** (PUBH5010 or CEPI5100) **Prohibitions:** CEPI5214 **Assumed knowledge:** Some basic knowledge of summary statistic is assumed **Assessment:** quizzes (30%), assignment 1 (20%), assignment 2 (50%) **Mode of delivery:** Online, Block mode

Note: Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.

Students will work at their own pace through 9 modules covering research integrity, medical style, abstracts, presentations and posters, constructing a paper, data visualisation, manuscript submission, responding to reviewers comments, publication dissemination, and reviewing a paper. This unit aims to teach students the principles of research integrity in writing for medical journals, typical issues they may face, and link to resources to help them maintain integrity through their publishing careers. It will guide them to reliable evidence based resources to improve their conference abstract, presentation and poster design, and manuscript style and writing.. Students will learn about reporting guidelines, common pitfalls in writing and presenting research, choosing a journal, keywords, improving tables and figures for manuscripts through open source software, copyright, writing cover letters and response letters to reviewers. Students will learn about measuring research impact and ways to improve your research reach, dealing with the media and press releases, using social media in dissemination, digital archiving and basic skills needed to act as a quality peer-reviewer. This is an online unit, but those needing to study in block mode will do online study as well as a workshop.

Textbooks

No mandatory text book-readings available online.

CEPI5300

Research Grants: theory and practice

Credit points: 6 **Teacher/Coordinator:** Associate Professor Germaine Wong **Session:** Semester 1 **Classes:** 12 online or face-to-face sessions and 1 face-to-face workshop (June) **Prerequisites:** (PUBH5010 or CEPI5100) and PUBH5018 **Prohibitions:** CEPI5505 **Assessment:** 1 x written research proposal(40%); online class presentations (30%); peer assessment (30%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) evening

In this unit of study, the student will develop his/her own research proposal, to a standard suitable for a peer-reviewed granting body.

Each section of a grant proposal (Aims, Background/Significance, Methods, Analysis) will be discussed, with the student presenting and refining the corresponding section of his/her own proposal in a synchronous online workshop setting. This will then be complemented by online presentations from experienced researchers on the practical aspects of clinical research, followed by synchronous online class discussion. Topics include: observational studies, randomized controlled trials, diagnostic test evaluation, qualitative studies, funding application, ethical approval, publication strategies and grant administration. The unit will conclude with a one-day, face-to-face, mandatory workshop- where students will learn about budgeting, peer review of research grants, and present their completed research proposal.

CEPI5312

Diagnostic and Screening Tests (1 and 2)

Credit points: 6 **Teacher/Coordinator:** A/Prof Clement Loy **Session:** Semester 2 **Classes:** 1x2hr seminar/week for 12 weeks **Prerequisites:** PUBH5010 or CEPI5100 **Prohibitions:** PUBH5208 or CEPI5202 or CEPI5311 **Assessment:** Class discussion/presentations (40%) and two written assignments (60%) **Mode of delivery:** Online, Normal (lecture/lab/tutorial) day

This unit of study introduces the student to basic concepts behind diagnostic and screening tests, including: test accuracy, sources of bias in test evaluation, critical appraisal of test evaluation studies, principles and use of evidence in making decisions about population screening. It will then move to more advanced topics including: application of test results to individual patients, place of tests in diagnostic pathways, impact of tests on patient outcome, tests with continuous outcome, receiver-operator characteristic curves, systematic review of diagnostic tests, predictive models, monitoring, diagnostic tests in the health system, and over-diagnosis. After completing this unit of study, the student should have a comprehensive understanding of contemporary issues and the methodology underlying, diagnostic and screening test evaluation and application.

Textbooks

Course notes will be provided

CEPI5315

Introduction to Systematic Reviews

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Reid, Professor Jonathan Craig **Session:** Semester 1 **Classes:** all students will work through four online-modules and participate in weekly tutorials (online or on-campus depending on mode enrolled) over 12 weeks **Corequisites:** CEPI5100 or PUBH5010 **Prohibitions:** CEPI5203 or CEPI5102 or CEPI5314 **Assessment:** module assessment tasks (30%) and 1 x 4000 word assignment (70%) after the modules are completed **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

In this unit of study, we aim to introduce you to systematic reviews and meta-analyses of relevance to healthcare with a particular focus on systematic reviews of randomized controlled trials. Students can choose to learn in online or normal day (on-campus) mode. All students will work through four online modules, delivered over twelve weeks, addressing the following topics at an introductory level: What and why systematic reviews (and meta-analysis); How to formulate answerable healthcare questions and searching for systematic reviews; how a systematic review is conducted and understanding the principles of meta-analysis; and how to appraise, interpret and apply the results of systematic reviews (and meta-analyses). Students will have the opportunity to discuss unit of study learning materials in online tutorials or via weekly (on-campus) tutorials. Readings and other learning materials will be available via eLearning.

Textbooks

Readings and access to other learning resources are available through the unit's elearning site

CLNP5002

Diagnostic Electroencephalography

Credit points: 6 **Teacher/Coordinator:** Karen Storchenegger **Session:** Semester 1 **Classes:** Online lectures, webinars and/or discussion forums, 2 day face-to-face workshop (compulsory) **Corequisites:** CLNP5001 **Assessment:** Online quizzes (20%); short answer questions (20%); participation in generation and peer review of assessment items (10%); participation in online

discussion forums (10%); online exam (40%) **Mode of delivery:** Distance education/intensive on campus

Note: Critical Care and Internal Medicine students must request special permission to enrol in this unit of study.

Electroencephalography (EEG) forms the basis of multiple neurophysiological techniques and is an extremely powerful tool in its own right. This unit will introduce the standardised systems and nomenclature for EEG recordings, examine the characteristics of normal recordings and illustrate the pathological changes associated with intracranial lesions, systemic disease and critical illness. The utility of EEG in the diagnosis and management of seizure disorders will be examined in detail.

CLNP5004

Advanced Electroencephalography

Credit points: 6 **Teacher/Coordinator:** Samantha Soe **Session:** Semester 2 **Classes:** Online learning, webinars and/or discussion forums, 2 day face-to-face workshop (compulsory) **Corequisites:** CLNP5001 **Assessment:** Online quizzes (20%); short answer questions (20%); participation discussion groups and/or webinar tutorials (10%); generation and peer review of assessment items (10%); online exam (40%) **Mode of delivery:** Distance education/intensive on campus

Note: Internal Medicine students must request special permission to enrol in this unit of study.

This unit covers advanced aspects of diagnostic electroencephalography, including the specific technical requirements for continuous video EEG monitoring, seizure recognition during invasive EEG monitoring, current techniques in cortical mapping of seizures and its utility in tailored cortical resection.

CRIT5005

Clinical Reasoning and Communication

Credit points: 6 **Teacher/Coordinator:** Dr Renee Lim **Session:** Semester 2 **Classes:** Online learning and compulsory face to face workshop (1x 2 days) **Assessment:** 5 x 300-500 word clinical case study tasks (25%), participation in on-line discussion tasks and quizzes (10%), participation in 2 day face to face communication skills training session (30%), 1 x 1,500-2,000 word written assignment (35%) **Mode of delivery:** Distance education/intensive on campus

Note: Department permission required for enrolment. Note: Places in this unit are limited and departmental permission is required.

Critical care medicine is practised in highly charged and stressful settings and requires many decisions to be made quickly with limited information and resources. There are also many 'players' and confusion and miscommunication can easily occur. The hierarchical nature of hospital based practice and tribal differences between professions bring their own challenges. This unit of study aims to help clinicians develop decision making and high level communication skills in order to effectively care for patients, engage carers and relatives and perform optimally as a team member or leader. The unit is built around complex clinical cases and includes simulations using actors and experts.

Textbooks

Online readings

DERM5001

Essential Dermatology

Credit points: 6 **Teacher/Coordinator:** Associate Professor Pablo Fernandez-Peñas **Session:** Semester 2 **Classes:** compulsory 1 day face to face workshop; online lectures and webinar tutorials and discussion forums **Assessment:** online exam (40%), workshop participation and skills assessment (20%), case based discussion boards (20%), participation in the generation and peer review of assessment items (10%), online quizzes (10%) **Mode of delivery:** Distance education/intensive on campus

Essential Dermatology will cover most of the common skin diseases, providing a comprehensive review of: clinical presentation; differential diagnosis; impact on quality of life; and management. The unit will also cover the clinicopathological correlation and aetiopathogenesis of skin disease and will equip students to interpret histology reports. Diseases are organised by area of the body and clinical characteristics and include: inflammatory diseases (acne, psoriasis or eczema); autoimmune diseases (lupus, scleroderma); cutaneous drug reactions; dermatological emergencies; infections; and cancer. The use of new technologies in diagnosis and treatment is also discussed. On

completion of the unit, students should be able to diagnose the most common cutaneous presentations, recognise possible alternative diagnoses, and complete an appropriate management plan.

Textbooks

Goldsmith LA, Katz SI, Gilchrist BA, Paller AS, Lefell DJ and Wolff K. (2012). Fitzpatrick's Dermatology in General Medicine. Ed 8, New York: McGraw-Hill

HPOL5000

Introduction to Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Anne Marie Thow **Session:** Semester 1 **Classes:** block mode with compulsory intensive workshops on campus. 2 x 2-day workshops, online lectures and discussions **Assessment:** Online learning quiz (5%); online problem based learning exercise (15%); 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%) **Mode of delivery:** Block mode

This unit aims to develop a critical and comparative understanding of the history, theory and practice of health policy. It gives an overview of the political choices and frameworks - national and global - that shape policymaking. The unit examines policy frameworks, and the roles of politics, evidence and advocacy in setting policy priorities. Analysis and debates regarding health policy will be placed in broader contexts - comparing different health systems and priorities for health. Case studies will be used to examine the relationships between policy and practice.

Learning outcomes. By the end of this unit students will be able to: (i) Define the boundaries and key features of health policy; (ii) Understand the basic history and features of the Australian health system; (iii) Identify policy instruments and how they function; (iv) Understand the main frameworks used for analysing policy; (v) Understand the factors influencing how policy issues are prioritized in health; (vi) Gain skills in policy communication, including preparation of a policy brief.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other recommended reading materials will be available on the unit's eLearning site

IMAG5042

Essential Imaging for Clinicians

Credit points: 6 **Teacher/Coordinator:** Professor Stuart Grieve **Session:** Semester 2 **Classes:** online lectures **Assessment:** online quizzes (20%), case based assignments (30%), final online examination (50%) **Mode of delivery:** Online

This unit of study aims to provide students with a practical and clinically relevant overview of the uses of imaging in medicine. Topics are organised by systems, with clinically relevant cases illustrating key concepts. The course will cover the various modalities in current use and highlight future directions of imaging. Students will gain a better understanding of the strengths and weaknesses of common imaging tests including the risks associated with different modalities will be able to recognise the appearance of 'need to know' cases, and will be better able to appropriately order and perform basic interpretation of commonly used tests.

INTM5001

Internal Medicine Advanced Management

Credit points: 6 **Teacher/Coordinator:** Associate Professor Leo Davies **Session:** Semester 2 **Classes:** 1 week face to face block (attendance compulsory), small group tutorials, seminars, case discussions **Prerequisites:** CEPI5100 and 18 credit points of stream specific units of study **Assessment:** 3 x 1500 word case studies (60%) case presentations (20%) group discussions (20%) **Mode of delivery:** Distance education/intensive on campus

This capstone unit of study will assist you to develop high level diagnostic and management skills relevant to patients with multiple co-morbidities. Senior clinicians will provide insights into clinical decision making, appropriate use of investigative modalities and patient centred management. You will present cases and participate in case discussions with colleagues and senior clinicians in small groups.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, McGraw-Hill 2015; Oxford Textbook of Medicine, 5th Ed Oxford Medicine Online 2016.

INTM5002

Basic Neurology

Credit points: 3 **Teacher/Coordinator:** A/Prof Leo Davies, Dr Peter Puhl **Session:** Semester 1 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** on-line exam (50%) 1 x 1000 word case study (25%) online quizzes (10%); participation in the generation and peer review of assessment items (10%) and participation in online discussion forums (5%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australia clinical setting.

The Basic Neurology syllabus covers the requirements of trainee physician practice. The content is focussed on diagnosis and investigation of common neurological conditions and the essentials of management of these conditions. The module learning materials are linked to a library of clinical cases representing common and important neurological conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, McGraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

INTM5003

Basic Rheumatology

Credit points: 3 **Teacher/Coordinator:** Dr Simon Chatfield **Session:** Semester 1 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** on-line exam (50%) 1 x 1000 word case study (25%) online quizzes (10%), participation in the generation and peer review of assessment items (10%), and participation in online discussion forums (5%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Basic Rheumatology syllabus covers the requirements of trainee physician practice. The content is focussed on diagnosis and investigation of common rheumatologic and conditions and the essentials of management of these conditions. The module learning materials are linked to a library of clinical cases representing common and important rheumatologic and immunologic conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, McGraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

INTM5004

Basic Respiratory Medicine

Credit points: 3 **Teacher/Coordinator:** Dr Gaurie Palnitkar **Session:** Semester 2 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** on-line exam (50%) 1 x 1000 word case study (25%) online quizzes (10%), participation in the generation and peer review of assessment items (10%) and participation in online discussion forums (5%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Basic Respiratory medicine syllabus covers the requirements of trainee physician practice. The content is focussed on diagnosis and investigation of common respiratory conditions and the essentials of management of these conditions. The module learning materials are linked to a library of clinical cases representing common and important respiratory conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, McGraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

INTM5005

Basic Gastroenterology

Credit points: 3 **Teacher/Coordinator:** Dr Ken Liu **Session:** Semester 2 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** on-line exam (50%) 1 x 1000 word case study (25%) online quizzes (10%), participation in the generation and peer review of assessment items (10%) and participation in online forums (5%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Basic Gastroenterology syllabus covers the requirements of trainee physician practice. The content is focussed on diagnosis and investigation of common gastroenterological conditions and the essentials of management of these conditions. The module learning

materials are linked to a library of clinical cases representing common and important gastroenterological conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, Mcgraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

INTM5006

Basic Endocrinology

Credit points: 3 **Teacher/Coordinator:** A/Prof Roger Chen **Session:** Semester 2 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** on-line exam (50%) 1 x 1000 word case study (25%) online quizzes (10%), participation in the generation and peer review of assessment items (10%) and participation in online discussion forums (5%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Basic Endocrinology syllabus covers the requirements of trainee physician practice. The content is focussed on diagnosis and investigation of common endocrine conditions and the essentials of management of these conditions. The module learning materials are linked to a library of clinical cases representing common and important endocrine conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, Mcgraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

INTM5007

Basic Renal Medicine

Credit points: 3 **Teacher/Coordinator:** Dr Brendan Smyth **Session:** Semester 1 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** on-line exam (50%) 1 x 1000 word case study (25%) online quizzes (10%), participation in the generation and peer review of assessment items (10%) and participation in online discussion forums (5%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Basic Renal Medicine syllabus covers the requirements of trainee physician practice. The content is focussed on diagnosis and investigation of common renal conditions and the essentials of management of these conditions. The module learning materials are linked to a library of clinical cases representing common and important renal conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, Mcgraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

INTM5009

Basic Infectious Diseases

Credit points: 3 **Teacher/Coordinator:** Associate Professor Leo Davies **Session:** Semester 1, Semester 2 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** online exam (50%); 1 x 1000 word case study (25%); online quizzes (10%); participation in the generation and peer review of assessment items (10%); and participation in online discussion forums (5%) **Mode of delivery:** Online

The Basic Infectious Diseases covers the requirements of trainee physician practice. The unit is focussed on diagnosis and investigation of common infections and the essentials of management of these conditions. The learning materials are linked to a library of clinical cases representing common and important infections.

Textbooks

Harrison's Principles of Internal Medicine 19th edition, Mcgraw-Hill 2015; Oxford Textbook of Medicine, 5th edition Oxford Medicine Online 2016

INTM5010

Basic Oncology

Credit points: 3 **Teacher/Coordinator:** Associate Professor Leo Davies **Session:** Semester 1, Semester 2 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** online exam (50%) 1 x 1000 word case study (25%) online quizzes (10%) participation in the generation and peer review of assessment items (10%) participation in on-line discussion forums (5%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Basic Oncology syllabus covers the requirements of trainee physician practice. The unit is focussed on diagnosis and investigation of common solid malignancies and the essentials of management of these conditions. The learning materials are linked to a library of clinical cases representing common and important haematological conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th edition, Mcgraw-Hill 2015; Oxford Textbook of Medicine, 5th edition Oxford Medicine Online 2016

INTM5011

Basic Haematology

Credit points: 3 **Teacher/Coordinator:** Associate Professor Leo Davies **Session:** Semester 1, Semester 2 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** online exam (50%) 1 x 1000 word case study (25%) online quizzes (10%) participation in the generation and peer review of assessment items (10%) and participation in on-line discussion forums (5%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Basic Haematology syllabus covers the requirements of trainee physician practice. The unit is focussed on diagnosis and investigation of common haematological disorders and the essentials of management of these conditions. The learning materials are linked to a library of clinical cases representing common and important malignancies.

Textbooks

Harrison's Principles of Internal Medicine 19th edition, Mcgraw-Hill 2015; Oxford Textbook of Medicine, 5th edition Oxford Medicine Online 2016

INTM5014

Cardiology

Credit points: 6 **Teacher/Coordinator:** Dr Mark Dennis, Dr Kelly Stanton **Session:** Semester 1 **Classes:** online lectures, webinars, discussion boards and podcasts **Assumed knowledge:** Theoretical and practical knowledge of cardiology at least at the level of a registered medical practitioner **Assessment:** on-line exam (30%) 1 x 1,000 word case study (15%) 1 x 2,000 word literature review (30%) online quizzes (10%) participation in the generation and peer review of assessment items (10%) and participation in online discussion forums (5%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Cardiology syllabus is designed to meet the needs of medical practitioners who are either trainee physicians or have a special interest in the practice of cardiology. The content is focussed on diagnosis and investigation of common cardiologic conditions and the essentials of management of these conditions. The module learning materials are linked to a library of clinical cases representing common and important cardiologic conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, Mcgraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

INTM5102

Advanced Neurology

Credit points: 3 **Teacher/Coordinator:** A/Prof Leo Davies, Dr Peter Puhl **Session:** Semester 2 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** on-line exam (45%) 1 x 1000 word case study (30%) online quizzes (10%) and participation in online discussion forums (15%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Advanced Neurology syllabus is at a level appropriate for practitioners undertaking specialist training in Neurology or with an interest in the field. The content is focussed on diagnosis and investigation of important but less common neurological conditions and advanced management of common and important neurological diseases. The module learning materials are linked to a library of clinical cases representing common and important neurological conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, Mcgraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

INTM5103**Advanced Rheumatology**

Credit points: 3 **Teacher/Coordinator:** A/Prof Leo Davies **Session:** Semester 2 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** Online exam (45%) 1 x 1000 word case study (30%) online quizzes (10%) and participation in online discussion forums (15%) **Mode of delivery:** Online

The Advanced Rheumatology syllabus is at a level appropriate for practitioners undertaking specialist training in Rheumatology or with an interest in the field. The content is focussed on diagnosis and investigation of important but less common rheumatologic conditions and advanced management of common and important rheumatologic diseases. The module learning materials are linked to a library of clinical cases representing common and important rheumatologic conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, McGraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

INTM5104**Advanced Respiratory Medicine**

Credit points: 3 **Teacher/Coordinator:** Dr Katrina Tonga and Dr Patricia Hullah **Session:** Semester 2 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** on-line exam (45%) 1 x 1000 word case study (30%) online quizzes (10%) and participation in online discussion forums (15%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Advanced Respiratory Medicine syllabus is at a level appropriate for practitioners undertaking specialist training in Respiratory medicine or with an interest in the field. The content is focussed on diagnosis and investigation of important but less common respiratory conditions and advanced management of common and important respiratory diseases. The module learning materials are linked to a library of clinical cases representing common and important respiratory conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, McGraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

INTM5105**Advanced Gastroenterology**

Credit points: 3 **Teacher/Coordinator:** A/Prof Leo Davies **Session:** Semester 1 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** 1 hour invigilated online exam (45%) 1 x 1000 word case study (30%) online quizzes (10%) and participation in online discussion forums (15%) **Mode of delivery:** Online

The Advanced Gastroenterology syllabus is at a level appropriate for practitioners undertaking specialist training in gastroenterology or with an interest in the field. The content is focussed on diagnosis and investigation of important but less common gastroenterological conditions and advanced management of common and important gastroenterological diseases. The module learning materials are linked to a library of clinical cases representing common and important gastroenterological conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, McGraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

INTM5106**Advanced Endocrinology**

Credit points: 3 **Teacher/Coordinator:** A/Prof Roger Chen **Session:** Semester 2 **Classes:** online lectures, webinars, discussion boards and podcasts **Assessment:** on-line exam (45%) 1 x 1000 word case study (30%) online quizzes (10%) and participation in online discussion forums (15%) **Mode of delivery:** Online

Note: This unit of study is available only to registered medical graduates working in an Australian clinical setting.

The Advanced Endocrinology syllabus is at a level appropriate for practitioners undertaking specialist training in endocrinology or with an interest in the field. The content is focussed on diagnosis and investigation of important but less common endocrine conditions and

advanced management of common and important endocrine diseases. The module learning materials are linked to a library of clinical cases representing common and important endocrine conditions.

Textbooks

Harrison's Principles of Internal Medicine 19th ed, McGraw-Hill 2015; Oxford Textbook of Medicine, 5th ed Oxford Medicine Online 2016.

MBHT5001**Diabetes Management**

Credit points: 6 **Teacher/Coordinator:** Dr Albert Hsieh **Session:** Semester 1 **Classes:** Weekly online lectures and podcasts. Practical on campus half day workshop and 3x90 minute online tutorials. It is compulsory that all of these sessions be attended/viewed live or by download. Attendance at the workshop is strongly encouraged but if you are unable to attend the workshop you will be required to complete an alternative ungraded practical learning activity that will relate to the viewing of the workshop. **Assessment:** 3 clinical case study tasks of 500 words (3 x 10%), 1 x 1500 word assignment (25%), online exam (25%) and participation in online discussion boards/webinars (20%) **Mode of delivery:** Distance education/intensive on campus

This unit of study aims to enable students to manage diabetes mellitus effectively. Current data and concepts in epidemiology and classification, pathogenesis, and screening for diabetes and its complications will be addressed. This will be followed by an intensive focus on patient centred management of diabetes, including patient engagement, lifestyle interventions, bariatric surgery, medication options and regimens, new technology and monitoring. Type 1 and type 2 diabetes as well as prediabetes and diabetes in pregnancy will each be explored with a personalised, case-based approach. Differing health care delivery methods in diabetes and team based approaches to care will be discussed. Learning will be enhanced by individual and group online methods plus a practical on campus half-day workshop.

Textbooks

Endocrinology Expert Group. Therapeutic Guidelines: Endocrinology. Version 5. Melbourne: Therapeutic Guidelines Limited; 2014. ISBN9780980825374; additional required reading: Standards of Medical Care in Diabetes. Diabetes Care January 2014 vol. 37 no. Supplement 1 S14-S80; NHMRC Clinical Care Guidelines in Diabetes, especially: Craig ME, Twigg SM, Donaghue KC, Cheung NW, Cameron FJ, Conn J, Jenkins AJ, Silink M, for the Australian Type 1 Diabetes Guidelines Expert Advisory Group. National evidence-based clinical care guidelines for type 1 diabetes in children, adolescents and adults, Australian Government Department of Health and Ageing, Canberra 2011.

MBHT5002**Advanced Diabetes Management**

Credit points: 6 **Teacher/Coordinator:** Dr Albert Hsieh **Session:** Semester 2 **Classes:** Weekly online lectures and podcasts. Practical on-campus half-day workshop. It is compulsory that the workshop be attended/viewed live or by download. If you do not attend you will be required to complete an alternative practical ungraded learning activity that will relate to the viewing of the workshop. **Prerequisites:** MBHT5001 **Assumed knowledge:** It is recommended that students first complete MBHT5001 (Diabetes Management) unless they have a reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings. **Assessment:** 3 clinical case study tasks of 500 words (3 x 10%), 1 x 1500 word assignment (25%), online exam (25%) and participation in online discussion boards (20%) **Mode of delivery:** Distance education/intensive on campus

Note: Departmental permission required unless MBHT5001 satisfactorily completed.

This unit of study provides students with an advanced level of understanding of the effective management of diabetes mellitus. It will build on the Diabetes Management unit of study by focusing on more complex cases of diabetes, with a particular focus on type 1 diabetes. Topics addressed will include atypical, unusual and difficult to classify diabetes, intensive therapy in diabetes including complex insulin regimens, and managing diabetes related complications such as heart failure, painful neuropathy, diabetic foot disease, advanced retinopathy, non-alcoholic fatty liver disease and end-stage renal disease. New technologies including state of the art insulin pump therapy and real time continuous blood glucose monitoring will be exemplified using real life cases. The role of pancreas transplant and closed loop systems in diabetes will also be addressed. Diabetes translational research across the bench, clinic and bedside, will be examined. Learning will be enhanced by individual and group online methods plus a practical on-campus half-day workshop.

Textbooks

Required reading (accessible on line): Standards of Medical Care in Diabetes. Diabetes Care January 2014 vol. 37 no. Supplement 1 S14-S80; NHMRC Clinical Care Guidelines in Diabetes, especially: Craig ME, Twigg SM, Donaghue KC, Cheung NW, Cameron FJ, Conn J, Jenkins AJ, Silink M, for the Australian Type 1 Diabetes Guidelines Expert Advisory Group. National evidence-based clinical care guidelines for type 1 diabetes in children, adolescents and adults, Australian Government Department of Health and Ageing, Canberra 2011.

MBHT5004

Cardiovascular Metabolic Management

Credit points: 6 **Teacher/Coordinator:** Dr Kelly Stanton **Session:** Semester 2 **Classes:** Weekly online lectures and online discussion forums and/or webinar tutorials. **Assumed knowledge:** This unit is intended for students who have experience in clinical care of patients and includes a significant Pharmacology component. **Assessment:** 3 clinical case study tasks of 500 words (3x 10%); 1 x 1500 word assignment on a key topic (25%); online exam (25%); and participation in quizzes and online discussion boards (20%) **Mode of delivery:** Online

This unit will develop enhanced understanding of how to effectively manage both cardiovascular risk to optimise health, and the cardiovascular complications that may occur in metabolic disease. It will facilitate increased confidence in the prevention and practical medical management of cardiovascular disease in its broadest sense. Epidemiology, changing demographics and classification will be considered. Atherogenesis, prothrombotic and pro-inflammatory as well as profibrotic pathogenic concepts will be addressed before detailed exploration of large and small vessel disease and implications for brain, kidney and heart function (including ischaemic cardiomyopathy, diabetic cardiomyopathy and hypertensive cardiomyopathy). Peripheral arterial and venous disease, arrhythmogenic disturbances and platelet dysfunction and rheology will all be considered. This will be followed by an intensive focus on characterisation of cardiovascular risk and state of the art patient-centred management in these conditions, including screening methods, lifestyle interventions, evidence-based medication regimens, non-invasive monitoring and new technology. Health care delivery methods will be explored. Learning will be enhanced by individual and group online methods.

Textbooks

Vascular Medicine: A Companion to Braunwald's Heart Disease. Braunwald's Heart Disease: A Textbook of Cardiovascular Medicine Guidelines: NHMRC Clinical Care Guidelines for the Management of Absolute Cardiovascular Risk (2012), <https://www.nhmrc.gov.au/guidelines-publications/ext10> Reducing risk in heart disease - an expert guide to clinical practice for secondary prevention of coronary heart disease (updated 2012), <http://www.heartfoundation.org.au/SiteCollectionDocuments/Reducing-risk-in-heart-disease.pdf> Therapeutic Guidelines Cardiovascular version 6

MEDF5002

Teaching in the Clinical Environment

Credit points: 6 **Teacher/Coordinator:** Dr Marguerite Tracy **Session:** Semester 2 **Classes:** 1 day face to face workshop 9am - 3pm (not compulsory) and online learning. students who do not attend the face to face will be required to complete an alternative ungraded learning activity. **Assessment:** 20% personal learning plan (1500 words); 20% online activities; 60% portfolio of evidence of learning (4500 words equivalent) **Mode of delivery:** Distance education/intensive on campus

Almost all healthcare professionals are involved in education and training throughout their careers. This unit of study provides a practical introduction to the theory and practice of teaching and learning in the health environment. The unit will cover 3 main areas: planning for and facilitating learning in the clinical environment; assessing performance and providing constructive feedback; and fostering the development of students as professionals. Each of these areas will be underpinned by best evidence from clinical education research and will address current challenges and opportunities in the learning environment. This will include the role of new technologies from the perspective of both educators and learners. Participants in the course will gain a framework they can use to support their teaching, and will develop a portfolio of evidence to support their professional development as clinician educators.

MEDF5301

Project (Advanced Masters)

Credit points: 12 **Teacher/Coordinator:** Students must have a University of Sydney staff member or university approved supervisor for their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project. **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidature will be guided through the steps required to plan and execute a substantial research project, and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5302

Project (Advanced Masters) (Part A)

Credit points: 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for publication. Where appropriate students will prepare a work suitable for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5303

Project (Advanced Masters) (Part B)

Credit points: 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential where there is the use of patient information or recruitment of patient study subjects that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for

publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

PAED5002

Adolescent Medicine

Credit points: 6 **Teacher/Coordinator:** Prof Rachel Skinner **Session:** Semester 2 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 2 x 1000 word project (or its equivalent) (50%), and participation in online discussion forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in even numbered years

This unit examines the medical and psychosocial issues affecting the adolescent age group. Modules include eating disorders, chronic illness, drugs and alcohol and adolescent gynaecology, sexual health and adolescent mental health. There will be a focus on the approach to the adolescent patient, the clinical issues related to the most commonly encountered diseases affecting adolescents as well as consideration of public health policy as it relates to adolescents.

PAIN5002

Pain Mechanisms and Contributors

Credit points: 6 **Teacher/Coordinator:** Professor Michael Nicholas and Dr Christopher Vaughan **Session:** Semester 1, 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 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 1, 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 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.

PAIN5021

Acute Pain

Credit points: 6 **Teacher/Coordinator:** Dr Philip Corke **Session:** Semester 1 **Classes:** Approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** Participation in online discussion (25%), 4000-5000 written assignment/s or equivalent (75%) **Mode of delivery:** Online

The aims of this unit are to provide a theoretical framework for the management of acute pain, to examine the specific contributors that are important in the development of acute pain conditions and to examine pharmacological and other approaches used in the management of acute pain. Topics that will be covered will include the principles of pre-emptive analgesia and evidence of effectiveness in preventing pain, pharmacological management of acute pain including approaches such as patient controlled analgesia, adjunctive approaches in managing acute pain and the transition from acute to chronic pain.

PMED5100

Paediatric Infectious Diseases

Credit points: 6 **Teacher/Coordinator:** Dr Shekeeb Mohammad **Session:** Semester 1 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Corequisites:** Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study **Assessment:** 2x2000-3000 word project (or its equivalent) (40%), TBC (10%), and participation in online discussion forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in odd numbered years

This unit investigates in-depth the epidemiology, diagnosis and management of paediatric infectious diseases. Modules of study within this unit will include: worldwide patterns of infectious disease, including assessment of scope of problem and burden of disease; common paediatric infectious diseases; current evidenced based practice for diagnosis and treatment of common childhood infectious diseases; infectious diseases in special populations such as immunocompromised, malnourished and indigenous populations; issues of policy and public health; emerging infectious diseases in paediatric settings.

PUBH5018

Introductory Biostatistics

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

PUBH5224

Advanced Epidemiology

Credit points: 6 **Teacher/Coordinator:** Professor Tim Driscoll **Session:** Semester 2 **Classes:** Weekly classes (combined lectures and tutorials) for 13 weeks. **Prerequisites:** (PUBH5010 or CEPI5100) and PUBH5018 **Assessment:** 1x 1500 word assignment or equivalent class presentation (30%); 1x 4000 word assignment (or equivalent answers to specific methodological questions) (70%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study is intended for students who have completed Epidemiology Methods and Uses (or an equivalent unit of study) at a credit or higher level. It is designed to extend students' practical and theoretical knowledge of epidemiology beyond basic principles, provide students with an opportunity to consolidate critical appraisal skills and to acquire some of the practical knowledge and skills needed to design epidemiological research.

SEXH5200**Advanced STIs**

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar
Session: Semester 1 **Classes:** Normal day: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week; Block mode: 3x1hr lectures per week; plus block intensive mode, 2-3 days, 9am-5pm **Assessment:** Written examination (40%); Short essay (10%); Online quizzes (30%); Journal club (10%); Participation in group exercises (10%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

Note: Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.

This unit aims to describe the epidemiology, microbiology, pathogenesis, clinical features and management strategies for the common Sexually Transmitted Infections (STIs). On completion of this unit, students should be able to: (i) Discuss the microbiology, pathogenesis and epidemiology of the common STIs; (ii) Demonstrate an understanding of the clinical spectrum of STIs, including asymptomatic infection, genital manifestations, extragenital manifestations and problems related to pregnancy; and (iii) When discussing STI management, students will understand the impact of STIs at individual and population levels and how needs differ with risk activity groups and geographical locations. HIV infection will only be covered in the context of its interactions with other STIs. Course content will include the basic anatomy, physiology and clinical skills required for the investigation of STIs; the epidemiology, microbiology and clinical aspects of the following conditions: vaginal discharge, urethral discharge, genital ulceration, upper genital tract infections, sexually transmitted hepatitis, syphilis, anogenital warts and cancer, genital infestations, genital dermatology and other conditions likely to present in a sexual health context. Issues related to difficulties of access to treatment, the challenges faced in resource-poor settings and syndromic management will also be covered.

SEXH5202**Advanced HIV Infection**

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Roger Garsia, Dr Frederick Lee **Session:** Semester 2 **Classes:** Normal day: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week; Block mode: 3x1hr lectures per week; plus block intensive mode, 2-3 days, 9am - 5pm. **Assessment:** Written examination (40%); Case-based discussions and presentations (20%); Online quizzes (30%); Journal club (10%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

Note: Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.

This unit aims to describe the epidemiology, biology, pathogenesis and clinical contexts of HIV infection.

On completion of this unit, students should be able to: (i) Understand the laboratory, clinical and social aspects of the diagnosis and management of HIV infection. Course content will include underlying scientific principles of diagnostics, virology, immunology and pathogenesis as applicable to HIV infection; clinical aspects of HIV infection, including seroconversion, asymptomatic infection, early symptomatic disease, major opportunistic infections (including AIDS-related conditions), tumours and death. Emphasis will be placed on prophylaxis, antiretrovirals for prevention and treatment and the management of associated conditions. Legal, ethical and social contexts will also be discussed.

SEXH5417**Reproductive Endocrinology and Infertility**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Kirsten Black, Associate Professor Cecilia Sjöblom **Session:** Semester 1 **Classes:** Weekly 1 hour lectures and podcasts online; Weekly online discussion boards, Block intensive mode, 3 days, 9am -5pm **Assessment:** 3 x Clinical case study work tasks (30%); 1 x 2,000 Word written assignment (30%); Online quizzes (25%); Participation in online discussion of case work tasks /webinars (15%) **Mode of delivery:** Block mode

This unit will cover reproductive endocrinology including: the reproductive cycle, gamete approximation and fertilisation biology; ovarian function, oogenesis and ovulation; testicular function, spermatogenesis. It will also cover infertility including causes, risk

factors and investigation of male and female infertility. It will provide an understanding of ovulation induction reproductive technologies and assisted conception together with ethical and regulatory aspects.

Textbooks

Online journal readings.

International Ophthalmology

Graduate Diploma in International Ophthalmology

Master of International Ophthalmology

	Graduate Diploma in International Ophthalmology	Master of International Ophthalmology
Course code	GNINTOPH1000	MAINTOPH1000
CRICOS code	N/A	N/A
Degree Abbreviation	GradDiplOphth	MIOphth
Credit points required to complete	36	48
Time to complete full-time	1 year	1 year
Time to complete part-time	1.5 to 4 years	1.5 to 6 years

Overview

International Ophthalmology focuses on the specific training needs of clinicians in developing countries with a particular emphasis on the Asia-Pacific region. The course provides students with the skills to competently practise ophthalmology at the highest possible standard with an emphasis on the specific diseases and pathologies of their home countries.

The course provides the opportunity for students to learn both the theoretical knowledge and practical skills to enable them to competently diagnose and manage common eye conditions, diseases and injuries to the eye. Clinical and basic sciences are taught online and local and visiting mentors provide valuable clinical teaching and supervision in the student's working environment.

Course outcomes

The courses provide graduates with the practical experience and knowledge to manage ophthalmic conditions specific to their native countries.

Further information

The majority of the degree is in the form of online learning.

The method of assessment for online units will be based on assignments (three assignments over the course of each semester), problem-based learning modules and online participation.

Students enrolled in the Community Stream will undertake their practical units of study under the guidance of the course coordinator and may be completed in their home country, in another developing country or at the Save Sight Institute in Sydney.

Students enrolled in the Vocational Stream will undertake their practical units under the guidance of a visiting mentor either to their home country or to another developing country.

Discipline of Clinical Ophthalmology & Eye Health
 Phone: +61 2 9382 7284/7599
 Email: ophthalmology.education@sydney.edu.au
 Website: sydney.edu.au/medicine/eye



International Ophthalmology

Admission requirements

Admission to the **Graduate Diploma in International Ophthalmology** and **Master of International Ophthalmology** requires a medical degree.

Students enrol into a stream based on their background experience.

Post Vocational Ophthalmology stream:

Overseas trained specialists from countries with established vocational ophthalmology training program who have completed or are eligible to undertake fellowship training may apply for admission to the Post Vocational stream.

Community Ophthalmology stream:

Overseas applicants from countries without established vocational training programs, but who are working in an ophthalmology unit, may be eligible for admission to the Community Ophthalmology stream.

See the course Rules for further details.

Course structure

The **Graduate Diploma in International Ophthalmology - Community Ophthalmology stream** requires the successful completion of **36 credit points** of units of study from **Part 1 of the Table of units of study**.

The **Graduate Diploma in International Ophthalmology - Post Vocational Ophthalmology stream** requires the successful completion of **36 credit points** of units of study from **Part 2 of the Table of units of study**.

The **Master of International Ophthalmology - Community Ophthalmology stream** requires the successful completion of **48 credit points** of units of study including:

- 36 credit points of core units of study from Part 1 of the Table of units of study, and
- 12 credit points of units of study from Part 3 of the Table of units of study.

The **Master of International Ophthalmology - Post Vocational Ophthalmology stream** requires the successful completion of **48 credit points** of units of study including:

- 36 credit points of core units of study from Part 2 of the Table of units of study, and
- 12 credit points of units of study from Part 3 of the Table of units of study.

Pattern of enrolment

The following patterns of enrolment are proposed for students.

Community Ophthalmology Stream

Year 1 UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5013 Ophthalmology in Developing Countries 1	6	online
Semester 2		
OPSC5014 Ophthalmology in Developing Countries 2	6	online

Year 2 UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5017 Surgical Ophthalmology	6	online
Semester 2		
OPSC5033 Acute and Emergency Eye Presentations	6	online

Year 3 UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5015 Clinical Ophthalmology 1	6	online
OPSC5032 Treatise	12	supervision
Semester 2		
OPSC5016 Clinical Ophthalmology 2	6	online

Post Vocational Ophthalmology Stream

Year 1 UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5026 Cornea and Anterior Segment Surgery	6	online
OPSC5027 Glaucoma	6	online
Semester 2		
OPSC5030 Medical Retina	6	online
OPSC5031 Paediatric Ophthalmology	6	online

Year 2 UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5028 Practical International Ophthalmology 1	6	block mode
OPSC5029 Practical International Ophthalmology 2	6	block mode
Semester 2		



Year 2 UoS code and Credit points	Delivery mode name
OPSC5032 Treatise	12 supervision

International Ophthalmology

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Diploma in International Ophthalmology

Master of International Ophthalmology

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GNINTOPH-01	Graduate Diploma in International Ophthalmology
MAINTOPH-01	Master of International Ophthalmology

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 course, as defined by the Coursework Rule.

4 Stream

- (1) The Graduate Diploma in International Ophthalmology, and the Master of International Ophthalmology are available in the following streams:
 - (a) Community Ophthalmology
 - (b) Post Vocational Ophthalmology

5 Embedded courses in this sequence

- (1) The embedded courses for each stream in this sequence are:
 - (a) the Graduate Diploma in International Ophthalmology
 - (b) the Master of International Ophthalmology.
- (2) 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 longest award completed will be conferred.

6 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In

- exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Diploma of International Ophthalmology requires:
 - a medical degree from the University of Sydney or equivalent qualification.
- (3) Admission to the Master of International Ophthalmology requires:
 - a medical degree from the University of Sydney or equivalent qualification.
- (4) Applicants from countries without established vocational (Specialist) ophthalmology training programs and working in an ophthalmology unit are eligible for admission to the Community Ophthalmology stream.
- (5) Applicants who are overseas trained specialists from countries with established vocational ophthalmology training programs and:
 - (a) who have satisfactorily completed the requirements to practice as ophthalmologists in their country of residency; or
 - (b) who are eligible to undertake further fellowship training in their country of residence;
 are eligible for admission to the Post Vocational Ophthalmology stream.

7 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: International Ophthalmology.
- (2) To qualify for the award of the Graduate Diploma in International Ophthalmology a candidate in the Community Ophthalmology stream must successfully complete 36 credit points of core units of study from Part 1 of the Table of units of study.
- (3) To qualify for the award of the Graduate Diploma in International Ophthalmology a candidate in the Post Vocational Ophthalmology stream must successfully complete 36 credit points of core units of study from Part 2 of the Table of units of study.
- (4) To qualify for the award of the Master of International Ophthalmology a candidate in the Community Ophthalmology stream must successfully complete 48 credit points, including:
 - (a) 36 credit points of core units of study from Part 1 of the Table of units of study, and
 - (b) 12 credit points of units of study from Part 3 of the Table of units of study.
- (5) To qualify for the award of the Master of International Ophthalmology a candidate in the Post Vocational Ophthalmology stream must successfully complete 48 credit points, including:
 - (a) 36 credit points of core units of study from Part 2 of the Table of units of study, and
 - (b) 12 credit points of units of study from Part 3 of the Table of units of study.

8 Transitional provisions

- (1) These course 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 course resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the course resolutions in force at the time of their commencement.



International Ophthalmology

Table of units of study: International Ophthalmology

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Part 1			
Units of study for the Community Ophthalmology stream			
OPSC5001 Ophthalmic Anatomy	9	A Undergraduate knowledge of basic human anatomy	Semester 1 Semester 2
OPSC5003 Ophthalmic Optics	9	A Undergraduate knowledge of physics relating to light and optics	Semester 1 Semester 2
OPSC5013 Ophthalmology in Developing Countries 1	6	Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.	Semester 1 Semester 2
OPSC5014 Ophthalmology in Developing Countries 2	6	P OPSC5013 Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.	Semester 1 Semester 2
OPSC5015 Clinical Ophthalmology 1	6	P OPSC5013 and OPSC5014 Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.	Semester 1 Semester 2
OPSC5016 Clinical Ophthalmology 2	6	P OPSC5015 Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.	Semester 1 Semester 2
OPSC5017 Surgical Ophthalmology	6	Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.	Semester 1 Semester 2
OPSC5033 Acute and Emergency Eye Presentations	6	Candidates must be overseas trained medical practitioners without an established vocational ophthalmology training program and be working in a clinical ophthalmology unit.	Semester 1 Semester 2
Part 2			
Units of study for the Vocational Ophthalmology stream			
OPSC5001 Ophthalmic Anatomy	9	A Undergraduate knowledge of basic human anatomy	Semester 1 Semester 2
OPSC5003 Ophthalmic Optics	9	A Undergraduate knowledge of physics relating to light and optics	Semester 1 Semester 2
OPSC5026 Cornea and Anterior Segment Surgery	6	Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practise as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.	Semester 1
OPSC5027 Glaucoma	6	P OPSC5026 Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practise as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.	Semester 2
OPSC5028 Practical International Ophthalmology 1	6	P OPSC5026 and OPSC5027 Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practise as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.	Intensive February Intensive June
OPSC5029 Practical International Ophthalmology 2	6	P OPSC5030 and OPSC5031 C OPSC5028 and OPSC5030 Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practise as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.	Intensive February Intensive June
OPSC5030 Medical Retina	6	P OPSC5026 and OPSC5027 Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practise as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.	Semester 1
OPSC5031 Paediatric Ophthalmology	6	P OPSC5026 and OPSC5027 and OPSC5030 Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practise as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.	Semester 2
Part 3			
Unit of study for the master's degree			



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
OPSC5032 Treatise	12	P (OPSC5013 and OPSC5014 and OPSC5017) or (OPSC5026 and OPSC5027 and OPSC5030) <i>Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.</i>	Semester 1 Semester 2

International Ophthalmology

Unit of study descriptions

OPSC5001

Ophthalmic Anatomy

Credit points: 9 **Teacher/Coordinator:** Dr Yves Kerdraon and Dr Simon Taylor
Session: Semester 1, Semester 2 **Classes:** Online **Assumed knowledge:** Undergraduate knowledge of basic human anatomy **Assessment:** Academic Honesty and Academic Writing Tasks (15%), 1 x 2500 word assignment (15%), online presentation (15%), online journal club (10%) and 1 x 3 hour exam (45%)
Mode of delivery: Distance education

Successful students can demonstrate to the examiners that they have knowledge of anatomy relevant to the practise of ophthalmology. In particular, students must show detailed knowledge of the anatomy of the eye, the orbit and periorbital structures, and the visual pathways. On completion of this unit of study the successful student will be able to (1) describe the normal anatomical organisation and development of the human eye, orbit and periorbital structures in terms of cells, tissues, organs and systems, (2) describe the principal components of the human visual system and their structure and function and (3) describe how diagnostic imaging may be used in ophthalmic practise.

Textbooks

Prescribed texts: Clinical Anatomy of the Eye Snell RS and Lemp MA; Wolff's Anatomy of the Eye and Orbit (8th ed). AJ Bron et al (eds) HK Lewis, London 1997. Additional texts: Histology of the Human Eye M Hogan J Alvarado, J Wedell WB Saunders, Philadelphia, 1971; Gray's Anatomy (38th Ed) Churchill Livingstone, Edinburgh, 1989; The Eye Basic Sciences in Practice (Chapters 1 and 2) J Forrester et al Saunders Company Ltd London 1996; The Human Nervous System, An Anatomical Viewpoint (5th Ed) ML Barr and JA Kiernan Harper and Row, Philadelphia 1988; Clinical Anatomy and Physiology of the Visual System, 3rd Edition, By Lee Ann Remington; 2013-2014 Basic and Clinical Science Course; Section 2: Fundamentals and Principles of Ophthalmology (2013; older editions also quite acceptable). Foundation of the American Academy of Ophthalmology.

OPSC5003

Ophthalmic Optics

Credit points: 9 **Teacher/Coordinator:** Dr Con Petsoglou, A/Prof Gordon Sanderson, Dr Chameen Samarawickrama, Dr Kelechi Obuehi **Session:** Semester 1, Semester 2 **Classes:** Online **Assumed knowledge:** Undergraduate knowledge of physics relating to light and optics **Assessment:** 2 x 2500 word assignments (30%), presentation (15%), wiki on an allocated topic (10%) and 1 x 3hr exam (45%) **Mode of delivery:** Distance education

Successful students can demonstrate to the examiners that they have a detailed and comprehensive knowledge of optics relevant to the practise of ophthalmology. Particular emphasis is placed on the topics of physical, geometrical, physiological and instrument optics. On completion of this unit of study students are able to (1) describe the physical properties of light and lasers, (2) describe the geometrical principles of light and the laws governing lights interaction with materials and (3) describe the physiological optics of the human eye and how to test this.

Textbooks

Prescribed texts: Clinical Optics AR Elkington and HJ Frank, Blackwell Science, 3rd Ed, 2000; Optics, Refraction and Contact Lenses, Basic and Clinical Science Course, American Academy Ophthalmology, 2013. Additional texts: Optics MH Freeman, Butterworths-Heinemann Medical; 10th Ed, 1990; Optics for Clinicians M Rubin, Triad Publishing, 3rd Ed, 1993; Physics for Ophthalmologists DJ Coster 1st Ed 1994; The Fine Art of Prescribing Glasses Without Making a Spectacle of Yourself Hardcover - April 30, 2004, by Benjamin Milder (Author), Melvin L. Rubin (Author).

OPSC5013

Ophthalmology in Developing Countries 1

Credit points: 6 **Teacher/Coordinator:** A/Professor Geoffrey Painter and Dr Nitin Verma **Session:** Semester 1, Semester 2 **Classes:** 1x3hr online

seminar/wk (13 weeks) **Assessment:** 7x PBL assignments (100%) **Mode of delivery:** Online

Note: Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.

This unit of study provides candidates with the foundations of the practise of clinical ophthalmology with an emphasis on the specific diseases and pathology of their native country. On completion of this unit, the successful student will be able to understand the basis of the practise of clinical ophthalmology: basic pharmacology, public health measures, nutrition and its impact on ocular health, general microbiology, principles of genetics and medical statistics and epidemiology. They will also be expected to incorporate knowledge gained from the other online units of study to gain knowledge on the aetiology, pathology associated features, prognosis and management of diseases of the cornea and conjunctiva, eyelids and orbit, lacrimal system and iris and ciliary body. They will be required to identify differences in the presentation, aetiology, course, treatment and prognosis of ocular diseases in adults compared to children, to identify and study areas of ophthalmic significance in developing countries especially the candidates own, and to utilise online ophthalmic and medical resources to gain knowledge and assist in the management of ocular and general medical disease.

Textbooks

Clinical Ophthalmology: a systematic approach (7th ed), Jack J. Kanski, Brad Bowling; Edinburgh; New York : Elsevier/Saunders, 2011

OPSC5014

Ophthalmology in Developing Countries 2

Credit points: 6 **Teacher/Coordinator:** Dr Con Petsoglou and Dr Nitin Verma **Session:** Semester 1, Semester 2 **Classes:** 1x3hr online seminar/wk (13 weeks) **Prerequisites:** OPSC5013 **Assessment:** 7x PBL assignments (100%) **Mode of delivery:** Online

Note: Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.

This unit of study provides candidates with the foundations of the practise of clinical ophthalmology with an emphasis on the specific diseases and pathology of their native country. On completion of this unit, the successful student will be able to apply the scientific basis of the practise of clinical ophthalmology to the following areas of specific ocular systems: basic pharmacology, public health measures, nutrition and its impact on ocular health, general microbiology, principles of genetics and medical statistics and epidemiology. They will also be required to incorporate knowledge gained from the other online units of study to gain knowledge on the aetiology, pathology associated features, prognosis and management of diseases of the lens and ciliary body, retina, optic and cranial nerves, the central nervous system. extraocular muscles and head and neck diseases. They will be required to identify differences in the presentation, aetiology, course, treatment and prognosis of ocular diseases in adults compared to children, identify and study areas of ophthalmic significance in developing countries especially the candidates own and utilise online ophthalmic and medical resources to gain knowledge and assist in the management of ocular and general medical disease.

Textbooks

Clinical Ophthalmology: a systematic approach (7th ed), Jack J. Kanski, Brad Bowling; Edinburgh; New York: Elsevier/Saunders, 2011

OPSC5015

Clinical Ophthalmology 1

Credit points: 6 **Teacher/Coordinator:** A/Professor Geoffrey Painter and Dr Nitin Verma **Session:** Semester 1, Semester 2 **Classes:** Mentoring in a live clinical setting **Prerequisites:** OPSC5013 and OPSC5014 **Assessment:**



Attendance and submitted fortnightly case histories (100%) **Mode of delivery:** Online

Note: Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.

This unit of study provides students with the practical experience and knowledge necessary to manage ophthalmic conditions. The unit employs a mentor-based approach with candidates applying knowledge to eye clinic patients under the guidance of an approved ophthalmologist the student's country of practise, visiting ophthalmologists from Australia and New Zealand and a representative from their local health authority. Students are required to attend ophthalmology clinics in a variety of settings on a full time basis under the supervision of local or international ophthalmologists. The student will be continuously supervised and assessed as to their competence in their management of ophthalmic conditions in both adults and children. The clinical load will be reflected in the spectrum of submitted case histories by the student. They are required to show that they can competently manage a wide range of ophthalmic conditions by taking an appropriate medical and ophthalmic history, performing an ophthalmic examination, an appropriate general medical examination and an appropriate preoperative assessment, identifying the most likely diagnosis, and listing an appropriate differential diagnosis. In addition, they are required to outline and/or perform appropriate ophthalmic and medical investigations, outline a management plan for the condition. This may include preventative, public health and nutritional measures; genetic, disease education and counseling; general medical therapies; pharmacological, laser, surgical and optical treatments; consultation by other medical or health professionals; organisation of government and NGO assistance and arranging for appropriate ophthalmic and other medical/paramedical follow up. Successful candidates will be able to demonstrate the ability to work independently as an ophthalmologist in their native country.

Textbooks

Clinical Ophthalmology: a systematic approach (7th ed), Jack J. Kanski, Brad Bowling; Edinburgh ; New York : Elsevier/Saunders, 2011

OPSC5016

Clinical Ophthalmology 2

Credit points: 6 **Teacher/Coordinator:** A/Professor Geoffrey Painter and Dr Nitin Verma **Session:** Semester 1, Semester 2 **Classes:** Mentoring in a live clinical setting **Prerequisites:** OPSC5015 **Assessment:** Attendance, submitted fortnightly case histories, OSCE exam (100%) **Mode of delivery:** Distance education

Note: Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.

This unit of study provides students with the practical experience and knowledge necessary to manage ophthalmic conditions. This unit employs a mentor based approach with students applying knowledge to eye clinic patients under the guidance of an approved ophthalmologist the student's country of practise, visiting ophthalmologists from Australian and New Zealand and a representative from their local health authority. Students are required to attend ophthalmology clinics in a variety of settings on a full time basis under the supervision of local or international ophthalmologists. The student will be continuously supervised and assessed as to their competence in their management of ophthalmic conditions in both adults and children. The clinical load will be reflected in the spectrum of submitted case histories by the student. They are required to show that they can competently manage a wide range of ophthalmic conditions by taking an appropriate medical and ophthalmic history, performing an ophthalmic examination, an appropriate general medical examination an appropriate preoperative assessment, identifying the most likely diagnosis and listing an appropriate differential diagnosis. In addition, they are required to outline and/or perform appropriate ophthalmic and medical investigations and outline a management plan for the condition. This may include preventative, public health and nutritional measures; genetic, disease education and counseling; general medical therapies; pharmacological, laser, surgical and optical treatments; consultation by other medical or health professionals; organization of government and NGO assistance and arrange for

appropriate ophthalmic and other medical/paramedical follow up. At the end of the unit of study, an observed structured clinical exam will be undertaken in Sydney or the student's country practise to assess their competence in clinical ophthalmology. Successful candidates will be able to demonstrate the ability to work independently as an ophthalmologist in their native country.

Textbooks

Clinical Ophthalmology: a systematic approach (7th ed), Jack J. Kanski, Brad Bowling; Edinburgh ; New York : Elsevier/Saunders, 2011

OPSC5017

Surgical Ophthalmology

Credit points: 6 **Teacher/Coordinator:** Professor Peter McCluskey **Session:** Semester 1, Semester 2 **Classes:** 2hrs online per day x5 days (13 weeks). Study concurrent with full time work **Assessment:** Online surgical logbook (40%), Observed cataract operation (60%) **Mode of delivery:** Online

Note: Candidates must be overseas trained medical practitioners from countries without an established vocational ophthalmology training programs and be working in a clinical ophthalmology unit.

This unit of study provides students with the practical experience and knowledge necessary to manage surgical ophthalmic conditions. The unit employs a mentor-based approach with students working under the guidance of an approved ophthalmologist the student's country of practise, visiting ophthalmologists from Australia and New Zealand and a representative from their local health authority. Emphasis is on pre-operative assessment, surgical competence and post operative management. Students work in a variety of settings including hospital and private surgical lists, ophthalmology surgical clinics run by visiting Australian and New Zealand ophthalmologists and outreach clinics in other smaller communities. Surgical mentors will provide the appropriate training in specific ophthalmic operations including extra capsular cataract surgery, repair of traumatic eye and eyelid injuries, infective eyelid and orbital lesions, benign and malignant lid procedures, pterygium surgery, acute glaucoma procedures, strabismus procedures and simple lacrimal duct procedures. Students are required to show that they can competently assess and perform ophthalmic surgery and manage post operative complications by taking an appropriate medical and ophthalmic history, performing an ophthalmic examination, conducting a general medical examination and a preoperative assessment. They are required to identify the most likely diagnosis and list an appropriate differential diagnosis of the aetiology of the surgical disease, as well as outline and/or perform appropriate ophthalmic and medical investigations. At the end of the unit, a supervised surgical exam will be undertaken in Sydney or their country of practise. The exam will be a supervised extracapsular cataract extraction that the candidate must perform competently to complete the unit of study.

Textbooks

Clinical Ophthalmology: a systematic approach (7th ed), Jack J. Kanski, Brad Bowling; Edinburgh ; New York : Elsevier/Saunders, 2011

OPSC5026

Cornea and Anterior Segment Surgery

Credit points: 6 **Teacher/Coordinator:** Dr Con Petsoglou **Session:** Semester 1 **Classes:** Online **Assessment:** 3 x 2500 word written assignments (90%), online forum discussion (10%). **Mode of delivery:** Online

Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practise as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.

Successful candidates will demonstrate to the examiners that they have a detailed and comprehensive knowledge of the theoretical and practical foundations of the practise of cornea and anterior segment surgery anatomy. On completion of this Unit of Study the successful student will be able to: (1) Describe the normal anatomical organisation of the anterior segment and adnexae of the human eye; (2) Describe the principal pathological conditions affecting these structures; (3) Describe appropriate diagnostic testing for corneal and eyelid diseases; (4) Describe appropriate medical and surgical management used in these conditions.

Textbooks

Coster, Douglas, Cornea: Fundamentals of Clinical Ophthalmology Series (Fundamentals of Clinical Ophthalmology), BMJ Books 2002, ISBN 0-7279-1557-6; Krachmer, J.H., Mannis, M.J., Holland, E.J., Cornea: Fundamentals, Diagnosis and Management, 3rd ed. (2 vols) Elsevier Mosby 2011.

OPSC5027

Glaucoma

Credit points: 6 **Teacher/Coordinator:** A/Prof John Grigg **Session:** Semester 2 **Classes:** Online **Prerequisites:** OPSC5026 **Assessment:** 3 X 2500 word written assignments (90%), online forum discussion (10%) **Mode of delivery:** Online

Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practise as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.

This unit of study will provide candidates with the theoretical and practical knowledge of the treatment of glaucoma. The first part of the unit will cover classification and epidemiology, pathology and pathogens, clinical assessment, disease detection and monitoring progression. The second part of the course will include teaching on primary open angle glaucoma, primary and secondary angle closure glaucoma, secondary open angle glaucoma, neovascular glaucoma, paediatric glaucoma, congenital and developmental glaucoma. The final sections will look at medical therapy, laser therapy and surgical therapy.

Textbooks

Stamper, Robert L., Lieberman, Marc F., Drake, Michael V., Becker-Shaffer's Diagnosis and Therapy of the Glaucomas, 8th ed., Mosby; Shaarawy, Tarek M., Sherwood, Mark B., Hitchings, Roger A., Crowston, Jonathan G., Glaucoma, Medical Diagnosis and Therapy, 2009, Saunders Elsevier (2 Vols).

OPSC5028

Practical International Ophthalmology 1

Credit points: 6 **Teacher/Coordinator:** Professor Peter McCluskey **Session:** Intensive February, Intensive June **Classes:** Intensive on campus **Prerequisites:** OPSC5026 and OPSC5027 **Assessment:** 1hr observed structured practical exam (100%) **Mode of delivery:** Block mode

Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practise as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.

This course covers interpretation and assessment of special investigation for glaucoma and anterior segment including microbiology, preparation of specimens, confocal imaging, corneal topography, ocular biometry, perimetry, and ultrasound biomicroscopy (UBM).

OPSC5029

Practical International Ophthalmology 2

Credit points: 6 **Teacher/Coordinator:** Professor Peter McCluskey **Session:** Intensive February, Intensive June **Classes:** Intensive on campus **Prerequisites:** OPSC5030 and OPSC5031 **Corequisites:** OPSC5028 and OPSC5030 **Assessment:** 1hr observed structured practical exam (100%) **Mode of delivery:** Block mode

Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practise as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.

This course covers interpretation and assessment of OCT, fluorescein angiography, including green angiography, autofluorescence, electrophysiology, ocular motility assessment and research methodology.

OPSC5030

Medical Retina

Credit points: 6 **Teacher/Coordinator:** Professor Peter McCluskey **Session:** Semester 1 **Classes:** Online **Prerequisites:** OPSC5026 and OPSC5027 **Assessment:** 3x 2500 word written assignments (90%), online forum discussion (10%) **Mode of delivery:** Online

Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practise as ophthalmologists in their countries

of residency, or be eligible to undertake further fellowship training in their countries of residency.

This unit of study provides candidates with the theoretical and practical foundations for the treatment of retinal disorders and diseases. The first part of the unit covers clinical assessment and investigation, retinal arterial vascular disease, macroaneurysm, hypertension and diabetic retinopathy. We then cover age-related macular degeneration, other causes of CNV and the surgical management of retinal and vitreous disorders. The final sections of the unit looks at macular and retinal dystrophies, posterior segment inflammatory and infective eye disease, the management of PEIs and globe trauma and retinal and choroidal tumours.

Textbooks

Ryan, Stephen J., et al, Retina Vols 1-3, 5th ed., 2012, Elsevier Mosby

OPSC5031

Paediatric Ophthalmology

Credit points: 6 **Teacher/Coordinator:** A/Prof John Grigg **Session:** Semester 2 **Classes:** Online **Prerequisites:** OPSC5026 and OPSC5027 and OPSC5030 **Assessment:** 3x 2000 word written assignments (90%), online forum discussion (10%) **Mode of delivery:** Online

Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practise as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.

This unit of study provides candidates with the theoretical and practical foundations necessary to assess and perform paediatric ophthalmology. The first part of the unit covers retinopathy of prematurity, refractive error and amblyopia, strabismus I comitant, strabismus II incomitant and vertical deviation. Following this, we will look at media opacities, congenital cataracts, congenital glaucoma and developmental glaucoma, an introduction to genetic eye disease and paediatric ophthalmic infectious diseases. The final part of the unit covers paediatric ocular oncology, orbital and lacrimal disease, the child who can't see approach to and investigations, phakomatoses and nystagmus.

Textbooks

Taylor, David., Hoyt, Creig S., Pediatric Ophthalmology and Strabismus 4th ed., 2012

OPSC5032

Treatise

Credit points: 12 **Teacher/Coordinator:** Professor Peter McCluskey **Session:** Semester 1, Semester 2 **Classes:** Supervision **Prerequisites:** (OPSC5013 and OPSC5014 and OPSC5017) or (OPSC5026 and OPSC5027 and OPSC5030) **Assessment:** Treatise 100% **Mode of delivery:** Supervision

Note: Candidates must be overseas trained specialists from countries with established vocational ophthalmology training programs and have satisfactorily completed the requirements to practice as ophthalmologists in their countries of residency, or be eligible to undertake further fellowship training in their countries of residency.

The treatise may take one of two forms, either a written output on work performed during the candidature from a supervised student project that contains between 10,000 - 20,000 words or a scientific paper that arises from a supervised student's project and has been accepted by a peer review journal for publication. The scientific paper must be embedded in a treatise with an expanded introduction and literature review as well as an expanded conclusion/discussion section. Additional methods and results not presented in the scientific paper should also be included. On completion of this unit of study the successful student will be able to (1) undertake a medical/scientific project and follow it to its completion, (2) work constructively under the supervision of a supervisor, (3) display scientific thinking and apply this to ophthalmology and (4) attempt to publish their treatise or learn how to publish their work.

OPSC5033

Acute and Emergency Eye Presentations

Credit points: 6 **Teacher/Coordinator:** A/Prof John Grigg **Session:** Semester 1, Semester 2 **Classes:** Online **Assessment:** 3 x 2500 word written assignments (90%), online forum discussion (10%) **Mode of delivery:** Online

Note: Candidates must be overseas trained medical practitioners without an established vocational ophthalmology training program and be working in a clinical ophthalmology unit.

This unit of study provides students with the theoretical and practical knowledge of acute and emergency presentations in ophthalmology. The unit covers corneal ulcerations, penetrating eye trauma, orbital blowout fractures, blunt ocular trauma and intraocular foreign bodies, cranial nerve palsies, giant cell arthritis, retinal vascular occlusions, acute glaucoma and uveitis, neonatal conjunctivitis and infant leukoria, recent onset nystagmus and neuro-ophthalmic emergencies.

Textbooks

Wills Eye Hospital, Kunimoto Derek Y., (ed) et al, Lippincott, Williams and Wilkins: The Wills Eye Manual: Office and Emergency Room Diagnosis and Treatment of Eye Disease 6th ed. 2012

International Public Health

Master of International Public Health

Master of International Public Health	
Course code	MAINPUHE2000
CRICOS code	054758G
Degree Abbreviation	MIPH
Credit points required to complete	48
Time to complete full-time	1 year
Time to complete part-time	1.5 to 4 years

Overview

International public health emphasises a modern approach to public health in low- and middle-income countries. It aims to ensure students can work productively in public health in an international context, particularly in developing countries, through an understanding of the distribution and determinants of disease and health and the social and cultural contexts in which disease and health are embedded. Students will also learn about health systems and policies and interventions for effective disease prevention and control.

Course outcomes

The course focuses on themes such as: causes of ill-health and mortality, infectious diseases, non-communicable diseases, nutrition, maternal and child health, health policy and health system strengthening, project management, and research methods.

Further Information

The course comprises 30 credit points of core units of study and 18 credit points of electives. The core comprises two research methods units, two units covering the fundamentals of international health and a capstone unit, which usually involves developing a practical plan for implementing a health-related project in a developing country. Of the 18 credit points of electives, at least 6 credit points must be chosen from international public health units. The remaining 12 credit points of electives can be chosen from international public health units or from a wide range of units offered by other courses in the School of Public Health. With special permission, students may also choose electives from outside the School.

All core units of study and international public health electives are available face-to-face. Several elective units are taught as intensive 2-day or 4-day workshops. Note that all core units and many (but not all) electives are also taught online, which means that students who wish to do so can complete the MIPH degree entirely online.

Further enquiries

Professor Mu Li
Phone: +61 2 9351 5996
Email: mu.li@sydney.edu.au

Dr Giselle Manalo
Phone: +61 2 9351 4390
Email: giselle.manalo@sydney.edu.au

Website: <http://sydney.edu.au/medicine/public-health/>



International Public Health

Admission requirements

Admission to the Master of International Public Health requires:

- a bachelor degree with honours, a graduate certificate or a graduate diploma; or
- a bachelor degree in medicine, nursing, physiotherapy, occupational therapy, optometry, pharmacy, dentistry, veterinary science, psychology, biological science, medical science, international relations, international development, education, social science, political science, communication and journalism, civil engineering, law, economics or mathematics; or
- a bachelor degree in an unrelated field, plus two years professional work experience in health or international development.

See the Course Rules for further information.

Course structure

The **Master of International Public Health** requires the successful completion of **48 credit points** of units of study including:

- 30 credit points of core units of study, and
- 18 credit points of elective units of study with a minimum of 6 credit points from Elective Units Part 1 of the Table of Units of Study (see the Unit of Study Tables).

Sample pattern of enrolment

Students commencing enrolment in Semester 2 of a given year will need to do elective units before core units.

Core units of study

Students complete 30 credit points of core units of study, including a capstone unit of study.

- Full-time students take 24 credit points of core units in Semester 1.
- Part-time students usually take 12 credit points of core units of study in Semester 1 in each of two consecutive years.

Students must also complete a 6 credit point capstone unit in Semester 2.

Unit of Study code and name	Credit point	Delivery mode
Offered in Semester 1 only		
MIPH5131 Foundations of International Health	6	face to face; online
MIPH5132 Global Disease Burden & Research Methods	6	face to face; online
PUBH5010 Epidemiology Methods and Uses	6	face to face; online
PUBH5018 Introductory Biostatistics	6	face to face; online
Capstone units of study - students must complete 6 credit points from the following:		
Offered in Semester 1 and 2		
MIPH5037 International Health Independent Study	6	supervision
Offered in Semester 2 only		
MIPH5219 International Health Project Management	6	face to face

Unit of Study code and name	Credit point	Delivery mode
MIPH5220 Managing International health Projects	6	online

Elective units of study

Full-time students take 18 credit points of elective units in Semester 2 of a given year. Part-time students take 18 credit points of elective units in Semester 2 spread across two or more years.

Students must choose a minimum of 6 credit points from Elective units Part 1 (see the unit of study table for choices).

Students who have not completed all core units must ensure they fulfil all essential prerequisites before enrolling in electives.

Students commencing mid-year should discuss their elective choices with the course coordinator before enrolling.

International Public Health

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Master of International Public Health

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
MAINPUHE-02	Master of International Public Health

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 according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Master of International Public Health degree requires:
 - (a) A bachelor's degree with honours, or a graduate certificate or a graduate diploma from the University of Sydney or an equivalent qualification;

or
 - (b) A bachelor's degree in the field of medicine, nursing, physiotherapy, occupational therapy, optometry, pharmacy, dentistry, veterinary science, psychology, biological science, medical science, international relations, international development, education, social science, political science, communication and journalism, civil engineering, law, economics or mathematics from the University of Sydney or an equivalent qualification;

or
 - (c) A bachelor's degree in an unrelated field, plus two years professional work experience in health or international development.

5 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Tables of Units of Study: International Public Health.
- (2) To qualify for the award of the Master of International Public Health, a candidate must successfully complete 48 credit points, comprising:
 - (a) 30 credit points of core units of study; and
 - (b) 18 credit points of elective units of study, with a minimum of 6 credit points from Part 1 of the International Public Health table of units of study.

6 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2015 complete the requirements in accordance with the resolutions in force at the time of their commencement.



International Public Health

Tables of units of study: International Public Health

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Core units			
Students complete 30 credit points of core units of study, including a capstone unit of study. Full-time students take 24 credit points of core units in Semester 1 of a given year; part-time students usually take 12 credit points in Semester 1 in each of two consecutive years. Students must also complete a 6 credit point capstone unit. Note - students commencing enrolment in Semester 2 of a given year will need to do elective units before core units.			
MIPH5131 Foundations of International Health	6	<i>Departmental permission required for non-MIPH students</i>	Semester 1
MIPH5132 Global Disease Burden and Research Methods	6	<i>Note: Departmental permission required for non-MIPH students</i>	Semester 1
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011,CEPI5100	Semester 1
PUBH5018 Introductory Biostatistics	6		Semester 1
Students must complete one of the following 6 credit point units of study as a capstone unit of study.			
MIPH5037 International Health Independent Study	6	N MIPH5004 or MIPH5005 <i>Note: Department permission required for enrolment This unit is only available to students who have substantial project management experience and therefore do not wish to do MIPH5219 or MIPH5220. The student is required to complete an International Health Independent Study Registration Form, signed by the student and the supervisor, and return the form to the MIPH Office.</i>	Semester 1 Semester 2
MIPH5219 International Health Project Management	6	A General knowledge of public health in low and middle income countries N MIPH5220 <i>Department permission required for enrolment for students from degrees other than MIPH.</i>	Semester 2
MIPH5220 Managing International Health Projects	6	A General knowledge of public health in low and middle income countries N MIPH5219 <i>International students studying onshore should choose MIPH5219 (face to face). Department permission required for enrolment for students from degrees other than MIPH.</i>	Semester 2
Elective units Part 1			
Full-time Master students take 18 credit points of elective units in Semester 2 of a given year; part-time students usually take 12 credit points in Semester 2 of their first year of enrolment and 6 credit points in Semester 2 of their second year, when they will also undertake a 6 credit point capstone unit. Candidates for the master's degree must choose a minimum of 6 credit points from Part 1. Students who have not completed all core units must ensure they fulfil all essential prerequisites before enrolling in electives.			
GLOH5112 Global Communicable Disease Control	6		Semester 2
MIPH5004 International Health Independent Study 1	2	N MIPH5005 or MIPH5037 <i>The student is required to complete an International Health Independent Study Registration Form, signed by the student and the supervisor, and return the form to the MIPH Office.</i>	Semester 1 Semester 2
MIPH5005 International Health Independent Study 2	4	N MIPH5004 or MIPH5037 <i>The student is required to complete an International Health Independent Study Registration Form, signed by the student and the supervisor, and return the form to the MIPH Office.</i>	Semester 1 Semester 2
MIPH5008 Travel and Tropical Medicine	2		Intensive October
MIPH5115 Women's and Children's Health	4		Semester 2
MIPH5117 Global Non-Communicable Disease Control <i>This unit of study is not available in 2018</i>	2		Semester 2a
MIPH5124 Health Issues and Humanitarian Emergencies	4		Intensive November
MIPH5127 Mental Disorders in Global Context <i>This unit of study is not available in 2018</i>	2		Intensive September
MIPH5128 Dissertation A	6	P Minimum 70% or greater WAM in the first 24 credit points of coursework <i>Note: Department permission required for enrolment This unit is only available after completion of 48 credit points.</i>	Semester 1 Semester 2
MIPH5129 Dissertation B	6	P Minimum 70% or greater WAM in the first 24 credit points of coursework <i>Note: Department permission required for enrolment This unit is only available after completion of 48 credit points. This unit is delivered at the University of Sydney.</i>	Semester 1 Semester 2
MIPH5130 Dissertation C	12	P Minimum 70% or greater WAM in the first 24 credit points of coursework <i>Note: Department permission required for enrolment This unit is only available after completion of 48 credit points.</i>	Semester 1 Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
MIPH5134 Primary Care in Low Resource Settings	4	Can be completed in either on-line or face to face mode	Semester 2a
MIPH5135 Health Systems in Developing Countries	4		Semester 2
MIPH5136 Nutrition in International Settings	4		Intensive August
Elective units Part 2			
Candidates may complete either LAWS6881 (Semester 1) or LAWS6252 (Semester 2) but may not complete both, and must complete either LAWS6881 or LAWS6252 before undertaking LAWS6839. For information on UNSW elective units of study, please go to the following UNSW website http://www.sphcm.med.unsw.edu.au/ .			
BETH5203 Ethics and Public Health	6	N BETH5206	Semester 2
BETH5206 Introduction to Public Health Ethics	2	N BETH5203 <i>Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP). This unit is available to Master of Public Health (MPH) students only.</i>	Semester 2a
BETH5208 Introduction to Human Research Ethics <i>This unit of study is not available in 2018</i>	2	N BETH5202	Semester 2a
BETH5209 Medicines Policy, Economics and Ethics	6	A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.	Semester 2
CEPI5311 Diagnostic and Screening Tests (Part 1)	2	P PUBH5010 or CEPI5100 N PUBH5208 or CEPI5202 or CEPI5312	Semester 2
CEPI5312 Diagnostic and Screening Tests (1 and 2)	6	P PUBH5010 or CEPI5100 N PUBH5208 or CEPI5202 or CEPI5311	Semester 2
CHSC6906 Health in China	6		Semester 2
DENT5013 Preventative Dentistry	6	P PUBH5018, PUBH5010	Semester 2
DENT5014 Dental Health Services	6	P PUBH5018, PUBH5010	Semester 2
DENT5015 Population Oral Health	6	P PUBH5010 or CEPI5100 or SUST5004	Semester 2
HPOL5000 Introduction to Health Policy	6		Semester 1
HPOL5001 Economics and Finance for Health Policy	6		Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2
HPOL5007 Global Health Policy	6		Semester 2
LAWS6252 Legal Reasoning and the Common Law System	6	N LAWS6881 <i>Students are recommended to enrol well in advance of classes in order to complete pre-class readings (normally available to enrolled students 3 weeks prior to the first class). Law graduates from a non-common law jurisdiction are also recommended to complete classes for this unit during the first week of their commencing semester.</i>	Intensive April Intensive August Intensive March Intensive September
PACS6921 Peace of Mind: The Psychology of Peace	6		Intensive March
PUBH5020 Chronic Disease Prevention and Control	6	A PUBH5033, PUBH5010 or CEPI5100 or equivalent <i>Note: Department permission required for enrolment</i>	Semester 1
PUBH5026 Mass Media Campaigns and Social Marketing	2	A Training in research methods epidemiology is advised but not essential. P PUBH5033	Intensive August
PUBH5101 Special Project in Public Health	4	P One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project <i>Note: Department permission required for enrolment</i> <i>Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.</i>	Semester 1 Semester 2
PUBH5102 Special Project in Public Health	2	P One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project <i>Note: Department permission required for enrolment</i> <i>Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.</i>	Semester 1 Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
PUBH5111 Environmental Health	4		Semester 2
PUBH5114 Alcohol, Drug Use and Health	4	N PUBH5115	Semester 2
PUBH5115 Alcohol, Drug Use and Health	2	N PUBH5114	Semester 2a
PUBH5205 Decision Analysis	2	A PUBH5302 Health Economic Evaluation P PUBH5018 and (PUBH5010 or CEPI5100)	Semester 2b
PUBH5206 Controlled Trials	2	P PUBH5018	Semester 2a
PUBH5211 Multiple Regression and Stats Computing	4	P PUBH5018 <i>The statistical software package we shall be using in this unit is web-based. There is no cost/fee to use this software.</i>	Semester 2
PUBH5212 Categorical Data Analysis	2	P PUBH5018 C PUBH5211	Semester 2b
PUBH5213 Survival Analysis	2	C PUBH5211	Semester 2b
PUBH5215 Introductory Analysis of Linked Data	6	C (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or BSTA5004)	Intensive June Intensive November
PUBH5224 Advanced Epidemiology	6	P (PUBH5010 or CEPI5100) and PUBH5018	Semester 2
PUBH5302 Health Economic Evaluation	4	P ((PUBH5010 or CEPI5100) and PUBH5018) or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite)	Intensive September
PUBH5307 Advanced Health Economic Evaluation	2	P PUBH5018 and (PUBH5010 or CEPI5100) C PUBH5205 and PUBH5302 <i>Note: Department permission required for enrolment</i>	Intensive October
PUBH5308 Health Workforce Policy Analysis <i>This unit of study is not available in 2018</i>	2		Intensive October
PUBH5416 Vaccines in Public Health	2	P PUBH5010 or CEPI5100 or PUBH5018 <i>Students who have not done the core units of study in epidemiology (PUBH5010 or CEPI5100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not the student has permission to enrol.</i>	Semester 2
PUBH5418 Tobacco Control in the 21st Century	6		Intensive August
PUBH5420 Public Health Advocacy Strategies	4		Semester 2b
PUBH5421 Infection Prevention in Healthcare	6	A basic knowledge of medical microbiology, antimicrobial agents and communicable disease epidemiology and clinical features	Semester 2
PUBH5500 Advanced Qualitative Health Research	6	N QUAL5005 or QUAL5006	Semester 1 Semester 2
PUBH5550 Climate Change and Public Health	4		Semester 2
QUAL5005 Introducing Qualitative Health Research	4	N PUBH5500 or QUAL5006 <i>This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead. MPH students who complete PUBH5500 get an automatic waiver for QUAL5005</i>	Semester 1 Semester 2
SEXH5008 Sex and Society	2	N SEXH5414	Semester 2a
SEXH5205 Advanced Adolescent Sexual Health	6		Semester 2
SEXH5414 Public Health: Sexual and Reproductive Health	6	N SEXH5008 or SEXH5418 or SEXH5419	Semester 2
SEXH5418 Public Health Aspects of Reproductive Health	2		Semester 1a
SEXH5419 Public Health Aspects of HIV and STIs	2		Semester 2b

International Public Health

Unit of study descriptions

BETH5203

Ethics and Public Health

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** 5x7hour intensives; or Distance Education (online). **Prohibitions:** BETH5206 **Assessment:** 5xOnline Quiz (50%); 1x2500wd essay (50%) **Mode of delivery:** Block mode, Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit begins with some fundamentals: the nature of ethics, of public health (and how it might be different to clinical medicine) and of public health ethics. It introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. A range of practical public health problems and issues will be considered, including ethical dimensions of communicable and non-communicable diseases in populations, and the ethical challenges of public health research. Throughout, the emphasis is on learning to make sound arguments about the ethical aspects of public health policy, practice and research. Most learning occurs in the context of five teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a list of readings (in digital format).

BETH5206

Introduction to Public Health Ethics

Credit points: 2 **Teacher/Coordinator:** TBC **Session:** Semester 2a **Classes:** 2x7hour intensives; or Distance Education (online) **Prohibitions:** BETH5203 **Assessment:** 2xOnline Quiz (40%); 1x1500wd essay (60%) **Mode of delivery:** Block mode, Online

Note: Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP). This unit is available to Master of Public Health (MPH) students only.

BETH5206 Ethics and Public Health introduces you to a range of ethical issues that arise within the practice of public health. It begins with an orientation to the field: we will discuss conceptualisations of public health, what ethics is, and how ethics relates to evidence. We will talk about the origins and development of public health ethics as a (relatively new) field, and how it is distinguished from other areas of ethics. Your learning will then be structured around three sets of important concepts. The first are concepts central to utilitarian reasoning: benefit, harm and cost. The second cluster of concepts relates to the proper relationship between the citizen and the state (including public health as an institution): they are freedom, liberty and paternalism. The third cluster includes fairness, justice and equity, concepts that are often used rhetorically in public health, but not always carried through into practice. We will focus on two main case studies to apply what you learn. Throughout this unit you will be encouraged to ask questions, and to compare and debate competing answers to those questions. What is public health? What does it mean to say that something is harmful? To what extent should we each be free to engage in practices that harm our health? What is the proper role of the state in attempting to change the health of populations? What is equity and why does it matter (and if it matters, why aren't we doing more about it)? This is a Core Unit for Graduate Diploma and Master in Public Health students. Most learning occurs in the context

of two teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

BETH5208

Introduction to Human Research Ethics

Credit points: 2 **Teacher/Coordinator:** A/Professor Ainsley Newson **Session:** Semester 2a **Classes:** Block mode (1.5 days) or online **Prohibitions:** BETH5202 **Assessment:** 1x1500wd essay (80%); 1x 400wd task (10%); participation in class/online (10%) **Mode of delivery:** Block mode, Online

This unit of study introduces students to human research ethics in its wider context. It explores the ethical underpinnings of the research endeavour including the justifications for engaging in research and research integrity. The unit also briefly reviews the history of research and the impact of research abuse on human participants.

Textbooks

All readings are accessed online via elearning.

BETH5209

Medicines Policy, Economics and Ethics

Credit points: 6 **Teacher/Coordinator:** Dr Wendy Lipworth, Narcyz Ghinea **Session:** Semester 2 **Classes:** Fully online. **Assumed knowledge:** A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. **Assessment:** Online work (15%) 1x minor essay (35%) 1x major essay (50%) **Mode of delivery:** Online

Medicines save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines, examining how research and development agendas are set; how medicines are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of medicines both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of students from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science.

Textbooks

Readings will be provided

CEPI5311

Diagnostic and Screening Tests (Part 1)

Credit points: 2 **Teacher/Coordinator:** A/Prof Clement Loy **Session:** Semester 2 **Classes:** 1x2hr seminar/week for 6 weeks **Prerequisites:** PUBH5010 or CEPI5100 **Prohibitions:** PUBH5208 or CEPI5202 or CEPI5312 **Assessment:** Class discussion/presentations (40%), written assignment (60%) **Mode of delivery:** Online, Normal (lecture/lab/tutorial) day

This unit of study introduces the student to basic concepts behind diagnostic and screening tests, including: test accuracy, sources of bias in test evaluation, critical appraisal of test evaluation studies, principles and use of evidence in making decisions about population screening. After completing this unit of study, the student should have a basic understanding of contemporary issues and the methodology underlying, diagnostic and screening test evaluation and application.

Textbooks



Course notes will be provided

CEPI5312

Diagnostic and Screening Tests (1 and 2)

Credit points: 6 **Teacher/Coordinator:** A/Prof Clement Loy **Session:** Semester 2 **Classes:** 1x2hr seminar/week for 12 weeks **Prerequisites:** PUBH5010 or CEPI5100 **Prohibitions:** PUBH5208 or CEPI5202 or CEPI5311 **Assessment:** Class discussion/presentations (40%) and two written assignments (60%) **Mode of delivery:** Online, Normal (lecture/lab/tutorial) day

This unit of study introduces the student to basic concepts behind diagnostic and screening tests, including: test accuracy, sources of bias in test evaluation, critical appraisal of test evaluation studies, principles and use of evidence in making decisions about population screening. It will then move to more advanced topics including: application of test results to individual patients, place of tests in diagnostic pathways, impact of tests on patient outcome, tests with continuous outcome, receiver-operator characteristic curves, systematic review of diagnostic tests, predictive models, monitoring, diagnostic tests in the health system, and over-diagnosis. After completing this unit of study, the student should have a comprehensive understanding of contemporary issues and the methodology underlying, diagnostic and screening test evaluation and application.

Textbooks

Course notes will be provided

CHSC6906

Health in China

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2-hr seminar/week **Assessment:** 2000wd essay (25%) and 1000wd individual presentation (25%) and seminar participation (10%) and 2000wd case study research paper (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit provides a critical overview of China's contemporary health system and health issues. It uses a multidisciplinary approach to examine the interaction between health and China's development process. Through the use of case studies this unit provides students with concrete examples of current and future issues faced by China's health system, including: health policy formation; health services financing, delivery and evaluation; ethical issues in health services delivery; health inequalities; and, China's epidemiological and demographic transitions.

DENT5013

Preventative Dentistry

Credit points: 6 **Teacher/Coordinator:** Dr Hayley Dixon and Dr Andrea Lenard **Session:** Semester 2 **Classes:** 7 x 2 hr workshop/tutorial sessions. **Prerequisites:** PUBH5018, PUBH5010 **Assessment:** Individual written assignments (70%), tutorial discussion and group-work participation (30%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Dental disease remains prevalent in Australia. The AIHW reports that in 2010, 55% of 6 year olds; 48% of 12 year olds in their deciduous and permanent dentitions, respectively.

The burden of this disease is significant and falls inequitably on those who are the most socially disadvantaged and those least able to access expensive treatment.

The most ethical and cost-effective manner of addressing oral disease is through preventative dental care.

To that end, this unit of study will permit post-graduate students with pre-existing oral health education to gain an advanced understanding of the factors that place an individual at risk of dental disease, including dental caries, oral cancer and periodontal disease. Students will examine the impact of such disease through a public health lens.

Students will also learn the theoretical basis for preventative dental care and how this knowledge may be applied for population-level effect.

Particular emphasis will be placed on the Australian context.

The ability to source and identify high-quality information is key to the practice of public health. As such, students will learn how to search and critically analyse the dental evidence base in order to identify robust material.

The course may also be suitable for other MPH and MIPH students who wish to obtain an understanding of oral health disease prevention and oral health promotion.

Teaching in this topic will draw on the expertise of public health academics and clinical oral health professionals.

improvement through effective oral health promotion strategies.

Textbooks

Textbook:

Fejerskov O, Kidd E (Editors), Nyvad B, Baelum V. Dental caries: the disease and its clinical management. Oxford: Blackwell Munksgaard, 2008.
Burt BA, Eklund SA. Dentistry, dental practice, and the community, 6th edition. St Louis Missouri: Elsevier Saunders, 2005.
Murray JJ, Nunn JH, Steele JG (Editors). Prevention of oral disease, 4th edition. Oxford: Oxford University Press, 2003.
Nutbeam D, Harris E. Theory in a nutshell - A practical guide to health promotion theories, 2nd edition. Sydney: McGraw-Hill, 2005.
Lindhe J, Lang NP. Clinical Periodontology and Implant Dentistry, 6th edition. New Jersey: Wiley- Blackwell, 2015.
Werning JW. Oral Cancer: Diagnosis, Management, and Rehabilitation, 1st Edition. New York: Thieme, 2007.

DENT5014

Dental Health Services

Credit points: 6 **Teacher/Coordinator:** Dr Andrea Lenard **Session:** Semester 2 **Classes:** One 2 hour (maximum) session fortnightly in Semester Two. Sessions will consist of a combined tutorial/workshop format. It is recommended that students will need to dedicate 2-3 hours per week to cover essential reading and preparation for fortnightly sessions for successful completion of the course, excluding preparation time for course assessment. **Prerequisites:** PUBH5018, PUBH5010 **Assessment:** Working shop participation (20%), Assignment 1 (25%), Assignment 2(40%), quiz(15%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study provides students with an appreciation of the role and scope of oral health services within the Australian health care system by offering both foundational and applied knowledge required for analysis and evaluation of oral health service delivery. On the completion of this unit of study, students will understand the underpinning principles that contextualise primary oral health care; identify and articulate the socioeconomic and socio-political determinants that impact on the delivery and management of oral health services; and to critically evaluate the appropriateness of existing and proposed oral health services and programs for different population groups

Textbooks

LIN, V, SMITH, J and FAWKES, S 2014, Public health practice in Australia: the organised effort, 2nd edn, Allen and Unwin, Crows Nest, New South Wales
Additional Resource:
Australian Institute of Health and Welfare 2016, Oral health and dental care in Australia: Key facts and figures 2015, AIHW, Canberra, available from www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=60129554609

DENT5015

Population Oral Health

Credit points: 6 **Teacher/Coordinator:** Dr Alex Holden **Session:** Semester 2 **Classes:** 30hrs consisting of 10x(1hr lecture/seminar and 2hr tutorial) **Prerequisites:** PUBH5010 or CEPI5100 or SUST5004 **Assessment:** individual written assignments (80%), tutorial discussion and group-work participation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

To provide students with sufficient background and appreciation of the importance of population oral health and to provide them with the opportunity to develop skills and acquire essential knowledge in this field for the effective practice of population oral health. This unit focuses on the determinants of oral health and the importance of upstream measures to attack the root cause of oral diseases and the planning, implementing and evaluating of these approaches. The following topics will be covered: principles of population health approach, planning and policy framework for population oral health, the changing profile oral health and patterns of oral health care; water fluoridation (including legislation, benefits/risks, the politics of fluoridation, the arguments for and against water fluoridation, how to respond to antifluoridationists; how to promote and extend water fluoridation,), overview of policies and initiatives regarding dental services - the example of New South Wales; and oral health workforce and emerging workforce issues. On the completion of this unit of study students should be able to demonstrate ability to design/develop,

implement and evaluate population based oral health programs to improve overall oral health and reduce inequalities in oral health.

Textbooks

Recommended Reading:

Rose G. The strategy of preventive medicine. Oxford, England: Oxford University Press, 1992;
World Health Organisation. Global Strategy for the Prevention and Control of Non-Communicable Diseases. Geneva: WHO, 2000;
Wilkinson R, Marmot M, eds. Social Determinants of Health - The Solid Facts. 2nd eds. World Health Organisation, 2003;
Sheiham A. Improving Oral Health for All; Focusing on Determinants and Conditions. Health Educ J 2000; 59:351-63;
Watt RG. From Victim Blaming to Upstream Action: Tackling the Social Determinants of Oral Health Inequalities. Community Dent Oral Epidemiol. 2007; 35:1-11;
Eckersley R, Dixon JM, Dixon J, Douglas B, Matheson Douglas R. The social origins of health and well-being. Cambridge, England: Cambridge University Press, 2001
What options do we have for organising, providing and funding better public dental care?
Australian Health Policy Institute. Commissioned Paper Series 2001/02. Available at:
http://www.menzieshealthpolicy.edu.au/other_tops/pdfs_hpa/optionspaper.pdf
Slade GD, Spencer AJ, Roberts-Thomson KF, editors. Australia's dental generations: the National Survey of Adult Oral Health 2004-06. AIHW cat. no. DEN 165. Canberra: Australian Institute of Health and Welfare (Dental Statistics and Research Series No. 34), 2007.

GLOH5112

Global Communicable Disease Control

Credit points: 6 **Teacher/Coordinator:** Dr Grant Hill-Cawthorne, Ms Kerri Anton **Session:** Semester 2 **Classes:** face to face students: 13x1.5hr lecture and 11x1.5hr tutorial, 1x4hr workshop and 1x8hr presentation online students: 13x1.5hr online lecture and 11 weeks of tutorial discussion, 4hr online workshop content and 8hr online presentation content **Assessment:** 1x3000 word written essay (50%) tutorial facilitation and participation (20%) -face-to-face students will each facilitate a 1.5hr tutorial session -online students will each facilitate a 1-week online discussion board 1 x student group presentation (25%) -face-to-face student groups will give a 30-min oral presentation (accompanied by a powerpoint) -online student groups will upload a 30-min powerpoint presentation peer evaluation of student presentation (5%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit gives candidates essential knowledge of prevention and control of communicable diseases in low- and middle-income countries using country-specific examples. After successfully completing this unit of study, candidates will understand the key issues in communicable diseases and their control in developing countries, as well as gain the knowledge and insight on how prevention and control mechanisms and programs are developed for these diseases in resource-poor settings. The unit covers disease emergence, respiratory tract infections (including TB), vector-borne infections, food- and water-borne infections, neurological infections, neglected tropical diseases, bloodborne and sexually transmitted infections (including HIV) and drug-resistant infections.

Textbooks

Readings are available on the unit's eLearning site

HPOL5000

Introduction to Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Anne Marie Thow **Session:** Semester 1 **Classes:** block mode with compulsory intensive workshops on campus. 2 x 2-day workshops, online lectures and discussions **Assessment:** Online learning quiz (5%); online problem based learning exercise (15%); 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%) **Mode of delivery:** Block mode

This unit aims to develop a critical and comparative understanding of the history, theory and practice of health policy. It gives an overview of the political choices and frameworks - national and global - that shape policymaking. The unit examines policy frameworks, and the roles of politics, evidence and advocacy in setting policy priorities. Analysis and debates regarding health policy will be placed in broader contexts - comparing different health systems and priorities for health. Case studies will be used to examine the relationships between policy and practice.

Learning outcomes. By the end of this unit students will be able to: (i) Define the boundaries and key features of health policy; (ii) Understand the basic history and features of the Australian health system; (iii)

Identify policy instruments and how they function; (iv) Understand the main frameworks used for analysing policy; (v) Understand the factors influencing how policy issues are prioritized in health; (vi) Gain skills in policy communication, including preparation of a policy brief.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other recommended reading materials will be available on the unit's eLearning site

HPOL5001

Economics and Finance for Health Policy

Credit points: 6 **Teacher/Coordinator:** A/Prof James Gillespie **Session:** Semester 1 **Classes:** Block mode with compulsory Intensive workshops on Campus or online only mode. Block mode. 2 x 2 day workshops or online only **Assessment:** Health Economics Exercise (50%), Health finance assignment (50%) **Mode of delivery:** Block mode

This unit aims to provide students with an understanding of the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. Topics covered include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work? How does health finance shape broader policy reform, such as universal health coverage?

Learning outcomes. By the end of this unit students will be able to: (i) apply basic concepts and methodologies of health economics and political economy in policy analysis; (ii) understand the role of economic analysis in planning and evaluating health policy change; (iii) understand the main models and debates regarding health system funding and the implications for equity, delivery and governance of health services; (iv) be familiar with theoretical frameworks underlying health economics and current debates over health finance. (v) apply this knowledge to current Australian and global health systems and debates over reform.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other required and recommended reading materials available from eLearning site.

HPOL5003

Analysing Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider, Associate Professor James Gillespie **Session:** Semester 2 **Classes:** Block mode with compulsory Intensive workshops on Campus or online only mode. Block mode 2 x 2 day workshops plus online discussion or online only with pre-recorded lectures and online discussion. **Assessment:** 1x2500 word assignment (35%), participation grade (5 x short online or face-to-face learning activities) (15%), 1x3000 word policy research project proposal (50%) **Mode of delivery:** Block mode

This unit aims to develop skills for undertaking policy research and analysis. The unit takes a multidisciplinary approach to familiarise students with fundamental frameworks and methodologies that can be applied to analyse policy from multiple disciplines including public health, social and political sciences, behavioural sciences, public policy and history.

Learning outcomes. By the end of the unit students will be able to: (i) Apply a critical analysis to questions of policy success or failure; (ii) Understand and explain the different methodological approaches that can be applied in policy analysis and research; (iii) Identify appropriate research methodologies, data collection methods and analysis for specific policy research questions; (iv) Design a health policy research project.

Textbooks

Sarantakos, S. (2013). Social Research (4th ed.). New York: Palgrave Macmillan. Other required and recommended readings and reference lists will be available through eLearning.

HPOL5007

Global Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider, Dr Anne Marie Thow **Session:** Semester 2 **Classes:** Block mode with compulsory Intensive workshops on Campus or online only mode. Block mode 2 x 2 day

workshops plus 4 tutorials (tutorials offered face-to-face or online) or online only. **Assessment:** 1 x 2000 word essay (35%), Tutorial discussion papers or online discussion (15%), 1 x 3000 word essay (50%) **Mode of delivery:** Block mode, Online

The aim of this unit is to equip students with the knowledge and skills to identify and articulate political and policy processes at the global level, become familiar with institutions and actors involved in global health policy, and utilize strategies for influencing policy making at the global level. We analyse the influence and power of institutions and actors in the development and implementation of global health policy, and investigate the governance of global health policy responses. Teaching makes extensive use of current case studies from recognised experts in the field.

Learning outcomes. By the end of this unit students will be able to: (i) Explain the effects of globalization on health of populations; (ii) Demonstrate how events and trends in health and non-health areas affect global health policy; (iii) Identify and classify the different types of actors/institutions that influence health policy; (iv) Undertake a policy stakeholder analysis with reference to power, influence and interests; (v) Develop strategies to influence global health policy development and implementation; (vi) Define global health governance and its role in structuring and regulating global health policy.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London.
Reading list available on eLearning

LAWS6252

Legal Reasoning and the Common Law System

Credit points: 6 **Teacher/Coordinator:** Ms Alexandra Fowler **Session:** Intensive April, Intensive August, Intensive March, Intensive September **Classes:** S1CIMR (Group A): Mar 5, 6 and 8, 9 (9-5); S1CIAP (Group B): Mar 26, 27 and Apr 9 and 10 (9-5); S2CIAU (Group C): Jul 30, 31 and Aug 2, 3 (9-5); S2CISE (Group D): Aug 20, 21 and Sep 3, 4 (9-5) **Prohibitions:** LAWS6881 **Assessment:** in-class test (30%) and take-home exam (70%) **Mode of delivery:** Block mode

Note: Students are recommended to enrol well in advance of classes in order to complete pre-class readings (normally available to enrolled students 3 weeks prior to the first class). Law graduates from a non-common law jurisdiction are also recommended to complete classes for this unit during the first week of their commencing semester.

This is a compulsory unit for all postgraduate students who do not hold a law degree or equivalent from a common law jurisdiction entering the: Master of Administrative Law and Policy; Master of Business Law; Master of Environmental Law; Master of Environmental Science and Law; Master of Health Law; Master of Labour Law and Relations as well as Graduate Diplomas offered in these programs. The unit has been designed to equip students with the necessary legal skills and legal knowledge to competently apply themselves in their chosen area of law. Instruction will cover the legislative process; the judiciary and specialist tribunals; precedent; court hierarchies; legal reasoning; constitutional law; administrative law; contracts; and torts. Some elements of the unit will be tailored in accordance with the requirements of the particular specialist programs.

MIPH5004

International Health Independent Study 1

Credit points: 2 **Teacher/Coordinator:** Professor Mu Li, Dr Giselle Manalo **Session:** Semester 1, Semester 2 **Classes:** student under individual supervision **Prohibitions:** MIPH5005 or MIPH5037 **Assessment:** 1x 2000word written report (100%) **Mode of delivery:** Supervision

Note: The student is required to complete an International Health Independent Study Registration Form, signed by the student and the supervisor, and return the form to the MIPH Office.

This unit gives students the opportunity to undertake a special project (a research project or a field placement) in their area of interest in international public health. Students may research their chosen topic or analyse data already collected, then write a report, usually about 2000 words. Alternatively, students may choose to undertake a placement with an international aid agency or with relevant sections of health services overseas or in Australia and then write a report about it. Students arrange with an international public health academic

to be their supervisor on a project and agree to expected deliverables. The supervisor provides guidance and assesses the report.

MIPH5005

International Health Independent Study 2

Credit points: 4 **Teacher/Coordinator:** Professor Mu Li, Dr Giselle Manalo **Session:** Semester 1, Semester 2 **Classes:** Student under individual supervision **Prohibitions:** MIPH5004 or MIPH5037 **Assessment:** 1x 4000word written report (100%) **Mode of delivery:** Supervision

Note: The student is required to complete an International Health Independent Study Registration Form, signed by the student and the supervisor, and return the form to the MIPH Office.

This unit gives students the opportunity to undertake a special project (a research project or a field placement) in their area of interest in international public health. Students may research their chosen topic or analyse data already collected, then write a report, usually about 4000 words. Alternatively, students may choose to undertake a placement with an international aid agency or with relevant sections of health services overseas or in Australia and then write a report about it. Students arrange with an international public health academic to be their supervisor on a project and agree to expected deliverables. The supervisor provides guidance and assesses the report.

MIPH5008

Travel and Tropical Medicine

Credit points: 2 **Teacher/Coordinator:** Dr Giselle Manalo, Dr Paula Fogarty **Session:** Intensive October **Classes:** 1x 2 day intensive lectures **Assessment:** 1x 2000word individual essay (80%) and attendance (20%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

This unit aims to provide an overview of common health issues and emerging travel-related diseases, with a general look at prevention and control of these problems for travellers or those intending to work in tropical or resource-poor settings for a significant period of time. During the short course, students will also explore issues such as pre-travel preparations, vaccinations, protection from vector-borne diseases, gastrointestinal illnesses in travellers, refugee health, disaster preparedness focusing on water and sanitation and travel health issues in humanitarian and disaster relief settings. The teaching method is face-to-face teaching only. Attendance is compulsory.

Textbooks

Readings are available on the unit's eLearning site

MIPH5037

International Health Independent Study

Credit points: 6 **Teacher/Coordinator:** Professor Mu Li, Dr Giselle Manalo **Session:** Semester 1, Semester 2 **Classes:** Student under individual supervision **Prohibitions:** MIPH5004 or MIPH5005 **Assessment:** 1x 4000-6000 word report in a format suitable for submission to an academic journal **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: This unit is only available to students who have substantial project management experience and therefore do not wish to do MIPH5219 or MIPH5220. The student is required to complete an International Health Independent Study Registration Form, signed by the student and the supervisor, and return the form to the MIPH Office.

This is a capstone unit only available to students with substantial international development project management experience who do not wish to do MIPH5219 or MIPH5220. This unit gives students the opportunity to undertake a special project in an area of interest in international public health. Students research their chosen topic or analyse data already collected. The project can be done as part of a placement with an international aid agency or with relevant sections of health services overseas or in Australia. Students arrange with an international public health academic to be their supervisor on the project. Students write a 4000 to 6000 word report on their project; the report should be in a format suitable for submission for publication in an academic journal.

MIPH5115

Women's and Children's Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Camille Raynes-Greenow, Dr Ying Zhang **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 9 weeks, 1x1hr tutorial per week for 8 weeks; also offered fully online **Assessment:** 1x5000 word individual assignment, (50%), 1x 8 page

group report (30%), tutorial participation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit is an introduction to the health status of women and children in low and middle income countries and highlights the interconnectedness of women's and children's health. It presents some of the major causes of mortality and morbidity and interventions and approaches to improving outcomes from a public health perspective. Each week a different expert covers relevant issues such as perinatal mortality, contraception, nutrition, HIV, cancer, diarrhoeal disease, vaccine preventable diseases and childhood disability.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5117

Global Non-Communicable Disease Control

Credit points: 2 **Teacher/Coordinator:** Associate Professor Rohina Joshi **Session:** Semester 2a **Classes:** 1x2hr-lecture/week for 7 weeks; also offered fully online **Assessment:** 1x 2000word written assignment (90%) and class participation (10%) or online discussion (10%). **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit aims to provide candidates with an understanding of the causes and control of non-communicable diseases (NCDs) with a focus on low and middle income countries (LMIC). These diseases are associated with social and economic development and the demographic and health transitions. Topics covered in the unit include cardiovascular diseases, diabetes, cancer, primary health care in relation to NCDs, health promotion for NCDs and approaches to NCD research in developing countries. Lectures are given by health professionals with direct experience of NCD control in LMICs.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5124

Health Issues and Humanitarian Emergencies

Credit points: 4 **Teacher/Coordinator:** Ms Bronwen Blake, Professor Michael Dibley, Professor Lyndal Trevena **Session:** Intensive November **Classes:** 2x 2 day workshop **Assessment:** 1 x 2500 word written assignment (70%), written reflective pieces (20%), attendance and participation (10%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

This unit gives students an overview of public health aspects of humanitarian emergencies in developing country situations and the range of appropriate responses. This includes considering problems faced by government and non-government organisations in humanitarian emergency relief efforts. Topics covered in the unit include international and human rights law, the role of donor agencies, refugee health, nutritional emergencies, site planning for refugee camps, water and sanitation, sexual violence, protection of vulnerable groups, and communicable disease surveillance and control.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5127

Mental Disorders in Global Context

Credit points: 2 **Teacher/Coordinator:** Associate Professor Maree Hackett **Session:** Intensive September **Classes:** 1x 2day workshop **Assessment:** 1x 2000 word essay (90%) plus class participation (10%) **Mode of delivery:** Block mode

This unit aims to present an overview and critique of mental disorders in an international context. It covers broad issues related to the classification of disorders, their prevalence and population burden and their determinants. While the focus of the module is on international epidemiology, the course also aims to promote understanding of the economic and humanitarian implications of the burden of mental and substance use disorders for prevention, treatment and health policy. The unit will cover what a mental disorder is, how frequent and how disabling mental disorders are and what the major correlates and determinants of mental disorders are, with a focus on health policy.

Textbooks

Readings are available on the unit's eLearning site

MIPH5128

Dissertation A

Credit points: 6 **Session:** Semester 1, Semester 2 **Prerequisites:** Minimum 70% or greater WAM in the first 24 credit points of coursework **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: This unit is only available after completion of 48 credit points.

MIPH5129

Dissertation B

Credit points: 6 **Session:** Semester 1, Semester 2 **Prerequisites:** Minimum 70% or greater WAM in the first 24 credit points of coursework **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: This unit is only available after completion of 48 credit points. This unit is delivered at the University of Sydney.

MIPH5130

Dissertation C

Credit points: 12 **Session:** Semester 1, Semester 2 **Prerequisites:** Minimum 70% or greater WAM in the first 24 credit points of coursework **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: This unit is only available after completion of 48 credit points.

MIPH5131

Foundations of International Health

Credit points: 6 **Teacher/Coordinator:** Dr Sarah Bernays, Professor Robert Cumming **Session:** Semester 1 **Classes:** 1x2hr lecture per week for 12 weeks; 2x1 day seminars and 1x1hr tutorial per week for 9 weeks; also offered fully online **Assessment:** 1x 1500 word assignment (25%), 1xgroup presentation (25%), 1x2500 word assignment (40%) and tutorial discussion (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Note: Departmental permission required for non-MIPH students

The unit aims to provide candidates with a multidisciplinary perspective of the interplay between health and development in low- and middle-income countries from a range of social science and public health disciplines. The unit will cover the following themes: health and development, Sustainable Development Goals, poverty and health, gender and health, climate change and health, population ageing, human rights and health, health systems, human resources for health, and primary health care. At the end of the unit, students should be able to demonstrate an understanding of the relation between health and development; demonstrate an understanding of how health systems operate in developing countries; and demonstrate an understanding of the role played by the various international organisations and agencies in health in less developed settings.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5132

Global Disease Burden and Research Methods

Credit points: 6 **Teacher/Coordinator:** Dr Ying Zhang, Professor Michael Dibley **Session:** Semester 1 **Classes:** 1x2hr lecture per week for 13 weeks; 1x1hr tutorial per week for 10 weeks (face to face students only); 10xonline tutorials that each run for one week (online students only); plus 1x1 day seminar on qualitative methods (face to face students only) and 1x1 day seminar on quantitative methods (face to face students only); week long online qualitative and quantitative methods seminars (online students only) **Assessment:** qualitative and quantitative methods exercise (10%); 1x 1500 word case scenario based research methods written assessment (10%); 1x 3000 word individual essay (60%); and tutorial facilitation discussion (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Note: Note: Departmental permission required for non-MIPH students

This unit introduces candidates to the global burden of disease in low and middle income countries and to field research methods (quantitative and qualitative methods) used to assess disease burden. Through the lectures, readings and tutorial discussions, students will learn about conditions, diseases, risk factors, causative determinants and the influence of socio-cultural-economic-political and environmental factors that contribute most to the burden of disease in low- and middle-income countries. This unit provides candidates with an understanding of the major conditions responsible for illness, disability and premature mortality. The design and implementation of disease control and health promotion programs for developing country

populations will be discussed based on an understanding of the biological, environmental, behavioral, social and cultural aspects of major health problems. Topics covered in the unit include the global burden of disease; methods for conducting both quantitative and qualitative applied field research; and the epidemiology, control and prevention strategies for communicable diseases- malaria, tuberculosis, neglected tropical illnesses, HIV; zoonoses; perinatal conditions; non-communicable diseases- cardiovascular diseases, mental health; injury; disease priorities for child health and nutrition; planetary and environmental health i.e. air pollution.

Textbooks

Readings are available on the unit's eLearning site.

In addition the following textbooks (available free on-line) are recommended for reference:

Global Health: diseases, programs, systems and policies. 3rd Edition (2012) Jones and Bartlett Learning, Burlington MA USA.

Disease Control Priorities in Developing Countries. Dean Jamison, Joel Breman, Anthony Measham et al (editors). New York: Oxford University Press, 2006. (co-published with World Bank)

MIPH5134

Primary Care in Low Resource Settings

Credit points: 4 **Teacher/Coordinator:** Professor Lyndal Trevena **Session:** Semester 2a **Classes:** Online mini-lectures and readings available for 1-2 hours per week; group work online 2 hours per week. Face-to-face mode is delivered via 4 x 1 day workshops. **Assessment:** Formative assessment: abstract of 250 words (10%); contribution to group learning (20%); 2000 word case submission (70%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Note: Can be completed in either on-line or face to face mode

This unit of study is designed for students who have completed or are working towards a health degree. It assumes some clinical background knowledge and aims to prepare students to a basic level for applying public health principles in low resource primary healthcare settings. In the past, students with a non-clinical background have successfully completed this unit and there are no pre-requisites. The course will introduce and revise the fundamental aspects of effective primary health care, define different aspects of low-resource settings (health system, healthcare worker, patient factors etc) and their effect on knowledge translation. The key learning component will comprise a series of problems which will be solved in online or face-to-face groups and supported by guest lecturers, tutors and resources. Problems will include low-income country settings but also resource-challenged settings due to remoteness and/or socioeconomic and other disadvantage. Students will be expected to be self-directed adult learners during this unit. This unit of study can be combined with MIPH5004 International Health Independent Study 1 (2cp) for a total of 6 credit points. Students can choose to do this course either by face-to-face or distance mode.

MIPH5135

Health Systems in Developing Countries

Credit points: 4 **Teacher/Coordinator:** Associate Professor Joel Negin **Session:** Semester 2 **Classes:** 1x 2hr lecture per week for 10 weeks; plus 2x 0.5 day workshops; also offered fully online **Assessment:** 1x1500 word research paper (40%), 1x2000 word solution proposal (50%), and participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference

in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5136

Nutrition in International Settings

Credit points: 4 **Teacher/Coordinator:** Professor Michael Dibley **Session:** Intensive August **Classes:** 2x2 day workshops **Assessment:** 1x 1000 word exercise on nutritional assessment (30%), 1x 2500 word assignment (60%), workshop attendance and participation (10%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

The aim of this unit is to provide students with insights into the major nutrition-related public health problems in low- and middle-income countries; knowledge and practical skills about nutritional assessment; and the design and evaluation of nutritional interventions. The content areas include an overview of nutrition as a major determinant of health and disease; methods to assess community nutritional status; the impact of maternal and child under-nutrition on mortality and overall disease burden; design and evaluation of effective interventions; issues surrounding food security; agriculture and nutrition; and nutrition policies and resources. The unit is taught in two 2-day workshops, with the first workshop focusing on nutritional assessment and major nutrition-related public health problems in low- and middle-income countries, and the second workshop focusing on design and evaluation of interventions. On completion students should be able to recognise key nutritional problems facing low- and middle-income countries; have acquired knowledge and practical skills as to how these problems can be assessed; and gained insights into a number of different multi-sectoral approaches to address these problems.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5219

International Health Project Management

Credit points: 6 **Teacher/Coordinator:** Professor Mu Li **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 10 weeks; 1x1 day workshop; 1x1hr tutorial per week for 8 weeks; 1x1 day peer learning session through group presentations **Prohibitions:** MIPH5220 **Assumed knowledge:** General knowledge of public health in low and middle income countries **Assessment:** Important: Scaled marking will be implemented for this unit's group based assessment ie. group presentation, written group proposal, project group work contribution throughout the semester 1x 30minutes (20 minute presentation plus 10 minutes questions and answers) group presentation (20%), peer evaluation on group work participation and contribution (15%), 1x group written assignment- a project proposal (40%) and 1x short individual written assignment (25%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Effective international health projects management contributes to the achievement of health and development in developing countries. The Unit aims to provide students with a good understanding of the concepts and key elements of a health project design and evaluation, and to demonstrate tools and techniques used in effective project management. A detailed step by step application of the Logical Framework Approach (LFA) in project design will be presented, including stakeholder analysis, problem and objective analysis, and the logframe matrix. The Unit also gives students an opportunity for hands-on practice through the design of a project in an international setting and allows them to consider the challenges and practical issues faced by people involved in international health project management. The key topic areas covered include: concepts and principles of international project management; context and situation analysis; the LFA for project design; real life project management cases; and project monitoring and evaluation. At the end of the course, students should be able to: identify the key aspects of the LFA to project design; develop a project proposal in international settings; recognise challenges and practical issues faced by people involved in international health project management; and apply a systematic approach to project planning and management in international settings.

Textbooks

Course materials are available on the unit's eLearning site

MIPH5220**Managing International Health Projects**

Credit points: 6 **Teacher/Coordinator:** Professor Mu Li, Dr Giselle Manalo
Session: Semester 2 **Classes:** Fully online, 5 modules delivered across 11 weeks and online tutorials for 13 weeks **Prohibitions:** MIPH5219 **Assumed knowledge:** General knowledge of public health in low and middle income countries **Assessment:** Important: Scaled marking will be implemented for this unit's group based assessments i.e. group presentation, written group proposal, project group work contribution throughout the semester. 1 x 20 minute (20 minute presentation uploaded online) group presentation (10%), tutorial contribution (7.5% marked by tutor), peer evaluation on group work participation and contribution (7.5% marked by project group members), 1 x group written assignment - a project proposal (35%) and 1 X individual written assignment (40%) **Mode of delivery:** Online

Note: International students studying onshore should choose MIPH5219 (face to face). Department permission required for enrolment for students from degrees other than MIPH.

Managing international health projects effectively is critical to the achievement of health and development in resource-poor settings. This unit aims to give students an understanding of the tools and techniques used in effective project management at different stages in the project life cycle, including project planning, implementation, monitoring and evaluation. The concepts, key elements and application of the Logical Framework Approach (LFA) will be presented, including stakeholder analysis and cross-cutting issues analysis, problem and objective trees, and the logframe matrix. Students will apply these principles to the design of a project and development of a project proposal related to an international setting, allowing them to consider the challenges and practical issues faced by people involved in international health project management. The key topic areas include: concepts and principles of international project management; context and situation analysis; key stages of project development; the LFA for project design; project management functions including managing information, resources, risk, quality and change; post project issues of evaluation and sustainability. This unit, as a fully online unit, is intended for local and international offshore students.

Textbooks

Course materials are available on the unit's e-learning site

PACS6921**Peace of Mind: The Psychology of Peace**

Credit points: 6 **Session:** Intensive March **Classes:** 6-day intensive seminar or equivalent (35hrs total) **Assessment:** 1x1000wd equivalent Oral Presentation (20%), 1x1000wd Reflective journal (15%)m 1x3000wd Essay (65%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit explores the psychological dimensions of building peace in the world through cultivating inner peace or 'peace of mind'. We examine how it is that ordinary human beings can commit genocide and other mass atrocities, and how an understanding of underlying psychological processes can help with creating more peaceful communities. These inner processes include the effects of fear and trauma, and the development of empathy, resilience, healing and reconciliation.

PUBH5010**Epidemiology Methods and Uses**

Credit points: 6 **Teacher/Coordinator:** Dr Erin Mathieu, Professor Tim Driscoll
Session: Semester 1 **Classes:** 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - faceto face or their equivalent online **Prohibitions:** BSTA5011,CEPI5100 **Assessment:** 1x 6 page assignment (25%), 10 weekly quizzes (5% in total) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature regarding public health and clinical issue. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. In addition to formal classes or their on-line

equivalent, it is expected that students spend an additional 2-3 hours at least each week preparing for their tutorials.

Textbooks

Webb, PW. Bain, C.J. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals Second Edition: Cambridge University Press 2017.

PUBH5018**Introductory Biostatistics**

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

PUBH5020**Chronic Disease Prevention and Control**

Credit points: 6 **Teacher/Coordinator:** Professor Adrian Bauman **Session:** Semester 1 **Classes:** 20 hrs online lectures; 16 hrs online discussions **Assumed knowledge:** PUBH5033, PUBH5010 or CEPI5100 or equivalent **Assessment:** 1000 word assignment (20%), 2000 word assignment (40%), on-line discussions (40%) **Mode of delivery:** Online

Note: Department permission required for enrolment.

This course offers a public health approach to examining the global issue of chronic diseases (e.g. cardiovascular disease, type 2 diabetes, cancer, chronic lung disease) and their prevention. The course examines why chronic disease is a global problem, and describes WHO frameworks for chronic disease prevention. It also reviews the epidemiology of specific chronic diseases including trends in and surveillance of these conditions, and the global (and country level) burden of disease. Teaching will focus on clinical prevention, in particular, the role of primary care, other clinicians and allied health professionals in providing lifestyle advice for people with chronic disease (tertiary prevention) and for people without chronic disease (primary prevention). Students will be involved in evaluating the effectiveness of different prevention strategies and will examine the role of health policy and strategic planning in developing effective and sustainable chronic disease management programs and health services in different settings (in Australia and the region).

Textbooks

Readings for this unit will be available on the eLearning site

PUBH5026**Mass Media Campaigns and Social Marketing**

Credit points: 2 **Teacher/Coordinator:** A/Professor Philayrath Phongsavan, Professor Adrian Bauman (coordinators), Adjunct Professor Tom Carroll
Session: Intensive August **Classes:** Face-to-face/ on-campus 2-day residential workshop (lectures, on-line discussions, and student participation and student presentations) **Prerequisites:** PUBH5033 **Assumed knowledge:** Training in research methods epidemiology is advised but not essential. **Assessment:** 1x 1500 word assignment (60%); on-line participation/discussion (40%) **Mode of delivery:** Block mode

This unit focuses on mass-reach public health campaigns used to promote health and prevent disease. Building on introductory Masters of Public Health units of study in health promotion/disease prevention [or equivalent], this unit describes the rationale for mass-media led campaigns, social marketing interventions, and how they fit into a comprehensive approach to population health promotion and chronic disease prevention. The major themes covered are the principles of mass-reach communications in public health; designing campaigns [formative evaluation]; developing public health campaigns as part of comprehensive health promotion; understanding the messages, branding and marketing of campaigns; process and impact evaluation of campaigns; the differences between campaigns and social marketing initiatives; and the role of ancillary and supportive health promotion strategies, including media placement and advocacy. In addition, the role of, and evaluating social media campaigns will be included. The unit will equip students with skills to plan, design, implement and evaluate public health campaigns.

Textbooks

Course readings will be provided before the workshop. These are required readings, and there is some individual student preparation required for presentation at the first workshop and after the workshop to prepare for the on-line two weeks discussions.

PUBH5101

Special Project in Public Health

Credit points: 4 **Teacher/Coordinator:** Professor Tim Driscoll **Session:** Semester 1, Semester 2 **Prerequisites:** One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project **Assessment:** 1x 4000 word written report (100%) or as agreed with the supervisor and unit coordinator. **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.

This unit is intended for students nearing the end of their MPH. The Special Project is a self-directed unit focussed on a specific MPH-related topic of interest to the student. The project is supervised by an academic within the School. An external person can act as the main supervisor but a School academic would also be required. This project may be developed by the student or the student could develop a project in consultation with an intended supervisor. The student needs to meet with the supervisor during the semester. Preferably this would be at least three times but the frequency will depend on the project and the preference of the supervisor. The project is meant to be self-directed so there is not an expectation that the supervisor would have close involvement, although they can if they want to. The student would be expected to undertake approximately 80 to 100 hours of work for this unit. The format of the final report or other output can be whatever is appropriate, as agreed with the supervisor(s). The report is due no later than the Monday of Week 13, or a later date as agreed with the supervisor(s) and the unit coordinator.

PUBH5102

Special Project in Public Health

Credit points: 2 **Teacher/Coordinator:** Professor Tim Driscoll **Session:** Semester 1, Semester 2 **Prerequisites:** One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project **Assessment:** 1x 2000 word written report (100%) or as agreed with the supervisor and unit coordinator. **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.

This unit is intended for students nearing the end of their MPH. The Special Project is a self-directed unit focussed on a specific MPH-related topic of interest to the student. The project is supervised by an academic within the School. An external person can act as the

main supervisor but a School academic would also be required. This project may be developed by the student or the student could develop a project in consultation with an intended supervisor. The student needs to meet with the supervisor during the semester. Preferably this would be at least three times but the frequency will depend on the project and the preference of the supervisor. The project is meant to be self-directed so there is not an expectation that the supervisor would have close involvement, although they can if they want to. The student would be expected to undertake approximately 50 to 50 hours of work for this unit. The format of the final report or other output can be whatever is appropriate, as agreed with the supervisor(s). The report is due no later than the Monday of Week 13, or a later date as agreed with the supervisor(s) and the unit coordinator.

PUBH5111

Environmental Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Geoff Morgan **Session:** Semester 2 **Classes:** The unit is delivered via face to face mode or via online mode. Both modes cover the same course content. Face to face students: Thirteen lectures (13 sessions of approximately 1.5 hours each) offered online, with the first (introductory) lecture delivered face to face as well as online; Six face to face tutorials (6 sessions of 2 hours each); One online group assignment plan discussion. Online students: Thirteen lectures (13 sessions of approximately 1.5 hours each) offered online; Six online tutorials (6 sessions of 2 hours equivalent each); One assignment plan online group discussion. **Assessment:** 1 x written assignment plan and group discussion (5%); 1 x written assignment 2000 words (70%); 10 x lecture multiple choice quiz (10 x 0.5 = 5%); 5 x tutorial quiz questions (10%); 1 x tutorial briefing note (5%); 5 x group tutorial briefing note (5 x 1 = 5%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This course aims to describe the interrelation between our environment and human populations, local communities and individuals and the potential impact on health of environmental agents/contaminants. The unit will explore the major categories of environmental health hazards including air quality, water quality, chemical hazards (eg soils and contaminated sites), physical hazards (eg noise and radiation), microbiological hazards (eg Legionnaires' disease) and food safety. Regional and global issues of sustainability, climate change and land use planning will also be covered. The disciplines of epidemiology, toxicology and ecology will be applied within a risk assessment framework to characterise health risks associated with environmental hazards and determine risk management options and inform risk communication strategies. Students completing this unit will appreciate the multi-disciplinary nature of environmental health, the application of a risk assessment framework to characterise environmental health risks and inform risk management and risk communication, and the need to work closely with a broad range of stakeholders including commonwealth and state health, environment and planning agencies, local government, industry, researchers and the community.

Textbooks

(Recommended only): Environmental Health (Fourth Edition). Moeller DW. Harvard University Press, 2011; Environmental Health in Australia and New Zealand. Edited by Nancy Cromar, Scott Cameron and Howard Fallowfield, Oxford University Press, 2004; Environmental Health, from Global to Local, 3rd Edition. Frumkin H. Wiley, 2016.

PUBH5114

Alcohol, Drug Use and Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Carolyn Day **Session:** Semester 2 **Classes:** 13 weeks of 2hr teaching sessions and/or associated readings and online activities. Students can complete the unit either online or in blended mode. The teaching sessions are a combination of online seminars and discussion activities for online students. Those enrolled in the blended mode, take part in online seminars and two compulsory one day face-to-face workshops. **Prohibitions:** PUBH5115 **Assessment:** 2 x 1500 word assignments (55%), compulsory discussion related activities (30%); online quizzes (15%) **Mode of delivery:** Block mode, Online

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced understanding of research, policy and

treatment services for alcohol and drug use disorders, and to examine the needs of special populations.

Textbooks

Readings are available on the unit's eLearning site.

PUBH5115

Alcohol, Drug Use and Health

Credit points: 2 **Teacher/Coordinator:** Associate Professor Carolyn Day
Session: Semester 2a **Classes:** 7 weeks of 2 hr teaching sessions equivalent and/or associated online activities. students can complete the unit either online or in blended mode. the teaching sessions are a combination of online seminars and discussion activities for online students. students enrolled in the blended mode take part in online seminars and a compulsory one day face to face workshop. **Prohibitions:** PUBH5114 **Assessment:** 1x 1500 word assignment (55%); compulsory discussion related activities (30%); online quizzes (15%)
Mode of delivery: Block mode, Online

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

Textbooks

Readings are available on the unit's eLearning site.

PUBH5205

Decision Analysis

Credit points: 2 **Teacher/Coordinator:** Dr Andrew Martin **Session:** Semester 2b **Classes:** Six 2-hour sessions (inclusive of computer practicals) or online **Prerequisites:** PUBH5018 and (PUBH5010 or CEPI5100) **Assumed knowledge:** PUBH5302 Health Economic Evaluation **Assessment:** 5 x practicals/exercises (10%), 1 X exam (30%), and 1 X assignment (60%)
Practical field work: Three computer practicals (in class or online) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit examines quantitative approaches to public health and clinical decision-making. Topics of study include: decision trees and health-related utility assessment; incorporating diagnostic information in decision making; sensitivity and threshold analysis; and application of decision analysis to economic evaluation. Lectures are accompanied by practical exercises and readings. Students gain practical skills using decision analysis software (TreeAge) via computer practicals. Lectures and practicals may be completed online (however on-line students must purchase their own TreeAge software student licence).

PUBH5206

Controlled Trials

Credit points: 2 **Teacher/Coordinator:** Mr Chris Brown and Dr Andrew Martin **Session:** Semester 2a **Classes:** 2x 1 day workshops; or online **Prerequisites:** PUBH5018 **Assessment:** 6 x practicals (10%), 1 x short answer/multiple choice exam (40%) and 1 x take home exam (50%) **Mode of delivery:** Block mode, Online

This unit introduces the principles underpinning the design and conduct of high quality clinical trials to generate good evidence for health care decision making. The topics include clinical trial design, randomization, sample size, measures of treatment effect, methodological issues, trial protocols, and ethical principles. The unit is delivered over 2 full days via formal lectures followed by practical sessions. This material may be completed online.

Textbooks

Recommended: Keech A, GebSKI V, Pike R. Interpreting and reporting clinical trials: a guide to the CONSORT statement and the principles of randomised controlled trials. Sydney: Australasian Medical Publishing Company; 2007. A list of suggested readings associated with the course will be provided.

PUBH5211

Multiple Regression and Stats Computing

Credit points: 4 **Teacher/Coordinator:** Associate Professor Patrick Kelly **Session:** Semester 2 **Classes:** 2hrs per week for 13 weeks. This unit may be undertaken in face to face or online mode. All students must have regular access to a reliable internet connection capable of streaming or downloading video recorded lectures. **Prerequisites:** PUBH5018 **Assessment:** Quizzes (10%); 1x 4 page assignment (20%); and 1x 10 page assignment (70%). The assignments will involve analysing data. Students must pass the final assignment to pass this unit of study. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Note: The statistical software package we shall be using in this unit is web-based. There is no cost/fee to use this software.

Students will learn how to analyse data using multiple linear regression. Multiple linear regression is a powerful statistical method for analysing a continuous outcome variable with several explanatory variables. This unit will cover how to compare more than two groups, adjust for confounders, test for effect modification, calculate adjusted means, conduct appropriate model checking, and teaches strategies for selecting the 'best' regression model. Students will learn how to apply these methods using the statistical package called SAS. The focus of this unit is on the application of fitting appropriate linear regression models and interpreting the results. The material in this unit is covered by lectures, tutorials, course notes and online discussions. This unit is the prerequisite for learning other types of regression models, such as logistic regression (PUBH5212) and survival analysis (PUBH5213).

Textbooks

Course notes are provided.

PUBH5212

Categorical Data Analysis

Credit points: 2 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 2b **Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. Also available online - such students must have regular access to a reliable internet connection capable of streaming or downloading video recorded lectures. **Prerequisites:** PUBH5018 **Corequisites:** PUBH5211 **Assessment:** 1x 3 page report (30%) and 1x 8 page report (70%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

In this unit the biostatistical concepts covered in earlier units are extended to cover analysis of epidemiological studies where the outcome variable is categorical. Topics of study include: testing for trend in a 2 x r contingency table; the Mantel-Haenszel test for the combination of several 2 x 2 tables, with estimation of the combined odds ratio and confidence limits; multiple logistic regression; Poisson regression; modelling strategy. The assignments will involve practical analysis and interpretation of categorical data. Data analyses will be conducted using statistical software (SAS).

Textbooks

Course notes are provided.

PUBH5213

Survival Analysis

Credit points: 2 **Teacher/Coordinator:** Dr Erin Cvejic **Session:** Semester 2b **Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. Also available online - such students must have regular access to a reliable internet connection capable of streaming or downloading video recorded lectures. **Corequisites:** PUBH5211 **Assessment:** 1x 3 page assignment (20%) and 1x 10 page assignment (80%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

During this unit, students learn to analyse data from studies in which individuals are followed up until a particular event occurs (e.g. death, cure, relapse), making use of follow-up data for those who do not experience the event of interest. This unit covers: Kaplan-Meier life tables; logrank test to compare two or more groups; Cox's proportional hazards regression model; checking the proportional hazards assumption; and sample size calculations for survival studies. For each topic, participants are given materials to read beforehand. This is followed by a lecture, then participants are given a small number of exercise to do for the following week. These exercises are discussed in the tutorial at the next session before moving on to the next topic. That is, in most weeks the first hour is a tutorial, followed by the lecture given in the second hour. Participants are expected to run SAS programs in their own time. Preparation time for each session is 2-3 hours. The assignments both involve use of SAS to analyse survival data sets.

Textbooks

Course notes are provided, along with links to additional readings through the library.

PUBH5215

Introductory Analysis of Linked Data

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Intensive June, Intensive November **Classes:** block/intensive mode 5 days 9am-5pm **Corequisites:** (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or BSTA5004) **Assessment:** Reflective journal (30%) and 1x assignment (70%) **Mode of delivery:** Block mode

This unit introduces the topic of linked health data analysis. It will usually run in late June and late November. The topic is a very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators and produce results from statistical procedures at an introductory to intermediate level. The main assignment involves the analysis of NSW linked data, which can be done only in the Sydney School of Public Health Computer Lab, and is due 10 days after the end of the unit.

Textbooks

Notes will be distributed in class.

PUBH5224

Advanced Epidemiology

Credit points: 6 **Teacher/Coordinator:** Professor Tim Driscoll **Session:** Semester 2 **Classes:** Weekly classes (combined lectures and tutorials) for 13 weeks. **Prerequisites:** (PUBH5010 or CEPI5100) and PUBH5018 **Assessment:** 1x 1500 word assignment or equivalent class presentation (30%); 1x 4000 word assignment (or equivalent answers to specific methodological questions) (70%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study is intended for students who have completed Epidemiology Methods and Uses (or an equivalent unit of study) at a credit or higher level. It is designed to extend students' practical and theoretical knowledge of epidemiology beyond basic principles, provide students with an opportunity to consolidate critical appraisal skills and to acquire some of the practical knowledge and skills needed to design epidemiological research.

PUBH5302

Health Economic Evaluation

Credit points: 4 **Teacher/Coordinator:** A/Professor Alison Hayes **Session:** Intensive September **Classes:** 2x 2day compulsory workshops **Prerequisites:** ((PUBH5010 or CEPI5100) and PUBH5018) or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite) **Assessment:** assignment 1 (40%), assignment 2 (60%) **Mode of delivery:** Block mode

This unit aims to develop students' knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures and class exercises.

Textbooks

A course manual will be provided to each student.

PUBH5307

Advanced Health Economic Evaluation

Credit points: 2 **Teacher/Coordinator:** Professor Kirsten Howard **Session:** Intensive October **Classes:** 1 x 2day compulsory workshop **Prerequisites:** PUBH5018 and (PUBH5010 or CEPI5100) **Corequisites:** PUBH5205 and PUBH5302 **Assessment:** 1x written assignment (100%) **Mode of delivery:** Block mode

Note: Department permission required for enrolment.

The aims of this unit are to provide students with an understanding of the concepts, application and analytical techniques of more advanced methods of health economic evaluation and with practical working knowledge of how to conduct economic evaluations using stochastic and deterministic data. This unit will focus on students

developing the hands-on skills of conducting economic evaluations, included detailed practical instruction in the use of decision analytic software such as TreeAge and Excel. The format will be in face to face workshops with lectures followed by computer based exercises directly relating to the lectures. The broad topic areas covered are: 1) analysis of health outcomes including survival and quality of life measures 2) analysis of costs 3) economic modeling, including conduct of sensitivity analyses (one way, multi-way and probabilistic sensitivity analysis) and 4) presenting and interpreting results of cost effectiveness analyses.

PUBH5308

Health Workforce Policy Analysis

Credit points: 2 **Teacher/Coordinator:** Prof Deborah Schofield, Dr Michelle Cunich **Session:** Intensive October **Classes:** On-line materials plus compulsory attendance at a two day workshop. **Assessment:** Assignment on a health workforce policy analysis topic of the student's choice (100%) **Mode of delivery:** Block mode

This unit will examine the major mechanisms of health workforce planning in Australia. The nature of the Australian health workforce will be considered, and the processes by which planning is influenced through government policy and research translated and integrated with policy. Current health workforce issues such as adequacy of education and training programs, ageing, and the distribution of the workforce will be addressed. Current approaches to planning for an adequate health workforce, and evaluations of the quality of evidence on current health workforce models of care will be examined using practical examples.

Textbooks

Australia's Health Workforce, Productivity Commission Research Report, 2005 Available at: <http://www.pc.gov.au/study/healthworkforce/finalreport/index.html>

PUBH5415

Injury Prevention

Credit points: 2 **Teacher/Coordinator:** Professor Rebecca Ivers **Session:** Intensive October **Classes:** 1 x 2day workshop **Assessment:** 1 x 2000 word essay (90%) and participation in small group work during the workshop (10%) **Mode of delivery:** Block mode

Injury is the leading cause of death and disability in children, adolescents and people of working age in Australia and globally. This unit aims to provide students with a clear understanding of the magnitude of the injury burden, both in higher and lower income countries, and the strategies that are required to address this burden. During the 2 day workshop, guest speakers will outline issues relevant to the general injury prevention field and students will participate in interactive small group work which will focus on issues relevant to cause-specific injuries, in collaboration with guest contributors. Topics covered include road injury, occupational injury, fall injury, drowning, suicide, injury in Aboriginal and Torres Strait Islander populations, burns, and injury in resource poor settings.

Textbooks

Students will be provided with a course manual. Recommended text: McClure R, Stevenson M, McEvoy S. The Scientific Basis of Injury Prevention and Control. Melbourne: IP Communications, 2004; Li, G, Baker, SP. Injury Research: Theories, Methods, and Approaches. Boston: Springer, 2012.

PUBH5416

Vaccines in Public Health

Credit points: 2 **Teacher/Coordinator:** Dr Aditi Dey, Dr Frank Beard, Professor Peter McIntyre **Session:** Semester 2 **Classes:** Preparatory online lectures and 1x 2day workshop at the Children's Hospital Westmead **Prerequisites:** PUBH5010 or CEPI5100 or PUBH5018 **Assessment:** 2x short online quizzes (10%) plus 1x 2000 word assignment (90%) **Mode of delivery:** Block mode

Note: Students who have not done the core units of study in epidemiology (PUBH5010 or CEPI5100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not the student has permission to enrol.

The aim of this unit is to provide students with an understanding of immunisation principles, the impact of vaccination on the epidemiology of vaccine preventable diseases (VPDs), how to assess the need for

new vaccines and how to implement and monitor a new vaccination program. This unit covers the history and impact of vaccination; basic immunological principles of immunisation; surveillance of diseases, vaccination coverage, vaccine effectiveness and adverse events; vaccine scares; risk communication; immunisation in the developing country context; assessing disease burden and new vaccines. Learning activities include short online preparatory lectures and a workshop with interactive lectures and small group case studies.

PUBH5417

Injury Epidemiology Prevention and Control

Credit points: 4 **Teacher/Coordinator:** A/Professor Lisa Keay **Session:** Semester 2 **Classes:** Online lectures and moderated discussions over 13 weeks (workload 6-8hr/week) **Assessment:** 1x 4000 word assignment (60%) and participation in two moderated online discussions (40%) **Mode of delivery:** Online

This one-semester online unit teaches students about the principles of injury epidemiology, prevention and control. It provides a basis for the assessment and investigation of injury issues and the development, implementation and evaluation of injury prevention programs. The unit will cover: injury measurement and classification (descriptive methods); risk factor identification (analytic methods); evidence-based interventions for injury prevention; priority setting in injury control; injury prevention policy; strategies in injury control; implementing strategies in injury control; program evaluation in injury prevention; injury and Indigenous Australians and an international perspective on injury. During this unit, students will: gain an understanding of the epidemiology of injury, including the burden of injury, injury surveillance, methods for estimating the frequency and severity of injury, and methods for identifying risk factors; gain an understanding of the theories underpinning injury prevention and illustrate their application; develop an appreciation of the process of priority setting in injury, the design and implementation of injury prevention interventions, and the principles and conduct of evaluations.

Textbooks

Lecture notes, case studies and journal articles will be provided online from a password-protected site. Recommended text: McClure R, Stevenson M, McEvoy S. *The Scientific Basis of Injury Prevention and Control*. Melbourne: IP Communications, 2004.

PUBH5418

Tobacco Control in the 21st Century

Credit points: 6 **Teacher/Coordinator:** Dr Becky Freeman **Session:** Intensive August **Classes:** 1x3 day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions **Assessment:** 2x 2000 word essays (60%), 1x 100 item online quiz (10%) and online discussion and participation (30%) **Mode of delivery:** Block mode, Distance education/intensive on campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

Textbooks

(recommended only) Chapman S. *Public Health Advocacy and Tobacco Control: Making Smoking History*. Oxford: Blackwell, 2007.

PUBH5420

Public Health Advocacy Strategies

Credit points: 4 **Teacher/Coordinator:** Dr Becky Freeman **Session:** Semester 2b **Classes:** 2 full days followed by 3 weeks of online **Assessment:** 2500 word essay (70%), online participation (30%) **Mode of delivery:** Block mode

Students will have the opportunity to critique and analyse case studies from a variety of both successful and unsuccessful public health advocacy examples. There will be an emphasis on how online environments and social media tools are contributing to public health advocacy debates and campaigns. Recent examples of how online media have influenced health policy and programming will be presented. Students will examine and prepare writing for online media such as news, blogs, and social media. The lectures will include guest speakers from non-government organisations, government and other experienced stakeholders from across the public health sector.

Textbooks

Recommended: Chapman S. (2007) *Public Health Advocacy and Tobacco Control: Making Smoking History*. Oxford: Blackwell.

PUBH5421

Infection Prevention in Healthcare

Credit points: 6 **Teacher/Coordinator:** Professor Lyn Gilbert **Session:** Semester 2 **Classes:** block mode (2 x 3days) **Assumed knowledge:** basic knowledge of medical microbiology, antimicrobial agents and communicable disease epidemiology and clinical features **Assessment:** 2x2000 word essays/assignments (2x30%); 2x short answer question exams -150 word answers for each of 5 questions (2x20%) **Mode of delivery:** Block mode

Attendance, in person, at workshops is strongly recommended, to enable participation in discussions. However, lectures will be recorded and available online after the workshops. Students who are unable to attend some or all of workshop sessions can view them, but generally not the associated discussions, online. Assessments are online.

This unit will provide students with an understanding of the individual and societal risks of healthcare-associated infections (HAI) and the rationale for, and barriers to, their prevention and control (PC). A basic understanding of medical microbiology and communicable disease epidemiology will be assumed. The unit will cover such important concepts as: ethical and economic implications; psychological, behavioural, cultural and professional influences; the varying roles, responsibilities and perspectives of clinicians, health support staff, administrators, patients and the community; potential uses and implications of new technology (such as information and decision support systems, electronic medical records and highly discriminatory microbial strain typing, including whole genome sequencing) in HAI surveillance. The course will also address the rationales and strategies for implementation of HAI-related policies, such as hand hygiene, aseptic technique and antimicrobial stewardship, and some reasons for and consequences of failure to implement them, for individual patients, the health system and the community.

PUBH5500

Advanced Qualitative Health Research

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers (Semester 1); Andrea Smith (Semester 2) **Session:** Semester 1, Semester 2 **Classes:** 2x3 full day workshop in March/April (semester 1); 2x3 full day workshops in August/September (semester 2) **Prohibitions:** QUAL5005 or QUAL5006 **Assessment:** interviewing activity with reflection (25%); 2000wd essay (25%); 2x group presentations (20%); multiple choice quizzes (20%); in-class participation (10%) **Mode of delivery:** Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What is its history? What research problems can it address? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative researchers biased)? What are the ethical issues? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing data, arguing for qualitative research in health, and appraising the quality of published literature. In both workshops you will meet working qualitative researchers and hear about their projects. This advanced unit will show you a new way of thinking critically about research and

researching, and give you the skills and confidence to begin evaluating and doing qualitative research for yourself.

PUBH5550

Climate Change and Public Health

Credit points: 4 **Teacher/Coordinator:** Dr Ying Zhang, Dr Melody Ding
Session: Semester 2 **Classes:** Block mode (2 day workshop) or fully online.
Assessment: 1x 1500 word essay (40%), 1x 2500 word essay (60%) **Mode of delivery:** Block mode, Online

This unit provides an overview of climate change in the context of public health. The unit begins with climate change models and explores causation and the ways in which climate change interacts with human behaviour and population health. It comprises three parts: 1) the scientific evidence, including the history/trend, exposure assessment, and the consequences of climate change and extremes, 2) responses to climate change, including adaptation and mitigation, to build community resilience, and 3) an integrated multi-disciplinary perspective, e.g. international environmental governance and law, environmental economics, and environmental and social injustice, to address climate change and health in a broader concept of sustainability and global change. This unit will provide both Australian and international perspectives on climate change and health, supported by theoretical and empirical research in both developed and developing countries. It will enable students to have a critical thinking about climate change and health.

Textbooks

Readings will be provided

QUAL5005

Introducing Qualitative Health Research

Credit points: 4 **Teacher/Coordinator:** Dr Julie Mooney-Somers (semester 1); Andrea Smith (semester 2) **Session:** Semester 1, Semester 2 **Classes:** block mode: 2x2 full day workshops in March/April (semester 1) or 2 x 2 full day workshops in August/September (semester 2) OR distance mode: 10 x weekly online lectures and activities (semester 1 only) **Prohibitions:** PUBH5500 or QUAL5006 **Assessment:** Interviewing activity with reflection (35%); multiple choice quizzes (20%); 1750-word essay (35%); online or in-class participation (10%) **Mode of delivery:** Block mode, Online

Note: This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead. MPH students who complete PUBH5500 get an automatic waiver for QUAL5005

Introducing Qualitative Health Research is perfect if you're a beginner and want to gain an overview of this research approach. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What research problems can it address? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? How are theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing data, arguing for qualitative research in health, and appraising the quality of published literature. You will also meet working qualitative researchers and hear about their projects. This introductory Unit will give you the skills and confidence to begin evaluating qualitative literature and doing qualitative research for yourself.

SEXH5008

Sex and Society

Credit points: 2 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Michael Walsh **Session:** Semester 2a **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. International students including Australia Awards Scholarship students must enrol into the face-to-face version **Prohibitions:** SEXH5414 **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit will explore determinants of sexuality from a societal perspective, with particular reference to their potential impacts on public health. Social science theories of sexuality will be considered, and cross-cultural and historical accounts of sexual practices will be reviewed. Particular emphasis will be placed on the impact of diversity, culture, society, environment, life experiences, personal beliefs and

health on sexual activity and potential public health impacts on sexual and reproductive health including HIV. Course content will include diversity; adolescent sexual development; sex education; sexual assault, gender; sexual orientation and sexual behaviour.

SEXH5205

Advanced Adolescent Sexual Health

Credit points: 6 **Teacher/Coordinator:** Fiona Robards, Arlie Rochford, Dr Shailendra Sawleshwarkar **Session:** Semester 2 **Classes:** Fully online **Assessment:** Discussion board participation (30%); Case study (30%); 1500 Word essay (40%) **Mode of delivery:** Online

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality, with additional emphasis on a deeper exploration of an area of adolescent sexual health that is of particular interest to the student. The main areas of learning are: adolescent sexuality, adolescent sexual health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion. On completion of this unit of study, students should be able to: (i) Describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimise communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality; and (ii) Understand and describe one area of adolescent sexual health that the student chooses to study in depth from a list of suggestions.

SEXH5414

Public Health: Sexual and Reproductive Health

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Associate Professor Kirsten Black, Dr Michael Walsh **Session:** Semester 2 **Classes:** 2-4 hours of lectures per week, which can be taken either face-to-face or online. International students including Australian Awards Scholarship students must enrol into the face-to-face version **Prohibitions:** SEXH5008 or SEXH5418 or SEXH5419 **Assessment:** Written assignments (70%); Online quizzes (20%); Discussion board participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit of study is a combination of three (3), two (2) credit point units (SEXH5008, SEXH5418 and SEXH5419) and deals with public health aspects of sexual and reproductive health (SRH), Sexually Transmitted Infections (STIs) and HIV. This unit addresses sexuality, sex education, HIV/AIDS and STIs, unintended pregnancies, access to SRH services, maternal mortality, sexual violence, sexual and reproductive rights and discrimination/stigmatisation of vulnerable populations. Aspects of HIV/STIs and reproductive health will be discussed in the context of the UN's Sustainable Development Goals (SDGs) focusing on SDG 3 on health and SDG 5 on gender equality and women's and girls' empowerment. The unit further explores the epidemiological, societal and population aspects of SRH, STIs and HIV. Surveillance strategies, policy development and legislative responses will be discussed, with regards to the potential public health consequences. Emphasis will be placed on the delivery of effective prevention and management strategies.

SEXH5418

Public Health Aspects of Reproductive Health

Credit points: 2 **Teacher/Coordinator:** Associate Professor Kirsten Black, Dr Michael Walsh **Session:** Semester 1a **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. international students including Australia Awards Scholarship students must enrol into the face-to-face version. **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit deals with a range of public health aspects of reproductive and maternal health including unintended pregnancies, maternal morbidity and mortality, sexual violence, sexual and reproductive rights and access to sexual and reproductive health services. Emphasis will be placed on the delivery of effective prevention and management strategies. Aspects of reproductive health will be discussed in the context of Sustainable Development Goals (SDGs)

focussing on SDG 3 on health and SDG 5 on gender equality and womens and girls empowerment.

SEXH5419

Public Health Aspects of HIV and STIs

Credit points: 2 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Michael Walsh **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. international students including Australia Awards Scholarship students must enrol into the face-to-face version. **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

The unit aims to provide a public health perspective on the impact of Sexually Transmitted Infections (STIs) and HIV. On completion of this unit, students should be able to: (i) Understand the underlying principles of the surveillance systems used to monitor STIs and HIV; (ii) Understand the core risk activity groups involved in the transmissions of STIs and HIV; (iii) Understand how the epidemiologies of STIs and HIV vary within and between societies; (iv) Understand the public health impacts of STIs and HIV; and (v) Understand effective preventative strategies at individual and community levels. Course content will include an introduction to the basic biology of HIV and STIs; epidemilogy and surveillance methods; impact of vulnerable at-risk populations; prevention technologies and policy approaches.

Metabolic Health

Graduate Certificate in Medicine (Metabolic Health)

Graduate Diploma in Medicine (Metabolic Health)

Master of Medicine (Metabolic Health)

Master of Medicine (Advanced) (Metabolic Health)

Graduate Certificate in Science in Medicine (Metabolic Health)

Graduate Diploma in Science in Medicine (Metabolic Health)

Master of Science in Medicine (Metabolic Health)

Master of Science in Medicine (Advanced) (Metabolic Health)

	Graduate Certificate	Graduate Diploma	Master	Master (Advanced)
Course code (degree in Medicine)	GCMEDIC2MBH	GGNMEDIC2MBH	MAMEDIC4MBH	MAMEDADV1MBH
Course code (degree in Science in Medicine)	GCSCMEDI1MBH	GNSCMEDI1MBH	MASCMEI1MBH	MASCMEAD1MBH
CRICOS code	Medicine: 083649E Science in Medicine: 083650A	Medicine: 083647G Science in Medicine: 083648F	Medicine: 083643M Science in Medicine: 083721B	Medicine: 083644K Science in Medicine: 083646G
Degree Abbreviation	GradCertMed(MetabHlth) GradCertScMed(MetabHlth)	GradDipMed(MetabHlth) GradDipScMed(MetabHlth)	MMed(MetabHlth) MScMed(MetabHlth)	MMed(Adv)(MetabHlth) MScMed(Adv)(MetabHlth)
Credit points required to complete	24	36	48	60
Time to complete full-time	0.5 year	1 year	1 year	1.5 years
Time to complete part-time	1 - 2 years	1.5 - 3 years	2 - 4 years	2 - 5 years

Overview

The metabolic health program has been developed to provide students with a comprehensive understanding of the aetiology, diagnosis and multidisciplinary treatment of metabolic diseases. Students will gain essential applied knowledge to manage diabetes, obesity and associated cardiovascular complications in the general population as well as in special groups, such as pregnant women.

The program is suitable for medical practitioners working in primary care, emergency medicine, paediatrics and those planning to train in endocrinology and general medicine. It is also suited to pharmacists, nurses and other allied health professionals with an interest in the field.

The Master of Medicine and the Master of Science in Medicine have different admission requirements. Graduates with a recognised medical degree may be admitted to the Master of Medicine, and graduates with a health or science-related degree may be admitted to the Master of Science in Medicine.

Course outcomes

The program has been designed to ensure that the knowledge gained by participants can be applied to patient care and readily integrated into their day-to-day work.

Course information

The program is designed and delivered by international leaders in the field of diabetes, endocrinology, cardiovascular and metabolic health and nutrition and obesity. The wide-ranging experience and knowledge of teaching staff ensures an up-to-date coverage of topics and issues related to clinical practice and evidence-based medicine.

Unit of study learning materials are delivered online, incorporating case-based interactive learning with online tutorials to facilitate discussion and analysis. The face-to-face workshops are highly practical.

Further enquiries

Professor Stephen Twigg
Phone: +61 2 8627 1890 or 8627 1886
Email: stephen.twigg@sydney.edu.au



Metabolic Health

Admission requirements

Admission to the:

- Graduate Certificate in Medicine (Metabolic Health)
- Graduate Diploma in Medicine (Metabolic Health)
- Master of Medicine (Metabolic Health)

requires a medical degree.

Admission to the:

- Graduate Certificate in Science in Medicine (Metabolic Health)
- Graduate Diploma in Science in Medicine (Metabolic Health)

requires a bachelor or postgraduate degree in a health or science-related discipline.

Admission to the:

- Master of Science in Medicine (Metabolic Health)

requires the successful completion of an embedded degree program (Graduate Certificate or Graduate Diploma); or a bachelor degree in a health or science-related discipline with honours or 12 months relevant work experience; or a bachelor degree plus a postgraduate degree in a health or science-related discipline.

Admission to:

- Master of Medicine (Advanced) (Metabolic Health), and
- Master of Science in Medicine (Advanced) (Metabolic Health)

requires the student to be enrolled in the Master program, have completed the compulsory research unit of study and have an average mark of at least 75% in 24 credit points of compulsory or stream specific units of study.

Course structure

The **Graduate Certificate** requires the successful completion of **24 credit points** of stream specific units of study.

The **Graduate Diploma** requires the successful completion of **36 credit points** of units of study including:

- 6 credit points of compulsory units of study;
- 24 credit points of stream specific units of study; and
- 6 credit points of stream specific or general elective units of study.

The **Master** requires the successful completion of **48 credit points** of units of study including:

- 12 credit points of compulsory units of study;
- 24 credit points of stream specific units of study; and
- 12 credit points of stream specific or general elective units of study.

The **Master (Advanced)** requires the successful completion of **60 credit points** of units of study including:

- 48 credit points of study as required for the Master; and
- 12 credit points of project units of study.

Pattern of enrolment

Compulsory Units of Study

Unit of study code and name	Credit points	Delivery mode
Compulsory units of study		
Graduate Diploma students must complete 6 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online/compulsory face to face tutorials for international students
Master's students must complete 12 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online/compulsory face to face tutorials for international students
MBHT5005 Evidence and Ethics in Metabolic Health	6 (available semester 2)	online

Stream Specific Units of Study

Unit of study code and name	Credit points	Delivery mode
Graduate Certificate students must complete 24 credit points of stream specific units of study		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Master's students must complete 24 credit points of stream specific units of study		
Offered Semester 1		
MBHT5001 Diabetes Management	6	online/intensive
MBHT5003 Obesity and Pre-Diabetes: Prevention and Care	6	online/intensive
NURS5012 Assessment and Clinical Judgement	6	online/intensive
Offered Semester 2		
MBHT5002 Advanced Diabetes Management	6	online/intensive
MBHT5004 Cardiovascular Metabolic Disease Management	6	online
PMED5102 Paediatric Nutrition and Obesity	6	online

General Elective Units of Study

Unit of study code and name	Credit points	Delivery mode
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.		
Master's students complete 12 credit points of stream specific or general elective units of study		
Offered Semester 1 and Semester 2		
CEPI5215 Writing and Reviewing Medical Papers	6	online
PAIN5002 Pain mechanisms and contributors	6	online



Unit of study code and name	Credit points	Delivery mode
PAIN5003 Pain Treatment and Management	6	online
Offered Semester 1		
BETH5104 Bioethics, Law and Society	6	online/intensive
BETH5204 Clinical Ethics	6	online/intensive
CEPI5200 Quality and Safety in Health Care	6	online
CEPI5300 Research Grants: Theory and Practice	6	online/intensive on campus
CEPI5315 Introduction to Systematic reviews	6	online
PUBH5033 Disease Prevention and Health Promotion	6	block mode; online
Offered Semester 2		
BETH5209 Medicines, Policy, Economics and Ethics	6	online
MEDF5002 Teaching in the Clinical environment	6	online/intensive
PUBH5422 Health and Risk Communication	6	online/intensive
PUBH5555 Lifestyle and Chronic Disease Prevention	6	online
NTDT5608 Public Health and Community Nutrition	6	face to face (Students are encouraged to undertake this unit by applying for special permission.)

Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

Unit of study code and name	Credit points	Delivery mode
MEDF5301 Project (Advanced Masters)	12 (available semester 1 and 2)	supervision
MEDF5302 Project (Advanced Masters) (Part A)	6 (available semester 1 and 2)	supervision
MEDF5303 Project (Advanced Masters) (Part B)	6 (available semester 1 and 2)	supervision

Metabolic Health

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine

Graduate Diploma in Medicine

Master of Medicine

Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine

Graduate Diploma in Science in Medicine

Master of Science in Medicine

Master of Science in Medicine (Advanced)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course title
GCMEDICI-02	Graduate Certificate in Medicine
GNMEDICI-02	Graduate Diploma in Medicine
MAMEDICI-04	Master of Medicine
MAMEDADV-01	Master of Medicine (Advanced)

Code	Course title
GCSCMEDI-01	Graduate Certificate in Science in Medicine
GNSCMEDI-01	Graduate Diploma in Science in Medicine
MASCMEADI-01	Master of Science in Medicine
MASCMEADV-01	Master of Science in Medicine (Advanced)

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 Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) Graduate certificate
 - (b) Graduate Diploma
 - (c) Master
 - (d) Master (Advanced)
- (2) 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 Streams

- (1) Courses are available in the following streams:

For medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Internal Medicine
 - (d) Metabolic Health
 - (e) Paediatric Medicine
 - (f) Pharmaceutical and Medical Device Development
 - (g) Psychiatry
 - (h) Sexual and Reproductive Health
 - (i) Sleep Medicine

For non-medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Metabolic Health
 - (d) Pharmaceutical and Medical Device Development
 - (e) Sexual and Reproductive Health
 - (f) Sleep Medicine
- (2) Candidates may transfer between streams with approval from the relevant stream Course Coordinators.
- (3) All of the degrees within this course shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.
- (4) Completion of a Pathway, if available within a Stream is not a requirement of completing the course. Candidates have the option of completing the course in one Pathway.

6 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification;
- (3) Admission to the Graduate Diploma in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Medicine requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification.
- (5) Admission to the Psychiatry stream requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; and



- (b) employment in an accredited psychiatry training position or equivalent experience.
- (6) Admission to the Internal Medicine stream requires current medical registration in an Australian or New Zealand jurisdiction and current or prior employment in a clinical setting in an Australian or New Zealand jurisdiction.
- (7) Admission to the Graduate Certificate in Science in Medicine requires:
- (a) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
- (b) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the School.
- (8) Admission to the Graduate Diploma in Science in Medicine will require:
- (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
- (b) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
- (c) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health or science-related field or pass a preliminary examination(s) as prescribed by the School.
- (9) Admission to the Master of Science in Medicine requires:
- (a) successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine or equivalent qualification; or
- (b) a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
- (c) a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
- (d) a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience; and
- (e) for admission to the Clinical Neurophysiology and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential.
- (10) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
- (a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine and have completed the compulsory research methods unit in their stream as applicable; and
- (b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
- (c) Any other requirements as stated by the Faculty at the time of application.
- (5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
- (a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
- (b) 12 credit points of project units of study.

8 Transitional Provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2018 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

7 Requirements for award

- (1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
- (2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
- (a) 24 credit points of stream specific units of study;
- (3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
- (a) 6 credit points of compulsory units of study, and
- (b) 24 credit points of stream specific units of study, and
- (c) 6 credit points of stream specific or general elective units of study;
- (4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
- (a) 12 credit points of compulsory units of study, and
- (b) 24 credit points of stream specific units of study, and
- (c) 12 credit points of stream specific or general elective units of study.

Metabolic Health

Tables of units of study: Metabolic Health

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Compulsory units			
Graduate Diploma students			
Graduate Diploma students must complete 6 credit points of compulsory units of study			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Master's students must complete 12 credit points of compulsory units of study			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
MBHT5005 Evidence and Ethics in Metabolic Health	6	P CEPI5100 and 18 credit points of stream specific units of study N BETH5208 or PAED5005 or CRIT5008	Semester 2
Stream specific units			
Graduate Certificate students must complete 24 credit points of stream specific units of study.			
Graduate Diploma students must complete 24 credit points of stream specific units of study.			
Master's students must complete 24 credit points of stream specific units of study.			
MBHT5001 Diabetes Management	6		Semester 1
MBHT5002 Advanced Diabetes Management	6	A It is recommended that students first complete MBHT5001 (Diabetes Management) unless they have a reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings. P MBHT5001 <i>Departmental permission required unless MBHT5001 satisfactorily completed.</i>	Semester 2
MBHT5003 Obesity and Pre-diabetes: Prevention and Care	6	A This unit is intended for students who have experience in clinical care of patients. Most of the subject matter and assessments are based on clinical management processes.	Semester 1
MBHT5004 Cardiovascular Metabolic Management	6	A This unit is intended for students who have experience in clinical care of patients and includes a significant Pharmacology component.	Semester 2
NURS5012 Assessment and Clinical Judgement	6		Semester 1
PMED5102 Paediatric Nutrition and Obesity <i>This unit of study is not available in 2018</i>	6	C Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study <i>This unit of study is only offered in odd numbered years</i>	Semester 2
General elective units			
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.			
Master's students complete 12 credit points of stream specific or general elective units of study.			
BETH5104 Bioethics, Law and Society	6	<i>Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.</i>	Semester 1
BETH5204 Clinical Ethics	6	<i>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</i>	Semester 1
BETH5209 Medicines Policy, Economics and Ethics	6	A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.	Semester 2
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
CEPI5215 Writing and Reviewing Medical Papers	6	A Some basic knowledge of summary statistic is assumed P (PUBH5010 or CEPI5100) N CEPI5214 <i>Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.</i>	Semester 1 Semester 2
CEPI5315 Introduction to Systematic Reviews	6	C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5102 or CEPI5314	Semester 1
MEDF5002 Teaching in the Clinical Environment	6		Semester 2
NTDT5608 Community and Public Health Nutrition	6	C NTDT5305 and NTDT5307 <i>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.</i>	Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
PAIN5002 Pain Mechanisms and Contributors	6		Semester 1 Semester 2
PAIN5003 Pain Treatment and Management Principles	6		Semester 1 Semester 2
PUBH5033 Disease Prevention and Health Promotion	6		Semester 1
PUBH5422 Health and Risk Communication	6		Semester 2
PUBH5555 Lifestyle and Chronic Disease Prevention	6	P PUBH5033	Semester 2
Project units of study			
Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.			
MEDF5301 Project (Advanced Masters)	12	Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.	Semester 1 Semester 2
MEDF5302 Project (Advanced Masters) (Part A)	6	Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.	Semester 1 Semester 2
MEDF5303 Project (Advanced Masters) (Part B)	6	Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.	Semester 1 Semester 2

Metabolic Health

Unit of study descriptions

BETH5104

Bioethics, Law and Society

Credit points: 6 **Teacher/Coordinator:** Professor Roger Magnusson and Professor Cameron Stewart **Session:** Semester 1 **Classes:** 4x6.5hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode **Assessment:** 1x2000wd problem (40%); 1x3500 word essay (60%). Online 'attendance' is also compulsory and will be demonstrated by engagement in at least 8 out of the 10 weekly discussion topics. No formal mark will be given for attendance, but failure to meet the attendance requirement may result in failure of the course. **Mode of delivery:** Block mode, Online

Note: Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.

BETH5104 Bioethics, Law and Society introduces students to interrelationships between health care, ethics, and the law. Students will explore the moral basis of law and the means by which law in turn, influences and directs clinical practice and health policy. We also look at the limits of law in solving ethical dilemmas, and consider what happens when the law falls out of step with the moral institutions of health care providers, patients, and the general public. Over the course of the semester, students will learn to critically read and analyse primary sources of law relevant to bioethics. Students will then examine a number of areas of law that have particular significance for bioethics and society including the law of consent, medical negligence, advance directives, maternal-foetal conflicts, abortion, reproduction, end-of-life decision-making, tissue regulation and infectious disease. Learning activities in BETH5104 include lectures, case discussions (during lectures), problem-based learning, online learning activities and written assessments.

Textbooks

Required: Kerridge, Lowe and Stewart (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

BETH5204

Clinical Ethics

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 1 **Classes:** 4x8hr Intensives or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode **Assessment:** 1x1500wd case study (30%); 1x2500wd essay (50%); continuous assessment (short weekly tasks) (10%); 2x400wd Short Tasks (10%) **Mode of delivery:** Block mode, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit will facilitate students to critically review the ethical issues that underlie the delivery of healthcare. Students will explore: major conceptual models for ethical reasoning in the clinical context; key ethical concepts in the clinical encounter (such as consent, professionalism and confidentiality); major contexts in which ethical issues arise in clinical practice; and the role of clinical ethics consultation. The unit will also consider specific issues and populations within clinical practice, such as ethical aspects of healthcare at the beginning and end of life.

Textbooks

All readings are accessed online via elearning.

BETH5209

Medicines Policy, Economics and Ethics

Credit points: 6 **Teacher/Coordinator:** Dr Wendy Lipworth, Narcy Ghinea **Session:** Semester 2 **Classes:** Fully online. **Assumed knowledge:** A degree

in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. **Assessment:** Online work (15%) 1x minor essay (35%) 1x major essay (50%) **Mode of delivery:** Online

Medicines save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines, examining how research and development agendas are set; how medicines are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of medicines both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of students from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science.

Textbooks

Readings will be provided

CEPI5100

Introduction to Clinical Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Fiona Stanaway **Session:** Semester 1, Semester 2 **Classes:** Offered online and face-to-face (daytime tutorials) **Prohibitions:** PUBH5010 **Assessment:** Completion of online quizzes (15%), tutorial participation (10%), assignment 1 (15%), assignment 2 (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines.

Textbooks

Online readings and resources to be provided on the eLearning website.

CEPI5200

Quality and Safety in Health Care

Credit points: 6 **Teacher/Coordinator:** Professor Merrilyn Walton **Session:** Semester 1 **Classes:** offered online **Assessment:** online participation (20%); 4 x 1500 word assignments (80%) **Mode of delivery:** Online

Note: People working in health care will benefit from this course.

This course is specifically designed for health professionals who are working in health care. It will equip participants with underpinning knowledge about patient safety. The course modules cover quality and safety principles, professionalism and ethics, risk management and risk information, complexity theory, clinical governance and the impact of adverse events, methods to measure and make improvements in health care. The modules, tools and the discussions are designed to enable participants to change behaviours by understanding the main causes of adverse events-poor team work, busyness, hierarchies. The course provides foundation knowledge about quality and safety; governments around the world are concerned



to address unsafe care. The course will better prepare health professional to understand the complexity of health care and take steps to minimise the opportunities for errors and address vulnerabilities in the system.

Textbooks

Runciman, Bill, Merry A Walton M. Safety and Ethics in Healthcare: A Guide to Getting it Right. 2007 Asgate Publisher.

CEPI5215

Writing and Reviewing Medical Papers

Credit points: 6 **Teacher/Coordinator:** Associate Professor Angela Webster **Session:** Semester 1, Semester 2 **Classes:** 9 self-paced modules each comprising: course notes, lecture, demonstrations, exercises, quizzes **Prerequisites:** (PUBH5010 or CEPI5100) **Prohibitions:** CEPI5214 **Assumed knowledge:** Some basic knowledge of summary statistic is assumed **Assessment:** quizzes (30%), assignment 1 (20%), assignment 2 (50%) **Mode of delivery:** Online, Block mode

Note: Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.

Students will work at their own pace through 9 modules covering research integrity, medical style, abstracts, presentations and posters, constructing a paper, data visualisation, manuscript submission, responding to reviewers comments, publication dissemination, and reviewing a paper. This unit aims to teach students the principles of research integrity in writing for medical journals, typical issues they may face, and link to resources to help them maintain integrity through their publishing careers. It will guide them to reliable evidence based resources to improve their conference abstract, presentation and poster design, and manuscript style and writing.. Students will learn about reporting guidelines, common pitfalls in writing and presenting research, choosing a journal, keywords, improving tables and figures for manuscripts through open source software, copyright, writing cover letters and response letters to reviewers. Students will learn about measuring research impact and ways to improve your research reach, dealing with the media and press releases, using social media in dissemination, digital archiving and basic skills needed to act as a quality peer-reviewer. This is an online unit, but those needing to study in block mode will do online study as well as a workshop.

Textbooks

No mandatory text book-readings available online.

CEPI5300

Research Grants: theory and practice

Credit points: 6 **Teacher/Coordinator:** Associate Professor Germaine Wong **Session:** Semester 1 **Classes:** 12 online or face-to-face sessions and 1 face-to-face workshop (June) **Prerequisites:** (PUBH5010 or CEPI5100) and PUBH5018 **Prohibitions:** CEPI5505 **Assessment:** 1 x written research proposal(40%); online class presentations (30%); peer assessment (30%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) evening

In this unit of study, the student will develop his/her own research proposal, to a standard suitable for a peer-reviewed granting body. Each section of a grant proposal (Aims, Background/Significance, Methods, Analysis) will be discussed, with the student presenting and refining the corresponding section of his/her own proposal in a synchronous online workshop setting. This will then be complemented by online presentations from experienced researchers on the practical aspects of clinical research, followed by synchronous online class discussion. Topics include: observational studies, randomized controlled trials, diagnostic test evaluation, qualitative studies, funding application, ethical approval, publication strategies and grant administration. The unit will conclude with a one-day, face-to-face, mandatory workshop- where students will learn about budgeting, peer review of research grants, and present their completed research proposal.

CEPI5315

Introduction to Systematic Reviews

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Reid, Professor Jonathan Craig **Session:** Semester 1 **Classes:** all students will work through four online-modules and participate in weekly tutorials (online or on-campus depending on mode enrolled) over 12 weeks **Corequisites:** CEPI5100 or PUBH5010 **Prohibitions:** CEPI5203 or CEPI5102 or CEPI5314 **Assessment:** module assessment tasks (30%) and 1 x 4000 word assignment (70%) after

the modules are completed **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

In this unit of study, we aim to introduce you to systematic reviews and meta-analyses of relevance to healthcare with a particular focus on systematic reviews of randomized controlled trials. Students can choose to learn in online or normal day (on-campus) mode. All students will work through four online modules, delivered over twelve weeks, addressing the following topics at an introductory level: What and why systematic reviews (and meta-analysis); How to formulate answerable healthcare questions and searching for systematic reviews; how a systematic review is conducted and understanding the principles of meta-analysis; and how to appraise, interpret and apply the results of systematic reviews (and meta-analyses). Students will have the opportunity to discuss unit of study learning materials in online tutorials or via weekly (on-campus) tutorials. Readings and other learning materials will be available via eLearning.

Textbooks

Readings and access to other learning resources are available through the unit's elearning site

MBHT5001

Diabetes Management

Credit points: 6 **Teacher/Coordinator:** Dr Albert Hsieh **Session:** Semester 1 **Classes:** Weekly online lectures and podcasts. Practical on campus half day workshop and 3x90 minute online tutorials. It is compulsory that all of these sessions be attended/viewed live or by download. Attendance at the workshop is strongly encouraged but if you are unable to attend the workshop you will be required to complete an alternative ungraded practical learning activity that will relate to the viewing of the workshop. **Assessment:** 3 clinical case study tasks of 500 words (3 x 10%), 1 x 1500 word assignment (25%), online exam (25%) and participation in online discussion boards/webinars (20%) **Mode of delivery:** Distance education/intensive on campus

This unit of study aims to enable students to manage diabetes mellitus effectively. Current data and concepts in epidemiology and classification, pathogenesis, and screening for diabetes and its complications will be addressed. This will be followed by an intensive focus on patient centred management of diabetes, including patient engagement, lifestyle interventions, bariatric surgery, medication options and regimens, new technology and monitoring. Type 1 and type 2 diabetes as well as prediabetes and diabetes in pregnancy will each be explored with a personalised, case-based approach. Differing health care delivery methods in diabetes and team based approaches to care will be discussed. Learning will be enhanced by individual and group online methods plus a practical on campus half-day workshop.

Textbooks

Endocrinology Expert Group. Therapeutic Guidelines: Endocrinology. Version 5. Melbourne: Therapeutic Guidelines Limited; 2014. ISBN9780980825374; additional required reading: Standards of Medical Care in Diabetes. Diabetes Care January 2014 vol. 37 no. Supplement 1 S14-S80; NHMRC Clinical Care Guidelines in Diabetes, especially: Craig ME, Twigg SM, Donaghue KC, Cheung NW, Cameron FJ, Conn J, Jenkins AJ, Silink M, for the Australian Type 1 Diabetes Guidelines Expert Advisory Group. National evidence-based clinical care guidelines for type 1 diabetes in children, adolescents and adults, Australian Government Department of Health and Ageing, Canberra 2011.

MBHT5002

Advanced Diabetes Management

Credit points: 6 **Teacher/Coordinator:** DrAlbert Hsieh **Session:** Semester 2 **Classes:** Weekly online lectures and podcasts. Practical on-campus half-day workshop. It is compulsory that the workshop be attended/viewed live or by download. If you do not attend you will be required to complete an alternative practical ungraded learning activity that will relate to the viewing of the workshop. **Prerequisites:** MBHT5001 **Assumed knowledge:** It is recommended that students first complete MBHT5001 (Diabetes Management) unless they have a reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings. **Assessment:** 3 clinical case study tasks of 500 words (3 x 10%), 1 x 1500 word assignment (25%), online exam (25%) and participation in online discussion boards (20%) **Mode of delivery:** Distance education/intensive on campus

Note: Departmental permission required unless MBHT5001 satisfactorily completed.

This unit of study provides students with an advanced level of understanding of the effective management of diabetes mellitus. It will build on the Diabetes Management unit of study by focusing on more complex cases of diabetes, with a particular focus on type 1

diabetes. Topics addressed will include atypical, unusual and difficult to classify diabetes, intensive therapy in diabetes including complex insulin regimens, and managing diabetes related complications such as heart failure, painful neuropathy, diabetic foot disease, advanced retinopathy, non-alcoholic fatty liver disease and end-stage renal disease. New technologies including state of the art insulin pump therapy and real time continuous blood glucose monitoring will be exemplified using real life cases. The role of pancreas transplant and closed loop systems in diabetes will also be addressed. Diabetes translational research across the bench, clinic and bedside, will be examined. Learning will be enhanced by individual and group online methods plus a practical on-campus half-day workshop.

Textbooks

Required reading (accessible on line): Standards of Medical Care in Diabetes. Diabetes Care January 2014 vol. 37 no. Supplement 1 S14-S80; NHMRC Clinical Care Guidelines in Diabetes, especially: Craig ME, Twigg SM, Donaghue KC, Cheung NW, Cameron FJ, Conn J, Jenkins AJ, Silink M, for the Australian Type 1 Diabetes Guidelines Expert Advisory Group. National evidence-based clinical care guidelines for type 1 diabetes in children, adolescents and adults, Australian Government Department of Health and Ageing, Canberra 2011.

MBHT5003

Obesity and Pre-diabetes: Prevention and Care

Credit points: 6 **Teacher/Coordinator:** Prof. Tim Gill **Session:** Semester 1 **Classes:** Weekly online lectures and podcasts. Practical half day on campus workshop and 1hr introductory webinar. It is compulsory that all of these sessions be attended/viewed live or by download. If you do not attend the workshop you will be required to complete an alternative practical ungraded learning activity that will relate to the viewing of the workshop. **Assumed knowledge:** This unit is intended for students who have experience in clinical care of patients. Most of the subject matter and assessments are based on clinical management processes. **Assessment:** 3 clinical case study work tasks including participation in online discussion boards (39%); 1500 word critical thinking essay on key topics (25%); short answer questions (36%) **Mode of delivery:** Distance education/intensive on campus

This unit of study will develop your understanding of how to effectively manage overweight, obesity and pre-diabetes. It will facilitate increased confidence in the prevention and practical medical management of these conditions. Current data and concepts in epidemiology and classification and pathogenesis of overweight and obesity and pre-diabetes and related public health issues will be addressed. This will be followed by an intensive focus on state of the art patient-centred management of obesity and pre-diabetes, including patient engagement with behavioural and psychological approaches, lifestyle interventions in nutrition and exercise, and bariatric surgery, medication options and regimens, new technology and sustainability of outcomes. New technology to enhance health will be a focus. Overweight and obesity, as well as pre-diabetes will be examined with a personalised, case-based approach. Differing health care delivery methods, commercial options and team based approaches to care will be explored. Learning will be enhanced with discussion boards and webinars plus a practical on campus workshop.

Textbooks

Recommended text including guideline reading: There is no required textbook for this unit but suggested reading is provided within each module. General background texts include: World Health Organization .Obesity: preventing and managing the global epidemic. Report of a WHO Consultation (WHO Technical Report Series 894) Geneva 2000, http://www.who.int/nutrition/publications/obesity/WHO_TRS_894/en/; 'NHMRC Clinical Practice Guidelines for the Management of Overweight and Obesity for Adults, Adolescents and Children in Australia' (2013), <https://www.nhmrc.gov.au/guidelines-publications/n57>; National Preventative Health Taskforce. Australia: the healthiest country by 2020 A discussion paper, Canberra, Commonwealth of Australia 2008. https://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/di20.pdf

MBHT5004

Cardiovascular Metabolic Management

Credit points: 6 **Teacher/Coordinator:** Dr Kelly Stanton **Session:** Semester 2 **Classes:** Weekly online lectures and online discussion forums and/or webinar tutorials. **Assumed knowledge:** This unit is intended for students who have experience in clinical care of patients and includes a significant Pharmacology component. **Assessment:** 3 clinical case study tasks of 500 words (3x 10%); 1 x 1500 word assignment on a key topic (25%); online exam (25%); and participation in quizzes and online discussion boards (20%) **Mode of delivery:** Online

This unit will develop enhanced understanding of how to effectively manage both cardiovascular risk to optimise health, and the cardiovascular complications that may occur in metabolic disease. It will facilitate increased confidence in the prevention and practical medical management of cardiovascular disease in its broadest sense. Epidemiology, changing demographics and classification will be considered. Atherogenesis, prothrombotic and pro-inflammatory as well as profibrotic pathogenic concepts will be addressed before detailed exploration of large and small vessel disease and implications for brain, kidney and heart function (including ischaemic cardiomyopathy, diabetic cardiomyopathy and hypertensive cardiomyopathy). Peripheral arterial and venous disease, arrhythmogenic disturbances and platelet dysfunction and rheology will all be considered. This will be followed by an intensive focus on characterisation of cardiovascular risk and state of the art patient-centred management in these conditions, including screening methods, lifestyle interventions, evidence-based medication regimens, non-invasive monitoring and new technology. Health care delivery methods will be explored. Learning will be enhanced by individual and group online methods.

Textbooks

Vascular Medicine: A Companion to Braunwald's Heart Disease. Braunwald's Heart Disease: A Textbook of Cardiovascular Medicine Guidelines: NHMRC Clinical Care Guidelines for the Management of Absolute Cardiovascular Risk (2012), <https://www.nhmrc.gov.au/guidelines-publications/ext10> Reducing risk in heart disease - an expert guide to clinical practice for secondary prevention of coronary heart disease (updated 2012), <http://www.heartfoundation.org.au/SiteCollectionDocuments/Reducing-risk-in-heart-disease.pdf> Therapeutic Guidelines Cardiovascular version 6

MBHT5005

Evidence and Ethics in Metabolic Health

Credit points: 6 **Teacher/Coordinator:** Dr Albert Hsieh **Session:** Semester 2 **Classes:** Weekly online lecture and regular online discussion and/or webinars (from week 5) **Prerequisites:** CEPI5100 and 18 credit points of stream specific units of study **Prohibitions:** BETH5208 or PAED5005 or CRIT5008 **Assessment:** 1 x 1,000-1,200 wd ethics assignment (20%); 4x ethics discussion board tasks (10%); and 6 x Evidence Based Medicine written assignments (70%) **Mode of delivery:** Online

This capstone unit of study will develop the ethical and critical thinking needed to inform and develop best practice and is divided into three parts: commencing with an introduction to key ethical concepts and methods of ethical analysis relevant to health care practice and research, followed by learning about the key research and major milestones that inform the practice of evidence-based metabolic medicine and health care. Subsequently, students will critically appraise either the evidence base for an area of practice relevant to their workplace. This will require the selection of a clinical question, a literature review, then an appraisal of the literature and application to individual patient care.

Textbooks

On line readings

MEDF5002

Teaching in the Clinical Environment

Credit points: 6 **Teacher/Coordinator:** Dr Marguerite Tracy **Session:** Semester 2 **Classes:** 1 day face to face workshop 9am - 3pm (not compulsory) and online learning. students who do not attend the face to face will be required to complete an alternative ungraded learning activity. **Assessment:** 20% personal learning plan (1500 words); 20% online activities; 60% portfolio of evidence of learning (4500 words equivalent) **Mode of delivery:** Distance education/intensive on campus

Almost all healthcare professionals are involved in education and training throughout their careers. This unit of study provides a practical introduction to the theory and practice of teaching and learning in the health environment. The unit will cover 3 main areas: planning for and facilitating learning in the clinical environment; assessing performance and providing constructive feedback; and fostering the development of students as professionals. Each of these areas will be underpinned by best evidence from clinical education research and will address current challenges and opportunities in the learning environment. This will include the role of new technologies from the perspective of both educators and learners. Participants in the course will gain a framework

they can use to support their teaching, and will develop a portfolio of evidence to support their professional development as clinician educators.

MEDF5301

Project (Advanced Masters)

Credit points: 12 **Teacher/Coordinator:** Students must have a University of Sydney staff member or university approved supervisor for their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project. **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidature will be guided through the steps required to plan and execute a substantial research project, and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5302

Project (Advanced Masters) (Part A)

Credit points: 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project. **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for publication. Where appropriate students will prepare a work suitable for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5303

Project (Advanced Masters) (Part B)

Credit points: 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project. **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential where there is the use of patient information or recruitment of patient study

subjects that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

NTDT5608

Community and Public Health Nutrition

Credit points: 6 **Teacher/Coordinator:** Dr Vasant Hirani **Session:** Semester 2 **Classes:** 4 hours lectures and 2 tutorials per week **Corequisites:** NTDT5305 and NTDT5307 **Assessment:** 2 hour exam (50%); two assignments (50%) **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 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.

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

Lawrence M and Worsley (eds). Public Health Nutrition - from Principles to Practice. Sydney: Allen and Unwin. 2007.

NURS5012

Assessment and Clinical Judgement

Credit points: 6 **Session:** Semester 1 **Classes:** four intensive, on-campus study days **Assessment:** essay (45%), online work (10%) and report (45%) **Mode of delivery:** Block mode

The ability to undertake a focused and comprehensive patient assessment is fundamental to nursing practice. Conducting patient assessment allows nurses to gather the requisite information to make sound clinical judgements. With an emphasis on the systematic collection of reliable and valid assessment data, this unit of study examines the knowledge, capabilities and clinical skills required to undertake comprehensive health assessment, inclusive of physical, mental health, social, ethnic and cultural dimensions in complex clinical situations. Underpinning any patient assessment is a detailed understanding of normal physiological processes and the ways in which illness and injury alters these processes.

PAIN5002

Pain Mechanisms and Contributors

Credit points: 6 **Teacher/Coordinator:** Professor Michael Nicholas and Dr Christopher Vaughan **Session:** Semester 1, 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 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 1, 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 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.

PMED5102

Paediatric Nutrition and Obesity

Credit points: 6 **Teacher/Coordinator:** Professor Louise Baur, Dr Shirley Alexander **Session:** Semester 2 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Corequisites:** Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study **Assessment:** 2x1000word essay (40%), MCQ exam (10%), and participation in online forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in odd numbered years

This unit examines the worldwide status and trends in child and adolescent obesity, incorporating a focus on paediatric nutrition. It explores the determinants, clinical assessment, medical complications, management and prevention of this important public health problem. There is a close integration of epidemiology, basic science and best available evidence in management and prevention into clinically based scenarios. Our aim is to provide you with a broad knowledge base and ability to apply scientific theory and clinical evidence to the diagnosis and management of obesity in childhood. This will include grounding in the complex social, cultural and environmental factors contributing to the continuance of childhood obesity throughout the world.

PUBH5033

Disease Prevention and Health Promotion

Credit points: 6 **Teacher/Coordinator:** A/Professor Philayrath Phongsavan, James Kite **Session:** Semester 1 **Classes:** 3 half-day workshops, face-to-face tutorials and online discussion; fully online version available **Assessment:** 1x1500 word assignment (25%); 1 presentation (15%); 1 x 2500 word assignment (50%); tutorial participation (10%) **Mode of delivery:** Block mode, Online

This core unit of study introduces students to evidence-based health promotion as a fundamental approach to preventing disease and reducing health inequalities in populations. The unit is divided into three modules: (i) building blocks of disease prevention and health promotion, (ii) using evidence and evaluating disease prevention and health promotion programs, and (iii) using research to inform policy and practice. This unit will give students an understanding of disease prevention and health promotion and their relationship to public health, introduce design, implementation, and evaluation of disease prevention and health promotion interventions, and develop and refine students' research, critical appraisal, and communication skills. The unit will also illustrate how prevention and health promotion principles are applied in Aboriginal settings. The role of translation of research into policy and practice to enhance public health impact will also be explored.

Textbooks

Course Readings Provided

PUBH5422

Health and Risk Communication

Credit points: 6 **Teacher/Coordinator:** Dr Claire Hooker, Associate Professor Julie Leask, Professor Phyllis Butow **Session:** Semester 2 **Classes:** Block/intensive 2 blocks of 2 x 9-5 full days; please check with the coordinator for scheduling **Assessment:** Assignment 1: 1 x 2500 word (35%), Assignment 2: 1 x 2500 words or equivalent (35%), online activities (30%). Attendance at intensives is compulsory and 80% attendance is required to pass the unit of study. **Mode of delivery:** Block mode

In this unit, students learn how to communicate effectively with respect to health risks, both to individuals with health concerns, and with respect to risks to the public. The first half covers individual health risk communication in clinical settings, including: theories of health

communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis; and informed consent. The second half explores risk communication for public health, including: how to effectively manage outbreak or other crisis situations; how to communicate about issues where the risk is low but public concern is high (such as with respect to the fluoridation of water); and how to best manage controversies. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement, traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

PUBH5555

Lifestyle and Chronic Disease Prevention

Credit points: 6 **Teacher/Coordinator:** Associate Professor Philayrath Phongsavan, Dr Josephine Chau **Session:** Semester 2 **Classes:** 2-hour x12 weekly lectures 9 weeks of online tutorials **Prerequisites:** PUBH5033 **Assessment:** 1x1500 words individual assignment (25%) 1x2500 words individual assignment (50%) 1x5mins online oral presentation (10%), anonymised peer evaluation according to pre-determined criteria based on academic content using peer evaluation form; final mark will be the median of all the peer marks asynchronous tutorial participation (15%) defined as making at least 4 considered posts per tutorial, posts that contribute and build on the discussion rather than just endorse earlier posts of others **Mode of delivery:** Normal (lecture/lab/tutorial) day

The prevention and control of non-communicable diseases (NCDs) or chronic diseases - mainly diabetes, cardiovascular diseases, chronic respiratory diseases, and cancers - involves shared risk factors. This unit introduces students to the principles of primordial and primary prevention and control of NCD risk factors, specifically tobacco use, harmful use of alcohol, physical inactivity, unhealthy diets, salt reduction, and obesity prevention. This unit provides an integrated exploration of the current state-of-the-art in research and practice for addressing these preventable 'lifestyle' risk factors. The emphasis is on primordial and primary prevention strategies, rather than the management of NCDs in those already with chronic disease. This solutions-focused unit comprises specific modules about each of tobacco control, harmful alcohol consumption, physical activity, nutrition and health, salt and health, and obesity prevention. By the end of this unit, students will understand the dynamic relationships between the key risk factors, and the important role of primary prevention approaches to reducing lifestyle risks that are precursors to NCDs.

Textbooks

None, Readings will be provided

Ophthalmic Science

Graduate Diploma in Ophthalmic Science

Master of Medicine (Ophthalmic Science)

Master of Science in Medicine (Ophthalmic Science)

	Graduate Diploma in Ophthalmic Science	Master of Medicine (Ophthalmic Science)	Master of Science in Medicine (Ophthalmic Science)
Course code	GNOPHTSC1000	MAMEOPSC1000	MASMOPSC1000
CRICOS code	N/A	N/A	N/A
Degree Abbreviation	GradDipOphthSc	MMed(OphthSc)	MScMed(OphthSc)
Credit points required to complete	36	48	48
Time to complete full-time	1 year	1.5 years	1.5 years
Time to complete part-time	1.5 to 3 years	2 to 6 years	2 to 6 years

Overview

These courses provides graduates with the core knowledge and understanding of the basic ophthalmic sciences. This gives them the grounding required to undertake specialist ophthalmology training or a career in vision science.

Theoretical units in ophthalmic anatomy, physiology and optics are delivered online and all students attend a face to face intensive practical course. Students undertaking the master's programme also complete a supervised research project in the field of ophthalmology.

The Master of Medicine (Ophthalmic Science) programme is open to students with a medical degree. Those without a medical degree should apply for the Master of Science in Medicine (Ophthalmic Science).

Medical graduates who are eligible to undertake a sub-specialty fellowship or are registered to practice ophthalmology in their state or country, may apply for admission to a stream.

Streams (not offered in 2018)

In addition to the basic ophthalmic science degree a subspeciality stream is also offered:

- Oculoplastic surgery

The specialist stream in surgery provides a theoretical and practical qualification for the practise of oculoplastic surgery. It is open to local and international students who wish to gain a comprehensive and balanced perspective in the evolving field of oculoplastic surgery. The course covers basic sciences, evidence-based medicine and surgery as it applies to oculoplastic surgery. The course equips postgraduate students with the foundations for lifelong clinical development. The oculoplastic surgery stream enhances clinical and theoretical knowledge in oculoplastic surgery to complement a candidates' clinical or fellowship experience.

Course outcomes

Graduate Diploma of Ophthalmic Science graduates will be able to:

- Understand the detailed anatomy, embryology and histology of the eye and visual system
- Understand the physiology of vision and visual processing

- Understand advanced optical principles and their relevance to the eye and optical instruments
- Apply the above basic sciences to ophthalmic, neuro-ophthalmic and developmental conditions
- Become competent in conducting and interpreting all tests of visual function including use of ophthalmic instruments
- Understand and critically evaluate the latest research literature and synthesise novel ideas.

In addition to the above, Master of Medicine (Ophthalmic Science) and Master of Science in Medicine (Ophthalmic Science) students will be able to:

- Collaborate and conduct clinical or ophthalmic basic science research.

Further information

Ophthalmic Science

The Graduate Diploma in Ophthalmic Science involves three core units of study taught via online and an intensive face to face practical unit. The online units are:

- Ophthalmic Anatomy
- Ophthalmic Physiology
- Ophthalmic Optics

Ophthalmic Science

The Graduate Diploma in Ophthalmic Science involves three core units of study taught via online and an intensive face to face practical unit. The online units are:

The coursework is completed by the Practical Ophthalmic Science unit which involves a two-week, full-time program with a combination of theoretical and practical learning to ensure students gain detailed and comprehensive knowledge of the practical aspects of ophthalmic science. Students can do the practical course at the Save Sight Institute in Sydney or at the University of Otago in Dunedin. The unit of study is offered during semester breaks. Each candidate needs to achieve a total of 36 credit points to successfully complete the Graduate Diploma in Ophthalmic Science.

Candidates wishing to progress to the Master of Medicine (Ophthalmic Science) degree are able to do this by completing a treatise of 10,000 to 20,000 words comprising one semester's work under the guidance of a suitable supervisor.



Oculoplastic Surgery Stream (not offered in 2018)

The coursework component of the Oculoplastic Surgery stream is taught mainly via the internet through four core units of study:

- Ophthalmic Anatomy
- Ophthalmic Physiology
- Oculoplastic Surgery 1
- Oculoplastic Surgery 2

Students are also expected to undertake a one-week full-time practicum in Sydney as well as a clinical placement in an accredited oculoplastic surgical centre. The practical unit equips students with the skills required for patient selection, test interpretation, performing oculoplastic surgery and intra and post-operative complication management.

Internationally renowned lecturers are involved in the teaching of all the units of study.

Each candidate must achieve a total of 36 credit points including Oculoplastic Surgery 1 & 2 and Practical Oculoplastic Surgery to successfully complete the Graduate Diploma in Ophthalmic Science (Oculoplastic Surgery).

Candidates wishing to progress to the Master of Medicine (Ophthalmic Science – Oculoplastic Surgery) degree are able to do this by completing a treatise of 10,000 to 20,000 words comprising one semester's work under the guidance of a suitable supervisor.

Further enquiries

Discipline of Clinical Ophthalmology & Eye Health
Phone: +61 2 9382 7284/7599
Email: ophthalmology.education@sydney.edu.au
Website: sydney.edu.au/medicine/eye

Ophthalmic Science

Admission requirements

Admission to the **Graduate Diploma in Ophthalmic Science** requires:

- medical degree; or
- an undergraduate degree with first or second class honours; or
- an undergraduate degree with a minimum of 12 months work or research experience.

Admission to the **Master of Medicine (Ophthalmic Science)** requires:

- a medical degree.

Admission to the **Master of Science in Medicine (Ophthalmic Science)** requires:

- an undergraduate degree with first or second class honours; or
- an undergraduate degree with a minimum of 12 months work or research experience.

See the course Rules for further details.

Course structure

The **Graduate Diploma in Ophthalmic Science** requires the successful completion of **36 credit points of core units of study**.

The **Master of Medicine (Ophthalmic Science)** and **Master of Science in Medicine (Ophthalmic Science)** require the successful completion of **48 credit points of core units of study**.

Pattern of enrolment

Ophthalmic Science (part-time and full-time)

It is recommended that students enrol in units in the following order if studying part time. The same patterns apply whether commencing in Semester 1 or Semester 2:

Master's (part-time)

Year 1

UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5001 Ophthalmic Anatomy	9	online
Semester 2		
OPSC5003 Ophthalmic Optics	9	online

Year 2

UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5002 Ophthalmic Physiology	9	online
Semester 2		
OPSC5005 Treatise	12	supervision

UoS code and name	Credit points	Delivery mode
OPSC5004 Practical Ophthalmic Science (intensive block mode over 3 weeks – offered in Jun/Jul and Nov/Dec each year)	9	block mode

Graduate Diploma (part-time)

Year 1

UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5001 Ophthalmic Anatomy	9	online
Semester 2		
OPSC5003 Ophthalmic Optics	9	online

Year 2

UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5002 Ophthalmic Physiology	9	online
Semester 2		
OPSC5004 Practical Ophthalmic Science (intensive block mode over 3 weeks – offered in Jun/Jul and Nov/Dec each year)	9	block mode

If studying full time, the following pattern is recommended:

Masters (full-time)

UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5001 Ophthalmic Anatomy	9	online
OPSC5003 Ophthalmic Optics	9	online
Semester 2		
OPSC5002 Ophthalmic Physiology	9	online
OPSC5005 Treatise	12	supervision
OPSC5004 Practical Ophthalmic Science (intensive block mode over 3 weeks – offered in Jun/Jul and Nov/Dec each year)	9	block mode

Graduate Diploma (full-time)

UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5001 Ophthalmic Anatomy	9	online
OPSC5003 Ophthalmic Optics	9	online
Semester 2		



UoS code and name	Credit points	Delivery mode
OPSC5002 Ophthalmic Physiology	9	online
OPSC5004 Practical Ophthalmic Science (intensive block mode over 3 weeks – offered in Jun/Jul and Nov/Dec each year)	9	block mode

Ophthalmic Science (Oculoplastic Surgery)

Not open for enrolment in 2018

Admission requirements

Admission to the **Graduate Diploma in Ophthalmic Science (Oculoplastic Surgery)** or the **Master of Medicine (Ophthalmic Science - Oculoplastic Surgery)** requires:

- a medical degree; and
- appropriate medical indemnity insurance cover; and
- eligibility to undertake a subspecialty fellowship with the Royal Australian and New Zealand College of Ophthalmologists OR registration to practice ophthalmology in their state, territory or country

Course structure

The **Graduate Diploma in Ophthalmic Science (Oculoplastic Surgery)** requires the successful completion of **36 credit points of core units of study** including stream core units.

The **Master of Medicine (Ophthalmic Science - Oculoplastic Surgery)** require the successful completion of **48 credit points of core units of study** including stream core units.

Pattern of enrolment

Oculoplastic Surgery Stream

The following pattern of enrolment has been designed to ensure that content is covered in a logical progression. If you are studying part-time, the following program is suggested:

Masters (stream part-time)

Year 1

UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5001 Ophthalmic Anatomy	9	online
Semester 2		
OPSC5003 Ophthalmic Optics	9	online

Year 2

UoS code and name	Credit points	Delivery mode
Semester 1		
OPSC5034 Oculoplastic Surgery 1	6	online
Semester 2		
OPSC5035 Oculoplastic Surgery 2	6	online
OPSC5036 Practical Oculoplastic Surgery	6	block mode

Year 3

UoS code and name	Credit points	Delivery mode
Semester 1		

UoS code and name	Credit points	Delivery mode
OPSC5005 Treatise	12	supervision

Graduate Diploma (stream part-time)

Year 1

UoS code and name	Credit points
Semester 1	
OPSC5001 Ophthalmic Anatomy	9
Semester 2	
OPSC5003 Ophthalmic Optics	9

Year 2

UoS code and name	Credit points
Semester 1	
OPSC5034 Oculoplastic Surgery 1	6
Semester 2	
OPSC5035 Oculoplastic Surgery 2	6
OPSC5036 Practical Oculoplastic Surgery	6

If studying full time, the following pattern is recommended:

Masters (stream full-time)

UoS code and name	Credit points
Semester 1	
OPSC5001 Ophthalmic Anatomy	9
OPSC5003 Ophthalmic Optics	9
OPSC5034 Oculoplastic Surgery 1	6
Semester 2	
OPSC5035 Oculoplastic Surgery 2	6
OPSC5036 Practical Oculoplastic Surgery	6
OPSC5005 Treatise	12

Graduate Diploma (stream full-time)

UoS code and name	Credit points
Semester 1	
OPSC5001 Ophthalmic Anatomy	9
OPSC5034 Oculoplastic Surgery 1	6
Semester 2	
OPSC5003 Ophthalmic Optics	9
OPSC5035 Oculoplastic Surgery 2	6
OPSC5036 Practical Oculoplastic Surgery	6



Ophthalmic Science

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Diploma in Ophthalmic Science

Master of Medicine (Ophthalmic Science)

Master of Science in Medicine (Ophthalmic 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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course and stream title
GNOPHTSC-01	Graduate Diploma in Ophthalmic Science
MAMEOPSC-01	Master of Medicine (Ophthalmic Science)
MASMOPSC-01	Master of Science in Medicine (Ophthalmic Science)

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 degrees in these resolutions are 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 Ophthalmic Science
 - (b) the Master of Medicine (Ophthalmic Science) or the Master of Science in Medicine (Ophthalmic Science).
- (2) 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 longest award completed will be conferred.

5 Streams

- (1) The Graduate Diploma in Ophthalmic Science and Master of Medicine (Ophthalmic Science) are available in the following streams:
 - Oculoplastic Surgery

- (2) Candidates may transfer between streams with approval from Head of Discipline.
- (3) The degree of Graduate Diploma in Ophthalmic Science and Master of Medicine (Ophthalmic Science) shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.

6 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Diploma in Ophthalmic Science requires:
 - a medical degree from the University of Sydney or an equivalent qualification;
 - or
 - a bachelor's degree in a health related discipline with first or second class honours from the University of Sydney or equivalent qualification;
 - or
 - a bachelor's degree in a non-health related discipline without first or second class honours from the University of Sydney or equivalent qualification. Applicants must have completed plus professional work experience equivalent to a first or second class honours bachelor's degree in a health related field or pass a preliminary examinations/s as prescribed by the School;
 - or
 - a minimum of 5 years professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the School.
- (3) Admission to the Master of Medicine (Ophthalmic Science) requires:
 - a medical degree from the University of Sydney or an equivalent qualification.
- (4) Admission to the Master of Science in Medicine (Ophthalmic Science) requires:
 - completion of the requirements of the embedded graduate diploma, or equivalent qualification
 - or
 - a bachelor's degree in a health related discipline with first or second class honours from the University of Sydney or equivalent qualification;
 - or
 - a bachelor's degree in a health related discipline without first or second class honours from the University of Sydney or equivalent qualification., plus professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the School. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examinations/s as prescribed by the School.
- (5) Applicants who have:
 - (a) a medical degree from the University of Sydney or an equivalent qualification;
 - (b) appropriate medical indemnity insurance cover;
 and
 - (c) completed the requirements of the Royal Australian and New Zealand College of Ophthalmologists, and be eligible to undertake a subspecialty fellowship in the final year of accredited training;
 - or
 - are registered to practice ophthalmology in their state, territory or country;
 - are eligible for admission to a stream.



7 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Ophthalmic Science.
- (2) To qualify for the award of the Graduate Diploma in Ophthalmic Science a candidate must successfully complete 36 credit points of core units of study.
- (3) To qualify for the award of the Master of Medicine (Ophthalmic Science) or Master of Science in Medicine (Ophthalmic Science) a candidate must successfully complete 48 credit points of core units of study.

Ophthalmic Science

Table of units of study: Ophthalmic Science

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Core units			
Students eligible for admission to a stream must complete OPSC5001, OPSC5002 and the stream core units.			
OPSC5001 Ophthalmic Anatomy	9	A Undergraduate knowledge of basic human anatomy	Semester 1 Semester 2
OPSC5002 Ophthalmic Physiology	9	A Undergraduate knowledge of basic human cell and organ physiology	Semester 1 Semester 2
OPSC5003 Ophthalmic Optics	9	A Undergraduate knowledge of physics relating to light and optics	Semester 1 Semester 2
OPSC5004 Practical Ophthalmic Science	9	A Undergraduate knowledge of physics relating to light and optics. C OPSC5002 or OPSC5003 <i>Note: Department permission required for enrolment</i>	Intensive December
Stream core units			
OPSC5036 Practical Oculoplastic Surgery	6	A Students undertaking this unit of study must have advanced specialty training with RANZCO qualifications or equivalent. Consideration will be given to RACS and dermatology advance trainees. P OPSC5001 and OPSC5002 and OPSC5034 C OPSC5035 <i>Note: Department permission required for enrolment Students should contact the discipline directly for permission to enrol. The PG Coordinator will email Student Services to notify them of students who have permission.</i>	Intensive November
Additional core unit for master's degree students			
Master degree students must enrol in OPSC5005. A student must be enrolled in order to submit the treatise. If a student is not able to submit his/her treatise after enrolling in OPSC5005 for one semester, he/she must enrol in OPSC5005, with the concomitant financial liability, every semester until he/she submits.			
OPSC5005 Treatise	12	P OPSC5001 and OPSC5002 and OPSC5003	Semester 1 Semester 2
Alternative core units			
These units of study are only available to candidates with an exemption for a core unit of study.			



Ophthalmic Science

Unit of study descriptions

OPSC5001

Ophthalmic Anatomy

Credit points: 9 **Teacher/Coordinator:** Dr Yves Kerdraon and Dr Simon Taylor
Session: Semester 1, Semester 2 **Classes:** Online **Assumed knowledge:** Undergraduate knowledge of basic human anatomy **Assessment:** Academic Honesty and Academic Writing Tasks (15%), 1 x 2500 word assignment (15%), online presentation (15%), online journal club (10%) and 1 x 3 hour exam (45%)
Mode of delivery: Distance education

Successful students can demonstrate to the examiners that they have knowledge of anatomy relevant to the practise of ophthalmology. In particular, students must show detailed knowledge of the anatomy of the eye, the orbit and periorbital structures, and the visual pathways. On completion of this unit of study the successful student will be able to (1) describe the normal anatomical organisation and development of the human eye, orbit and periorbital structures in terms of cells, tissues, organs and systems, (2) describe the principal components of the human visual system and their structure and function and (3) describe how diagnostic imaging may be used in ophthalmic practise.

Textbooks

Prescribed texts: Clinical Anatomy of the Eye Snell RS and Lemp MA; Wolff's Anatomy of the Eye and Orbit (8th ed). AJ Bron et al (eds) HK Lewis, London 1997. Additional texts: Histology of the Human Eye M Hogan J Alvarado, J Wedell WB Saunders, Philadelphia, 1971; Gray's Anatomy (38th Ed) Churchill Livingstone, Edinburgh, 1989; The Eye Basic Sciences in Practice (Chapters 1 and 2) J Forrester et al Saunders Company Ltd London 1996; The Human Nervous System, An Anatomical Viewpoint (5th Ed) ML Barr and JA Kiernan Harper and Row, Philadelphia 1988; Clinical Anatomy and Physiology of the Visual System, 3rd Edition, By Lee Ann Remington; 2013-2014 Basic and Clinical Science Course; Section 2: Fundamentals and Principles of Ophthalmology (2013; older editions also quite acceptable). Foundation of the American Academy of Ophthalmology.

OPSC5002

Ophthalmic Physiology

Credit points: 9 **Teacher/Coordinator:** A/Prof John Grigg, A/Prof Clare Fraser, Dr Simon Skalicky, Dr Logan Mitchell **Session:** Semester 1, Semester 2 **Classes:** Online **Assumed knowledge:** Undergraduate knowledge of basic human cell and organ physiology **Assessment:** 2 x 2500 word assignments (30%), presentation (15%), wiki on an allocated topic (5%), online journal club (5%) and 1x3hr exam (45%) **Mode of delivery:** Distance education

Successful students can demonstrate to the examiners that they have a detailed and comprehensive knowledge of physiology relevant to the practise of ophthalmology. Particular emphasis is placed on the organisation, function, mechanism of action, regulation and adaptation of relevant structures and their component parts. Students are also expected to have an understanding of the maturation and normal ageing of the human eye. They must have a thorough understanding of the methods used to measure the activity of relevant physiological processes such as intraocular pressure, retinal electrical activity and visual acuity. On completion of this unit of study students are able to (1) describe the normal physiological functioning of the human eye and nervous system, (2) describe the principal physiological laws and phenomena that apply to these systems and (3) describe how these physiological processes are measured and the limitations of such tests.

Textbooks

Prescribed texts: Adler's Physiology of the Eye (11th Ed) Kaufman ed, Saunders Elsevier 2011; Review of Medical Physiology (21st Ed) WF Ganong, McGraw Hill 2003, 24th Ed. Additional texts: Ocular and Visual Physiology: Clinical Application. S Skalicky, Springer-Verlag, Singapore 2016; Biochemistry of the Eye [electronic resource] /Whikehart. Boston : Butterworth-Heinemann, c2003; Physics for Ophthalmologists DJ Coster (ed) Churchill Livingstone, Sydney

1997; The Eye: Basic Sciences and Practice. Forrester JV, Dick AD, McMenamin P, Lee WR. WB Saunders 2003; Duane's Foundations of Clinical Ophthalmology. JB Lippincott Co, Philadelphia; The Neurology of Eye Movements (5th Edition). RJ Leigh and DS Zee, Oxford University Press, 2015.

OPSC5003

Ophthalmic Optics

Credit points: 9 **Teacher/Coordinator:** Dr Con Petsoglou, A/Prof Gordon Sanderson, Dr Chameen Samarawickrama, Dr Kelechi Obuehi **Session:** Semester 1, Semester 2 **Classes:** Online **Assumed knowledge:** Undergraduate knowledge of physics relating to light and optics **Assessment:** 2 x 2500 word assignments (30%), presentation (15%), wiki on an allocated topic (10%) and 1 x 3hr exam (45%) **Mode of delivery:** Distance education

Successful students can demonstrate to the examiners that they have a detailed and comprehensive knowledge of optics relevant to the practise of ophthalmology. Particular emphasis is placed on the topics of physical, geometrical, physiological and instrument optics. On completion of this unit of study students are able to (1) describe the physical properties of light and lasers, (2) describe the geometrical principles of light and the laws governing lights interaction with materials and (3) describe the physiological optics of the human eye and how to test this.

Textbooks

Prescribed texts: Clinical Optics AR Elkington and HJ Frank, Blackwell Science, 3rd Ed, 2000; Optics, Refraction and Contact Lenses, Basic and Clinical Science Course, American Academy Ophthalmology, 2013. Additional texts: Optics MH Freeman, Butterworths-Heinemann Medical; 10th Ed, 1990; Optics for Clinicians M Rubin, Triad Publishing, 3rd Ed, 1993; Physics for Ophthalmologists DJ Coster 1st Ed 1994; The Fine Art of Prescribing Glasses Without Making a Spectacle of Yourself Hardcover - April 30, 2004, by Benjamin Milder (Author), Melvin L. Rubin (Author).

OPSC5004

Practical Ophthalmic Science

Credit points: 9 **Teacher/Coordinator:** Dr Con Petsoglou, Prof Peter McCluskey and A/Prof John Grigg **Session:** Intensive December **Classes:** Intensive on campus **Corequisites:** OPSC5002 or OPSC5003 **Assumed knowledge:** Undergraduate knowledge of physics relating to light and optics. **Assessment:** 2 x 1.5 hour observed structured practical exams (90%) and a presentation on an allocated topic (10%) **Mode of delivery:** Block mode

Note: Department permission required for enrolment.

Successful students can demonstrate to the examiners that they have a detailed and comprehensive knowledge of the practical aspects of the basic ophthalmic sciences. Particular emphasis is placed on the topics of anatomy, physiology and optics. On completion of this unit of study, the students can (1) describe the anatomy of the human eye, orbit, nervous system and head and neck, (2) correctly identify structures of the above on prosections, radiographic and magnetic resonance images, (3) describe the physiologic functioning of the human eye and nervous system, (4) correctly investigate, interpret results, recognise limitations and evaluate physiologic processes of the human eye and nervous system, (5) describe the physical, physiological and geometric optics of light and its application to the human eye and (6) correctly use ophthalmic instruments and describe their optical properties.

Textbooks

The textbooks recommended for OPSC5001, OPSC5002 and OPSC5003 apply to this unit. An anatomical atlas is recommended for assistance with the head and neck and neuroanatomy.

OPSC5005

Treatise

Credit points: 12 **Teacher/Coordinator:** A/Prof John Grigg, A/Prof Samantha Fraser-Bell, Dr Con Petsoglou and Prof Peter McCluskey **Session:** Semester 1, Semester 2 **Classes:** Supervision **Prerequisites:** OPSC5001 and OPSC5002



and OPSC5003 **Assessment:** 10,000 - 20,000 word treatise (100%) **Mode of delivery:** Supervision

Successful students can demonstrate to the examiners that they have a detailed and comprehensive knowledge of one area in the basic sciences or clinical ophthalmology. The treatise is a report or formal academic composition on work performed during the candidature from a supervised student project that contains between 10,000-20,000 words. The format of the project may be of a systematic review of the literature, a case series, short clinical trial, survey or other project acceptable to the unit of study coordinator. On completion of this unit of study the successful student will be able to (1) undertake a medical/scientific project and follow it to its completion, (2) work constructively under the supervision of a supervisor, (3) display scientific thinking and apply this to ophthalmology and (4) attempt to publish their treatise or learn how to publish their work.

Textbooks

Your Practical Guide to Writing a Thesis, Treatise or Dissertation at the University of Sydney, SUPRA Guide (<http://supra.net.au/assets/file/Publications/SUPRAthesisguide.pdf>)

OPSC5036

Practical Oculoplastic Surgery

Credit points: 6 **Teacher/Coordinator:** Clinical Associate Professor Raf Ghabrial **Session:** Intensive November **Classes:** Intensive on campus **Prerequisites:** OPSC5001 and OPSC5002 and OPSC5034 **Corequisites:** OPSC5035 **Assumed knowledge:** Students undertaking this unit of study must have advanced specialty training with RANZCO qualifications or equivalent. Consideration will be given to RACS and dermatology advance trainees. **Assessment:** Online surgical logbook (40%) and observed structured clinical exam (60%) **Mode of delivery:** Block mode

Note: Department permission required for enrolment. Note: Students should contact the discipline directly for permission to enrol. The PG Coordinator will email Student Services to notify them of students who have permission.

This unit of study provides candidates with the practical experience and knowledge necessary to assess and perform oculoplastic surgery. This is a mentor-based programme with students supervised in a number of clinical and laboratory environments. Emphasis is on pre-operative investigation, surgical skill and post-operative management. Students are required to observe and perform and extra-ocular surgical techniques relevant to oculoplastic surgery. Students rotate through a number of oculoplastic surgical practices and observe oculoplastic surgery taking place using a number of different oculoplastic surgical systems. Further candidates will have to attend a number of wet lab sessions designed for practicing oculoplastic surgical techniques on artificial, animal or human eyes. A logbook of observed and performed surgeries will be kept and used for assessment. Surgical mentors will be allocated and provide the appropriate training in specific oculoplastic operations.

Textbooks

A Manual of Systematic Eyelid Surgery by J. R. O. Collin MA MB Bchir FRCS FRCOphth DO (3rd edition 2006); Colour Atlas of Ophthalmic Plastic Surgery, by AG Tyers and JRO Collin (3rd edition 2007); Unfavourable Results in Eyelid and Lacrimal Surgery by Joseph A. Mauriello, Jr. (2000).

Paediatric Medicine

Graduate Certificate in Medicine (Paediatric Medicine)

Graduate Diploma in Medicine (Paediatric Medicine)

Master of Medicine (Paediatric Medicine)

Master of Medicine (Advanced) (Paediatric Medicine)

	Graduate Certificate	Graduate Diploma	Master	Master (Advanced)
Course code	GCMEDIC12PAM	GNMEDIC12PAM	MAMEDIC14PAM	MAMEDADV1PAM
CRICOS code	083649E	083647G	083643M	083644K
Degree Abbreviation	GradCertMed(Paed)	GradDipMed(Paed)	MMed(Paed)	MMed(Adv)(Paed)
Credit points required to complete	24	36	48	60
Time to complete full-time	0.5 year	1 year	1 year	1.5 years
Time to complete part-time	1 to 2 years	1.5 to 3 years	2 to 4 years	2 - 5 years

Overview

The Master of Medicine (Paediatric Medicine) is designed for practitioners who wish to advance their knowledge and application of paediatric medicine.

Each unit of study stands alone with no prerequisites, offering maximum flexibility in an adult learning environment. The units are designed to update students' core knowledge in the relevant subject area and to enhance clinical practice with case-based scenarios that focus on current evidence-based best practice.

A series of carefully chosen practical, relevant topics, presented in a case-based interactive online format taught by expert clinicians, will challenge and stimulate participants.

Active discussion among students and course conveners is key to the learning process, with a focus on recent advances and controversial topics. Each unit consists of a combination of case-based interactive clinical scenarios, weekly discussion forums and self-directed learning and is designed to provide the latest practical and theoretical knowledge.

Stream specific units of study offered in this course are:

Group A (odd years)

- PAED5001 Paediatric Immunisation
- PAED5004 Independent Studies
- PMED5100 Paediatric Infectious Diseases
- PMED5102 Paediatric Nutrition and Obesity
- PMED5103 Paediatric Gastroenterology

AND

Group B (even years)

- PAED5000 Neonatal Medicine
- PAED5002 Adolescent Medicine
- PAED5003 General & Developmental Paediatrics
- PAED5004 Independent Studies
- PMED5101 Asthma & Allergy

Group A and Group B units of study are generally offered in alternating years.

Course outcomes

As a result of completing this course, graduates will have:

- an enhanced knowledge of the basic science and recent literature in the specialty areas covered
- a best-available evidence approach to the management of important clinical problems in a range of sub-specialty paediatric medicine
- an understanding of new and emerging clinical problems in paediatric medicine.

Further information

The program is offered in the form of online distance education via a website that provides the interactive platform for both the clinical scenarios and the facilitated discussion forums.

Assessment is by performance and participation in discussion forums and by written assignment.

All six-credit-point units of study offered by the Sydney Medical School are suitable for elective units. Approved elective units of study are listed below. Other units of study, including those offered by other faculties, require the approval of both the paediatric medicine course coordinator and the coordinator of the units of study.

Further enquiries

Postgraduate Administrative Officer

Ph: +61 2 9845 3378

Fax: +61 2 9845 3389

Email: paediatrics@med.usyd.edu.au

Website: sydney.edu.au/medicine/chw/index.php



Paediatric Medicine

Admission requirements

Admission to the:

- Graduate Certificate in Medicine (Paediatric Medicine)
- Graduate Diploma in Medicine (Paediatric Medicine)
- Master of Medicine (Paediatric Medicine)
- Master of Medicine (Advanced) (Paediatric Medicine)

Requires a medical degree.

Course structure

The **Graduate Certificate** requires the successful completion of **24 credit points** of stream specific units of study.

The **Graduate Diploma** requires the successful completion of **36 credit points** of units of study including:

- 6 credit points of compulsory units of study;
- 24 credit points of stream specific core units of study; and
- 6 credit points of stream specific or general elective units of study.

The **Master** requires the successful completion of **48 credit points** of units of study including:

- 12 credit points of compulsory units of study;
- 24 credit points of stream-specific core units of study; and
- 12 credit points of stream specific or general elective units of study.

The **Master (Advanced)** requires the successful completion of **60 credit points** of units of study including:

- 48 credit points of study as required for the Master; and
- 12 credit points of project units of study.

Pattern of enrolment

Compulsory Units of Study

Unit of study code and name	Credit points	Delivery mode
Compulsory unit of study for Graduate Diploma students		
Graduate Diploma students must complete 6 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online
Compulsory units of study for Master students		
Master students must complete 12 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online
PAED5005 Evidence and Ethics in Paediatric Medicine	6 (available semester 2)	online

Stream Specific Units of Study

Unit of study code and name	Credit points	Delivery mode
Graduate Certificate students must complete 24 credit points of stream specific units of study		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Master students must complete 24 credit points of stream specific units of study		
Group A - offered in odd numbered years (2019)		
Offered Semester 1		
PAED5004 Independent Studies	6	supervision
PMED5100 Paediatric Infectious Diseases <i>This unit of study is not available in 2018</i>	6	online
PMED5103 Paediatric Gastroenterology <i>This unit of study is not available in 2018</i>	6	online
Offered Semester 2		



Unit of study code and name	Credit points	Delivery mode
PAED5004 Independent Studies	6	supervision
PAED5001 Paediatric Immunisation <i>This unit of study is not available in 2018</i>	6	online
PMED5102 Paediatric Nutrition and Obesity <i>This unit of study is not available in 2018</i>	6	online
Group B - offered in even numbered years (2018)		
Offered Semester 1		
PAED5004 Independent Studies	6	supervision
PAED5000 Neonatal Medicine	6	online
PAED5003 General and Developmental Paediatrics	6	online
Offered Semester 2		
PAED5004 Independent Studies	6	supervision
PAED5002 Adolescent Medicine	6	online
PMED5101 Paediatric Asthma and Allergy	6	online

General Elective Units of Study

Unit of study code and name	Credit points	Delivery mode
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.		
Masters students are required to complete 12 credit points selected from the stream specific or general elective units of study.		
Offered Semester 1 and Semester 2		
PAIN5001 Introduction to Pain Management	6	online
PAIN5002 Pain mechanisms and contributors	6	online
PAIN5003 Pain Treatment and Management	6	online
Offered Semester 1		
BETH5104 Bioethics, Law and Society	6	online/intensive
BETH5204 Clinical Ethics	6	online/intensive
BMRI5003 Clinical Psychiatry 1	6	face to face
BMRI5052 Child and Youth Mental Health (available even years only)	6	face to face/online
CEPI5200 Quality and Safety in Health Care	6	online
CEPI5300 Research Grants: Theory and Practice	6	block mode; online
PUBH5018 Introductory Biostatistics	6	face to face; online
Offered Semester 2		
CEPI5304 Diagnostic and Screening Tests (Parts 1 and 2)	6	face to face; online
PAIN5018 Pain in Children	6	online
BMRI5006 Cognitive Behaviour Therapy	6	block mode
BMRI5053 Bodies, Brains and Mind in Connection (students are encouraged to undertake this unit of study by applying for special permission. Clinical experience in the field is required)	6	face to face/online
MEDF5002 Best practice in healthcare education	6	online/intensive
SEXH5414 Public Health aspects of HIV, STIs and Sexual Health	6	face to face/online
DERM5001 Essential Dermatology	6	online/intensive

Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

Unit of study code and name	Credit points	Delivery mode
MEDF5301 Project (Advanced Masters) (not on offer in 2015)	12 (available semester 1 and 2)	supervision
MEDF5302 Project (Advanced Masters) (Part A)	6 (available semester 1)	supervision
MEDF5303 Project (Advanced Masters) (Part B)	6 (available semester 2)	supervision

Paediatric Medicine

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine

Graduate Diploma in Medicine

Master of Medicine

Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine

Graduate Diploma in Science in Medicine

Master of Science in Medicine

Master of Science in Medicine (Advanced)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course title
GCMEDICI-02	Graduate Certificate in Medicine
GNMEDICI-02	Graduate Diploma in Medicine
MAMEDICI-04	Master of Medicine
MAMEDADV-01	Master of Medicine (Advanced)

Code	Course title
GCSCMEDI-01	Graduate Certificate in Science in Medicine
GNSCMEDI-01	Graduate Diploma in Science in Medicine
MASCMEADI-01	Master of Science in Medicine
MASCMEADV-01	Master of Science in Medicine (Advanced)

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 Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) Graduate certificate
 - (b) Graduate Diploma
 - (c) Master
 - (d) Master (Advanced)
- (2) 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 Streams

- (1) Courses are available in the following streams:

For medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Internal Medicine
 - (d) Metabolic Health
 - (e) Paediatric Medicine
 - (f) Pharmaceutical and Medical Device Development
 - (g) Psychiatry
 - (h) Sexual and Reproductive Health
 - (i) Sleep Medicine

For non-medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Metabolic Health
 - (d) Pharmaceutical and Medical Device Development
 - (e) Sexual and Reproductive Health
 - (f) Sleep Medicine
- (2) Candidates may transfer between streams with approval from the relevant stream Course Coordinators.
- (3) All of the degrees within this course shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.
- (4) Completion of a Pathway, if available within a Stream is not a requirement of completing the course. Candidates have the option of completing the course in one Pathway.

6 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification;
- (3) Admission to the Graduate Diploma in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Medicine requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification.
- (5) Admission to the Psychiatry stream requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; and
 - (b) employment in an accredited psychiatry training position or equivalent experience.
- (6) Admission to the Internal Medicine stream requires current medical registration in an Australian or New Zealand



jurisdiction and current or prior employment in a clinical setting in an Australian or New Zealand jurisdiction.

- (7) Admission to the Graduate Certificate in Science in Medicine requires:
- (a) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - (b) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the School.
- (8) Admission to the Graduate Diploma in Science in Medicine will require:
- (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
 - (b) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - (c) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health or science-related field or pass a preliminary examination(s) as prescribed by the School.
- (9) Admission to the Master of Science in Medicine requires:
- (a) successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine or equivalent qualification; or
 - (b) a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - (c) a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - (d) a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience; and
 - (e) for admission to the Clinical Neurophysiology and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential.
- (10) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
- (a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine and have completed the compulsory research methods unit in their stream as applicable; and
 - (b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
 - (c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

- (1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
- (2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
 - (a) 24 credit points of stream specific units of study;
- (3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
 - (a) 6 credit points of compulsory units of study, and
 - (b) 24 credit points of stream specific units of study, and
 - (c) 6 credit points of stream specific or general elective units of study;
- (4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
 - (a) 12 credit points of compulsory units of study, and
 - (b) 24 credit points of stream specific units of study, and
 - (c) 12 credit points of stream specific or general elective units of study.
- (5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
 - (a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
 - (b) 12 credit points of project units of study.

8 Transitional Provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2018 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Paediatric Medicine

Table of units of study: Paediatric Medicine

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Compulsory units			
Graduate Diploma students			
Graduate Diploma students must complete 6 credit points of compulsory units of study			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Master students			
Master students must complete 12 credit points of compulsory units of study			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
PAED5005 Evidence and Ethics in Paediatric Medicine	6	P CEPI5100 and 18 credit points of stream specific units of study C Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study N BETH5208 or CRIT5008 <i>Staff from the Centre for Values, Ethics and the Law in Medicine will be involved in the ethics components of this Unit of Study</i>	Semester 2
Stream Specific units			
Graduate Certificate students must complete 24 credit points of stream specific units of study.			
Graduate Diploma students must complete 24 credit points of stream specific units of study.			
Master students must complete 24 credit points of stream specific units of study.			
Group A - units of study are offered in odd years (2019)			
PAED5001 Paediatric Immunisation <i>This unit of study is not available in 2018</i>	6	C Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study <i>This unit of study is only offered in odd numbered years</i>	Semester 2
PAED5004 Independent Studies	6	C Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study <i>Note: Department permission required for enrolment A candidate must have obtained approval from the Course Coordinator to enrol in this unit of study in the previous semester or earlier.</i>	Semester 1 Semester 2
PMED5100 Paediatric Infectious Diseases <i>This unit of study is not available in 2018</i>	6	C Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study <i>This unit of study is only offered in odd numbered years</i>	Semester 1
PMED5102 Paediatric Nutrition and Obesity <i>This unit of study is not available in 2018</i>	6	C Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study <i>This unit of study is only offered in odd numbered years</i>	Semester 2
PMED5103 Paediatric Gastroenterology <i>This unit of study is not available in 2018</i>	6	C Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study <i>This unit of study is only offered in odd numbered years</i>	Semester 1
Group B - units of study are offered in even years (2018)			
PAED5000 Neonatal Medicine	6	<i>This unit of study is only offered in even numbered years</i>	Semester 1
PAED5002 Adolescent Medicine	6	<i>This unit of study is only offered in even numbered years</i>	Semester 2
PAED5003 General and Developmental Paediatrics	6	<i>This unit of study is only offered in even numbered years.</i>	Semester 1 Semester 2
PAED5004 Independent Studies	6	C Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study <i>Note: Department permission required for enrolment A candidate must have obtained approval from the Course Coordinator to enrol in this unit of study in the previous semester or earlier.</i>	Semester 1 Semester 2
PMED5101 Paediatric Asthma and Allergy	6	<i>This unit of study is only offered in even numbered years</i>	Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
General elective units			
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.			
Master students complete 12 credit points of units of study selected from the stream specific or general elective units of study.			
BETH5104 Bioethics, Law and Society	6	<i>Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.</i>	Semester 1
BETH5204 Clinical Ethics	6	<i>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</i>	Semester 1
BETH5209 Medicines Policy, Economics and Ethics	6	A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.	Semester 2
BMRI5003 Clinical Psychiatry I	6		Semester 1
BMRI5006 Cognitive Behaviour Therapy	6		Semester 2
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
CEPI5300 Research Grants: theory and practice	6	P (PUBH5010 or CEPI5100) and PUBH5018 N CEPI5505	Semester 1
DERM5001 Essential Dermatology	6		Semester 2
MEDF5002 Teaching in the Clinical Environment	6		Semester 2
PAIN5001 Introduction to Pain Management	6		Semester 1 Semester 2
PAIN5002 Pain Mechanisms and Contributors	6		Semester 1 Semester 2
PAIN5003 Pain Treatment and Management Principles	6		Semester 1 Semester 2
PAIN5018 Pain in Children	6		Semester 2
PUBH5018 Introductory Biostatistics	6		Semester 1
SEXH5414 Public Health: Sexual and Reproductive Health	6	N SEXH5008 or SEXH5418 or SEXH5419	Semester 2
Project units of study			
Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.			
MEDF5301 Project (Advanced Masters)	12	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
MEDF5302 Project (Advanced Masters) (Part A)	6	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
MEDF5303 Project (Advanced Masters) (Part B)	6	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2

Paediatric Medicine

Units of study descriptions

Compulsory units of study

CEPI5100

Introduction to Clinical Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Fiona Stanaway **Session:** Semester 1, Semester 2 **Classes:** Offered online and face-to-face (daytime tutorials) **Prohibitions:** PUBH5010 **Assessment:** Completion of online quizzes (15%), tutorial participation (10%), assignment 1 (15%), assignment 2 (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines.

Textbooks

Online readings and resources to be provided on the eLearning website.

PAED5005

Evidence and Ethics in Paediatric Medicine

Credit points: 6 **Teacher/Coordinator:** Dr Sandra Ware **Session:** Semester 2 **Classes:** Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion around formulating a question for literature review, self-directed literature search and literature appraisal. Regular access to an internet connected computer is vital. **Prerequisites:** CEPI5100 and 18 credit points of stream specific units of study **Corequisites:** Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study **Prohibitions:** BETH5208 or CRIT5008 **Assessment:** 1 x 1,000-1,200 wd ethics assignment (20%); 4 x ethics discussion board posts (10%) and 1 x 3000-4,000 wd critical appraisal written work (70%) **Mode of delivery:** Distance education/intensive on campus

Note: Staff from the Centre for Values, Ethics and the Law in Medicine will be involved in the ethics components of this Unit of Study

This capstone unit aims to develop the ethical and critical thinking needed to inform best clinical practice and is divided into 2 parts: starting with an introduction to key ethical concepts and methods of ethical analysis relevant to health care practice and research which runs over the first 4 weeks; Students will then conduct a critical appraisal of a clinically based question relating to key research milestones in paediatric medicine. The unit brings together topics covered in other stream specific units in the MMED (Paeds) with critical appraisal and basic epidemiology.

Textbooks

Online readings

Stream specific units of study

Group A - offered in odd years (2019)

PAED5001

Paediatric Immunisation

Credit points: 6 **Teacher/Coordinator:** Dr Nick Wood **Session:** Semester 2 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet

connected computer is vital. **Corequisites:** Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study **Assessment:** 2x1000wd essays (40%), MCQ exam (10%) and participation in online discussion forum (50%). **Mode of delivery:** Online

Note: This unit of study is only offered in odd numbered years

This unit of study will cover the important and latest aspects of immunisation in childhood. Basic science aspects covered will include the immunology of immunisation, the process of development of new vaccines and latest research developments in new vaccines. The clinical features of the currently vaccine preventable conditions of childhood will be covered through clinical scenarios, integrating the epidemiology, basic science and current immunisation schedule. Immunisation in special populations and situations will be covered and the social and philosophical implications of immunisation will be explored.

PAED5004

Independent Studies

Credit points: 6 **Teacher/Coordinator:** Dr Shekeeb Mohammad **Session:** Semester 1, Semester 2 **Classes:** Face to face meetings with supervisor **Corequisites:** Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study **Assessment:** Mid semester progress report with final report submission online **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: A candidate must have obtained approval from the Course Coordinator to enrol in this unit of study in the previous semester or earlier.

Candidates may contract to undertake independent studies or research in a particular field of interest in paediatrics. Students undertaking a research project will be required to nominate an appropriate supervisor relevant to their field of research. The project is negotiated with your supervisor and based on a written Learning Contract which you will provide to the unit coordinator. Your supervisor will help you select a topic and define the research questions. You are encouraged to select a project that is directly relevant to your own work setting. As part of the Independent Study you will develop your own learning outcomes. The project can be undertaken in either Semester One or Two (6 credit points). You will produce a scholarly piece of work that is suitable for submission to a peer-reviewed journal.

PMED5100

Paediatric Infectious Diseases

Credit points: 6 **Teacher/Coordinator:** Dr Shekeeb Mohammad **Session:** Semester 1 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Corequisites:** Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study **Assessment:** 2x2000-3000 word project (or its equivalent) (40%), TBC (10%), and participation in online discussion forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in odd numbered years

This unit investigates in-depth the epidemiology, diagnosis and management of paediatric infectious diseases. Modules of study within this unit will include: worldwide patterns of infectious disease, including assessment of scope of problem and burden of disease; common paediatric infectious diseases; current evidenced based practice for diagnosis and treatment of common childhood infectious diseases; infectious diseases in special populations such as immunocompromised, malnourished and indigenous populations;



issues of policy and public health; emerging infectious diseases in paediatric settings.

PMED5102

Paediatric Nutrition and Obesity

Credit points: 6 **Teacher/Coordinator:** Professor Louise Baur, Dr Shirley Alexander **Session:** Semester 2 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Corequisites:** Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study **Assessment:** 2x1000word essay (40%), MCQ exam (10%), and participation in online forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in odd numbered years

This unit examines the worldwide status and trends in child and adolescent obesity, incorporating a focus on paediatric nutrition. It explores the determinants, clinical assessment, medical complications, management and prevention of this important public health problem. There is a close integration of epidemiology, basic science and best available evidence in management and prevention into clinically based scenarios. Our aim is to provide you with a broad knowledge base and ability to apply scientific theory and clinical evidence to the diagnosis and management of obesity in childhood. This will include grounding in the complex social, cultural and environmental factors contributing to the continuance of childhood obesity throughout the world.

PMED5103

Paediatric Gastroenterology

Credit points: 6 **Teacher/Coordinator:** Dr Shoma Dutt **Session:** Semester 1 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Corequisites:** Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study **Assessment:** 2x2000word project (or its equivalent) (40%), MCQ exam (10%), and participation in online discussion forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in odd numbered years

This unit closely examines current principle and practice of paediatric gastroenterology. Modules of study within this unit will include: worldwide patterns of paediatric gastroenterological disorders; disorders of oesophagus and stomach, focusing on evidence based evaluation and treatment of Gastroesophageal reflux, helicobacter disease; evidence based evaluation and treatment of acute and chronic liver disease, and pancreatic disorders; evidence based evaluation and treatment of enteropathies; recent advances in the diagnosis and treatment of inflammatory bowel diseases; emerging paediatric gastroenterological disorders.

Group B - offered in even years (2018)

PAED5000

Neonatal Medicine

Credit points: 6 **Teacher/Coordinator:** Dr John Sinn **Session:** Semester 1 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 2x1500-2000 word essay (50%) and participation in online forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in even numbered years

This unit of study will cover the latest advances in critical care of the newborn. Modules of study will include perinatal medicine, neonatal resuscitation and newborn transport. The unit will explore the clinical manifestations of important respiratory, cardiac, metabolic and neurological disorders presenting in the newborn. Changing patterns of neuro-developmental outcome in preterm and critically unwell neonates will be examined. The latest neonatal resuscitation guidelines will be critically appraised and current evidence for best practice in critical care of the newborn will be applied to a series of clinical scenarios involving neonatal common and life-threatening conditions.

This unit is designed to encompass a range of likely neonatal clinical scenarios and disorders which clinicians may face in rural, remote, primary and tertiary level settings.

PAED5002

Adolescent Medicine

Credit points: 6 **Teacher/Coordinator:** Prof Rachel Skinner **Session:** Semester 2 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 2 x 1000 word project (or its equivalent) (50%), and participation in online discussion forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in even numbered years

This unit examines the medical and psychosocial issues affecting the adolescent age group. Modules include eating disorders, chronic illness, drugs and alcohol and adolescent gynaecology, sexual health and adolescent mental health. There will be a focus on the approach to the adolescent patient, the clinical issues related to the most commonly encountered diseases affecting adolescents as well as consideration of public health policy as it relates to adolescents.

PAED5003

General and Developmental Paediatrics

Credit points: 6 **Teacher/Coordinator:** Dr Shekeeb Mohammad **Session:** Semester 1, Semester 2 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital. **Assessment:** 2x 2000 word project (or its equivalent) (50%) and participation in online discussion forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in even numbered years.

This unit examines some of the common medical and developmental conditions encountered in paediatric practice. There will be a focus on the approach to the child with a developmental disability and behavioural disorders, as well as latest evidence for diagnosis, investigation, prognosis and management of other common and important medical conditions. Specific modules include developmental disability, autism, attention deficit hyperactivity disorder, child protection, enuresis, feeding disorders of infancy and common neurological and renal conditions.

PAED5004

Independent Studies

Credit points: 6 **Teacher/Coordinator:** Dr Shekeeb Mohammad **Session:** Semester 1, Semester 2 **Classes:** Face to face meetings with supervisor **Corequisites:** Students who commence after 01 January 2016 are required to complete the Blackboard Academic Honesty Education Module. It is recommended that this is completed as soon as possible after enrolment into your first unit of Study **Assessment:** Mid semester progress report with final report submission online **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: A candidate must have obtained approval from the Course Coordinator to enrol in this unit of study in the previous semester or earlier.

Candidates may contract to undertake independent studies or research in a particular field of interest in paediatrics. Students undertaking a research project will be required to nominate an appropriate supervisor relevant to their field of research. The project is negotiated with your supervisor and based on a written Learning Contract which you will provide to the unit coordinator. Your supervisor will help you select a topic and define the research questions. You are encouraged to select a project that is directly relevant to your own work setting. As part of the Independent Study you will develop your own learning outcomes. The project can be undertaken in either Semester One or Two (6 credit points). You will produce a scholarly piece of work that is suitable for submission to a peer-reviewed journal.

PMED5101

Paediatric Asthma and Allergy

Credit points: 6 **Teacher/Coordinator:** Professor Dianne Campbell and Dr Paul Robinson **Session:** Semester 2 **Classes:** Online. Students will spend approx 10 hours/week (x 13 weeks) engaging in case-based learning, incl. online discussion of case scenarios, self-directed case reviews and literature appraisal. Regular access to an internet connected computer is vital.

Assessment: 2 x 1500word essay (40%), MCQ exam (10%), and participation in online forum (50%) **Mode of delivery:** Online

Note: This unit of study is only offered in even numbered years

This unit examines the worldwide status and trends in child and adolescent asthma and allergic disease. It explores the determinants, clinical assessment, medical complications, management and prevention of these important public health problems. Our aim is to inspect the current clinical practice and principles that underlie the diagnosis and management of paediatric asthma and allergic disorders. There is a close integration of epidemiology; basic science and best available evidence in management that are revealed through clinically based scenarios. Important cutting edge and controversial concepts and treatments are explored.

General elective units of study

BETH5104

Bioethics, Law and Society

Credit points: 6 **Teacher/Coordinator:** Professor Roger Magnusson and Professor Cameron Stewart **Session:** Semester 1 **Classes:** 4x6.5hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode **Assessment:** 1x2000wd problem (40%); 1x3500 word essay (60%). Online 'attendance' is also compulsory and will be demonstrated by engagement in at least 8 out of the 10 weekly discussion topics. No formal mark will be given for attendance, but failure to meet the attendance requirement may result in failure of the course. **Mode of delivery:** Block mode, Online

Note: Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.

BETH5104 Bioethics, Law and Society introduces students to interrelationships between health care, ethics, and the law. Students will explore the moral basis of law and the means by which law in turn, influences and directs clinical practice and health policy. We also look at the limits of law in solving ethical dilemmas, and consider what happens when the law falls out of step with the moral institutions of health care providers, patients, and the general public. Over the course of the semester, students will learn to critically read and analyse primary sources of law relevant to bioethics. Students will then examine a number of areas of law that have particular significance for bioethics and society including the law of consent, medical negligence, advance directives, maternal-foetal conflicts, abortion, reproduction, end-of-life decision-making, tissue regulation and infectious disease. Learning activities in BETH5104 include lectures, case discussions (during lectures), problem-based learning, online learning activities and written assessments.

Textbooks

Required: Kerridge, Lowe and Stewart (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

BETH5204

Clinical Ethics

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 1 **Classes:** 4x8hr Intensives or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode **Assessment:** 1x1500wd case study (30%); 1x2500wd essay (50%); continuous assessment (short weekly tasks) (10%); 2x400wd Short Tasks (10%) **Mode of delivery:** Block mode, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit will facilitate students to critically review the ethical issues that underlie the delivery of healthcare. Students will explore: major conceptual models for ethical reasoning in the clinical context; key ethical concepts in the clinical encounter (such as consent, professionalism and confidentiality); major contexts in which ethical issues arise in clinical practice; and the role of clinical ethics consultation. The unit will also consider specific issues and populations within clinical practice, such as ethical aspects of healthcare at the beginning and end of life.

Textbooks

All readings are accessed online via eLearning.

BETH5209

Medicines Policy, Economics and Ethics

Credit points: 6 **Teacher/Coordinator:** Dr Wendy Lipworth, Narcyz Ghinea **Session:** Semester 2 **Classes:** Fully online. **Assumed knowledge:** A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. **Assessment:** Online work (15%) 1x minor essay (35%) 1x major essay (50%) **Mode of delivery:** Online

Medicines save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines, examining how research and development agendas are set; how medicines are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of medicines both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of students from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science.

Textbooks

Readings will be provided

BMRI5003

Clinical Psychiatry I

Credit points: 6 **Teacher/Coordinator:** Dr Sonia Kumar **Session:** Semester 1 **Classes:** 1x 2-hr lecture/week **Assessment:** Online assessments (30%), Case history (35%), EMQ exam (35%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study provides psychiatry trainees with an opportunity to develop effective clinical skills including the psychiatric interview, mental state examination and biopsychosocial formulation. The management of psychiatric emergencies, risk assessment and the use of mental health legislation, as well as the relevance of diagnostic neuroimaging, are explored. This unit of study is designed to provide students with a deeper understanding of how genetic and environmental risk factors affect the developing individual to generate the clinical symptoms of psychiatric disorders. Students will examine all aspects of psychotic and mood disorders including aetiology, phenomenology and epidemiology. Students learn to develop management plans for these disorders according to a biopsychosocial framework with an emphasis on psychosocial care and recovery principles. The principles of neuropsychopharmacology with a focus on antipsychotic medication, mood stabilisers, antidepressants and their potential adverse consequences are covered in depth, as well as practical aspects of electro-convulsive therapy (ECT).

Textbooks

Specific reference material listed on eLearning

BMRI5006

Cognitive Behaviour Therapy

Credit points: 6 **Teacher/Coordinator:** Prof Adam Guastella **Session:** Semester 2 **Classes:** 2 hr lecture week 2, 9am-5pm Wednesday weeks 4, 8 and 12 **Assessment:** Online quiz (20%), case study analysis (40%), extended response questions (40%) **Mode of delivery:** Block mode

Cognitive Behaviour Therapy (CBT) is an evidence-based psychotherapy for a range of psychological disorders, with strong foundations in cognitive science and now increasingly in neuroscience. This unit provides a solid foundation in the theoretical and clinical underpinnings of the therapy, with a specific focus on the neuroscience of CBT as applied to various conditions. It demonstrates techniques of CBT, including case assessment, formulation, and therapy components. Students will develop a neurobiological understanding of CBT interventions and examine practice through case examination and group exercises.

Textbooks

Specific reference material listed on eLearning

CEPI5200

Quality and Safety in Health Care

Credit points: 6 **Teacher/Coordinator:** Professor Merrilyn Walton **Session:** Semester 1 **Classes:** offered online **Assessment:** online participation (20%); 4 x 1500 word assignments (80%) **Mode of delivery:** Online

Note: People working in health care will benefit from this course.

This course is specifically designed for health professionals who are working in health care. It will equip participants with underpinning knowledge about patient safety. The course modules cover quality and safety principles, professionalism and ethics, risk management and risk information, complexity theory, clinical governance and the impact of adverse events, methods to measure and make improvements in health care. The modules, tools and the discussions are designed to enable participants to change behaviours by understanding the main causes of adverse events-poor team work, busyness, hierarchies. The course provides foundation knowledge about quality and safety; governments around the world are concerned to address unsafe care. The course will better prepare health professional to understand the complexity of health care and take steps to minimise the opportunities for errors and address vulnerabilities in the system.

Textbooks

Runciman, Bill, Merry A Walton M. Safety and Ethics in Healthcare: A Guide to Getting it Right. 2007 Asgate Publisher.

CEPI5300

Research Grants: theory and practice

Credit points: 6 **Teacher/Coordinator:** Associate Professor Germaine Wong **Session:** Semester 1 **Classes:** 12 online or face-to-face sessions and 1 face-to-face workshop (June) **Prerequisites:** (PUBH5010 or CEPI5100) and PUBH5018 **Prohibitions:** CEPI5505 **Assessment:** 1 x written research proposal(40%); online class presentations (30%); peer assessment (30%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) evening

In this unit of study, the student will develop his/her own research proposal, to a standard suitable for a peer-reviewed granting body. Each section of a grant proposal (Aims, Background/Significance, Methods, Analysis) will be discussed, with the student presenting and refining the corresponding section of his/her own proposal in a synchronous online workshop setting. This will then be complemented by online presentations from experienced researchers on the practical aspects of clinical research, followed by synchronous online class discussion. Topics include: observational studies, randomized controlled trials, diagnostic test evaluation, qualitative studies, funding application, ethical approval, publication strategies and grant administration. The unit will conclude with a one-day, face-to-face, mandatory workshop- where students will learn about budgeting, peer review of research grants, and present their completed research proposal.

CEPI5312

Diagnostic and Screening Tests (1 and 2)

Credit points: 6 **Teacher/Coordinator:** A/Prof Clement Loy **Session:** Semester 2 **Classes:** 1x2hr seminar/week for 12 weeks **Prerequisites:** PUBH5010 or CEPI5100 **Prohibitions:** PUBH5208 or CEPI5202 or CEPI5311 **Assessment:** Class discussion/presentations (40%) and two written assignments (60%) **Mode of delivery:** Online, Normal (lecture/lab/tutorial) day

This unit of study introduces the student to basic concepts behind diagnostic and screening tests, including: test accuracy, sources of bias in test evaluation, critical appraisal of test evaluation studies, principles and use of evidence in making decisions about population screening. It will then move to more advanced topics including: application of test results to individual patients, place of tests in diagnostic pathways, impact of tests on patient outcome, tests with continuous outcome, receiver-operator characteristic curves, systematic review of diagnostic tests, predictive models, monitoring, diagnostic tests in the health system, and over-diagnosis. After completing this unit of study, the student should have a comprehensive

understanding of contemporary issues and the methodology underlying, diagnostic and screening test evaluation and application.

Textbooks

Course notes will be provided

MEDF5301

Project (Advanced Masters)

Credit points: 12 **Teacher/Coordinator:** Students must have a University of Sydney staff member or university approved supervisor for their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project. **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidature will be guided through the steps required to plan and execute a substantial research project, and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5002

Teaching in the Clinical Environment

Credit points: 6 **Teacher/Coordinator:** Dr Marguerite Tracy **Session:** Semester 2 **Classes:** 1 day face to face workshop 9am - 3pm (not compulsory) and online learning. students who do not attend the face to face will be required to complete an alternative ungraded learning activity. **Assessment:** 20% personal learning plan (1500 words); 20% online activities; 60% portfolio of evidence of learning (4500 words equivalent) **Mode of delivery:** Distance education/intensive on campus

Almost all healthcare professionals are involved in education and training throughout their careers. This unit of study provides a practical introduction to the theory and practice of teaching and learning in the health environment. The unit will cover 3 main areas: planning for and facilitating learning in the clinical environment; assessing performance and providing constructive feedback; and fostering the development of students as professionals. Each of these areas will be underpinned by best evidence from clinical education research and will address current challenges and opportunities in the learning environment. This will include the role of new technologies from the perspective of both educators and learners. Participants in the course will gain a framework they can use to support their teaching, and will develop a portfolio of evidence to support their professional development as clinician educators.

PAIN5001

Introduction to Pain Management

Credit points: 6 **Teacher/Coordinator:** Professor Michael Nicholas **Session:** Semester 1, 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 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 1, 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 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 1, 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 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.

PAIN5018**Pain in Children**

Credit points: 6 **Teacher/Coordinator:** Karin Plummer **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 assignment/s 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.

PUBH5018**Introductory Biostatistics**

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2

hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

SEXH5414**Public Health: Sexual and Reproductive Health**

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Associate Professor Kirsten Black, Dr Michael Walsh **Session:** Semester 2 **Classes:** 2-4 hours of lectures per week, which can be taken either face-to-face or online. International students including Australian Awards Scholarship students must enrol into the face-to-face version **Prohibitions:** SEXH5008 or SEXH5418 or SEXH5419 **Assessment:** Written assignments (70%); Online quizzes (20%); Discussion board participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit of study is a combination of three (3), two (2) credit point units (SEXH5008, SEXH5418 and SEXH5419) and deals with public health aspects of sexual and reproductive health (SRH), Sexually Transmitted Infections (STIs) and HIV. This unit addresses sexuality, sex education, HIV/AIDS and STIs, unintended pregnancies, access to SRH services, maternal mortality, sexual violence, sexual and reproductive rights and discrimination/stigmatisation of vulnerable populations. Aspects of HIV/STIs and reproductive health will be discussed in the context of the UN's Sustainable Development Goals (SDGs) focusing on SDG 3 on health and SDG 5 on gender equality and women's and girls' empowerment. The unit further explores the epidemiological, societal and population aspects of SRH, STIs and HIV. Surveillance strategies, policy development and legislative responses will be discussed, with regards to the potential public health consequences. Emphasis will be placed on the delivery of effective prevention and management strategies.

Pain Management

Graduate Certificate in Pain Management

Graduate Diploma in Pain Management

Master of Medicine (Pain Management)

Master of Science in Medicine (Pain Management)

	Graduate Certificate in Pain Management	Graduate Diploma in Pain Management	Master of Medicine (Pain Management)	Master of Science in Medicine (Pain Management)
Course code	GCPAIMG3000	GNPAIMG1000	MAMEPAMA3000	MASMPAMA3000
CRICOS code	N/A	N/A	N/A	N/A
Degree Abbreviation	GradCertPainMgt	GradDipPainMgt	MMed(PainMgt)	MScMed(PainMgt)
Credit points required to complete	24	36	48	48
*Time to complete	0.5 to 3 years	1 to 3 years	1 to 6 years	1 to 6 years

* Students wishing to undertake full-time study should contact the course coordinator.

Overview

The Pain Management program explores the problem of pain within a multidisciplinary team framework to investigate the extent of the problem in the community. The courses aim to provide advanced education in pain management by providing clinically relevant teaching that helps students expand their knowledge of the basic sciences, concepts and procedures of pain assessment and management.

The Master of Medicine (Pain Management) and the Master of Science in Medicine (Pain Management) are essentially the same program with different admission requirements.

Only medical graduates (ie those with an MBBS) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study, with the only difference being the title of the award they are granted on completion.

Students in the Pain Management program may elect to complete the Orofacial Pain pathway (Masters level only). This pathway is designed to meet the needs of dentists and other health professionals who manage patients who are suffering a range of orofacial pain conditions. It will also be of interest to those working as educators and/or researchers in the field of orofacial pain.

Course outcomes

The specific teaching and learning outcomes of the Pain Management degree program are to:

- develop graduates with knowledge of the principles and practices which underpin the biopsychosocial approach to the management of pain
- develop graduates who can make a strong contribution towards improved outcomes for patients with pain problems
- develop graduates who adopt an evidence-based approach to practice in clinical and non-clinical contexts
- provide an avenue for graduates to focus on a specific discipline area or field of interest in pain management practice.

Further information

The program is offered in distance education mode. Enrolled students are provided with a username and password that allows them to access a protected course website. The website provides study guides with lecture notes and links to journal articles.

Interactive multimedia tutorials and additional support materials are also provided in some units. Assessment is by essays, case studies and online activities. Marks are also given for the contribution students make to online discussion.

Students may also attend an optional two-week course held in February each year at the Royal North Shore Hospital in Sydney.

Further enquiries

Ms Leigh-Anne Funnell
 Phone: +61 2 9463 1516
 Fax: +61 2 9463 1050
 Email: paineducation.admin@sydney.edu.au
 Website: sydney.edu.au/medicine/pmri/education/index.php



Pain Management

Admission requirements

Admission to the **Graduate Certificate in Pain Management** requires:

- a medical degree; or
- a bachelor's degree in a health-related discipline; or
- a minimum of 5 years professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the Faculty.

Admission to the **Graduate Diploma in Pain Management** requires:

- completion of the requirements of the embedded graduate certificate; or
- a medical degree; or
- a bachelor's degree in a health-related discipline.

Admission to the **Master of Medicine (Pain Management)** requires:

- a medical degree.

Admission to the **Master of Science in Medicine (Pain Management)** requires:

- completion of the requirements of the embedded graduate certificate or graduate diploma; or
- a bachelor's degree in a health-related discipline with first or second class honours; or
- a bachelor's degree in a health-related discipline. Applicants must have completed work equivalent to a first or second class honours bachelor's degree in a health-related field.

See the course Rules for further details.

Course structure

The **Graduate Certificate in Pain Management** requires the successful completion of **24 credit points** of core units of study.

The **Graduate Diploma in Pain Management** requires the successful completion of **36 credit points of units of study** including:

- 24 credit points of core units of study; and
- 12 credit points of elective units of study of study.

The **Master of Medicine (Pain Management)** and **Master of Science in Medicine (Pain Management)** require the successful completion of **48 credit points of units of study** including:

- 30 credit points of core units of study; and
- 18 credit points of elective units of study of study.

Pattern of enrolment - No Pathway Selected

Core units of study

UoS code and name	Credit points	Delivery mode
Available in Semester 1 and Semester 2		
PAIN5001 Introduction to Pain Management	6	online
PAIN5002 Pain Mechanisms and Contributors	6	online
PAIN5003 Pain Treatment and Management Principles)	6	online

UoS code and name	Credit points	Delivery mode
PAIN5004 Pain Conditions	6	online
PAIN5006 Issues, Controversies in Pain Management	6	online

Elective units of study

Elective Units of Study	Credit point	Delivery mode
Graduate Diploma students must complete 12 credit points of elective units of study Masters students must complete 24 credit points of elective units of study		
Available in Semester 1		
PAIN5010 Clinical Aspects of Neurobiology	6	online
PAIN5011 Psychology of Pain	6	online
PAIN5013 Musculoskeletal Pain	6	online
PAIN5015 Pharmacology of Pain Medicine	6	online
PAIN5020 Complementary Therapies: Pain Management	6	online
PAIN5021 Acute Pain	6	online
PAIN5023 Advanced Studies in Orofacial Pain	6	online
BETH5209 Medicines Policy, Economics and Ethics	6	online
PAIN5023 Advanced Studies in Orofacial Pain	6	online
Available in Semester 2		
PAIN5005 Orofacial Pain	6	online
PAIN5014 Cancer Pain	6	online
PAIN5016 Psychological Approaches in Pain Mgmt	6	online
PAIN5017 Disability and Pain Rehabilitation	6	online
PAIN5018 Pain in Children	6	online
PAIN5019 Pain in Older People	6	online
PAIN5022 Independent Studies in Pain	6	online
PAIN5024 Headache	6	online

Pattern of enrolment for international students commencing in March

For students commencing in March (semester 1) the standard pattern of enrolment is as follows:



Year 1

UoS code and name	Credit points	Delivery mode
Semester 1		
PAIN5001 Introduction to Pain Management	6	online
PAIN5002 Pain Mechanisms and Contributors	6	online
Semester 2		
PAIN5003 Pain Treatment and Management Principles	6	online
PAIN5004 Pain Conditions	6	online

Year 2

UoS code and name	Credit points	Delivery mode
Semester 1		
Elective	6	online
Elective	6	online
Semester 2		
Elective	6	online
PAIN5006 Issues, Controversies in Pain Management	6	online

Pattern of enrolment for international students commencing in July

For students commencing in July (Semester 2) the standard pattern of enrolment is as follows:

Year 1

UoS code and name	Credit points	Delivery mode
First Semester of study		
PAIN5001 Introduction to Pain Management	6	online
PAIN5002 Pain Mechanisms and Contributors	6	online
Second Semester of study		
PAIN5003 Pain Treatment and Management Principles	6	online
PAIN5004 Pain Conditions	6	online

Year 2

UoS code and name	Credit points	Delivery mode
Third Semester of study		
Elective	6	online
Elective	6	online
Fourth Semester of study		
Elective	6	online
PAIN5006 Issues, Controversies in Pain Management	6	online

Pain Management (Orofacial Pain)

Pathway: Orofacial Pain

Students in the Pain Management program may elect to complete the Orofacial Pain pathway (Masters level only). This pathway is designed to meet the needs of dentists and other health practitioners who manage patients in the community who are suffering a range of orofacial pain conditions. It will also be of interest to those working as educators and/or researchers in the field of orofacial pain.

Pattern of enrolment for the Orofacial Pain Pathway

For students commencing in March (semester 1) the standard pattern of enrolment is as follows:

Year 1

UoS code and name	Credit points	Delivery mode
Semester 1		
PAIN5001 Introduction to Pain Management	6	online
PAIN5002 Pain Mechanisms and Contributors	6	online
Semester 2		
PAIN5003 Pain Treatment and Management Principles	6	online
PAIN5005 Orofacial Pain	6	online

Year 2

UoS code and name	Credit points	Delivery mode
Semester 1		
PAIN5023 Advanced Studies in Orofacial Pain	6	online
SLEE5101 Introduction to Sleep Medicine	6	online
Semester 2		
PAIN5024 Headache	6	online
PAIN5025 Orofacial Pain in Practice	6	online



Pain Management

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Pain Management

Graduate Diploma in Pain Management

Master of Medicine (Pain Management)

Master of Science in Medicine (Pain Management)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course and stream title
GCPAIMG-T02	Graduate Certificate in Pain Management
GNPAIMG-T01	Graduate Diploma in Pain Management
MAMEPAMA-02	Master of Medicine (Pain Management)
MASMPAMA-02	Master of Science in Medicine (Pain Management)

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 Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Pain Management
 - (b) the Graduate Diploma in Pain Management
 - (c) the Master of Medicine (Pain Management) or Master of Science in Medicine (Pain Management).
- (2) 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 longest award completed will be conferred.

- (3) A candidate for the Master of Medicine (Pain Management) or Master of Science in Medicine (Pain Management) may elect to discontinue study and graduate with a shorter award (Graduate Certificate in Pain Management or Graduate Diploma in Pain Management) from the embedded sequence, provided the requirements for the shorter award have been met. Only the highest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Pain Management requires:
 - a medical degree from the University of Sydney or an equivalent qualification;
 - or
 - a bachelor's degree in a health-related discipline from the University of Sydney or equivalent qualification;
 - or
 - a minimum of 5 years professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the School.
- (3) Admission to the Graduate Diploma in Pain Management requires:
 - completion of the requirements of the embedded graduate certificate, or equivalent qualification;
 - or
 - a medical degree from the University of Sydney or an equivalent qualification;
 - or
 - a bachelor's degree in a health-related discipline from the University of Sydney or an equivalent qualification.
- (4) Admission to the Master of Medicine (Pain Management) requires:
 - a medical degree from the University of Sydney or an equivalent qualification;
- (5) Admission to the Master of Science in Medicine (Pain Management) requires:
 - completion of the requirements of the embedded graduate certificate or graduate diploma, or equivalent qualification;
 - a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification;
 - or
 - a bachelor's degree in a health-related discipline without first or second class honours from the University of Sydney or an equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the School.

6 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Pain Management.
- (2) To qualify for the award of the Graduate Certificate in Pain Management a candidate must successfully complete 24 credit points of core units of study.
- (3) To qualify for the award of the Graduate Diploma in Pain Management a candidate must successfully complete 36 credit points, including:
 - (a) 24 credit points of core units of study; and
 - (b) 12 credit points of elective units of study.
- (4) To qualify for the award of the Master of Medicine (Pain Management) or Master of Science in Medicine (Pain Management) a candidate must successfully complete 36 credit points, including:
 - (a) 24 credit points of core units of study; and
 - (b) 12 credit points of elective units of study.



Management) a candidate must successfully complete 48 credit points, including:

- (a) 30 credit points of core units of study; and
- (b) 18 credit points of elective units of study.

7 Majors

- (1) Completion of a major is not a requirement of the course.
- (2) Candidates have the option of completing one major.
- (3) Core units of study that are common to the requirements of a major may count to that major, however, any unit of study may only count toward one major.
- (4) A major requires the completion of 48 credit points from the units of study listed in the table for that major.
- (5) The available major is:

- (a) orofacial pain

8 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.

9 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Sydney Medical School.

10 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2018 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Pain Management

Table of units of study: Pain Management

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Core units			
PAIN5001 Introduction to Pain Management	6		Semester 1 Semester 2
PAIN5002 Pain Mechanisms and Contributors	6		Semester 1 Semester 2
PAIN5003 Pain Treatment and Management Principles	6		Semester 1 Semester 2
PAIN5004 Pain Conditions	6		Semester 1 Semester 2
PAIN5006 Issues, Controversies in Pain Management	6	P PAIN5001 and PAIN5002 C PAIN5003 and PAIN5004	Semester 1 Semester 2
Elective units			
BETH5209 Medicines Policy, Economics and Ethics	6	A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.	Semester 2
PAIN5005 Orofacial Pain	6		Semester 2
PAIN5010 Clinical Aspects of Neurobiology	6		Semester 1
PAIN5011 Psychology of Pain	6		Semester 1
PAIN5013 Musculoskeletal Pain	6		Semester 1
PAIN5014 Cancer Pain	6		Semester 2
PAIN5015 Pharmacology of Pain Medicine	6		Semester 1
PAIN5016 Psychological Approaches in Pain Mgmt	6	P PAIN5011	Semester 2
PAIN5017 Disability and Pain Rehabilitation	6		Semester 2
PAIN5018 Pain in Children	6		Semester 2
PAIN5019 Pain in Older People	6		Semester 2
PAIN5020 Complementary Therapies: Pain Management	6		Semester 1
PAIN5021 Acute Pain	6		Semester 1
PAIN5022 Independent Studies in Pain	6	P Credit Average <i>Note: Department permission required for enrolment In order to enrol in the unit students need to have achieved a credit average and be able to demonstrate their capacity to manage an independent study project via the submission of a short statement outlining the investigative focus, the project objectives and an appropriate supervisor for the project.</i>	Semester 2
PAIN5023 Advanced Studies in Orofacial Pain	6	P PAIN5005	Semester 1
PAIN5024 Headache	6		Semester 2
PAIN5025 Orofacial Pain in Practice	6	P PAIN5005 C PAIN5023, PAIN5024 and SLEE5001	Semester 2
SLEE5101 Introduction to Sleep Medicine	6		Semester 1 Semester 2



Pain Management

Unit of study descriptions

BETH5209

Medicines Policy, Economics and Ethics

Credit points: 6 **Teacher/Coordinator:** Dr Wendy Lipworth, Narcyz Ghinea
Session: Semester 2 **Classes:** Fully online. **Assumed knowledge:** A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. **Assessment:** Online work (15%) 1x minor essay (35%) 1x major essay (50%) **Mode of delivery:** Online

Medicines save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines, examining how research and development agendas are set; how medicines are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of medicines both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of students from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science.

Textbooks

Readings will be provided

PAIN5001

Introduction to Pain Management

Credit points: 6 **Teacher/Coordinator:** Professor Michael Nicholas **Session:** Semester 1, 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 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 1, 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 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 1, 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 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 1, 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 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 assignment/s 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.

PAIN5006

Issues, Controversies in Pain Management

Credit points: 6 **Teacher/Coordinator:** Dr Claire Ashton-James and Dr Elizabeth Devonshire **Session:** Semester 1, Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Prerequisites:** PAIN5001 and PAIN5002 **Corequisites:** PAIN5003 and PAIN5004 **Assessment:** participation in online discussion (40%). 2000 -3000 word written assignment/s (or equivalent) (60%) **Mode of delivery:** Online

This is the capstone unit in the Masters of Medicine (Pain Management) and the Master of Science in Medicine (Pain Management). The unit provides participants with an opportunity to draw together their learning that has taken place during the award, synthesise this with their prior learning and experience, and draw conclusions that will form the basis for further investigation, and intellectual and/or professional growth.



PAIN5010**Clinical Aspects of Neurobiology**

Credit points: 6 **Teacher/Coordinator:** Dr Duncan Sanders **Session:** Semester 1 **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

This unit aims to build on information acquired from previous units, exploring the neurobiological contributors to pain, how they are influenced by the mind and their implications for assessment and management of different pain conditions. It examines nociceptive, neuropathic and neuroplastic mechanisms and their contribution to pain; the link between mind and body and how psychological processes contribute to and modify the experience of pain through modulation of the neurobiological components.

PAIN5011**Psychology of Pain**

Credit points: 6 **Teacher/Coordinator:** Dr Sarah Overton, Dr Brad Wood **Session:** Semester 1 **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

This unit aims to provide a comprehensive study of current psychological perspectives and research on the experience and impact of pain. Theoretical models are introduced and the ways in which psychological processes might modify and/or maintain pain experience are explored. The processes explored include the roles of attention, learning, affect/mood, beliefs, self-talk, coping strategies, and interactions with environmental factors such as significant others, social contingencies and contexts (including culture, gender, workplace, etc.). Attention is given to incorporating psychosocial assessment within a biopsychosocial framework.

PAIN5013**Musculoskeletal Pain**

Credit points: 6 **Teacher/Coordinator:** Dr Damien Finniss **Session:** Semester 1 **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

This unit explores aspects of the assessment and management of musculoskeletal pain. Topics include anatomical/physiological mechanisms, medical and non-medical assessment and management, together with regional pain syndromes.

PAIN5014**Cancer Pain**

Credit points: 6 **Teacher/Coordinator:** Dr Ghauri Aggarwal **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 assignment/s or equivalent (80%) **Mode of delivery:** Online

This unit addresses the biopsychosocial assessment and management of pain associated with cancer. Recent advances in pain relief techniques including delivery systems for patient control of pain are reviewed, together with appropriate assessment and treatment approaches for psychological factors such as depression, grief and stress.

PAIN5015**Pharmacology of Pain Medicine**

Credit points: 6 **Teacher/Coordinator:** Olly Zekry **Session:** Semester 1 **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

This unit explores the pharmacology of analgesic drugs and their application in the clinical context. Using a case based approach a range of pain conditions and the pharmacological implications will be explored.

PAIN5016**Psychological Approaches in Pain Mgmt**

Credit points: 6 **Teacher/Coordinator:** Dr Sarah Overton, Dr Brad Wood **Session:** Semester 2 **Classes:** Online, approximately 10 hours of study per week (equals 140 hours in total) **Prerequisites:** PAIN5011 **Assessment:** participation in online discussion (20%), 4000-5000 word written assignment/s 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 implications of the bio-psychosocial model of chronic pain 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 assignment/s 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:** Karin Plummer **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 assignment/s 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.

PAIN5019**Pain in Older People**

Credit points: 6 **Teacher/Coordinator:** Dr Brad Wood, 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 assignment/s or equivalent (80%) **Mode of delivery:** Online

Readings and case studies will highlight the unique difficulties of elderly people who suffer from degenerative, painful conditions, often exacerbated by multiple losses, role changes, limited mobility and mood disorder. The emphasis will be on assessment and management of pain when complicated by these conditions.

PAIN5020**Complementary Therapies: Pain Management**

Credit points: 6 **Teacher/Coordinator:** Dr Russell Vickers **Session:** Semester 1 **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

This unit explores complementary therapies that may accompany conventional medical approaches in the management of pain. The evidence base is discussed, as well as the implications, costs and

side effects of these therapies. The historical basis of each therapy is considered, together with current knowledge about their application and potential interactions with conventional medicines and treatments. Topics include: acupuncture, herbalism, homeopathy, hypnosis and relaxation techniques, yoga and meditation, osteopathy and chiropractic.

PAIN5021

Acute Pain

Credit points: 6 **Teacher/Coordinator:** Dr Philip Corke **Session:** Semester 1 **Classes:** Approximately 10 hours of study per week (equals 140 hours in total) **Assessment:** Participation in online discussion (25%), 4000-5000 written assignment/s or equivalent (75%) **Mode of delivery:** Online

The aims of this unit are to provide a theoretical framework for the management of acute pain, to examine the specific contributors that are important in the development of acute pain conditions and to examine pharmacological and other approaches used in the management of acute pain. Topics that will be covered will include the principles of pre-emptive analgesia and evidence of effectiveness in preventing pain, pharmacological management of acute pain including approaches such as patient controlled analgesia, adjunctive approaches in managing acute pain and the transition from acute to chronic pain.

PAIN5022

Independent Studies in Pain

Credit points: 6 **Teacher/Coordinator:** Dr Duncan Sanders and Dr Elizabeth Devonshire **Session:** Semester 2 **Classes:** supervision meetings x 3 (online, phone and/or face-to-face) **Prerequisites:** Credit Average **Assessment:** Learning contract (10%), Investigative project 5000-6000 words or equivalent (90%) **Mode of delivery:** Online

Note: Department permission required for enrolment. Note: In order to enrol in the unit students need to have achieved a credit average and be able to demonstrate their capacity to manage an independent study project via the submission of a short statement outlining the investigative focus, the project objectives and an appropriate supervisor for the project.

In this unit of study students undertake independent study in pain management. The student identifies a suitable investigative project in an area of interest or an identified need/issue (clinical, scientific, educational, managerial or administrative) not covered in other pain units within the degree. A learning contract is used to support the investigative process (document objectives, learning strategies and outcomes).

PAIN5023

Advanced Studies in Orofacial Pain

Credit points: 6 **Teacher/Coordinator:** Professor Christopher Peck and Professor Greg Murray **Session:** Semester 1 **Classes:** online modules of study, completion of set readings, participation in structured online discussion task and self directed study **Prerequisites:** PAIN5005 **Assessment:** Participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) **Mode of delivery:** Online

Orofacial pain can be severely disabling and has unique aspects because of the importance of the orofacial region for communication, emotional expression and mastication. The purpose of this unit is to expand on Pain5005 Orofacial Pain by providing an in depth understanding of orofacial pain mechanisms, symptomatology and management. Topics include orofacial pain classification and diagnosis and management strategies based on the biopsychosocial model of pain.

PAIN5024

Headache

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** online modules of study, completion of set readings, participation in structured online discussion task and self directed study **Assessment:** Participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) **Mode of delivery:** Online

Headaches are a common complaint in the general population, and are either classified as a primary or secondary headache disorder. This unit explores the best clinical practice in understanding and treating headache disorders.

PAIN5025

Orofacial Pain in Practice

Credit points: 6 **Teacher/Coordinator:** Professor Gregory Murray and Professor Christopher Peck **Session:** Semester 2 **Classes:** online modules of study, completion of set readings, participation in structured online discussion task and self directed study **Prerequisites:** PAIN5005 **Corequisites:** PAIN5023, PAIN5024 and SLEE5001 **Assessment:** Participation in online discussion (20%), 4000-5000 word written assignment/s or equivalent (80%) **Mode of delivery:** Online

This is the capstone unit and it aims to translate orofacial pain theory into clinical practice. Clinical learning experiences/activities provide students the opportunity to synthesis and integrate their learning. The practical application of the knowledge gained from previous units allows students the opportunity to draw conclusions that will form the basis for further investigation, and intellectual and/or professional growth.

SLEE5101

Introduction to Sleep Medicine

Credit points: 6 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** Online lectures and self-directed online learning activities **Assessment:** 3 x EMQ and extended response quizzes (3x10%) 1 x 1500 word written assignment (30%) and 1 x online exam (40%) **Mode of delivery:** Online

This unit of study aims to develop an understanding of normal human sleep across the lifecycle and introduces common sleep breathing disorders and analysis of sleep recordings. Normal sleep and respiratory physiology will be discussed, as well as the methods used for measurement. This will be followed by an overview of obstructive and central sleep apnoea, and its causes. Current scoring guidelines for sleep stage scoring and respiratory event scoring will be explored and their practical application will be demonstrated using short examples of sleep studies. Learning will include regular short answer quizzes, as well as broader written assessments.

Textbooks

Recommended: Principles and Practice of Sleep Medicine, 6th Ed.

Pharmaceutical and Medical Device Development

Graduate Certificate in Medicine (Pharmaceutical & Medical Device Development)

Graduate Diploma in Medicine (Pharmaceutical & Medical Device Development)

Master of Medicine (Pharmaceutical & Medical Device Development)

Master of Medicine (Advanced)(Pharmaceutical & Medical Device Development)

Graduate Certificate in Science in Medicine (Pharmaceutical & Medical Device Development)

Graduate Diploma in Science in Medicine (Pharmaceutical & Medical Device Development)

Master of Science in Medicine (Pharmaceutical & Medical Device Development)

Master of Science in Medicine (Advanced)(Pharmaceutical & Medical Device Development)

These degrees are not available to international students offshore or on a student visa. International students in Australia on other visas with study rights may apply.

	Graduate Certificate	Graduate Diploma	Master	Master (Advanced)
Course code	GCMEDIC12PMV	GNMEDIC12PMV	MAMEDIC14PMV	MAMEDADV1PMV
Course code (degrees in Science in Medicine)	GCSCMED11PMV	GNSCMED11PMV	MASCMED11PMV	MASCMEAD1PMV
CRICOS code	Medicine: 083649E Science in Medicine: 083650A	Medicine: 083647G Science in Medicine: 083648F	Medicine: 083643M Science in Medicine: 083721B	Medicine: 083644K Science in Medicine: 083646G
Degree Abbreviation	GradCertMed(PharmDev) GradCertScMed(PharmDev)	GradDipMed(PharmDev) GradDipScMed(PharmDev)	MMed(PharmDev) MScMed(PharmDev)	MMed(Adv)(PharmDev) MScMed(Adv)(PharmDev)
Credit points required to complete	24	36	48	60
Time to complete part-time	1 to 2 years	1.5 to 3 years	2 to 4 years	2 to 5 years

Overview

The Pharmaceutical & Medical Device Development program has been established to meet the growing need for expertise in modern pharmaceutical development practices and provide training in state-of-the-art techniques, approaches and requirements for the development and registration of medical products.

The degrees are tailored to professionals working in the pharmaceutical and bio-pharmaceutical industry, regulatory affairs, drug product evaluation, registration and therapeutic marketing sectors. Students will be introduced to modern approaches to drug and device design and development, providing an up-to-date set of skills essential for the current industry environment.

Students will learn current methods used in drug development, including molecular therapies, novel-formulation, clinical trials design and analysis, and personalised medicine. Pharmaco-economic, pharmaco-vigilance and pharmaco-epidemiology related to drug development will also be taught. The process of medicine and medical device registration encompassing therapeutic guidelines, regulation, documentation and post-registration follow up, and the range of drug technologies and medical devices that exist, their properties, classification, development and manufacturing requirements will be studied. Students will prepare and critically evaluate regulatory submissions, clinical trials and drug registration information, including consideration of ethical aspects.

A great benefit of the course will be interacting with people at a similar stage in their career, sharing knowledge and skills in a supportive environment, as well as making key contacts with leading experts in industry and regulatory bodies.

Course outcomes

The program has been designed to ensure that the knowledge you gain can be applied to current industry needs and be readily integrated into your day-to-day work. You will have the opportunity to learn the basic science underpinning innovative therapies, current pharmaceutical trends, regulatory processes, communication and decision-making, and the evidence and ethics relevant to the pharmaceutical industry. You will gain insights and understanding into the key steps involved in current pharmaceutical processes to bring products to market.

Course Information

The program is designed and delivered by leading industry and regulatory professionals and academics. The flexible format of interactive online delivery is perfect for professionals whose continuing education is limited by time and distance.

Further enquiries

Professor Paul M Young
Phone: +61 2 9114 0350
Email: paul.young@sydney.edu.au



Pharmaceutical and Medical Device Development

Admission requirements

Admission to the:

- Graduate Certificate in Medicine (Pharmaceutical & Medical Device Development)
- Graduate Diploma in Medicine (Pharmaceutical & Medical Device Development)
- Master of Medicine (Pharmaceutical & Medical Device Development)

requires a medical degree.

Admission to the:

- Graduate Certificate in Science in Medicine (Pharmaceutical & Medical Device Development)
- Graduate Diploma in Science in Medicine (Pharmaceutical & Medical Device Development)

requires a bachelor or postgraduate degree in a health or science-related discipline.

Admission to the:

- Master of Science in Medicine (Pharmaceutical & Medical Device Development)

requires the successful completion of an embedded degree program (Graduate Certificate or Graduate Diploma); or a bachelor degree in a health or science-related discipline with honours or 12 months relevant work experience; or a bachelor degree plus a postgraduate degree in a health or science-related discipline.

Admission to:

- Master of Medicine (Advanced) (Pharmaceutical & Medical Device Development), and
- Master of Science in Medicine (Advanced) (Pharmaceutical & Medical Device Development)

requires the student to be enrolled in the master program, have completed the compulsory research unit of study and have an average mark of at least 75% in 24 credit points of compulsory or stream specific units of study.

Course structure

The **Graduate Certificate** requires the successful completion of **24 credit points** of stream specific units of study.

The **Graduate Diploma** requires the successful completion of **36 credit points** of units of study including:

- 6 credit points of compulsory units of study;
- 24 credit points of stream specific units of study; and
- 6 credit points of stream specific or general elective units of study.

The **Master** requires the successful completion of **48 credit points** of units of study including:

- 12 credit points of compulsory units of study;
- 24 credit points of stream specific units of study; and
- 12 credit points of stream specific or general elective units of study.

The **Master of Medicine (Advanced)** requires the successful completion of **60 credit points** of units of study including:

- 48 credit points of study as required for the Master; and

- 12 credit points of project units of study.

Pattern of enrolment

Compulsory units of study

Unit of study code and name	Credit points	Delivery mode
Compulsory unit of study for Graduate Diploma students		
Graduate Diploma students must complete 6 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online
Compulsory units of study for Master's students		
Master's students must complete 12 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online
PCOL5104 Pharm & Medical Device Development	6 (available semester 2)	online/intensive

Stream Specific Units of Study

Unit of study code and name	Credit points	Delivery mode
Graduate Certificate students must complete 24 credit points of stream specific units of study		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Master's students must complete 24 credit points of stream specific units of study		
Students must select 12 credit points from the units listed below		
Offered Semester 1		
PCOL5101 Drugs and devices: R&D to registration	6	online
Offered Semester 2		
PCOL5102 Modern therapeutics and medical devices	6	online
Students must select 12 credit points from the units listed below		
Offered Semester 1		
CLTR5001 Trial design and methods	6	online
PCOL5103 Industrial therapeutics (project)	6	online
Offered Semester 2		
BETH5209 Medicines policy, economics & ethics	6	online

General elective units of study

Unit of study code and name	Credit points	Delivery mode
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study		
Master's students complete 12 credit points of stream specific or general elective units of study		
Offered Semester 1 and 2		
CEPI5215 Writing and Reviewing Medical Papers	6	online



Unit of study code and name	Credit points	Delivery mode
CEPI5312 Diagnostic and Screening Tests (1 and 2)	6	online; face to face
Offered Semester 1		
BETH5104 Bioethics, Law and Society	6	online/intensive
CEPI5200 Quality and Safety in Health Care	6	online
CEPI5315 Introduction to Systematic Reviews	6	online
BSTA5003 Health Indicators and Health Surveys	6	online
PUBH5018 Introductory Biostatistics	6	online; face to face
HPOL5001 Economics and Finance for Health Policy	6	online/intensive
Offered Semester 2		
CLTR5004 Advanced Trial Design	6	online
PUBH5422 Health and Risk Communication	6	block/intensive

Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

Unit of study code and name	Credit points	Delivery mode
MEDF5301 Project (Advanced Masters)	12 (available semester 1 and 2)	supervision
MEDF5302 Project (Advanced Masters) (Part A)	6 (available semester 1 and 2)	supervision
MEDF5301 Project (Advanced Masters) (Part B)	6 (available semester 1 and 2)	supervision

Pharmaceutical and Medical Device Development

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine

Graduate Diploma in Medicine

Master of Medicine

Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine

Graduate Diploma in Science in Medicine

Master of Science in Medicine

Master of Science in Medicine (Advanced)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course title
GCMEDICI-02	Graduate Certificate in Medicine
GNMEDICI-02	Graduate Diploma in Medicine
MAMEDICI-04	Master of Medicine
MAMEDADV-01	Master of Medicine (Advanced)

Code	Course title
GCSCMEDI-01	Graduate Certificate in Science in Medicine
GNSCMEDI-01	Graduate Diploma in Science in Medicine
MASCMEADI-01	Master of Science in Medicine
MASCMEADV-01	Master of Science in Medicine (Advanced)

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 Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) Graduate certificate
 - (b) Graduate Diploma
 - (c) Master
 - (d) Master (Advanced)
- (2) 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 Streams

- (1) Courses are available in the following streams:

For medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Internal Medicine
 - (d) Metabolic Health
 - (e) Paediatric Medicine
 - (f) Pharmaceutical and Medical Device Development
 - (g) Psychiatry
 - (h) Sexual and Reproductive Health
 - (i) Sleep Medicine

For non-medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Metabolic Health
 - (d) Pharmaceutical and Medical Device Development
 - (e) Sexual and Reproductive Health
 - (f) Sleep Medicine
- (2) Candidates may transfer between streams with approval from the relevant stream Course Coordinators.
- (3) All of the degrees within this course shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.
- (4) Completion of a Pathway, if available within a Stream is not a requirement of completing the course. Candidates have the option of completing the course in one Pathway.

6 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification;
- (3) Admission to the Graduate Diploma in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Medicine requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification.
- (5) Admission to the Psychiatry stream requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; and
 - (b) employment in an accredited psychiatry training position or equivalent experience.
- (6) Admission to the Internal Medicine stream requires current medical registration in an Australian or New Zealand



jurisdiction and current or prior employment in a clinical setting in an Australian or New Zealand jurisdiction.

- (7) Admission to the Graduate Certificate in Science in Medicine requires:
- (a) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - (b) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the School.
- (8) Admission to the Graduate Diploma in Science in Medicine will require:
- (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
 - (b) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - (c) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health or science-related field or pass a preliminary examination(s) as prescribed by the School.
- (9) Admission to the Master of Science in Medicine requires:
- (a) successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine or equivalent qualification; or
 - (b) a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - (c) a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - (d) a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience; and
 - (e) for admission to the Clinical Neurophysiology and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential.
- (10) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
- (a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine and have completed the compulsory research methods unit in their stream as applicable; and
 - (b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
 - (c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

- (1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
- (2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
 - (a) 24 credit points of stream specific units of study;
- (3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
 - (a) 6 credit points of compulsory units of study, and
 - (b) 24 credit points of stream specific units of study, and
 - (c) 6 credit points of stream specific or general elective units of study;
- (4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
 - (a) 12 credit points of compulsory units of study, and
 - (b) 24 credit points of stream specific units of study, and
 - (c) 12 credit points of stream specific or general elective units of study.
- (5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
 - (a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
 - (b) 12 credit points of project units of study.

8 Transitional Provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2018 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Pharmaceutical and Medical Device Development

Table of units of study: Pharmaceutical and Medical Device Development

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Compulsory units			
Graduate Diploma students			
Graduate Diploma students must complete 6 credit points of compulsory units of study			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Master's students			
Master's students must complete 12 credit points of compulsory units of study			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
PCOL5104 Pharm and Medical Device Development	6	P CEPI5100 and 18 credit points of stream specific units of study	Semester 2
Stream specific units			
Graduate Certificate students must complete 24 credit points of stream specific units of study.			
Graduate Diploma students must complete 24 credit points of stream specific units of study.			
Master's students must complete 24 credit points of stream specific units of study.			
[[b Students must complete 12 credit points of stream specific units of study:]]			
PCOL5101 Drugs and Devices: RandD to Registration	6		Semester 1
PCOL5102 Modern Therapeutics and Medical Devices	6		Semester 2
[[b Students must complete 12 credit points of units of study:]]			
BETH5209 Medicines Policy, Economics and Ethics	6	A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.	Semester 2
CLTR5001 Trial Design and Methods	6		Semester 1
PCOL5103 Industrial Therapeutics (Project)	6	C PCOL5101, PCOL5102	Semester 1
General elective units			
Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.			
Master's students complete 12 credit points of stream specific or general elective units of study.			
BETH5104 Bioethics, Law and Society	6	<i>Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.</i>	Semester 1
BSTA5003 Health Indicators and Health Surveys	6	C BSTA5001	Semester 1
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
CEPI5215 Writing and Reviewing Medical Papers	6	A Some basic knowledge of summary statistic is assumed P (PUBH5010 or CEPI5100) N CEPI5214 <i>Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.</i>	Semester 1 Semester 2
CEPI5312 Diagnostic and Screening Tests (1 and 2)	6	P PUBH5010 or CEPI5100 N PUBH5208 or CEPI5202 or CEPI5311	Semester 2
CEPI5315 Introduction to Systematic Reviews	6	C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5102 or CEPI5314	Semester 1
CLTR5004 Advanced Trial Design	6	P CLTR5001 and CLTR5007	Semester 2
HPOL5001 Economics and Finance for Health Policy	6		Semester 1



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
PUBH5018 Introductory Biostatistics	6		Semester 1
PUBH5422 Health and Risk Communication	6		Semester 2
Project units of study			
Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.			
MEDF5301 Project (Advanced Masters)	12	Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.	Semester 1 Semester 2
MEDF5302 Project (Advanced Masters) (Part A)	6	Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.	Semester 1 Semester 2
MEDF5303 Project (Advanced Masters) (Part B)	6	Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.	Semester 1 Semester 2

Pharmaceutical and Medical Device Development

Unit of study descriptions

BETH5104

Bioethics, Law and Society

Credit points: 6 **Teacher/Coordinator:** Professor Roger Magnusson and Professor Cameron Stewart **Session:** Semester 1 **Classes:** 4x6.5hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode **Assessment:** 1x2000wd problem (40%); 1x3500 word essay (60%). Online 'attendance' is also compulsory and will be demonstrated by engagement in at least 8 out of the 10 weekly discussion topics. No formal mark will be given for attendance, but failure to meet the attendance requirement may result in failure of the course. **Mode of delivery:** Block mode, Online

Note: Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.

BETH5104 Bioethics, Law and Society introduces students to interrelationships between health care, ethics, and the law. Students will explore the moral basis of law and the means by which law in turn, influences and directs clinical practice and health policy. We also look at the limits of law in solving ethical dilemmas, and consider what happens when the law falls out of step with the moral institutions of health care providers, patients, and the general public. Over the course of the semester, students will learn to critically read and analyse primary sources of law relevant to bioethics. Students will then examine a number of areas of law that have particular significance for bioethics and society including the law of consent, medical negligence, advance directives, maternal-foetal conflicts, abortion, reproduction, end-of-life decision-making, tissue regulation and infectious disease. Learning activities in BETH5104 include lectures, case discussions (during lectures), problem-based learning, online learning activities and written assessments.

Textbooks

Required: Kerridge, Lowe and Stewart (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

BETH5209

Medicines Policy, Economics and Ethics

Credit points: 6 **Teacher/Coordinator:** Dr Wendy Lipworth, Narczy Ghinea **Session:** Semester 2 **Classes:** Fully online. **Assumed knowledge:** A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. **Assessment:** Online work (15%) 1x minor essay (35%) 1x major essay (50%) **Mode of delivery:** Online

Medicines save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines, examining how research and development agendas are set; how medicines are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of medicines both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of students from ethics,

law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science.

Textbooks

Readings will be provided

BSTA5003

Health Indicators and Health Surveys

Credit points: 6 **Teacher/Coordinator:** Associate Professor Armando Teixeira-Pinto, University of Sydney **Session:** Semester 1 **Classes:** 8-12 hours total study time per week, distance learning **Corequisites:** BSTA5001 **Assessment:** 4 written assignments (25%, 25%, 25%, 25%) **Mode of delivery:** Distance education

On completion of this unit students should be able to derive and compare population measures of mortality, illness, fertility and survival, be aware of the main sources of routinely collected health data and their advantages and disadvantages, and be able to collect primary data by a well-designed survey and analyse and interpret it appropriately. Content covered in this unit includes: routinely collected health-related data; quantitative methods in demography, including standardisation and life tables; health differentials; design and analysis of population health surveys including the roles of stratification, clustering and weighting.

Textbooks

Paul S. Levy, Stanley Lemeshow, Sampling of Populations: Methods and Applications, 4th edition, Wiley Interscience 2008.

CEPI5100

Introduction to Clinical Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Fiona Stanaway **Session:** Semester 1, Semester 2 **Classes:** Offered online and face-to-face (daytime tutorials) **Prohibitions:** PUBH5010 **Assessment:** Completion of online quizzes (15%), tutorial participation (10%), assignment 1 (15%), assignment 2 (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines.

Textbooks

Online readings and resources to be provided on the eLearning website.

CEPI5200

Quality and Safety in Health Care

Credit points: 6 **Teacher/Coordinator:** Professor Merrilyn Walton **Session:** Semester 1 **Classes:** offered online **Assessment:** online participation (20%); 4 x 1500 word assignments (80%) **Mode of delivery:** Online

Note: People working in health care will benefit from this course.

This course is specifically designed for health professionals who are working in health care. It will equip participants with underpinning knowledge about patient safety. The course modules cover quality and safety principles, professionalism and ethics, risk management and risk information, complexity theory, clinical governance and the impact of adverse events, methods to measure and make improvements in health care. The modules, tools and the discussions are designed to enable participants to change behaviours by understanding the main causes of adverse events-poor team work, busyness, hierarchies. The course provides foundation knowledge



about quality and safety; governments around the world are concerned to address unsafe care. The course will better prepare health professional to understand the complexity of health care and take steps to minimise the opportunities for errors and address vulnerabilities in the system.

Textbooks

Runciman, Bill, Merry A Walton M. Safety and Ethics in Healthcare: A Guide to Getting it Right. 2007 Asgate Publisher.

CEPI5215

Writing and Reviewing Medical Papers

Credit points: 6 **Teacher/Coordinator:** Associate Professor Angela Webster
Session: Semester 1, Semester 2 **Classes:** 9 self-paced modules each comprising: course notes, lecture, demonstrations, exercises, quizzes
Prerequisites: (PUBH5010 or CEPI5100) **Prohibitions:** CEPI5214 **Assumed knowledge:** Some basic knowledge of summary statistic is assumed
Assessment: quizzes (30%), assignment 1 (20%), assignment 2 (50%) **Mode of delivery:** Online, Block mode

Note: Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.

Students will work at their own pace through 9 modules covering research integrity, medical style, abstracts, presentations and posters, constructing a paper, data visualisation, manuscript submission, responding to reviewers comments, publication dissemination, and reviewing a paper. This unit aims to teach students the principles of research integrity in writing for medical journals, typical issues they may face, and link to resources to help them maintain integrity through their publishing careers. It will guide them to reliable evidence based resources to improve their conference abstract, presentation and poster design, and manuscript style and writing.. Students will learn about reporting guidelines, common pitfalls in writing and presenting research, choosing a journal, keywords, improving tables and figures for manuscripts through open source software, copyright, writing cover letters and response letters to reviewers. Students will learn about measuring research impact and ways to improve your research reach, dealing with the media and press releases, using social media in dissemination, digital archiving and basic skills needed to act as a quality peer-reviewer. This is an online unit, but those needing to study in block mode will do online study as well as a workshop.

Textbooks

No mandatory text book-readings available online.

CEPI5312

Diagnostic and Screening Tests (1 and 2)

Credit points: 6 **Teacher/Coordinator:** A/Prof Clement Loy **Session:** Semester 2 **Classes:** 1x2hr seminar/week for 12 weeks **Prerequisites:** PUBH5010 or CEPI5100 **Prohibitions:** PUBH5208 or CEPI5202 or CEPI5311 **Assessment:** Class discussion/presentations (40%) and two written assignments (60%) **Mode of delivery:** Online, Normal (lecture/lab/tutorial) day

This unit of study introduces the student to basic concepts behind diagnostic and screening tests, including: test accuracy, sources of bias in test evaluation, critical appraisal of test evaluation studies, principles and use of evidence in making decisions about population screening. It will then move to more advanced topics including: application of test results to individual patients, place of tests in diagnostic pathways, impact of tests on patient outcome, tests with continuous outcome, receiver-operator characteristic curves, systematic review of diagnostic tests, predictive models, monitoring, diagnostic tests in the health system, and over-diagnosis. After completing this unit of study, the student should have a comprehensive understanding of contemporary issues and the methodology underlying, diagnostic and screening test evaluation and application.

Textbooks

Course notes will be provided

CEPI5315

Introduction to Systematic Reviews

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Reid, Professor Jonathan Craig **Session:** Semester 1 **Classes:** all students will work through four online-modules and participate in weekly tutorials (online or on-campus depending on mode enrolled) over 12 weeks **Corequisites:** CEPI5100 or PUBH5010 **Prohibitions:** CEPI5203 or CEPI5102 or CEPI5314 **Assessment:** module assessment tasks (30%) and 1 x 4000 word assignment (70%) after

the modules are completed **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

In this unit of study, we aim to introduce you to systematic reviews and meta-analyses of relevance to healthcare with a particular focus on systematic reviews of randomized controlled trials. Students can choose to learn in online or normal day (on-campus) mode. All students will work through four online modules, delivered over twelve weeks, addressing the following topics at an introductory level: What and why systematic reviews (and meta-analysis); How to formulate answerable healthcare questions and searching for systematic reviews; how a systematic review is conducted and understanding the principles of meta-analysis; and how to appraise, interpret and apply the results of systematic reviews (and meta-analyses). Students will have the opportunity to discuss unit of study learning materials in online tutorials or via weekly (on-campus) tutorials. Readings and other learning materials will be available via eLearning.

Textbooks

Readings and access to other learning resources are available through the unit's elearning site

CLTR5001

Trial Design and Methods

Credit points: 6 **Teacher/Coordinator:** Adrienne Kirby **Session:** Semester 1 **Classes:** discussion groups and problem based learning **Assessment:** 2x quizzes (2x10%), 2x assignments (2x40%) **Mode of delivery:** Online

This unit of study will focus on the strengths and weaknesses of different clinical study designs. Designs considered will include cohort (retrospective and prospective), cross-sectional, case-control and randomized controlled designs. The different phases of clinical trial designs in the development of therapies will also be examined including phase I (first in man), phase II/pilot and phase III comparative designs. Extension and adaption of randomized designs will also be covered including cluster and factorial designs and adaptive pilot studies. Students will gain the skills necessary to choose between these designs for best practice. Types of outcomes (continuous, categorical, time-to-event) will be discussed. Methods of allocating participants to interventions (randomization), as well blinding and allocation concealment will be covered together with aspects of protocol development. On completion of this unit, the student will be familiar with the differences between study types and study designs, as well as the principles and practice of randomisation. It is also expected that the candidate will be able to develop stratified randomisation schemes for their own studies.

Textbooks

Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

CLTR5004

Advanced Trial Design

Credit points: 6 **Teacher/Coordinator:** Rachel O'Connell, Emma Gibbs **Session:** Semester 2 **Classes:** discussion groups and problem based learning **Prerequisites:** CLTR5001 and CLTR5007 **Assessment:** 2x quizzes (2x10%), 2x assessments (2x40%) **Mode of delivery:** Online

Candidates will be taught skills to design and interpret equivalence trials, non-inferiority trials and cluster randomised trials. Specialised designs including enrichment and discontinuation designs will be discussed and special aspects relating to cross-over studies will be taught. Techniques to validly incorporate composite, co-primary and surrogate endpoints will be covered. Distinctions between event and chronological time directed outcomes will be discussed. Skills to incorporate sub-studies into clinical research projects will be covered in this unit.

Textbooks

Recommended reading: Interpreting and Reporting of Clinical Trials: a guide to the Consort statement.

HPOL5001

Economics and Finance for Health Policy

Credit points: 6 **Teacher/Coordinator:** A/Prof James Gillespie **Session:** Semester 1 **Classes:** Block mode with compulsory intensive workshops on Campus or online only mode. Block mode. 2 x 2 day workshops or online only

Assessment: Health Economics Exercise (50%), Health finance assignment (50%) **Mode of delivery:** Block mode

This unit aims to provide students with an understanding of the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. Topics covered include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their work? How does health finance shape broader policy reform, such as universal health coverage?

Learning outcomes. By the end of this unit students will be able to: (i) apply basic concepts and methodologies of health economics and political economy in policy analysis; (ii) understand the role of economic analysis in planning and evaluating health policy change; (iii) understand the main models and debates regarding health system funding and the implications for equity, delivery and governance of health services; (iv) be familiar with theoretical frameworks underlying health economics and current debates over health finance.(v) apply this knowledge to current Australian and global health systems and debates over reform.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other required and recommended reading materials available from eLearning site.

MEDF5301

Project (Advanced Masters)

Credit points: 12 **Teacher/Coordinator:** Students must have a University of Sydney staff member or university approved supervisor for their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project. **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidature will be guided through the steps required to plan and execute a substantial research project, and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5302

Project (Advanced Masters) (Part A)

Credit points: 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research

project and prepare a scholarly work which may be a paper for publication. Where appropriate students will prepare a work suitable for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5303

Project (Advanced Masters) (Part B)

Credit points: 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential where there is the use of patient information or recruitment of patient study subjects that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

PCOL5101

Drugs and Devices: RandD to Registration

Credit points: 6 **Teacher/Coordinator:** Prof Paul Young, Dr Hui Xin Ong, Prof Daniela Traini **Session:** Semester 1 **Classes:** Online lectures, podcasts, discussion boards, webinars **Assessment:** Online quizzes (20%), short answer questions (20%) written assignments (45%), presentations(15%) **Mode of delivery:** Online

This unit of study provides a broad overview of the process of translating a new drug, formulation and/or pharmaceutical delivery device from a laboratory setting to a final approved product. It is targeted at people in the pharmaceutical industry, advisors in the regulatory sector and those wishing to enter the industry. Three core areas are covered: (1) the regulatory organisation, (2) requirements during drug discovery, manufacture and clinical trials, and (3) post-registration pharmacovigilance. Students will gain knowledge of the Therapeutic Goods Administration (TGA) and guidelines for the registration and regulation of medical devices and medicines. Students will also learn the importance of international regulations, harmonisation and application to the Australian market. The unit will also cover R and D; manufacturing and clinical trial requirements; the concepts of good laboratory and manufacturing practices (GMP, GLP) and quality by design (QbD); as well as regulator accepted laboratory methodologies used for submission of product dossiers. The basics of clinical trial design will be analysed, as well as concepts of pharmacokinetics, dynamics and clinical endpoints for registration of new products using case studies and online tutorials. Special requirements for the registration and testing of generic medicines will also be part of the unit.

Textbooks

online readings and other learning resources will be provided.

PCOL5102

Modern Therapeutics and Medical Devices

Credit points: 6 **Teacher/Coordinator:** Prof Paul Young, Dr Hui Xin Ong, Prof Daniela Traini **Session:** Semester 2 **Classes:** online lectures, podcasts, discussion boards, webinars **Assessment:** online quizzes (20%), short answer questions (20%), written assignments (45%),presentions (15%) **Mode of delivery:** Online

This unit of study develops knowledge in current state-of-the-art therapeutic technologies. The principles of mode of action are investigated along with methods of manufacture and registration. The unit is targeted at people in the pharmaceutical industry, advisors in

the regulatory sector and those wishing to enter the industry. It covers 4 core areas, reflecting different aspects of medicines regulation in Australia: (1) biologicals and personalised medicine, (2) cell based products, (3) medical devices and (4) classical formulations. The principles that underpin biologics are covered in terms of targeting and manufacture along with the application of genomics in personalised medicine. Students will investigate the processes of manufacture and regulation of vaccine medicines, including requirements for fast-tracking approval. Cellular immunotherapy for cancer treatment is an emerging area. Students will gain knowledge of the different types of therapies within this space. Registration of medical devices will be covered. Case studies of each class of medical device (I-IV) will be studied and evaluated, including the challenges associated with bringing these devices to market. Classical formulations (i.e. oral, respiratory and injectable dosage forms) will be covered and advances within the field such as regulation of nanotechnology discussed.

Textbooks

online readings and other learning recourses will be provided.

PCOL5103

Industrial Therapeutics (Project)

Credit points: 6 **Teacher/Coordinator:** Professor Paul Young, Dr Hui Xin Ong, Professor Daniela Traini **Session:** Semester 1 **Classes:** Online discussion forums and webinars. **Corequisites:** PCOL5101, PCOL5102 **Assessment:** Project plan (20%), participation in discussion boards and webinars (20%), implementation plan (50%), presentation (10%) **Mode of delivery:** Online

This unit of study will provide students with the knowledge and skills to identify and evaluate complex technical problems and develop an implementation plan to address the problem. The unit will involve case studies from industry experts and application of international standards. Students will select a problem from examples provided and work through the steps to develop an implementation plan. In addition to submitting written reports, students will present their final implementation plan in a webinar.

Textbooks

Online readings and other learning resources will be provided

PCOL5104

Pharm and Medical Device Development

Credit points: 6 **Teacher/Coordinator:** Professor Paul Young, Dr Hui Xin Ong, Professor Daniela Traini **Session:** Semester 2 **Classes:** discussion forums and webinars plus compulsory face to face workshop. **Prerequisites:** CEPI5100 and 18 credit points of stream specific units of study **Assessment:** group dossier submission strategy (20%), individual submissions (40%), participation in discussion boards and webinars (20%) and group presentation at workshop (20%) **Mode of delivery:** Distance education/intensive on campus

This capstone unit develops the critical thinking needed to transform a new therapeutic drug or device into a commercially viable product. Students will critically appraise scientific and clinical data and information in order to prepare a final scientific dossier that would be suitable for submission to the TGA, EMA or FDA. Students will work in groups to determine the submission strategy and assign individual components where each student solves a clinical/scientific question related to one core aspect of the process (i.e. manufacturing, stability, clinical trial or other suitable component of the process). The group will meet at the face to face workshop to compile the dossier before presenting to their peers and industry experts.

Textbooks

Online readings and other learning resources will be provided

PUBH5018

Introductory Biostatistics

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

PUBH5422

Health and Risk Communication

Credit points: 6 **Teacher/Coordinator:** Dr Claire Hooker, Associate Professor Julie Leask, Professor Phyllis Butow **Session:** Semester 2 **Classes:** Block/intensive 2 blocks of 2 x 9-5 full days; please check with the coordinator for scheduling **Assessment:** Assignment 1: 1 x 2500 word (35%), Assignment 2: 1 x 2500 words or equivalent (35%), online activities (30%). Attendance at intensives is compulsory and 80% attendance is required to pass the unit of study. **Mode of delivery:** Block mode

In this unit, students learn how to communicate effectively with respect to health risks, both to individuals with health concerns, and with respect to risks to the public. The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis; and informed consent. The second half explores risk communication for public health, including: how to effectively manage outbreak or other crisis situations; how to communicate about issues where the risk is low but public concern is high (such as with respect to the fluoridation of water); and how to best manage controversies. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement, traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

Psychiatry

Graduate Certificate in Medicine (Psychiatry)

Graduate Diploma in Medicine (Psychiatry)

Master of Medicine (Psychiatry)

Master of Medicine (Advanced)(Psychiatry)

	Graduate Certificate in Medicine (Psychiatry)	Graduate Diploma in Medicine (Psychiatry)	Master of Medicine (Psychiatry)	Master of Medicine (Advanced) (Psychiatry)
Course code	GCMEDIC12PSR	GNMEDIC12PSR	MAMEDIC14PSR	MAMEDADV1PSR
CRICOS code	083649E	083647G	083643M	083644K
Degree Abbreviation	GradCertMed(Psychiatry)	GradDipMed(Psychiatry)	MMed(Psychiatry)	MMed(Adv)(Psychiatry)
Credit points required to complete	24	36	48	60
Time to complete part-time	1 to 2 years	1.5 to 3 years	2 to 6 years	3 to 6 years

Overview

The Master of Medicine (Psychiatry) has been developed specifically as a Formal Education Course (FEC) for Basic Trainees in Psychiatry and is aligned with the new Competency-Based Fellowship Program (CBFP) of the Royal Australian and New Zealand College of Psychiatrist (RANZCP). It enhances neuroscience and research training in psychiatry and facilitates collaboration between clinicians and researchers thus optimising the translation of research findings into improved healthcare practice. Critical appraisal of psychiatric literature is developed.

Psychiatrists and advanced trainees in psychiatry enrolled in the program may select from a broader range of units of study than students who are undertaking their formal education course as accredited by the RANZCP.

Capstone units of study require students to produce a work of scholarship that builds on the learning of the course. The research activity capstone provides an opportunity to work in the student's own clinical setting or with a research group at the Brain and Mind Centre. The other capstone electives are Genetics of Brain and Mind Disorders, Leadership and Policy in Mental Health and Neuroethics.

The postgraduate program in Medicine (Psychiatry) brings together lecturers from the cutting edge of their respective fields. Students will emerge with an understanding of the latest in interdisciplinary research and the skills to use this in professional settings. The MMed (Psychiatry) offers a number of shared units with the Master of Brain and Mind Sciences which will provide the opportunity for vital interdisciplinary collaboration in mental health research and clinical practice.

Course outcomes

Graduates of the Master of Medicine (Psychiatry) will be able to demonstrate the following outcomes:

- Demonstrate the attributes outlined in the University of Sydney's Graduate Attribute Policy with the overarching principles of scholarship, lifelong learning and global citizenship.
- Demonstrate the knowledge and skills required in the Learning Outcomes for Basic Training (Stage 1 and 2) as outlined in the

Royal Australian and New Zealand College Psychiatrists Competency-Based Fellowship Program.

- Demonstrate the relevant competencies at the level of an Advanced Trainee Psychiatry in the seven key CanMeds roles of Medical Expert, Communicator, Collaborator, Health Advocate, Manager, Scholar and Professional.
- To understand and apply the biopsychosocial model in psychiatry.
- Demonstrate specific skills in the use of relevant procedures, technologies and techniques in relation to clinical assessment, diagnosis, management and research investigation of brain and mind disorders and related general medical disorders.
- Demonstrate initiative and self-reliance in critically evaluating and synthesising ideas and information related to ongoing scholarship.
- Make evidence based decisions and recommendations in clinical practice and research.

Accreditation

The Master of Medicine (Psychiatry) has been accredited by the Royal Australian and New Zealand College of Psychiatrists (RANZCP) as counting towards the Formal Education Course requirement aligned with its new competency-based fellowship program.

Further enquiries

Student and Academic Manager

Phone: +61 2 9114 4048

Fax: +61 2 9114 4055

Email: medicine.postgradbmri@sydney.edu.au

Website: sydney.edu.au/courses/master-of-medicine-psychiatry



Psychiatry

Admission requirements

Admission to the:

- Graduate Certificate in Medicine (Psychiatry)
- Graduate Diploma in Medicine (Psychiatry)
- Master of Medicine (Psychiatry)

requires:

- a medical degree
- current employment in a RANZCP-accredited training position in psychiatry or equivalent position, or have previously done psychiatry training in Australia or overseas
- current medical registration in Australia

See the Course Rules for further details.

Course structure

The **Graduate Certificate in Medicine (Psychiatry)** requires the successful completion of **24 credit points of stream specific units of study**.

The **Graduate Diploma in Medicine (Psychiatry)** requires the successful completion of **36 credit points** of units of study including:

- 6 credit points of compulsory units of study; and
- 30 credit points of stream specific units of study; OR 24 credit points of stream specific units of study and 6 credit points of stream specific elective units of study.

The **Master of Medicine (Psychiatry)** requires the successful completion of **48 credit points** of units of study including:

- 12 credit points of compulsory units of study
- 36 credit points of stream specific units of study; OR, minimum of 24 credit points of stream specific units of study and up to 12 credit points of stream specific elective units of study to make up 36 credit points.

The **Master of Medicine (Advanced) (Psychiatry)** requires the successful completion of **60 credit points** of units of study including:

- 48 credit points of the Master course; and
- 12 credit points of stream specific units of study,

Selecting units of study

Compulsory units of study

Unit of study code and name	Credit points	Delivery mode
Compulsory unit of study for Graduate Diploma students		
Graduate Diploma students must complete 6 credit points of compulsory units of study		
BMRI5020 Research Enquiry	6 (available semester 1)	face to face (evening)
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 & 2)	online
Compulsory units of study for Master students		
Master students must complete 12 credit points of compulsory units of study		
Master students must select 6 credit points from the units listed below		
BMRI5020 Research Enquiry	6 (available semester 1)	face to face (evening)

Unit of study code and name	Credit points	Delivery mode
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 & 2)	online
Master students must select a further 6 credit points from the capstone units listed below		
BMRI5055 Research Project in Psychiatry	6 (available semester 1 & 2)	supervision
BMRI5017 Genetics of Brain and Mind Disorders	6 (available semester 2)	block mode
BMRI5001 History, Philosophy and Ethics in Brain & Mind Science	6 (available semester 2)	face to face (evening)
BMRI5027 Leadership & Policy in Mental Health	6 (available semester 2)	block mode

Stream Specific Units of Study

Unit of study code and name	Credit points	Delivery mode
Graduate Certificate students must complete 24 credit points of stream specific units of study		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Master students must complete 24-36 credit points of stream specific units of study		
Offered Semester 1		
BMRI5003 Clinical Psychiatry 1	6	face to face
BMRI5052 Child and Youth Mental Health (available in odd numbered years)	6	face to face (day)
Offered Semester 2		
BMRI5050 Clinical Psychiatry II	6	face to face
BMRI5053 Bodies, Brains and Minds in Connection (available in odd numbered years)	6	face to face
BMRI5012 Brain Ageing	6	face to face (evening)
BMRI5054 Psychotherapy and Psychosocial Care (available in even numbered years)	6	face to face (day)

Sample Pattern of Enrolment

The Master of Medicine (Advanced) (Psychiatry) and embedded degrees can only be undertaken on a part-time basis.

Year 1

Semester 1	Semester 2
UoS code and name	UoS code and name
BMRI5003 Clinical Psychiatry I	BMRI5050 Clinical Psychiatry II

Year 2 (or Year 3)

Semester 1	Semester 2
UoS code and name	UoS code and name



Semester 1	Semester 2
BMRI5020 Research Inquiry OR CEPI5100 Introduction to Clinical Epidemiology	BMRI5053 Bodies Brains and Minds in Connection
	BMRI5012 Brain Ageing

Year 3 (or Year 2)

Semester 1	Semester 2
UoS code and name	UoS code and name
Choose one *capstone from the list below	BMRI5054 Psychotherapy and Psychosocial Care (not on offer in 2017)

* Students should undertake a capstone in their final year of study.
The capstone can be one of the following:

- BMRI5055 Research Project in Psychiatry
- BMRI5001 Neuroethics
- BMRI5017 Genetics of Brain and Mind Disorders
- BMRI5027 Leadership & Policy in Mental Health

Psychiatry

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine

Graduate Diploma in Medicine

Master of Medicine

Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine

Graduate Diploma in Science in Medicine

Master of Science in Medicine

Master of Science in Medicine (Advanced)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course title
GCMEDICI-02	Graduate Certificate in Medicine
GNMEDICI-02	Graduate Diploma in Medicine
MAMEDICI-04	Master of Medicine
MAMEDADV-01	Master of Medicine (Advanced)

Code	Course title
GCSCMEDI-01	Graduate Certificate in Science in Medicine
GNSCMEDI-01	Graduate Diploma in Science in Medicine
MASCMEADI-01	Master of Science in Medicine
MASCMEADV-01	Master of Science in Medicine (Advanced)

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 Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) Graduate certificate
 - (b) Graduate Diploma
 - (c) Master
 - (d) Master (Advanced)
- (2) 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 Streams

- (1) Courses are available in the following streams:

For medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Internal Medicine
 - (d) Metabolic Health
 - (e) Paediatric Medicine
 - (f) Pharmaceutical and Medical Device Development
 - (g) Psychiatry
 - (h) Sexual and Reproductive Health
 - (i) Sleep Medicine

For non-medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Metabolic Health
 - (d) Pharmaceutical and Medical Device Development
 - (e) Sexual and Reproductive Health
 - (f) Sleep Medicine
- (2) Candidates may transfer between streams with approval from the relevant stream Course Coordinators.
- (3) All of the degrees within this course shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.
- (4) Completion of a Pathway, if available within a Stream is not a requirement of completing the course. Candidates have the option of completing the course in one Pathway.

6 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification;
- (3) Admission to the Graduate Diploma in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Medicine requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification.
- (5) Admission to the Psychiatry stream requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; and
 - (b) employment in an accredited psychiatry training position or equivalent experience.
- (6) Admission to the Internal Medicine stream requires current medical registration in an Australian or New Zealand



jurisdiction and current or prior employment in a clinical setting in an Australian or New Zealand jurisdiction.

- (7) Admission to the Graduate Certificate in Science in Medicine requires:
- (a) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - (b) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the School.
- (8) Admission to the Graduate Diploma in Science in Medicine will require:
- (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
 - (b) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - (c) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health or science-related field or pass a preliminary examination(s) as prescribed by the School.
- (9) Admission to the Master of Science in Medicine requires:
- (a) successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine or equivalent qualification; or
 - (b) a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - (c) a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - (d) a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience; and
 - (e) for admission to the Clinical Neurophysiology and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential.
- (10) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
- (a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine and have completed the compulsory research methods unit in their stream as applicable; and
 - (b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
 - (c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

- (1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
- (2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
 - (a) 24 credit points of stream specific units of study;
- (3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
 - (a) 6 credit points of compulsory units of study, and
 - (b) 24 credit points of stream specific units of study, and
 - (c) 6 credit points of stream specific or general elective units of study;
- (4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
 - (a) 12 credit points of compulsory units of study, and
 - (b) 24 credit points of stream specific units of study, and
 - (c) 12 credit points of stream specific or general elective units of study.
- (5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
 - (a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
 - (b) 12 credit points of project units of study.

8 Transitional Provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2018 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Psychiatry

Table of units of study: Psychiatry

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Graduate Certificate Students			
Stream specific units of study			
Graduate Certificate students must complete 24 credit points of stream specific units of study			
BMRI5003 Clinical Psychiatry I	6		Semester 1
BMRI5012 Brain Ageing	6		Semester 2
BMRI5050 Clinical Psychiatry II	6		Semester 2
BMRI5054 Psychotherapy and Psychosocial Care	6	A BMRI5003 and BMRI5050 Knowledge and skills at the level of completion of Stage 1 Psychiatry training <i>Relevant clinical experience and current clinical placement necessary.</i>	Semester 2
Graduate Diploma Students			
Compulsory units of study			
Graduate Diploma students must complete 6 credit points of compulsory units of study			
BMRI5020 Research Inquiry	6	A Basic understanding of statistics <i>This is a core unit of study for the Masters degree only.</i>	Semester 1
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Stream specific units of study			
Graduate Diploma students must complete 24 credit points of stream specific units of study			
BMRI5003 Clinical Psychiatry I	6		Semester 1
BMRI5050 Clinical Psychiatry II	6		Semester 2
BMRI5054 Psychotherapy and Psychosocial Care	6	A BMRI5003 and BMRI5050 Knowledge and skills at the level of completion of Stage 1 Psychiatry training <i>Relevant clinical experience and current clinical placement necessary.</i>	Semester 2
Graduate Diploma students must complete an additional 6 credit points of stream specific (as listed above) or stream specific elective Units of study (see table below)			
Master students			
Compulsory units of study			
Master students must select 6 credit points from the units of study listed below:			
BMRI5020 Research Inquiry	6	A Basic understanding of statistics <i>This is a core unit of study for the Masters degree only.</i>	Semester 1
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Master students must also select 6 credit points from units of study listed below as a capstone unit of study:			
BMRI5001 Neuroethics	6	<i>This is a capstone unit of study for the Master in Brain and Mind Sciences and Master of Medicine (Psychiatry).</i>	Semester 2
BMRI5017 Genetics of Brain and Mind Disorders	6	<i>This is a capstone unit of study.</i>	Semester 2
BMRI5027 Leadership and Policy in Mental Health 1	6	<i>This is a capstone unit of study</i>	Semester 2
BMRI5055 Research Project in Psychiatry	6	A BMRI5003 and BMRI5050 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
Stream specific units of study			
Master students must complete 24 credit points of stream specific units of study			
BMRI5003 Clinical Psychiatry I	6		Semester 1
BMRI5012 Brain Ageing	6		Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
BMRI5050 Clinical Psychiatry II	6		Semester 2
BMRI5054 Psychotherapy and Psychosocial Care	6	A BMRI5003 and BMRI5050 Knowledge and skills at the level of completion of Stage 1 Psychiatry training <i>Relevant clinical experience and current clinical placement necessary.</i>	Semester 2
Master students must complete an additional 12 credit points of project specific (as listed above) or stream specific elective Units of study (see table below)			
Master (Advanced)			
Master (Advanced) students must complete 48 credit points of the Master program and an additional 12 credit points of stream specific units of study.			
Project units of study			
Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.			
MEDF5301 Project (Advanced Masters)	12	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
MEDF5302 Project (Advanced Masters) (Part A)	6	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
MEDF5303 Project (Advanced Masters) (Part B)	6	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2

Psychiatry

Unit of study descriptions

BMRI5001

Neuroethics

Credit points: 6 **Teacher/Coordinator:** Dr Cynthia Forlini **Session:** Semester 2 **Classes:** 1x 2-hr lecture/week **Assessment:** Class discussions (5%), open peer commentary (10%), abstract (5%), position paper 1 (40%), position paper 2 (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

Note: This is a capstone unit of study for the Master in Brain and Mind Sciences and Master of Medicine (Psychiatry).

This unit of study synthesizes and critically scrutinizes our models and concepts of brain and mind through a neuroethics lens. Neuroethics is sub-field of bioethics that is concerned with the ethical, legal and social impact of the neurosciences. Beginning with a module on the historical development of modern neuroscience, students will learn about the beliefs, experiments and discoveries that have led us to recognise how the brain contributes to the human experience in unique ways. Throughout this unit, students will examine how advances in neuroscience have shaped how we conduct research, treat clinical conditions, make individual and collective decisions, and live together as a society. During the class discussions and assessments, students will grapple with the issues that arise when we intervene in the brain and how those interventions modify our concepts of health, illness, identity and morality. The scope of these issues is enormous and speaks to the importance of students developing a clear framework to contextualize developments in neuroscience within the scientific, ethical, cultural, social and legal environments in which they arise.

Textbooks

Specific reference material listed on eLearning

BMRI5003

Clinical Psychiatry I

Credit points: 6 **Teacher/Coordinator:** Dr Sonia Kumar **Session:** Semester 1 **Classes:** 1x 2-hr lecture/week **Assessment:** Online assessments (30%), Case history (35%), EMQ exam (35%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study provides psychiatry trainees with an opportunity to develop effective clinical skills including the psychiatric interview, mental state examination and biopsychosocial formulation. The management of psychiatric emergencies, risk assessment and the use of mental health legislation, as well as the relevance of diagnostic neuroimaging, are explored. This unit of study is designed to provide students with a deeper understanding of how genetic and environmental risk factors affect the developing individual to generate the clinical symptoms of psychiatric disorders. Students will examine all aspects of psychotic and mood disorders including aetiology, phenomenology and epidemiology. Students learn to develop management plans for these disorders according to a biopsychosocial framework with an emphasis on psychosocial care and recovery principles. The principles of neuropsychopharmacology with a focus on antipsychotic medication, mood stabilisers, antidepressants and their potential adverse consequences are covered in depth, as well as practical aspects of electro-convulsive therapy (ECT).

Textbooks

Specific reference material listed on eLearning

BMRI5012

Brain Ageing

Credit points: 6 **Teacher/Coordinator:** Professor Michael Valenzuela and Dr Jacqueline Huber **Session:** Semester 2 **Classes:** 1x2-hr lecture/week

Assessment: Extended response questions (40%), case study analysis (40%), oral presentation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit of study provides an introduction to two important aspects of brain and mind ageing science, neurodegenerative disorders and opportunities for neuroplasticity and human flourishing. Students will learn about the clinical presentation and pathophysiology of neurodegenerative disorders such as Alzheimer's disease, Parkinson's disease, vascular dementia and frontotemporal dementia. Psychogeriatrics and late-life depression will also be covered, and counterbalanced with new insights about what determines successful ageing and how we can use lifestyle interventions to keep people's brains and minds fit and well throughout late life. This unit will use case studies to reinforce learning, focusing on common neuropsychological assessment methods and research methods. Students will also be introduced to the social and ethical aspects of brain and mind ageing.

Textbooks

Specific reference material listed on eLearning

BMRI5017

Genetics of Brain and Mind Disorders

Credit points: 6 **Teacher/Coordinator:** Associate Professor Marina Kennerson **Session:** Semester 2 **Classes:** 2hr seminar week 2, one day workshop week 5, 9 and 11 **Assessment:** Lab report (40%), journal article (60%) **Mode of delivery:** Block mode

Note: This is a capstone unit of study.

This unit of study provides a comprehensive introduction to the research methods that can be used in the identification and characterisation of genetic variants underlying neuropsychiatric and neurodegenerative diseases. The first part of the unit will focus on the statistical methods to quantify the contribution of genetic factors to complex genetic disorders in the population. The principles of genetic association will be discussed, using examples of neurodegenerative disorders. The course will then discuss concepts of gene mapping for Mendelian diseases using linkage analysis and the identification of causative variants using filtering strategies of next generation sequencing data. Students will learn to use a suite of bioinformatics tools and resources. This is a capstone unit of study that will require students to develop over the semester a scholarly piece of work using advanced bioinformatics skills. Over the assessments in this unit, students will identify genetic variants associated with a neurodegeneration-related trait, map and identify possible causative genes for a Mendelian neurodegenerative disease, examine the suitability of gene DNA variants as disease candidates using bioinformatics, and propose future laboratory research that would confirm the role of this gene in disease.

Textbooks

Specific reference material listed on eLearning

BMRI5020

Research Inquiry

Credit points: 6 **Teacher/Coordinator:** Dr Eryn Werry **Session:** Semester 1 **Classes:** 1x2-hr lecture/week **Assumed knowledge:** Basic understanding of statistics **Assessment:** Journal club and online tasks (20%), extended response questions (35%), exam (45%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

Note: This is a core unit of study for the Masters degree only.

Doctors and researchers depend on the latest scientific literature published week by week in countless different journals, but not every study can be trusted. Scientific studies are fraught with complications that can threaten their reliability, or the extent to which their results can be applied very widely. This unit will help you develop the skills



necessary to critically appraise the research literature and identify sources of bias and confounding. Students will learn how cross-sectional studies, case-control studies, cohort studies and clinical trials are more or less vulnerable to these problems. Similarly, students will look at the basic design of laboratory research, and what are the different types of questions that can be asked from studies on humans, rats or brain tissue. All classes will be based on published examples of research literature and students will learn how to navigate different methods and data types. This unit will give students the confidence to read widely across the mental health field, and judge for yourself which findings can be relied upon to inform future research or medical practice.

Textbooks

Prince, Martin (2003) *Practical Psychiatric Epidemiology*, Oxford University Press.

BMRI5027

Leadership and Policy in Mental Health 1

Credit points: 6 **Teacher/Coordinator:** Associate Professor John Mendoza
Session: Semester 2 **Classes:** 9am-5pm Friday and Saturday 9am-12.30pm weeks 2 and 7, 9am-5pm Friday week 12 **Assessment:** Leadership assessment and self development plan (30%), scenario analysis (20%), change management and implementation plan (40%), participation (10%) **Mode of delivery:** Block mode

Note: This is a capstone unit of study

This unit is designed to provide participants with an introduction to the key constructs of leadership, leadership development and change management with specific reference to mental health reform in Australia. The unit will provide an overview of concepts and models of leadership and change management and an opportunity to apply these to a personal leadership development plan to embark on a service-level reform initiative. In this unit participants will gain an understanding of, their own leadership attributes and developmental needs and an insight into the development of strategy, organisational level policy and governance for achieving change. These elements will provide the foundations for self-development as a leader and the development of service level change/reform initiatives.

Textbooks

Specific reference material listed on eLearning

BMRI5050

Clinical Psychiatry II

Credit points: 6 **Teacher/Coordinator:** Dr Sonia Kumar **Session:** Semester 2 **Classes:** 1 x 3hr seminar/week **Assessment:** Attachment Formulation (40%) Reflective journal Essay (25%) and oral presentation (35%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study provides an overview of normal development, the formation of relational attachments, and psychological sequelae of trauma and loss. Students will examine anxiety, trauma and personality disorders in-depth, including the epidemiology, aetiology, phenomenology and management of these disorders. In addition, there will be a focus on developing trainees' clinical skills towards a broader, well-rounded approach that involves psychosocial techniques, and working collaboratively with consumers and families in multidisciplinary and community settings. The unit will provide psychiatry trainees with foundational knowledge and skills in psychotherapeutic techniques including psychodynamic theory, supportive psychotherapy, building a therapeutic alliance and cognitive behavioural therapy. Principles of recovery-oriented practice and trauma-informed care, psychiatric ethics, history of psychiatry, rural and indigenous mental health will be studied.

Textbooks

Specific reference material listed on eLearning.

BMRI5052

Child and Youth Mental Health

Credit points: 6 **Teacher/Coordinator:** Trudy Stone **Session:** Semester 1 **Classes:** 1x2hr seminar / week **Prohibitions:** BMRI5011 or BMRI5010 **Assumed knowledge:** BMRI5003 and BMRI5050 **Assessment:** Research analysis (35%) oral presentation (30%) essay (35%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit of study focuses on the subspecialty of child and adolescent psychiatry. The key approach will be in developing the capacity to understand child and family psychopathology from the molecular level to the societal. This unit provides an understanding of child development from conception through adolescence, looking at key genetic and environmental factors that contribute to clinical disorder, particularly the role of the family environment. The different phases of brain development will be studied, from the formation of new connections in childhood to the pruning of connections in adolescence and changes to the frontal and temporal lobes. Major psychopathologies such as mood and anxiety disorders, attention deficit hyperactivity disorder (ADHD) learning disorders and autism spectrum disorders will be examined. The effects of puberty and gene-environment interactions will be explored with respect to the development of emerging adolescent psychiatric disorders, such as early psychosis. Students will learn about psychological and pharmacological management of mental disorders in children and adolescents, as well as the importance of working with families, carers and wider systems including multidisciplinary teams, education and welfare sectors.

Textbooks

Readings and other resources will be available online

BMRI5053

Bodies, Brains and Minds in Connection

Credit points: 6 **Teacher/Coordinator:** Trudy Stone **Session:** Semester 2 **Classes:** (2hr seminar/week) and on-line activities **Assumed knowledge:** BMRI5003 and BMRI5050. Knowledge and skills at the level of completion of Stage 1 Psychiatry training. **Assessment:** Case study oral presentation (30%); professional oral presentation (30%); essay 3000 words (40%). **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Relevant clinical experience and current clinical placement necessary.

This unit of study provides Stage 2 psychiatry trainees and other select clinicians with an opportunity to develop knowledge, skills and attitudes in biopsychosociocultural approaches, Consultation-Liaison (C-L) Psychiatry and integrative medicine, by exploring psychiatry at the interface with medicine and society. The unit's approach will emphasise the interconnectedness of body, brain and mind in individuals and surrounding systems. What's different about C-L will be explored in this unit, grounded in an understanding of the normal and dysregulated responses to stress, trauma and medical illness, including pain, expanding Stage 1 concepts of formulation, multimodal and tailor-made management. Principles of containment, stigma and models of care in medical settings will be studied as will disorders of basic regulation: sleep, eating and sexual disorders. We will examine psychiatry in particular settings: the Perinatal period; Intellectual and Developmental Disability; Pain; Oncology; Spinal; Burns; Neuropsychiatry. This unit will also deepen knowledge of ECT and introduce the newer biological treatments such as TMS. This unit aims to enrich the trainee psychiatrist's approaches to working collaboratively with consumers, families, treatment teams and care systems in multidisciplinary hospital and community settings. Seminars will emphasise an enquiring approach, based on evidence and engagement with the background medical and general communities.

Textbooks

Readings and other resources will be available online

BMRI5054

Psychotherapy and Psychosocial Care

Credit points: 6 **Teacher/Coordinator:** Associate Professor Loyola McLean **Session:** Semester 2 **Classes:** 2hr seminar/week and on-line activities **Assumed knowledge:** BMRI5003 and BMRI5050 Knowledge and skills at the level of completion of Stage 1 Psychiatry training **Assessment:** Case assessment, formulation and plan (20%); presentation (40%), case study (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Relevant clinical experience and current clinical placement necessary.

This unit of study will foster the development of knowledge, skills and attitudes necessary to understand, evaluate and apply a wide range of evidence-based psychotherapeutic and psychosocial interventions, including integrated service delivery systems, for individuals with mental health disorders and their families. This unit will build on the

psychosocial foundations and concepts of integrated formulation and care established in the first year courses to support trainees to understand the role of the major modalities of psychotherapy and psychosocial interventions which have been shown to significantly contribute to recovery and improved outcomes in mental health. The unit offers an overview of assessment and the historical context of the development of theories and evidence, moving to frameworks of human development across the life span, expanding applied knowledge of attachment and exploring theories of learning and personality. Participants will then examine a range of specific psychological interventions aimed at different aspects of individual and systemic functioning including psychodynamic approaches, DBT, structured brief therapies, more advanced applications of CBT and group, couples, family and systems of care interventions. Teaching methods will focus on research-enhanced and case-based learning with an integrative approach, supplemented by e-learning and audiovisual resources.

Textbooks

Readings and other resources will be available online

BMRI5055

Research Project in Psychiatry

Credit points: 6 **Teacher/Coordinator:** Associate Professor Loyola McLean
Session: Semester 1, Semester 2 **Assumed knowledge:** BMRI5003 and BMRI5050 **Assessment:** Oral presentation (10%) thesis 4000 words (40%), final oral presentation (10%) supervisor evaluation (40%) **Practical field work:** 3.5-7 hr placement per week **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

This practically- based elective unit of study aims to provide a capstone experience for those psychiatry trainees wishing to gain experience in empirical research (quantitative or qualitative) relevant to the field of Psychiatry. This unit is to be taken over 1 semester or may be extended over 2 semesters with 3.5 hours per week field placement expected per semester over 2 semesters, or 7 hours per week over 1 semester. Students will learn a variety of skills for acquisition, analysis and presentation of data particular to their field of interest and will write up their project as a draft research publication. Potential projects can be reviewed by students in the semester prior to commencement so that they can familiarize themselves with research conducted at the Brain and Mind Centre, including placements in clinical research groups and basic neuroscience laboratories, depending on student skills and supervisor availability. Alternatively students may consult their local training networks and propose a supervised project well prior to the commencement of the unit. Projects may contribute to the Scholarly Project for the RANZCP CBFP. Acceptance to a given project will be selective, requiring departmental approval.

CEPI5100

Introduction to Clinical Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Fiona Stanaway **Session:** Semester 1, Semester 2 **Classes:** Offered online and face-to-face (daytime tutorials) **Prohibitions:** PUBH5010 **Assessment:** Completion of online quizzes (15%), tutorial participation (10%), assignment 1 (15%), assignment 2 (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines.

Textbooks

Online readings and resources to be provided on the eLearning website.

Psychotherapy

Master of Medicine (Psychotherapy)

Master of Science in Medicine (Psychotherapy)

	Master of Medicine (Psychotherapy)	Master of Science in Medicine (Psychotherapy)
Course code	MAMEPSYC3000	MASMPSYC1000
CRICOS code	N/A	N/A
Degree Abbreviation	MMed(Psychotherapy)	MScMed(Psychotherapy)
Credit points required to complete	72	72
Time to complete part-time	3 to 6 years	3 to 6 years

Overview

Psychotherapy covers a range of techniques employed to improve mental health. Mental illness is very common - an estimated 800,000 Australians are affected by depression each year. Mental illnesses are often unrecognised and remain untreated.

The aim of this program is to train clinicians to deal effectively with people with a range of psychological disorders that are frequently resistant to other forms of mental health care.

The therapeutic approach taught by this program is based on the Conversational Model (Hobson, 1985; Meares, 2000, 2005), but also incorporates concepts from other schools, including Self Psychology, Intersubjectivity Theory, Trauma Theory and Memory Systems Theory. These ideas are centred around concepts of the self, notions of boundary formation, the empathic mode of listening, a focus on subjective experience, and unconscious traumatic memory systems.

To qualify for the degree, candidates must complete 72 credit points comprising coursework, supervised clinical work and a research treatise. The program is taken part time, normally over three years.

Course outcomes

Successful candidates will have learnt to apply psychodynamic principles to a variety of clinical settings. Successful candidates will also have gained competency in psychodynamic concepts to the point of being capable of publishing in the field and participating in relevant scientific meetings.

Accreditation

Upon successful completion of the program candidates will have achieved proficiency as psychotherapists to the point of gaining professional recognition with the Australian and New Zealand Association of Psychotherapy (ANZAP) and the Psychotherapy and Counselling Federation of Australia (PACFA).

Further information

The program has six strands:

1. *Grand rounds:* Designed to encourage open and free discussion and to help in the formulation of new and emerging ideas, with participation by the faculty and candidates alike. These will be of one hour duration and will be attended by all the candidates and all the supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion.

2. *Seminars:* These will be approximately one and a half hours duration and will be held every week of the academic year. One member of the faculty will lead the seminar group for a whole semester.
3. *Practical work:* Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year and to begin with their second patient early in their second year. By the middle of the second year all candidates will be seeing two patients, each for at least two sessions per week. The course requirement is that one patient be seen for a minimum of 100 sessions and a second patient be seen for a minimum of 200 sessions prior to the completion of the course.
4. *Clinical supervision:* The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision. In addition, candidates may be required to present, from time to time, sessions in the form of process notes or by means of video tape. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. During the second and third years, there will be weekly group supervision as well as individual supervision each week with a second supervisor.
5. *Reading:* Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.
6. *Assessment:* Assessment is an ongoing process during the whole year with a clinical viva and an essay paper at the end of the year. At the end of the first year there will be a clinical viva in which they will be expected to present an example of their psychotherapy sessions on audiotape to the examiners. This assessment will focus on clinical and theoretical issues. In addition candidates will be expected to write an essay of 2000 to 3000 words, either from a list of selected topics or a subject of their own psychotherapeutic interest. Assessment in the second year will be ongoing and conclude at the end of the year with an essay paper and a clinical viva as in Year 1. Candidates are encouraged to write essays in Years 1 and 2 on a theme that can be further developed in Year 3 as a treatise. There will be a two-part assessment at the end of the third year subject to satisfactory progress in clinical work. The first part is a clinical presentation to the members of the faculty which may be based on the material of the treatise. The second part requires completion of a research or theoretical treatise of 7000 to 10,000 words.

Further enquiries

Dr Anthony Korner
Phone: +61 2 9840 3335
Fax: +61 2 9840 3572



Psychotherapy

Admission requirements

Admission to the **Master of Science in Medicine (Psychotherapy)** requires:

- a bachelor degree, at honours level, in a health related field.

Admission to the **Master of Medicine (Psychotherapy)** requires:

- a medical degree.

See the course Rules for further details.

Course structure

The **Master of Medicine (Psychotherapy)** and **Master of Science in Medicine (Psychotherapy)** require the successful completion of **72 credit points of core units of study**.

Pattern of enrolment

The following tables provide an enrolment structure for the program of study.

Year 1

UoS code and name	Credit points	Delivery mode
Semester 1		
PSTY5101 Psychotherapy 1A	12	face to face
Semester 2		
PSTY5102 Psychotherapy 1B	12	face to face

Year 2

UoS code and name	Credit points	Delivery mode
Semester 1		
PSTY5103 Psychotherapy 2A	12	face to face
Semester 2		
PSTY5104 Psychotherapy 2B	12	face to face

Year 3

UoS code and name	Credit points	Delivery mode
Semester 1		
PSTY5105 Psychotherapy 3A	12	face to face
Semester 2		
PSTY5107 Psychotherapy Coursework	6	face to face
PSTY5108 Psychotherapy Treatise	6	supervision



Psychotherapy

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Master of Science in Medicine (Psychotherapy)

Master of Medicine (Psychotherapy)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course and stream title
MAMEPSYC-03	Master of Medicine (Psychotherapy)
MASMPSYC-01	Master of Science in Medicine (Psychotherapy)

2 Attendance pattern

The attendance pattern for this course is part 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 according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Master of Medicine (Psychotherapy) requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification;
 - (b) experience in a clinical area related to mental health;
 - (c) current professional indemnity insurance to practice psychotherapy in NSW; and
 - (d) satisfactory performance at an interview as required.
- (3) Admission to the Master of Science in Medicine (Psychotherapy) requires:
 - (a) a bachelor's degree in a health discipline with first or second class honours from the University of Sydney or equivalent qualification;
 - or

- (b) a bachelor's degree in a health discipline without first or second class honours from the University of Sydney or equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the school;
- (c) experience in a clinical area related to mental health;
- (d) current professional indemnity insurance to practice psychotherapy in NSW; and
- (e) satisfactory performance at an interview as required.

5 Requirements for award

- (1) The units of study that may be taken for the course are set out in the Table of Units of Study: Psychotherapy.
- (2) To qualify for the award of the master a candidate must successfully complete 72 credit points of core units of study.

6 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 complete the requirements in accordance with the resolutions in force at the time of their commencement.



Psychotherapy

Table of units of study: Psychotherapy

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Core units			
A student must be enrolled in order to submit the treatise. If a student is not able to submit his/her treatise by the end of his/her 6th semester, he/she must re-enrol in PSTY5108 Psychotherapy Treatise, with the concomitant financial liability, every semester until he/she submits.			
PSTY5101 Psychotherapy 1A	12		Semester 1
PSTY5102 Psychotherapy 1B	12		Semester 2
PSTY5103 Psychotherapy 2A	12		Semester 1
PSTY5104 Psychotherapy 2B	12		Semester 2
PSTY5105 Psychotherapy 3A	12		Semester 1
PSTY5107 Psychotherapy Coursework	6	P PSTY5105 C PSTY5108 N PSTY5106 <i>Theoretical grounding in the Conversational Model and related approaches to psychodynamic psychotherapy.</i>	Semester 2
PSTY5108 Psychotherapy Treatise	6	P PSTY5105 C PSTY5107	Semester 1 Semester 2



Psychotherapy

Unit of study descriptions

PSTY5101

Psychotherapy 1A

Credit points: 12 **Session:** Semester 1 **Classes:** Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision (45 minutes) every week for whole semester). **Assessment:** Assessment undertaken on completion of PSTY5102 (i.e. at end of first year): clinical viva plus essay assignment. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision using audio recordings. In addition, candidates may be required to present, from time to time, sessions in the form of process notes. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

Textbooks

The Metaphor of Play; Intimacy and Alienation; Forms of Feeling; Borderline Personality Disorder and the Conversational Model: A Clinician's Manual; The Dissociation Model of Borderline Personality Disorder.

PSTY5102

Psychotherapy 1B

Credit points: 12 **Session:** Semester 2 **Classes:** Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision (45 minutes every week for whole semester). **Assessment:** Assessment for both PSTY5101 and PSTY5102: clinical viva plus essay assignment. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision using audio recordings. In addition, candidates may be required to present, from time to time, sessions in the form of process notes. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

Textbooks

The Metaphor of Play; Intimacy and Alienation; Forms of Feeling; Borderline Personality Disorder and the Conversational Model: A Clinician's Manual; The Dissociation Model of Borderline Personality Disorder.

PSTY5103

Psychotherapy 2A

Credit points: 12 **Session:** Semester 1 **Classes:** Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision. **Assessment:** Assessment undertaken on completion of PSTY5104 (i.e. at end of second year): clinical viva plus essay assignment. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision using audio recordings. In addition, candidates may be required to present, from time to time, sessions in the form of process notes. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

Textbooks

The Metaphor of Play; Intimacy and Alienation; Forms of Feeling; Borderline Personality Disorder and the Conversational Model: A Clinician's Manual; The Dissociation Model of Borderline Personality Disorder.

PSTY5104

Psychotherapy 2B

Credit points: 12 **Session:** Semester 2 **Classes:** Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision. **Assessment:** Assessment for both PSTY5103 and PSTY5104: clinical viva plus essay assignment. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision using audio recordings. In addition, candidates may be required to present, from time to time, sessions in the form of process notes. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

Textbooks

The Metaphor of Play; Intimacy and Alienation; Forms of Feeling; Borderline Personality Disorder and the Conversational Model: A Clinician's Manual; The Dissociation Model of Borderline Personality Disorder.

PSTY5105

Psychotherapy 3A

Credit points: 12 **Session:** Semester 1 **Classes:** Grand rounds; seminars (1.5 hours every week for whole semester); practical work; clinical supervision. **Assessment:** Assessment undertaken on completion of PSTY5107 (i.e. at end



of third year): clinical case presentation to the members of the Faculty. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Grand rounds: One hour duration and attended by all candidates and supervisors. An area of interest or controversy in the current psychotherapeutic field will be presented by a supervisor, candidate or invited guest, followed by discussion. Seminars: One member of the Faculty will lead the seminar group for a whole semester. Practical work: Candidates will be expected to undertake psychotherapy with assigned patients during the three years of the course. They will be expected to begin with their first assigned patient early in their first year. Clinical supervision: The clinical supervision will be conducted weekly for the whole of the academic year. All candidates will be expected to present sessions for weekly supervision using audio recordings. In addition, candidates may be required to present, from time to time, sessions in the form of process notes. During the first year supervision will be conducted either individually or in small groups of two candidates for one and a half hours per week. Reading: Candidates will be given some reading material and a reading list at the beginning of the year and may be asked to prepare a seminar periodically.

Textbooks

The Metaphor of Play; Intimacy and Alienation; Forms of Feeling; Borderline Personality Disorder and the Conversational Model: A Clinician's Manual; The Dissociation Model of Borderline Personality Disorder.

PSTY5107

Psychotherapy Coursework

Credit points: 6 **Teacher/Coordinator:** Dr Anthony Korner **Session:** Semester 2 **Classes:** Classes are held on Thursday mornings and include lectures, case presentations, seminars on theory, tutorials on research method and supervision for clinical work. **Prerequisites:** PSTY5105 **Corequisites:** PSTY5108 **Prohibitions:** PSTY5106 **Assessment:** Assessment is by review of clinical work by supervisors and assessment of knowledge and participation by the teaching faculty. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Theoretical grounding in the Conversational Model and related approaches to psychodynamic psychotherapy.

Coursework involves attendance at grand rounds, seminars, individual and group supervision at the Mental Health Sciences Centre, Cumberland Hospital. Candidates need to attend and participate in these activities and also need to conduct clinically supervised psychotherapy at a standard appropriate to the advanced stage of training in the discipline.

Textbooks

The Metaphor of Play; Intimacy and Alienation; Forms of Feeling; Borderline Personality Disorder and the Conversational Model: A Clinician's Manual; The Dissociation Model of Borderline Personality Disorder.

PSTY5108

Psychotherapy Treatise

Credit points: 6 **Teacher/Coordinator:** Dr Anthony Korner **Session:** Semester 1, Semester 2 **Classes:** Self-directed research with weekly meetings with the supervisor **Prerequisites:** PSTY5105 **Corequisites:** PSTY5107 **Assessment:** Treatise of 7-10,000 words. There is an oral examination that involves presentation of the treatise to the teaching faculty who then question the candidate with respect to the theoretical and evidential base for the treatise. **Mode of delivery:** Supervision

Research and treatise of up to 10,000 words.

Textbooks

The Metaphor of Play; Intimacy and Alienation; Forms of Feeling; Borderline Personality Disorder and the Conversational Model: A Clinician's Manual; The Dissociation Model of Borderline Personality Disorder.

Public Health

Graduate Diploma in Public Health

Master of Public Health

Extended Public Health programs (available to enrolled students):

Master of Public Health (Professional Practice)

Master of Public Health (Chronic Disease Prevention)

	Graduate Diploma in Public Health	Master of Public Health	Master of Public Health (Professional Practice)	Master of Public Health (Chronic Disease Prevention)
Course code	GNPUHEAL3000	MAPUHEAL5000	MAPUHEPP1000	MAPUHCDP1000
CRICOS code	006457G	054757G	N/A	N/A
Degree Abbreviation	GradDipPH	MPH	MPH(Professional Practice)	MPH(Chronic Disease Prevention)
Credit points required to complete	36	48	60	60
Time to complete full-time	1 year	1 year	1.5 years (or 0.5 year following the MPH)	1.5 years (or 0.5 year following the MPH)
Time to complete part-time	1 to 4 years	1 to 6 years	1.5 to 7 years	1.5 to 7 years

Overview

The Public Health program focuses on the prevention of illness and the promotion of health, with practitioners playing a proactive rather than a reactive role, especially with regard to the coordination of relevant community resources. These courses provide the opportunity to develop skills and acquire knowledge essential for the effective practice of public health, including the effective management of community health problems.

The Master of Public Health (Professional Practice) program allows high-performing students to extend their MPH coursework degree with a workplace practicum. Students will undertake 12 additional credit points of study/training in a supervised professional placement.

The Master of Public Health (Chronic Disease Prevention) extends the MPH program by the addition of advanced and specialised study in prevention. The program will suit high quality students who wish to pursue a career in public health with an emphasis on chronic disease prevention. Students will have the opportunity to undertake 12 additional credit points of study in Prevention, as well as undertaking a structured program of study from a range of electives in prevention related areas within their MPH program.

Eligibility for the two extended programs will be restricted to students who attain a weighted average mark of at least 75% in their first 24 core credit points within the MPH. Selection will be based on a competitive process. Applicants to the Chronic Disease Prevention extended program are also required to describe the relevance of prevention to their public health training.

Successful applicants will transfer from MPH to MPH (Professional Placement) or MPH (Chronic Disease Prevention) and enrol for an additional semester (12 credit points).

Course outcomes

The skills and knowledge you will acquire are in the areas of:

- Research Methods - such as assessing the quality of research studies; using basic mortality and other data for descriptive purposes; and evaluating public health interventions and programs
- Health Services - such as developing an understanding of public and private sector health care delivery; using various sources of information for forming health policy; and interpreting the role of governments in the delivery of health services
- Public Health Practice - such as analysing social and cultural factors relating to public health problems; describing the principles of disease prevention and control across a population; and examining major public health strategies and their application.

Further information

The majority of core units of study are scheduled in Semester 1. The core units provide basic health knowledge and skills in epidemiology, biostatistics, public health, qualitative health research, health promotion and public health ethics. Most electives are in Semester 2 of each year.

Many units of study are available in online mode. Please consult the School of Public Health website for more information. Assessment methods vary from unit to unit and include assignments, class exercises and, for some core units of study, examinations.

Expressions of interest for the Master of Public Health (Professional Practice) and the Master of Public Health (Chronic Disease Prevention) must be submitted by 31 August.

Further enquiries

MPH Program Administrator
 Phone: +61 2 9114 1228
 Fax: +61 2 9036 6247
 Email: sph.mph@sydney.edu.au
 Website: <http://sydney.edu.au/medicine/public-health/>



Public Health

Admission requirements

Admission to the **Graduate Diploma in Public Health** requires:

- a bachelor degree.

Admission to the **Master of Public Health** requires:

- completion of the requirements of the embedded graduate diploma; or
- a bachelor degree in public health, medicine, medical science, nursing, allied health (including physiotherapy, occupational therapy, optometry), dentistry, veterinary science, education, communication and journalism, science, arts, psychology, social science, political science, policy analysis, government, international relations, engineering, architecture, mathematics, law, economics, commerce, business, accounting or marketing.

Applicants who have successfully completed an undergraduate degree in a field not listed above, plus have other professional or non-professional qualifications and/or substantial relevant experience or other qualifications, may also be eligible for admission.

To be considered for admission to the **Master of Public Health (Professional Practice)** and **Master of Public Health (Chronic Disease Prevention)** extended programs, students require:

- current enrolment in the Master of Public Health; and
- a weighted average mark of at least 75% in the first 24 credit points of core units of study.

See the course Rules for further details.

Course structure

The **Graduate Diploma in Public Health** requires the successful completion of **36 credit points of units of study** including:

- 24 credit points of core units of study; and
- 12 credit points of elective units of study, with a minimum of 6 credit points from Part 1 of the Table of units of study.

The **Master of Public Health** requires the successful completion of **48 credit points of units of study** including:

- 32 credit points of core units of study; and
- 16 credit points of elective units of study, with a minimum of 8 credit points from Part 1 of the Table of units of study.

Extended Master of Public Health programs:

The **Master of Public Health (Professional Placement)** requires the successful completion of **60 credit points of units of study** including:

- 48 credit points of units of study as required for the Master of Public Health; and
- 12 credit points of practice placement units of study.

The **Master of Public Health (Chronic Disease Prevention)** requires the successful completion of a selected program of study of **60 credit points of units of study** (see the extended program section for further details) including:

- 48 credit points of units of study as required for the Master of Public Health; and
- 12 credit points of prevention units of study.

Students considering the **Master of Public Health (Chronic Disease Prevention)** option should look at the structured program of study outlined on the extended master's program page.

Pattern of enrolment and pathways

There are five pathways to gain specialised training, or to undertake study in a general degree program that offers a large number of elective options. Examples for structuring programs of study directed towards specific interests or future employment can be found under the specific pathway sections. Please note these are suggestions only and you may choose units of study according to your interest, with consideration for your study load and prerequisites.

All students must complete the required credit point value of core units of study regardless of elective choice.

The pathways are:

- Disease Prevention and Health Promotion (Chronic Disease)
- Health Economics/Health Policy
- Disease Prevention and Health Promotion (Communicable Disease)
- Population Oral Health
- Public Health Research

If you are thinking of undertaking training in the Australian Faculty of Public Health Medicine (AFPHM), you should note that the AFPHM have requirements for the content of the MPH you undertake. You should contact the AFPHM to confirm the exact requirements, as these may change over time.

Core units of study

Core Units of Study	Credit point	Delivery mode
Graduate Diploma students must complete 24 credit points of core units of study, Master students must complete 32 credit points of core units of study		
Available Semester 1		
PUBH5010 Epidemiology Methods and Uses	6	face to face (evening or day); online
PUBH5018 Introductory Biostatistics	6	face to face (evening or day); online
PUBH5033 Disease Prevention and Health Promotion	6	block mode; online
PUBH5030 Public Health: Achievements & Challenges	2	block mode; online
QUAL5005 Introducing Qualitative Health Research	4	block mode; online
Total Core credit points 24 for Graduate Diploma students		
<i>Additional core units of study for Master's students (Graduate Diploma students may enrol in these units of study as electives from part 1 of the Table of Units of Study: Public Health)</i>		
Available Semester 2		
BETH5206 Introduction to Public Health Ethics	2	block mode; online
PUBH5032 Making Decisions in Public Health	2	block mode; online
*PUBH5034 Public Health Capstone	4	block mode; online



Core Units of Study	Credit point	Delivery mode
QUAL5005 Introducing Qualitative Health Research	4	block mode; online
Total Core credit points for Masters students	32	
<i>*Students who commenced in 2013 and 2014 are not required to complete PUBH5034.</i>		

Public Health

Disease Prevention and Health Promotion (Chronic Disease) Pathway

Chronic disease is the major cause of health burden in developed countries and is increasingly becoming a major issue in developing countries. The Chronic Disease Pathway is designed for students with an interest in learning the principles and practicalities of developing programs to prevent disease and promote good health. Note that your transcript will not explicitly identify that you undertook this pathway and you are not restricted to the listed units – they are provided only as a guide.

In addition to completing the required credit points of core units of study, Graduate Diploma students must complete 12 credit points of electives, and master's students must complete 16 credit points of electives. A minimum of 6 (Grad Dip) or 8 (master's) credit points of electives must come from part 1 of the table of units of study: Public Health.

Elective units of study	Credit points	Delivery mode
PART 1 ELECTIVES		
Available Semester 1		
PUBH5020 Chronic Disease Prevention and Control	6	online
Available Semester 2		
PUBH5026 Mass Media Campaigns & Social Marketing	2	block mode
PUBH5029 Fundamentals of Public Health Nutrition	4	block mode
PUBH5111 Environmental Health	4	online; face to face (day)
PUBH5114 Alcohol, Drug Use and Health	4	online; block mode
PUBH5115 Alcohol, Drug Use and Health	2	online; block mode
PUBH5118 Indigenous Health Promotion	4	block mode
PUBH5418 Tobacco Control in the 21st Century	6	block mode
PUBH5420 Public Health Advocacy Strategies	4	block mode
PUBH5555 Lifestyle and Chronic Disease Prevention	6	face to face; online
PART 2 ELECTIVES		
Available Semester 2		
BETH5203 Ethics and Public Health	6	block mode; online
MIPH5117 Global Non-Communicable Disease Control <i>This unit of study is not available in 2018</i>	2	face to face; online
MIPH5127 Mental Disorders in Global Context	2	block mode



Public Health

Disease Prevention and Health Promotion (Communicable Disease) Pathway

Communicable disease has always been an important focus of public health. The patterns have changed over time and differ between developed and developing countries. The Communicable Disease Pathway is designed for students with an interest in learning about patterns of communicable disease and the principles and practicalities of developing programs to control and prevent this. Note that your transcript will not explicitly identify that you undertook this pathway and you are not restricted to the listed units – they are provided only as a guide.

In addition to completing the required credit points of core units of study, Graduate Diploma students must complete 12 credit points of electives, and master's students must complete 16 credit points of electives. A minimum of 6 (Grad Dip) or 8 (master's) credit points of electives must come from part 1 of the table of units of study: Public Health.

Elective units of study	Credit points	Delivery mode
SEXH5418 Public Health Aspects of Reproductive Health	2	face to face; online
SEXH5419 Public Health Aspects of HIV and STIs	2	face to face; online
SEXH5205 Advanced Adolescent Sexual Health	6	online
SEXH5405 Contraception and Reproductive Health	6	block mode
SEXH5407 Sex Gender and Sexuality	6	block mode

Elective units of study	Credit points	Delivery mode
PART 1 ELECTIVES		
Available Semester 2		
PUBH5111 Environmental Health	4	online; face to face (day)
PUBH5416 Vaccines in Public Health	2	block mode
PUBH5420 Public Health Advocacy Strategies	4	block mode
PUBH5421 Infection Prevention in Healthcare	6	block mode
PUBH5422 Health and Risk Communication	6	block mode
PUBH5550 Climate Change and Public Health	4	online; block mode
PUBH5600 Biosecurity Seminar Series	6	face to face
PART 2 ELECTIVES		
Available Semester 1		
MECO6919 Health Communication	6	face to face
Available Semester 2		
BETH5203 Ethics and Public Health	6	online; block mode
MIPH5008 Travel and Tropical Medicine	2	block mode
MIPH5112 Global Communicable Disease Control	4	face to face; online
MIPH5118 Global Perspectives of HIV/AIDS	4	face to face; online
MIPH5124 Health Issues & Humanitarian Emergencies	4	block mode
SEXH5008 Sex and Society	2	face to face; online



Public Health

Health Economics/Health Policy Pathway

Health economics and health policy underpin many aspects of public health. The Health Economics/Health Policy Pathway is designed for students who want to understand the key principles and practices in health economics and health policy and to learn how health economics and health policy can be used to improve the health of communities. Note that your transcript will not explicitly identify that you undertook this pathway and you are not restricted to the listed units – they are provided only as a guide.

In addition to completing the required credit points of core units of study, Graduate Diploma students must complete 12 credit points of electives, and Masters students must complete 16 credit points of electives. A minimum of 6 (Grad Dip) or 8 (Masters) credit points of electives must come from Part 1 of the Table of Units of Study: Public Health.

Elective Units of Study	Credit points	Delivery mode
PART 1 ELECTIVES		
Available Semester 2		
PUBH5205 Decision Analysis	2	face to face
PUBH5302 Health Economic Evaluation	4	block mode
PUBH5307 Advanced Health Economic Evaluation	2	block mode
PUBH5308 Health Workforce Policy Analysis	2	block mode
PUBH5550 Climate Change and Public Health	4	online; block mode
PART 2 ELECTIVES		
Available Semester 1 and Semester 2		
LAWS6252 Legal Reasoning & the Common Law System	6	block mode
Available Semester 1		
HPOL5000 Introduction to Health Policy	6	block mode
HPOL5001 Economics and Finance for Health Policy	6	block mode
LAWS6848 Law and Healthy Lifestyles	6	block mode
Available Semester 2		
BETH5203 Ethics and Public Health	6	online; block mode
HPOL5003 Analysing Health Policy	6	block mode
HPOL5007 Global Health Policy	6	online; block mode
MIPH5135 Health Systems in Developing Countries	4	face to face



Public Health

Population Oral Health Pathway

A Population Oral Health Pathway is offered in conjunction with the Faculty of Dentistry. This is designed for students who wish to learn about public health aspects of oral health. Note that your transcript will not explicitly identify that you undertook this pathway and you are not restricted to the listed units - they are provided only as a guide.

Dentistry students wishing to pursue a program in Population Oral Health begin by completing the Master of Public Health (MPH) or the Master of International Public Health (MIPH) degree through the School of Public Health, Faculty of Medicine.

Students must include in their degree the three dental elective units of study listed. Upon successful completion of the MPH or MIPH with an oral health focus, students may then pursue specialist registration with the Dental Board of Australia and may also be able to proceed to study a research degree (MPhil or PhD) in a related area of oral, or general, public health. At present, there are no accredited programs in Australia where completion allows for automatic registration as a dental specialist in public health dentistry. This course will give candidates wishing to pursue specialism skills that will contribute to the current competency assessment pathway in public health dentistry conducted by the Dental Board of Australia that predicates entry into the specialism. The knowledge that these modules will give, compliments clinical practice within the field of dentistry and fosters an appreciation for interventions that are beyond the dental surgery door.

Please note that to undertake these electives you need to have passed PUBH5010 Epidemiology Methods and Uses and PUBH5018 Introductory Biostatistics, which means that you must enrol in Semester 1 and cannot start in Semester .

Students must seek permission from the Public Health Coordinator prior to enrolling in this pathway.

Elective Units of Study	Credit points	Delivery mode
PART 1 ELECTIVES		
Available Semester 2		
PUBH5027 Public Health Program Evaluation Methods	2	block mode
PART 2 ELECTIVES		
Available Semester 2		
DENT5013 Preventative Dentistry	6	face to face (day)
DENT5014 Dental Health Services	6	face to face (day)
DENT5015 Population Oral Health	6	face to face (day)



Public Health

Public Health Research Pathway

Good quality research makes an important contribution to public health. The Public Health Research Pathway is designed for students who want to gain a good understanding of the key research methods relevant to public health and to gain some experience in applying these methods. Note that your transcript will not explicitly identify that you undertook this pathway and you are not restricted to the listed units – they are provided only as a guide.

In addition to completing the required credit points of core units of study, Graduate Diploma students must complete 12 credit points of electives, and Masters students must complete 16 credit points of electives. A minimum of 6 (Grad Dip) or 8 (Masters) credit points of electives must come from Part 1 of the Table of Units of Study: Public Health.

Elective Units of Study	Credit points	Delivery mode
PART 1 ELECTIVES		
Available Semester 1		
PUBH5215 Introductory Analysis of Linked Data	6	block mode
PUBH5000 Advanced Qualitative Health Research	6	block mode
Available Semester 2		
PUBH5027 Public Health Program Evaluation Methods	2	block mode
PUBH5034 Public Health Capstone	4	block mode; online
PUBH5205 Decision Analysis	2	face to face
PUBH5206 Controlled Trials	2	block mode
PUBH5211 Multiple Regression and Stats Computing	4	online; face to face
PUBH5212 Categorical Data Analysis	2	online; face to face
PUBH5213 Survival Analysis	2	online; face to face
PUBH5215 Introductory Analysis of Linked Data	6	block mode
PUBH5224 Advanced Epidemiology	6	face to face
PUBH5000 Advanced Qualitative Health Research	6	block mode
PART 2 ELECTIVES		
Available Semester 1		
CEPI5310 Advanced Statistical Modelling	4	online; face to face (evening)
Available Semester 2		
QUAL5003 Qualitative Research Analysis and Writing	6	block mode



Public Health

Extended master's programs

High performing students are encouraged to extend their Master's program through a professional placement or undertaking specialised study in the area of chronic disease prevention.

Further information about the extended programs can be found below:

- Master of Public Health (Professional Practice)
- Master of Public Health (Chronic Disease Prevention)

Master of Public Health (Professional Practice)

The Master of Public Health (Professional Practice) extends the Master of Public Health course by allowing high performing students to undertake a professional practice placement. This course will suit students who wish to pursue a career in public health and are looking for professional opportunities to further develop their skills in the practice of public health.

The professional placement provides an opportunity for students to apply their learning in a range of public health disciplines such as epidemiology, biostatistics, health promotion and health economics.

To apply for the MPH(Professional Practice) students need to be enrolled in the MPH degree, and have achieved a weighted average mark (WAM) of at least 75% in the first 24 core credit points of coursework. Expressions of interest must be submitted by 31 August.

Successful applicants will enrol for an additional semester (12 credit points of placement units of study) while completing a placement (approximately equivalent to 6 weeks full time work).

MPH(Professional Practice) is not available to international students.

Placement units of study

On completing the requirements of the Master of Public Health (48 credit points), Master of Public Health (Professional Practice) candidates enrol in a further 12 credit points of professional practice units, comprising either PUBH5041 and PUBH5042 or PUBH5040.

If a candidate is not able to submit his/her professional practice report after enrolling once in both PUBH5041 and PUBH5042 or once in PUBH5040, then he/she must re-enrol in a minimum of six credit points of professional practice units of study, with the concomitant financial liability, every semester until he/she submits the report.

Professional Practice Units of Study	Credit points
PUBH5041 Practice Placement in Public Health 1	6
PUBH5042 Practice Placement in Public Health 2	6
PUBH5040 Practice Placement in Public Health	12
Total required Professional Placement credit points	12

Master of Public Health (Chronic Disease Prevention)

This degree extends the Master of Public Health program by the addition of advanced and specialised study in Prevention, at the end of their 48 Credit point MPH program. The program will suit high quality

students who wish to pursue a career in public health with an emphasis on chronic disease prevention.

Students considering the Chronic Disease Prevention extension should look at the structured Master of Public Health program outlined below.

Students will have the opportunity to undertake 12 additional credit points of study in prevention, as well as undertaking a structured program of study from a range of electives in prevention related areas within their MPH program.

Eligibility will be restricted to students who attain a weighted average mark of at least 75% in their first 24 core credit points within the MPH.

Selection will be based on a competitive process which will include describing the relevance of prevention to their public health training. Successful applicants will transfer from MPH to MPH (Chronic Disease Prevention) and enrol for an additional semester (12 credit points).

MPH(Chronic Disease Prevention) is not available to international students.

Prevention structured program of study for the Master of Public Health

Students complete 48 credit points of unit study in a structured Master of Public Health program prior to applying for the Chronic Disease Prevention extension program.

Prescribed Units of Study	Credit point	Delivery mode
Master's students must complete 32 credit points of core units of study.		
Core units of study		
Available Semester 1		
PUBH5010 Epidemiology Methods and Uses	6	face to face (evening or day); online
PUBH5018 Introductory Biostatistics	6	face to face (evening or day); online
PUBH5033 Disease Prevention and Health Promotion	6	block mode; online
PUBH5030 Public Health: Achievements & Challenges	2	block mode; online
QUAL5005 Introducing Qualitative Health Research	4	block mode; online
Available Semester 2		
BETH5206 Introduction to Public Health Ethics	2	block mode; online
PUBH5032 Making Decisions in Public Health	2	block mode; online
PUBH5034 Public Health Capstone	4	block mode; online
QUAL5005 Introducing Qualitative Health Research	4	block mode



Prescribed Units of Study	Credit point	Delivery mode
Total prescribed credit points	32	

Elective Units of Study	Credit points	Delivery mode
Master of Public Health (MPH) students seeking admission to the Chronic Disease Prevention extension program must complete 16 credit points of electives. It is suggested that at least half of all MPH elective units should come from the prevention related electives below. These are prevention related units of study in the MPH and relevant units in other degrees that are related to the Chronic disease prevention theme.		
PART 1 ELECTIVES		
Available Semester 1		
PUBH5020 Chronic Disease Prevention and Control	6	online
Available Semester 2		
PUBH5115 Alcohol, Drug Use and Health	2	online; block mode
PUBH5418 Tobacco Control in the 21st Century	6	block mode
PUBH5026 Mass Media Campaigns & Social Marketing	2	block mode
PUBH5019 Cancer Prevention and Control <i>This unit of study is not available in 2018</i>	6	online
PART 2 ELECTIVES		
Available Semester 1		
HPOL5000 Introduction to Health Policy	6	block mode
Available Semester 2		
MIPH5136 Nutrition in International Settings	4	block mode
NTDT5608 Public Health Nutrition (students are encouraged to seek permission to enrol)	6	face to face
BACH5343 Individual and Societal Ageing	6	face to face
NURS5094 Principles of Chronic Disease Management	6	online/block mode

Chronic Disease Prevention extension program

Chronic Disease Prevention Units of Study	Credit points	Delivery mode
Master of Public Health (Chronic Disease Prevention) candidates must enrol in 12 credit points of prevention units.		
MIPH5117 Global Non-Communicable Disease Control <i>This unit of study is not available in 2018</i>	2	online; face to face
PUBH5028 Seminars in NCD Prevention and Control <i>This unit of study is not available in 2018</i>	6	face to face
Total prescribed prevention-related credit points	8	
Students are required to select additional 4 credit points of prevention-related elective units of study from:		
PUBH5101 Special Project in Public Health	4	supervision

Chronic Disease Prevention Units of Study	Credit points	Delivery mode
PUBH5102 Special Project in Public Health	2	supervision
Additional prevention related units of study from Part 1 or Part 2 of the prevention related electives from the table above	2 or 4	
Total prevention-related elective credit points	4	
Total required Chronic Disease Prevention credit points	12	

Public Health

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Graduate Diploma in Public Health

Master of Public Health

Master of Public Health (Professional Practice)

Master of Public Health (Chronic Disease Prevention)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GNPUHEAL-02	Graduate Diploma in Public Health
MAPUHEAL-05	Master of Public Health
MAPUHEPP-01	Master of Public Health (Professional Practice)
MAPUHCDP-01	Master of Public Health (Chronic Disease Prevention)

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 degrees in these resolutions are 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 Public Health
 - (b) the Master of Public Health
 - (c) the Master of Public Health (Professional Practice) or the Master of Public Health (Chronic Disease Prevention).
- (2) 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 longest award completed will be conferred.

5 Admission to candidature

- (1) Available places in the Graduate Diploma in Public Health and Master of Public Health will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
 - (2) Admission to the Graduate Diploma of Public Health requires:
 - (a) a bachelor's degree from the University of Sydney or equivalent qualification
 - (3) Admission to the degree of Master of Public Health requires:
 - (a) completion of the requirements for the embedded Graduate Diploma with at least a credit average in the core units of study;
- or
- (b) a bachelor's degree in public health, medicine, medical science, nursing, allied health (including physiotherapy, occupational therapy, optometry), dentistry, veterinary science, education, communication and journalism, science, arts, psychology, social science, political science, policy analysis, government, international relations, engineering, architecture, mathematics, law, economics, commerce, business, accounting and marketing from the University of Sydney or an equivalent qualification
- (4) Available places in the Master of Public Health (Professional Practice) and the Master of Public Health (Chronic Disease Prevention) will be offered to applicants based on merit, according to the following admissions criteria:
 - (a) the applicant to be enrolled in Master of Public Health;
 - (b) the applicant to have a weighted average mark of at least 75 per cent in the first 24 credit points of core coursework; and
 - (c) any other requirements as stated by the school at the time of application.

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Public Health.
- (2) To qualify for the award of the Graduate Diploma in Public Health a candidate must successfully complete 36 credit points, including:
 - (a) 24 credit points of core units of study; and
 - (b) 12 credit points of elective units of study, with a minimum of 6 credit points from Part 1 of the Table.
- (3) To qualify for the award of the Master of Public Health a candidate must successfully complete 48 credit points, including:
 - (a) 32 credit points of core units of study; and
 - (b) 16 credit points of elective units of study, with a minimum of 8 credit points from Part 1 of the Table.
- (4) To qualify for the award of the Master of Public Health (Professional Practice) or the Master of Public Health (Chronic Disease Prevention) a candidate must successfully complete 60 credit points, including:
 - (a) 48 credit points as required for the Master of Public Health; and
 - (b) 12 credit points of practice placement or 12 credit points of prevention units of study.

7 Progression rules

A candidate for the Master of Public Health (Professional Practice) or the Master of Public Health (Chronic Disease Prevention) will not be allowed to suspend candidature apart from in exceptional circumstances and then only with the prior approval of the workplace supervisor before applying to the school for suspension.



8 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2015 complete the requirements in accordance with the resolutions in force at the time of their commencement.

Public Health

Table of units of study: Public Health

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Core units			
Part-time students generally take 12 credit points of core units of study in each of their 1st and 3rd semesters.			
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011,CEPI5100	Semester 1
PUBH5018 Introductory Biostatistics	6		Semester 1
PUBH5030 Public Health: Achievements and Challenges	2	A Basic science	Semester 1
PUBH5033 Disease Prevention and Health Promotion	6		Semester 1
QUAL5005 Introducing Qualitative Health Research	4	N PUBH5500 or QUAL5006 <i>This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead. MPH students who complete PUBH5500 get an automatic waiver for QUAL5005</i>	Semester 1 Semester 2
Additional core units of study for Masters students			
Graduate Diploma students may enrol in these units of study as Part 1 electives.			
PUBH5032 Making Decisions in Public Health	2		Semester 2
BETH5206 Introduction to Public Health Ethics	2	N BETH5203 <i>Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP). This unit is available to Master of Public Health (MPH) students only.</i>	Semester 2a
PUBH5034 Public Health Capstone	4	P (PUBH5010 or CEPI5100) and PUBH5018 and PUBH5030 and PUBH5033 and (PUBH5500 or QUAL5005 or PUBH5031) N PUBH5035 <i>This unit of study is an elective for students who commenced in 2013 and 2014</i>	Semester 2
PUBH5035 Capstone in Public Health	4	P (PUBH5010 or CEPI5100) and PUBH5018 and PUBH5030 and PUBH5033 and (PUBH5500 or QUAL5005 or PUBH5031) N PUBH5034 <i>Note: Department permission required for enrolment This unit of study is only available to MPH full-time students who started in semester 2 of the previous year.</i>	Semester 1
Part 1			
BETH5206 Introduction to Public Health Ethics	2	N BETH5203 <i>Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP). This unit is available to Master of Public Health (MPH) students only.</i>	Semester 2a
PUBH5019 Cancer Prevention and Control <i>This unit of study is not available in 2018</i>	6	P PUBH5010 or CEPI5100 <i>Note: Department permission required for enrolment</i>	Semester 2
PUBH5020 Chronic Disease Prevention and Control	6	A PUBH5033, PUBH5010 or CEPI5100 or equivalent <i>Note: Department permission required for enrolment</i>	Semester 1
PUBH5026 Mass Media Campaigns and Social Marketing	2	A Training in research methods epidemiology is advised but not essential. P PUBH5033	Intensive August
PUBH5027 Public Health Program Evaluation Methods	2		Semester 2
PUBH5029 Fundamentals of Public Health Nutrition	4	<i>Existing study of epidemiology desirable but not essential</i>	Semester 2
PUBH5032 Making Decisions in Public Health	2		Semester 2
PUBH5034 Public Health Capstone	4	P (PUBH5010 or CEPI5100) and PUBH5018 and PUBH5030 and PUBH5033 and (PUBH5500 or QUAL5005 or PUBH5031) N PUBH5035 <i>This unit of study is an elective for students who commenced in 2013 and 2014</i>	Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
PUBH5101 Special Project in Public Health	4	P One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project <i>Note: Department permission required for enrolment Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.</i>	Semester 1 Semester 2
PUBH5102 Special Project in Public Health	2	P One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project <i>Note: Department permission required for enrolment Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.</i>	Semester 1 Semester 2
PUBH5111 Environmental Health	4		Semester 2
PUBH5114 Alcohol, Drug Use and Health	4	N PUBH5115	Semester 2
PUBH5115 Alcohol, Drug Use and Health	2	N PUBH5114	Semester 2a
PUBH5116 Genetics and Public Health <i>This unit of study is not available in 2018</i>	4	<i>Pre-readings and some lectures will be posted on the unit's eLearning site 2-3 weeks before the course starts, and it is expected that you will look at this content before coming to the first day of the course. This will enable more time for class discussion.</i>	Intensive October
PUBH5117 Communicable Disease Control <i>This unit of study is not available in 2018</i>	6		Semester 2
PUBH5118 Indigenous Health Promotion	4		Semester 2
PUBH5205 Decision Analysis	2	A PUBH5302 Health Economic Evaluation P PUBH5018 and (PUBH5010 or CEPI5100)	Semester 2b
PUBH5206 Controlled Trials	2	P PUBH5018	Semester 2a
PUBH5211 Multiple Regression and Stats Computing	4	P PUBH5018 <i>The statistical software package we shall be using in this unit is web-based. There is no cost/fee to use this software.</i>	Semester 2
PUBH5212 Categorical Data Analysis	2	P PUBH5018 C PUBH5211	Semester 2b
PUBH5213 Survival Analysis	2	C PUBH5211	Semester 2b
PUBH5215 Introductory Analysis of Linked Data	6	C (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or BSTA5004)	Intensive June Intensive November
PUBH5224 Advanced Epidemiology	6	P (PUBH5010 or CEPI5100) and PUBH5018	Semester 2
PUBH5302 Health Economic Evaluation	4	P ((PUBH5010 or CEPI5100) and PUBH5018) or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite)	Intensive September
PUBH5307 Advanced Health Economic Evaluation	2	P PUBH5018 and (PUBH5010 or CEPI5100) C PUBH5205 and PUBH5302 <i>Note: Department permission required for enrolment</i>	Intensive October
PUBH5308 Health Workforce Policy Analysis <i>This unit of study is not available in 2018</i>	2		Intensive October
PUBH5416 Vaccines in Public Health	2	P PUBH5010 or CEPI5100 or PUBH5018 <i>Students who have not done the core units of study in epidemiology (PUBH5010 or CEPI5100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not the student has permission to enrol.</i>	Semester 2
PUBH5418 Tobacco Control in the 21st Century	6		Intensive August
PUBH5419 Falls Prevention in Older People	4		Semester 2
PUBH5420 Public Health Advocacy Strategies	4		Semester 2b
PUBH5421 Infection Prevention in Healthcare	6	A basic knowledge of medical microbiology, antimicrobial agents and communicable disease epidemiology and clinical features	Semester 2
PUBH5422 Health and Risk Communication	6		Semester 2
PUBH5423 Adv Concepts:Vaccines in Public Health	4	P PUBH5416 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
PUBH5500 Advanced Qualitative Health Research	6	N QUAL5005 or QUAL5006	Semester 1 Semester 2
PUBH5550 Climate Change and Public Health	4		Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
PUBH5555 Lifestyle and Chronic Disease Prevention	6	P PUBH5033	Semester 2
PUBH5600 Biosecurity Seminar Series	6	P CISS6004 or GOVT6316 or MECO6909 or WORK6130 or unit of study coordinator permission.	Semester 2
Part 2			
BETH5203 Ethics and Public Health	6	N BETH5206	Semester 2
BETH5205 Ethics and Mental Health	6	A Basic understanding of ethical reasoning <i>Students can meet with course coordinators by appointment in person or via teleconference</i>	Semester 2
BETH5208 Introduction to Human Research Ethics <i>This unit of study is not available in 2018</i>	2	N BETH5202	Semester 2a
BETH5209 Medicines Policy, Economics and Ethics	6	A A degree in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission.	Semester 2
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
CEPI5215 Writing and Reviewing Medical Papers	6	A Some basic knowledge of summary statistic is assumed P (PUBH5010 or CEPI5100) N CEPI5214 <i>Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.</i>	Semester 1 Semester 2
CEPI5310 Advanced Statistical Modelling	4	P PUBH5212	Semester 1
CEPI5311 Diagnostic and Screening Tests (Part 1)	2	P PUBH5010 or CEPI5100 N PUBH5208 or CEPI5202 or CEPI5312	Semester 2
CEPI5312 Diagnostic and Screening Tests (1 and 2)	6	P PUBH5010 or CEPI5100 N PUBH5208 or CEPI5202 or CEPI5311	Semester 2
COMP5424 Information Technology in Biomedicine	6		Semester 1
DENT5013 Preventative Dentistry	6	P PUBH5018, PUBH5010	Semester 2
DENT5014 Dental Health Services	6	P PUBH5018, PUBH5010	Semester 2
DENT5015 Population Oral Health	6	P PUBH5010 or CEPI5100 or SUST5004	Semester 2
GLOH5112 Global Communicable Disease Control	6		Semester 2
HPOL5000 Introduction to Health Policy	6		Semester 1
HPOL5001 Economics and Finance for Health Policy	6		Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2
HPOL5006 Business of Health	6	<i>Note: Department permission required for enrolment Students need to demonstrate at least one year's work experience in a related field. A waiver would be granted for students enrolled in MHPOL or MBA as this is already a course requirement of these programs.</i>	Intensive July
HPOL5007 Global Health Policy	6		Semester 2
INFO5306 Enterprise Healthcare Information Systems	6	A The unit is expected to be taken after introductory courses in related units such as COMP5206 Information Technologies and Systems (or COMP5138/COMP9120 Database Management Systems).	Semester 2
INFO9003 IT for Health Professionals	6	N INFO5003	Semester 2
LAWS6252 Legal Reasoning and the Common Law System	6	N LAWS6881 <i>Students are recommended to enrol well in advance of classes in order to complete pre-class readings (normally available to enrolled students 3 weeks prior to the first class). Law graduates from a non-common law jurisdiction are also recommended to complete classes for this unit during the first week of their commencing semester.</i>	Intensive April Intensive August Intensive March Intensive September
LAWS6848 Law, Business and Healthy Lifestyles	6		Intensive September
MECO6919 Health Communication	6		Semester 1
MIPH5008 Travel and Tropical Medicine	2		Intensive October
MIPH5115 Women's and Children's Health	4		Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
MIPH5117 Global Non-Communicable Disease Control <i>This unit of study is not available in 2018</i>	2		Semester 2a
MIPH5124 Health Issues and Humanitarian Emergencies	4		Intensive November
MIPH5127 Mental Disorders in Global Context <i>This unit of study is not available in 2018</i>	2		Intensive September
MIPH5134 Primary Care in Low Resource Settings	4	Can be completed in either on-line or face to face mode	Semester 2a
MIPH5135 Health Systems in Developing Countries	4		Semester 2
MIPH5136 Nutrition in International Settings	4		Intensive August
MIPH5219 International Health Project Management	6	A General knowledge of public health in low and middle income countries N MIPH5220 <i>Department permission required for enrolment for students from degrees other than MPH.</i>	Semester 2
NTDT5608 Community and Public Health Nutrition	6	C NTDT5305 and NTDT5307 <i>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.</i>	Semester 2
QUAL5003 Qualitative Research Analysis and Writing	6	A Basic understanding of the nature of qualitative knowledge and types of qualitative data. P PUBH5500 or QUAL5005	Semester 2
QUAL5004 Designing a Qualitative Research Project <i>This unit of study is not available in 2018</i>	6	A Good understanding of the nature of qualitative knowledge and of qualitative research processes. P PUBH5500, QUAL5002 C QUAL5003	Semester 2
SEXH5008 Sex and Society	2	N SEXH5414	Semester 2a
SEXH5205 Advanced Adolescent Sexual Health	6		Semester 2
SEXH5405 Contraception and Preconception Care	6		Semester 2
SEXH5407 Sex Gender and Sexuality	6		Semester 2
SEXH5412 Sexual Health and Relationships Education	6		Semester 2
SEXH5414 Public Health: Sexual and Reproductive Health	6	N SEXH5008 or SEXH5418 or SEXH5419	Semester 2
SEXH5418 Public Health Aspects of Reproductive Health	2		Semester 1a
SEXH5419 Public Health Aspects of HIV and STIs	2		Semester 2b
Master of Public Health (Practice Placement)			
Master of Public Health (Professional Practice) candidates must enrol in 12 credit points of professional practice units, comprising either PUBH5041 and PUBH5042 or PUBH5040. If a candidate is not able to submit his/her professional practice report after enrolling once in both PUBH5041 and PUBH5042 or once in PUBH5040, then he/she must re-enrol in a minimum of six credit points of professional practice units of study, with the concomitant financial liability, every semester until he/she submits the report.			
PUBH5041 Practice Placement in Public Health 1	6	<i>Note: Department permission required for enrolment This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed and is subject to suitable placements being available. If you wish to undertake a placement, this should be discussed with the unit coordinators well before the start of the Semester in which the placement is to be undertaken.</i>	Semester 1 Semester 1a Semester 1b
PUBH5042 Practice Placement in Public Health 2	6	<i>Note: Department permission required for enrolment This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed and is subject to suitable placements being available. If you wish to undertake a placement, this should be discussed with the unit coordinators well before the start of the Semester in which the placement is to be undertaken.</i>	Semester 2 Semester 2a Semester 2b
PUBH5040 Practice Placement in Public Health	12	<i>Note: Department permission required for enrolment This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed, and is subject to suitable placements being available. If you wish to undertake a placement this should be discussed with the unit coordinators well before the start of the Semester in which the placement is to be undertaken.</i>	Semester 1 Semester 1a Semester 1b Semester 2 Semester 2a Semester 2b

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Chronic Disease Prevention extension program			
Master of Public Health (Chronic Disease Prevention)			
Master of Public Health (Chronic Disease Prevention) candidates must enrol in 12 credit points of prevention units.			
MIPH5117 Global Non-Communicable Disease Control <i>This unit of study is not available in 2018</i>	2		Semester 2a
Total prescribed prevention-related credit points 8			
Students are required to select an additional 4 credit points of prevention-related elective units of study from:			
PUBH5101 Special Project in Public Health	4	P One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project <i>Note: Department permission required for enrolment</i> Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.	Semester 1 Semester 2
PUBH5102 Special Project in Public Health	2	P One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project <i>Note: Department permission required for enrolment</i> Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.	Semester 1 Semester 2
Additional prevention related units of study from Part 1 or Part 2 of the prevention related electives from the table above 2 or 4.			
Total prevention-related elective credit points 4			
Total required Chronic Disease Prevention credit points 12			
Dissertation units of study			
The following units of study are only available to master's students who commenced their candidature prior to 2011.			
PUBH5906 Dissertation A	6	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
PUBH5907 Dissertation B	6	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
PUBH5908 Dissertation C	12	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2

Public Health

Unit of study descriptions

BETH5203

Ethics and Public Health

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** 5x7hour intensives; or Distance Education (online). **Prohibitions:** BETH5206 **Assessment:** 5xOnline Quiz (50%); 1x2500wd essay (50%) **Mode of delivery:** Block mode, Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit begins with some fundamentals: the nature of ethics, of public health (and how it might be different to clinical medicine) and of public health ethics. It introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. A range of practical public health problems and issues will be considered, including ethical dimensions of communicable and non-communicable diseases in populations, and the ethical challenges of public health research. Throughout, the emphasis is on learning to make sound arguments about the ethical aspects of public health policy, practice and research. Most learning occurs in the context of five teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a list of readings (in digital format).

BETH5205

Ethics and Mental Health

Credit points: 6 **Teacher/Coordinator:** A/Professor Michael Robertson; Dr Edwina Light **Session:** Semester 2 **Classes:** Distance Education (online) **Assumed knowledge:** Basic understanding of ethical reasoning **Assessment:** Major Assignment (3000 word limit) 50%; 2x5 short-answer written assessments (25% each) **Mode of delivery:** Online

Note: Students can meet with course coordinators by appointment in person or via teleconference

Constructs of mental health and mental illness are highly contextual to culture, history and societal notions of normative experience and conduct. Mental illness can place an individual in a position of particular disadvantage and unique vulnerability through diminished (and deprived) autonomy. In light of this, ethical deliberation in the field of mental health care differs from other lines of inquiry in biomedical ethics. This unit of study begins with an examination of the unique status of the 'psychiatric patient' and the problems in applying normative ethical approaches to moral deliberation in mental health care. We then explore particular topics in mental health ethics including the legacies of the National Socialist persecution of the sick and disabled; and unique challenges in the care of groups in the community including Aboriginal Australians, refugees and asylum seekers, people in LGBTIQ communities, and adults and children living with learning and intellectual disabilities. We also explore contemporary controversies in mental health care including coercion and involuntary treatment, the mental health implications of the euthanasia debate, gendered power, medicalisation of children's behaviour, the problem of 'evil', and mental health professionals speaking out in the media on topics of public interest. During the semester, the course coordinators provide participants with regular feedback and guidance in their engagement with the topic. Each week features a podcast lecture and/or interview with an expert in the area

under consideration and recommended readings, as well as other media where relevant.

Textbooks

Robertson M and Walter G Ethics and Mental Health: The Patient, Profession and Community (2013) Boca Raton CRC Press; Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

BETH5206

Introduction to Public Health Ethics

Credit points: 2 **Teacher/Coordinator:** TBC **Session:** Semester 2a **Classes:** 2x7hour intensives; or Distance Education (online) **Prohibitions:** BETH5203 **Assessment:** 2xOnline Quiz (40%); 1x1500wd essay (60%) **Mode of delivery:** Block mode, Online

Note: Students enrolled in the Graduate Diploma or Master of Public Health may choose to take BETH5203 (6CP) instead of BETH5206 (2CP). This unit is available to Master of Public Health (MPH) students only.

BETH5206 Ethics and Public Health introduces you to a range of ethical issues that arise within the practice of public health. It begins with an orientation to the field: we will discuss conceptualisations of public health, what ethics is, and how ethics relates to evidence. We will talk about the origins and development of public health ethics as a (relatively new) field, and how it is distinguished from other areas of ethics. Your learning will then be structured around three sets of important concepts. The first are concepts central to utilitarian reasoning: benefit, harm and cost. The second cluster of concepts relates to the proper relationship between the citizen and the state (including public health as an institution): they are freedom, liberty and paternalism. The third cluster includes fairness, justice and equity, concepts that are often used rhetorically in public health, but not always carried through into practice. We will focus on two main case studies to apply what you learn. Throughout this unit you will be encouraged to ask questions, and to compare and debate competing answers to those questions. What is public health? What does it mean to say that something is harmful? To what extent should we each be free to engage in practices that harm our health? What is the proper role of the state in attempting to change the health of populations? What is equity and why does it matter (and if it matters, why aren't we doing more about it)? This is a Core Unit for Graduate Diploma and Master in Public Health students. Most learning occurs in the context of two teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

BETH5208

Introduction to Human Research Ethics

Credit points: 2 **Teacher/Coordinator:** A/Professor Ainsley Newson **Session:** Semester 2a **Classes:** Block mode (1.5 days) or online **Prohibitions:** BETH5202 **Assessment:** 1x1500wd essay (80%); 1x 400wd task (10%); participation in class/online (10%) **Mode of delivery:** Block mode, Online

This unit of study introduces students to human research ethics in its wider context. It explores the ethical underpinnings of the research endeavour including the justifications for engaging in research and research integrity. The unit also briefly reviews the history of research and the impact of research abuse on human participants.

Textbooks

All readings are accessed online via elearning.

BETH5209

Medicines Policy, Economics and Ethics

Credit points: 6 **Teacher/Coordinator:** Dr Wendy Lipworth, Narcyz Ghinea **Session:** Semester 2 **Classes:** Fully online. **Assumed knowledge:** A degree



in science, medicine, pharmacy, nursing, allied health, philosophy/ethics, sociology/anthropology, history, law, communications, public policy, business, economics, commerce, organisation studies, or other relevant field, or by special permission. **Assessment:** Online work (15%) 1x minor essay (35%) 1x major essay (50%) **Mode of delivery:** Online

Medicines save lives but they can be costly and can have serious adverse effects. Value-laden decisions are continuously being made at individual, institutional, national and international levels regarding the medicines we need, want and can afford. In this unit of study, we will explore and critique global and national policies and processes related to medicines, examining how research and development agendas are set; how medicines are assessed and evaluated; and how new technologies are translated into practice. We will also explore broader trends such as globalisation, commercialisation and changing consumer expectations. By the end of the course, students will understand the forces shaping the development, regulation, funding and uptake of medicines both nationally and internationally, and the political, ethical, legal and economic issues that are at stake. This course is designed to appeal to a wide range of students from ethics, law, public health, health care, policy, communications, economics, business, politics, administration, and biomedical science.

Textbooks

Readings will be provided

CEPI5200

Quality and Safety in Health Care

Credit points: 6 **Teacher/Coordinator:** Professor Merrilyn Walton **Session:** Semester 1 **Classes:** offered online **Assessment:** online participation (20%); 4 x 1500 word assignments (80%) **Mode of delivery:** Online

Note: People working in health care will benefit from this course.

This course is specifically designed for health professionals who are working in health care. It will equip participants with underpinning knowledge about patient safety. The course modules cover quality and safety principles, professionalism and ethics, risk management and risk information, complexity theory, clinical governance and the impact of adverse events, methods to measure and make improvements in health care. The modules, tools and the discussions are designed to enable participants to change behaviours by understanding the main causes of adverse events-poor team work, busyness, hierarchies. The course provides foundation knowledge about quality and safety; governments around the world are concerned to address unsafe care. The course will better prepare health professional to understand the complexity of health care and take steps to minimise the opportunities for errors and address vulnerabilities in the system.

Textbooks

Runciman, Bill, Merry A Walton M. Safety and Ethics in Healthcare: A Guide to Getting it Right. 2007 Asgate Publisher.

CEPI5215

Writing and Reviewing Medical Papers

Credit points: 6 **Teacher/Coordinator:** Associate Professor Angela Webster **Session:** Semester 1, Semester 2 **Classes:** 9 self-paced modules each comprising: course notes, lecture, demonstrations, exercises, quizzes **Prerequisites:** (PUBH5010 or CEPI5100) **Prohibitions:** CEPI5214 **Assumed knowledge:** Some basic knowledge of summary statistic is assumed **Assessment:** quizzes (30%), assignment 1 (20%), assignment 2 (50%) **Mode of delivery:** Online, Block mode

Note: Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience.

Students will work at their own pace through 9 modules covering research integrity, medical style, abstracts, presentations and posters, constructing a paper, data visualisation, manuscript submission, responding to reviewers comments, publication dissemination, and reviewing a paper. This unit aims to teach students the principles of research integrity in writing for medical journals, typical issues they may face, and link to resources to help them maintain integrity through their publishing careers. It will guide them to reliable evidence based resources to improve their conference abstract, presentation and poster design, and manuscript style and writing.. Students will learn about reporting guidelines, common pitfalls in writing and presenting research, choosing a journal, keywords, improving tables and figures

for manuscripts through open source software, copyright, writing cover letters and response letters to reviewers. Students will learn about measuring research impact and ways to improve your research reach, dealing with the media and press releases, using social media in dissemination, digital archiving and basic skills needed to act as a quality peer-reviewer. This is an online unit, but those needing to study in block mode will do online study as well as a workshop.

Textbooks

No mandatory text book-readings available online.

CEPI5310

Advanced Statistical Modelling

Credit points: 4 **Teacher/Coordinator:** A/Prof Patrick Kelly **Session:** Semester 1 **Classes:** 2hr lec/tut/week x 12 weeks, also offered fully online. **Prerequisites:** PUBH5212 **Assessment:** 2 x data analysis report (2x50%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening, Online

This unit covers statistical analysis techniques that are commonly required for analysing data that arise from clinical or epidemiological studies. Students will gain hands on experience applying model-building strategies and fitting advanced statistical models. In particular, students will learn a statistical software package called Stata, how to handle non-linear continuous variables, and how to analyse correlated data. Correlated data arise from clustered or longitudinal study designs, such as, cross-over studies, matched case-control studies, cluster randomised trials and studies involving repeated measurements. Statistical models that will be covered include fixed effects models, marginal models using Generalised Estimating Equations (GEE), and mixed effects models (also known as hierarchical or multilevel models). This unit of study focuses on data analyses using Stata and the interpretation of results.

Textbooks

No mandatory text books. Course notes are provided.

CEPI5311

Diagnostic and Screening Tests (Part 1)

Credit points: 2 **Teacher/Coordinator:** A/Prof Clement Loy **Session:** Semester 2 **Classes:** 1x2hr seminar/week for 6 weeks **Prerequisites:** PUBH5010 or CEPI5100 **Prohibitions:** PUBH5208 or CEPI5202 or CEPI5312 **Assessment:** Class discussion/presentations (40%), written assignment (60%) **Mode of delivery:** Online, Normal (lecture/lab/tutorial) day

This unit of study introduces the student to basic concepts behind diagnostic and screening tests, including: test accuracy, sources of bias in test evaluation, critical appraisal of test evaluation studies, principles and use of evidence in making decisions about population screening. After completing this unit of study, the student should have a basic understanding of contemporary issues and the methodology underlying, diagnostic and screening test evaluation and application.

Textbooks

Course notes will be provided

CEPI5312

Diagnostic and Screening Tests (1 and 2)

Credit points: 6 **Teacher/Coordinator:** A/Prof Clement Loy **Session:** Semester 2 **Classes:** 1x2hr seminar/week for 12 weeks **Prerequisites:** PUBH5010 or CEPI5100 **Prohibitions:** PUBH5208 or CEPI5202 or CEPI5311 **Assessment:** Class discussion/presentations (40%) and two written assignments (60%) **Mode of delivery:** Online, Normal (lecture/lab/tutorial) day

This unit of study introduces the student to basic concepts behind diagnostic and screening tests, including: test accuracy, sources of bias in test evaluation, critical appraisal of test evaluation studies, principles and use of evidence in making decisions about population screening. It will then move to more advanced topics including: application of test results to individual patients, place of tests in diagnostic pathways, impact of tests on patient outcome, tests with continuous outcome, receiver-operator characteristic curves, systematic review of diagnostic tests, predictive models, monitoring, diagnostic tests in the health system, and over-diagnosis. After completing this unit of study, the student should have a comprehensive understanding of contemporary issues and the methodology underlying, diagnostic and screening test evaluation and application.

Textbooks

Course notes will be provided

COMP5424

Information Technology in Biomedicine

Credit points: 6 **Session:** Semester 1 **Classes:** Lectures, Tutorials
Assessment: Through semester assessment (40%) and Final Exam (60%)
Mode of delivery: Normal (lecture/lab/tutorial) day

Information technology (IT) has significantly contributed to the research and practice of medicine, biology and health care. The IT field is growing enormously in scope with biomedicine taking a lead role in utilising the evolving applications to its best advantage. The goal of this unit of study is to provide students with the necessary knowledge to understand the information technology in biomedicine. The major emphasis will be on the principles associated with biomedical digital imaging systems and related biomedicine data processing, analysis, visualisation, registration, modelling, retrieval and management. A broad range of practical integrated clinical applications will be also elaborated.

DENT5013

Preventative Dentistry

Credit points: 6 **Teacher/Coordinator:** Dr Hayley Dixon and Dr Andrea Lenard
Session: Semester 2 **Classes:** 7 x 2 hr workshop/tutorial sessions.
Prerequisites: PUBH5018, PUBH5010 **Assessment:** Individual written assignments (70%), tutorial discussion and group-work participation (30%)
Mode of delivery: Normal (lecture/lab/tutorial) day

Dental disease remains prevalent in Australia. The AIHW reports that in 2010, 55% of 6 year olds; 48% of 12 year olds in their deciduous and permanent dentitions, respectively.

The burden of this disease is significant and falls inequitably on those who are the most socially disadvantaged and those least able to access expensive treatment.

The most ethical and cost-effective manner of addressing oral disease is through preventative dental care.

To that end, this unit of study will permit post-graduate students with pre-existing oral health education to gain an advanced understanding of the factors that place an individual at risk of dental disease, including dental caries, oral cancer and periodontal disease. Students will examine the impact of such disease through a public health lens.

Students will also learn the theoretical basis for preventative dental care and how this knowledge may be applied for population-level effect.

Particular emphasis will be placed on the Australian context.

The ability to source and identify high-quality information is key to the practice of public health. As such, students will learn how to search and critically analyse the dental evidence base in order to identify robust material.

The course may also be suitable for other MPH and MIPH students who wish to obtain an understanding of oral health disease prevention and oral health promotion.

Teaching in this topic will draw on the expertise of public health academics and clinical oral health professionals.

improvement through effective oral health promotion strategies.

Textbooks

Textbook:

Fejerskov O, Kidd E (Editors), Nyvad B, Baelum V. Dental caries: the disease and its clinical management. Oxford: Blackwell Munksgaard, 2008.

Burt BA, Eklund SA. Dentistry, dental practice, and the community, 6th edition. St Louis Missouri: Elsevier Saunders, 2005.

Murray JJ, Nunn JH, Steele JG (Editors). Prevention of oral disease, 4th edition. Oxford: Oxford University Press, 2003.

Nutbeam D, Harris E. Theory in a nutshell - A practical guide to health promotion theories, 2nd edition. Sydney: McGraw-Hill, 2005.

Lindhe J, Lang NP. Clinical Periodontology and Implant Dentistry, 6th edition. New Jersey: Wiley- Blackwell, 2015.

Werning JW. Oral Cancer: Diagnosis, Management, and Rehabilitation, 1st Edition. New York: Thieme, 2007.

DENT5014

Dental Health Services

Credit points: 6 **Teacher/Coordinator:** Dr Andrea Lenard **Session:** Semester 2 **Classes:** One 2 hour (maximum) session fortnightly in Semester Two.

Sessions will consist of a combined tutorial/workshop format. It is recommended that students will need to dedicate 2-3 hours per week to cover essential reading and preparation for fortnightly sessions for successful completion of the course, excluding preparation time for course assessment. **Prerequisites:** PUBH5018, PUBH5010 **Assessment:** Working shop participation (20%), Assignment 1 (25%), Assignment 2(40%), quiz(15%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study provides students with an appreciation of the role and scope of oral health services within the Australian health care system by offering both foundational and applied knowledge required for analysis and evaluation of oral health service delivery. On the completion of this unit of study, students will understand the underpinning principles that contextualise primary oral health care; identify and articulate the socioeconomic and socio-political determinants that impact on the delivery and management of oral health services; and to critically evaluate the appropriateness of existing and proposed oral health services and programs for different population groups

Textbooks

LIN, V, SMITH, J and FAWKES, S 2014, Public health practice in Australia: the organised effort, 2nd edn, Allen and Unwin, Crows Nest, New South Wales

Additional Resource:

Australian Institute of Health and Welfare 2016, Oral health and dental care in Australia: Key facts and figures 2015, AIHW, Canberra, available from www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=60129554609

DENT5015

Population Oral Health

Credit points: 6 **Teacher/Coordinator:** Dr Alex Holden **Session:** Semester 2 **Classes:** 30hrs consisting of 10x(1hr lecture/seminar and 2hr tutorial)
Prerequisites: PUBH5010 or CEPI5100 or SUST5004 **Assessment:** individual written assignments (80%), tutorial discussion and group-work participation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

To provide students with sufficient background and appreciation of the importance of population oral health and to provide them with the opportunity to develop skills and acquire essential knowledge in this field for the effective practice of population oral health. This unit focuses on the determinants of oral health and the importance of upstream measures to attack the root cause of oral diseases and the planning, implementing and evaluating of these approaches. The following topics will be covered: principles of population health approach, planning and policy framework for population oral health, the changing profile oral health and patterns of oral health care; water fluoridation (including legislation, benefits/risks, the politics of fluoridation, the arguments for and against water fluoridation, how to respond to antifluoridationists; how to promote and extend water fluoridation,); overview of policies and initiatives regarding dental services - the example of New South Wales; and oral health workforce and emerging workforce issues. On the completion of this unit of study students should be able to demonstrate ability to design/develop, implement and evaluate population based oral health programs to improve overall oral health and reduce inequalities in oral health.

Textbooks

Recommended Reading:

Rose G. The strategy of preventive medicine. Oxford, England: Oxford University Press, 1992;

World Health Organisation. Global Strategy for the Prevention and Control of Non-Communicable Diseases. Geneva: WHO, 2000;

Wilkinson R, Marmot M, eds. Social Determinants of Health - The Solid Facts. 2nd eds. World Health Organisation, 2003;

Sheiham A. Improving Oral Health for All; Focusing on Determinants and Conditions. Health Educ J 2000; 59:351-63;

Watt RG. From Victim Blaming to Upstream Action: Tackling the Social Determinants of Oral Health Inequalities. Community Dent Oral Epidemiol. 2007; 35:1-11;

Eckersley R, Dixon JM, Dixon J, Douglas B, Matheson Douglas R. The social origins of health and well-being. Cambridge, England: Cambridge University Press, 2001

What options do we have for organising, providing and funding better public dental care?

Australian Health Policy Institute. Commissioned Paper Series 2001/02. Available at:

http://www.menzieshealthpolicy.edu.au/other_tops/pdfs_hpa/optionspaper.pdf

Slade GD, Spencer AJ, Roberts-Thomson KF, editors. Australia's dental generations: the National Survey of Adult Oral Health 2004-06. AIHW cat. no. DEN 165. Canberra: Australian Institute of Health and Welfare (Dental Statistics and Research Series No. 34), 2007.

GLOH5112**Global Communicable Disease Control**

Credit points: 6 **Teacher/Coordinator:** Dr Grant Hill-Cawthorne, Ms Kerri Anton **Session:** Semester 2 **Classes:** face to face students: 13x1.5hr lecture and 11x1.5hr tutorial, 1x4hr workshop and 1x8hr presentation online students: 13x1.5hr online lecture and 11 weeks of tutorial discussion, 4hr online workshop content and 8hr online presentation content **Assessment:** 1x3000 word written essay (50%) tutorial facilitation and participation (20%) -face-to-face students will each facilitate a 1.5hr tutorial session -online students will each facilitate a 1-week online discussion board 1 x student group presentation (25%) -face-to-face student groups will give a 30-min oral presentation (accompanied by a powerpoint) -online student groups will upload a 30-min powerpoint presentation peer evaluation of student presentation (5%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit gives candidates essential knowledge of prevention and control of communicable diseases in low- and middle-income countries using country-specific examples. After successfully completing this unit of study, candidates will understand the key issues in communicable diseases and their control in developing countries, as well as gain the knowledge and insight on how prevention and control mechanisms and programs are developed for these diseases in resource-poor settings. The unit covers disease emergence, respiratory tract infections (including TB), vector-borne infections, food- and water-borne infections, neurological infections, neglected tropical diseases, bloodborne and sexually transmitted infections (including HIV) and drug-resistant infections.

Textbooks

Readings are available on the unit's eLearning site

HPOL5000**Introduction to Health Policy**

Credit points: 6 **Teacher/Coordinator:** Dr Anne Marie Thow **Session:** Semester 1 **Classes:** block mode with compulsory intensive workshops on campus. 2 x 2-day workshops, online lectures and discussions **Assessment:** Online learning quiz (5%); online problem based learning exercise (15%); 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%) **Mode of delivery:** Block mode

This unit aims to develop a critical and comparative understanding of the history, theory and practice of health policy. It gives an overview of the political choices and frameworks - national and global - that shape policymaking. The unit examines policy frameworks, and the roles of politics, evidence and advocacy in setting policy priorities. Analysis and debates regarding health policy will be placed in broader contexts - comparing different health systems and priorities for health. Case studies will be used to examine the relationships between policy and practice.

Learning outcomes. By the end of this unit students will be able to: (i) Define the boundaries and key features of health policy; (ii) Understand the basic history and features of the Australian health system; (iii) Identify policy instruments and how they function; (iv) Understand the main frameworks used for analysing policy; (v) Understand the factors influencing how policy issues are prioritized in health; (vi) Gain skills in policy communication, including preparation of a policy brief.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other recommended reading materials will be available on the unit's eLearning site

HPOL5001**Economics and Finance for Health Policy**

Credit points: 6 **Teacher/Coordinator:** A/Prof James Gillespie **Session:** Semester 1 **Classes:** Block mode with compulsory Intensive workshops on Campus or online only mode. Block mode. 2 x 2 day workshops or online only **Assessment:** Health Economics Exercise (50%), Health finance assignment (50%) **Mode of delivery:** Block mode

This unit aims to provide students with an understanding of the main concepts and analytical methods of health economics, political economy and finance to examine the workings of health systems in Australia and comparable countries. Topics covered include the debates over the public-private mix and governance and accountability - who makes decisions about funding priorities? To whom should decision makers be held accountable and for what aspects of their

work? How does health finance shape broader policy reform, such as universal health coverage?

Learning outcomes. By the end of this unit students will be able to: (i) apply basic concepts and methodologies of health economics and political economy in policy analysis; (ii) understand the role of economic analysis in planning and evaluating health policy change; (iii) understand the main models and debates regarding health system funding and the implications for equity, delivery and governance of health services; (iv) be familiar with theoretical frameworks underlying health economics and current debates over health finance. (v) apply this knowledge to current Australian and global health systems and debates over reform.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other required and recommended reading materials available from eLearning site.

HPOL5003**Analysing Health Policy**

Credit points: 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider, Associate Professor James Gillespie **Session:** Semester 2 **Classes:** Block mode with compulsory Intensive workshops on Campus or online only mode. Block mode 2 x 2 day workshops plus online discussion or online only with pre-recorded lectures and online discussion. **Assessment:** 1x2500 word assignment (35%), participation grade (5 x short online or face-to-face learning activities) (15%), 1x3000 word policy research project proposal (50%) **Mode of delivery:** Block mode

This unit aims to develop skills for undertaking policy research and analysis. The unit takes a multidisciplinary approach to familiarise students with fundamental frameworks and methodologies that can be applied to analyse policy from multiple disciplines including public health, social and political sciences, behavioural sciences, public policy and history.

Learning outcomes. By the end of the unit students will be able to: (i) Apply a critical analysis to questions of policy success or failure; (ii) Understand and explain the different methodological approaches that can be applied in policy analysis and research; (iii) Identify appropriate research methodologies, data collection methods and analysis for specific policy research questions; (iv) Design a health policy research project.

Textbooks

Sarantakos, S. (2013). Social Research (4th ed.). New York: Palgrave Macmillan. Other required and recommended readings and reference lists will be available through eLearning.

HPOL5006**Business of Health**

Credit points: 6 **Teacher/Coordinator:** A/Prof James Gillespie, Prof John Buchanan **Session:** Intensive July **Classes:** block/intensive mode - 5 days, 9am-5pm with preliminary online readings. **Assessment:** workshop tutorial assessments and presentation (20%); 1x2000wd report (30%); 1x3000 wd essay (50%) **Mode of delivery:** Block mode

Note: Department permission required for enrolment. Note: Students need to demonstrate at least one year's work experience in a related field. A waiver would be granted for students enrolled in MHPOL or MBA as this is already a course requirement of these programs.

Healthcare is now one of the largest employers and sectors in the Australian economy. Approximately two thirds of its funding comes from government, while two thirds of services are provided by the private sector. This unit explores this complex mix, building an understanding of the inter-relationships among the players in the industry, public and private. The course will explore the financial and regulatory environment in which providers operate and identify the main business models used by different players in the industry, including service providers, private insurers, employers, and government regulators. The unit draws on expert lecturers, international comparisons and case studies to give an understanding of the incentives and constraints that shape strategies to create value in health care.

Learning outcomes. By the end of the unit students will: (i) have an understanding of the 'eco-system' of health care; (ii) be able to navigate the regulatory and technological aspects of business in the

health sector; (iii) be able to identify and evaluate public and private business strategies in the main health care sectors.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other required and recommended reading materials available from elearning site.

HPOL5007

Global Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider, Dr Anne Marie Thow **Session:** Semester 2 **Classes:** Block mode with compulsory Intensive workshops on Campus or online only mode. Block mode 2 x 2 day workshops plus 4 tutorials (tutorials offered face-to-face or online) or online only. **Assessment:** 1 x 2000 word essay (35%), Tutorial discussion papers or online discussion (15%), 1 x 3000 word essay (50%) **Mode of delivery:** Block mode, Online

The aim of this unit is to equip students with the knowledge and skills to identify and articulate political and policy processes at the global level, become familiar with institutions and actors involved in global health policy, and utilize strategies for influencing policy making at the global level. We analyse the influence and power of institutions and actors in the development and implementation of global health policy, and investigate the governance of global health policy responses. Teaching makes extensive use of current case studies from recognised experts in the field.

Learning outcomes. By the end of this unit students will be able to: (i) Explain the effects of globalization on health of populations; (ii) Demonstrate how events and trends in health and non-health areas affect global health policy; (iii) Identify and classify the different types of actors/institutions that influence health policy; (iv) Undertake a policy stakeholder analysis with reference to power, influence and interests; (v) Develop strategies to influence global health policy development and implementation; (vi) Define global health governance and its role in structuring and regulating global health policy.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London.
Reading list available on eLearning

INFO5306

Enterprise Healthcare Information Systems

Credit points: 6 **Session:** Semester 2 **Classes:** Lectures, Tutorials, Laboratories **Assumed knowledge:** The unit is expected to be taken after introductory courses in related units such as COMP5206 Information Technologies and Systems (or COMP5138/COMP9120 Database Management Systems). **Assessment:** Through semester assessment (50%) and Final Exam (50%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Healthcare systems intimately coupled to ICT have been at the forefront of many of the medical advances in modern society in the past decade. As is already the case in many other service-driven sectors, it is widely recognised that a key approach to solve some of the healthcare challenges is to harness and further ICT innovations. This unit is designed to help fill a massive technology talent gap where one of the biggest IT challenges in history is in the technology transformation of healthcare.

The unit will consist of weekly lectures, a set of group discussions (tutorials) and practical lab sessions. The contents will offer students the opportunity to develop IT knowledge and skills related to all aspects of Enterprise Healthcare Information Systems.

Key Topics covered include: Health Information System e.g., Picture Archiving and Communication Systems (PACS) and Radiology IS; Electronic Health Records / Personal Health Records; Health data management; Healthcare Transactions; Health Statistics and Research; Decision Support Systems including Image-based systems; Cost Assessments and Ethics / Privacy; TeleHealth / eHealth; Cases studies with Australian Hospitals.

Guest lecturers from the healthcare industry will be invited. The core of student's assessments will be based on individual research reports (topics related to the current industry IT needs), software / practical assignment and quizzes.

INFO9003

IT for Health Professionals

Credit points: 6 **Session:** Semester 2 **Classes:** Lectures, Laboratories, Project Work - own time **Prohibitions:** INFO5003 **Assessment:** Through semester assessment (50%) and Final Exam (50%) **Mode of delivery:** Block mode

Information technologies (IT) and systems have emerged as the primary platform to support communication, collaboration, research, decision making, and problem solving in contemporary health organisations. The essential necessity for students to acquire the fundamental knowledge and skills for applying IT effectively for a wide range of tasks is widely recognised. This is an introductory unit of study which prepares students in the Health discipline to develop the necessary knowledge, skills and abilities to be competent in the use of information technology for solving a variety of problems. The main focus of this unit is on modelling and problem solving through the effective use of using IT. Students will learn how to navigate independently to solve their problems on their own, and to be capable of fully applying the power of IT tools in the service of their goals in their own health domains while not losing sight of the fundamental concepts of computing.

Students are taught core skills related to general purpose computing involving a range of software tools such as spreadsheets, database management systems, internet search engine. Students will undertake practical tasks including scripting languages and building a small scale application for managing information. In addition, the course will address the issues arising from the wide-spread use of information technology in a variety of Health area.

LAWS6252

Legal Reasoning and the Common Law System

Credit points: 6 **Teacher/Coordinator:** Ms Alexandra Fowler **Session:** Intensive April, Intensive August, Intensive March, Intensive September **Classes:** S1CIMR (Group A): Mar 5, 6 and 8, 9 (9-5); S1CIAP (Group B): Mar 26, 27 and Apr 9 and 10 (9-5); S2CIAU (Group C): Jul 30, 31 and Aug 2, 3 (9-5); S2CISE (Group D): Aug 20, 21 and Sep 3, 4 (9-5) **Prohibitions:** LAWS6881 **Assessment:** in-class test (30%) and take-home exam (70%) **Mode of delivery:** Block mode

Note: Students are recommended to enrol well in advance of classes in order to complete pre-class readings (normally available to enrolled students 3 weeks prior to the first class). Law graduates from a non-common law jurisdiction are also recommended to complete classes for this unit during the first week of their commencing semester.

This is a compulsory unit for all postgraduate students who do not hold a law degree or equivalent from a common law jurisdiction entering the: Master of Administrative Law and Policy; Master of Business Law; Master of Environmental Law; Master of Environmental Science and Law; Master of Health Law; Master of Labour Law and Relations as well as Graduate Diplomas offered in these programs. The unit has been designed to equip students with the necessary legal skills and legal knowledge to competently apply themselves in their chosen area of law. Instruction will cover the legislative process; the judiciary and specialist tribunals; precedent; court hierarchies; legal reasoning; constitutional law; administrative law; contracts; and torts. Some elements of the unit will be tailored in accordance with the requirements of the particular specialist programs.

LAWS6839

Critical Issues in Public Health Law

Credit points: 6 **Teacher/Coordinator:** Prof Roger Magnusson **Session:** Intensive September **Classes:** Intro Class: Aug 29 (6-8) then Sep 5, 6 & Oct 6, 7 (9-4.30) **Assessment:** short response question (20%) and 6000wd essay (80%) or short response question (20%), 3000-3500wd essay (40%) and take-home exam (40%) or short response question (20%) and two 3000-3500wd essays (80%) **Mode of delivery:** Block mode

Note: Core unit for GradDipPubHL students. MHL students may select this unit as one of the three core units required in addition to LAWS6252 or LAWS6881.

This unit provides an introduction to key topics in public health law, and a foundation for further study in this field. It begins by exploring the use of law - both historically and conceptually - as a tool for protecting the public's health, for responding to health risks and implementing strategies designed to promote public health. It reviews the sources of public health law, considers the strategies that law can

deploy to protect and promote health, as well as debates about the appropriate limits for law in the protection of public health in a liberal democracy.

The unit also provides a review of the law's role within several critical areas, including: acute public health threats (with a focus on SARS, pandemic influenza, and bioterrorism); sexual health and STIs; and tobacco control.

Key topics include: The definition and role of public health law; Case studies illustrating the sources of public health law; The legal framework for managing pandemic influenza and other acute public health threats; An introduction to tobacco control law; and Law's role in promoting sexual health.

Throughout the unit, students will be trained to identify legal issues and to explore their health significance, or impact on population health. Students will be encouraged and expected to critically evaluate the success of public health laws and their underlying strategies for protecting and promoting health. Students will also explore the tension between the public health interest, and competing public and private interests.

Students wishing to extend their knowledge of public health law can enrol in the companion unit, LAWS6848 Law and Healthy Lifestyles. These units comprise a core program in public health law.

LAWS6848

Law, Business and Healthy Lifestyles

Credit points: 6 **Teacher/Coordinator:** Prof Roger Magnusson **Session:** Intensive September **Classes:** Intro Class: Aug 6 (6-8) then Aug 16, 17 and Sep 13, 14 (9-4.30) **Assessment:** Option 1: one short response question (20%) and 6000wd essay (80%) or Option 2: one short response question (20%), 3000-3500wd essay (40%) and one take-home exam question (40%) or Option 3: one short response question (20%) and two 3000-3500wd essays (80%) **Mode of delivery:** Block mode

This unit is about legal and regulatory responses to tobacco use, obesity, poor diet, harmful use of alcohol and sedentary lifestyle - the leading causes of preventable disease in Australia, in high-income countries generally, and increasingly, in developing economies. Cancer, heart disease, stroke, diabetes and tobacco-related diseases (known as 'non-communicable diseases' or NCDs) are society's greatest killers. But what can law do - and what should law be doing - to prevent them? Unlike other health threats, NCDs and their risk factors are partly caused by consumer choices that are lived out every day across the country. The challenge of encouraging healthier lifestyles cannot be separated, then, from the regulation of the businesses that all too often have a vested interest in unhealthy lifestyles. Law's relationship with smoking, alcohol and food is complex and contested. Nevertheless, governments around the world are experimenting with a wide range of legal strategies to encourage healthier lifestyles. This unit will focus on developments in Australia and the United States, placing legal developments in these countries in an international context. During the course, we will confront some important over-arching questions. What are the global determinants of NCDs, and to what extent are global solutions needed? What do global solutions look like? To what extent should law intervene to influence the behaviour of populations-as distinct from treating lifestyle-related risk factors as the personal responsibility of each individual? Does a regulatory approach to the prevention of NCDs imply coercion? Does it signal the emergence of the 'nanny state'? Does progress depend on motivating people to consciously improve their habits and lifestyles? Is it possible to regulate business without micro-managing or dictating commercial decisions and 'legislating the recipe for tomato ketchup'? Throughout the unit, students will be encouraged to explore the tension between personal responsibility and freedom, and the broader public interest in a healthy population and a productive economy. Key topics include: Frameworks for thinking about law, and environments that support healthier lifestyles; Global health governance and the prevention of non-communicable diseases; Tobacco control: where to from here? Personal responsibility for health, and law's role; Regulating alcohol; Obesity prevention; and Law's role in improving diet and nutrition, and encouraging active living.

MECO6919

Health Communication

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x1000wd commentary and critique (20%), 1x500wd discussion leadership (15%), 1x1500wd research project on health issue (25%), 1x3000wd research paper (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces key concepts in health communication. Students will explore micro- and macro-level theories of health (behaviour) communication that inform the design and implementation of health communication campaigns, planned and unplanned effects of communication campaigns, and the evaluation of such campaigns. It aims to give students a critical and practical understanding of theory and research concerning the role of communication in health promotion efforts.

MIPH5008

Travel and Tropical Medicine

Credit points: 2 **Teacher/Coordinator:** Dr Giselle Manalo, Dr Paula Fogarty **Session:** Intensive October **Classes:** 1x 2 day intensive lectures **Assessment:** 1x 2000word individual essay (80%) and attendance (20%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

This unit aims to provide an overview of common health issues and emerging travel-related diseases, with a general look at prevention and control of these problems for travellers or those intending to work in tropical or resource-poor settings for a significant period of time. During the short course, students will also explore issues such as pre-travel preparations, vaccinations, protection from vector-borne diseases, gastrointestinal illnesses in travellers, refugee health, disaster preparedness focusing on water and sanitation and travel health issues in humanitarian and disaster relief settings. The teaching method is face-to-face teaching only. Attendance is compulsory.

Textbooks

Readings are available on the unit's eLearning site

MIPH5115

Women's and Children's Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Camille Raynes-Greenow, Dr Ying Zhang **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 9 weeks, 1x1hr tutorial per week for 8 weeks; also offered fully online **Assessment:** 1x5000 word individual assignment, (50%), 1x 8 page group report (30%), tutorial participation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit is an introduction to the health status of women and children in low and middle income countries and highlights the interconnectedness of women's and children's health. It presents some of the major causes of mortality and morbidity and interventions and approaches to improving outcomes from a public health perspective. Each week a different expert covers relevant issues such as perinatal mortality, contraception, nutrition, HIV, cancer, diarrhoeal disease, vaccine preventable diseases and childhood disability.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5117

Global Non-Communicable Disease Control

Credit points: 2 **Teacher/Coordinator:** Associate Professor Rohina Joshi **Session:** Semester 2a **Classes:** 1x2hr-lecture/week for 7 weeks; also offered fully online **Assessment:** 1x 2000word written assignment (90%) and class participation (10%) or online discussion (10%). **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit aims to provide candidates with an understanding of the causes and control of non-communicable diseases (NCDs) with a focus on low and middle income countries (LMIC). These diseases are associated with social and economic development and the demographic and health transitions. Topics covered in the unit include cardiovascular diseases, diabetes, cancer, primary health care in relation to NCDs, health promotion for NCDs and approaches to NCD research in developing countries. Lectures are given by health professionals with direct experience of NCD control in LMICs.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5124**Health Issues and Humanitarian Emergencies**

Credit points: 4 **Teacher/Coordinator:** Ms Bronwen Blake, Professor Michael Dibley, Professor Lyndal Trevena **Session:** Intensive November **Classes:** 2x 2 day workshop **Assessment:** 1 x 2500 word written assignment (70%), written reflective pieces (20%), attendance and participation (10%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

This unit gives students an overview of public health aspects of humanitarian emergencies in developing country situations and the range of appropriate responses. This includes considering problems faced by government and non-government organisations in humanitarian emergency relief efforts. Topics covered in the unit include international and human rights law, the role of donor agencies, refugee health, nutritional emergencies, site planning for refugee camps, water and sanitation, sexual violence, protection of vulnerable groups, and communicable disease surveillance and control.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5127**Mental Disorders in Global Context**

Credit points: 2 **Teacher/Coordinator:** Associate Professor Maree Hackett **Session:** Intensive September **Classes:** 1x 2day workshop **Assessment:** 1x 2000 word essay (90%) plus class participation (10%) **Mode of delivery:** Block mode

This unit aims to present an overview and critique of mental disorders in an international context. It covers broad issues related to the classification of disorders, their prevalence and population burden and their determinants. While the focus of the module is on international epidemiology, the course also aims to promote understanding of the economic and humanitarian implications of the burden of mental and substance use disorders for prevention, treatment and health policy. The unit will cover what a mental disorder is, how frequent and how disabling mental disorders are and what the major correlates and determinants of mental disorders are, with a focus on health policy.

Textbooks

Readings are available on the unit's eLearning site

MIPH5134**Primary Care in Low Resource Settings**

Credit points: 4 **Teacher/Coordinator:** Professor Lyndal Trevena **Session:** Semester 2a **Classes:** Online mini-lectures and readings available for 1-2 hours per week; group work online 2 hours per week. Face-to-face mode is delivered via 4 x 1 day workshops. **Assessment:** Formative assessment: abstract of 250 words (10%); contribution to group learning (20%); 2000 word case submission (70%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Note: Can be completed in either on-line or face to face mode

This unit of study is designed for students who have completed or are working towards a health degree. It assumes some clinical background knowledge and aims to prepare students to a basic level for applying public health principles in low resource primary healthcare settings. In the past, students with a non-clinical background have successfully completed this unit and there are no pre-requisites. The course will introduce and revise the fundamental aspects of effective primary health care, define different aspects of low-resource settings (health system, healthcare worker, patient factors etc) and their effect on knowledge translation. The key learning component will comprise a series of problems which will be solved in online or face-to-face groups and supported by guest lecturers, tutors and resources. Problems will include low-income country settings but also resource-challenged settings due to remoteness and/or socioeconomic and other disadvantage. Students will be expected to be self-directed adult learners during this unit. This unit of study can be combined with MIPH5004 International Health Independent Study 1 (2cp) for a total of 6 credit points. Students can choose to do this course either by face-to-face or distance mode.

MIPH5135**Health Systems in Developing Countries**

Credit points: 4 **Teacher/Coordinator:** Associate Professor Joel Negin **Session:** Semester 2 **Classes:** 1x 2hr lecture per week for 10 weeks; plus 2x 0.5 day workshops; also offered fully online **Assessment:** 1x1500 word research paper (40%), 1x2000 word solution proposal (50%), and participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5136**Nutrition in International Settings**

Credit points: 4 **Teacher/Coordinator:** Professor Michael Dibley **Session:** Intensive August **Classes:** 2x2 day workshops **Assessment:** 1x 1000 word exercise on nutritional assessment (30%), 1x 2500 word assignment (60%), workshop attendance and participation (10%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

The aim of this unit is to provide students with insights into the major nutrition-related public health problems in low- and middle-income countries; knowledge and practical skills about nutritional assessment; and the design and evaluation of nutritional interventions. The content areas include an overview of nutrition as a major determinant of health and disease; methods to assess community nutritional status; the impact of maternal and child under-nutrition on mortality and overall disease burden; design and evaluation of effective interventions; issues surrounding food security; agriculture and nutrition; and nutrition policies and resources. The unit is taught in two 2-day workshops, with the first workshop focusing on nutritional assessment and major nutrition-related public health problems in low- and middle-income countries, and the second workshop focusing on design and evaluation of interventions. On completion students should be able to recognise key nutritional problems facing low- and middle-income countries; have acquired knowledge and practical skills as to how these problems can be assessed; and gained insights into a number of different multi-sectoral approaches to address these problems.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5219**International Health Project Management**

Credit points: 6 **Teacher/Coordinator:** Professor Mu Li **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 10 weeks; 1x1 day workshop; 1x1hr tutorial per week for 8 weeks; 1x1 day peer learning session through group presentations **Prohibitions:** MIPH5220 **Assumed knowledge:** General knowledge of public health in low and middle income countries **Assessment:** Important: Scaled marking will be implemented for this unit's group based assessment ie. group presentation, written group proposal, project group work contribution throughout the semester 1x 30minutes (20 minute presentation plus 10 minutes questions and answers) group presentation (20%), peer evaluation on group work participation and contribution (15%), 1x group written assignment-a project proposal (40%) and 1x short individual written assignment (25%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Effective international health projects management contributes to the achievement of health and development in developing countries. The Unit aims to provide students with a good understanding of the

concepts and key elements of a health project design and evaluation, and to demonstrate tools and techniques used in effective project management. A detailed step by step application of the Logical Framework Approach (LFA) in project design will be presented, including stakeholder analysis, problem and objective analysis, and the logframe matrix. The Unit also gives students an opportunity for hands-on practice through the design of a project in an international setting and allows them to consider the challenges and practical issues faced by people involved in international health project management. The key topic areas covered include: concepts and principles of international project management; context and situation analysis; the LFA for project design; real life project management cases; and project monitoring and evaluation. At the end of the course, students should be able to: identify the key aspects of the LFA to project design; develop a project proposal in international settings; recognise challenges and practical issues faced by people involved in international health project management; and apply a systematic approach to project planning and management in international settings.

Textbooks

Course materials are available on the unit's eLearning site

NTDT5608

Community and Public Health Nutrition

Credit points: 6 **Teacher/Coordinator:** Dr Vasant Hirani **Session:** Semester 2 **Classes:** 4 hours lectures and 2 tutorials per week **Corequisites:** NTDT5305 and NTDT5307 **Assessment:** 2 hour exam (50%); two assignments (50%) **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 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.

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

Lawrence M and Worseley (eds). Public Health Nutrition - from Principles to Practice. Sydney: Allen and Unwin. 2007.

PUBH5010

Epidemiology Methods and Uses

Credit points: 6 **Teacher/Coordinator:** Dr Erin Mathieu, Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - faceto face or their equivalent online **Prohibitions:** BSTA5011, CEP15100 **Assessment:** 1x 6 page assignment (25%), 10 weekly quizzes (5% in total) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature regarding public health and clinical issue. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. In addition to formal classes or their on-line equivalent, it is expected that students spend an additional 2-3 hours at least each week preparing for their tutorials.

Textbooks

Webb, PW. Bain, CJ. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals Second Edition: Cambridge University Press 2017.

PUBH5018

Introductory Biostatistics

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

PUBH5019

Cancer Prevention and Control

Credit points: 6 **Teacher/Coordinator:** Professor Jane Young **Session:** Semester 2 **Classes:** 20 hours online lectures, 16 hours online discussions **Prerequisites:** PUBH5010 or CEP15100 **Assessment:** 2 assignments (65%), 8 online tutorials (35%) **Mode of delivery:** Online

Note: Department permission required for enrolment.

This unit aims to provide students with specific information on the concepts, methods and applications underpinning cancer prevention and control at population level. It is designed to address specific educational needs of students in various programs within the School of Public Health and to offer a broad-based perspective on cancer control, ranging from primary prevention, screening and early intervention, tertiary prevention and palliative care. Emphasis will be given to cancers with the greatest impact at population level and where evidence demonstrates that policies and interventions are capable of reducing cancer incidence, mortality, prolonging survival and improving quality of life. Although focusing on specific Australian conditions, the information will be presented in the context of regional and global cancer control efforts. At the completion of the unit, students will be equipped with the basic tools to design, plan, implement and evaluate cancer control programs in Australia or other countries.

Textbooks

Readings for this unit will be available on the eLearning site

PUBH5020

Chronic Disease Prevention and Control

Credit points: 6 **Teacher/Coordinator:** Professor Adrian Bauman **Session:** Semester 1 **Classes:** 20 hrs online lectures; 16 hrs online discussions **Assumed knowledge:** PUBH5033, PUBH5010 or CEP15100 or equivalent **Assessment:** 1000 word assignment (20%), 2000 word assignment (40%), on-line discussions (40%) **Mode of delivery:** Online

Note: Department permission required for enrolment.

This course offers a public health approach to examining the global issue of chronic diseases (e.g. cardiovascular disease, type 2 diabetes, cancer, chronic lung disease) and their prevention. The course examines why chronic disease is a global problem, and describes WHO frameworks for chronic disease prevention. It also reviews the epidemiology of specific chronic diseases including trends in and surveillance of these conditions, and the global (and country level) burden of disease. Teaching will focus on clinical prevention, in particular, the role of primary care, other clinicians and allied health

professionals in providing lifestyle advice for people with chronic disease (tertiary prevention) and for people without chronic disease (primary prevention). Students will be involved in evaluating the effectiveness of different prevention strategies and will examine the role of health policy and strategic planning in developing effective and sustainable chronic disease management programs and health services in different settings (in Australia and the region).

Textbooks

Readings for this unit will be available on the eLearning site

PUBH5026

Mass Media Campaigns and Social Marketing

Credit points: 2 **Teacher/Coordinator:** A/Professor Philayrath Phongsavan, Professor Adrian Bauman (coordinators), Adjunct Professor Tom Carroll **Session:** Intensive August **Classes:** Face-to-face/ on-campus 2-day residential workshop (lectures, on-line discussions, and student participation and student presentations) **Prerequisites:** PUBH5033 **Assumed knowledge:** Training in research methods epidemiology is advised but not essential. **Assessment:** 1x 1500 word assignment (60%); on-line participation/discussion (40%) **Mode of delivery:** Block mode

This unit focuses on mass-reach public health campaigns used to promote health and prevent disease. Building on introductory Masters of Public Health units of study in health promotion/disease prevention [or equivalent], this unit describes the rationale for mass-media led campaigns, social marketing interventions, and how they fit into a comprehensive approach to population health promotion and chronic disease prevention. The major themes covered are the principles of mass-reach communications in public health; designing campaigns [formative evaluation]; developing public health campaigns as part of comprehensive health promotion; understanding the messages, branding and marketing of campaigns; process and impact evaluation of campaigns; the differences between campaigns and social marketing initiatives; and the role of ancillary and supportive health promotion strategies, including media placement and advocacy. In addition, the role of, and evaluating social media campaigns will be included. The unit will equip students with skills to plan, design, implement and evaluate public health campaigns.

Textbooks

Course readings will be provided before the workshop. These are required readings, and there is some individual student preparation required for presentation at the first workshop and after the workshop to prepare for the on-line two weeks discussions.

PUBH5027

Public Health Program Evaluation Methods

Credit points: 2 **Teacher/Coordinator:** Dr Justin Richards, Dr Anne Grunseit **Session:** Semester 2 **Classes:** 2 day residential workshop in semester 2 **Assessment:** In-class participation (20%) and one 1500 word assignments at the end of the unit (80%) **Mode of delivery:** Block mode

This unit of study is taught over two days of residential workshop and is an introduction to public health program evaluation principles. It builds on core MPH methods subjects, but extends learning objectives to develop skills in practical and applied public health and health promotion program planning, evaluation and research methods. Both qualitative and quantitative methods will be used in program evaluation discussions, but the major focus will be on measuring the implementation of programs, and assessing public health program impact. There is an emphasis on evaluating 'real world' programs that address chronic disease prevention and health promotion, but other broad public health content areas will also be used as examples. The unit comprises four areas of discussion, including the [i] principles of evaluation; [ii] research designs and methodological issues for community and applied public health settings; [iii] methods for measuring program impact and outcomes; [iv] the principles of research translation and dissemination; and [v] evaluation values and disciplines. Attendance at the two days of residential teaching is compulsory for participants.

Textbooks

Recommended: Bauman A, Nutbeam D. Evaluation in a Nutshell. McGraw Hill Sydney (2nd Edition, 2013)

PUBH5029

Fundamentals of Public Health Nutrition

Credit points: 4 **Teacher/Coordinator:** Prof Tim Gill, Dr Seema Mhrshahi, Dr Sinead Boylan **Session:** Semester 2 **Classes:** 1x2hr online lec and 1x2hr online tut/wk and 1x2day workshop **Assessment:** 1x1000wd essay (25%) and group discussion and short answer questions (35%) and 2500wd essay (40%) **Mode of delivery:** Block mode

Note: Existing study of epidemiology desirable but not essential

The unit provides students with a broad understanding of key public health nutrition practices and principles which will enable them to better understand and address population nutrition issues. There will be a strong focus on understanding dietary intake assessment and the use of data generated from nutrition surveys to improve the understanding of nutrition epidemiological studies and the relationship between diet and chronic disease. The concept of nutrition environments will be central to the exploration of community nutrition status and how dietary interventions are planned and evaluated. Global and local food and nutrition policy issues will be addressed and related to sustainability and environmental health concerns. The teaching approach involves class interaction and provides opportunities for self-reflection with practice-focussed assessment tasks.

Textbooks

Notes and recommended reading will be distributed in class

PUBH5030

Public Health: Achievements and Challenges

Credit points: 2 **Teacher/Coordinator:** Suzanne Plater **Session:** Semester 1 **Classes:** Available in block mode (2 day workshop) or online. **Assumed knowledge:** Basic science **Assessment:** 1 x 1500 word essay (70%), online discussions (30%) **Practical field work:** Participation in workshop activities (face-to-face students) and online discussions (all students) **Mode of delivery:** Block mode, Online

This unit introduces students to public health in the context of Australian and international histories, cultures and geopolitics. We will begin by briefly reviewing the major challenges that drove development of modern public health theory and practice. We will then discuss current challenges with leading public health practitioners, activists, theoreticians and commentators. Our focus will include public health ethics, equity and empowerment. Students will also have the opportunity to interact with and learn from non-academic guests from diverse backgrounds who will share their public health issues and solutions. The unit culminates with a discussion around emerging public health challenges and potential solutions. The particular problems of societal inequities as drivers of injury and illness, and the importance of multidisciplinary approaches to public health solutions, are emphasised.

Textbooks

A set of readings will be provided online

PUBH5032

Making Decisions in Public Health

Credit points: 2 **Teacher/Coordinator:** A/Prof James Gillespie, A/Prof Alison Hayes **Session:** Semester 2 **Classes:** 2-day workshop; fully online version available **Assessment:** Multiple choice assessment (50%); Written assignment of 1000 words (50%) **Mode of delivery:** Block mode, Online

This unit introduces students to the methods by which evidence is translated, used and abused when governments make decisions affecting public health. Students will become familiar with the main tools used by health economists and policy analysts. The unit will emphasize the role of different forms of evidence and values for priority-setting and policy-making. Unit technical content is unified by common themes and case studies. Students will apply methods and principles of health economics e.g. resource scarcity, opportunity cost, efficiency and equity to practical real-life examples (including specific indigenous health issues) to critically consider the role of economic evidence in health decision-making in Australia.

Students will then use policy analysis methods to critically examine the Australian health care system and decision-making in public health. The unit will pay particular attention to questions of power and equity, including the position of indigenous peoples. Finally, it will look at how evidence is framed and used in decision-making. Teaching will make

use of contemporary case studies so students learn how technical analytical tools are used in practical examples of policy development, decision-making and public debate. The unit gives public health students an essential basic knowledge of both disciplines (health economics and health policy) and lays the groundwork for more advanced studies.

PUBH5033

Disease Prevention and Health Promotion

Credit points: 6 **Teacher/Coordinator:** A/Professor Philayrath Phongsavan, James Kite **Session:** Semester 1 **Classes:** 3 half-day workshops, face-to-face tutorials and online discussion; fully online version available **Assessment:** 1x1500 word assignment (25%); 1 presentation (15%); 1 x 2500 word assignment (50%); tutorial participation (10%) **Mode of delivery:** Block mode, Online

This core unit of study introduces students to evidence-based health promotion as a fundamental approach to preventing disease and reducing health inequalities in populations. The unit is divided into three modules: (i) building blocks of disease prevention and health promotion, (ii) using evidence and evaluating disease prevention and health promotion programs, and (iii) using research to inform policy and practice. This unit will give students an understanding of disease prevention and health promotion and their relationship to public health, introduce design, implementation, and evaluation of disease prevention and health promotion interventions, and develop and refine students' research, critical appraisal, and communication skills. The unit will also illustrate how prevention and health promotion principles are applied in Aboriginal settings. The role of translation of research into policy and practice to enhance public health impact will also be explored.

Textbooks

Course Readings Provided

PUBH5034

Public Health Capstone

Credit points: 4 **Teacher/Coordinator:** Ms Suzanne Plater, Dr Jo Lander, A/Professor Philayrath Phongsavan, Professor Tim Driscoll **Session:** Semester 2 **Classes:** One half-day workshop, possible group meetings plus self-directed project **Prerequisites:** (PUBH5010 or CEP15100) and PUBH5018 and PUBH5030 and PUBH5033 and (PUBH5500 or QUAL5005 or PUBH5031) **Prohibitions:** PUBH5035 **Assessment:** Project product (70%), literature review (30%). All assessments are compulsory. **Mode of delivery:** Block mode, Online *Note: This unit of study is an elective for students who commenced in 2013 and 2014*

This unit provides students with an opportunity to draw together and integrate their learning in core and elective Public Health units and apply this to a project relevant to employment in public health. With an academic as a topic leader, students will develop a practical or hypothetical project and literature review largely as an individual self-directed activity but may work within a supported, group-based environment. The nature of the project can be a research proposal (quantitative or qualitative methods), public health program plan or evaluation, policy analysis, extended rapid review, environmental impact assessment or data analysis, amongst others. Topic areas are also wide-ranging and include obesity and physical activity, injury, environmental health, work-related disorders, mental health, communicable diseases, cancer and tobacco control. Self-directed learning is supported by a half-day workshop, literature search strategy training, possible group meetings (face-to-face or online) and a study guide.

Textbooks

Resources will be provided online.

PUBH5035

Capstone in Public Health

Credit points: 4 **Teacher/Coordinator:** Ms Suzanne Plater, Dr Jo Lander **Session:** Semester 1 **Classes:** one half-day workshop (face to face or online), group meetings plus self-directed project **Prerequisites:** (PUBH5010 or CEP15100) and PUBH5018 and PUBH5030 and PUBH5033 and (PUBH5500 or QUAL5005 or PUBH5031) **Prohibitions:** PUBH5034 **Assessment:** project product (70%), literature review (30%). All assessments are compulsory. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Note: Department permission required for enrolment. Note: This unit of study is only available to MPH full-time students who started in semester 2 of the previous year.

This unit provides students with an opportunity to draw together and integrate their learning in core and elective Public Health units and apply this to a project relevant to employment in public health. With an academic as a topic leader, students will develop a practical or hypothetical project and literature review largely as an individual self-directed activity but will work within a supported, group-based environment. The nature of the project can be a research proposal (quantitative or qualitative methods), a public health program plan or evaluation, a policy analysis, an extended rapid review, an environmental impact assessment or data analysis, amongst others. Topic areas are also wide-ranging and include obesity and physical activity, injury, environmental health, work-related disorders, mental health, communicable diseases, cancer and tobacco control. Self-directed learning is supported by a half-day workshop, literature search strategy training, possible group meetings (face-to-face or online) and a study guide.

Textbooks

Resources will be provided online

PUBH5040

Practice Placement in Public Health

Credit points: 12 **Teacher/Coordinator:** Professor Tim Driscoll, Dr Jo Lander **Session:** Semester 1, Semester 1a, Semester 1b, Semester 2, Semester 2a, Semester 2b **Classes:** Self-directed work placement with supervision and mentoring provided by the host institution and the School of Public Health **Assessment:** Placement proposal (20%), Supervisor report (10%), Final report, portfolio and other deliverables (70%) **Mode of delivery:** Professional practice *Note: Department permission required for enrolment. Note: This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed, and is subject to suitable placements being available. If you wish to undertake a placement this should be discussed with the unit coordinators well before the start of the Semester in which the placement is to be undertaken.*

This unit gives high-achieving students who have completed their MPH and have an average weighted mark of 75% or more in their first 24 units of coursework the opportunity to undertake a supervised work placement in a Public Health institution. Places are limited and selection of candidates will be based on academic merit. During this placement you will undertake a project which will make a useful contribution to the workplace. Your project proposal, the final report based on your project or portfolio and your supervisor's report will constitute your assessment for the unit. The placement will consist of a minimum of 216 hours' work, that is approximately six weeks' full-time (or equivalent part-time) work. Initially placements will only be possible in Australia, although this may change in the future. The Public Health institutions would normally be located outside university environments. Examples include NSW Department of Health Public Health Units or Health Promotion Units, government supported agencies such as the Sax Institute and Family Planning NSW, and non-government organisations such as NSW Cancer Council or advocacy groups.

PUBH5041

Practice Placement in Public Health 1

Credit points: 6 **Teacher/Coordinator:** Professor Tim Driscoll, Dr Jo Lander **Session:** Semester 1, Semester 1a, Semester 1b **Classes:** Self-directed work placement with supervision and mentoring provided by the host institution and the School of Public Health. **Assessment:** Placement proposal (20%), Supervisor report (10%), Final report, portfolio and other deliverables (70%) across 12 credit points. **Mode of delivery:** Professional practice

Note: Department permission required for enrolment. Note: This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed and is subject to suitable placements being available. If you wish to undertake a placement, this should be discussed with the unit coordinators well before the start of the Semester in which the placement is to be undertaken.

This unit gives high-achieving students who have completed their MPH and have an average weighted mark of 75% or more in their first 24 units of coursework the opportunity to undertake a supervised work placement in a Public Health institution. Places are limited and

selection of candidates will be based on academic merit. During this placement you will undertake a project which will make a useful contribution to the workplace. Your project proposal, the final report based on your project or portfolio and your supervisor's report will constitute your assessment for the two related units (PUBH5041 and PUBH5042). The placement will consist of a minimum of 216 hours' work, that is approximately six weeks' full-time (or equivalent part-time) work across 12 credit points. This unit (PUBH5041) is designed to cover six of these credit points to allow the placement to be undertaken over two semesters. Initially placements will only be possible in Australia, although this may change in the future. The Public Health institutions would normally be located outside university environments. Examples include NSW Department of Health Public Health Units or Health Promotion Units, government supported agencies such as the Sax Institute and Family Planning NSW, and non-government organisations such as NSW Cancer Council or advocacy groups.

PUBH5042

Practice Placement in Public Health 2

Credit points: 6 **Teacher/Coordinator:** Professor Tim Driscoll, Dr Jo Lander **Session:** Semester 2, Semester 2a, Semester 2b **Classes:** Self-directed work placement with supervision and mentoring provided by the host institution and the School of Public Health. **Assessment:** Placement proposal (20%), Supervisor report Part 2 (10%); project or portfolio (70%) across 12 credit points. **Mode of delivery:** Professional practice

Note: Department permission required for enrolment. Note: This unit of study is only available to students who commenced their Public Health studies from 2010 onwards. It is available only to students with a weighted average mark of 75% or more in the first 24 credit points completed and is subject to suitable placements being available. If you wish to undertake a placement, this should be discussed with the unit coordinators well before the start of the Semester in which the placement is to be undertaken.

This unit gives high-achieving students who have completed their MPH and have an average weighted mark of 75% or more in their first 24 units of coursework the opportunity to undertake a supervised work placement in a Public Health institution. Places are limited and selection of candidates will be based on academic merit. During this placement you will undertake a project which will make a useful contribution to the workplace. Your project proposal, the final report based on your project or portfolio and your supervisor's report will constitute your assessment for the two related units (PUBH5041 and PUBH5042). The placement will consist of a minimum of 216 hours' work in a practice placement, that is approximately six weeks' full-time (or equivalent part-time) work across 12 credit points. This unit (PUBH5042) is designed to cover six of these credit points to allow the placement to be undertaken over two semesters. Initially placements will only be possible in Australia, although this may change in the future. The Public Health institutions would normally be located outside university environments. Examples include NSW Department of Health Public Health Units or Health Promotion Units, government supported agencies such as the Sax Institute and Family Planning NSW, and non-government organisations such as NSW Cancer Council or advocacy groups.

PUBH5101

Special Project in Public Health

Credit points: 4 **Teacher/Coordinator:** Professor Tim Driscoll **Session:** Semester 1, Semester 2 **Prerequisites:** One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project **Assessment:** 1x 4000 word written report (100%) or as agreed with the supervisor and unit coordinator. **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.

This unit is intended for students nearing the end of their MPH. The Special Project is a self-directed unit focussed on a specific MPH-related topic of interest to the student. The project is supervised by an academic within the School. An external person can act as the main supervisor but a School academic would also be required. This

project may be developed by the student or the student could develop a project in consultation with an intended supervisor. The student needs to meet with the supervisor during the semester. Preferably this would be at least three times but the frequency will depend on the project and the preference of the supervisor. The project is meant to be self-directed so there is not an expectation that the supervisor would have close involvement, although they can if they want to. The student would be expected to undertake approximately 80 to 100 hours of work for this unit. The format of the final report or other output can be whatever is appropriate, as agreed with the supervisor(s). The report is due no later than the Monday of Week 13, or a later date as agreed with the supervisor(s) and the unit coordinator.

PUBH5102

Special Project in Public Health

Credit points: 2 **Teacher/Coordinator:** Professor Tim Driscoll **Session:** Semester 1, Semester 2 **Prerequisites:** One or more of PUBH5010, PUBH5018 and QUAL5005 depending on the intended project **Assessment:** 1x 2000 word written report (100%) or as agreed with the supervisor and unit coordinator. **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: Students should first contact the unit coordinator to discuss their proposed topic or area of interest. They then contact an academic staff member associated with the area of their project and negotiate the details of the project design and the method and frequency of contact with the supervisor during the project. Once the unit coordinator has agreed to the enrolment, the students applies to enrol via Sydney Student. The unit coordinator will then formally approve the enrolment.

This unit is intended for students nearing the end of their MPH. The Special Project is a self-directed unit focussed on a specific MPH-related topic of interest to the student. The project is supervised by an academic within the School. An external person can act as the main supervisor but a School academic would also be required. This project may be developed by the student or the student could develop a project in consultation with an intended supervisor. The student needs to meet with the supervisor during the semester. Preferably this would be at least three times but the frequency will depend on the project and the preference of the supervisor. The project is meant to be self-directed so there is not an expectation that the supervisor would have close involvement, although they can if they want to. The student would be expected to undertake approximately 50 to 50 hours of work for this unit. The format of the final report or other output can be whatever is appropriate, as agreed with the supervisor(s). The report is due no later than the Monday of Week 13, or a later date as agreed with the supervisor(s) and the unit coordinator.

PUBH5111

Environmental Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Geoff Morgan **Session:** Semester 2 **Classes:** The unit is delivered via face to face mode or via online mode. Both modes cover the same course content. Face to face students: Thirteen lectures (13 sessions of approximately 1.5 hours each) offered online, with the first (introductory) lecture delivered face to face as well as online; Six face to face tutorials (6 sessions of 2 hours each); One online group assignment plan discussion. Online students: Thirteen lectures (13 sessions of approximately 1.5 hours each) offered online; Six online tutorials (6 sessions of 2 hours equivalent each); One assignment plan online group discussion. **Assessment:** 1 x written assignment plan and group discussion (5%); 1 x written assignment 2000 words (70%); 10 x lecture multiple choice quiz (10 x 0.5 = 5%); 5 x tutorial quiz questions (10%); 1 x tutorial briefing note (5%); 5 x group tutorial briefing note (5 x 1 = 5%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This course aims to describe the interrelation between our environment and human populations, local communities and individuals and the potential impact on health of environmental agents/contaminants. The unit will explore the major categories of environmental health hazards including air quality, water quality, chemical hazards (eg soils and contaminated sites), physical hazards (eg noise and radiation), microbiological hazards (eg Legionnaires' disease) and food safety. Regional and global issues of sustainability, climate change and land use planning will also be covered. The disciplines of epidemiology, toxicology and ecology will be applied within a risk assessment framework to characterise health risks associated with environmental hazards and determine risk management options and inform risk communication strategies. Students completing this unit will appreciate

the multi-disciplinary nature of environmental health, the application of a risk assessment framework to characterise environmental health risks and inform risk management and risk communication, and the need to work closely with a broad range of stakeholders including commonwealth and state health, environment and planning agencies, local government, industry, researchers and the community.

Textbooks

(Recommended only): Environmental Health (Fourth Edition). Moeller DW. Harvard University Press, 2011; Environmental Health in Australia and New Zealand. Edited by Nancy Cromar, Scott Cameron and Howard Fallowfield, Oxford University Press, 2004; Environmental Health, from Global to Local, 3rd Edition. Frumkin H. Wiley, 2016.

PUBH5114

Alcohol, Drug Use and Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Carolyn Day **Session:** Semester 2 **Classes:** 13 weeks of 2hr teaching sessions and/or associated readings and online activities. Students can complete the unit either online or in blended mode. The teaching sessions are a combination of online seminars and discussion activities for online students. Those enrolled in the blended mode, take part in online seminars and two compulsory one day face-to-face workshops. **Prohibitions:** PUBH5115 **Assessment:** 2 x 1500 word assignments (55%), compulsory discussion related activities (30%); online quizzes (15%) **Mode of delivery:** Block mode, Online

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced understanding of research, policy and treatment services for alcohol and drug use disorders, and to examine the needs of special populations.

Textbooks

Readings are available on the unit's eLearning site.

PUBH5115

Alcohol, Drug Use and Health

Credit points: 2 **Teacher/Coordinator:** Associate Professor Carolyn Day **Session:** Semester 2a **Classes:** 7 weeks of 2 hr teaching sessions equivalent and/or associated online activities. Students can complete the unit either online or in blended mode. The teaching sessions are a combination of online seminars and discussion activities for online students. Students enrolled in the blended mode take part in online seminars and a compulsory one day face to face workshop. **Prohibitions:** PUBH5114 **Assessment:** 1x 1500 word assignment (55%); compulsory discussion related activities (30%); online quizzes (15%) **Mode of delivery:** Block mode, Online

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

Textbooks

Readings are available on the unit's eLearning site.

PUBH5116

Genetics and Public Health

Credit points: 4 **Teacher/Coordinator:** A/Professor Anne Cust, Dr Gabrielle Williams **Session:** Intensive October **Classes:** 1x 2.5 day workshop **Assessment:** 3x 30min online quiz (15%), small group assignment (20%), in-class group debate (10%), and take home exam of 6 questions (250 words each) (50%). 5% will also be allocated to peer-assessed teamwork **Mode of delivery:** Block mode

Note: Pre-readings and some lectures will be posted on the unit's eLearning site 2-3 weeks before the course starts, and it is expected that you will look at this content before coming to the first day of the course. This will enable more time for class discussion.

This unit caters for practitioners, policy and decision-makers, students and researchers in public health, public policy, journalism, law, epidemiology, medicine, science, industry, ethics, philosophy, communication and advocacy. It gives a basic introduction to genetics and genetic epidemiology and covers issues like genetic determinants of disease, genetic testing and screening, psychosocial, legal and ethical aspects of genetics and genetic testing, genetic education and genetics and public policy.

Textbooks

Readings are available on the unit's eLearning site.

PUBH5117

Communicable Disease Control

Credit points: 6 **Teacher/Coordinator:** Dr Grant Hill-Cawthorne **Session:** Semester 2 **Classes:** 1 x 2hr online lecture and 2hrs online group discussion per week for 12 weeks **Assessment:** online discussion and other online activities (20%), online quizzes (10%), and 2 x 2000 word written assignments (70%) **Mode of delivery:** Online

This fully online unit aims to provide students with an understanding of the burden of communicable diseases of public health significance in Australia, as well as the biology, epidemiology and surveillance for and control of those communicable diseases. By the end of this unit, the student will have the theoretical background to take up a position as a member of a Communicable Diseases section of a Commonwealth or State Health Department or Public Health Unit. It is expected that the students undertake an extra hour per week of reading, research and preparation for discussion.

Textbooks

Recommended: Heymann. David L. (2014): Control of communicable diseases manual. American Public Health Association. Other readings provided on the course eLearning site.

PUBH5118

Indigenous Health Promotion

Credit points: 4 **Teacher/Coordinator:** Suzanne Plater **Session:** Semester 2 **Classes:** 1 x 2-day compulsory workshop and preparatory online activities. **Assessment:** 1 x reflective essay (10%), 1 x analytic essay (10%), online quizzes and other activities (30%), 1 x 3000 word essay (50%) **Mode of delivery:** Block mode

Health promotion in urban, regional and remote Aboriginal and Torres Strait Islander communities requires working collaboratively with each community to develop human capital and capabilities within a paradigm of hope and respect for alternate worldviews. In this unit, you will acquire an understanding of health promotion in Aboriginal and Torres Strait Islander contexts, and examine the distal, medial and proximal determinants of health and subsequent risk factors that have resulted in high rates of Aboriginal and Torres Strait Islander morbidity and mortality. You will learn how to ethically engage and work with Aboriginal and Torres Strait Islander people, and invest in relationships that enable genuine partnerships to develop. You will also identify and challenge neo-colonial policies and practices, and learn how to navigate around other barriers that hinder Aboriginal and Torres Strait Islander self-determination. And you may end up questioning some of your own assumptions and behaviours as part of this process.

Later in the unit you will choose and explore a particular community and health issue, then work with an Aboriginal and/or Torres Strait Islander health promotion professional and/or leader from that community to apply your skills and understanding in a compulsory workshop. The outcome will be a draft health promotion plan that addresses a specific priority health issue in a specific urban, regional or remote Aboriginal and/or Torres Strait Islander community. The conceptual and technical tools learned may then be built upon and applied to any health issue in any Aboriginal and Torres Strait Islander setting.

Textbooks

Course materials will be provided.

PUBH5205

Decision Analysis

Credit points: 2 **Teacher/Coordinator:** Dr Andrew Martin **Session:** Semester 2b **Classes:** Six 2-hour sessions (inclusive of computer practicals) or online **Prerequisites:** PUBH5018 and (PUBH5010 or CEPI5100) **Assumed knowledge:** PUBH5302 Health Economic Evaluation **Assessment:** 5 x practicals/exercises (10%), 1 X exam (30%), and 1 X assignment (60%) **Practical field work:** Three computer practicals (in class or online) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit examines quantitative approaches to public health and clinical decision-making. Topics of study include: decision trees and health-related utility assessment; incorporating diagnostic information in decision making; sensitivity and threshold analysis; and application of decision analysis to economic evaluation. Lectures are accompanied

by practical exercises and readings. Students gain practical skills using decision analysis software (TreeAge) via computer practicals. Lectures and practicals may be completed online (however on-line students must purchase their own TreeAge software student licence).

PUBH5206

Controlled Trials

Credit points: 2 **Teacher/Coordinator:** Mr Chris Brown and Dr Andrew Martin **Session:** Semester 2a **Classes:** 2x 1 day workshops; or online **Prerequisites:** PUBH5018 **Assessment:** 6 x practicals (10%), 1 x short answer/multiple choice exam (40%) and 1 x take home exam (50%) **Mode of delivery:** Block mode, Online

This unit introduces the principles underpinning the design and conduct of high quality clinical trials to generate good evidence for health care decision making. The topics include clinical trial design, randomization, sample size, measures of treatment effect, methodological issues, trial protocols, and ethical principles. The unit is delivered over 2 full days via formal lectures followed by practical sessions. This material may be completed online.

Textbooks

Recommended: Keech A, GebSKI V, Pike R. Interpreting and reporting clinical trials: a guide to the CONSORT statement and the principles of randomised controlled trials. Sydney: Australasian Medical Publishing Company; 2007. A list of suggested readings associated with the course will be provided.

PUBH5211

Multiple Regression and Stats Computing

Credit points: 4 **Teacher/Coordinator:** Associate Professor Patrick Kelly **Session:** Semester 2 **Classes:** 2hrs per week for 13 weeks. This unit may be undertaken in face to face or online mode. All students must have regular access to a reliable internet connection capable of streaming or downloading video recorded lectures. **Prerequisites:** PUBH5018 **Assessment:** Quizzes (10%); 1x 4 page assignment (20%); and 1x 10 page assignment (70%). The assignments will involve analysing data. Students must pass the final assignment to pass this unit of study. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Note: The statistical software package we shall be using in this unit is web-based. There is no cost/fee to use this software.

Students will learn how to analyse data using multiple linear regression. Multiple linear regression is a powerful statistical method for analysing a continuous outcome variable with several explanatory variables. This unit will cover how to compare more than two groups, adjust for confounders, test for effect modification, calculate adjusted means, conduct appropriate model checking, and teaches strategies for selecting the 'best' regression model. Students will learn how to apply these methods using the statistical package called SAS. The focus of this unit is on the application of fitting appropriate linear regression models and interpreting the results. The material in this unit is covered by lectures, tutorials, course notes and online discussions. This unit is the prerequisite for learning other types of regression models, such as logistic regression (PUBH5212) and survival analysis (PUBH5213).

Textbooks

Course notes are provided.

PUBH5212

Categorical Data Analysis

Credit points: 2 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 2b **Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. Also available online - such students must have regular access to a reliable internet connection capable of streaming or downloading video recorded lectures. **Prerequisites:** PUBH5018 **Corequisites:** PUBH5211 **Assessment:** 1x 3 page report (30%) and 1x 8 page report (70%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

In this unit the biostatistical concepts covered in earlier units are extended to cover analysis of epidemiological studies where the outcome variable is categorical. Topics of study include: testing for trend in a 2 x r contingency table; the Mantel-Haenszel test for the combination of several 2 x 2 tables, with estimation of the combined odds ratio and confidence limits; multiple logistic regression; Poisson regression; modelling strategy. The assignments will involve practical analysis and interpretation of categorical data. Data analyses will be conducted using statistical software (SAS).

Textbooks

Course notes are provided.

PUBH5213

Survival Analysis

Credit points: 2 **Teacher/Coordinator:** Dr Erin Cvejic **Session:** Semester 2b **Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. Also available online - such students must have regular access to a reliable internet connection capable of streaming or downloading video recorded lectures. **Corequisites:** PUBH5211 **Assessment:** 1x 3 page assignment (20%) and 1x 10 page assignment (80%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

During this unit, students learn to analyse data from studies in which individuals are followed up until a particular event occurs (e.g. death, cure, relapse), making use of follow-up data for those who do not experience the event of interest. This unit covers: Kaplan-Meier life tables; logrank test to compare two or more groups; Cox's proportional hazards regression model; checking the proportional hazards assumption; and sample size calculations for survival studies. For each topic, participants are given materials to read beforehand. This is followed by a lecture, then participants are given a small number of exercise to do for the following week. These exercises are discussed in the tutorial at the next session before moving on to the next topic. That is, in most weeks the first hour is a tutorial, followed by the lecture given in the second hour. Participants are expected to run SAS programs in their own time. Preparation time for each session is 2-3 hours. The assignments both involve use of SAS to analyse survival data sets.

Textbooks

Course notes are provided, along with links to additional readings through the library.

PUBH5215

Introductory Analysis of Linked Data

Credit points: 6 **Teacher/Coordinator:** Professor Judy Simpson **Session:** Intensive June, Intensive November **Classes:** block/intensive mode 5 days 9am-5pm **Corequisites:** (PUBH5010 or BSTA5011 or CEPI5100) and (PUBH5211 or BSTA5004) **Assessment:** Reflective journal (30%) and 1x assignment (70%) **Mode of delivery:** Block mode

This unit introduces the topic of linked health data analysis. It will usually run in late June and late November. The topic is a very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators and produce results from statistical procedures at an introductory to intermediate level. The main assignment involves the analysis of NSW linked data, which can be done only in the Sydney School of Public Health Computer Lab, and is due 10 days after the end of the unit.

Textbooks

Notes will be distributed in class.

PUBH5224

Advanced Epidemiology

Credit points: 6 **Teacher/Coordinator:** Professor Tim Driscoll **Session:** Semester 2 **Classes:** Weekly classes (combined lectures and tutorials) for 13 weeks. **Prerequisites:** (PUBH5010 or CEPI5100) and PUBH5018 **Assessment:** 1x 1500 word assignment or equivalent class presentation (30%); 1x 4000 word assignment (or equivalent answers to specific methodological questions) (70%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study is intended for students who have completed Epidemiology Methods and Uses (or an equivalent unit of study) at a credit or higher level. It is designed to extend students' practical and theoretical knowledge of epidemiology beyond basic principles, provide students with an opportunity to consolidate critical appraisal skills and to acquire some of the practical knowledge and skills needed to design epidemiological research.

PUBH5302

Health Economic Evaluation

Credit points: 4 **Teacher/Coordinator:** A/Professor Alison Hayes **Session:** Intensive September **Classes:** 2x 2day compulsory workshops **Prerequisites:** ((PUBH5010 or CEPI5100) and PUBH5018) or (HPOL5001 as a prerequisite and HPOL5003 as a co-requisite) **Assessment:** assignment 1 (40%), assignment 2 (60%) **Mode of delivery:** Block mode

This unit aims to develop students' knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures and class exercises.

Textbooks

A course manual will be provided to each student.

PUBH5307

Advanced Health Economic Evaluation

Credit points: 2 **Teacher/Coordinator:** Professor Kirsten Howard **Session:** Intensive October **Classes:** 1 x 2day compulsory workshop **Prerequisites:** PUBH5018 and (PUBH5010 or CEPI5100) **Corequisites:** PUBH5205 and PUBH5302 **Assessment:** 1x written assignment (100%) **Mode of delivery:** Block mode

Note: Department permission required for enrolment.

The aims of this unit are to provide students with an understanding of the concepts, application and analytical techniques of more advanced methods of health economic evaluation and with practical working knowledge of how to conduct economic evaluations using stochastic and deterministic data. This unit will focus on students developing the hands-on skills of conducting economic evaluations, included detailed practical instruction in the use of decision analytic software such as TreeAge and Excel. The format will be in face to face workshops with lectures followed by computer based exercises directly relating to the lectures. The broad topic areas covered are: 1) analysis of health outcomes including survival and quality of life measures 2) analysis of costs 3) economic modeling, including conduct of sensitivity analyses (one way, multi-way and probabilistic sensitivity analysis) and 4) presenting and interpreting results of cost effectiveness analyses.

PUBH5308

Health Workforce Policy Analysis

Credit points: 2 **Teacher/Coordinator:** Prof Deborah Schofield, Dr Michelle Cunich **Session:** Intensive October **Classes:** On-line materials plus compulsory attendance at a two day workshop. **Assessment:** Assignment on a health workforce policy analysis topic of the student's choice (100%) **Mode of delivery:** Block mode

This unit will examine the major mechanisms of health workforce planning in Australia. The nature of the Australian health workforce will be considered, and the processes by which planning is influenced through government policy and research translated and integrated with policy. Current health workforce issues such as adequacy of education and training programs, ageing, and the distribution of the workforce will be addressed. Current approaches to planning for an adequate health workforce, and evaluations of the quality of evidence on current health workforce models of care will be examined using practical examples.

Textbooks

Australia's Health Workforce, Productivity Commission Research Report, 2005 Available at: <http://www.pc.gov.au/study/healthworkforce/finalreport/index.html>

PUBH5416

Vaccines in Public Health

Credit points: 2 **Teacher/Coordinator:** Dr Aditi Dey, Dr Frank Beard, Professor Peter McIntyre **Session:** Semester 2 **Classes:** Preparatory online lectures and 1x 2day workshop at the Children's Hospital Westmead **Prerequisites:** PUBH5010 or CEPI5100 or PUBH5018 **Assessment:** 2x short online quizzes (10%) plus 1x 2000 word assignment (90%) **Mode of delivery:** Block mode

Note: Students who have not done the core units of study in epidemiology (PUBH5010 or CEPI5100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not the student has permission to enrol.

The aim of this unit is to provide students with an understanding of immunisation principles, the impact of vaccination on the epidemiology of vaccine preventable diseases (VPDs), how to assess the need for new vaccines and how to implement and monitor a new vaccination program. This unit covers the history and impact of vaccination; basic immunological principles of immunisation; surveillance of diseases, vaccination coverage, vaccine effectiveness and adverse events; vaccine scares; risk communication; immunisation in the developing country context; assessing disease burden and new vaccines. Learning activities include short online preparatory lectures and a workshop with interactive lectures and small group case studies.

PUBH5418

Tobacco Control in the 21st Century

Credit points: 6 **Teacher/Coordinator:** Dr Becky Freeman **Session:** Intensive August **Classes:** 1x3 day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions **Assessment:** 2x 2000 word essays (60%), 1x 100 item online quiz (10%) and online discussion and participation (30%) **Mode of delivery:** Block mode, Distance education/intensive on campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

Textbooks

(recommended only) Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

PUBH5419

Falls Prevention in Older People

Credit points: 4 **Teacher/Coordinator:** Professor Cathie Sherrington and A/Professor Anne Tiedemann **Session:** Semester 2 **Classes:** 6-8 hours of online lectures and tutorials per week for 13 weeks **Assessment:** 1x 2000 word written assignment (60%), 1 x assignment with "short answer" questions (20%), participation in moderated online discussions (20%) **Mode of delivery:** Online

This fully online unit aims to teach students about the principles of falls prevention in the older person with an emphasis on the application of these principles in the field. This unit will focus on risk factors for falls and the development, implementation and evaluation of fall prevention programs. Students will learn about and discuss research methods for the understanding of, prediction of, and prevention of falls, critically evaluate journal articles, and discuss the development of fall prevention programs using case studies.

Textbooks

Recorded lectures, lecture notes, case studies and journal articles will be provided online from a password-protected site

PUBH5420**Public Health Advocacy Strategies**

Credit points: 4 **Teacher/Coordinator:** Dr Becky Freeman **Session:** Semester 2b **Classes:** 2 full days followed by 3 weeks of online **Assessment:** 2500 word essay (70%), online participation (30%) **Mode of delivery:** Block mode

Students will have the opportunity to critique and analyse case studies from a variety of both successful and unsuccessful public health advocacy examples. There will be an emphasis on how online environments and social media tools are contributing to public health advocacy debates and campaigns. Recent examples of how online media have influenced health policy and programming will be presented. Students will examine and prepare writing for online media such as news, blogs, and social media. The lectures will include guest speakers from non-government organisations, government and other experienced stakeholders from across the public health sector.

Textbooks

Recommended: Chapman S. (2007) *Public Health Advocacy and Tobacco Control: Making Smoking History*. Oxford: Blackwell.

PUBH5421**Infection Prevention in Healthcare**

Credit points: 6 **Teacher/Coordinator:** Professor Lyn Gilbert **Session:** Semester 2 **Classes:** block mode (2 x 3days) **Assumed knowledge:** basic knowledge of medical microbiology, antimicrobial agents and communicable disease epidemiology and clinical features **Assessment:** 2x2000 word essays/assignments (2x30%); 2x short answer question exams -150 word answers for each of 5 questions (2x20%) **Mode of delivery:** Block mode

Attendance, in person, at workshops is strongly recommended, to enable participation in discussions. However, lectures will be recorded and available online after the workshops. Students who are unable to attend some or all of workshop sessions can view them, but generally not the associated discussions, online. Assessments are online.

This unit will provide students with an understanding of the individual and societal risks of healthcare-associated infections (HAI) and the rationale for, and barriers to, their prevention and control (PC). A basic understanding of medical microbiology and communicable disease epidemiology will be assumed. The unit will cover such important concepts as: ethical and economic implications; psychological, behavioural, cultural and professional influences; the varying roles, responsibilities and perspectives of clinicians, health support staff, administrators, patients and the community; potential uses and implications of new technology (such as information and decision support systems, electronic medical records and highly discriminatory microbial strain typing, including whole genome sequencing) in HAI surveillance. The course will also address the rationales and strategies for implementation of HAI-related policies, such as hand hygiene, aseptic technique and antimicrobial stewardship, and some reasons for and consequences of failure to implement them, for individual patients, the health system and the community.

PUBH5422**Health and Risk Communication**

Credit points: 6 **Teacher/Coordinator:** Dr Claire Hooker, Associate Professor Julie Leask, Professor Phyllis Butow **Session:** Semester 2 **Classes:** Block/intensive 2 blocks of 2 x 9-5 full days; please check with the coordinator for scheduling **Assessment:** Assignment 1: 1 x 2500 word (35%), Assignment 2: 1 x 2500 words or equivalent (35%), online activities (30%). Attendance at intensives is compulsory and 80% attendance is required to pass the unit of study. **Mode of delivery:** Block mode

In this unit, students learn how to communicate effectively with respect to health risks, both to individuals with health concerns, and with respect to risks to the public. The first half covers individual health risk communication in clinical settings, including: theories of health communication, patient centred care and shared decision making; evidence-based communication skills; research paradigms including interaction analysis; cross-cultural communication in health care; discussing prognosis; and informed consent. The second half explores risk communication for public health, including: how to effectively manage outbreak or other crisis situations; how to communicate about issues where the risk is low but public concern is high (such as with

respect to the fluoridation of water); and how to best manage controversies. We teach theories of risk perception and communication with particular application to public health incident responses. We give practical guides to media messages, risk message framing, public engagement, traditional and social media, and the ethical aspects of public communication. The unit offers students the opportunity to learn from outstanding guest lecturers who work in these areas and interactive opportunities for students to try their skills in risk communication and decision making.

Textbooks

Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

PUBH5423**Adv Concepts: Vaccines in Public Health**

Credit points: 4 **Teacher/Coordinator:** Dr Aditi Dey, Dr Frank Beard, Dr Nicholas Wood, Professor Peter McIntyre **Session:** Semester 1, Semester 2 **Classes:** Student project under face-to-face supervision; online lectures, readings and quizzes. **Prerequisites:** PUBH5416 **Assessment:** 1 x 3500 word project report (90%); Online quizzes (10%) **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

This extension unit of study involves a student project under face-to-face supervision with concurrent online learning. Online content covers advanced concepts on immunisation for children, adolescents and adults. Students will have access to online learning resources such as readings and lectures and will be required to complete compulsory online quizzes over the 12 week semester. Students will also choose a project from a range of project-based activities offered by the NCIRS. Project topics include vaccine policy development; vaccine safety; vaccine effectiveness; evaluation of immunisation programs; immunisation in special populations; implementation of new vaccination programs; social research and latest developments in vaccinology. Students will be jointly supervised by the unit coordinator and other senior researchers associated with the NCIRS. They will work on their project at the NCIRS and have at least 4 compulsory face-to-face meetings with their supervisors across the semester. This includes an initial planning meeting followed by at least two meetings to discuss project progress and a final meeting to give feedback on the draft project report, before submission of the final project report (marked by an independent assessor). Students will spend approximately 6-8 hours/week (x 12 weeks) on the project.

Textbooks

Readings, reference list and other resources will be available on the eLearning site.

PUBH5500**Advanced Qualitative Health Research**

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers (Semester 1); Andrea Smith (Semester 2) **Session:** Semester 1, Semester 2 **Classes:** 2x3 full day workshop in March/April (semester 1); 2x3 full day workshops in August/September (semester 2) **Prohibitions:** QUAL5005 or QUAL5006 **Assessment:** interviewing activity with reflection (25%); 2000wd essay (25%); 2x group presentations (20%); multiple choice quizzes (20%); in-class participation (10%) **Mode of delivery:** Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What is its history? What research problems can it address? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative researchers biased)? What are the ethical issues? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing data, arguing for qualitative research in health, and appraising the quality of published literature. In both workshops you will meet working qualitative researchers and hear about their projects. This advanced unit will show you a new way of thinking critically about research and

researching, and give you the skills and confidence to begin evaluating and doing qualitative research for yourself.

PUBH5550

Climate Change and Public Health

Credit points: 4 **Teacher/Coordinator:** Dr Ying Zhang, Dr Melody Ding
Session: Semester 2 **Classes:** Block mode (2 day workshop) or fully online.
Assessment: 1x 1500 word essay (40%), 1x 2500 word essay (60%) **Mode of delivery:** Block mode, Online

This unit provides an overview of climate change in the context of public health. The unit begins with climate change models and explores causation and the ways in which climate change interacts with human behaviour and population health. It comprises three parts: 1) the scientific evidence, including the history/trend, exposure assessment, and the consequences of climate change and extremes, 2) responses to climate change, including adaptation and mitigation, to build community resilience, and 3) an integrated multi-disciplinary perspective, e.g. international environmental governance and law, environmental economics, and environmental and social injustice, to address climate change and health in a broader concept of sustainability and global change. This unit will provide both Australian and international perspectives on climate change and health, supported by theoretical and empirical research in both developed and developing countries. It will enable students to have a critical thinking about climate change and health.

Textbooks

Readings will be provided

PUBH5555

Lifestyle and Chronic Disease Prevention

Credit points: 6 **Teacher/Coordinator:** Associate Professor Philayrath Phongsavan, Dr Josephine Chau **Session:** Semester 2 **Classes:** 2-hour x12 weekly lectures 9 weeks of online tutorials **Prerequisites:** PUBH5033 **Assessment:** 1x1500 words individual assignment (25%) 1x2500 words individual assignment (50%) 1x5mins online oral presentation (10%), anonymised peer evaluation according to pre-determined criteria based on academic content using peer evaluation form; final mark will be the median of all the peer marks asynchronous tutorial participation (15%) defined as making at least 4 considered posts per tutorial, posts that contribute and build on the discussion rather than just endorse earlier posts of others **Mode of delivery:** Normal (lecture/lab/tutorial) day

The prevention and control of non-communicable diseases (NCDs) or chronic diseases - mainly diabetes, cardiovascular diseases, chronic respiratory diseases, and cancers - involves shared risk factors. This unit introduces students to the principles of primordial and primary prevention and control of NCD risk factors, specifically tobacco use, harmful use of alcohol, physical inactivity, unhealthy diets, salt reduction, and obesity prevention. This unit provides an integrated exploration of the current state-of-the-art in research and practice for addressing these preventable 'lifestyle' risk factors. The emphasis is on primordial and primary prevention strategies, rather than the management of NCDs in those already with chronic disease. This solutions-focused unit comprises specific modules about each of tobacco control, harmful alcohol consumption, physical activity, nutrition and health, salt and health, and obesity prevention. By the end of this unit, students will understand the dynamic relationships between the key risk factors, and the important role of primary prevention approaches to reducing lifestyle risks that are precursors to NCDs.

Textbooks

None, Readings will be provided

PUBH5600

Biosecurity Seminar Series

Credit points: 6 **Teacher/Coordinator:** Dr Grant Hill-Cawthorne; Ms Kerri Anton **Session:** Semester 2 **Classes:** 8 x 2-hr lectures plus 8 x 1-hr seminar/tutorial plus 18-hrs online curated content requiring student responses **Prerequisites:** CISS6004 or GOVT6316 or MECO6909 or WORK6130 or unit of study coordinator permission. **Assessment:** 1 x 2500wd detailed assignment plus 3 x 1000wd written policy briefs plus seminar participation and online responses **Mode of delivery:** Normal (lecture/lab/tutorial) day

This is the capstone unit for the Master of Health Security. The unit is designed to bring together the knowledge achieved throughout the

degree for students to use critical thinking and leadership skills to solve global health security issues presented to them. The unit will consist of a series of eight lectures and seminars that will present students with complex health security issues. Students will then critically evaluate the human and animal, biosafety and biodefense, and agrosecurity perspectives to understand how they are interconnected and appreciate the difficulty in realistically and appropriately solving these issues.

PUBH5906

Dissertation A

Credit points: 6 **Session:** Semester 1, Semester 2 **Assessment:** Research treatise **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The treatise gives the student an opportunity to produce a written piece of research work that is supervised by an academic member of staff. The aim is for the student to apply the knowledge and skills developed in their coursework to a particular topic or problem in public health. The student will produce a scholarly piece of written work that is suitable for submission to a peer-reviewed journal. As a general guide, the treatise would be completed in three months (or six months part time). The supervisor will help the student select a topic and define the research questions so that the treatise can be completed in this time. THIS UNIT IS ONLY AVAILABLE TO STUDENTS WHO COMMENCED THEIR CANDIDATURE PRIOR TO 2011.

PUBH5907

Dissertation B

Credit points: 6 **Session:** Semester 1, Semester 2 **Assessment:** Research treatise **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The treatise gives the student an opportunity to produce a written piece of research work that is supervised by an academic member of staff. The aim is for the student to apply the knowledge and skills developed in their coursework to a particular topic or problem in public health. The student will produce a scholarly piece of written work that is suitable for submission to a peer-reviewed journal. As a general guide, the treatise would be completed in three months (or six months part time). The supervisor will help the student select a topic and define the research questions so that the treatise can be completed in this time. THIS UNIT IS ONLY AVAILABLE TO STUDENTS WHO COMMENCED THEIR CANDIDATURE PRIOR TO 2011.

PUBH5908

Dissertation C

Credit points: 12 **Session:** Semester 1, Semester 2 **Assessment:** Research treatise **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

The treatise gives the student an opportunity to produce a written piece of research work that is supervised by an academic member of staff. The aim is for the student to apply the knowledge and skills developed in their coursework to a particular topic or problem in public health. The student will produce a scholarly piece of written work that is suitable for submission to a peer-reviewed journal. As a general guide, the treatise would be completed in three months (or six months part time). The supervisor will help the student select a topic and define the research questions so that the treatise can be completed in this time. THIS UNIT IS ONLY AVAILABLE TO STUDENTS WHO COMMENCED THEIR CANDIDATURE PRIOR TO 2011.

QUAL5003

Qualitative Research Analysis and Writing

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers **Session:** Semester 2 **Classes:** 4x1 full day workshops **Prerequisites:** PUBH5500 or QUAL5005 **Assumed knowledge:** Basic understanding of the nature of qualitative knowledge and types of qualitative data. **Assessment:** Practical analysis activities (20%, 20%, 20%), draft results and discussion sections for a journal article (40%) **Mode of delivery:** Block mode

In this Unit you will analyse and write about qualitative data. This intermediate unit assumes a basic understanding of qualitative

research and focuses on qualitative analysis and writing. Across the first three workshop days we will explore the principles of qualitative analysis, learn about different analytic strategies and key analytic tools. You will learn how to develop codes and themes, use memos and analytic maps, and interpret data through the process of writing. The final workshop day focuses on writing; you will learn methods for starting writing, structuring articles, and editing your own work. Most importantly, we will practice thinking in genres, asking the question: who is going to read this, and how should I write for them? Between workshops, you will work to analyse a portfolio of qualitative data. After completing this Unit you will have increased your experience, skills and confidence in qualitative data analysis and writing.

QUAL5004

Designing a Qualitative Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers **Session:** Semester 2 **Classes:** 2 full day workshop plus optional tutorials **Prerequisites:** PUBH5500, QUAL5002 **Corequisites:** QUAL5003 **Assumed knowledge:** Good understanding of the nature of qualitative knowledge and of qualitative research processes. **Assessment:** Research proposal (30%, 20%), Human Research Ethics Committee Application (30%, 20%) **Mode of delivery:** Block mode

This Unit of Study is only for students in the Qualitative Health Research program. It will draw together what you have learned over the course of your studies, and culminate in the production of a research plan, and a Human Research Ethics Committee application. You should come to the first workshop day with a problem that is appropriate to research qualitatively. Ideally the problem you work on will be either an intended PhD project, workplace project or a project for which you will be seeking grant funding. Day one of the Workshop will be spent learning about the research funding process, developing aims and formal research questions, exploring methods and methodology, and reviewing successful qualitative grant applications. Day two will be spent working through a funding proposal and learning about issues of ethics. Across the semester, you will refine and document your research plans and ethical reasoning and receive support from peers and the unit coordinator through regular meetings. The Unit of Study aims to ensure that as a graduate of the QHR program you are well-prepared to commence a qualitative PhD or qualitative research project.

QUAL5005

Introducing Qualitative Health Research

Credit points: 4 **Teacher/Coordinator:** Dr Julie Mooney-Somers (semester 1); Andrea Smith (semester 2) **Session:** Semester 1, Semester 2 **Classes:** block mode: 2x2 full day workshops in March/April (semester 1) or 2 x 2 full day workshops in August/September (semester 2) OR distance mode: 10 x weekly online lectures and activities (semester 1 only) **Prohibitions:** PUBH5500 or QUAL5006 **Assessment:** Interviewing activity with reflection (35%); multiple choice quizzes (20%); 1750-word essay (35%); online or in-class participation (10%) **Mode of delivery:** Block mode, Online

Note: This Unit is primarily aimed at Master of Public Health (MPH) students. Other students are encouraged to consider PUBH5500 instead. MPH students who complete PUBH5500 get an automatic waiver for QUAL5005

Introducing Qualitative Health Research is perfect if you're a beginner and want to gain an overview of this research approach. Over the course of the unit we will address: What is qualitative research? How is it different from quantitative research? What research problems can it address? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? How are theories used in qualitative research? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing data, arguing for qualitative research in health, and appraising the quality of published literature. You will also meet working qualitative researchers and hear about their projects. This introductory Unit will give you the skills and confidence to begin evaluating qualitative literature and doing qualitative research for yourself.

SEXH5008

Sex and Society

Credit points: 2 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Michael Walsh **Session:** Semester 2a **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. International students including Australia Awards Scholarship students must enrol into the face-to-face version **Prohibitions:** SEXH5414 **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit will explore determinants of sexuality from a societal perspective, with particular reference to their potential impacts on public health. Social science theories of sexuality will be considered, and cross-cultural and historical accounts of sexual practices will be reviewed. Particular emphasis will be placed on the impact of diversity, culture, society, environment, life experiences, personal beliefs and health on sexual activity and potential public health impacts on sexual and reproductive health including HIV. Course content will include diversity; adolescent sexual development; sex education; sexual assault, gender; sexual orientation and sexual behaviour.

SEXH5205

Advanced Adolescent Sexual Health

Credit points: 6 **Teacher/Coordinator:** Fiona Robards, Arlie Rochford, Dr Shailendra Sawleshwarkar **Session:** Semester 2 **Classes:** Fully online **Assessment:** Discussion board participation (30%); Case study (30%); 1500 Word essay (40%) **Mode of delivery:** Online

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality, with additional emphasis on a deeper exploration of an area of adolescent sexual health that is of particular interest to the student. The main areas of learning are: adolescent sexuality, adolescent sexual health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion. On completion of this unit of study, students should be able to: (i) Describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimise communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality; and (ii) Understand and describe one area of adolescent sexual health that the student chooses to study in depth from a list of suggestions.

SEXH5405

Contraception and Preconception Care

Credit points: 6 **Teacher/Coordinator:** Associate Professor Kirsten Black **Session:** Semester 2 **Classes:** Online plus block intensive mode, 3 days, 9am-5pm **Assessment:** Discussion board participation (10%); Online quiz (20%); Group case study presentation and reflective report (20%); Written assignments(50%) **Mode of delivery:** Block mode

This unit of study aims to provide students with an understanding of fertility control across the reproductive lifespan including: hormonal and non-hormonal reversible contraceptive methods; emergency contraception; and permanent methods of contraception. The impact of age, culture, tradition, society, personal beliefs, disability and health on contraceptive choices and reproductive health will be explored. The consequences of unintended pregnancy and the impact of unsafe abortion will be discussed. The unit is designed to equip students with the knowledge and skills in the field of preconception care. The latest evidence regarding optimisation of preconception health will be emphasized particularly for women with diabetes, obesity and other medical conditions.

Textbooks

Prescribed: Contraception: An Australian clinical practice handbook. 4th Edition, 2017. Optional: Reproductive and sexual health: an Australian clinical practice handbook. 3rd Edition. Family Planning NSW, 2016.

SEXH5407

Sex Gender and Sexuality

Credit points: 6 **Teacher/Coordinator:** Ms Amanda Robb **Session:** Semester 2 **Classes:** Online plus block intensive mode, 4 days, 9am-5pm **Assessment:**

Essay (30%); Presentation (30%); Reflective essay (30%); Discussion board participation (10%) **Mode of delivery:** Block mode

This unit will equip students to develop a foundational knowledge and skills to work with gender and sexuality issues, including gender and sexual discourses and practices. Students will develop an understanding of sensitive practice skills to work with the LGBTIQ community. The unit will also introduce the social construction and attitudes in modern society regarding gendered violence, gendered inequality, and gender performativity. Students will be able to formulate therapeutic applications respond ethically and empathically to the specific gendered issues which present in client groups. On completion of the unit, students should be able to: (i) Have a foundational knowledge and sensitivity with gender terminology; (ii) Evaluate various sexual differences and practices within gender and sexual diverse individuals and communities; (iii) Explore the psychosocial issues surrounding gender and sexual minorities in the community; (iv) Respond to issues related gendered violence; and (v) Apply therapeutic skills and tools in response to gender and sexuality, including gender and sexual diverse individuals/communities.

SEXH5412

Sexual Health and Relationships Education

Credit points: 6 **Teacher/Coordinator:** Ms Amanda Robb **Session:** Semester 2 **Classes:** Online plus block intensive mode, 3 days, 9am-5pm **Assessment:** Discussion board participation (10%); Critical essay (25%); Education lesson plan (20%); Individual health education session (25%); Reflective essay (20%) **Mode of delivery:** Block mode

This unit of study will explore the evidence base, implications and considerations when delivering sexual health and relationships education from a public health perspective. Students will develop skills in the development and facilitation of training and education to different population groups. Students will be able to evaluate knowledge needs and synthesise information related to sexual and relationship education. On completion of the unit, students should be able to: (i) Plan and conduct a session which facilitates learning for a chosen population group/community using appropriate health education and learning frameworks; (ii) Develop the skills to enable people within a variety of settings to enhance their sexual health and relationship literacy; and (iii) Critically appraise various approaches to sexual health and relationship education development.

SEXH5414

Public Health: Sexual and Reproductive Health

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Associate Professor Kirsten Black, Dr Michael Walsh **Session:** Semester 2 **Classes:** 2-4 hours of lectures per week, which can be taken either face-to-face or online. International students including Australian Awards Scholarship students must enrol into the face-to-face version **Prohibitions:** SEXH5008 or SEXH5418 or SEXH5419 **Assessment:** Written assignments (70%); Online quizzes (20%); Discussion board participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit of study is a combination of three (3), two (2) credit point units (SEXH5008, SEXH5418 and SEXH5419) and deals with public health aspects of sexual and reproductive health (SRH), Sexually Transmitted Infections (STIs) and HIV. This unit addresses sexuality, sex education, HIV/AIDS and STIs, unintended pregnancies, access to SRH services, maternal mortality, sexual violence, sexual and reproductive rights and discrimination/stigmatisation of vulnerable populations. Aspects of HIV/STIs and reproductive health will be discussed in the context of the UN's Sustainable Development Goals (SDGs) focusing on SDG 3 on health and SDG 5 on gender equality and women's and girls' empowerment. The unit further explores the epidemiological, societal and population aspects of SRH, STIs and HIV. Surveillance strategies, policy development and legislative responses will be discussed, with regards to the potential public health consequences. Emphasis will be placed on the delivery of effective prevention and management strategies.

SEXH5418

Public Health Aspects of Reproductive Health

Credit points: 2 **Teacher/Coordinator:** Associate Professor Kirsten Black, Dr Michael Walsh **Session:** Semester 1a **Classes:** 2 hours of lectures per

week, half semester, which can be taken either face-to-face or online. international students including Australia Awards Scholarship students must enrol into the face-to-face version. **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit deals with a range of public health aspects of reproductive and maternal health including unintended pregnancies, maternal morbidity and mortality, sexual violence, sexual and reproductive rights and access to sexual and reproductive health services. Emphasis will be placed on the delivery of effective prevention and management strategies. Aspects of reproductive health will be discussed in the context of Sustainable Development Goals (SDGs) focussing on SDG 3 on health and SDG 5 on gender equality and women's and girls empowerment.

SEXH5419

Public Health Aspects of HIV and STIs

Credit points: 2 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Michael Walsh **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. international students including Australia Awards Scholarship students must enrol into the face-to-face version. **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

The unit aims to provide a public health perspective on the impact of Sexually Transmitted Infections (STIs) and HIV. On completion of this unit, students should be able to: (i) Understand the underlying principles of the surveillance systems used to monitor STIs and HIV; (ii) Understand the core risk activity groups involved in the transmissions of STIs and HIV; (iii) Understand how the epidemiologies of STIs and HIV vary within and between societies; (iv) Understand the public health impacts of STIs and HIV; and (v) Understand effective preventative strategies at individual and community levels. Course content will include an introduction to the basic biology of HIV and STIs; epidemiology and surveillance methods; impact of vulnerable at-risk populations; prevention technologies and policy approaches.

Qualitative Health Research

These courses are not open for new admissions from 2016. The following information is provided for currently enrolled students only.

Graduate Certificate in Qualitative Health Research (not open for new admissions from 2016)

Master of Qualitative Health Research (not open for new admissions from 2016)

	Graduate Certificate in Qualitative Health Research	Master of Qualitative Health Research
Course code	GCQUAHER1000	MAQUAHER2000
CRICOS code	N/A	068819F
Degree Abbreviation	GradCertQHR	MQHR
Credit points required to complete	24	60
Time to complete full-time	Not available	1.5 year
Time to complete part-time	1 to 3 years	2 to 6 years

Overview

Qualitative research is increasingly common in health-related fields including medicine, public health, nursing, allied health, dentistry and health policy. Qualitative research aims to provide a deeper knowledge of how health fits into people's everyday lives and how health and medical organisations work. It provides evidence to policymakers, clinicians, health promotion professionals and consumers to understand the perspectives people bring to their health, the values people hold, and the actions people take.

Qualitative researchers observe people as they go about their usual activities, interview people, conduct focus groups and examine documents and images. They systematically analyse the resulting data to gain a better understanding of issues as they arise in the ordinary social world.

Qualitative health research offers a demanding but extremely rewarding career for proficient communicators who love language and ideas, and are interested in textual rather than statistical analysis. Qualitative research skills are in demand from:

- Universities and research institutions
- Research Federal agencies and State departments of health
- Non-profit, non-government and advocacy organisations
- Private research consultancies

Early career researchers and those considering a PhD will develop a solid grounding in the experience, skills and knowledge required for future research endeavours.

Experienced researchers interested in advancing their career or moving into new areas will broaden and consolidate their skills, and develop new and deeper understandings of qualitative research

Course outcomes

The Sydney Qualitative Health Research Program is Australia's only purpose-designed postgraduate program providing qualitative research skills and knowledge in this growing area of research inquiry. We offer you:

- teaching by leading qualitative health researchers working across a wide variety of health issues;

- an intense and rigorous training in the core skills and conceptual foundations in commonly-used methodologies, study design strategies, data creation, and analysis and writing;
- opportunities for hands-on experience of important aspects of qualitative research practice, including data collection, analysis and dissemination; and
- mentoring to develop a sound proposal and ethics application for a future research project.

In addition, the Master's program offers you:

- access to elective units to gain content knowledge in the areas of health and illness that interest you, or advanced theoretical training in philosophy, sociology, bioethics or history; and
- mentoring by expert qualitative researchers to conduct a substantial final research project

Further information

Both programs in qualitative research include four core units (PUBH5500, QUAL5002, QUAL5003, QUAL5004) that provide skills training and conceptual foundations. They cover essential ideas, commonly-used methodologies, study design strategies and skills for data creation, analysis and writing. Master's students undertake additional core units in research practice (QUAL5101, QUAL5102, QUAL5103) and elective units of study.

Further enquiries

Dr Julie Mooney-Somers
 Phone: +61 2 9036 3412
 Fax: +61 2 9036 3436
 Email: qualitative.health@sydney.edu.au



Qualitative Health Research

Admission requirements

Admission to the **Graduate Certificate in Qualitative Health Research** requires:

- a bachelor degree

Admission to the **Master of Qualitative Health Research** requires:

- a bachelor degree in a related discipline including health sciences, allied health, medicine, nursing, pharmacy, psychology, humanities, arts, law, social sciences, political sciences, policy analysis, international development, social work, marketing, communication, journalism or education

Course structure

The **Graduate Certificate in Qualitative Health Research** requires the successful completion of **24 credit points of core units of study**.

The **Master of Qualitative Health Research** requires the successful completion of **60 credit points of units of study** including:

- 24 credit points of core units of study;
- 18 credit points of elective units of study; and
- 18 credit points of research practice units of study.



Qualitative Health Research

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Qualitative Health Research

Master of Qualitative Health Research

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GCQUAHER-01	Graduate Certificate in Qualitative Health Research
MAQUAHER-01	Master of Qualitative Health Research

2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice, except for the Graduate Certificate in Qualitative Health Research, which is part 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 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Qualitative Health Research
 - (b) the Master of Qualitative Health Research.
- (2) 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 longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Qualitative Health Research requires:

a bachelor degree from the University of Sydney or equivalent qualification.

- (3) Admission to the degree of Master of Qualitative Health Research requires:

a bachelor degree in a related discipline including health sciences, allied health, medicine, nursing, pharmacy, psychology, humanities, arts, law, social sciences, political sciences, policy analysis, international development, social work, marketing, communication, journalism, education, from the University of Sydney or equivalent qualification.

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Qualitative Health Research.
- (2) To qualify for the award of the Graduate Certificate in Qualitative Health Research a candidate must successfully complete 24 credit points of core units of study.
- (3) To qualify for the award of the Master of Qualitative Health Research a candidate must successfully complete 60 credit points, including:
 - (a) 24 credit points of core units of study;
 - (b) 18 credit points of elective units of study; and
 - (c) 18 credit points of research practice units of study.

7 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2017 and persons who commenced their candidature prior to 1 January, 2017 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2017 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2022. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.



Qualitative Health Research

Table of units of study: Qualitative Health Research

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Core units			
PUBH5500 Advanced Qualitative Health Research	6	N QUAL5005 or QUAL5006	Semester 1 Semester 2
QUAL5003 Qualitative Research Analysis and Writing	6	A Basic understanding of the nature of qualitative knowledge and types of qualitative data. P PUBH5500 or QUAL5005	Semester 2
QUAL5004 Designing a Qualitative Research Project <i>This unit of study is not available in 2018</i>	6	A Good understanding of the nature of qualitative knowledge and of qualitative research processes. P PUBH5500, QUAL5002 C QUAL5003	Semester 2
Research Practice units			
QUAL5101 Qualitative Capstone I	6	P PUBH5500 AND QUAL5002 AND QUAL5003 AND QUAL5004 <i>Note: Department permission required for enrolment students must negotiate supervision arrangements and an agreed project with Unit Coordinator prior to enrolling</i>	Semester 1 Semester 2
QUAL5102 Qualitative Capstone II	6	P PUBH5500 AND QUAL5002 AND QUAL5003 AND QUAL5004 C QUAL5101 <i>Note: Department permission required for enrolment students must negotiate supervision arrangements and an agreed project with Unit Coordinator prior to enrolling</i>	Semester 1 Semester 2
QUAL5103 Qualitative Capstone III	6	P PUBH5500 AND QUAL5002 AND QUAL5003 AND QUAL5004 C QUAL5101 AND QUAL5102 <i>Note: Department permission required for enrolment students must negotiate supervision arrangements and an agreed project with Unit Coordinator prior to enrolling.</i>	Semester 1 Semester 2
Elective units			
BETH5000 Critical Concepts in Bioethics	6	<i>This is a capstone Unit for the Master of Bioethics. If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</i>	Semester 2
BETH5101 Introduction to Ethical Reasoning	6	<i>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</i>	Semester 1
BETH5102 Philosophy of Medicine	6	<i>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</i>	Semester 1
BETH5103 Biomedicine and Society	6	<i>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</i>	Semester 2
BETH5104 Bioethics, Law and Society	6	<i>Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.</i>	Semester 1
BETH5201 Ethics and Biotechnology <i>This unit of study is not available in 2018</i>	6	<i>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only.</i>	Semester 1
BETH5202 Human and Animal Research Ethics	6	N BETH5208 <i>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</i>	Semester 2
BETH5203 Ethics and Public Health	6	N BETH5206	Semester 2
BETH5204 Clinical Ethics	6	<i>If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.</i>	Semester 1
BETH5205 Ethics and Mental Health	6	A Basic understanding of ethical reasoning <i>Students can meet with course coordinators by appointment in person or via teleconference</i>	Semester 2
HPOL5000 Introduction to Health Policy	6		Semester 1
HPOL5003 Analysing Health Policy	6		Semester 2
MIPH5008 Travel and Tropical Medicine	2		Intensive October
MIPH5014 International Health Promotion <i>This unit of study is not available in 2018</i>	4	N PUBH5033 <i>Students who have enrolled in PUBH5033 should contact the unit co-ordinator to seek permission before enrolling in MIPH5014, as there is some overlap between the two units of study.</i>	Semester 2
MIPH5115 Women's and Children's Health	4		Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
MIPH5116 Culture, Health, Illness and Medicine <i>This unit of study is not available in 2018</i>	4		Semester 2
MIPH5117 Global Non-Communicable Disease Control <i>This unit of study is not available in 2018</i>	2		Semester 2a
MIPH5135 Health Systems in Developing Countries	4		Semester 2
MMHU6913 Health in World History <i>This unit of study is not available in 2018</i>	6		Semester 1
PUBH5111 Environmental Health	4		Semester 2
PUBH5114 Alcohol, Drug Use and Health	4	N PUBH5115	Semester 2
PUBH5115 Alcohol, Drug Use and Health	2	N PUBH5114	Semester 2a
PUBH5118 Indigenous Health Promotion	4		Semester 2
PUBH5415 Injury Prevention <i>This unit of study is not available in 2018</i>	2		Intensive October
PUBH5418 Tobacco Control in the 21st Century	6		Intensive August
PUBH5419 Falls Prevention in Older People	4		Semester 2
PUBH5420 Public Health Advocacy Strategies	4		Semester 2b
SEXH5008 Sex and Society	2	N SEXH5414	Semester 2a
SEXH5205 Advanced Adolescent Sexual Health	6		Semester 2
SEXH5418 Public Health Aspects of Reproductive Health	2		Semester 1a
SEXH5419 Public Health Aspects of HIV and STIs	2		Semester 2b
Part 2			
GCST5902 Natures and Cultures of Bodies <i>This unit of study is not available in 2018</i>	6		Semester 2
HPSC4102 History of Science	6		Semester 2
HSTY6987 Presenting the Past <i>This unit of study is not available in 2018</i>	6		Semester 1
LNGS7002 Language, Society and Power	6		Semester 1
LNGS7004 Register and Genre in English <i>This unit of study is not available in 2018</i>	6		Semester 2
LNGS7006 Cross-Cultural Communication	6		Semester 2
LNGS7274 Media Discourse <i>This unit of study is not available in 2018</i>	6		Semester 2
LNGS7301 Functional Grammar <i>This unit of study is not available in 2018</i>	6		Semester 1
SCLG6903 New Debates in Social Theory	6		Semester 2

Qualitative Health Research

Unit of study descriptions

BETH5000

Critical Concepts in Bioethics

Credit points: 6 **Teacher/Coordinator:** Professor Angus Dawson **Session:** Semester 2 **Classes:** 13x2hr seminars or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode **Assessment:** 1x 750wd review (15%) and 1x 1500wd essay (30%) and 1x 2000-2500wd essay (45%) and 1x online work/class participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening, Online

Note: This is a capstone Unit for the Master of Bioethics. If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit of study offers a critical review of the field and methods of bioethics. The course explores the meaning of 'bioethics' as a concept and practice, both historically and in contemporary discussions. The seminars explore a diverse range of different perspectives and methods that people have used in bioethics from a critical perspective. Topics include the exploration of 'bioethics' as a topic and concept, the focus on the ethical dimensions of advances in biomedical science and biotechnology, using different theoretical positions such as risk and precaution, virtue, narrative, political philosophy, cross-cultural bioethics, especially indigenous thinking, feminist bioethics, bioethics and non-human animals, public health and, climate change and ecological and environmental bioethics. Learning activities will include seminars and small group discussion.

Textbooks

All readings can be accessed through the library or online

BETH5101

Introduction to Ethical Reasoning

Credit points: 6 **Teacher/Coordinator:** Professor Ian Kerridge and Dr Lisa Dive **Session:** Semester 1 **Classes:** 13x2hr seminars or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode **Assessment:** 1x 2000wd essay (35%); 1x 4000wd essay (55%); participation in seminars or online (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

In this unit of study students gain the background in ethical philosophy necessary to engage in advanced analyses of issues in bioethics. Introduction to Ethical Reasoning familiarises students with classical theoretical frameworks such as virtue ethics, Kantian deontology, and utilitarianism that have been influential in the history of Western philosophy. The unit also examines more contemporary approaches to ethics, such as the capabilities approach, feminist ethics, human rights doctrines, and poststructuralist approaches. Across these different theoretical frameworks, discussions will focus on topics such as cultural relativism, universalism in ethics, difference and power.

All assessments must be completed to pass this Unit.

Textbooks

Students are provided with links to online readings (via the eResearve system). Supplementary readings can be accessed through the library or online.

BETH5102

Philosophy of Medicine

Credit points: 6 **Teacher/Coordinator:** A/Prof Christopher Jordens **Session:** Semester 1 **Classes:** Online presentations plus 12x1.5hr seminars, or fully online **Assessment:** 1x1200wd short written exercise (25%); 1x3000-4000wd major essay (60%); participation in seminars or online (10%); online quizzes (5%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit of study introduces some philosophical questions and debates concerning medicine and the biomedical sciences. It is divided into three sections. The first explores basic concepts and distinctions such as health, disease, mental illness and disability. The second section deals with topics that lie at the heart of a scientific approach to medicine, namely, causation, experimentation, evidence and clinical reasoning. The final section of the course invites students to reflect critically on the preceding section by exploring the rationality claims of non-orthodox approaches, by inquiring closely into the meaning of medical terms, and by taking a broad view of the notion of risk. All assessments must be completed to pass this Unit.

Textbooks

Required readings are available through the unit of study website. Supplementary readings can be accessed through the university library.

BETH5103

Biomedicine and Society

Credit points: 6 **Teacher/Coordinator:** A/Prof Christopher Jordens **Session:** Semester 2 **Classes:** Online lectures plus 12x1.5hr seminars, or fully online **Assessment:** 1x1200wd exercise (30%); 1x3000-4000wd essay (60%); Participation in seminars or online (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

How does biomedicine both influence and reflect the broader society of which it is a part? This unit of study addresses this general question by examining a set of issues relating to sex and drugs. A key theme in the course is the "medicalisation" of human experience in the domains of gender, reproduction and sexual behaviour. The course aims to widen the scope of bioethical inquiry through readings that explore the issues from a range of different perspectives including history, sociology, politics, health policy, philosophy, religion, feminism, public health, and personal experience. Each topic introduces specific concepts which students are encouraged to apply. Students are also encouraged to draw on their own disciplinary and/or professional background. Seminars, online discussions and coursework will provide opportunities to learn from other students, and apply learning from other units of study in bioethics.

All assessments must be completed to pass this Unit.

Textbooks

Required readings are available through the unit of study website. Supplementary readings can be accessed through the university library.

BETH5104

Bioethics, Law and Society

Credit points: 6 **Teacher/Coordinator:** Professor Roger Magnusson and Professor Cameron Stewart **Session:** Semester 1 **Classes:** 4x6.5hr intensives or online. Attendance is compulsory if enrolled in face-to-face block mode **Assessment:** 1x2000wd problem (40%); 1x3500 word essay (60%). Online 'attendance' is also compulsory and will be demonstrated by engagement in at least 8 out of the 10 weekly discussion topics. No formal mark will be given for attendance, but failure to meet the attendance requirement may result in failure of the course. **Mode of delivery:** Block mode, Online

Note: Prerequisites: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, law, history, or other relevant field, or by special permission.

BETH5104 Bioethics, Law and Society introduces students to interrelationships between health care, ethics, and the law. Students will explore the moral basis of law and the means by which law in turn, influences and directs clinical practice and health policy. We also look



at the limits of law in solving ethical dilemmas, and consider what happens when the law falls out of step with the moral institutions of health care providers, patients, and the general public. Over the course of the semester, students will learn to critically read and analyse primary sources of law relevant to bioethics. Students will then examine a number of areas of law that have particular significance for bioethics and society including the law of consent, medical negligence, advance directives, maternal-foetal conflicts, abortion, reproduction, end-of-life decision-making, tissue regulation and infectious disease. Learning activities in BETH5104 include lectures, case discussions (during lectures), problem-based learning, online learning activities and written assessments.

Textbooks

Required: Kerridge, Lowe and Stewart (2013), Ethics and law for the health profession, 4th Edition (Federation Press). All other compulsory readings are provided to students in digital format. Most supplementary readings can be accessed through the library collection.

BETH5201

Ethics and Biotechnology

Credit points: 6 **Teacher/Coordinator:** Dr Ainsley Newson **Session:** Semester 1 **Classes:** 6x2hr seminars & 1x8hr intensive; or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode. **Assessment:** 2x400wd tasks (2x10%); 1x1500wd essay (30%); 1x2500wd essay (40%); participation in seminars or online (10%) **Mode of delivery:** Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only.

This unit of study introduces students to the ethical, social and legal issues that underlie a wide range of biotechnologies, including: genetics, genomics, human reproduction, stem cell research, nanotechnology and emerging biotechnologies. Key concepts influencing debates in this area are covered, such as 'procreative beneficence', personhood, risk, consent, public engagement, and property in the body (including gene patenting). Topical case studies are included to keep up with recent developments in the field. Students will explore the ethical limits to research and knowledge in biotechnology.

Textbooks

All readings are accessed online via elearning.

BETH5202

Human and Animal Research Ethics

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** 4x8hr intensive or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode **Prohibitions:** BETH5208 **Assessment:** Continuous assessment (short weekly tasks) (10%); 2x400wd short tasks (10%); 1x1500wd essay (30%); 1x2500wd essay (50%) **Mode of delivery:** Block mode, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit of study critically examines research ethics in its wider context, from how research is structured to its dissemination. It explores the ethical underpinnings of a variety of research methods and their uses in humans and non-human animals including the justifications for engaging in research, key concepts in research ethics and research integrity. The unit also briefly examines the history of research and the impact of research abuse on participants, both human and non-human animal.

Textbooks

All readings are made available via elearning.

BETH5203

Ethics and Public Health

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 2 **Classes:** 5x7hour intensives; or Distance Education (online). **Prohibitions:** BETH5206 **Assessment:** 5xOnline Quiz (50%); 1x2500wd essay (50%) **Mode of delivery:** Block mode, Online

This unit provides students with an overview of the ethical and political issues that underlie public health and public health research. The unit begins with some fundamentals: the nature of ethics, of public health (and how it might be different to clinical medicine) and of public health

ethics. It introduces key concepts in public health ethics including liberty, utility, justice, solidarity and reciprocity, and introduces students to different ways of reasoning about the ethics of public health. A range of practical public health problems and issues will be considered, including ethical dimensions of communicable and non-communicable diseases in populations, and the ethical challenges of public health research. Throughout, the emphasis is on learning to make sound arguments about the ethical aspects of public health policy, practice and research. Most learning occurs in the context of five teaching intensives, which are highly interactive and focus on the development and application of reasoning skills.

Textbooks

Students are provided with a list of readings (in digital format).

BETH5204

Clinical Ethics

Credit points: 6 **Teacher/Coordinator:** TBC **Session:** Semester 1 **Classes:** 4x8hr Intensives or Distance Education (online). Attendance is compulsory if enrolled in face-to-face mode **Assessment:** 1x1500wd case study (30%); 1x2500wd essay (50%); continuous assessment (short weekly tasks) (10%); 2x400wd Short Tasks (10%) **Mode of delivery:** Block mode, Online

Note: If an insufficient number of students opt to attend seminars on campus, the co-ordinator may choose to teach this Unit of Study in online mode only. Students will be contacted if this occurs.

This unit will facilitate students to critically review the ethical issues that underlie the delivery of healthcare. Students will explore: major conceptual models for ethical reasoning in the clinical context; key ethical concepts in the clinical encounter (such as consent, professionalism and confidentiality); major contexts in which ethical issues arise in clinical practice; and the role of clinical ethics consultation. The unit will also consider specific issues and populations within clinical practice, such as ethical aspects of healthcare at the beginning and end of life.

Textbooks

All readings are accessed online via elearning.

BETH5205

Ethics and Mental Health

Credit points: 6 **Teacher/Coordinator:** A/Professor Michael Robertson; Dr Edwina Light **Session:** Semester 2 **Classes:** Distance Education (online) **Assumed knowledge:** Basic understanding of ethical reasoning **Assessment:** Major Assignment (3000 word limit) 50%; 2x5 short-answer written assessments (25% each) **Mode of delivery:** Online

Note: Students can meet with course coordinators by appointment in person or via teleconference

Constructs of mental health and mental illness are highly contextual to culture, history and societal notions of normative experience and conduct. Mental illness can place an individual in a position of particular disadvantage and unique vulnerability through diminished (and deprived) autonomy. In light of this, ethical deliberation in the field of mental health care differs from other lines of inquiry in biomedical ethics. This unit of study begins with an examination of the unique status of the 'psychiatric patient' and the problems in applying normative ethical approaches to moral deliberation in mental health care. We then explore particular topics in mental health ethics including the legacies of the National Socialist persecution of the sick and disabled; and unique challenges in the care of groups in the community including Aboriginal Australians, refugees and asylum seekers, people in LGBTIQ communities, and adults and children living with learning and intellectual disabilities. We also explore contemporary controversies in mental health care including coercion and involuntary treatment, the mental health implications of the euthanasia debate, gendered power, medicalisation of children's behaviour, the problem of 'evil', and mental health professionals speaking out in the media on topics of public interest. During the semester, the course coordinators provide participants with regular feedback and guidance in their engagement with the topic. Each week features a podcast lecture and/or interview with an expert in the area under consideration and recommended readings, as well as other media where relevant.

Textbooks

Robertson M and Walter G Ethics and Mental Health: The Patient, Profession and Community (2013) Boca Raton CRC Press; Students are provided with a list of readings (in digital format). Most supplementary readings can be accessed through the library or online.

GCST5902

Natures and Cultures of Bodies

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 3x 2000 Case study (90%), 1x Seminar participation (10%), **Mode of delivery:** Normal (lecture/lab/tutorial) day

The nature/culture distinction is under pressure today as relations to our bodies, the world and each other are transformed by technology, ecological crisis, gender practices and new forms of consumption. Thinking beyond this distinction by examining the practices of bodies, this unit combines theoretical reflection with case studies to give students new tools for cultural analysis.

HPOL5000

Introduction to Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Anne Marie Thow **Session:** Semester 1 **Classes:** block mode with compulsory intensive workshops on campus. 2 x 2-day workshops, online lectures and discussions **Assessment:** Online learning quiz (5%); online problem based learning exercise (15%); 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%) **Mode of delivery:** Block mode

This unit aims to develop a critical and comparative understanding of the history, theory and practice of health policy. It gives an overview of the political choices and frameworks - national and global - that shape policymaking. The unit examines policy frameworks, and the roles of politics, evidence and advocacy in setting policy priorities. Analysis and debates regarding health policy will be placed in broader contexts - comparing different health systems and priorities for health. Case studies will be used to examine the relationships between policy and practice.

Learning outcomes. By the end of this unit students will be able to: (i) Define the boundaries and key features of health policy; (ii) Understand the basic history and features of the Australian health system; (iii) Identify policy instruments and how they function; (iv) Understand the main frameworks used for analysing policy; (v) Understand the factors influencing how policy issues are prioritized in health; (vi) Gain skills in policy communication, including preparation of a policy brief.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other recommended reading materials will be available on the unit's eLearning site

HPOL5003

Analysing Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Carmen Huckel Schneider, Associate Professor James Gillespie **Session:** Semester 2 **Classes:** Block mode with compulsory Intensive workshops on Campus or online only mode. Block mode 2 x 2 day workshops plus online discussion or online only with pre-recorded lectures and online discussion. **Assessment:** 1x2500 word assignment (35%), participation grade (5 x short online or face-to-face learning activities) (15%), 1x3000 word policy research project proposal (50%) **Mode of delivery:** Block mode

This unit aims to develop skills for undertaking policy research and analysis. The unit takes a multidisciplinary approach to familiarise students with fundamental frameworks and methodologies that can be applied to analyse policy from multiple disciplines including public health, social and political sciences, behavioural sciences, public policy and history.

Learning outcomes. By the end of the unit students will be able to: (i) Apply a critical analysis to questions of policy success or failure; (ii) Understand and explain the different methodological approaches that can be applied in policy analysis and research; (iii) Identify appropriate research methodologies, data collection methods and analysis for specific policy research questions; (iv) Design a health policy research project.

Textbooks

Sarantakos, S. (2013). Social Research (4th ed.). New York: Palgrave Macmillan. Other required and recommended readings and reference lists will be available through eLearning.

HPSC4102

History of Science

Credit points: 6 **Teacher/Coordinator:** Taught by HPS staff and guest lecturers. **Session:** Semester 2 **Classes:** One 2 hour seminar per week. **Assessment:** 10xquestions (50%) and 1x5000 wd essay (50%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit explores major episodes in the history of science from the 18th century until the present as well as introducing students to historiographic methods. Special attention is paid to developing practical skills in the history and philosophy of science.

Textbooks

Weekly Readings

HSTY6987

Presenting the Past

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Penny Russell **Session:** Semester 1 **Classes:** 1x2-hr seminar/week **Assessment:** 1x4000wd essay (75%), 1x1000wd seminar paper (15%) and class participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

A work of history may range in scope from a single life to the forces of internationalism, from a single moment to the span of human history, from a single locality to the globe. Why, and how, do historians tell such different stories? In this unit we explore the ideologies and social perspectives that underpin the historian's craft. Examining trends in historical scholarship, we consider how engagement with different methodologies has contributed to the social, cultural, intellectual and political 'turns'.

LNGS7002

Language, Society and Power

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x4000wd Research project (80%), 1x1000wd Online discussion (10%), 1x1000wd Quiz (10%), **Mode of delivery:** Normal (lecture/lab/tutorial) day

Language is a symbolic currency: mastery of the standard language can buy institutional power, mastery of urban teenage slang can buy street cred. This course introduces students to key issues in sociolinguistics and language sociology such as the political economy of language, language variation and change, and critical discourse analysis. Members of the class will undertake empirical research.

LNGS7004

Register and Genre in English

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 3x 2000wd each Text analysis (100%), **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study introduces students to current research in the theory of genre and register with a focus on English. It will explore how choices in grammar and discourse (e.g. speech function, conjunction, cohesive devices, methods of development and argumentation, schematic structure) impact on the ways in which people engage with different types (genres, registers) of texts. The framework for the unit derives from a variety of linguistic approaches, including corpus linguistics and functional linguistics.

LNGS7006

Cross-Cultural Communication

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x1000wd Linguistic Relativity (20%), 1x2000wd Mid-semester exam (30%), 1x3000wd Final paper (50%), **Mode of delivery:** Normal (lecture/lab/tutorial) day

In today's globalised and multicultural societies, cross-cultural communication is common enough. Even so, it continues to be a challenge, both for people who engage in cross-cultural communication on a daily basis, and for researchers trying to describe and understand it. In this unit of study we will consider a variety of discourse-analytic approaches to studying cross-cultural communication, including conversation analysis, speech act theory, interactional sociolinguistics, the ethnography of communication, and critical discourse analysis. In our analyses of actual samples of cross-cultural communication we

will pay particular attention to the social positioning of participants in an interaction, and the ways how social relationships (particularly of power and intimacy) between participants are reflected in their linguistic practices. The unit will end with exploring applied perspectives, particularly on cross-cultural communication in educational, courtroom and workplace interactions.

LNGS7274

Media Discourse

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x500wd Summary (5%), 1x2500wd Image analysis/interpretation (35%), 1x3000wd Text Analysis (60%), **Mode of delivery:** Normal (lecture/lab/tutorial) day

"Sexy, healthy and 100% Australian-owned!" This unit examines linguistic approaches to media discourse. The language of news texts and television series will form a special focus of the unit, along with how images are used to construe meaning. We will explore general aspects of media institutions (news and television), the ways in which social identities are constructed in the media, differences between the language of various types of media texts, the rhetoric of persuasion and the discourses of popular culture.

LNGS7301

Functional Grammar

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x3000wd equivalent Grammar assignment (50%), 1x3000wd equivalent Final assignment (50%), **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will focus on Halliday's functional grammar, including coverage of transitivity, mood, theme, clause-complexing and nominal group and verbal group structure (including functional structures and introductory accounts of the systems from which they derive). The unit will focus on English but include exemplification from other languages where appropriate. In addition the place of grammar in functional models of language will be considered, and critical aspects of system/structure theory introduced.

MIPH5008

Travel and Tropical Medicine

Credit points: 2 **Teacher/Coordinator:** Dr Giselle Manalo, Dr Paula Fogarty **Session:** Intensive October **Classes:** 1x 2 day intensive lectures **Assessment:** 1x 2000word individual essay (80%) and attendance (20%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

This unit aims to provide an overview of common health issues and emerging travel-related diseases, with a general look at prevention and control of these problems for travellers or those intending to work in tropical or resource-poor settings for a significant period of time. During the short course, students will also explore issues such as pre-travel preparations, vaccinations, protection from vector-borne diseases, gastrointestinal illnesses in travellers, refugee health, disaster preparedness focusing on water and sanitation and travel health issues in humanitarian and disaster relief settings. The teaching method is face-to-face teaching only. Attendance is compulsory.

Textbooks

Readings are available on the unit's eLearning site

MIPH5014

International Health Promotion

Credit points: 4 **Teacher/Coordinator:** Dr Philayrath Phongsavan **Session:** Semester 2 **Classes:** 1x 2hr lecture per week for 11 weeks; 1x 1hr tutorial per week for 9 weeks **Prohibitions:** PUBH5033 **Assessment:** 1500 word essay (30%), 2500 word report (50%), tutorial participation and attendance (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Students who have enrolled in PUBH5033 should contact the unit co-ordinator to seek permission before enrolling in MIPH5014, as there is some overlap between the two units of study.

This unit of study aims to provide students with an understanding of the principles, values/ethics, theories and methods that are employed in health promotion and prevention.. The unit will critically examine diverse characteristics of disease prevention and health promotion programs, including behaviour change programs, community-based,

environmental and policy-based programs. It will have a strong practical and methodological focus, with the objective of enabling students to develop knowledge and skills for planning, implementing and evaluating health promotion programs. Models and methods that are commonly used in health promotion and disease prevention will be described and discussed by using real life examples. Among the major issues examined are the health impact of social and economic development at the national and global levels, prevention and control of non-communicable and communicable diseases, including cigarette smoking, hygiene practices, capacity building and workforce development for health promotion and prevention.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5115

Women's and Children's Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Camille Raynes-Greenow, Dr Ying Zhang **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 9 weeks, 1x1hr tutorial per week for 8 weeks; also offered fully online **Assessment:** 1x5000 word individual assignment, (50%), 1x 8 page group report (30%), tutorial participation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit is an introduction to the health status of women and children in low and middle income countries and highlights the interconnectedness of women's and children's health. It presents some of the major causes of mortality and morbidity and interventions and approaches to improving outcomes from a public health perspective. Each week a different expert covers relevant issues such as perinatal mortality, contraception, nutrition, HIV, cancer, diarrhoeal disease, vaccine preventable diseases and childhood disability.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5116

Culture, Health, Illness and Medicine

Credit points: 4 **Teacher/Coordinator:** Dr Cynthia Hunter **Session:** Semester 2 **Classes:** 1 x 2 day workshop; 1 x 2hr seminar per week for 7 weeks; also offered fully online. **Assessment:** 1x3000 word essay (65%) and 1x1hr class facilitation (25%), class participation 10%. **Mode of delivery:** Online, Normal (lecture/lab/tutorial) day

This unit aims to provide an integrated and interpretive approach to an understanding of health-related behaviours of populations in international settings, by synthesizing anthropological knowledge and methodology, and the interactions of culture, biology, psychology and environment. The teaching process is by student-led, lecturer-guided, discussion based review and critical analysis of relevant topics. During the unit, students will explore a range of issues in global and multicultural health from an anthropological perspective. Methodological approaches will encompass ethnography and other anthropological data collection methods. The issues covered will include cultural influences on health, illness and healing, such as indigenous and traditional beliefs and systems, gender and cultural change and the impact of modernization and development on illness and healing. The impact examines disease and illness patterns - their distribution and persistence, mental illness and culture and attitudes towards the use of medications; and the provision of culturally sensitive and appropriate services. The emphasis will be on covering a range of topic areas relevant to the students enrolled, and those of particular importance in contemporary international and multicultural health contexts.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5117

Global Non-Communicable Disease Control

Credit points: 2 **Teacher/Coordinator:** Associate Professor Rohina Joshi **Session:** Semester 2a **Classes:** 1x2hr-lecture/week for 7 weeks; also offered fully online **Assessment:** 1x 2000word written assignment (90%) and class participation (10%) or online discussion (10%). **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit aims to provide candidates with an understanding of the causes and control of non-communicable diseases (NCDs) with a focus on low and middle income countries (LMIC). These diseases are associated with social and economic development and the demographic and health transitions. Topics covered in the unit include cardiovascular diseases, diabetes, cancer, primary health care in relation to NCDs, health promotion for NCDs and approaches to NCD research in developing countries. Lectures are given by health professionals with direct experience of NCD control in LMICs.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5135

Health Systems in Developing Countries

Credit points: 4 **Teacher/Coordinator:** Associate Professor Joel Negin **Session:** Semester 2 **Classes:** 1x 2hr lecture per week for 10 weeks; plus 2x 0.5 day workshops; also offered fully online **Assessment:** 1x1500 word research paper (40%), 1x2000 word solution proposal (50%), and participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

Textbooks

Readings are available on the unit's eLearning site.

MMHU6913

Health in World History

Credit points: 6 **Teacher/Coordinator:** Dr Claire Hooker **Session:** Semester 1 **Classes:** 1x 2 hr seminar weekly or online response to readings **Assessment:** 2x 3000 word essay (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

From Black Death, syphilis, fevers, and venereal disease to Truvada whores and complex dynamic systems, this unit of study requires students to systematically explore the major critical perspectives on public health by examining its history. Most public health policy and practice is in fact determined by the traditions, ideas, values and practices that developed in the past. Students will gain an understanding of how different forms of evidence have been constructed for different public health policies, and able to identify the social and cultural correlates of shifts in medical and health concepts over time. They will also learn to situate developments in public health in relation to macro political and economic determinants, as they explore how public health and colonial and State power co-developed and how these alliances and power structures continue to be reflected today in the Emerging Infectious Diseases worldview. Students will be able to offer explanations both of what drives change and paradigm shifts in public health policy and practice and of the effects of underlying long term continuities in approaches to public health. Students will be required to use their knowledge to develop self-reflexive critical assessments of the ethical commitments they want to guide their own practice and that of contemporary public health policy.

PUBH5111

Environmental Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Geoff Morgan **Session:** Semester 2 **Classes:** The unit is delivered via face to face mode or via online mode. Both modes cover the same course content. Face to face students: Thirteen lectures (13 sessions of approximately 1.5 hours each) offered online, with the first (introductory) lecture delivered face to face as well as online; Six face to face tutorials (6 sessions of 2 hours each); One online group assignment plan discussion. Online students: Thirteen lectures (13 sessions of approximately 1.5 hours each) offered online; Six online tutorials (6 sessions of 2 hours equivalent each); One assignment plan online group discussion. **Assessment:** 1 x written assignment plan and group discussion (5%); 1 x written assignment 2000 words (70%); 10 x lecture multiple choice quiz (10 x 0.5 = 5%); 5 x tutorial quiz questions (10%); 1 x tutorial briefing note (5%); 5 x group tutorial briefing note (5 x 1 = 5%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This course aims to describe the interrelation between our environment and human populations, local communities and individuals and the potential impact on health of environmental agents/contaminants. The unit will explore the major categories of environmental health hazards including air quality, water quality, chemical hazards (eg soils and contaminated sites), physical hazards (eg noise and radiation), microbiological hazards (eg Legionnaires' disease) and food safety. Regional and global issues of sustainability, climate change and land use planning will also be covered. The disciplines of epidemiology, toxicology and ecology will be applied within a risk assessment framework to characterise health risks associated with environmental hazards and determine risk management options and inform risk communication strategies. Students completing this unit will appreciate the multi-disciplinary nature of environmental health, the application of a risk assessment framework to characterise environmental health risks and inform risk management and risk communication, and the need to work closely with a broad range of stakeholders including commonwealth and state health, environment and planning agencies, local government, industry, researchers and the community.

Textbooks

(Recommended only): Environmental Health (Fourth Edition). Moeller DW. Harvard University Press, 2011; Environmental Health in Australia and New Zealand. Edited by Nancy Cromar, Scott Cameron and Howard Fallowfield, Oxford University Press, 2004; Environmental Health, from Global to Local, 3rd Edition. Frumkin H. Wiley, 2016.

PUBH5114

Alcohol, Drug Use and Health

Credit points: 4 **Teacher/Coordinator:** Associate Professor Carolyn Day **Session:** Semester 2 **Classes:** 13 weeks of 2hr teaching sessions and/or associated readings and online activities. Students can complete the unit either online or in blended mode. The teaching sessions are a combination of online seminars and discussion activities for online students. Those enrolled in the blended mode, take part in online seminars and two compulsory one day face-to-face workshops. **Prohibitions:** PUBH5115 **Assessment:** 2 x 1500 word assignments (55%), compulsory discussion related activities (30%); online quizzes (15%) **Mode of delivery:** Block mode, Online

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for prevention and management of related problems. This fuller drug and alcohol elective covers all the content of PUBH5115 and goes on to assist the student to develop more advanced understanding of research, policy and treatment services for alcohol and drug use disorders, and to examine the needs of special populations.

Textbooks

Readings are available on the unit's eLearning site.

PUBH5115

Alcohol, Drug Use and Health

Credit points: 2 **Teacher/Coordinator:** Associate Professor Carolyn Day **Session:** Semester 2a **Classes:** 7 weeks of 2 hr teaching sessions equivalent and/or associated online activities. students can complete the unit either online or in blended mode. the teaching sessions are a combination of online seminars and discussion activities for online students. students enrolled in the blended mode take part in online seminars and a compulsory one day face to face workshop. **Prohibitions:** PUBH5114 **Assessment:** 1x 1500 word assignment (55%); compulsory discussion related activities (30%); online quizzes (15%) **Mode of delivery:** Block mode, Online

This unit aims to assist students in developing an evidence-based understanding of the epidemiology of alcohol and drug use and its impact on health, and the effectiveness of methods for the prevention and management of related problems.

Textbooks

Readings are available on the unit's eLearning site.

PUBH5118

Indigenous Health Promotion

Credit points: 4 **Teacher/Coordinator:** Suzanne Plater **Session:** Semester 2 **Classes:** 1 x 2-day compulsory workshop and preparatory online activities. **Assessment:** 1 x reflective essay (10%), 1 x analytic essay (10%), online quizzes and other activities (30%), 1 x 3000 word essay (50%) **Mode of delivery:** Block mode

Health promotion in urban, regional and remote Aboriginal and Torres Strait Islander communities requires working collaboratively with each community to develop human capital and capabilities within a paradigm of hope and respect for alternate worldviews. In this unit, you will acquire an understanding of health promotion in Aboriginal and Torres Strait Islander contexts, and examine the distal, medial and proximal determinants of health and subsequent risk factors that have resulted in high rates of Aboriginal and Torres Strait Islander morbidity and mortality. You will learn how to ethically engage and work with Aboriginal and Torres Strait Islander people, and invest in relationships that enable genuine partnerships to develop. You will also identify and challenge neo-colonial policies and practices, and learn how to navigate around other barriers that hinder Aboriginal and Torres Strait Islander self-determination. And you may end up questioning some of your own assumptions and behaviours as part of this process.

Later in the unit you will choose and explore a particular community and health issue, then work with an Aboriginal and/or Torres Strait Islander health promotion professional and/or leader from that community to apply your skills and understanding in a compulsory workshop. The outcome will be a draft health promotion plan that addresses a specific priority health issue in a specific urban, regional or remote Aboriginal and/or Torres Strait Islander community. The conceptual and technical tools learned may then be built upon and applied to any health issue in any Aboriginal and Torres Strait Islander setting.

Textbooks

Course materials will be provided.

PUBH5415

Injury Prevention

Credit points: 2 **Teacher/Coordinator:** Professor Rebecca Ivers **Session:** Intensive October **Classes:** 1 x 2day workshop **Assessment:** 1 x 2000 word essay (90%) and participation in small group work during the workshop (10%) **Mode of delivery:** Block mode

Injury is the leading cause of death and disability in children, adolescents and people of working age in Australia and globally. This unit aims to provide students with a clear understanding of the magnitude of the injury burden, both in higher and lower income countries, and the strategies that are required to address this burden. During the 2 day workshop, guest speakers will outline issues relevant to the general injury prevention field and students will participate in interactive small group work which will focus on issues relevant to cause-specific injuries, in collaboration with guest contributors. Topics covered include road injury, occupational injury, fall injury, drowning, suicide, injury in Aboriginal and Torres Strait Islander populations, burns, and injury in resource poor settings.

Textbooks

Students will be provided with a course manual. Recommended text: McClure R, Stevenson M, McEvoy S. The Scientific Basis of Injury Prevention and Control. Melbourne: IP Communications, 2004; Li, G, Baker, SP. Injury Research: Theories, Methods, and Approaches. Boston: Springer, 2012.

PUBH5418

Tobacco Control in the 21st Century

Credit points: 6 **Teacher/Coordinator:** Dr Becky Freeman **Session:** Intensive August **Classes:** 1x3 day workshop of lectures and problem-focused discussions, followed by 4 weeks of problem-based online discussions **Assessment:** 2x 2000 word essays (60%), 1x 100 item online quiz (10%) and online discussion

and participation (30%) **Mode of delivery:** Block mode, Distance education/intensive on campus

The unit consists of learning topics, each of which is supported by extensive Web based resources, and 4 moderated online discussion forums, each focusing on a problem related to tobacco use and control. Lecture topics include: history of tobacco use and control; the burden of illness from tobacco use; secondhand smoke: the research evidence; measuring tobacco use, uptake and cessation in communities; international trends in tobacco consumption; the tobacco industry; the WHO's Framework Convention on Tobacco Control and new forms of tobacco advertising and promotion. Problem focused discussion forums include: Harm reduction and tobacco control, regulation of tobacco, improving and implementing pack warnings; promoting smoking cessation, prevention of uptake (youth programs); denormalisation of the tobacco industry; controlling advertising; and controlling exposure to tobacco smoke, making news on tobacco and influencing political policy on tobacco.

Textbooks

(recommended only) Chapman S. Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell, 2007.

PUBH5419

Falls Prevention in Older People

Credit points: 4 **Teacher/Coordinator:** Professor Cathie Sherrington and A/Professor Anne Tiedemann **Session:** Semester 2 **Classes:** 6-8 hours of online lectures and tutorials per week for 13 weeks **Assessment:** 1x 2000 word written assignment (60%), 1 x assignment with "short answer" questions (20%), participation in moderated online discussions (20%) **Mode of delivery:** Online

This fully online unit aims to teach students about the principles of falls prevention in the older person with an emphasis on the application of these principles in the field. This unit will focus on risk factors for falls and the development, implementation and evaluation of fall prevention programs. Students will learn about and discuss research methods for the understanding of, prediction of, and prevention of falls, critically evaluate journal articles, and discuss the development of fall prevention programs using case studies.

Textbooks

Recorded lectures, lecture notes, case studies and journal articles will be provided online from a password-protected site

PUBH5420

Public Health Advocacy Strategies

Credit points: 4 **Teacher/Coordinator:** Dr Becky Freeman **Session:** Semester 2b **Classes:** 2 full days followed by 3 weeks of online **Assessment:** 2500 word essay (70%), online participation (30%) **Mode of delivery:** Block mode

Students will have the opportunity to critique and analyse case studies from a variety of both successful and unsuccessful public health advocacy examples. There will be an emphasis on how online environments and social media tools are contributing to public health advocacy debates and campaigns. Recent examples of how online media have influenced health policy and programming will be presented. Students will examine and prepare writing for online media such as news, blogs, and social media. The lectures will include guest speakers from non-government organisations, government and other experienced stakeholders from across the public health sector.

Textbooks

Recommended: Chapman S. (2007) Public Health Advocacy and Tobacco Control: Making Smoking History. Oxford: Blackwell.

PUBH5500

Advanced Qualitative Health Research

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers (Semester 1); Andrea Smith (Semester 2) **Session:** Semester 1, Semester 2 **Classes:** 2x3 full day workshop in March/April (semester 1); 2x3 full day workshops in August/September (semester 2) **Prohibitions:** QUAL5005 or QUAL5006 **Assessment:** interviewing activity with reflection (25%); 2000wd essay (25%); 2x group presentations (20%); multiple choice quizzes (20%); in-class participation (10%) **Mode of delivery:** Block mode

This unit of study provides a comprehensive introduction to qualitative inquiry in health. It is designed for beginners and people who want an advanced-level introduction. Over the course of the unit we will

address: What is qualitative research? How is it different from quantitative research? What is its history? What research problems can it address? How do I design a qualitative study? What are the different (and best) ways to generate data? How do you analyse qualitative data? Is methodology different to method? What are ontology and epistemology? What is reflexivity (and aren't qualitative researchers biased)? What are the ethical issues? What is good quality qualitative research? Can I generalise qualitative findings? You will get practical experience and skills through carrying out an observation, participating in a focus group, conducting an interview, analysing data, arguing for qualitative research in health, and appraising the quality of published literature. In both workshops you will meet working qualitative researchers and hear about their projects. This advanced unit will show you a new way of thinking critically about research and researching, and give you the skills and confidence to begin evaluating and doing qualitative research for yourself.

QUAL5003

Qualitative Research Analysis and Writing

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers **Session:** Semester 2 **Classes:** 4x1 full day workshops **Prerequisites:** PUBH5500 or QUAL5005 **Assumed knowledge:** Basic understanding of the nature of qualitative knowledge and types of qualitative data. **Assessment:** Practical analysis activities (20%, 20%, 20%), draft results and discussion sections for a journal article (40%) **Mode of delivery:** Block mode

In this Unit you will analyse and write about qualitative data. This intermediate unit assumes a basic understanding of qualitative research and focuses on qualitative analysis and writing. Across the first three workshop days we will explore the principles of qualitative analysis, learn about different analytic strategies and key analytic tools. You will learn how to develop codes and themes, use memos and analytic maps, and interpret data through the process of writing. The final workshop day focuses on writing; you will learn methods for starting writing, structuring articles, and editing your own work. Most importantly, we will practice thinking in genres, asking the question: who is going to read this, and how should I write for them? Between workshops, you will work to analyse a portfolio of qualitative data. After completing this Unit you will have increased your experience, skills and confidence in qualitative data analysis and writing.

QUAL5004

Designing a Qualitative Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers **Session:** Semester 2 **Classes:** 2 full day workshop plus optional tutorials **Prerequisites:** PUBH5500, QUAL5002 **Corequisites:** QUAL5003 **Assumed knowledge:** Good understanding of the nature of qualitative knowledge and of qualitative research processes. **Assessment:** Research proposal (30%, 20%), Human Research Ethics Committee Application (30%, 20%) **Mode of delivery:** Block mode

This Unit of Study is only for students in the Qualitative Health Research program. It will draw together what you have learned over the course of your studies, and culminate in the production of a research plan, and a Human Research Ethics Committee application. You should come to the first workshop day with a problem that is appropriate to research qualitatively. Ideally the problem you work on will be either an intended PhD project, workplace project or a project for which you will be seeking grant funding. Day one of the Workshop will be spent learning about the research funding process, developing aims and formal research questions, exploring methods and methodology, and reviewing successful qualitative grant applications. Day two will be spent working through a funding proposal and learning about issues of ethics. Across the semester, you will refine and document your research plans and ethical reasoning and receive support from peers and the unit coordinator through regular meetings. The Unit of Study aims to ensure that as a graduate of the QHR program you are well-prepared to commence a qualitative PhD or qualitative research project.

QUAL5101

Qualitative Capstone I

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers **Session:** Semester 1, Semester 2 **Classes:** Independent research under supervision

Prerequisites: PUBH5500 AND QUAL5002 AND QUAL5003 AND QUAL5004 **Assessment:** Project management plan and demonstration of progress (30%), 1500word reflexive essay (40%), 1500word methods section (30%) **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: students must negotiate supervision arrangements and an agreed project with Unit Coordinator prior to enrolling

The research capstone experience supports MQHR students to put into practice what they have learnt during their candidature, by planning and executing a substantial qualitative research project. The project may be pilot work for a future PhD or to seek grant funding, or a standalone piece of work. Students should identify an academic staff member with relevant content knowledge to supervise the project. Students should only enrol in this unit after they have developed a research proposal in QUAL5004 and secured ethical approval. Students will use QUAL5101 to generate data for their capstone project. After completing this Unit students will have demonstrated skills in refining data collection tools, sampling and recruitment strategies; describing and justifying data collection decisions; data generation; and project management. For this six credit point unit, students will spend at least 126 hours on completing the work required, including generating data, writing draft methods section, and attendance at supervisory meetings.

QUAL5102

Qualitative Capstone II

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers **Session:** Semester 1, Semester 2 **Classes:** Independent research under supervision **Prerequisites:** PUBH5500 AND QUAL5002 AND QUAL5003 AND QUAL5004 **Corequisites:** QUAL5101 **Assessment:** Project management plan and demonstration of progress (10%), 1000word methods section (20%), 5000word analysis report (70%) **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: students must negotiate supervision arrangements and an agreed project with Unit Coordinator prior to enrolling

The research capstone experience supports MQHR students to put into practice what they have learnt during their candidature, by planning and executing a substantial qualitative research project. The project may be pilot work for a future PhD or to seek grant funding, or a standalone piece of work. Students should identify an academic staff member with relevant content knowledge to supervise the project. Students should only enrol in this unit after they have developed a research proposal in QUAL5004 and secured ethical approval. Students will use QUAL5102 to conduct data analysis for their capstone project. After completing this Unit students will have demonstrated skills in refining data analysis strategies; conducting data analysis; describing and justifying data analysis strategies, and project management. For this six credit point unit, students will spend at least 126 hours on completing the work required, including generating analysis, writing draft methods section, and attendance at supervisory meetings.

QUAL5103

Qualitative Capstone III

Credit points: 6 **Teacher/Coordinator:** Dr Julie Mooney-Somers **Session:** Semester 1, Semester 2 **Classes:** Independent research under supervision **Prerequisites:** PUBH5500 AND QUAL5002 AND QUAL5003 AND QUAL5004 **Corequisites:** QUAL5101 AND QUAL5102 **Assessment:** 6000word journal article ready for submission (70%), 1 additional alternative research output (conference poster, conference, community report, media piece) (30%) **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: students must negotiate supervision arrangements and an agreed project with Unit Coordinator prior to enrolling.

The research capstone experience supports MQHR students to put into practice what they have learnt during their candidature, by planning and executing a substantial qualitative research project. The project may be pilot work for a future PhD or to seek grant funding, or a standalone piece of work. Students should identify an academic staff member with relevant content knowledge to supervise the project. Students should only enrol in this unit after they have developed a research proposal in QUAL5004 and secured ethical approval. Students will use QUAL5103 to conduct research dissemination for

the capstone project. After completing this Unit students will have demonstrated skills in identifying an appropriate target journal for publication; writing for an identified audience; formatting according to the guidelines of the target journal; developing an alternative research output for the purposes of research communication. For this six credit point unit, students will spend at least 126 hours on completing the work required, producing two research outputs and attendance at supervisory meetings.

SCLG6903

New Debates in Social Theory

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2400wd Research essay (40%), 1x2400wd Research essay (40%), 1x1200wd equivalent online presentations and discussion (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit explores a series of issues of controversy and debate in social theory. These include debates over: the information age; new information and communication technologies; the new capitalism and changing work practices; the cultural sphere; new forms of power and surveillance; shifting claims to insight in knowledge societies; the role of education in social inequality; the bases of making knowledge claims; and globalisation. The unit involves both face-to-face seminars and online discussions.

SEXH5008

Sex and Society

Credit points: 2 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Michael Walsh **Session:** Semester 2a **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. International students including Australia Awards Scholarship students must enrol into the face-to-face version **Prohibitions:** SEXH5414 **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit will explore determinants of sexuality from a societal perspective, with particular reference to their potential impacts on public health. Social science theories of sexuality will be considered, and cross-cultural and historical accounts of sexual practices will be reviewed. Particular emphasis will be placed on the impact of diversity, culture, society, environment, life experiences, personal beliefs and health on sexual activity and potential public health impacts on sexual and reproductive health including HIV. Course content will include diversity; adolescent sexual development; sex education; sexual assault, gender; sexual orientation and sexual behaviour.

SEXH5205

Advanced Adolescent Sexual Health

Credit points: 6 **Teacher/Coordinator:** Fiona Robards, Arlie Rochford, Dr Shailendra Sawleshwarkar **Session:** Semester 2 **Classes:** Fully online **Assessment:** Discussion board participation (30%); Case study (30%); 1500 Word essay (40%) **Mode of delivery:** Online

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality, with additional emphasis on a deeper exploration of an area of adolescent sexual health that is of particular interest to the student. The main areas of learning are: adolescent sexuality, adolescent sexual health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion. On completion of this unit of study, students should be able to: (i) Describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimise communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality; and (ii) Understand and describe one area of adolescent sexual health that the student chooses to study in depth from a list of suggestions.

SEXH5418

Public Health Aspects of Reproductive Health

Credit points: 2 **Teacher/Coordinator:** Associate Professor Kirsten Black, Dr Michael Walsh **Session:** Semester 1a **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online.

international students including Australia Awards Scholarship students must enrol into the face-to-face version. **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit deals with a range of public health aspects of reproductive and maternal health including unintended pregnancies, maternal morbidity and mortality, sexual violence, sexual and reproductive rights and access to sexual and reproductive health services. Emphasis will be placed on the delivery of effective prevention and management strategies. Aspects of reproductive health will be discussed in the context of Sustainable Development Goals (SDGs) focussing on SDG 3 on health and SDG 5 on gender equality and women and girls empowerment.

SEXH5419

Public Health Aspects of HIV and STIs

Credit points: 2 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Michael Walsh **Session:** Semester 2b **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. international students including Australia Awards Scholarship students must enrol into the face-to-face version. **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

The unit aims to provide a public health perspective on the impact of Sexually Transmitted Infections (STIs) and HIV. On completion of this unit, students should be able to: (i) Understand the underlying principles of the surveillance systems used to monitor STIs and HIV; (ii) Understand the core risk activity groups involved in the transmissions of STIs and HIV; (iii) Understand how the epidemiologies of STIs and HIV vary within and between societies; (iv) Understand the public health impacts of STIs and HIV; and (v) Understand effective preventative strategies at individual and community levels. Course content will include an introduction to the basic biology of HIV and STIs; epidemiology and surveillance methods; impact of vulnerable at-risk populations; prevention technologies and policy approaches.

Reproductive Health Sciences and Human Genetics

These courses are not open for new admission in 2017. The following information is provided for currently enrolled students only.

Master of Medicine (Reproductive Health Sciences and Human Genetics) (not open for new admissions in 2017)

Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) (not open for new admissions in 2017)

Double degree programs for International students:

Master of Medicine (Reproductive Health Sciences and Human Genetics) and Master of Philosophy (not open for new admissions in 2017)

Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) and Master of Philosophy (not open for new admissions in 2017)

	Master of Medicine (Reproductive Health Sciences and Human Genetics)	Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)	Master of Medicine (Reproductive Health Sciences and Human Genetics) and Master of Philosophy	Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) and Master of Philosophy
Course code	MAMERHHG2000	MASMRHHG2000	MAMRGPHL1000 for international students (MAMERHHG2000 plus RMPHLMED1000 for domestic students)	MASMRPHL1000 for international students (MASMRHHG2000 plus RMPHLMED1000 for domestic students)
CRICOS code	N/A	N/A	066134G	066135F
Degree Abbreviation	MMed(RH&HG)	MScMed(RH&HG)	MMed(RH&HG)/MPhil	MScMed(RH&HG)/MPhil
Credit points required to complete	48	48	48 + research thesis (48crp)	48 + research thesis (48crp)
Time to complete full-time	Not available	Not available	2 years	2 years
Time to complete part-time	2 - 6 years	2 - 6 years	as per individual courses	as per individual courses

Overview

The main aim of the program is to provide up-to-date knowledge of the clinical and laboratory science and technological developments in reproduction and human genetics.

Areas of study include reproductive physiology, biochemistry, immunology, microbiology and pathology. The course is ideally suited to graduates in medicine seeking a career in reproductive science and medicine, laboratory science, public health or genetic counselling, as well as professionals already working in these disciplines who are seeking to gain a deeper insight into the rapidly expanding disciplines of reproductive health sciences, reproductive medicine and human genetics.

Course outcomes

Graduates will:

- have an up-to-date knowledge of the clinical and laboratory science and technological developments in reproduction and human genetics
- have an insight into the social, ethical and public health aspects of these fields
- have developed a firm basis for vocational training in these disciplines
- be able to contribute to and promote dialogue and understanding between those working in disparate areas within reproductive health and genetics.

Further information

The program is offered as either a coursework-only master's degree or as a double degree combining the coursework-only master's degree with a research master's degree. The coursework-only master's degree is only available part time.

In order to study full-time, international students must enrol in one of the combined Master/MPhil programs.

Information on the Master of Philosophy is available under the Research tab.

The Master of Medicine (Reproductive Health Sciences and Human Genetics) and the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) are essentially the same program with different admission requirements.

Only medical graduates (ie those with an MBBS) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study (with the exception, in some cases, of practical work), with the only difference being the title of the course they are awarded on completion.

To qualify for the coursework-only degree candidates must complete coursework and clinical or laboratory assignments equivalent to 48 credit points. The coursework and clinical or laboratory assignments are undertaken part time over two years.



Students are required to attend lectures and tutorials and undertake field visits to laboratory and clinical areas. Lectures and tutorials are held on two evenings per week and some Saturdays.

Assessment is by written examination, oral presentations, written assignments, placement reports and a research thesis for those enrolled in the double degree.

Double degree students

Domestic students who wish to complete two degrees enrol into a Masters degree (KC077 or KC078) and a Master of Philosophy (MPhil)(KC083), either at the same time or sequentially. Domestic students may enrol on a part time basis.

International students must enrol in a double degree program (KC085 or KC086) so they are enrolled for two years full time. Further information about enrolment for international students in the double degree is provided here.

Information about the MPhil program can be found in the Postgraduate Research Studies chapter.

To qualify for the double degree, candidates must complete the requirements for the coursework-only degree as described above, and to fulfil the requirements of the Master of Philosophy candidates must enrol in at least the equivalent of one year full time research and submit a thesis that passes examination.

International students who are not able to submit their research thesis after completing the equivalent of two years of full time enrolment must enrol for further semesters, with the associated financial cost of enrolment, until they are able to submit their thesis.

Further enquiries

Dr Robert Markham

Phone: +61 2 9036 3126

Fax: +61 2 9351 4560

Email: robert.markham@sydney.edu.au

Website:

sydney.edu.au/medicine/obs-gyn-neo/

Reproductive Health Sciences and Human Genetics

Admission requirements

Admission to the Master of Medicine (Reproductive Health Sciences and Human Genetics) requires a medical degree.

In general, admission to the Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) requires a bachelor's degree with a first or second class honours, or a bachelor's degree with 12 months work or research experience.

Admission into the double degree programs:

- Master of Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy requires a medical degree plus the submission of a research topic for advanced study.
- Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy requires a bachelor's degree with a first or second class honours, or a bachelor's degree with 12 months work or research experience plus the submission of a research topic for advanced study.

Admission into the double degree programs is conditional upon the appointment of an appropriate supervisor.

Course structure

The **Master of Medicine (Reproductive Health Sciences and Human Genetics)** and the **Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)** require the successful completion of **48 credit points of units of study** including:

- 44 credit points of core units of study; and
- 4 credit points of elective units of study.

The **Master of Medicine (Reproductive Health Sciences and Human Genetics)/Master of philosophy** and the **Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)/Master of Philosophy** require the successful completion of **96 credit points of units of study** including:

- 44 credit points of core units of study;
- 4 credit points of elective units of study; and
- 48 credit points of research units of study.

Pattern of enrolment for domestic students

The following tables provide examples for structuring programs of study.

Students must complete the required credit point value of core units of study and elective units of study.

Core units of study

Core Units of Study	Credit point
Students must complete 44 credit points of core units of study	
Available in Semester 1	
PUBH5010 Epidemiology Methods and Uses	6
PUBH5018 Introductory Biostatistics	6
RHHG5010 Reproductive Sciences	4
RHHG5007 Clinical Reproductive Medicine (semester 1a)	4
RHHG5008 Counselling 1 (semester 1b)	2

Core Units of Study	Credit point
RHHG5028 Medical Genetics(semester 1b)	2
Available in Semester 2	
RHHG5005 Reproductive Sciences and Medicine(semester 2a)	4
RHHG5013 Ethical, Social, Legal & Privacy Issues(semester 2a)	4
RHHG5006 Reproductive, Maternal and Child Health(semester 2b)	4
RHHG5014 Fertility Control(semester 2b)	2
RHHG5021 Reproduction and Cancer (semester 2b)	2
RHHG5026 Introductory Medical Genetics (semester 2b)	4
Total core units of study	44

Elective units of study

Elective Units of Study	Credit point
Students must complete 4 credit points of elective units of study	
Available in Semester 2b	
RHHG5011 Clinical or Laboratory Attachments	2
RHHG5012 Counselling 2	2
RHHG5015 Lab Assessment of Reproductive Function	2
RHHG5016 Medical and Molecular Genetics	2

Pattern of enrolment for double degree international students

In order to comply with their visa requirements and to fulfil the requirements of the double degree, international students must enrol in an additional 48 credit points of research units of study.

Research Units of study

Research Units of Study	Credit point
International double degree students must complete 48 credit points of research units of study	
MEDF4001 Medicine Research A	12
MEDF4002 Medicine Research B	12
MEDF4003 Medicine Research C	12
MEDF4004 Medicine Research D	12

The recommended pattern of enrolment is indicated below and provides a program for either a first semester (March) start or second semester (July) start.



Pattern of enrolment for international students commencing in March*Year 1*

UoS code and name	Credit points
Semester 1	
PUBH5010 Epidemiology Methods and Uses	6
PUBH5018 Introductory Biostatistics	6
MEDF4001 Medicine Research A	12
Semester 2	
RHHG5005 Reproductive Sciences and Medicine(semester 2a)	4
RHHG5006 Reproductive, Maternal and Child Health(semester 2b)	4
RHHG5026 Introductory Medical Genetics (semester 2b)	4
MEDF4002 Medicine Research B	12

Year 2

UoS code and name	Credit points
Semester 1	
RHHG5007 Clinical Reproductive Medicine (semester 1a)	4
RHHG5008 Counselling 1 (semester 1b)	2
RHHG5010 Reproductive Sciences	4
RHHG5028 Medical Genetics	2
MEDF4003 Medicine Research C	12
Semester 2	
RHHG5013 Ethical, Social, Legal & Privacy Issues(semester 2a)	4
RHHG5014 Fertility Control(semester 2b)	2
RHHG5021 Reproduction and Cancer (semester 2b)	2
MEDF4004 Medicine Research D	12
plus 2 electives from the Elective list	4

Pattern of enrolment for international students commencing in July

UoS code and name	Credit points
First semester of study	
RHHG5005 Reproductive Sciences and Medicine(semester 2a)	4
RHHG5006 Reproductive, Maternal and Child Health(semester 2b)	4
RHHG5026 Introductory Medical Genetics (semester 2b)	4
MEDF4001 Medicine Research A	12
Second semester of study	
PUBH5010 Epidemiology Methods and Uses	6
PUBH5018 Introductory Biostatistics	6
RHHG5007 Clinical Reproductive Medicine (semester 1a)	4

UoS code and name	Credit points
RHHG5008 Counselling 1 (semester 1b)	2
RHHG5010 Reproductive Sciences	4
RHHG5028 Medical Genetics	2

UoS code and name	Credit points
Third semester of study	
RHHG5013 Ethical, Social, Legal & Privacy Issues(semester 2a)	4
RHHG5014 Fertility Control(semester 2b)	2
RHHG5021 Reproduction and Cancer (semester 2b)	2
MEDF4002 Medicine Research B	12
plus 2 electives from the Elective list	4
Fourth Semester of study	
MEDF4003 Medicine Research C	12
MEDF4004 Medicine Research D	12

If a student is not able to submit the thesis for the Master of Philosophy after these two years of enrolment, they must enrol in both MEDF4003 and MEDF4004 for further semesters, with the associated cost of enrolment, until they are able to submit.

Reproductive Health Sciences and Human Genetics

Table of units of study: Reproductive Health Sciences and Human Genetics

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Core units			
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011,CEPI5100	Semester 1
PUBH5018 Introductory Biostatistics	6		Semester 1
RHHG5005 Reproductive Sciences and Medicine	4		Semester 2a
RHHG5006 Reproductive, Maternal and Child Health	4		Semester 2b
RHHG5007 Clinical Reproductive Medicine	4		Semester 1a
RHHG5008 Counselling 1	2		Semester 1b
RHHG5010 Reproductive Sciences	4		Semester 1
RHHG5013 Ethical, Social, Legal and Privacy Issues	4		Semester 2a
RHHG5014 Fertility Control	2		Semester 2b
RHHG5021 Reproduction and Cancer	2		Semester 2b
RHHG5026 Introductory Medical Genetics	4	Only for students commencing in 2004 or later.	Semester 2b
RHHG5028 Medical Genetics	2		Semester 1b
RHHG5019 Treatise A	6	Note: Department permission required for enrolment Not available to students enrolling after 2010	Semester 1 Semester 2
RHHG5020 Treatise B	6	Note: Department permission required for enrolment Not available to students enrolling after 2010	Semester 1 Semester 2
Elective units			
RHHG5011 Clinical or Laboratory Attachments	2		Semester 2b
RHHG5012 Counselling 2	2		Semester 2b
RHHG5015 Lab Assessment of Reproductive Function	2		Semester 2b
RHHG5016 Medical and Molecular Genetics	2		Semester 2b
Additional core units for international candidates enrolled in the double degree			
Candidates must complete the following four units over the two years. Specific enrolment patterns based on the semester of commencement are shown below. If the candidates is not able to submit the thesis for the Master of Philosophy after two years of enrolment, they must enrol in both MEDF4003 and MEDF4004 for further semesters, with the associated cost of enrolment, until they are able to submit.			
MEDF4001 Medicine Research A	12	Note: Department permission required for enrolment	Semester 1 Semester 2
MEDF4002 Medicine Research B	12	C MEDF4001	Semester 1 Semester 2
MEDF4003 Medicine Research C	12	C MEDF4002	Semester 1 Semester 2
MEDF4004 Medicine Research D	12	C MEDF4003	Semester 1 Semester 2



Reproductive Health Sciences and Human Genetics

Unit of study descriptions

MEDF4001

Medicine Research A

Credit points: 12 **Session:** Semester 1, Semester 2 **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

This unit and the associated units, MEDF4002, MEDF4003, MEDF4004, and MEDF4005, are research units of study. The contents and assessments are determined according to each individual student's needs.

MEDF4002

Medicine Research B

Credit points: 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4001
Mode of delivery: Supervision

See MEDF4001.

MEDF4003

Medicine Research C

Credit points: 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4002
Mode of delivery: Supervision

See MEDF4001.

MEDF4004

Medicine Research D

Credit points: 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4003
Mode of delivery: Supervision

See MEDF4001

PUBH5010

Epidemiology Methods and Uses

Credit points: 6 **Teacher/Coordinator:** Dr Erin Mathieu, Professor Tim Driscoll
Session: Semester 1 **Classes:** 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - faceto face or their equivalent online **Prohibitions:** BSTA5011,CEPI5100 **Assessment:** 1x 6 page assignment (25%), 10 weekly quizzes (5% in total) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature regarding public health and clinical issue. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. In addition to formal classes or their on-line equivalent, it is expected that students spend an additional 2-3 hours at least each week preparing for their tutorials.

Textbooks

Webb, PW. Bain, CJ. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals Second Edition: Cambridge University Press 2017.

PUBH5018

Introductory Biostatistics

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks

- lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

RHHG5005

Reproductive Sciences and Medicine

Credit points: 4 **Teacher/Coordinator:** Professor Robert Jansen **Session:** Semester 2a **Classes:** 7x4hr lectures **Assessment:** essay assignment (100%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit covers the following topics: reproductive cycle 1 (hypothalamus and pituitary); gamete approximation and fertilisation biology; ovarian function, oogenesis and ovulation; testicular function, spermatogenesis, male accessory organs; sexual physiology; reproductive cycle 2 (ovary and genital tract); implantation, embryogenesis; placentation; fetal development - ultrasound perspective; endocrinology of pregnancy and parturition; lactation; puberty and menstruation; menopause; effects of reproductive steroids on metabolism and other body systems; gonadal differentiation and genital development.

RHHG5006

Reproductive, Maternal and Child Health

Credit points: 4 **Teacher/Coordinator:** Professor Ian Fraser **Session:** Semester 2b **Classes:** 5x4hr lectures **Assessment:** essay assignment (100%)
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit identifies significant issues in reproductive, maternal and child health, gives an overview of existing services for these population groups, and emphasises preventive health programs.

RHHG5007

Clinical Reproductive Medicine

Credit points: 4 **Teacher/Coordinator:** Dr Mark Bowman **Session:** Semester 1a **Classes:** 7x4hr lectures **Assessment:** Essay assignment (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit covers the following areas of reproductive medicine: puberty, virility and male infertility, menstrual cycle and menstrual symptoms, premenstrual syndrome, dysfunctional uterine bleeding, dysmenorrhoea, menopause, amenorrhoea, ovulation induction, endometriosis, spontaneous abortion and recurrent abortion, contraception, psychosexual disorders, venereal diseases, subfertility and infertility, reproductive technology, assisted conception. This



course is based on pre-reading provided prior to each lecture and followed by a two-hour tutorial, during which case studies provide material for investigation and management discussions. This will enable participants to develop a problem-solving approach to clinical management. Participants are required to present a case on at least one occasion during the semester.

RHHG5008 Counselling 1

Credit points: 2 **Teacher/Coordinator:** Ms Agi O'Hara **Session:** Semester 1b **Classes:** 2x7hr and 3x3 hr lectures **Assessment:** group oral presentation (50%), individual written report (50%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit concentrates on listening skills, principles of communication, group dynamics, competing theoretical perspectives, crisis management and an examination of values and ideology. The candidate will develop basic counselling skills for future application to reproduction counselling. The course is interactive, with the expectation that participants will present orally as well as be assessed through written work.

RHHG5010 Reproductive Sciences

Credit points: 4 **Teacher/Coordinator:** Professor Michael Sinosich **Session:** Semester 1 **Classes:** 9x4hr lectures **Assessment:** Essay assignment (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit covers the following topics: cell structure and function; intracellular signalling and intercellular communication; cryobiology; steroidogenesis; steroid hormones and receptors; peptide hormone biochemistry and receptors; the social interaction of cells; regulation of cell division; molecular motors; contractility of smooth muscle, cilia and flagella; pathogenesis of PA11; rhesus incompatibility; XGR; recurrent abortion; protein structure and function, structure and function of complex carbohydrates; fetal monitoring; ultrasound, amniocentesis, CVS; radiation and thermal stress; birth defects and their causes; immunological processes in reproduction.

RHHG5011 Clinical or Laboratory Attachments

Credit points: 2 **Teacher/Coordinator:** Dr Robert Markham **Session:** Semester 2b **Classes:** Clinical/laboratory experience of at least 12 hours **Assessment:** Experience report **Mode of delivery:** Clinical experience

Organised individually for small groups, students keep log books of work undertaken and observed and include presentation of clinical cases or laboratory problems.

RHHG5012 Counselling 2

Credit points: 2 **Teacher/Coordinator:** Ms Agi O'Hara **Session:** Semester 2b **Classes:** 3x4hr lectures **Assessment:** presentation (60%), and essay assignment (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit concentrates on the process of counselling, making links between microskills and building an 'intentional interviewing' style. The microskills of challenging and confrontation are given prominence and participants are expected to reflect on their practice and the appropriateness of challenging and confronting clients. The candidate will develop basic counselling skills for future application to reproduction counselling. Ethical issues for counselling practice, with a particular focus on the ethical dimensions regarding reproductive medicine, are examined.

RHHG5013 Ethical, Social, Legal and Privacy Issues

Credit points: 4 **Teacher/Coordinator:** Professor Douglas Saunders AM **Session:** Semester 2a **Classes:** 6x4hr lectures **Assessment:** oral presentation (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

The objective is for the student to know relevant legal principles and their application to reproductive health sciences and genetics. To understand the concept of ethical reasoning and apply to issues in reproductive medicine. To research an issue in reproductive medicine

and genetics and discuss in terms of ethical, social and legal perspectives.

Case studies are used to initiate discussion of these issues. Topics include active and passive euthanasia; artificial insemination; assisted conception and embryo experimentation; abortion; legal rights of parents, fetuses and infants; relationships between parents, doctors and other health care providers; informed consent; errors in diagnosis; peer review; hospital and clinical records; population-based data systems.

RHHG5014 Fertility Control

Credit points: 2 **Teacher/Coordinator:** Dr Edith Weisberg **Session:** Semester 2b **Classes:** 4x3hr lectures **Assessment:** essay assignment (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit encourages a practical approach to fertility control and enables students to develop skills in the provision of contraceptive services. The following topics are covered: general issues in fertility control; contraceptive choice; benefits and risks of contraception; legal aspects; contraceptive counselling; availability of contraceptives; development of new contraceptives and details of specific methods of contraception including behavioural methods, barrier methods, intra-uterine devices, steroidal contraceptives, contra-contragestion and abortion, immunological methods, and status of male contraception. Lectures build on pre-reading provided. Tutorials require student presentation and discussion of issues. A written assignment is required during the semester. Assessment is based on presentations during tutorials and on the written assignment.

RHHG5015 Lab Assessment of Reproductive Function

Credit points: 2 **Teacher/Coordinator:** Ms Kath Peters **Session:** Semester 2b **Classes:** 3x4hr lectures **Assessment:** essay assignment (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Concentrates on the technology and interpretation of assay techniques. The appropriate use and pitfalls of various tests is covered in more detail than in other parts of the course. These include serum and urinary assays in the fields of endocrinology and immunology; dynamic endocrine testing; relevance of specific tests to the function of particular organs; testing of fertility (including semen analysis, cervical mucous and post-coital testing, and sperm antibodies); oocyte function and fertilisation; use of biopsies.

RHHG5016 Medical and Molecular Genetics

Credit points: 2 **Teacher/Coordinator:** Ms Louise Carey **Session:** Semester 2b **Classes:** 3x4hr lectures **Assessment:** Essay assignment (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Provides a comprehensive coverage of the principles of molecular pathology and progress with diagnosis and gene mapping. Diseases relevant to specific body systems are examined to give a state of the art picture of the molecular genetics of human disease. Included are: clinical genetics, molecular genetics, disease-specific counselling; molecular genetic techniques (southern, northern, hybridisation); molecular genetic techniques (PCR, pulse-field gel); clinical and molecular genetics of systemic disorders and haematological disorders; skeletal disorders; cystic fibrosis and transport disorders; neurological disorders; renal disorders; immunological disorders and HLA association; connective tissue disorders; phakomatoses (neurofibromatosis, Tay-Sachs disease); dermatological disorders; gene mapping techniques, status of human map, comparative gene mapping.

RHHG5019 Treatise A

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** The treatise is undertaken by full-time candidates during the two-year course and by part-time candidates in the third year, after completion of the coursework. **Assessment:** research treatise **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: Not available to students enrolling after 2010

Candidates must complete a research project in an area of interest and submit their results in the form of a minor thesis or treatise. During the course, candidates are assisted in choosing a suitable topic and designing their study, both by their supervisor and by a formal component of the coursework called 'treatise development'.

RHHG5020

Treatise B

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** The treatise is undertaken by full-time candidates during the two-year course and by part-time candidates in the third year, after completion of the coursework. **Assessment:** research treatise **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: Not available to students enrolling after 2010

Candidates must complete a research project in an area of interest and submit their results in the form of a minor thesis or treatise. During the course, candidates are assisted in choosing a suitable topic and designing their study, both by their supervisor and by a formal component of the coursework called 'treatise development'.

RHHG5021

Reproduction and Cancer

Credit points: 2 **Teacher/Coordinator:** Dr Rodney Baber **Session:** Semester 2b **Classes:** 3x4hr lectures **Assessment:** essay assignment (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit examines three areas of interest linking cancer, reproductive endocrinology and infertility. The first concerns the application of 'reproductive insurance' using cryopreservation of ovarian cortical biopsy specimens, mature oocytes, sperm and embryos in patients with cancer. The second area explores the evidence between infertility and its management, childlessness and common gynaecological cancers and the alleged increased incidence of testicular cancer. The third examines the alleged links between breast cancer and hormone replacement therapy in the menopause.

RHHG5026

Introductory Medical Genetics

Credit points: 4 **Teacher/Coordinator:** Professor David Sillence **Session:** Semester 2b **Classes:** 4hr/week; total 36 hours of lectures **Assessment:** class participation plus major assignment (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Only for students commencing in 2004 or later.

The aim of this unit is to provide students with a broad introduction to the principles and practice of medical genetics. The content covered includes: history and philosophy of medical genetics, genetic informatics, molecular basis of human inheritance, Mendelian inheritance, biochemical genetics, mitochondrial inheritance, cytogenetics, neurogenetics and cancer genetics. At the end of this unit of study the student should have a basic understanding of the topics above and be able to apply this knowledge to further study in this area.

RHHG5028

Medical Genetics

Credit points: 2 **Teacher/Coordinator:** Professor David Sillence **Session:** Semester 1b **Classes:** 7x2hr lectures **Assessment:** multiple examination questions; essay assignments (100%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit follows on from 'Introductory Medical Genetics' but deals with clinical genetics and diagnosis, clinical cytogenetics and clinical molecular genetics in more depth. Strategies for genetic health education and promotion, including evaluation, are introduced. The organisation and management of genetic health services is examined from a state, national and international perspective.

Sexual and Reproductive Health

Graduate Certificate in Medicine (Sexual and Reproductive Health)

Graduate Diploma in Medicine (Sexual and Reproductive Health)

Master of Medicine (Sexual and Reproductive Health)

Master of Medicine (Advanced) (Sexual and Reproductive Health)

Graduate Certificate in Science in Medicine (Sexual and Reproductive Health)

Graduate Diploma in Science in Medicine (Sexual and Reproductive Health)

Master of Science in Medicine (Sexual and Reproductive Health)

Master of Science in Medicine (Advanced) (Sexual and Reproductive Health)

	Graduate Certificate	Graduate Diploma	Master	Master (Advanced)
Course code (degree in Medicine)	GCMEDIC12HSX	GCMEDIC12HSX	MAMEDIC14HSX	MAMEDADV1HSX
Course code (degree in Science in Medicine)	GCSCMEDI1HSX	GCSCMEDI1HSX	MASCMEI1HSX	MASCMEAD1HSX
	Available Pathways: HIV and STIs Psychosexual Therapy Public Health Reproductive Health and Fertility No Pathway selected	Available Pathways: HIV and STIs Psychosexual Therapy Public Health Reproductive Health and Fertility No Pathway selected	Available Pathways: HIV and STIs Psychosexual Therapy Public Health Reproductive Health and Fertility No Pathway selected	Available Pathways: HIV and STIs Psychosexual Therapy Public Health Reproductive Health and Fertility No Pathway selected
CRICOS code	Medicine: 083649E Science in Medicine: 083650A	Medicine: 083647G Science in Medicine: 083648F	Medicine: 083643M Science in Medicine: 083721B	Medicine: 083644K Science in Medicine: 083646G
Degree Abbreviation	GradCertMed(SRH) GradCertScMed(SRH)	GradDipMed(SRH) GradDipScMed(SRH)	MMed(SRH) MScMed(SRH)	MMed(Adv)(SRH) MScMed(Adv)(SRH)
Credit points required to complete	24	36	48	60
Time to complete full-time	0.5 - 1 years - requires a minimum of 2 semesters to complete	1 year	1 year	1.5 years
Time to complete part-time	1 - 2 years	1.5 - 3 years	2 - 4 years	2 - 5 years

Overview

The Postgraduate Program in Sexual and Reproductive Health (SRH) provides a diverse and inter-professional curriculum suitable for Australian and international students interested in the range of disciplines related to HIV, sexually transmitted infections (STIs), Sexual and Reproductive Health.

Globally, the challenges of SRH including HIV/STIs, infertility and unintended pregnancy continue to be a significant public health issue. Challenges to sexual function and wellbeing also impacts on the health of individuals. Comprehensive prevention and treatment of SRH issues require a thorough understanding of the psycho-social contexts in which they occur as well as the biological and diagnostic aspects of sexual and reproductive health and wellbeing.

The Postgraduate Program in Sexual and Reproductive Health enables students to address these challenges through a range of units, with an option to choose one of four distinct pathways (STIs and HIV, Psychosexual Therapy, Reproductive Health and Infertility, and Public Health).

Compulsory and stream specific units of study provide students with foundational competence in these areas, while a wide range of electives creates the opportunity for students to further explore areas of interest. The inter-professional and multi-disciplinary structure encourages students to develop effective collaborative approaches to employment in a variety of healthcare settings.

The Postgraduate Program in Sexual and Reproductive Health is designed to provide the maximum professional relevance, flexibility and choice. All units of study engage the current evidence base and encourage critical engagement with the evidence. To facilitate the best educational and professional outcomes from their studies, each student is advised to discuss their unit of study choices with a Pathway Coordinator before the commencement of each semester. The Postgraduate Program in Sexual and Reproductive Health provides opportunities for students to transition to higher degree research candidature.

Course outcomes

Graduates will be able to:

- develop high levels of knowledge and appropriate skills in dealing with the psychosocial contexts, effective prevention strategies



- and management techniques for HIV, STIs, Sexual and Reproductive Health issues;
- learn to work collaboratively in multidisciplinary teams on the practical challenges faced by professionals working in these areas;
- acquire skills recognised as essential components of the professional training in HIV and STIs, sexology/sexual health counselling/psychosexual therapy and reproductive health and fertility;
- learn to critically evaluate relevant research and contribute to the growing body of evidence-based, effective interventions.

Reproductive Health and Fertility Pathway Coordinator:

Associate Professor Kirsten Black

Phone: +61 29762 5390

Fax: +61 2 9762 5387

Email: MHSSHenquiries@sydney.edu.au

or

kirsten.black@sydney.edu.au

Website: sydney.edu.au/medicine/wsshc

Accreditation

Several of the units of study are recognised as providing training for the Sexual Health curriculum of the Royal Australasian College of Physicians' Chapter of Sexual Health Medicine. Completing the Master's in the Psychosexual Therapy Pathway meets the sexological education and training requirements for professional accreditation with the Society of Australian Sexologists (SAS), and ASSERT NSW.

Further information

The program is offered as either a coursework-only degree or as a double degree with the coursework-only master degree followed by research master's degree (for international students on Australia Awards only - see double degree program for further information). Double Degree Domestic and other international students enrol in the separate degrees. Information on the Master of Philosophy is available in the Postgraduate Research Studies chapter.

To qualify for the award of the coursework-only degrees, students must complete coursework units of study equivalent to 24 credit points to qualify for the award of the Graduate Certificate; 36 credit points to qualify for the award of the Graduate Diploma; 48 credit points to qualify for the Master; or 60 credit points to qualify for the Master (Advanced). Students complete these degrees in one of the following Pathways:

- HIV and STIs
- Public Health
- Psychosexual Therapy
- Reproductive Health and Fertility
- No Pathway

Much of the learning is conducted via our interactive eLearning sites. In addition, students may be required to attend lectures and/or tutorials and undertake field visits, while face-to-face and/or online and are complimented by intensive teaching blocks each semester. In addition, students may be required to undertake field visits, while lectures take place at the University of Sydney's Camperdown Campus and at Western Sydney Sexual Health Centre at Parramatta/Westmead. Professional experience occurs at a variety of locations throughout Sydney and beyond. Assessment varies with each unit of study and may include a combination of written assignments, oral presentations, multiple choice quizzes, online discussions, professional practice reports and written examination.

Further enquiries

HIV and STIs and Public Health Pathways Coordinator:

Dr Shailendra Sawleshwarkar

Phone: +61 2 9762 5390

Fax: +61 2 9762 5387

Email: MHSSHenquiries@sydney.edu.au or

shailendra.sawleshwarkar@sydney.edu.au

Website: sydney.edu.au/medicine/wsshc

Psychosexual Therapy (Sexology/Sexual Health Counselling) Pathway Coordinator:

Dr Christopher Fox

Phone: +61 29762 5390

Fax: +61 2 9762 5387

Email: MHSSHenquiries@sydney.edu.au or c.fox@sydney.edu.au

Website: sydney.edu.au/medicine/wsshc

Sexual and Reproductive Health

Admission requirements

Admission to the:

- Graduate Certificate in Medicine (Sexual and Reproductive Health)
- Graduate Diploma in Medicine (Sexual and Reproductive Health)
- Master of Medicine (Sexual and Reproductive Health)

requires a medical degree from the University of Sydney or equivalent qualification.

Admission to the:

- Graduate Certificate in Science in Medicine (Sexual and Reproductive Health) requires
 1. a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 2. a minimum of 5 years professional work experience in a health-related field or pass a preliminary examination(s) as prescribed by the Faculty.

Admission to the:

- Graduate Diploma in Science in Medicine (Sexual and Reproductive Health) requires
 1. successful completion of the embedded (Graduate Certificate in Science in Medicine); or
 2. a bachelor or postgraduate degree in health or science-related discipline from the University of Sydney or equivalent qualification; or
 3. a minimum of 5 years' professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.

Admission to the:

- Master of Science in Medicine (Sexual and Reproductive Health) requires
 1. a successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine or equivalent qualification; or
 2. a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 3. a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 4. a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience.

Admission to the:

- Master of Medicine (Advanced) (Sexual and Reproductive Health), and
- Master of Science in Medicine (Advanced) (Sexual and Reproductive Health) requires
 1. The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine and have completed the compulsory research methods unit in their stream as applicable; and
 2. The candidature to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific Units of Study; and

3. Any other requirements as stated by the Faculty at the time of application.

Double Degree

The double degree is only available to international students and admission to candidature will be conditional upon the appointment of an appropriate supervisor. See the double degree section for further information.

Domestic students can enrol in the separate degrees.

Also see course rules for further details.

Course structure

The **Graduate Certificate** requires the successful completion of **24 credit points** of units of study including:

- 6 credit points of compulsory units of study; and
- 18 credit points of stream specific units of study.

The **Graduate Diploma** requires the successful completion of **36 credit points** of units of study including:

- 6 credit points of compulsory units of study;
- 24 credit points of stream specific units of study; and
- 6 credit points of general elective units of study.

The **Master** requires the successful completion of **48 credit points** of units of study including:

- 12 credit points of compulsory units of study;
- 24 credit points of stream-specific units of study; and
- 12 credit points of general elective units of study.

The **Master (Advanced)** requires the successful completion of **60 credit points** of units of study including:

- 48 credit points of study as required for the Master; and
- 12 credit points of project units of study.

Pattern of enrolment and pathways

Students in the Sexual and Reproductive Health stream may elect to structure the program of study in one of the following pathways that will allow them to specialise in a specific area according to their plans for future employment and/or research. Selecting a pathway is not compulsory but is recommended.

Available pathways are:

- HIV and STIs
- Psychosexual Therapy
- Public Health
- Reproductive Health and Fertility
- No Pathway

Students must complete the required credit point value of compulsory units of study, stream specific units of study and general elective units of study within their selected Pathway. Please note that these pathways is recommended but not compulsory and you can complete your course so long as you meet the course structure requirements as described above.



No Pathway Selected

Stream: Sexual and Reproductive Health

No Pathway Selected

Students who choose not to select any specific pathway have the option of completing the program by selecting from a list of compulsory, stream specific and general elective units. The HIV and STIs Pathway provides advanced education in STIs and HIV for graduates in medicine, nursing and laboratory science focusing on clinical, diagnostic, public health, social and program-related aspects of sexual health. Students also have opportunities to choose elective units of study from a variety of related topics such as psychosexual therapy, reproductive health and fertility, sexual function, and public health. Components of the degree count towards formal study requirements for the Advanced Training of the Chapter of Sexual Health Medicine of the Royal Australasian College of Physicians. This pathway is suitable for medical, nursing and laboratory science graduates interested in pursuing a career in HIV, STIs and sexual health or more established clinicians, such as general practitioners or specialists, wishing to gain greater knowledge and understanding in STIs and HIV areas.

Compulsory Units of Study - No Pathway Selected

Unit of Study code and name	Credit point	Delivery mode
Graduate Certificate students must complete SEXH5401 plus 18 credit points of stream specific units of study		
SEXH5401 Introduction: Sexual and Reproductive Health	6 (available semester 1 and 2)	online
Graduate Diploma students must complete 6 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online; face to face
Masters students must complete 12 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online; face to face
SEXH5406 Professional Practice	6 (available semester 1 and 2)	online/intensive

Stream Specific Units of Study - No Pathway Selected

Unit of Study code and name	Credit point	Delivery mode
Graduate Certificate students must complete 18 credit points of stream specific units of study.		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Masters students must complete 24 credit points of stream specific units of study		
SEXH5401 Introduction: Sexual and Reproductive Health	6 (available semester 1 and 2)	online
SEXH5200 Advanced STIs	6 (available semester 1)	face to face/block mode
SEXH5206 Diagnostic Methods in Sexual Health	6 (available semester 1)	online/intensive
SEXH5202 Advanced HIV Infection	6 (available semester 2)	face to face/block mode

Unit of Study code and name	Credit point	Delivery mode
SEXH5414 Public Health: Sexual Health and Reproductive Health	6 (available semester 2)	face to face; online
SEXH5402 Counselling for Health Professionals	6 (available semester 1 and 2)	face to face; online
SEXH5403 Counselling in Psychosexual Therapy	6 (available semester 1)	online/intensive
SEXH5404 Variations in Sexual Function	6 (available semester 1)	online/intensive
SEXH5405 Contraception and Preconception Care	6 (available semester 2)	online/intensive
SEXH5417 Reproductive Endocrinology and Infertility	6 (available semester 1)	online/intensive
SEXH5407 Sex Gender and Sexuality	6 (available semester 2)	online/intensive
SEXH5415 Advanced Issues in Psychosexual Therapy	6 (available semester 2)	online/intensive
SEXH5410 Sexual Health Promotion	6 (available semester 1)	online/intensive

General Elective Units of Study - No Pathway Selected

Units of Study code and name	Credit point	Delivery mode
Graduate Diploma students complete 6 credit points of stream specific elective units of study. Students can also select any additional stream specific units of study as electives.		
Masters students complete 12 credit points of stream specific elective units of study. Students can also select any additional stream specific units of study as electives.		
Offered Semester 1 and Semester 2		
SEXH5416 Advanced Readings in Sexual Health	6	supervision
Offered Semester 1		
SEXH5409 Medical Management of Interpersonal Violence	6	online/intensive
PUBH5018 Introductory Biostatistics	6	face to face; online
PUBH5033 Disease Prevention and Health Promotion	6	online; block mode
MIPH5131 Foundations of International Health	6	online; face to face
HPOL5000 Introduction to Health Policy	6	block mode
CEPI5200 Quality and Safety in Health Care	6	online
Offered Semester 2		
SEXH5205 Advanced Adolescent Sexual Health	6	online



Units of Study code and name	Credit point	Delivery mode
SEXH5407 Sex Gender and Sexuality	6	online/intensive
SEXH5412 Sexual and Relationships Education	6	online/intensive
MIPH5112 Global Communicable Disease Control	4	online; face to face
MIPH5116 Culture, Health, Illness and Medicine	4	online; face to face
MIPH5118 Global Perspectives of HIV/AIDS	4	online; face to face
MIPH5135 Health Systems in Developing Countries	4	face to face

Project Units of Study - Master (Advanced)

Students accepted in the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

Unit of Study code and name	Credit point	Delivery mode
MEDF5301 Project (Advanced Masters)	12 (available semester 1 and 2)	supervision
MEDF5302 Project (Advanced Masters) (Part A)	6 (available semester 1 and 2)	supervision
MEDF5303 Project (Advanced Masters) (Part B)	6 (available semester 1 and 2)	supervision

HIV and STIs Pathway

Stream: Sexual Health and Reproductive Health

Pathway: HIV and STIs

The HIV and STIs Pathway provides advanced education in STIs and HIV for graduates in medicine, nursing and laboratory science focusing on clinical, diagnostic, public health, social and program related aspects of sexual health. Students also have opportunities to choose elective units of study from a variety of related topics such as psychosexual therapy, reproductive health and fertility, sexual function and public health. Components of the degree count towards formal study requirements for the Advanced Training of the Chapter of Sexual Health Medicine of the Royal Australasian College of Physicians. This Pathway is suitable for medical, nursing and laboratory science graduates interested in pursuing a career in HIV, STIs and sexual health or more established clinicians, such as general practitioners or specialists, wishing to gain greater knowledge and understanding in HIV, STIs and/or Sexual Health areas.

Compulsory Units of Study - HIV and STIs Pathway

Unit of Study code and name	Credit point	Delivery mode
Graduate Certificate students must complete 6 credit points of compulsory units of study		
SEXH5401 Introduction: Sexual and Reproductive Health	6 (available semester 1 and 2)	online
Graduate Diploma students must complete 6 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online; online/face to face
Masters students must complete 12 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online; online/face to face
SEXH5406 Professional Practice	6 (available semester 1 and 2)	online/intensive

Stream Specific Units of Study - HIV and STIs Pathway

Unit of Study code and name	Credit point	Delivery mode
Graduate Certificate students must complete 18 credit points of stream specific units of study.		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Masters students must complete 24 credit points of stream specific units of study		
SEXH5401 Introduction: Sexual and Reproductive Health	6 (available semester 1 and 2)	online
SEXH5200 Advanced STIs	6 (available semester 1)	face to face; block mode
SEXH5206 Diagnostic Methods in Sexual Health	6 (available semester 1)	online/intensive
SEXH5202 Advanced HIV Infection	6 (available semester 2)	face to face; block mode

Unit of Study code and name	Credit point	Delivery mode
SEXH5414 Public Health: Sexual and Reproductive Health	6 (available semester 2)	face to face; online

General Elective Units of Study - HIV and STIs Pathway

Units of Study code and name	Credit point	Delivery mode
Graduate Diploma students complete 6 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives.		
Masters students complete 12 credit points of general elective units of study		
Offered Semester 1 and Semester 2		
SEXH5402 Counselling for Health Professionals	6	online/intensive
SEXH5416 Advanced Readings in Sexual Health	6	supervision
Offered Semester 1		
SEXH5404 Variations in Sexual Function	6	online/intensive
SEXH5409 Medical Management of Interpersonal Violence	6	online/intensive
SEXH5410 Sexual Health Promotion 1	6	online/intensive
SEXH5417 Reproductive Endocrinology and Infertility	6	online/intensive
PUBH5018 Introductory Biostatistics	6	face to face; online
MEDF5005 Health Research Methods and Ethics	6	online/intensive
Offered Semester 2		
SEXH5205 Advanced Adolescent Sexual Health	6	online
SEXH5405 Contraception and Preconception Care	6	online/intensive
SEXH5407 Sex Gender and Sexuality	6	online/intensive
SEXH5412 Sexual Health and Relationships Education	6	online/intensive
INIM5012 Infection Control and Epidemiology	6	face to face
MIPH5116 Culture, Health, Illness and Medicine	4	online; face to face
MIPH5118 Global Perspectives of HIV/AIDS	4	online; face to face



Units of Study code and name	Credit point	Delivery mode
MIPH5135 Health Systems in Developing Countries	4	face to face

Project Units of Study - Master (Advanced)

Students accepted in the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

Unit of Study code and name	Credit point	Delivery mode
MEDF5301 Project (Advanced Masters)	12 (available semester 1 and 2)	supervision
MEDF5302 Project (Advanced Masters) (Part A)	6 (available semester 1 and 2)	supervision
MEDF5303 Project (Advanced Masters) (Part B)	6 (available semester 1 and 2)	supervision

Psychosexual Therapy Pathway

Stream: Sexual and Reproductive Health

Pathway: Psychosexual Therapy

The Psychosexual Therapy Pathway provides specialist training in psychosexual therapy/sexual health counselling/sexology. Students explore human sexuality from psychosexual therapeutic perspective. Students will study variations in sexual function, sexual and gender diversity, HIV and STIs, as well as issues pertaining to ageing and sexuality, disability and sexuality, forensic aspects of human sexuality.

- The Psychosexual Therapy Pathway is aimed at recent graduates in psychology, counselling, education, occupational therapy, rehabilitation counselling and social work who are interested in pursuing a career in HIV, STIs and Sexual Health counselling and Psychosexual Therapy. This Pathway is also suitable for more established professionals (such as psychologists, nurses, therapists, counsellors, social workers, teachers, general practitioners, occupational therapists, physiotherapists) wishing to gain greater knowledge and understanding in the area of human sexuality and sexology.

Compulsory Units of Study - Psychosexual Therapy Pathway

Unit of Study code and name	Credit point	Delivery mode
Graduate Certificate students must complete 6 credit points of compulsory units of study		
SEXH5401 Introduction: Sexual and Reproductive Health	6 (available semester 1 and 2)	online
Graduate Diploma students must complete 6 credit points of compulsory units of study		
SEXH5401 Introduction: Sexual and Reproductive Health	6 (available semester 1 and 2)	online
Masters students must complete 12 credit points of compulsory units of study.		
SEXH5401 Introduction: Sexual and Reproductive Health	6 (available semester 1 and 2)	online
SEXH5406 Professional Practice	6 (available semester 1 and 2)	online/intensive

Stream Specific Units of Study - Psychosexual Therapy Pathway

Unit of Study code and name	Credit point	Delivery mode
Graduate Certificate students must complete SEXH5401 plus 18 credit points of stream specific units of study.		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Masters students must complete 24 credit points of stream specific units of study, but it is recommended that students complete all of the stream specific units of study listed below		
SEXH5402 Introduction to Counselling for the Health Professions*	6 (available semester 1 and 2)	online/intensive
SEXH5404 Variations in Sexual Function	6 (available semester 1)	online/intensive

Unit of Study code and name	Credit point	Delivery mode
SEXH5403 Counselling in Psychosexual Therapy	6 (available semester 1)	online/intensive
SEXH5407 Sex Gender and Sexuality	6 (available semester 2)	online/intensive
SEXH5415 Advanced Issues in Psychosexual Therapy	6 (available semester 2)	online/intensive

*SEXH5402 is only a pathway specific unit of study for students who have not completed an equivalent unit of study, and/or do not have a counselling background.

General Elective Units of Study - Psychosexual Therapy Pathway

Units of Study code and name	Credit point	Delivery mode
Graduate Diploma students complete 6 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives.		
Masters students complete 12 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives.		
Offered Semester 1 and 2		
CEPI5100 Introduction to Clinical Epidemiology	6	online; online/face to face
SEXH5416 Advanced Readings in Sexual Health	6	supervision
Offered Semester 1		
SEXH5200 Advanced STIs	6	face to face/block mode
SEXH5409 Medical Management of Interpersonal Violence	6	online/intensive
SEXH5417 Reproductive Endocrinology and Infertility	6	online/intensive
SEXH5410 Sexual Health Promotion 1	6	online/intensive
Offered Semester 2		
SEXH5202 Advanced HIV Infection	6	face to face; block mode
SEXH5205 Advanced Adolescent Sexual Health	6	online
SEXH5405 Contraception and Preconception Care	6	online/intensive
SEXH5414 Public Health: Sexual and Reproductive Health	6	face to face; online
BMRI5006 Cognitive Behaviour Therapy	6	block mode

Project Units of Study - Master (Advanced)

Students accepted in the Master (Advanced) program must complete 12 credit points of project units of study.



Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

Unit of Study code and name	Credit point	Delivery mode
MEDF5301 Project (Advanced Masters)	12 (available semester 1 and 2)	supervision
MEDF5302 Project (Advanced Masters) (Part A)	6 (available semester 1 and 2)	supervision
MEDF5303 Project (Advanced Masters) (Part B)	6 (available semester 1 and 2)	supervision

Public Health Pathway

Stream: Sexual and Reproductive Health

Pathway: Public Health

The Public Health Pathway provides specialist public health education and training in sexual health aspects of public health. Students will study program development and evaluation as well as health promotion alongside specialist training in HIV, STIs, sexual and reproductive health. Students are able to choose from a wide range of units of study in the sexual and reproductive health area.

The Pathway is aimed at health professionals, policy makers, public health practitioners and educators wishing to gain a more in depth knowledge and practical understanding in HIV, STIs, sexual and reproductive health.

This Pathway is also suitable for recent graduates from science, medical science, social science, medicine, public health or other health discipline interested in pursuing a career in the public health aspects of HIV, STIs and sexual reproductive health.

Compulsory Units of Study - Public Health Pathway

Unit of Study code and name	Credit point	Delivery mode
Graduate Certificate students must complete 6 credit points of compulsory units of study		
SEXH5401 Introduction: Sexual and Reproductive Health	6 (available semester 1 and 2)	online
Graduate Diploma students must complete 6 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology OR PUBH5010 Epidemiology Methods and Uses	6 (available semester 1 and 2) 6 (available semester 1)	online; online/face to face online
Masters students must complete 12 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology OR PUBH5010 Epidemiology Methods and Uses	6 (available semester 1 and 2) 6 (available semester 1)	online; online/face to face online
SEXH5406 Professional Practice	6 (available semester 1 and 2)	online/intensive

Stream Specific Units of Study - Public Health Pathway

Unit of Study code and name	Credit point	Delivery mode
Graduate Certificate students must complete 18 credit points of stream specific units of study.		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Masters students must complete 24 credit points of stream specific units of study but it is recommended that students complete all of the stream specific units of study listed below.		
PUBH5018 Introductory Biostatistics	6 (available semester 1)	face to face (evening or day); online
SEXH5401 Introduction: Sexual and Reproductive Health	6 (available semester 1 and 2)	online
SEXH5410 Sexual Health Promotion 1	6 (available semester 1)	online/intensive

Unit of Study code and name	Credit point	Delivery mode
SEXH5414 Public Health: Sexual and Reproductive Health	6 (available semester 2)	online/face to face
SEXH5408 HIV/STI Program Delivery	2 (available semester 2)	online/intensive
MIPH5118 Global Perspectives of HIV/AIDS	4 (available semester 2a)	online/face to face
MIPH5131 Foundations of International Health	6 (available semester 1)	online/on-campus day

General Elective Units of Study - Public Health Pathway

Units of Study code and name	Credit point	Delivery mode
Graduate Diploma students complete 6 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives		
Masters students complete 12 credit points of general elective units of study. Students can also select any remaining stream specific units of study as electives.		
Offered Semester 1 and Semester 2		
SEXH5402 Counselling for Health Professionals	6	online/intensive
SEXH5416 Advanced Readings in Sexual Health	6	supervision
Offered Semester 1		
SEXH5200 Advanced STIs	6	face to face; block mode
PUBH50018 Introductory Biostatistics	6	face to face; online
PUBH5033 Disease Prevention and Health Promotion	6	online; block mode
CEPI5200 Quality and Safety in Health Care	6	online
HPOL5000 Introduction to Health Policy	6	block mode
Offered Semester 2		
SEXH5202 Advanced HIV Infection	6	face to face; block mode
SEXH5205 Advanced Adolescent Sexual Health	6	online
SEXH5405 Contraception and Preconception Care	6	online/intensive
SEXH5407 Sex Gender and Sexuality	6	online/intensive
SEXH5412 Sexual Health and Relationships Education	6	online/intensive
MIPH5112 Global Communicable Disease Control	4	online; face to face
MIPH5115 Women's and Children's Health	4	online; face to face
MIPH5116 Culture, Health, Illness and Medicine	4	online; face to face



Units of Study code and name	Credit point	Delivery mode
MIPH5135 Health Systems in Developing Countries	4	face to face
MIPH5219 International Health Project Management	6	face to face
PUBH5027 Public Health Program Evaluation Methods	2	block mode
PUBH5416 Vaccines in Public Health	2	online/intensive

Project Units of Study - Master (Advanced)

Students accepted in the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

Unit of Study code and name	Credit point	Delivery mode
MEDF5301 Project (Advanced Masters)	12 (available semester 1 and 2)	supervision
MEDF5302 Project (Advanced Masters) (Part A)	6 (available semester 1 and 2)	supervision
MEDF5303 Project (Advanced Masters) (Part B)	6 (available semester 1 and 2)	supervision

Reproductive Health and Fertility Pathway

Stream: Sexual and Reproductive Health

Pathway: Reproductive Health and Fertility Pathway

The Reproductive Health and Fertility Pathway provides advanced education in reproductive health and fertility issues with a focus on clinical, diagnostic, public health, and social aspects. Students will explore fertility control across the reproductive lifespan, unintended pregnancies, access to sexual and reproductive health services, maternal mortality, sexual violence, sexual and reproductive rights and preconception care and health. This stream will also cover reproductive endocrinology including an understanding of the reproductive cycle, gamete approximation and fertilisation biology; ovarian function, oogenesis and ovulation; testicular function, spermatogenesis. It will cover infertility including causes, risk factors and investigation of male and female infertility and provide an understanding of ovulation induction reproductive technologies and assisted conception. Students also have opportunities to choose elective units of study from a variety of related areas such as psychosexual therapy, HIV and STIs, and Public Health.

This pathway is suitable for professional working in medical, nursing, or assisted reproduction and fertility services, family planning and other health discipline graduates interested in pursuing a career in reproductive health and fertility.

Compulsory Units of Study - Reproductive Health and Fertility Pathway

Unit of Study code and name	Credit point	Delivery mode
Graduate Certificate students must complete 6 credit points of compulsory units of study		
SEXH5401 Introduction: Sexual and Reproductive Health	6 (available semester 1 and 2)	online
Graduate Diploma students must complete 6 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online; face to face
Masters students must complete 12 credit points of compulsory units of study		
CEPI5100 Introduction to Clinical Epidemiology	6 (available semester 1 and 2)	online; face to face
SEXH5406 Professional Practice	6 (available semester 1 and 2)	online/intensive

Stream Specific Units of Study - Reproductive Health and Fertility Pathway

Unit of Study code and name	Credit point	Delivery mode
Graduate Certificate students must complete 18 credit points of stream specific units of study		
Graduate Diploma students must complete 24 credit points of stream specific units of study		
Masters students must complete 24 credit points of stream specific units of study		

Unit of Study code and name	Credit point	Delivery mode
SEXH5401 Introduction: Sexual and Reproductive Health	6 (available semester 1 and 2)	online
SEXH5417 Reproductive Endocrinology and Infertility	6 (available semester 1)	online/intensive
SEXH5405 Contraception and Preconception Care	2 (available semester 2)	online/intensive
SEXH5414 Public Health: Sexual and Reproductive Health	6 (available semester 2)	online; face to face

General Elective Units of Study - Reproductive Health and Fertility Pathway

Units of Study code and name	Credit point	Delivery mode
Graduate Diploma students complete 6 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives.		
Masters students complete 12 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives.		
Offered Semester 1 and Semester 2		
SEXH5402 Counselling for Health Professionals	6	online/intensive
SEXH5416 Advanced Readings in Sexual Health	6	supervision
Offered Semester 1		
SEXH5200 Advanced STIs	6	face to face; block mode
SEXH5206 Diagnostic Methods in Sexual Health	6	online/intensive
SEXH5404 Variations in Sexual Function	6	online/intensive
SEXH5409 Medical Management of Interpersonal Violence	6	online/intensive
SEXH5410 Sexual Health Promotion 1	6	online/intensive
PUBH5018 Introductory Biostatistics	6	face to face; online
Offered Semester 2		
SEXH5202 Advanced HIV Infection	6	face to face; block mode
SEXH5205 Advanced Adolescent Sexual Health	6	online
SEXH5407 Sex Gender and Sexuality	6	online/intensive
SEXH5412 Sexual Health and Relationships Education	6	online/intensive
MIPH5115 Women's and Children's Health	4	online; face to face
MIPH5116 Culture, Health, Illness and Medicine	4	online; face to face



Units of Study code and name	Credit point	Delivery mode
MIPH5135 Health Systems in Developing Countries	4	face to face

Project Units of Study - Master (Advanced)

Students accepted in the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

Unit of Study code and name	Credit point	Delivery mode
MEDF5301 Project (Advanced Masters)	12 (available semester 1 and 2)	supervision
MEDF5302 Project (Advanced Masters) (Part A)	6 (available semester 1 and 2)	supervision
MEDF5303 Project (Advanced Masters) (Part B)	6 (available semester 1 and 2)	supervision

Sexual and Reproductive Health

Australia Awards Double Degree Program

The following double degree programs are for International or Australia Awards students only. Domestic students can apply to undertake the two separate degrees; one of the Master courses (codes listed under main Sexual and Reproductive Health page) plus a Master of Philosophy (RMPHLMED1000).

Information about the Master of Philosophy (MPhil) can be found in the Research section.

Master of Medicine (Sexual and Reproductive Health) and Master of Philosophy

Master of Science in Medicine (Sexual and Reproductive Health) and Master of Philosophy

	Master of Medicine/MPhil	Master of Science in Medicine/MPhil
Course code	MAMEDPHL1HSX	MASCMPHL1HSX
	Available Pathways: HIV and STIs Psychosexual Therapy Public Health and Fertility	Available Pathways: HIV and STIs Psychosexual Therapy Public Health and Fertility
	Reproductive Health	Reproductive Health
CRICOS code	083721B	083722A
Degree Abbreviation	MMed(SRH)/MPhil	MScMed(SRH)/MPhil
Credit points required to complete	96	96
Time to complete full-time	2 year	2 year

Double degrees

The Master of Medicine or Master of Science in Medicine, and Master of Philosophy double degrees are a coursework Master degree combined with a Master degree in research.

The coursework degree emphasises the importance of the clinical, laboratory, public health and behavioural aspects of Sexual and Reproductive Health. Candidates must complete the coursework component with a satisfactory result, before being allowed to proceed to the research component of the double degree. The research project is completed under the guidance of an allocated supervisor.

Places in the double degree program are offered to qualified applicants according to the admissions criteria (see course rules). In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

Students enrolled in the double degree will be required to have a supervisor for their research degree and to submit a full research proposal for their Master of Philosophy by the end of the second semester of enrolment. In order to progress to the Master of Philosophy, students must complete the Master Coursework component with a weighted average mark of at least 65 percent across all 48 credit points of coursework units and enrol in the additional core units of study .

Students who have not submitted their thesis by the end of their first year of enrolment must re-enrol every semester, with the associated financial cost, until they submit their thesis.

In order to comply with Australia Awards scholarship requirements and meet the academic requirements of the double degree, students must complete 48 credit points of coursework for the coursework master's degree and the equivalent of at least one year full time for the Master of Philosophy by enrolling in 48 credit points of research units of study as shown in the following table.

Research units of study	Credit points
Semester 1	
MEDF4001 Medicine Research A	12
MEDF4002 Medicine Research B	12
Semester 2	
MEDF4003 Medicine Research C	12
MEDF4004 Medicine Research D	12



Sexual and Reproductive Health

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine

Graduate Diploma in Medicine

Master of Medicine

Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine

Graduate Diploma in Science in Medicine

Master of Science in Medicine

Master of Science in Medicine (Advanced)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course title
GCMEDICI-02	Graduate Certificate in Medicine
GNMEDICI-02	Graduate Diploma in Medicine
MAMEDICI-04	Master of Medicine
MAMEDADV-01	Master of Medicine (Advanced)

Code	Course title
GCSCMEDI-01	Graduate Certificate in Science in Medicine
GNSCMEDI-01	Graduate Diploma in Science in Medicine
MASCMEADI-01	Master of Science in Medicine
MASCMEADV-01	Master of Science in Medicine (Advanced)

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 Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) Graduate certificate
 - (b) Graduate Diploma
 - (c) Master
 - (d) Master (Advanced)
- (2) 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 Streams

- (1) Courses are available in the following streams:

For medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Internal Medicine
 - (d) Metabolic Health
 - (e) Paediatric Medicine
 - (f) Pharmaceutical and Medical Device Development
 - (g) Psychiatry
 - (h) Sexual and Reproductive Health
 - (i) Sleep Medicine

For non-medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Metabolic Health
 - (d) Pharmaceutical and Medical Device Development
 - (e) Sexual and Reproductive Health
 - (f) Sleep Medicine
- (2) Candidates may transfer between streams with approval from the relevant stream Course Coordinators.
- (3) All of the degrees within this course shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.
- (4) Completion of a Pathway, if available within a Stream is not a requirement of completing the course. Candidates have the option of completing the course in one Pathway.

6 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification;
- (3) Admission to the Graduate Diploma in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Medicine requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification.
- (5) Admission to the Psychiatry stream requires:



- (a) a medical degree from the University of Sydney or an equivalent qualification; and
- (b) employment in an accredited psychiatry training position or equivalent experience.
- (6) Admission to the Internal Medicine stream requires current medical registration in an Australian or New Zealand jurisdiction and current or prior employment in a clinical setting in an Australian or New Zealand jurisdiction.
- (7) Admission to the Graduate Certificate in Science in Medicine requires:
 - (a) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - (b) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the School.
- (8) Admission to the Graduate Diploma in Science in Medicine will require:
 - (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
 - (b) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - (c) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health or science-related field or pass a preliminary examination(s) as prescribed by the School.
- (9) Admission to the Master of Science in Medicine requires:
 - (a) successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine or equivalent qualification; or
 - (b) a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - (c) a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - (d) a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience; and
 - (e) for admission to the Clinical Neurophysiology and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential.
- (10) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
 - (a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine and have completed the compulsory research methods unit in their stream as applicable; and
 - (b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
 - (c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

- (1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
- (2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
 - (a) 24 credit points of stream specific units of study;
- (3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
 - (a) 6 credit points of compulsory units of study, and
 - (b) 24 credit points of stream specific units of study, and
 - (c) 6 credit points of stream specific or general elective units of study;
- (4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
 - (a) 12 credit points of compulsory units of study, and
 - (b) 24 credit points of stream specific units of study, and
 - (c) 12 credit points of stream specific or general elective units of study.

- (5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
 - (a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
 - (b) 12 credit points of project units of study.

8 Transitional Provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2018 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Double degree resolutions

Master of Medicine/Master of Philosophy

Master of Science in Medicine/Master of Philosophy

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course title
MAMEDPHL-01	Master of Medicine/Master of Philosophy
MASCMPHL-01	Master of Science in Medicine/Master of Philosophy

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

The master's degrees in these resolutions are professional master's course, as defined by the Coursework Rule.

4 Streams

- (1) the Master of Medicine and Master of Science in Medicine are available in the following streams:
 - (a) Critical Care Medicine
 - (b) Sexual and Reproductive Health
- (2) Candidates may transfer between streams with approval from stream Head of Discipline.
- (3) All of the degrees within this course shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.

5 Admission to candidature

- (1) These double degrees are only available to international students and places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the School, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award. Domestic applicants should apply for admission to Master of Medicine (stream) or Master of Science in Medicine (stream) and/or Master of Philosophy.
- (2) Admission to the Master of Medicine/Master of Philosophy requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification
 - (b) Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.
- (3) Admission to the Master of Science in Medicine/Master of Philosophy requires:
 - (a) a bachelor's degree in a health-related discipline with first or second class honours from the University of Sydney or an equivalent qualification; or
 - (b) A pass bachelor's degree in a health discipline or an equivalent qualification. Applicants must have completed work equivalent to a first or second class honours bachelor's degree or pass a preliminary examination(s) as prescribed by the School.

- (c) Admission to candidature will be conditional upon the appointment of an appropriate supervisor and associate supervisor.

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in Stream specific Table of Units of Study.
- (2) To qualify for the award of the double degree, candidates must:
 - (a) fulfil the requirements for the award of the Master of Medicine or Master of Science in Medicine; and
 - (b) fulfil the requirements for award of the Master of Philosophy and enrol in a minimum of 48 credit points of research units of study. The requirement to undertake a 6 credit point Research Methods unit of study in the Master of Philosophy will be waived for candidates in the double degree.

7 Course Transfer

- (1) Once a candidate of the Master of Medicine/Master of Philosophy, or Master of Science in Medicine Master of Philosophy, has successfully completed the coursework requirements the candidate may abandon the double degree and elect to be awarded the single degree of Master of Medicine or Master of Science in Medicine in accordance with the resolutions governing that degree.
- (2) Once a candidate of the Master of Medicine/Master of Philosophy, or Master of Science in Medicine Master of Philosophy, has successfully completed the coursework requirements the candidate may abandon the double degree and may apply to transfer to the Doctor of Philosophy with credit.

8 Transitional Provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2015 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2017. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Sexual and Reproductive Health

Table of units of study: Sexual and Reproductive Health

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Compulsory units			
All Graduate Certificate students must complete the following unit of study			
SEXH5401 Introduction: Sexual and Reproductive Health	6		Semester 1 Semester 2
Graduate Diploma students must complete 6 credit points of compulsory units of study			
Graduate Diploma students - HIV and STIs Pathway, Reproductive Health and Fertility Pathway and No Pathway selected			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Graduate Diploma students - Psychosexual Therapy Pathway			
SEXH5401 Introduction: Sexual and Reproductive Health	6		Semester 1 Semester 2
Graduate Diploma students - Public Health Pathway			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011,CEPI5100	Semester 1
Master students must complete 12 credit points of compulsory units of study			
Masters students - HIV and STIs Pathway, Reproductive Health and Fertility Pathway and No Pathway selected			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
SEXH5406 Professional Practice	6	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
Masters students - Psychosexual Therapy Pathway			
SEXH5401 Introduction: Sexual and Reproductive Health	6		Semester 1 Semester 2
SEXH5406 Professional Practice	6	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
Masters students - Public Health Pathway			
Students must choose one of the following only is limited to:			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011,CEPI5100	Semester 1
SEXH5406 Professional Practice	6	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
Stream specific units			
Graduate Certificate students must complete 18 credit points of stream specific units of study in their chosen Pathway.			
Graduate Diploma students must complete 24 credit points of stream specific units of study in their chosen Pathway.			
Masters students must complete 24 credit points of stream specific units of study in their chosen Pathway.			
HIV and STIs Pathway			
SEXH5200 Advanced STIs	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 1
SEXH5202 Advanced HIV Infection	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
SEXH5206 Diagnostic Methods in Sexual Health	6	<i>Note: Department permission required for enrolment Students who are not enrolled in one of the Sexual and Reproductive Health degrees must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 1
SEXH5401 Introduction: Sexual and Reproductive Health	6		Semester 1 Semester 2
SEXH5414 Public Health: Sexual and Reproductive Health	6	N SEXH5008 or SEXH5418 or SEXH5419	Semester 2
Psychosexual Therapy Pathway			
SEXH5402 Counselling for Health Professionals	6	N BIOS5071	Semester 1 Semester 2
SEXH5403 Counselling in Psychosexual Therapy	6	A SEXH5404 and SEXH5402 (or equivalent) C SEXH5404 N BIOS5072	Semester 1
SEXH5404 Variations in Sexual Function	6		Semester 1
SEXH5407 Sex Gender and Sexuality	6		Semester 2
SEXH5415 Advanced Issues in Psychosexual Therapy	6	A SEXH5402 (or equivalent)	Semester 2
Public Health Pathway			
SEXH5401 Introduction: Sexual and Reproductive Health	6		Semester 1 Semester 2
SEXH5408 HIV/STI Program Delivery	2	<i>It is advisable for students to also undertake MIPH5118 or MIPH5112.</i>	Semester 2b
SEXH5410 Sexual Health Promotion 1	6		Semester 1
SEXH5414 Public Health: Sexual and Reproductive Health	6	N SEXH5008 or SEXH5418 or SEXH5419	Semester 2
MIPH5131 Foundations of International Health	6	<i>Departmental permission required for non-MIPH students</i>	Semester 1
Reproductive Health and Fertility Pathway			
SEXH5401 Introduction: Sexual and Reproductive Health	6		Semester 1 Semester 2
SEXH5405 Contraception and Preconception Care	6		Semester 2
SEXH5414 Public Health: Sexual and Reproductive Health	6	N SEXH5008 or SEXH5418 or SEXH5419	Semester 2
SEXH5417 Reproductive Endocrinology and Infertility	6		Semester 1
No Pathway selected			
SEXH5200 Advanced STIs	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 1
SEXH5202 Advanced HIV Infection	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 2
SEXH5206 Diagnostic Methods in Sexual Health	6	<i>Note: Department permission required for enrolment Students who are not enrolled in one of the Sexual and Reproductive Health degrees must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 1
SEXH5401 Introduction: Sexual and Reproductive Health	6		Semester 1 Semester 2
SEXH5402 Counselling for Health Professionals	6	N BIOS5071	Semester 1 Semester 2
SEXH5403 Counselling in Psychosexual Therapy	6	A SEXH5404 and SEXH5402 (or equivalent) C SEXH5404 N BIOS5072	Semester 1
SEXH5404 Variations in Sexual Function	6		Semester 1
SEXH5405 Contraception and Preconception Care	6		Semester 2
SEXH5407 Sex Gender and Sexuality	6		Semester 2
SEXH5410 Sexual Health Promotion 1	6		Semester 1

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
SEXH5414 Public Health: Sexual and Reproductive Health	6	N SEXH5008 or SEXH5418 or SEXH5419	Semester 2
SEXH5415 Advanced Issues in Psychosexual Therapy	6	A SEXH5402 (or equivalent)	Semester 2
SEXH5417 Reproductive Endocrinology and Infertility	6		Semester 1
General elective units			
Graduate Diploma students complete 6 credit points of pathway general elective units of study. Students can also select any additional stream specific units of study in their chosen Pathway as electives			
Masters students complete 12 credit points of pathway general elective units of study. Students can also select any additional stream specific units of study in their chosen Pathway as electives.			
HIV and STIs Pathway			
SEXH5205 Advanced Adolescent Sexual Health	6		Semester 2
SEXH5402 Counselling for Health Professionals	6	N BIOS5071	Semester 1 Semester 2
SEXH5404 Variations in Sexual Function	6		Semester 1
SEXH5405 Contraception and Preconception Care	6		Semester 2
SEXH5407 Sex Gender and Sexuality	6		Semester 2
SEXH5409 Medical Management of Interpersonal Violence	6		Semester 1
SEXH5410 Sexual Health Promotion 1	6		Semester 1
SEXH5412 Sexual Health and Relationships Education	6		Semester 2
SEXH5416 Advanced Readings in Sexual Health	6	P SEXH5401 or CEPI5100 or PUBH5010 <i>Note: Department permission required for enrolment Departmental Permission Required. This unit of study is only available if there is a staff member able to provide academic supervision in the student's chosen area.</i>	Semester 1 Semester 2
SEXH5417 Reproductive Endocrinology and Infertility	6		Semester 1
INIM5012 Infection Control and Epidemiology	6	A Undergraduate Microbiology or Infectious Diseases	Semester 2
MIPH5135 Health Systems in Developing Countries	4		Semester 2
PUBH5018 Introductory Biostatistics	6		Semester 1
Psychosexual Therapy Pathway			
SEXH5200 Advanced STIs	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 1
SEXH5202 Advanced HIV Infection	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 2
SEXH5205 Advanced Adolescent Sexual Health	6		Semester 2
SEXH5405 Contraception and Preconception Care	6		Semester 2
SEXH5409 Medical Management of Interpersonal Violence	6		Semester 1
SEXH5410 Sexual Health Promotion 1	6		Semester 1
SEXH5412 Sexual Health and Relationships Education	6		Semester 2
SEXH5414 Public Health: Sexual and Reproductive Health	6	N SEXH5008 or SEXH5418 or SEXH5419	Semester 2
SEXH5416 Advanced Readings in Sexual Health	6	P SEXH5401 or CEPI5100 or PUBH5010 <i>Note: Department permission required for enrolment Departmental Permission Required. This unit of study is only available if there is a staff member able to provide academic supervision in the student's chosen area.</i>	Semester 1 Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
SEXH5417 Reproductive Endocrinology and Infertility	6		Semester 1
BMRI5006 Cognitive Behaviour Therapy	6		Semester 2
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Reproductive Health and Fertility Pathway			
SEXH5200 Advanced STIs	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 1
SEXH5202 Advanced HIV Infection	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 2
SEXH5205 Advanced Adolescent Sexual Health	6		Semester 2
SEXH5206 Diagnostic Methods in Sexual Health	6	<i>Note: Department permission required for enrolment. Students who are not enrolled in one of the Sexual and Reproductive Health degrees must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 1
SEXH5402 Counselling for Health Professionals	6	N BIOS5071	Semester 1 Semester 2
SEXH5404 Variations in Sexual Function	6		Semester 1
SEXH5407 Sex Gender and Sexuality	6		Semester 2
SEXH5409 Medical Management of Interpersonal Violence	6		Semester 1
SEXH5410 Sexual Health Promotion 1	6		Semester 1
SEXH5412 Sexual Health and Relationships Education	6		Semester 2
SEXH5416 Advanced Readings in Sexual Health	6	P SEXH5401 or CEPI5100 or PUBH5010 <i>Note: Department permission required for enrolment. Departmental Permission Required. This unit of study is only available if there is a staff member able to provide academic supervision in the student's chosen area.</i>	Semester 1 Semester 2
MIPH5115 Women's and Children's Health	4		Semester 2
MIPH5135 Health Systems in Developing Countries	4		Semester 2
PUBH5018 Introductory Biostatistics	6		Semester 1
[[i]]Public Health Pathway]]			
SEXH5200 Advanced STIs	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 1
SEXH5202 Advanced HIV Infection	6	<i>Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.</i>	Semester 2
SEXH5205 Advanced Adolescent Sexual Health	6		Semester 2
SEXH5402 Counselling for Health Professionals	6	N BIOS5071	Semester 1 Semester 2
SEXH5405 Contraception and Preconception Care	6		Semester 2
SEXH5407 Sex Gender and Sexuality	6		Semester 2
SEXH5412 Sexual Health and Relationships Education	6		Semester 2
SEXH5416 Advanced Readings in Sexual Health	6	P SEXH5401 or CEPI5100 or PUBH5010 <i>Note: Department permission required for enrolment. Departmental Permission Required. This unit of study is only available if there is a staff member able to provide academic supervision in the student's chosen area.</i>	Semester 1 Semester 2
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
HPOL5000 Introduction to Health Policy	6		Semester 1
MIPH5115 Women's and Children's Health	4		Semester 2
MIPH5135 Health Systems in Developing Countries	4		Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
MIPH5219 International Health Project Management	6	A General knowledge of public health in low and middle income countries N MIPH5220 <i>Department permission required for enrolment for students from degrees other than MIPH.</i>	Semester 2
PUBH5018 Introductory Biostatistics	6		Semester 1
PUBH5027 Public Health Program Evaluation Methods	2		Semester 2
PUBH5033 Disease Prevention and Health Promotion	6		Semester 1
PUBH5416 Vaccines in Public Health	2	P PUBH5010 or CEPI5100 or PUBH5018 <i>Students who have not done the core units of study in epidemiology (PUBH5010 or CEPI5100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not the student has permission to enrol.</i>	Semester 2
[[i No Pathway Selected]]			
SEXH5205 Advanced Adolescent Sexual Health	6		Semester 2
SEXH5412 Sexual Health and Relationships Education	6		Semester 2
SEXH5416 Advanced Readings in Sexual Health	6	P SEXH5401 or CEPI5100 or PUBH5010 <i>Note: Department permission required for enrolment Departmental Permission Required. This unit of study is only available if there is a staff member able to provide academic supervision in the student's chosen area.</i>	Semester 1 Semester 2
CEPI5200 Quality and Safety in Health Care	6	<i>People working in health care will benefit from this course.</i>	Semester 1
HPOL5000 Introduction to Health Policy	6		Semester 1
MIPH5131 Foundations of International Health	6	<i>Departmental permission required for non-MIPH students</i>	Semester 1
MIPH5135 Health Systems in Developing Countries	4		Semester 2
PUBH5018 Introductory Biostatistics	6		Semester 1
PUBH5033 Disease Prevention and Health Promotion	6		Semester 1
Project units of study			
Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.			
MEDF5301 Project (Advanced Masters)	12	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
MEDF5302 Project (Advanced Masters) (Part A)	6	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
MEDF5303 Project (Advanced Masters) (Part B)	6	<i>Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.</i>	Semester 1 Semester 2
Double degree research units - Australia Awards/international candidates only			
Australia Awards/international candidates enrolled in the double degree must complete the following four units over the two years of the program. Specific enrolment patterns are shown below. If the candidate is not able to submit the thesis for the Master of Philosophy after two years of enrolment, they must enrol in both MEDF4003 and MEDF4004 for further semesters, with the associated cost of enrolment, until they are able to submit.			
MEDF4001 Medicine Research A	12	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
MEDF4002 Medicine Research B	12	C MEDF4001	Semester 1 Semester 2
MEDF4003 Medicine Research C	12	C MEDF4002	Semester 1 Semester 2
MEDF4004 Medicine Research D	12	C MEDF4003	Semester 1 Semester 2

Sexual and Reproductive Health

Unit of study descriptions

BMRI5006

Cognitive Behaviour Therapy

Credit points: 6 **Teacher/Coordinator:** Prof Adam Guastella **Session:** Semester 2 **Classes:** 2 hr lecture week 2, 9am-5pm Wednesday weeks 4, 8 and 12 **Assessment:** Online quiz (20%), case study analysis (40%), extended response questions (40%) **Mode of delivery:** Block mode

Cognitive Behaviour Therapy (CBT) is an evidence-based psychotherapy for a range of psychological disorders, with strong foundations in cognitive science and now increasingly in neuroscience. This unit provides a solid foundation in the theoretical and clinical underpinnings of the therapy, with a specific focus on the neuroscience of CBT as applied to various conditions. It demonstrates techniques of CBT, including case assessment, formulation, and therapy components. Students will develop a neurobiological understanding of CBT interventions and examine practice through case examination and group exercises.

Textbooks

Specific reference material listed on eLearning

CEPI5100

Introduction to Clinical Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Fiona Stanaway **Session:** Semester 1, Semester 2 **Classes:** Offered online and face-to-face (daytime tutorials) **Prohibitions:** PUBH5010 **Assessment:** Completion of online quizzes (15%), tutorial participation (10%), assignment 1 (15%), assignment 2 (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines.

Textbooks

Online readings and resources to be provided on the eLearning website.

HPOL5000

Introduction to Health Policy

Credit points: 6 **Teacher/Coordinator:** Dr Anne Marie Thow **Session:** Semester 1 **Classes:** block mode with compulsory intensive workshops on campus. 2 x 2-day workshops, online lectures and discussions **Assessment:** Online learning quiz (5%); online problem based learning exercise (15%); 1 x 1500wd written assignment (30%); 1 x 3000wd written assignment (50%) **Mode of delivery:** Block mode

This unit aims to develop a critical and comparative understanding of the history, theory and practice of health policy. It gives an overview of the political choices and frameworks - national and global - that shape policymaking. The unit examines policy frameworks, and the roles of politics, evidence and advocacy in setting policy priorities. Analysis and debates regarding health policy will be placed in broader contexts - comparing different health systems and priorities for health. Case studies will be used to examine the relationships between policy and practice.

Learning outcomes. By the end of this unit students will be able to: (i) Define the boundaries and key features of health policy; (ii) Understand the basic history and features of the Australian health system; (iii) Identify policy instruments and how they function; (iv) Understand the main frameworks used for analysing policy; (v) Understand the factors influencing how policy issues are prioritized in health; (vi) Gain skills in policy communication, including preparation of a policy brief.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other recommended reading materials will be available on the unit's eLearning site

INIM5001

Fundamental Immunology

Credit points: 6 **Teacher/Coordinator:** Dr Maintain Palendira **Session:** Semester 1 **Classes:** 2x1hr lectures/week and/or tutorials or seminars/week **Assumed knowledge:** Undergraduate immunology, undergraduate bacteriology and virology; basic concepts of epidemiology **Assessment:** Progressive assessment (50%) including written, practical, and oral based assessment tasks as well as 1x 2hr formal examination (50%). **Practical field work:** 1x4hr practical class **Mode of delivery:** Normal (lecture/lab/tutorial) day

Immunology is the study of defence mechanisms that protect individuals against infections and cancers. Studies in immunology are leading to advances in clinical medicine, including understanding allergies, transplant rejection, cancer and autoimmune diseases, such as rheumatoid arthritis, multiple sclerosis and insulin-dependent diabetes, as well as the development of new vaccines. This unit of study will provide an understanding of the components and functions of the immune system at the molecular and cellular level, the mechanisms of pathological immune processes and immune system dysfunction, mechanisms of immune responses to microorganisms and immunological techniques used in clinical diagnostic and research laboratories. The unit components will be delivered so as to develop skills in problem-solving, evaluation of scientific literature, and oral and written communication. Lectures will provide an overview of the immune system and an update of fundamental facts. Problem/case-based scenarios together with invited guest/specialized lectures, hands-on practical work, literature research and group discussions ('tutorials') will provide in-depth analysis of particular chosen topics.

Textbooks

Abul K Abbas, Andrew H Lichtman and Shiv Pillai. Basic Immunology: Functions and Disorders of the Immune System. 4th 5th Ed. 2016. Although this is the recommended text, other texts are equally sound. We suggest you discuss with the unit coordinator, Dr Palendira, before making a textbook purchase.

INIM5002

Virology and Cell Technology

Credit points: 6 **Teacher/Coordinator:** A/Prof Barry Slobedman **Session:** Semester 2 **Classes:** 2x1hr lectures/week; 1x4hr practical/tutorial class/week **Assumed knowledge:** Undergraduate Microbiology or Infectious Diseases **Assessment:** One 2-hour exam covering lecture material, one 2-hour theory of practical exam, written assignment and oral presentation (100%). **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit aims to equip graduates with an in-depth knowledge of medical virology and cell technology that will enable them to work effectively as laboratory personnel in relevant hospital laboratories, clinics or research institutions. Students will develop skills in evaluation of scientific literature, in problem-solving and in scientific communication that will enable them to develop careers as administrators or policy-makers in hospitals, health care organisations



or government bodies. The core of the program is a series of lectures, given face-to-face and/or available online. Practical classes will focus on the identification of viruses and cell culture technology, and on techniques used in research investigations and will be conducted in an appropriately equipped student laboratory.

Textbooks

Introduction to Modern Virology, N.J Dimmock, A.J, Easton and K.N Leppard, Blackwell Publishing, 6th Edition. Kriple and Howley. Fields Virology. 6th Edition 2013. Available freely as an electronic resource from the University of Sydney library.

INIM5011

Advanced Medical Bacteriology

Credit points: 6 **Teacher/Coordinator:** Dr Jim Manos **Session:** Semester 1 **Classes:** 2x1hr lectures/week; 2x2hr practical classes or tutorials or student presentations/week **Assumed knowledge:** Undergraduate Microbiology or Infectious Diseases **Assessment:** 1x2hr closed-book (Theory) exam, and 1x1.5hr closed book (Theory of Practical) exam Value: Theory exam (50%) Progressive assessment (50%) including class tutorial/presentations (25%), practical exam (15%) and laboratory book assessment (10%). **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study aims to build on the student's basic knowledge of microbiology by providing an awareness of modern concepts and the latest knowledge of medical bacteriology. This knowledge is relevant to the susceptibility and response of the host to pathogenic bacteria, with special emphasis on the host-pathogen relationship at the cellular and molecular levels regarding symptoms, virulence factors, pathogenesis, diagnosis, treatment, control and prevention. The practical component will allow candidates to become familiar with modern molecular-based bacteriological techniques used to identify the characteristic genetic features of bacterial species that cause infections. The unit will provide the advanced scientific and intellectual basis to augment knowledge and understanding, at a postgraduate level, in a career involving medical microbiology or in a related subject area. Lectures will be used to impart knowledge and understanding as well as review key themes of the module, and many of these will be given by experts in the current field. Tutorials will utilise activities such as journal review and topic presentation which enable develop their skills by presenting research on a range of issues including advances in knowledge on bacterial pathogenesis, identification and treatment in Australia and worldwide. The use of case studies will enable candidates to examine breakouts of disease and their investigation by the clinical laboratory. Laboratory sessions will enable students to apply the theoretical concepts of laboratory investigation at the molecular level using advanced molecular techniques of DNA, RNA and protein purification and analysis.

Textbooks

While all material for examination is contained within the lectures, tutorials and practical classes, students who wish to learn more can undertake further reading. Recommended texts for further reading: Bacterial Pathogenesis: A Molecular Approach, Third Edition; Brenda A. Wilson, Abigail A. Salvers, Dixie D. Whitt, and Malcolm E. Winkler ASM Press 2011. Bacterial-Epithelial Cross-Talk: Molecular Mechanisms in Pathogenesis Ed. Beth A McCormick Cambridge University Press UK 2006. Although these are recommended, other texts are equally sound. We suggest you discuss with the unit coordinator, Jim Manos, before making a textbook purchase.

INIM5012

Infection Control and Epidemiology

Credit points: 6 **Teacher/Coordinator:** Professor Peter McMinn **Session:** Semester 2 **Classes:** 2x1hr lectures/week; 2x 1.5hr practical classes/week **Assumed knowledge:** Undergraduate Microbiology or Infectious Diseases **Assessment:** 1x2hr examination (60%), progressive assessments including a practical exam and a written assignment (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

The unit aims to equip graduates to use hospital laboratory services and the research literature in the recognition of individual cases of communicable disease, trace the source of outbreaks and provide a scientific basis for development of institutional infection control policies. There are four specific learning objectives: to know how to estimate the risk of transmission of infection and to assess the value of control measures; to understand the methods used to determine the efficacy of antimicrobial drugs both for treating individual patients and in terms of policy guidelines; to understand the scientific basis of vaccination

and its value and limitations in the field; to appreciate the human factors involved in achieving effective infection control. The core of the program is a series of lectures, practical classes and tutorials based on important current or historical examples of epidemic infectious diseases.

Textbooks

Recommended Reading: Infection Prevention and Control: Applied Microbiology for Healthcare, 2nd Edition, Gould, D and Brooker, C. Palgrave McMillan 2008; ISBN 978-0-230-50753-1. Red Book: 2006 Report of the Committee on Infectious Diseases, 27th Edition, Pickering, LK, Baker, CJ, Long, SS, McMillan, JA (Eds). American Academy of Pediatrics; 2006. ISBN 978-1-58110-194-2. Although these are recommended reading, other texts are equally sound. We suggest you discuss with the unit coordinator, Peter McMinn, before making a textbook purchase.

INIM5022

Global Control of Infectious Diseases

Credit points: 6 **Teacher/Coordinator:** Associate Professor Vitali Sintchenko **Session:** Semester 2 **Classes:** 2Å 1hr lectures/week, 1Å 3hr practical classes and/or 2Å 2hr tutorials/week **Assumed knowledge:** Undergraduate bacteriology and virology; basic concepts of epidemiology **Assessment:** written examination (40%), progressive assessments comprising written assignment (20%), journal club presentation (20%), laboratory work and tutorial participation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study will provide students with knowledge about detection, monitoring and control of existing and emerging pathogens, and with the necessary skills to plan epidemic preparedness strategies, to identify optimal strategies for disease prevention, containment or eradication and to evaluate their effectiveness. This module offers a multidisciplinary framework for understanding the principles of interventions against infectious diseases and focuses on the study of global infectious disease threats in the context of their routes of transmission and potential intervention strategies, as well as the reasons for the success or failure of control programs. The core of this unit is a series of lectures, practical demonstrations and problem-solving tutorials describing real-life examples of diagnostic and surveillance strategies and vaccination policies, community outbreak investigations and epidemic/pandemic preparedness planning. A significant proportion of the lectures are delivered by invited expert infectious disease practitioners and laboratory scientists. The main principles will be illustrated using examples from pandemic and seasonal influenza, arbovirus diseases, tuberculosis, zoonotic and food- and water-borne bacterial infections. A large portion of this unit is based at the State reference laboratories of the Institute of Clinical Pathology and Medical Research at Westmead Hospital, Sydney Medical School - Westmead Campus.

Textbooks

Kimball AM. Risky trade: Infectious disease in the era of global trade. Ashgate, 2006. Webber R. Communicable disease epidemiology and control: A global perspective. CABI Publishing, 2013.

MEDF4001

Medicine Research A

Credit points: 12 **Session:** Semester 1, Semester 2 **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

This unit and the associated units, MEDF4002, MEDF4003, MEDF4004, and MEDF4005, are research units of study. The contents and assessments are determined according to each individual student's needs.

MEDF4002

Medicine Research B

Credit points: 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4001 **Mode of delivery:** Supervision

See MEDF4001.

MEDF4003

Medicine Research C

Credit points: 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4002 **Mode of delivery:** Supervision

See MEDF4001.

MEDF4004**Medicine Research D****Credit points:** 12 **Session:** Semester 1, Semester 2 **Corequisites:** MEDF4003**Mode of delivery:** Supervision

See MEDF4001

MEDF5005**Health Research Methods and Ethics****Credit points:** 6 **Teacher/Coordinator:** Dr Timothy Schlub **Session:** Semester 1 **Classes:** 2x compulsory in person interactive full day workshops, 4x optional in person 3hr tutorials, 5x online lectures and discussions, 2x online elective module readings **Assessment:** Study design and ethics assignment (40%), statistics assignment (20%), statistics exam (20%), online self-study elective task (10%), online quizzes (10%) **Mode of delivery:** Block mode

This unit of study introduces students to the fundamental skills that are required for postgraduate research in medicine and health. Students will learn how to conduct research that is scientifically and ethically sound, and be able to critically appraise and review literature. Students will understand the strengths and limitations of common study designs and develop simple but important statistical analysis skills, including how to present and interpret data, basic data management skills, and how to determine the required sample size for a study. Obtaining ethics approval is necessary for any study involving the collection or analysis of data involving humans, animals or their tissues. Hence, this unit will also cover ethics in research and when and how to apply for ethics approval. These fundamental skills promote a scholarly attitude towards knowledge and understanding, and are essential for engagement with the research community.

MEDF5301**Project (Advanced Masters)****Credit points:** 12 **Teacher/Coordinator:** Students must have a University of Sydney staff member or university approved supervisor for their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project. **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision*Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.*

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidature will be guided through the steps required to plan and execute a substantial research project, and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5302**Project (Advanced Masters) (Part A)****Credit points:** 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision*Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.*

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study

subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for publication. Where appropriate students will prepare a work suitable for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5303**Project (Advanced Masters) (Part B)****Credit points:** 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision*Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.*

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential where there is the use of patient information or recruitment of patient study subjects that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MIPH5115**Women's and Children's Health****Credit points:** 4 **Teacher/Coordinator:** Associate Professor Camille Raynes-Greenow, Dr Ying Zhang **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 9 weeks, 1x1hr tutorial per week for 8 weeks; also offered fully online **Assessment:** 1x5000 word individual assignment, (50%), 1x 8 page group report (30%), tutorial participation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit is an introduction to the health status of women and children in low and middle income countries and highlights the interconnectedness of women's and children's health. It presents some of the major causes of mortality and morbidity and interventions and approaches to improving outcomes from a public health perspective. Each week a different expert covers relevant issues such as perinatal mortality, contraception, nutrition, HIV, cancer, diarrhoeal disease, vaccine preventable diseases and childhood disability.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5131**Foundations of International Health****Credit points:** 6 **Teacher/Coordinator:** Dr Sarah Bernays, Professor Robert Cumming **Session:** Semester 1 **Classes:** 1x2hr lecture per week for 12 weeks; 2x1 day seminars and 1x1hr tutorial per week for 9 weeks; also offered fully online **Assessment:** 1x 1500 word assignment (25%), 1xgroup presentation (25%), 1x2500 word assignment (40%) and tutorial discussion (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online*Note: Departmental permission required for non-MIPH students*

The unit aims to provide candidates with a multidisciplinary perspective of the interplay between health and development in low- and middle-income countries from a range of social science and public health disciplines. The unit will cover the following themes: health and development, Sustainable Development Goals, poverty and health, gender and health, , climate change and health, population ageing,, human rights and health, health systems, human resources for health, and primary health care. At the end of the unit, students should be able to demonstrate an understanding of the relation between health and development; demonstrate an understanding of how health systems operate in developing countries; and demonstrate an

understanding of the role played by the various international organisations and agencies in health in less developed settings.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5135

Health Systems in Developing Countries

Credit points: 4 **Teacher/Coordinator:** Associate Professor Joel Negin **Session:** Semester 2 **Classes:** 1x 2hr lecture per week for 10 weeks; plus 2x 0.5 day workshops; also offered fully online **Assessment:** 1x1500 word research paper (40%), 1x2000 word solution proposal (50%), and participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Health systems are complex and multi-faceted. Successful health systems require attention to political economy, governance, institutions, and local context. This unit will cover health systems in developing countries to equip students with a conceptual understanding and a set of tools to address major public health challenges from a health systems perspective. With a focus on evidence-based decision making, the unit will provide an understanding of health systems including specific topics such as health workforce, financing, service delivery, information systems and policy, and how these impact health interventions and health status in less developed countries. A multi-sectoral, integrated model will be used to understand the varied aspects of development challenges related to health systems. A case study approach will then provide students with concrete examples of health systems challenges and will strengthen students' ability to view health problems in a holistic, multi-faceted manner. The unit will provide students with the tools needed to make a practical difference in health systems in less developed countries with emphasis on implementation of health projects and bringing interventions to scale.

Textbooks

Readings are available on the unit's eLearning site.

MIPH5219

International Health Project Management

Credit points: 6 **Teacher/Coordinator:** Professor Mu Li **Session:** Semester 2 **Classes:** 1x2hr lecture per week for 10 weeks; 1x1 day workshop; 1x1hr tutorial per week for 8 weeks; 1x1 day peer learning session through group presentations **Prohibitions:** MIPH5220 **Assumed knowledge:** General knowledge of public health in low and middle income countries **Assessment:** Important: Scaled marking will be implemented for this unit's group based assessment ie. group presentation, written group proposal, project group work contribution throughout the semester 1x 30minutes (20 minute presentation plus 10 minutes questions and answers) group presentation (20%), peer evaluation on group work participation and contribution (15%), 1x group written assignment-a project proposal (40%) and 1x short individual written assignment (25%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Effective international health projects management contributes to the achievement of health and development in developing countries. The Unit aims to provide students with a good understanding of the concepts and key elements of a health project design and evaluation, and to demonstrate tools and techniques used in effective project management. A detailed step by step application of the Logical Framework Approach (LFA) in project design will be presented, including stakeholder analysis, problem and objective analysis, and the logframe matrix. The Unit also gives students an opportunity for hands-on practice through the design of a project in an international setting and allows them to consider the challenges and practical issues faced by people involved in international health project management. The key topic areas covered include: concepts and principles of international project management; context and situation analysis; the LFA for project design; real life project management cases; and project monitoring and evaluation. At the end of the course, students should be able to: identify the key aspects of the LFA to project design; develop a project proposal in international settings; recognise challenges and practical issues faced by people involved in international health project management; and apply a systematic approach to project planning and management in international settings.

Textbooks

Course materials are available on the unit's eLearning site

NURS5071

Contemporary Health Leadership

Credit points: 6 **Session:** Semester 2 **Classes:** four intensive, on-campus study days **Assessment:** written work part 1 (20%), written work part 2 (50%) and essay (30%) **Mode of delivery:** Block mode

The need for leadership across all clinical disciplines has been shown to be integral to safe practice and strong staff morale. Providing a clear and unambiguous framework for practice and fostering skills in moral stewardship is known to enable personal growth and strong clinical care. This unit explores a range of issues for clinicians including their legal and ethical obligations, concepts of accountability and collegiality, and strategies to increase resilience and emotional intelligence. It aims to equip students to take initiative, create supportive and sustaining clinical environments, have the courage of their convictions, and to celebrate curiosity. The Australian health care system has experienced significant clinical, structural and socio-political transformations over the last two decades (collectively referred to as reform). The need for stronger and more effective leadership has never been more evident, particularly at the clinical interface. The chronic recruitment and retention issues and the changed nature of the nursing workforce and health workforce generally, vis-à-vis different levels of carers with diverse skill mix, have constructed a healthcare environment in which experienced (advanced) clinicians are positioned at the core of leadership development. While the concept of leadership is not new, the provision of leadership in the clinical arena is now a central component of clinical practice for all health professionals, regardless of experience, education or position. As we increasingly experience a globalised world, we recognise that leadership is not the same in all contexts. This unit is structured on an innovative case-based approach. Through using case studies along with the theoretical constructs / perspectives, students are encouraged to critique the achievements and failures of real-time leadership scenarios (and the leaders). This approach to student learning moves away from the traditional 'constructivist approach' to management education, which is both subjective and prescriptive (Darmer 2000). The case study method facilitates examination of real leadership scenarios through which students can gain greater insight into the challenges that confront leaders in complex environments and how these challenges impact decision-making processes. As a postgraduate unit of study, this unit pursues critical analysis of the context in which leadership occurs. In the process of completing this unit, students cover a broad range of topics and explore the literature from a number of disciplines including management, sociology and nursing. While this unit of study is broad, it is designed to allow students to gain a more detailed understanding of the multiple and often conflicting contexts in which health leadership is now situated.

PUBH5010

Epidemiology Methods and Uses

Credit points: 6 **Teacher/Coordinator:** Dr Erin Mathieu, Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - faceto face or their equivalent online **Prohibitions:** BSTA5011, CEP15100 **Assessment:** 1x 6 page assignment (25%), 10 weekly quizzes (5% in total) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature regarding public health and clinical issue. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. In addition to formal classes or their on-line equivalent, it is expected that students spend an additional 2-3 hours at least each week preparing for their tutorials.

Textbooks

Webb, PW, Bain, CJ, and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals Second Edition: Cambridge University Press 2017.

PUBH5018**Introductory Biostatistics**

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

PUBH5027**Public Health Program Evaluation Methods**

Credit points: 2 **Teacher/Coordinator:** Dr Justin Richards, Dr Anne Grunseit **Session:** Semester 2 **Classes:** 2 day residential workshop in semester 2 **Assessment:** In-class participation (20%) and one 1500 word assignments at the end of the unit (80%) **Mode of delivery:** Block mode

This unit of study is taught over two days of residential workshop and is an introduction to public health program evaluation principles. It builds on core MPH methods subjects, but extends learning objectives to develop skills in practical and applied public health and health promotion program planning, evaluation and research methods. Both qualitative and quantitative methods will be used in program evaluation discussions, but the major focus will be on measuring the implementation of programs, and assessing public health program impact. There is an emphasis on evaluating 'real world' programs that address chronic disease prevention and health promotion, but other broad public health content areas will also be used as examples. The unit comprises four areas of discussion, including the [i] principles of evaluation; [ii] research designs and methodological issues for community and applied public health settings; [iii] methods for measuring program impact and outcomes; [iv] the principles of research translation and dissemination; and [v] evaluation values and disciplines. Attendance at the two days of residential teaching is compulsory for participants.

Textbooks

Recommended: Bauman A, Nutbeam D. Evaluation in a Nutshell. McGraw Hill Sydney (2nd Edition, 2013)

PUBH5033**Disease Prevention and Health Promotion**

Credit points: 6 **Teacher/Coordinator:** A/Professor Philayrath Phongsavan, James Kite **Session:** Semester 1 **Classes:** 3 half-day workshops, face-to-face tutorials and online discussion; fully online version available **Assessment:** 1x1500 word assignment (25%); 1 presentation (15%); 1 x 2500 word assignment (50%); tutorial participation (10%) **Mode of delivery:** Block mode, Online

This core unit of study introduces students to evidence-based health promotion as a fundamental approach to preventing disease and reducing health inequalities in populations. The unit is divided into three modules: (i) building blocks of disease prevention and health promotion, (ii) using evidence and evaluating disease prevention and health promotion programs, and (iii) using research to inform policy and practice. This unit will give students an understanding of disease

prevention and health promotion and their relationship to public health, introduce design, implementation, and evaluation of disease prevention and health promotion interventions, and develop and refine students' research, critical appraisal, and communication skills. The unit will also illustrate how prevention and health promotion principles are applied in Aboriginal settings. The role of translation of research into policy and practice to enhance public health impact will also be explored.

Textbooks

Course Readings Provided

PUBH5416**Vaccines in Public Health**

Credit points: 2 **Teacher/Coordinator:** Dr Aditi Dey, Dr Frank Beard, Professor Peter McIntyre **Session:** Semester 2 **Classes:** Preparatory online lectures and 1x 2day workshop at the Children's Hospital Westmead **Prerequisites:** PUBH5010 or CEPI5100 or PUBH5018 **Assessment:** 2x short online quizzes (10%) plus 1x 2000 word assignment (90%) **Mode of delivery:** Block mode

Note: Students who have not done the core units of study in epidemiology (PUBH5010 or CEPI5100) or biostatistics (PUBH5018) but have previous demonstrable experience in these study areas will be required to request permission from the unit of study coordinator to enrol in this unit of study. Permission is required to ensure that students have a basic grounding in epidemiology and biostatistics. The coordinator emails the Postgraduate Student Administration Unit to advise whether or not the student has permission to enrol.

The aim of this unit is to provide students with an understanding of immunisation principles, the impact of vaccination on the epidemiology of vaccine preventable diseases (VPDs), how to assess the need for new vaccines and how to implement and monitor a new vaccination program. This unit covers the history and impact of vaccination; basic immunological principles of immunisation; surveillance of diseases, vaccination coverage, vaccine effectiveness and adverse events; vaccine scares; risk communication; immunisation in the developing country context; assessing disease burden and new vaccines. Learning activities include short online preparatory lectures and a workshop with interactive lectures and small group case studies.

SEXH5008**Sex and Society**

Credit points: 2 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Michael Walsh **Session:** Semester 2a **Classes:** 2 hours of lectures per week, half semester, which can be taken either face-to-face or online. International students including Australia Awards Scholarship students must enrol into the face-to-face version **Prohibitions:** SEXH5414 **Assessment:** Written assignment (70%); Online quiz (20%); Online discussions (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit will explore determinants of sexuality from a societal perspective, with particular reference to their potential impacts on public health. Social science theories of sexuality will be considered, and cross-cultural and historical accounts of sexual practices will be reviewed. Particular emphasis will be placed on the impact of diversity, culture, society, environment, life experiences, personal beliefs and health on sexual activity and potential public health impacts on sexual and reproductive health including HIV. Course content will include diversity; adolescent sexual development; sex education; sexual assault, gender; sexual orientation and sexual behaviour.

SEXH5200**Advanced STIs**

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar **Session:** Semester 1 **Classes:** Normal day: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week; Block mode: 3x1hr lectures per week; plus block intensive mode, 2-3 days, 9am-5pm **Assessment:** Written examination (40%); Short essay (10%); Online quizzes (30%); Journal club (10%); Participation in group exercises (10%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

Note: Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.

This unit aims to describe the epidemiology, microbiology, pathogenesis, clinical features and management strategies for the common Sexually Transmitted Infections (STIs). On completion of this unit, students should be able to: (i) Discuss the microbiology, pathogenesis and epidemiology of the common STIs; (ii) Demonstrate

an understanding of the clinical spectrum of STIs, including asymptomatic infection, genital manifestations, extragenital manifestations and problems related to pregnancy; and (iii) When discussing STI management, students will understand the impact of STIs at individual and population levels and how needs differ with risk activity groups and geographical locations. HIV infection will only be covered in the context of its interactions with other STIs. Course content will include the basic anatomy, physiology and clinical skills required for the investigation of STIs; the epidemiology, microbiology and clinical aspects of the following conditions: vaginal discharge, urethral discharge, genital ulceration, upper genital tract infections, sexually transmitted hepatitis, syphilis, anogenital warts and cancer, genital infestations, genital dermatology and other conditions likely to present in a sexual health context. Issues related to difficulties of access to treatment, the challenges faced in resource-poor settings and syndromic management will also be covered.

SEXH5202

Advanced HIV Infection

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Roger Garsia, Dr Frederick Lee **Session:** Semester 2 **Classes:** Normal day: compulsory attendance at 3x1hr lectures and 1x1hr journal club per week; Block mode: 3x1hr lectures per week; plus block intensive mode, 2-3 days, 9am - 5pm. **Assessment:** Written examination (40%); Case-based discussions and presentations (20%); Online quizzes (30%); Journal club (10%) **Mode of delivery:** Block mode, Normal (lecture/lab/tutorial) day

Note: Note: For students who are not enrolled in one of the Sexual and Reproductive Health degrees or Internal Medicine must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.

This unit aims to describe the epidemiology, biology, pathogenesis and clinical contexts of HIV infection.

On completion of this unit, students should be able to: (i) Understand the laboratory, clinical and social aspects of the diagnosis and management of HIV infection. Course content will include underlying scientific principles of diagnostics, virology, immunology and pathogenesis as applicable to HIV infection; clinical aspects of HIV infection, including seroconversion, asymptomatic infection, early symptomatic disease, major opportunistic infections (including AIDS-related conditions), tumours and death. Emphasis will be placed on prophylaxis, antiretrovirals for prevention and treatment and the management of associated conditions. Legal, ethical and social contexts will also be discussed.

SEXH5205

Advanced Adolescent Sexual Health

Credit points: 6 **Teacher/Coordinator:** Fiona Robards, Arlie Rochford, Dr Shailendra Sawleshwarkar **Session:** Semester 2 **Classes:** Fully online **Assessment:** Discussion board participation (30%); Case study (30%); 1500 Word essay (40%) **Mode of delivery:** Online

This unit aims to introduce the constructs of adolescent sexuality, explore the determinants of adolescent sexual health and to discuss the personal and public health implications of adolescent sexuality, with additional emphasis on a deeper exploration of an area of adolescent sexual health that is of particular interest to the student. The main areas of learning are: adolescent sexuality, adolescent sexual health, reproductive health issues in adolescence, diversity, legal and ethical issues and sexual health promotion. On completion of this unit of study, students should be able to: (i) Describe the biological, developmental and socio-cultural contexts of adolescent sexual health as well as the constructs, challenges and diversities of adolescent sexuality. They will learn techniques used to optimise communication with adolescents and explore legal, ethical and public health implications of adolescent sexuality; and (ii) Understand and describe one area of adolescent sexual health that the student chooses to study in depth from a list of suggestions.

SEXH5206

Diagnostic Methods in Sexual Health

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Professor David Lewis **Session:** Semester 1 **Classes:** Online with a compulsory one week laboratory practical session towards the end of the course which will complement the online learning **Assessment:** Online quizzes (30%); Case

based assignments (20%); Journal club (10%); Written exam (40%) **Mode of delivery:** Block mode

Note: Department permission required for enrolment. Note: Students who are not enrolled in one of the Sexual and Reproductive Health degrees must apply to the Unit of Study Coordinator for permission to enrol in this unit of study.

This unit aims to introduce the student to the common methods used in the diagnosis and management of infections with the common Sexually Transmitted Infections (STIs), including HIV. On completion of this unit, students should be able to: (i) Understand the principles of Infection Control; methods used in diagnostic microbiology including specimen collection, storage and transport; specific diagnostic techniques and the interpretation of laboratory results; principle methods of detection for the following organisms/conditions: Chlamydia trachomatis, Candida albicans, Mycoplasmas genitalium, Herpes simplex viruses, Human papillomaviruses, Molluscum contagiosum virus, Neisseria gonorrhoeae, Treponema pallidum, Trichomonas vaginalis, tropical genital ulcerating conditions and genital ectoparasites; and (ii) Discuss methods used and interpretation of hepatitis serology; laboratory aspects of syndromic management of vaginal discharge, urethral discharge, rectal discharge and prostatism; the diagnosis and management of HIV infection; the diagnosis of HIV-related opportunistic infections and tumours, and genital cytological assessment. Course content will include reading materials and exercises. A compulsory intensive, one week face-to-face lab practicum allows students to consolidate their theoretical knowledge.

SEXH5401

Introduction: Sexual and Reproductive Health

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Vijayasarithi Ramanathan, Arlie Rochford **Session:** Semester 1, Semester 2 **Classes:** Fully online **Assessment:** Discussion board participation (10%); online quizzes (20%); Group assignment (20%); 1 x 1500 word essay (20%); 1 x 2000 word essay (30%) **Mode of delivery:** Online

This unit will cover the foundational aspects of sexual and reproductive health, including relevant anatomy and physiology, sexuality, gender, sexual orientation and behaviour. The social, medical and public health aspects of sexual and reproductive health will be introduced including fertility, contraception, infertility and other common reproductive health conditions. Students will develop an awareness of the diversity of values, opinions and behaviours in sexual orientation. The effect of socio-economic, ethnic, religious and cultural factors and current theories of sexuality and sexual behaviours will be discussed.

The basic principles of the prevention and management of common STIs and HIV will be introduced and emphasis will be given to the sexual and reproductive health rights of all individuals as well as the importance of healthy sexuality.

Textbooks

Our Sexuality (13th Edition), 2017 Robert L. Crooks, Karla Baur. Boston, MA: Cengage Learning

SEXH5402

Counselling for Health Professionals

Credit points: 6 **Teacher/Coordinator:** Dr Christopher Fox, Ms Amanda Robb **Session:** Semester 1, Semester 2 **Classes:** On-line plus block intensive mode, 4 days, 9am-5pm **Prohibitions:** BIOS5071 **Assessment:** 1 x Group work task (25%); Online quiz (20%); 1 x 2000 Word assignment (20%); 1 x 2500 Word assignment (25%); Discussion board participation (10%) **Mode of delivery:** Block mode

This unit will introduce students to the microskills and basic theories of counselling in a health setting. This unit of study has two parts: an online component and a face-to-face intensive teaching block component. The intensive teaching block will include an extension of online content and provide skills development sessions. The intensive teaching block is compulsory. On completion of this unit, students should be able to: (i) Demonstrate the application of microskills to interpersonal communication, professional communication and in a counselling context; (ii) Apply basic counselling interventions in a health context; (iii) Critique the application of counselling and psychotherapy theories in health settings; (iv) Critique and discuss ethical issues in counselling; (v) Demonstrate the ability to develop a basic management plan for an individual or couple based on best

available research and clinical evidence; and (vi) Develop an understanding of the self in practise.

Textbooks

Corey, Gerald (2013) Theory and Practice of Counselling and Psychotherapy. 9th Edition ISBN: 9780840028549; and McLeod, John (2013) An Introduction to Counselling (e-Book). 5th edition. ISBN: 9780335247226.

SEXH5403

Counselling in Psychosexual Therapy

Credit points: 6 **Teacher/Coordinator:** Dr Christopher Fox **Session:** Semester 1 **Classes:** Online plus block intensive mode, 4 days, 9am-5pm **Corequisites:** SEXH5404 **Prohibitions:** BIOS5072 **Assumed knowledge:** SEXH5404 and SEXH5402 (or equivalent) **Assessment:** 1x Group work task (25%); Online quiz (20%); 1x 2000 Word assignment (20%); 1x 2500 Word assignment (25%); Discussion board participation (10%) **Mode of delivery:** Block mode

Students will explore the application, practice and evidence base of a range of counselling techniques/models to sexual health settings. These will include: sexual dysfunction, fetishes and paraphilias, pornography and sex addictions/compulsive behaviours. The unit of study will be conducted in two stages. Stage one is an online component and stage two is a compulsory intensive teaching block. During the intensive teaching block students will extend their knowledge and practice of counselling and psychotherapeutic interventions for sexual health concerns through role-plays, as well as participate in a Sexual Attitude Re-Assessment Seminar (SARS). On completion of this unit, students should be able to: (i) Apply a variety of counselling and/or psychotherapeutic techniques in addressing sexual health concerns; (ii) Critique the application of counselling and/or psychotherapeutic techniques in addressing sexual health concerns; (iii) Develop treatment/management plans for a variety of sexual health concerns; and (iv) Develop an awareness of sexual attitudes.

Textbooks

Long, L.L., Burnett, J.A., and Thomas, R.V. (2006). Sexuality counseling: An integrative approach. ISBN: 9780131710528.

SEXH5404

Variations in Sexual Function

Credit points: 6 **Teacher/Coordinator:** Dr Vijayasarithi Ramanathan **Session:** Semester 1 **Classes:** Online plus block intensive mode, 4 days, 9am-5pm **Assessment:** Discussion board participation (10%); 2 x Online quizzes (30%); 2 x 1500 Word essays (40%); Group work task (20%) **Mode of delivery:** Block mode

This unit will provide students an evidence-based approach to understand human sexual response; appreciate sexual functioning of differently abled people across the lifespan; and equip students with adequate knowledge and skills to identify and manage a number of sexual concerns/problems/dysfunctions in both men and women. On completion of this unit, students should be able to: (i) Evaluate the concept of 'normality' in sexual functioning; (ii) Appreciate the role of sexual (health) literacy in achieving sexual health; (iii) Analyse different human sexual response models and how it influences our understanding of sexual functioning; (iv) Describe a number of common male and female sexual dysfunctions and clinical presentations of each; (v) Evaluate the management options for a range of common sexual dysfunctions in both men and women; (vi) Recognise the role/influence of ageing and different ability (physical and intellectual) in sexual functioning; and (vii) Discuss the psychosocial determinants of sexual functioning.

Textbooks

Prescribed: John P. Wincze and Risa B. Weisberg, Sexual Dysfunction: A Guide for Assessment and Treatment (3rd ed), Guildford Press (2015); Recommended: Kevin R Wylie, ABC of Sexual Health (3rd edn), BMJ Books (2015).

SEXH5405

Contraception and Preconception Care

Credit points: 6 **Teacher/Coordinator:** Associate Professor Kirsten Black **Session:** Semester 2 **Classes:** Online plus block intensive mode, 3 days, 9am-5pm **Assessment:** Discussion board participation (10%); Online quiz (20%); Group case study presentation and reflective report (20%); Written assignments (50%) **Mode of delivery:** Block mode

This unit of study aims to provide students with an understanding of fertility control across the reproductive lifespan including: hormonal and non-hormonal reversible contraceptive methods; emergency contraception; and permanent methods of contraception. The impact of age, culture, tradition, society, personal beliefs, disability and health on contraceptive choices and reproductive health will be explored. The consequences of unintended pregnancy and the impact of unsafe abortion will be discussed. The unit is designed to equip students with the knowledge and skills in the field of preconception care. The latest evidence regarding optimisation of preconception health will be emphasized particularly for women with diabetes, obesity and other medical conditions.

Textbooks

Prescribed: Contraception: An Australian clinical practice handbook. 4th Edition, 2017. Optional: Reproductive and sexual health: an Australian clinical practice handbook. 3rd Edition. Family Planning NSW, 2016.

SEXH5406

Professional Practice

Credit points: 6 **Teacher/Coordinator:** Dr Vijayasarithi Ramanathan, Dr Shalendra Sawleshwarkar, Dr Christopher Fox. **Session:** Semester 1, Semester 2 **Classes:** Online plus block intensive mode, 3 days, 9am-5pm; Professional placement/observation (as relevant) **Assessment:** Discussion board participation (10%); 2,500 Essay/report (30%); Presentation (30%); 2,500 Word reflective Essay (30%) **Mode of delivery:** Block mode

Note: Department permission required for enrolment.

This capstone unit provides students with an opportunity to integrate their learning with practice in a capstone experience. Students will apply their newly-gained knowledge, skills and values, in a professional setting. The unit also provides students with an introduction to the essential practical competencies in their specific Pathway and also emphasises the interdisciplinary nature of health. On completion of this unit, students should be able to: (i) Synthesise learning in the context of professional practice; (ii) Develop a practice framework which is based on ethical, regulatory and socio-cultural contexts of the discipline; (iii) demonstrate understanding of inter-disciplinary practice; and (iv) apply reflexive practice to identify and act on opportunities for learning/professional development; and (v) appraise the theory to practice/practice to theory nexus in the context of professional practice. The University will assist in locating clinical, laboratory, public health and counselling observations and/or placements where relevant. In addition, students will work in multidisciplinary professional groups to reflect on their role in the multidisciplinary team for the management of sexual and reproductive health issues. There is a compulsory on campus intensive teaching block for this unit of study in addition to the online learning activities. Exemptions and/or credit requests are not available for this unit.

SEXH5407

Sex Gender and Sexuality

Credit points: 6 **Teacher/Coordinator:** Ms Amanda Robb **Session:** Semester 2 **Classes:** Online plus block intensive mode, 4 days, 9am-5pm **Assessment:** Essay (30%); Presentation (30%); Reflective essay (30%); Discussion board participation (10%) **Mode of delivery:** Block mode

This unit will equip students to develop a foundational knowledge and skills to work with gender and sexuality issues, including gender and sexual discourses and practices. Students will develop an understanding of sensitive practice skills to work with the LGBTIQ community. The unit will also introduce the social construction and attitudes in modern society regarding gendered violence, gendered inequality, and gender performativity. Students will be able to formulate therapeutic applications respond ethically and empathically to the specific gendered issues which present in client groups. On completion of the unit, students should be able to: (i) Have a foundational knowledge and sensitivity with gender terminology; (ii) Evaluate various sexual differences and practices within gender and sexual diverse individuals and communities; (iii) Explore the psychosocial issues surrounding gender and sexual minorities in the community; (iv) Respond to issues related gendered violence; and (v) Apply therapeutic skills and tools in response to gender and sexuality, including gender and sexual diverse individuals/communities.

SEXH5408**HIV/STI Program Delivery**

Credit points: 2 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Dr Michael Walsh **Session:** Semester 2b **Classes:** Block intensive mode, 4 x 0.5 day sessions **Assessment:** Group work assignment (50%); Individual assignment (50%); **Mode of delivery:** Block mode

Note: It is advisable for students to also undertake MIPH5118 or MIPH5112.

Effective project management in HIV and STIs is an important contributor to the health and development objectives of developing countries. The unit aims to give students a good understanding of the concepts, methodologies and approaches of international health project management in HIV and STIs. It will provide an introduction to the Logical Framework Approach and give students an opportunity for hands-on practice through the design of a project in an international setting. Potential challenges to delivery will also be explored.

Textbooks

Reading pack will be provided

SEXH5409**Medical Management of Interpersonal Violence**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Katherine Brown, Dr Shailendra Sawleshwarkar **Session:** Semester 1 **Classes:** Online plus block/intensive mode, 2 days (9am-5pm) **Assessment:** Workbook (60%); pParticipation and workshop presentation (10%); Case study (15%); Expert certificate (15%) **Mode of delivery:** Block mode

Interpersonal violence has been recognised as a significant problem in Australia. This includes family violence, sexual assault and physical assault. Whilst health professionals are aware of the issue they often lack the requisite skills to examine patients with a view to documenting injury and preparing court reports and expert certificates in relation to the interpretation of injury. General practice and emergency departments are two common locations for the victims of interpersonal violence to present with injury. This unit of study is designed to equip the learner with the knowledge and skills required to respond to the clinical needs of a person who has experienced interpersonal violence and to document the findings in a manner that would be useful for medico-legal reports. The learning process will include readings and self-directed learning activities relevant to the learner's working environment and geographical location. The course will deal primarily with the physical effects of violence with limited emphasis on the management of psychological trauma. The course includes epidemiology, interpretation of injury, basic forensic science and toxicology, legal issues such as consent and the presentation of an expert certificate for the court.

SEXH5410**Sexual Health Promotion 1**

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar **Session:** Semester 1 **Classes:** On-line plus block intensive mode, 3 days, 9am-5pm **Assessment:** Discussion board participation (10%); Group work tasks (20%); 1 x 1500 Word assignment (30%); 1 x 2000 Word assignment (40%) **Mode of delivery:** Block mode

This course will engage students in learning about evidence-based prevention and health promotion as a fundamental component of efforts to address sexual health. The unit is divided into three sections: (i) theories underlying disease prevention and health promotion in public health context; (ii) evidence-based planning of campaigns and programs; and (iii) health communications and designing messages. Theories covered will include those that address individual-level change and group and social level change. Students will learn how to conduct needs assessments, plan programs, and address priority areas in sexual health promotion.

On completion of the unit, students should be able to: (i) Understand the importance of planning and management in health promotion; (ii) Describe the main constructs of major health promotion models; (iii) Describe the applicability of health promotion theory to sexual health promotion; (iv) Conduct needs assessments, plan and address priority areas; (v) Discuss ways to apply the principles of health literacy when selecting or developing sexual health promotion materials; and

(vi) Effectively use assessment tools in planning sexual health promotion evaluation activities.

Textbooks

Helen Keleher, Berni Murphy, and Colin MacDougall (2007). *Understanding Health Promotion*. South Melbourne, Vic. Oxford University Press. ISBN: 9780195552942.

SEXH5412**Sexual Health and Relationships Education**

Credit points: 6 **Teacher/Coordinator:** Ms Amanda Robb **Session:** Semester 2 **Classes:** Online plus block intensive mode, 3 days, 9am-5pm **Assessment:** Discussion board participation (10%); Critical essay (25%); Education lesson plan (20%); Individual health education session (25%); Reflective essay (20%) **Mode of delivery:** Block mode

This unit of study will explore the evidence base, implications and considerations when delivering sexual health and relationships education from a public health perspective. Students will develop skills in the development and facilitation of training and education to different population groups. Students will be able to evaluate knowledge needs and synthesise information related to sexual and relationship education. On completion of the unit, students should be able to: (i) Plan and conduct a session which facilitates learning for a chosen population group/community using appropriate health education and learning frameworks; (ii) Develop the skills to enable people within a variety of settings to enhance their sexual health and relationship literacy; and (iii) Critically appraise various approaches to sexual health and relationship education development.

SEXH5414**Public Health: Sexual and Reproductive Health**

Credit points: 6 **Teacher/Coordinator:** Dr Shailendra Sawleshwarkar, Associate Professor Kirsten Black, Dr Michael Walsh **Session:** Semester 2 **Classes:** 2-4 hours of lectures per week, which can be taken either face-to-face or online. International students including Australian Awards Scholarship students must enrol into the face-to-face version **Prohibitions:** SEXH5008 or SEXH5418 or SEXH5419 **Assessment:** Written assignments (70%); Online quizzes (20%); Discussion board participation (10%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit of study is a combination of three (3), two (2) credit point units (SEXH5008, SEXH5418 and SEXH5419) and deals with public health aspects of sexual and reproductive health (SRH), Sexually Transmitted Infections (STIs) and HIV. This unit addresses sexuality, sex education, HIV/AIDS and STIs, unintended pregnancies, access to SRH services, maternal mortality, sexual violence, sexual and reproductive rights and discrimination/stigmatisation of vulnerable populations. Aspects of HIV/STIs and reproductive health will be discussed in the context of the UN's Sustainable Development Goals (SDGs) focusing on SDG 3 on health and SDG 5 on gender equality and women's and girls' empowerment. The unit further explores the epidemiological, societal and population aspects of SRH, STIs and HIV. Surveillance strategies, policy development and legislative responses will be discussed, with regards to the potential public health consequences. Emphasis will be placed on the delivery of effective prevention and management strategies.

SEXH5415**Advanced Issues in Psychosexual Therapy**

Credit points: 6 **Teacher/Coordinator:** Dr Christopher Fox **Session:** Semester 2 **Classes:** Online plus block intensive mode, 4 days, 9am-5pm **Assumed knowledge:** SEXH5402 (or equivalent) **Assessment:** Discussion board participation (10%); Online quiz (10%); 3,000 Word essay (30%); 3,000 Word reflective essay (30%); Presentation (20%) **Mode of delivery:** Block mode

This unit of study explores advanced issues in psychosexual therapy and sexual health counselling. The unit of study will be conducted in two stages. Stage one is an online component and stage two is a compulsory intensive teaching block. Students will undertake advanced study of counselling practise with special population groups and ethical issues relating to the provision of sexual health counselling and psychosexual therapy. Students will explore specialist topics in sexual health counselling/ psychosexual therapy (e.g., sex and disability, HIV and STIs in a counselling context, sex in an ageing society). Throughout the unit of study, students will develop a critical

understanding of ethical issues in the provision of sexual health counselling/ psychosexual therapy through the exploration of emergent trends in the practise of sexual health counselling/ psychosexual therapy.

SEXH5416

Advanced Readings in Sexual Health

Credit points: 6 **Teacher/Coordinator:** Dr Christopher Fox and Dr Shailendra Sawleshwarkar **Session:** Semester 1, Semester 2 **Classes:** There are no formal classes for this unit of study. Students are expected to meet regularly (as negotiated in their learning contract) with the pathway coordinators or supervisor. **Prerequisites:** SEXH5401 or CEPI5100 or PUBH5010 **Assessment:** Learning Contract (Barrier Task); Annotated Bibliography 30%; 6,000 word Essay 70% **Mode of delivery:** Supervision

Note: Department permission required for enrolment. Note: Departmental Permission Required. This unit of study is only available if there is a staff member able to provide academic supervision in the student's chosen area.

This unit of study has been designed to provide an opportunity for students to select an area within STIs, HIV and sexual health that they wish to investigate at an advanced level. This is an independent learning unit with support from academic staff. To satisfy the course requirements it is envisaged that the chosen topic will be thoroughly researched through an examination of currently available literature. Topics must be negotiated with the Pathway Coordinator. Students will be required to negotiate a learning contract with the Pathway Coordinator/supervisor in accordance with unit objectives and assessment procedures. On successful completion of this unit, the student should be able to: (1) Demonstrate a current knowledge and understanding of the chosen unit area; (2) Conduct a literature search relevant to the chosen study area; (3) Critically evaluate the literature; (4) Apply the concepts from the literature to the area of study; and (5) Assess their own needs for professional development.

Sleep Medicine

Graduate Certificate in Medicine (Sleep Medicine)

Graduate Diploma in Medicine (Sleep Medicine)

Master of Medicine (Sleep Medicine)

Master of Medicine (Advanced)(Sleep Medicine)

Graduate Certificate in Science in Medicine (Sleep Medicine)

Graduate Diploma in Science in Medicine (Sleep Medicine)

Master of Science Medicine (Sleep Medicine)

Master of Science Medicine (Advanced) (Sleep Medicine)

	Graduate Certificate	Graduate Diploma	Master	Master (Advanced)
Course code (degree in Medicine)	GCMEDIC12SLM	GNMEDIC12SLM	MAMEDIC14SLM	MAMEDADV1SLM
Course code (degree in Science in Medicine)	GCSCMED11SLM	GNSCMED11SLM	MASCMED11SLM	MASCMEAD1SLM
CRICOS code	Medicine: 083649E Science in Medicine: 083650A	Medicine: 083647G Science in Medicine: 083648F	Medicine: 083643M Science in Medicine: 083721B	Medicine: 083644K Science in Medicine: 083646G
Degree Abbreviation	GradCertMed(SleepMedicine) GradCertScMed(SleepMedicine)	GradDipMed(SleepMedicine) GradDipScMed(SleepMedicine)	MMed(SleepMedicine) MScMed(SleepMedicine)	MMed(Adv)(SleepMedicine) MScMed(Adv)(SleepMedicine)
Credit points required to complete	24	36	48	60
Time to complete full-time	0.5 year	1 year	1 year	1.5 years
Time to complete part-time	1 - 2 years	1.5 - 3 years	2 - 4 years	2 - 5 years

Overview

Sleep medicine has evolved into a new specialty with relevance across a number of fields including respiratory medicine, cardiology, neurology, surgery, dentistry, paediatrics, psychology, psychiatry, and nursing, with wider implications for health sciences and public health.

The program aims to provide comprehensive information on the theory and practice of sleep medicine through distance education. The courses provide training in clinical, theoretical and practical skills in sleep medicine and help to establish criteria for best practice in the field. These courses are suitable for those already working in the area of sleep medicine, or with some experience in the sleep field. The courses provide a firm basis for vocational training in this discipline. It is suitable for medical practitioners, sleep technicians, nurses, dentists and other allied health professionals with an interest in sleep medicine.

The Master of Medicine (Sleep Medicine) and the Master of Science in Medicine (Sleep Medicine) are essentially the same program with different admission requirements. Only medical graduates (ie those with an MBBS or equivalent) may be admitted to the Master of Medicine while non-medical graduates may be admitted to the Master of Science in Medicine. Students follow the same program of study, with the only difference being the title of the degree they are awarded on completion. The same principle applies to the Graduate Certificate and Graduate Diploma courses.

Course outcomes

These courses provide students with the opportunity to gain an excellent understanding of the theoretical and practical aspects of sleep medicine. As sleep medicine is relevant to so many areas of medicine and health care, it enables students to competently incorporate the new skills into their current practice. The courses also equip students with the skills to undertake research in this growing area of medicine.

Course information

The program is designed and delivered by internationally recognised experts in the field.

Units of study are delivered online, incorporating lectures and self-directed learning tasks. In some units of study, candidates are required to make formal presentations and analyse case studies.

Students have the option of attending a one-week residential program held in late November each year. The practicum introduces candidates to the technical aspects of sleep medicine and is an excellent opportunity for students not involved in sleep medicine on a day-to-day basis, to gain valuable practical experience. The residential school is recommended but is no longer an essential component of the course.

Assessment is by formal online examination, assignments and presentations.



Further enquiries

Mark Norman

Phone: +61 2 9351 6124

Email: mark.norman@sydney.edu.au

website: <http://sydney.edu.au/medicine/sleep/>

Sleep Medicine

Admission requirements

Admission to the:

- Graduate Certificate in Medicine (Sleep Medicine)
- Graduate Diploma in Medicine (Sleep Medicine)
- Master of Medicine (Sleep Medicine)
- Master of Medicine (Advanced)(Sleep Medicine)

requires a medical degree.

Admission to the:

- Graduate Certificate in Science in Medicine (Sleep Medicine)
- Graduate Diploma in Science in Medicine (Sleep Medicine)

requires a bachelor or postgraduate degree in a health or science-related discipline; or a minimum of 5 years professional work experience in a health related field.

Admission to the:

- Master of Science in Medicine (Sleep Medicine)

requires the successful completion of an embedded degree program (Graduate Certificate or Graduate Diploma); OR a bachelor or postgraduate degree in a health or science-related discipline with a first or second class honours; OR a bachelor degree in a health related discipline with professional work experience equivalent to a first or second class honours;

Applicants must also provide evidence of at least 12 months of relevant work experience.

Admission to:

- Master of Medicine (Advanced) (Sleep Medicine), and
- Master of Science in Medicine (Advanced) (Sleep Medicine)

requires the student to be enrolled in the Master program and have an average mark of at least 75% in 24 credit points of compulsory or stream specific units of study.

Course structure

The **Graduate Certificate** requires the successful completion of **24 credit points** of units of study.

The **Graduate Diploma** requires the successful completion of **36 credit points** of units of study including:

- 6 credit points of compulsory units of study;
- 24 credit points of stream specific core units of study; and
- 6 credit points of stream specific or general elective units of study.

The **Master** requires the successful completion of **48 credit points** of units of study including:

- 12 credit points of compulsory units of study;
- 24 credit points of stream-specific core units of study; and
- 12 credit points of stream specific or general elective units of study.

The **Master (Advanced)** requires the successful completion of **60 credit points** of units of study including:

- 48 credit points of study as required for the Master; and
- 12 credit points of project units of study.

Pattern of enrolment

For students who commence in or after Semester 1 2017

Graduate Certificate

Units of Study	Credit point	Delivery mode
Graduate certificate students must complete 24 credit points of stream specific units of study		
Available semester 1 and 2		
STREAM SPECIFIC UNITS OF STUDY		
SLEE5101 Introduction to Sleep Medicine	6	online
SLEE5102 Breathing Disorders of Sleep	6	online
SLEE5103 Non-Respiratory Sleep Disorders	6	online
SLEE5104 Diagnosis and Treatment of Sleep Disorders	6	online
Total stream specific units of study required for the graduate certificate 24		

Graduate Diploma

Units of Study	Credit point	Delivery mode
Graduate diploma students must complete 6 credit points of compulsory units of study, 24 credit points of stream specific units of study and 6 credit points of general elective units of study		
Available semester 1 and 2		
COMPULSORY UNITS OF STUDY		
CEPI5100 Introduction to Clinical Epidemiology	6	online
Total compulsory units of study required for the Graduate Diploma 6		
STREAM SPECIFIC UNITS OF STUDY		
SLEE5101 Introduction to Sleep Medicine	6	online
SLEE5102 Breathing Disorders of Sleep	6	online
SLEE5103 Non-Respiratory Sleep Disorders	6	online
SLEE5104 Diagnosis and Treatment of Sleep Disorders	6	online
Total stream specific units of study required for the Graduate Diploma 24		
GENERAL ELECTIVE UNITS OF STUDY		
SLEE5105 Advanced Sleep Physiology	6	online
SLEE5106 Advanced Sleep Medicine	6	online
Total general elective units of study required for the Graduate Diploma 6		



Units of Study	Credit point	Delivery mode
Total units of study for the Graduate Diploma	36	

Master

Units of Study	Credit point	Delivery mode
Master students must complete 12 credit points of compulsory units of study, 24 credit points of stream specific units of study and 12 credit points of general elective units of study		
Available semester 1 and 2		
COMPULSORY UNITS OF STUDY		
CEPI5100 Introduction to Clinical Epidemiology	6	online
SLEE5107 Applied Sleep Medicine	6	online
Total compulsory units of study required for the Master		
STREAM SPECIFIC UNITS OF STUDY		
SLEE5101 Introduction to Sleep Medicine	6	online
SLEE5102 Breathing Disorders of Sleep	6	online
SLEE5103 Non-Respiratory Sleep Disorders	6	online
SLEE5104 Diagnosis and Treatment of Sleep Disorders	6	online
Total stream specific units of study required for the Master		
GENERAL ELECTIVE UNITS OF STUDY		
SLEE5105 Advanced Sleep Physiology	6	
SLEE5106 Advanced Sleep Medicine	6	
Total general elective units of study required for the Master		
Total units of study for the Master		
	48	

Master (advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation, or defer enrolment.

Unit of Study code and name	Credit point	Delivery mode
MEDF5301 Project (Advanced Masters)	12 (available semester 1 and 2)	supervision
MEDF5302 Project (Advanced Masters) (Part A)	6 (available semester 1 and 2)	supervision
MEDF5303 Project (Advanced Masters) (Part B)	6 (available semester 1 and 2)	supervision

For students who commence prior to Semester 1 2017

Graduate Certificate

Units of Study	Credit point	Delivery mode
Graduate certificate students must complete 24 credit points of stream specific units of study		
Available semester 1 and 2		
STREAM SPECIFIC UNITS OF STUDY		

Units of Study	Credit point	Delivery mode
SLEE5001 Introductory Sleep Science	1	online
SLEE5002 History of Sleep Research	1	online
SLEE5003 Introduction to Sleep Disorders	4	online
Credit point value of the above units of study		
SLEE5006 Physiology of Sleep	4	online
SLEE5007 Chronobiology	2	online
Credit point value of the above units of study		
SLEE5008 Sleep and Breathing I	2	online
SLEE5014 Sleep and Breathing II	4	online
Credit point value of the above units of study		
SLEE5009 Sleep and the Endocrine System	2	online
SLEE5017 Sleep and Body Function	2	online
SLEE5020 Sleep and Breathing III	2	online
Credit point value of the above units of study		
Total stream specific units of study required for the graduate certificate		
	24	

Graduate Diploma

Units of Study	Credit point	Delivery mode
Graduate diploma students must complete 6 credit points of compulsory units of study, 24 credit points of stream specific units of study and 6 credit points of general elective units of study		
Available semester 1 and 2		
COMPULSORY UNITS OF STUDY		
CEPI5100 Introduction to Clinical Epidemiology	6	online
Total compulsory units of study required for the Graduate Diploma		
STREAM SPECIFIC UNITS OF STUDY		
SLEE5001 Introductory Sleep Science	1	online
SLEE5002 History of Sleep Research	1	online
SLEE5003 Introduction to Sleep Disorders	4	online
Credit point value of the above units of study		
SLEE5006 Physiology of Sleep	4	online
SLEE5007 Chronobiology	2	online
Credit point value of the above units of study		
SLEE5008 Sleep and Breathing I	2	online
SLEE5014 Sleep and Breathing II	4	online
Credit point value of the above units of study		
SLEE5009 Sleep and the Endocrine System	2	online

Units of Study	Credit point	Delivery mode
SLEE5017 Sleep and Body Function	2	online
SLEE5020 Sleep and Breathing III	2	online
Credit point value of the above units of study	6	
Total stream specific units of study required for the Graduate Diploma	24	
GENERAL ELECTIVE UNITS OF STUDY		
SLEE5011 Sleep and the Mind I	2	online
SLEE5013 Non-Respiratory Sleep Disorders	2	online
plus one of the following:		
SLEE5019 Sleep in Development (Child)	2	online
SLEE5023 Sleep in Development (Adult)	2	online
Credit point value of the above units of study	6	
OR		
SLEE5030 Sleep Medicine in Practice	6	online
Total general elective units of study required for the Graduate Diploma	6	
Total units of study for the Graduate Diploma	36	

Master

Units of Study	Credit point	Delivery mode
Master students must complete 12 credit points of compulsory units of study, 24 credit points of stream specific units of study and 12 credit points of general elective units of study		
Available semester 1 and 2		
COMPULSORY UNITS OF STUDY		
CEPI5100 Introduction to Clinical Epidemiology	6	online
SLEE5030 Sleep Medicine in Practice	6	online
Total compulsory units of study required for the Master	12	
STREAM SPECIFIC UNITS OF STUDY		
SLEE5001 Introductory Sleep Science	1	online
SLEE5002 History of Sleep Research	1	online
SLEE5003 Introduction to Sleep Disorders	4	online
Credit point value of the above units of study	6	
SLEE5006 Physiology of Sleep	4	online
SLEE5007 Chronobiology	2	online
Credit point value of the above units of study	6	
SLEE5008 Sleep and Breathing I	2	online
SLEE5014 Sleep and Breathing II	4	
Credit point value of the above units of study	6	
SLEE5009 Sleep and the Endocrine System	2	online

Units of Study	Credit point	Delivery mode
SLEE5017 Sleep and Body Function	2	
SLEE5020 Sleep and Breathing III	2	
Credit point value of the above units of study	6	
Total stream specific units of study required for the Master	24	
GENERAL ELECTIVE UNITS OF STUDY		
SLEE5010 Neuropharmacology of Sleep I	1	
SLEE5015 Neuropharmacology of Sleep II	2	
SLEE5021 Neuropharmacology of Sleep III	2	
SLEE5016 Sleep and the Mind II	1	
Credit point value of the above units of study	6	
SLEE5011 Sleep and the Mind I	2	
SLEE5013 Non-Respiratory Sleep Disorders	2	online
plus one of the following:		
SLEE5019 Sleep in Development (Child)	2	online
SLEE5023 Sleep in Development (Adult)	2	online
Credit point value of the above units of study	6	
Total general elective units of study required for the Master	12	
Total units of study for the Master	48	

Sleep Medicine

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Medicine

Graduate Diploma in Medicine

Master of Medicine

Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine

Graduate Diploma in Science in Medicine

Master of Science in Medicine

Master of Science in Medicine (Advanced)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course title
GCMEDICI-02	Graduate Certificate in Medicine
GNMEDICI-02	Graduate Diploma in Medicine
MAMEDICI-04	Master of Medicine
MAMEDADV-01	Master of Medicine (Advanced)

Code	Course title
GCSCMEDI-01	Graduate Certificate in Science in Medicine
GNSCMEDI-01	Graduate Diploma in Science in Medicine
MASCMEADI-01	Master of Science in Medicine
MASCMEADV-01	Master of Science in Medicine (Advanced)

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 Policy.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) Graduate certificate
 - (b) Graduate Diploma
 - (c) Master
 - (d) Master (Advanced)
- (2) 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 Streams

- (1) Courses are available in the following streams:

For medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Internal Medicine
 - (d) Metabolic Health
 - (e) Paediatric Medicine
 - (f) Pharmaceutical and Medical Device Development
 - (g) Psychiatry
 - (h) Sexual and Reproductive Health
 - (i) Sleep Medicine

For non-medical graduates:

 - (a) Clinical Neurophysiology
 - (b) Critical Care Medicine
 - (c) Metabolic Health
 - (d) Pharmaceutical and Medical Device Development
 - (e) Sexual and Reproductive Health
 - (f) Sleep Medicine
- (2) Candidates may transfer between streams with approval from the relevant stream Course Coordinators.
- (3) All of the degrees within this course shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.
- (4) Completion of a Pathway, if available within a Stream is not a requirement of completing the course. Candidates have the option of completing the course in one Pathway.

6 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification;
- (3) Admission to the Graduate Diploma in Medicine requires:
 - (a) a medical degree from the University of Sydney or equivalent qualification.
- (4) Admission to the Master of Medicine requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification.
- (5) Admission to the Psychiatry stream requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; and
 - (b) employment in an accredited psychiatry training position or equivalent experience.
- (6) Admission to the Internal Medicine stream requires current medical registration in an Australian or New Zealand



jurisdiction and current or prior employment in a clinical setting in an Australian or New Zealand jurisdiction.

- (7) Admission to the Graduate Certificate in Science in Medicine requires:
- (a) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - (b) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the School.
- (8) Admission to the Graduate Diploma in Science in Medicine will require:
- (a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
 - (b) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
 - (c) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health or science-related field or pass a preliminary examination(s) as prescribed by the School.
- (9) Admission to the Master of Science in Medicine requires:
- (a) successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine or equivalent qualification; or
 - (b) a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - (c) a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
 - (d) a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience; and
 - (e) for admission to the Clinical Neurophysiology and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential.
- (10) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
- (a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine and have completed the compulsory research methods unit in their stream as applicable; and
 - (b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
 - (c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

- (1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
- (2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
 - (a) 24 credit points of stream specific units of study;
- (3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
 - (a) 6 credit points of compulsory units of study, and
 - (b) 24 credit points of stream specific units of study, and
 - (c) 6 credit points of stream specific or general elective units of study;
- (4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
 - (a) 12 credit points of compulsory units of study, and
 - (b) 24 credit points of stream specific units of study, and
 - (c) 12 credit points of stream specific or general elective units of study.
- (5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
 - (a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
 - (b) 12 credit points of project units of study.

8 Transitional Provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2018 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Sleep Medicine

Table of units of study: Sleep Medicine

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
For students who commence in or after Semester 1 2017			
Compulsory units of study			
Graduate diploma students must complete 6 credit points of compulsory units as listed below:			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Master students must complete 12 credit points of compulsory units of study as listed below:			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
SLEE5107 Applied Sleep Medicine	6	P SLEE5101 and SLEE5102 and SLEE5103 and SLEE5104 C SLEE5105 and SLEE5106	Semester 1 Semester 2
Stream specific units of study			
SLEE5101 Introduction to Sleep Medicine	6		Semester 1 Semester 2
SLEE5102 Breathing Disorders of Sleep	6	C SLEE5101	Semester 1 Semester 2
SLEE5103 Non-Respiratory Sleep Disorders	6	P SLEE5101	Semester 1 Semester 2
SLEE5104 Management of Sleep Disorders	6	P SLEE5101 and SLEE5102	Semester 1 Semester 2
General elective units of study			
Graduate diploma students must complete 6 credit points of general elective units of study:			
Master students must complete 12 credit points of general elective units of study:			
SLEE5105 Advanced Sleep Physiology	6	P SLEE5101 and SLEE5102 and SLEE5103 and SLEE5104	Semester 1 Semester 2
SLEE5106 Advanced Sleep Medicine	6	P SLEE5101 and SLEE5102 and SLEE5103 and SLEE5104	Semester 1 Semester 2
Project units of study			
MEDF5301 Project (Advanced Masters)	12	Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.	Semester 1 Semester 2
MEDF5302 Project (Advanced Masters) (Part A)	6	Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.	Semester 1 Semester 2
MEDF5303 Project (Advanced Masters) (Part B)	6	Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.	Semester 1 Semester 2

For students who commenced prior to Semester 1 2017

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
For students who commenced prior to Semester 1 2017			
Compulsory units of study			
Graduate diploma students must complete 6 credit points of compulsory units as listed below:			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Master students must complete 12 credit points of compulsory units of study as listed below:			
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
SLEE5030 Sleep Medicine in Practice	6	P SLEE5003 and SLEE5008 and SLEE5014 and CEPI5100	Semester 1 Semester 2
Masters students who commenced before January 2016 do not complete SLEE5030 or CEPI5100 but must complete the following units of study:			
SLEE5012 Practicum I	5	P SLEE5003 and SLEE5005	Semester 1 Semester 2
SLEE5024 Practicum II	5	P SLEE5003 and SLEE5005 and SLEE5012	Semester 1 Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Stream specific units of study			
SLEE5001 Introductory Sleep Science <i>This unit of study is not available in 2018</i>	1		Semester 1 Semester 2
SLEE5002 History of Sleep Research	1		Semester 1 Semester 2
SLEE5003 Introduction to Sleep Disorders	4		Semester 1 Semester 2
SLEE5006 Physiology of Sleep	4		Semester 1 Semester 2
SLEE5007 Chronobiology	2		Semester 1 Semester 2
SLEE5008 Sleep and Breathing I	2	P SLEE5003	Semester 1 Semester 2
SLEE5014 Sleep and Breathing II	4	P SLEE5003 and SLEE5008	Semester 1 Semester 2
SLEE5009 Sleep and the Endocrine System	2		Semester 1 Semester 2
SLEE5017 Sleep and Body Function	2		Semester 1 Semester 2
SLEE5020 Sleep and Breathing III	2	P SLEE5014	Semester 1 Semester 2
General elective units of study			
Graduate diploma students must complete 6 credit points of compulsory units from the list below:			
students can enrol in the following:			
SLEE5011 Sleep and the Mind I	2		Semester 1 Semester 2
SLEE5013 Non-Respiratory Sleep Disorders	2	P SLEE5003	Semester 1 Semester 2
plus one of the following:			
SLEE5019 Sleep in Development (Child)	2	N SLEE5023	Semester 1 Semester 2
SLEE5023 Sleep in Development (Adult)	2	N SLEE5019	Semester 1 Semester 2
or, can enrol in the following unit of study:			
SLEE5030 Sleep Medicine in Practice	6	P SLEE5003 and SLEE5008 and SLEE5014 and CEPI5100	Semester 1 Semester 2
Master students must complete 12 credit points of general elective units of study as listed below:			
Students must enrol in the following units of study:			
SLEE5010 Neuropharmacology of Sleep I	1		Semester 1 Semester 2
SLEE5015 Neuropharmacology of Sleep II	2	P SLEE5010	Semester 1 Semester 2
SLEE5021 Neuropharmacology of Sleep III	2	P SLEE5015	Semester 1 Semester 2
SLEE5016 Sleep and the Mind II	1	P SLEE5011	Semester 1 Semester 2
plus:			
SLEE5011 Sleep and the Mind I	2		Semester 1 Semester 2
SLEE5013 Non-Respiratory Sleep Disorders	2	P SLEE5003	Semester 1 Semester 2
and one of the following units of study:			
SLEE5019 Sleep in Development (Child)	2	N SLEE5023	Semester 1 Semester 2
SLEE5023 Sleep in Development (Adult)	2	N SLEE5019	Semester 1 Semester 2

Sleep Medicine

Unit of study descriptions

CEPI5100

Introduction to Clinical Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Fiona Stanaway **Session:** Semester 1, Semester 2 **Classes:** Offered online and face-to-face (daytime tutorials) **Prohibitions:** PUBH5010 **Assessment:** Completion of online quizzes (15%), tutorial participation (10%), assignment 1 (15%), assignment 2 (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines.

Textbooks

Online readings and resources to be provided on the eLearning website.

MEDF5301

Project (Advanced Masters)

Credit points: 12 **Teacher/Coordinator:** Students must have a University of Sydney staff member or university approved supervisor for their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project. **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidature will be guided through the steps required to plan and execute a substantial research project, and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5302

Project (Advanced Masters) (Part A)

Credit points: 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master's degree. The project may take the form of analysis of an existing data set, a systematic review

of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential, where there is the use of patient information or recruitment of patient study subjects, that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for publication. Where appropriate students will prepare a work suitable for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

MEDF5303

Project (Advanced Masters) (Part B)

Credit points: 6 **Teacher/Coordinator:** Students must have a University of Sydney staff member or clinical associate supervising their project. **Session:** Semester 1, Semester 2 **Classes:** Students will be required to have regular contact with their supervisor to discuss the progress of their project **Assessment:** 2,000 wd written project proposal (30%) and written final work of up to 10,000 wds, or a publication (as negotiated) (70%) **Mode of delivery:** Supervision

Note: Approval of the project and supervisor by the course coordinator must be confirmed prior to commencing the project.

Candidates will work on an independent research project in an area of specific interest relevant to their master degree. The project may take the form of analysis of an existing data set, a systematic review of the literature, a case series, survey or other project acceptable to the project supervisor. In some streams, critical care for example, projects may be available for students to select. It is essential where there is the use of patient information or recruitment of patient study subjects that appropriate ethics approval is gained from the governing body where the project will take place. The candidate will be guided through the steps required to plan and execute a substantial research project and prepare a scholarly work which may be a paper for publication. A candidate must enrol in a minimum of 12 credit points of project units of study in order to submit their final written work.

SLEE5001

Introductory Sleep Science

Credit points: 1 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~3.5 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xonline quiz (50%), 1xexam (50%) **Mode of delivery:** Online

Aims: To become conversant with terminology and basic concepts within the field of sleep medicine and sleep science. **Content:** Sleep as an Active Process: In contradistinction to common perception, sleep does not involve so much the switching off of neural systems, but the activation of certain areas within the brain, situated in structures such as the medulla, thalamus and basal forebrain. This module introduces basic neural anatomy and physiology necessary for the understanding of the process of sleep. **Basic Respiratory Physiology:** Understanding mechanisms underlying the maintenance of adequate gas exchange is essential to the study of sleep science and medicine. This module is a short introductory review of respiratory physiology as it relates to sleep medicine.

SLEE5002

History of Sleep Research

Credit points: 1 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~3 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xonline quiz (50%), 1xexam (50%) **Mode of delivery:** Online



Aims: To understand the milestones that shaped our understanding of the nature of sleep; to understand the development of the concepts of sleep stages, chronobiology and the concept that sleep is not a steady state cycle, but changes through the night; to appreciate importance of polysomnography and the all-night sleep study. **Content:** Development of Sleep Research: The importance of sleep has been recognized throughout history. However, until recent times sleep was thought to be the intermediate state between wakefulness and death. This section elucidates the observations that have led to the modern concept of an active dynamic condition we call sleep - from the observation of biological cycles, through the discovery of REM sleep, to the all-night sleep study. Introduction to Methods in Sleep Research: Sleep research involves the use of specific equipment and techniques. The early reports of sleep were confined to case histories and, later, short-term samples of biophysical recording were made. However, it was not until the early 1950s that researchers began to undertake all-night recordings and so polysomnography was born. Polysomnography and the meaning of the biophysical measurements made during full sleep studies will be introduced. In addition, the concepts of sleep stages and the normal changes of cardiorespiratory control and EEG will be introduced.

SLEE5003

Introduction to Sleep Disorders

Credit points: 4 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~5 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xonline quiz (40%), 1xexam (60%) **Mode of delivery:** Online

Aims: To understand the nature of sleep and gain an overview of normal sleep; to appreciate the changes in sleep associated with aging; to recognize various stages of sleep on a polysomnograph (this will be introduced in this unit, but extended significantly later in the course); to understand the range of sleep disorders, their presentation and diagnosis, including respiratory disturbances (OSA, central apnoea, pulmonary disease), sleep deprivation and fragmentation and general medical disorders which impact on sleep; to understand the epidemiology of sleep disorders and their impact on public health. **Content:** Normal Sleep: This module will explain the definitions of sleep states and describe the progression of sleep through the night. The cyclic nature of sleep in humans and animals will be examined with some discussion of factors that affect sleep architecture, including age and drugs.

Introduction to Sleep Stage Scoring: This module will define the various stages of sleep from a practical standpoint, based on polysomnograph records. Candidates will be introduced to the standard methods of scoring sleep states which will be expanded during the practicum. Normal sleep and its variations will be the primary focus, with some discussion on the effects of drugs.

Respiratory Disturbances and Sleep: Respiratory sleep disturbance has a long history of comment in the literature generally, whereas, understanding of the medical significance of this has been a relatively recent phenomenon. This module will present an overview of the types of respiratory disturbances associated with sleep and the clinical presentation and evaluation of these. The natural history of sleep disordered breathing changes during the human lifestyle and the concept of a developmental path for sleep apnoea will be discussed.

Obstructive Sleep Apnoea: OSA has arguably been the most obvious type of sleep disordered breathing throughout history. Severe OSA is a major impediment to quality of life and is potentially life-threatening, not only as cause of impairment of day-time function, but as a predisposing factor to cardiovascular disease and stroke. OSA will be discussed in terms of its occurrence and polysomnographic identification. Reference will be made to OSA throughout life and treatments, however, these will be dealt with in more detail in the Sleep and Breathing Units I, II and III.

Central Apnoea: The occurrence and identification of central apnoea will be introduced. This module will give an overview of the range of this phenomenon from apnoea of infancy to Cheyne-Stokes respiration.

Introduction to Respiratory Scoring: This module will introduce respiratory scoring, which is very often a major part of scoring a polysomnographic study. It will define the guidelines used to identify and mark respiratory events throughout a polysomnographic study using the recommendations taken from the Report of The Academy of Sleep Medicine Task Force. The types of devices used to measure respiratory variables will also be discussed.

The Importance of Sleep: The importance of sleep in the maintenance of physical and psychological wellbeing will be covered.

SLEE5006

Physiology of Sleep

Credit points: 4 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~2 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1x1500 word essay (30%), 1xonline quiz (20%), 1xexam (50%) **Mode of delivery:** Online

Aims: To understand cardiorespiratory control as it relates to sleep; to recognize the physiological mechanisms underlying the characteristic EEG of different sleep stages; to understand how motor control changes during the sleep cycle and the importance of this in regulation of sleep; to understand the regulation of homeostasis during sleep.

Content: Respiratory Control I: Review of respiratory control mechanisms and neuroanatomy. Central circuits involved in respiratory control and changes in the modulation of these central control mechanisms during the sleep cycle. Respiratory Control II: Control of ventilation alters during sleep. Responses to hypoxia and hypercapnia will be discussed. In addition, the pattern of respiration during the sleep cycle and the influence of altered arousal and muscle tone on this system will be included in this module. Cardiovascular Control I: Central and autonomic regulation of cardiovascular function during the sleep cycle. Sleep-dependent changes in cerebral and peripheral circulation. Cardiovascular Control II: Integration of cardiovascular and respiratory control mechanisms. The peripheral chemoreceptor and baroreceptor mechanisms. Brain Electrical Activity: Characteristics of EEG and EOG in REM and NREM sleep and wakefulness. Cellular origins of EEG signals. Low frequency oscillations of corticothalamic origin during NREM - spindle, delta and slow waves. Brainstem and thalamic circuits involved in arousal and REM. The Brainstem and REM Sleep: This module describes the ontogeny of REM sleep and the brainstem sites of generation.

Motor Control During Sleep: During the sleep cycle, somatic muscle activity is reduced during NREM and centrally inhibited during REM. The process underlying these changes are complex and will be introduced in this module.

Physiological Function During Sleep: Homeostatic mechanisms during sleep including control of temperature regulation and metabolism.

SLEE5007

Chronobiology

Credit points: 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~3 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xonline quiz (40%), 1xexam (60%) **Mode of delivery:** Online

Aims: To understand the presence and physiological basis of biological rhythms and the ramifications for the sleep-wake cycle; to understand the normal modulation of circadian cycles and the effects when these are disrupted. **Content:** Chronobiology: The circadian rhythm and its relationship to the sleep cycle is examined along with the concepts of photic and nonphotic zeitgebers. Neural basis of Circadian Rhythm. The neurophysiology of the pacemaker in the suprachiasmatic nucleus and the neural circuits modulating its function. The genetic basis of circadian rhythm generation will also be discussed. Effects of Circadian Rhythms on Physiology I: The internal sleep structure is governed by circadian rhythms and these rhythms also impact upon levels of alertness and cognitive performance. This module deals with this topic and the ramifications for general day-time performance and quality of life if these rhythms are disrupted such as with sleep fragmentation or jet lag. Effects of Circadian Rhythms on Physiology II: This module continues the themes of 2.1.3 and considers the effects of such things

as sleep deprivation and shift work on homeostasis and sleep regulation. In addition, the physiological effects and role of chronobiotic agent such as melatonin will be introduced. Circadian Rhythms and Ageing: The timing of sleep wake cycles is controlled by at least two neural clocks in the brain. Throughout the animal world there are numerous examples of cellular clocks, with the sleep wake cycle being the most visible example. Sleep wake patterns and rhythms change with age with alterations in both timing and content of sleep. This module introduces the area of chronobiology and the changes in sleep wake patterns with ageing. Importance of Sleep: Sleep occupies about one third of life and there is clear evidence of its importance for the wellbeing and proper function of many animals. This module provides an introduction to the evidence for the key role of sleep in growth, development and brain function.

SLEE5008

Sleep and Breathing I

Credit points: 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~2 hours online lectures over 1 semester plus directed reading and independent study **Prerequisites:** SLEE5003 **Assessment:** 1xonline quiz (40%), 1xexam (60%) **Mode of delivery:** Online

Aims: To understand the way the control of ventilation is affected by the normal sleep cycle; to understand the relationship between the anatomy and physiology of the airways and the mechanics of ventilation during sleep; to introduce the physiological basis for pathologies of ventilation during sleep, especially OSA and central apnoeas. **Content:** Breathing During Sleep: The changes in spontaneous breathing during sleep and how this differs between REM and NREM sleep are reviewed. The mechanisms underlying these changes are also discussed. Anatomy and Physiology of the Upper Airway During Sleep: The upper airway and in particular the pharynx is particularly involved in the pathogenesis of OSA. The anatomy of the area and the control of muscles that are important for maintenance of airway patency are reviewed in this module. Snoring and Obstructive Sleep Apnoea-Hypopnoea: In this section, the physiology of snoring and OSA will be discussed in terms of its physiological determinants, occurrence and polysomnographic identification. The treatment of these conditions will be introduced. Central Apnoea: The physiology, occurrence and identification of central apnoea will be discussed with the clinical significance.

SLEE5009

Sleep and the Endocrine System

Credit points: 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~0.5 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1x2000word essay (40%), 1xonline quiz (30%), 1xexam (30%) **Mode of delivery:** Online

Aims: To understand the specific role of hormones in modulating circadian rhythms and sleep architecture; to appreciate the direct and indirect effects of disorders in hormone systems on sleep. **Content:** Melatonin and the Pineal: The anatomy and physiology of the pineal and its role in sensing photoperiod. Melatonin as a chronobiotic and its role in normal function and possible therapeutics. Sleep and the Menstrual Cycle: The influence of female sex hormone levels on sleep architecture during the menstrual cycle. Some reference to menopause will be made, however, this will be dealt with in future modules. Sex Hormones and Corticosteroid Disorders: The influence of male sex hormones and imbalances of steroids such as in Cushing's diseases which may have direct or indirect effects on sleep. Management of such conditions is discussed in relation to sleep. Acromegaly, Hypothyroidism and Diabetes: These hormonal imbalances lead to pathophysiological changes that adversely affect sleep. This module examines these changes and management of such patients.

SLEE5010

Neuropharmacology of Sleep I

Credit points: 1 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~1 hour online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xonline quiz (60%), 1xexam (40%) **Mode of delivery:** Online

Aim: To gain knowledge of the neurotransmitter systems and pharmacology involved in control of sleep and circadian rhythms. **Content:** Neurotransmitter Systems in Sleep: In order to understand the conditions and treatments for a range of sleep disorders and parasomnias, the neuropharmacology must be understood. These sections discuss sleep mechanisms from the perspective of neurotransmitters and neuromodulators. Some basic physiology will be included for background. Neurotransmitter Systems in Arousal.

SLEE5011

Sleep and the Mind I

Credit points: 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~2 hours online lectures over 1 semester plus directed reading and independent study **Assessment:** 1xonline quiz (30%), 1xexam (70%) **Mode of delivery:** Online

Aims: To understand the importance of psychological factors in sleep medicine; to examine the specific interaction between the physiological and psychic factors that produce some sleep disorders, using insomnia as an example; to understand the cognitive processes that occur in sleep. **Content:** Insomnia: The occurrence and origins of this disorder will be discussed in the context of psychological and behavioural problems. The occurrence, clinical presentation and treatment of insomnia. Dreaming and Perception in Sleep: Theories on the origins and function of dreams will be discussed along with methods for study of dreams. Psychophysiology of Dreams: The relationship to dreaming and biophysical state will be examined along with the effect on dreams of various substances such as alcohol and psychiatric disorders. Dreaming Disorders: Nightmares and other phenomenon that have a disturbing effect on patients will be discussed.

SLEE5012

Practicum I

Credit points: 5 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** Self-directed learning and application of previous theory. Expected student effort 6 hours per week. Also, an optional 1x1week residential school consisting of a series of lectures and practical classes is offered. **Prerequisites:** SLEE5003 and SLEE5005 **Assessment:** Presentation on a topic chosen by the student (50%), 1x sleep stage scoring assignment (50%) **Mode of delivery:** Distance education/intensive on campus

The practicum component involves application of the theory presented during the previous two semesters work. A presentation will be recorded electronically by the student who is expected to use the knowledge gained to present a well structured, well referenced coherent presentation on a topic of their choice. Nocturnal recordings, with the software required to analyse it will be provided. The student will score and comment on these studies.

SLEE5013

Non-Respiratory Sleep Disorders

Credit points: 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~3.5 hours online lectures over 1 semester plus directed reading and independent study **Prerequisites:** SLEE5003 **Assessment:** 1xonline quiz (30%), 1xexam (70%) **Mode of delivery:** Online

Aims: To understand the range of parasomnias and their classification; to understand the way in which neurological disorders in a range of systems can influence sleep. **Content:** Parasomnias I: Parasomnias are disorders of arousal, partial arousal and sleep transition. This module will discuss arousal disorders and sleep-wake transition disorders, such as sleep walking and rhythmic movement disorder. Parasomnias II: This module continues the discussion of the range of parasomnias including those associated with REM sleep such as REM behaviour disorder and other parasomnias such as bruxism. Degenerative Disorders: This section discusses the sleep effects of degenerative diseases such as Parkinson's disease and dementia, which also relates to the REM sleep disorders introduced in the Parasomnias II module. Restless Legs Syndrome and Other Disorders: This module discusses the sleep disturbances that involve the control of movement during sleep and include abnormalities in the amount of movement, loss of control of movement and abnormal forms of movement.

SLEE5014**Sleep and Breathing II**

Credit points: 4 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~1.5 hours online lectures over 1 semester plus directed reading and independent study **Prerequisites:** SLEE5003 and SLEE5008 **Assessment:** 1x online quiz (20%), 1x 1500 word essay (40%), 1x exam (40%) **Mode of delivery:** Online

Aims: To develop understanding of the clinical assessment and management of pathologies of ventilation during sleep; to understand the theory of the current methods of treatment of snoring and sleep apnoea-hypopnoea; to gain knowledge of developing therapies. **Content:** Clinical Aspects of OSA: The presentation and clinical assessment of OSA. Nocturnal Asthma: Introduction to the pathophysiology of asthma, clinical presentation and management in the context of sleep. Continuous Positive Airway Pressure: The theory and practice of CPAP in the treatment of OSA. Surgical Therapy: Early attempts at a surgical cure. Uvulopalatoplasty and the more modern elegant techniques such as mandibular distraction. Oral Devices: The role of oral appliances for treatment of OSA. Medical Therapy: This module discusses the options such as treatment of obesity and nasal appliances that are used to treat OSA and hypopnoea. Cardiovascular Disease and OSA. The epidemiological and medical evidence for the links between OSA and cardiovascular disease. Bilevel Pressure Support and Automatic Devices. Sophisticated appliances for the treatment of OSA and central apnoeas such as Cheyne-Stokes ventilation.

SLEE5015**Neuropharmacology of Sleep II**

Credit points: 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~2.5 hours online lectures over 1 semester plus directed reading and independent study **Prerequisites:** SLEE5010 **Assessment:** 1x online quiz (50%), 1x exam (50%) **Mode of delivery:** Online

Aims: To understand the pharmacological basis of effects of different classes of drugs on sleep; to become familiar with drugs used therapeutically in various aspects in sleep medicine. **Content:** Drugs That Alter Sleep: This module introduces the types of prescription drugs that disturb sleep or waking function and may affect sleep disordered breathing. Hypnotics: This module looks at drugs with hypnotic-sedative effects, their effects on sleep and uses in sleep medicine. Stimulants: Drugs that increase arousal, motor activity and alertness will be examined in terms of their physiological action and uses in sleep medicine. Drugs of Addiction: A number of drugs of abuse and addiction, including nicotine and alcohol will be examined in relation to their effects on the sleep cycle and relevance to sleep medicine.

SLEE5016**Sleep and the Mind II**

Credit points: 1 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~2 hours online lectures over 1 semester plus directed reading and independent study **Prerequisites:** SLEE5011 **Assessment:** 1x online quiz (40%), 1x exam (60%) **Mode of delivery:** Online

Aims: To gain knowledge of the effects of psychiatric disorders on sleep and some appreciation of the management of such patients; to understand the concept of sleep hygiene and the importance of behavioural modification as therapy. **Content:** Psychiatric Disorders and Sleep: Anxiety disorders mood disorders and schizophrenia all have a significant impact upon sleep and are examined in the context of patient management. Behavioural Therapies and Sleep Hygiene: Behavioural modification is very important in the management of a range of sleep disorders and such treatments are examined in this module.

SLEE5017**Sleep and Body Function**

Credit points: 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** online **Assessment:** 1x online quiz (50%), 1x exam (50%) **Mode of delivery:** Online

Aims: To understand the changes in function of other organ systems in relation to sleep; to understand the effect of sleep on other organ

systems and particular the effect of sleep disorders on the function of the body generally; to understand the changes that occur in sleep when the body is challenged by other diseases. **Content:** Hypertension, Stroke and Cardiovascular Function: Sleep and the problems associated with it in relation to cardiovascular problems will be discussed in this module. In addition, the association with sleep-disordered breathing will be discussed. Disruption of Rhythm: Shift work, jet lag and sleep disruption lead to generalized physiological and immunological problems. Gastrointestinal Physiology: The alterations in autonomic function during sleep have effects on gastrointestinal motility and function. As well as the normal gastrointestinal function during sleep, pathological conditions such as gastroesophageal reflux will be discussed. Immunological Responses: Sleep is affected by bacterial challenge and other alterations of immunological state. These considerations are examined.

SLEE5019**Sleep in Development (Child)**

Credit points: 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~2 hours online lectures over 1 semester plus directed reading and independent study **Prohibitions:** SLEE5023 **Assessment:** 1x 2400 word literature review (50%), 1x exam (50%) **Mode of delivery:** Online

Aims: To understand sleep and sleep disorders during early development; to be introduced to paediatric sleep medicine and patient management. **Content:** Development of Respiratory Control: Respiratory control and its relationship to the sleep-wake cycle is not constant throughout life, but displays marked changes during development. These developmental stages are discussed from fetal biophysical states through to childhood are discussed in this module. Central Apnoea and OSA in Children: The occurrence and clinical significance of these conditions are examined. Paediatric Parasomnias: Parasomnias that are of interest in paediatrics are discussed, from night terrors to SIDS. Medical Management of Paediatric Sleep Disorders: The diagnosis and treatment of sleep disorders in children. Dental Management of Paediatric Sleep Disorders: Identification of the role of Dentistry in sleep disorders in children, and exploration of dental treatment options.

SLEE5020**Sleep and Breathing III**

Credit points: 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** ~4.5 hours online lectures over 1 semester plus directed reading and independent study **Prerequisites:** SLEE5014 **Assessment:** 1x online quiz (20%), 1x 1500 word essay (30%), 1x exam (50%) **Mode of delivery:** Online

Aims: To understand the impact of respiratory disorders and diseases on sleep and breathing; to understand the principles of clinical management of these patients in the context of sleep medicine. **Content:** chronic obstructive pulmonary disease (COPD); neuromuscular disorders; restrictive lung disease; cystic fibrosis.

SLEE5021**Neuropharmacology of Sleep III**

Credit points: 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** online **Prerequisites:** SLEE5015 **Assessment:** 1x online quiz (50%), 1x exam (50%) **Mode of delivery:** Online

Aims: To understand how knowledge of the neuropharmacology of a sleep disorder is gained and how this is used to develop therapeutic strategies; to gain an appreciation of the direction of current research into drug therapies for sleep disorders and the problems associated with this; to understand methods used to assess the efficacy of drugs and how to critically appraise trials of therapies generally. **Content:** Narcolepsy: This condition has been studied extensively in humans and animal models and the neuropharmacology is reasonably well understood. This module examines the study of this condition and drug therapies. Possible Drug Therapies for OSA: The pharmacology of systems involved in OSA is examined and ways in which these might be targeted by drug therapy and the problems that are encountered. Pharmacology and Chronobiology: Drugs that alter the circadian clock (chronotropes) are discussed and their efficacy in

treating sleep disorders. Assessment of Drug Therapy: This module deals with the critical analysis of drug effect. The methods of assessment and the ways in which the data is presented are discussed.

SLEE5023

Sleep in Development (Adult)

Credit points: 2 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** online **Prohibitions:** SLEE5019 **Assessment:** 1x 2400 word literature review (50%), 1x exam (50%) **Mode of delivery:** Online

Aims: To understand sleep and sleep disorders throughout life; to understand issues specific to adult sleep medicine and patient management. **Content:** Cardiorespiratory Physiology Through the Life-Cycle: This module charts the development of the cardiorespiratory systems from adolescence to old age with reference to sleep disorders. Sleep in Pregnancy and Lactation: Sleep architecture is altered during these states and during pathological conditions such as preeclampsia. Studies of these aspects of the life cycle are reviewed. Medical Management of Sleep Disorders: From OSA to geriatric sleep fragmentation, this module considers clinical presentation and management of different age-groups. Epidemiology of Sleep and Public Health: Sleep research over the last fifty years has indicated that disorders of sleep such as snoring are not just an annoyance, but have serious ramifications for public health. Dental Management of Adult Sleep Disorders: Students will explore the role of craniofacial factors in the development of sleep disorders, and discuss the management implications.

SLEE5024

Practicum II

Credit points: 5 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** Self-directed learning and application of previous theory. Expected student effort 6-8 hours per week. Also, an optional 1x1week residential school consisting of a series of lectures and practical classes is offered if not undertaken in SLEE5012. **Prerequisites:** SLEE5003 and SLEE5005 and SLEE5012 **Assessment:** 1x presentation (50%), sleep study scoring sessions (50%) **Mode of delivery:** Distance education/intensive on campus

In this unit the theory presented during the previous four semesters work will be used in practice. Students will prepare and electronically record a presentation on a topic of their choice using the knowledge gained throughout the course. The student will be given case studies (including sleep studies) to analyse, and investigate, then discuss treatment options.

SLEE5030

Sleep Medicine in Practice

Credit points: 6 **Teacher/Coordinator:** Prof Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** self-directed learning (10hrs/week) **Prerequisites:** SLEE5003 and SLEE5008 and SLEE5014 and CEPI5100 **Assessment:** presentation (25%); Sleep study analysis and reporting assignments: short sleep studies (25%), 2 x 8 hour sleep studies (50%) **Mode of delivery:** Online

This capstone unit provides the opportunity to bring together and apply all previous learning from the course and apply it in a very practical way that will inform the basis of future professional practice.

There are two components to this capstone unit - a presentation and scoring of sleep studies. Each component must be successfully completed.

Presentation: students will prepare and deliver online a topic chosen in collaboration with the course coordinator. The 10 minute presentation is to be well structured, well referenced and engaging.

Sleep scoring: students will be taught to use sleep scoring software to analyse multiple short sleep studies and then analyse two 8 hour sleep studies. Detailed reports on these studies are required for completion. (The software to analyse the sleep studies will be provided)

SLEE5101

Introduction to Sleep Medicine

Credit points: 6 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** Online lectures and self-directed online learning activities **Assessment:** 3 x EMQ and extended response quizzes

(3x10%) 1 x 1500 word written assignment (30%) and 1 x online exam (40%) **Mode of delivery:** Online

This unit of study aims to develop an understanding of normal human sleep across the lifecycle and introduces common sleep breathing disorders and analysis of sleep recordings. Normal sleep and respiratory physiology will be discussed, as well as the methods used for measurement. This will be followed by an overview of obstructive and central sleep apnoea, and its causes. Current scoring guidelines for sleep stage scoring and respiratory event scoring will be explored and their practical application will be demonstrated using short examples of sleep studies. Learning will include regular short answer quizzes, as well as broader written assessments.

Textbooks

Recommended: Principles and Practice of Sleep Medicine, 6th Ed.

SLEE5102

Breathing Disorders of Sleep

Credit points: 6 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** Online lectures and self-directed online learning activities **Corequisites:** SLEE5101 **Assessment:** 3 x EMQ and extended response quizzes (3x10%) 1 x 1500 word written assignment (30%) and 1 x online exam (40%) **Mode of delivery:** Online

This unit of study aims to develop a thorough understanding of the relationship between sleep and the respiratory and cardiovascular systems. Topics will include respiratory and cardiovascular control and breathing during sleep. This is followed by a detailed focus on sleep disordered breathing and the role of sleep disordered breathing in other medical conditions such as diabetes, hypertension and heart failure. Learning will include regular short answer quizzes, as well as broader written assessments.

Textbooks

Recommended: Principles and Practice of Sleep Medicine, 6th Ed.

SLEE5103

Non-Respiratory Sleep Disorders

Credit points: 6 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** Online lectures and self-directed online learning activities **Prerequisites:** SLEE5101 **Assessment:** 3 x EMQ and extended response quizzes (3x10%) 1 x 1500 word written assignment (30%) and 1 x online exam (40%) **Mode of delivery:** Online

This unit of study aims to develop an understanding of non-respiratory sleep disorders and their treatment in adults and children, including behaviours during sleep such as NREM parasomnias and REM behavior disorder. Other topics include insomnia, narcolepsy and the effects of degenerative brain disorders and psychiatric conditions on sleep. The effects of pharmacological agents and other drugs on sleep will also be addressed. Learning will include regular short answer quizzes, as well as broader written assessments.

Textbooks

Recommended: Principles and Practice of Sleep Medicine, 6th Ed.

SLEE5104

Management of Sleep Disorders

Credit points: 6 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** Online lectures and self-directed online learning activities **Prerequisites:** SLEE5101 and SLEE5102 **Assessment:** 3 x EMQ and extended response quizzes (3x10%) 1 x 1500 word written assignment (30%) and 1 x online exam (40%) **Mode of delivery:** Online

This unit of study will develop an advanced understanding of the assessment and treatment of sleep disorders for children and adults. It builds upon the Introduction to Sleep Disorders and the Breathing Disorders of Sleep units and aims to provide a thorough understanding of the clinical presentation and polysomnographic features of sleep disorders, as well as the various available therapies. Treatment options including positive airway pressure, oral devices, lifestyle modification, surgery and non-invasive ventilation will be discussed. The role of pharmacological agents, as well as behavioural modifications for the treatment of circadian disorders and insomnia are also discussed. Learning will include analyzing short sleep recordings, as well as short and long written assessments.

Textbooks

Recommended: Principles and Practice of Sleep Medicine, 6th Ed.

SLEE5105

Advanced Sleep Physiology

Credit points: 6 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** Online lectures and self-directed online learning activities **Prerequisites:** SLEE5101 and SLEE5102 and SLEE5103 and SLEE5104 **Assessment:** 3 x EMQ and extended response quizzes (3x10%) 1 x 1500 word written assignment (30%) and 1 x online exam (40%) **Mode of delivery:** Online

This unit of study will develop an advanced understanding of sleep neurophysiology, building on topics introduced in the first four units of the course. Topics will cover neural and motor pathways and the neurotransmitter systems that influence, and are influenced by, sleep and wake. This unit will include more advanced topics in chronobiology and circadian rhythm, and the impact of sleep on body systems. Learning will include regular short answer quizzes, as well as broader written assessments.

Textbooks

Recommended: Principles and Practice of Sleep Medicine, 6th Ed.

SLEE5106

Advanced Sleep Medicine

Credit points: 6 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** Online lectures and self-directed online learning activities **Prerequisites:** SLEE5101 and SLEE5102 and SLEE5103 and SLEE5104 **Assessment:** 3 x EMQ and extended response quizzes (3x10%) 1 x 1500 word written assignment (30%) and 1 x online exam (40%) **Mode of delivery:** Online

This unit of study will introduce the student to a broader understanding of sleep and sleep pathophysiology across a wide range of clinical areas. The focus of this unit will be on the most recent advances in sleep knowledge and developing fields of sleep research and clinical practice. Modules will include genomics and genetics, the role of dentistry and ENT surgery, pregnancy and sleep, implications of sleep disordered breathing in other areas of medicine, and emerging technologies for diagnosis and treatment. Learning will include regular short answer quizzes, as well as broader written assessments that encourage the student to look into the future.

Textbooks

Recommended: Principles and Practice of Sleep Medicine, 6th Ed.

SLEE5107

Applied Sleep Medicine

Credit points: 6 **Teacher/Coordinator:** Professor Colin Sullivan **Session:** Semester 1, Semester 2 **Classes:** Online lectures and self-directed online learning activities **Prerequisites:** SLEE5101 and SLEE5102 and SLEE5103 and SLEE5104 **Corequisites:** SLEE5105 and SLEE5106 **Assessment:** Scoring sleep studies 5x 100 mins (2% each) and 2 x 6-8 hrs (25% each. You must achieve a minimum 75% in each of these sleep studies to pass the unit), and 1 x 2000 word case based written assignment (30%) with 10 min presentation (10%) **Mode of delivery:** Online

This capstone unit of study will address the practical application of the knowledge gained from the previous units to provide the student with the skills that will form the basis of future professional practice. Students will become competent in the use of sleep scoring software to score and interpret a variety of shorter sleep study recordings in order to develop a working understanding of the polysomnographic features of clinical syndromes. This will culminate in scoring full sleep studies and demonstrate an ability to link the findings to the clinical syndromes. This unit includes a requirement to submit a literature review of a chosen topic and give a formal presentation of this work.

Textbooks

Recommended: Principles and Practice of Sleep Medicine, 6th Ed.

Surgery

Graduate Certificate in Surgical Sciences

Graduate Certificate in Surgery (Breast Surgery)

Graduate Certificate of Advanced Clinical Skills (Surgical Anatomy)

Master of Surgery (coursework)

	Graduate Certificate in Surgical Sciences	Graduate Certificate in Surgery (Breast Surgery)	Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy)	Master of Surgery
Course code	GCSURGER1000	GCSURGER1BSU	GCADCLSK1SUN	MASURGER2000 (see stream specific codes below)
CRICOS code	N/A	N/A	N/A	006454K
Degree Abbreviation	GradCertSurgSci	GradCertSurg(stream name)	GradCertAdvClinSkills	MS(stream name)
Credit points required to complete	24	24	24	48
Time to complete full-time	0.5 years	0.5	1 year	1 year
Time to complete part-time	1 - 3 years	1 - 3 years	1-3 years	2 - 6 years

For information about the Master of Surgery (by research) see the Postgraduate Research section.

Overview

Sydney Medical School is home to the largest academic surgical discipline in Australia. The surgery program has been developed and is taught by clinical academics who are highly regarded in their profession. There is a wide choice of surgical streams allowing you to follow your own interests

Our courses seek to equip you with the skills that you will need to give your patients the best care available through best possible use of evidence and improved surgical skills. Our courses range from the Graduate Certificate in Surgical Sciences, which provides a pathway for students and graduates to move into a surgical specialty, to the Doctor of Clinical Surgery, which aims to produce surgical leaders with the skills and attitude to meet the challenges of modern specialty practice.

In addition, our master programs allow for a range of different study options, with four specialty streams to select from: surgical anatomy, surgical sciences, surgical skills, or a surgical specialty/research stream. The research/specialty streams include one research dissertation comprising of two units (each of 9 credit points) in a field of your choice. Coursework is also available in the Breast Surgery option.

Students enrol in one of the following streams:

- breast surgery - GCSURGER1BSU or MASURGER1BSU
- surgical anatomy - GCADCLSK1SUN or MASURGER1SUN
- surgical sciences - GCSURGC1000 or MASURGER1SUS
- surgical skills - MASURGER1SSK

Research and dissertation stream with one of the following specialties:

- breast surgery - GCSURGER1BSU or MASURGER1BSU
- cardiothoracic surgery - MASURGER1CTS
- colorectal surgery - MASURGER1CLT
- endocrine surgery - MASURGER1EDS
- hand surgery - MASURGER1HSU

- head and neck - MASURGER1HNE
- neurosurgery - MASURGER1NEU
- orthopaedic - MASURGER1ORP
- otorhinolaryngology - MASURGER1OTO
- paediatric surgery - MASURGER1PAS
- plastic/reconstructive surgery - MASURGER1PRS
- surgical oncology - MASURGER1SUO
- surgical outcomes - MASURGER1SOU
- transplant surgery - MASURGER1TRS
- trauma surgery - MASURGER1TSU
- upper gastrointestinal surgery - MASURGER1UGS
- urology - MASURGER1URO
- vascular surgery and endovascular surgery - MASURGER1VES.

Course outcomes

The knowledge that graduates obtain will complement the practical experience that advanced trainees receive in teaching hospitals through the Royal Australasian College of Surgeons training program, and will augment research, leadership and communication skills.

The breast surgery coursework has been developed in collaboration with Breast Surgeons of Australia and New Zealand Inc. (BreastSurgANZ), and it is expected that this course (or equivalent) will become a standard part of post-fellowship training in breast surgery.

Further information

Our Graduate Certificate in Surgical Sciences is designed for advanced medical students or medical graduates to prepare for the basic sciences (primary) examination conducted by the Royal Australasian College of Surgeons (RACS).

The Master of Surgery program is designed to complement practical experience obtained through the hospital based training program of the RACS.

The program is for medical graduates who are either: a current Fellow of RACS (or equivalent), a registered trainee on the RACS Surgical



Education and Training Program (or equivalent), or currently employed as an intern or resident medical officer in the public hospital system in Australia.

The Graduate Certificate of Surgery (Breast Surgery) and Master of Surgery (Breast Surgery) are designed for Fellows of the Royal Australasian College of Surgeons in General Surgery or equivalent, who are training or have completed training, in breast surgery. Depending on level of experience, established breast surgeons may choose to undertake some or all of the breast surgery units and this can be negotiated on an individual basis. These units of study can also be undertaken as a short course.

The Graduate Certificate of Advanced Clinical Skills (Surgical Anatomy), provides a sound knowledge and understanding of human anatomy that underpins successful surgical practice through a series of whole-body cadaveric dissections taught by subspecialist surgeons. The course provides a pathway for registrars or registered medical officers to prepare for the human anatomy knowledge requirement of the Part 1 Surgical Primary examination delivered by the Royal Australasian College of Surgeons. This course is accredited with the Royal Australasian College of Surgeon and on completion the credit points may be accredited to the Master of Surgery.

Further enquiries

Jayne Seward

Phone: +61 2 9036 3113

Email: jayne.seward@sydney.edu.au

Website: <http://sydney.edu.au/medicine/surgery/>

Surgery

Admission requirements

Admission into the Graduate Certificate in Surgical Sciences requires a medical degree or enrolment, and successful completion of all preclinical studies, in a graduate-entry medical program.

In general, admission into the Master of Surgery requires a medical degree, plus, a traineeship with the relevant surgical training program or employment as a resident medical officer in an Australian hospital, or a Fellowship of the Royal Australasian College of Surgeons.

See the course rules for further details.

Admission to the **Graduate Certificate in Surgical Sciences** requires:

- a medical degree; or
- enrolment, and successful completion of all preclinical studies, in a graduate-entry medical program.

Admission to the **Graduate Certificate of Advanced Clinical Skills (Surgical Anatomy)** requires:

- a traineeship with the relevant surgical training program of the Royal Australasian College of Surgeons or equivalent; OR
- employment as resident medical officer in an Australian hospital, satisfactory references, and approval by Head of Discipline or his nominee; OR
- a Fellowship of the Royal Australasian College of Surgeons

Admission to the **Graduate Certificate in Surgery (Breast Surgery)** requires:

- a medical degree; AND
- a traineeship with the relevant surgical training program of the Royal Australasian College of Surgeons or equivalent; OR
- employment as resident medical officer in an Australian hospital, satisfactory references, and approval by Head of Discipline or his nominee; OR
- a Fellowship of the Royal Australasian College of Surgeons

Admission to the **Master of Surgery (coursework)** requires:

- a medical degree or completion of an embedded Graduate Certificate; AND
- a traineeship with the relevant surgical training program of the Royal Australasian College of Surgeons or equivalent; OR
- employment as resident medical officer in an Australian hospital, satisfactory references, and approval by Head of Discipline or his nominee; OR
- a Fellowship of the Royal Australasian College of Surgeons

Course structure

The **Graduate Certificate in Surgical Sciences** requires the successful completion of **24 credit points** of graduate certificate core units of study.

The **Graduate Certificate of Advanced Clinical Skills (Surgical Anatomy)** requires the successful completion of **24 credit points** of graduate certificate core units of study.

The **Graduate Certificate in Surgery (Breast Surgery)** requires the successful completion of **24 credit points** of stream specific core units of study.

The **Master of Surgery (coursework)** requires the successful completion of **48 credit points of units of study** including:

- 6 credit points of Master of Surgery core units of study; and

- 18 credit points of dissertation units of study or 24 credit points of stream specific core units of study; and
- a minimum of 18 and a maximum of 24 credit points of elective units of study.

Pattern of enrolment

The following tables provide examples for structuring programs of study.

Graduate Certificate in Surgical Sciences

Graduate Certificate of Surgical Sciences students must complete 24 credit points of graduate certificate core units of study as listed below.

Graduate Certificate in Surgical Sciences core units of study

Core Units of Study	Credit point	Delivery mode
Graduate Certificate in Surgical Sciences students must complete 24 credit points of core units of study		
Available Semester 1 or Semester 2		
SURG5034 Surgical Anatomy based on GSSE	6	face to face (day)
PATH5000 Surgical Pathology	6	online
Available Semester 2		
SURG5031 Surgical Skills	6	online/intensive
SURG5032 Physiology and Pharmacology for Surgeons	6	online
Total stream specific core credit points	24	

Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy)

The following units when completed in a Block of 4 = Whole Body Dissection course; or can be taken separately. This is an advanced course and it is recommended for set trainees or if you have completed other Anatomy courses/training. These units may be credited to the Master of Surgery degree on completion (without graduating from the Graduate Certificate), or taken individually as a non award student.

Core Units of Study	Credit point	Delivery mode
Graduate Certificate students must complete 24 credit points of core units of study		
Available Semester 1		
SURG5028 Thorax, Back, Spinal Cord by Dissection	6	face to face (day)
SURG5029 Upper and Lower Extremities by Dissection	6	face to face (day)
SURG5030 Abdomen, Pelvis, Perineum by Dissection	6	face to face (day)
Available Semester 2		
SURG5027 Head and Neck by Dissection	6	face to face (day)



Core Units of Study	Credit point	Delivery mode
Total stream specific core credit points	24	

Graduate Certificate in Surgery (Breast Surgery)

Graduate Certificate in Surgery (Breast Surgery) students must complete 24 credit points of Breast Surgery stream specific core units of study as listed below.

Stream Specific Core Units of Study	Credit point	Delivery mode
Graduate certificate students must complete 24 credit points of stream specific core units of study		
Available Semester 1		
SURG5037 Basic Sciences and Benign Breast Disease	6	online
SURG5039 Oncoplastic Breast Surgery Level 1	6	online
Available Semester 2		
SURG5038 Malignant Breast Disease & MDTs	6	online
SURG5040 Oncoplastic Breast Surgery Level 2	6	online
Total stream specific core credit points	24	

Master of Surgery - all streams

Master's students must complete the required credit point value of core units of study, and elective units of study.

Master's students must additionally complete the required credit point value of dissertation or stream specific units of study.

The Surgical Skills stream requires students to complete 24 credit points of stream-specific units of study.

The Surgical Sciences stream can be studied in either a online/distance or face-to-face mode. Students must complete 24 credit points of stream specific core units of study. If enrolling in the online mode, students must select electives from the online elective selection.

Students who wish to complete the Surgical Anatomy stream must successfully complete the requirements of the Graduate Certificate in Advanced Surgical Skills (Surgical Anatomy), without graduating, to fulfill the stream specific core units of study requirements.

Master of Surgery core units of study

Core Units of Study	Credit point	Delivery mode
All students must complete 6 credit points of core units of study		
Available Semester 1		
PUBH5018 Introductory Biostatistics	6	online; face to face (day or evening)
Available Semester 1 and Semester 2		
CEPI5100 Introduction to Clinical Epidemiology	6	online; online/face to face (day)
Total Core credit points required	6	

Master of Surgery (coursework) elective units of study

Elective Units of Study	Credit point	Delivery mode
Master students completing a stream through Dissertation must complete 24 credit points of elective units of study. Masters students completing a stream with stream specific core units of study must complete 18 credit points of elective units of study.		
Available Semester 1		

Elective Units of Study	Credit point	Delivery mode
SURG5003 Scientific Communication for Surgeons	6	online
SURG5017 Microsurgery	6	face to face (evening/day)
SURG5034 Surgical Anatomy based on GSSE	6	face to face (day)
SURG5035 Surgical Research and Evaluation	6	online
SURG5020 Advanced Laparoscopic Abdominal Anatomy	6	online
SURG5037 Basic Sciences and Benign Breast Disease	6	online
SURG5039 Oncoplastic Breast Surgery Level 1	6	online
SURG5042 Urological Oncology	6	online
PATH5000 Surgical Pathology	6	online/ face to face assessment
Available Semester 2		
SURG5003 Scientific Communication for Surgeons	6	online
SURG5011 Imaging Surgical Patients	6	online
SURG5012 Surgical Metabolism	6	online
SURG5016 Vascular and Endovascular Surgery	6	online
SURG5017 Microsurgery	6	face to face (evening)
SURG5025 Adv. Hepatobiliary & Pancreatic Surgery	6	block mode
SURG5031 Surgical Skills	6	online/intensive
SURG5032 Physiology and Pharmacology for Surgeons	6	online
SURG5034 Surgical Anatomy based on GSSE	6	face to face (day)
SURG5035 Surgical Research and Evaluation	6	online
SURG5036 Surgical Research: Translation & Innovation	6	online
SURG5038 Malignant Breast Disease and MDTs	6	online
SURG5040 Oncoplastic Breast Surgery Level 2	6	online
SURG5041 Surgical Oncology: Principles and Practice (PATH5000 pre-requisite)	6	online/intensive
PATH5000 Surgical Pathology	6	online
HPOL5006 Business of Health	6	block mode
The following units when completed in a Block of 4 = Whole Body Dissection course; or may be taken separately. This is an advanced course and it is recommended for set trainees or if you have completed other Anatomy courses/training. These units belong to the Grad Cert of Adv Clin Skills and on completion without graduating from the Grad Cert, credit points can be credited to the Master of Surgery (coursework).		
Available Semester 1		

Elective Units of Study	Credit point	Delivery mode
SURG5028 Thorax, Back, Spinal Cord by Dissection	6	face to face (day)
SURG5029 Upper and Lower Extremities by Dissection	6	face to face (day)
SURG5030 Abdomen, Pelvis and Perineum by Dissection	6	face to face (day)
Available Semester 2		
SURG5027 Head and Neck by Dissection	6	face-to-face (day)
Alternative units- Available to Surgical Sciences Online/Distance stream only		
<i>Note: These units do not transfer to other stream</i>		
Available Semester 1		
CEPI5315 Introduction to Systematic Reviews (CEPI510 co-requisite)	6	online
PUBH5010 Epidemiology Methods and Uses	6	online
PUBH5020 Chronic Disease Prevention and Control (PUBH5010 or CEPI510 pre-requisites)	6	online
Available Semester 2		
PUBH5019 Cancer Prevention and Control (PUBH5010 or CEPI510 pre-requisites) <i>This unit is not available in 2018</i>	6	online
PUBH5211 Multiple Regression and Stats Computing	4	online
PUBH5212 Categorical Data Analysis (PUBH5018 pre-requisite and PUBH5211 co-requisite)	6	online
PUBH5213 Survival Analysis (PUBH5211 co-requisite)	6	online

Master of Surgery core units of study

Dissertation - stream specific core units of study

Masters students must complete 18 credit points of dissertation units of study or 24 credit points of stream specific core units of study.

Stream Specific Core Units of Study	Credit point	Delivery mode
Masters students must complete 18 credit points of dissertation units of study.		
Available Semester 1 and Semester 2		
SURG5007 Dissertation A	9	supervision
SURG5008 Dissertation B	9	supervision

Stream Specific Core Units of Study	Credit point	Delivery mode
Total Dissertation credit points 18		

Breast Surgery - stream specific core units of study

Stream Specific Core Units of Study	Credit point	Delivery mode
Masters students must complete 24 credit points of stream specific core units of study		
Available Semester 1		
SURG5037 Basic Sciences and Benign Breast Disease	6	online
SURG5039 Oncoplastic Breast Surgery Level 1	6	online
Available Semester 2		
SURG5038 Malignant Breast Disease & MDTs	6	online
SURG5040 Oncoplastic Breast Surgery Level 2	6	online
Total stream specific core credit points 24		

Surgical Sciences - stream specific core units of study

Stream specific Core Units of Study	Credit point	Delivery mode
Masters students must complete 24 credit points of stream specific core units of study		
Available in Semester 1 and 2		
SURG5035 Surgical Research and Evaluation	6	online
PATH5000 Surgical Pathology	6	online
SURG5036 Surgical Research: Translation & Innovation	6	online
SURG5012 Surgical Metabolism	6	online

Surgical Skills - stream specific core units of study

Stream specific Core Units of Study	Credit point	Delivery mode
Masters students must complete 24 credit points of stream specific core units of study		
Available Semester 1 and Semester 2		
SURG5034 Surgical Anatomy based on GSSE	6	face to face (day)
PATH5000 Surgical Pathology	6	online
Available Semester 2		
SURG5031 Surgical Skills	6	online/intensive
SURG5032 Physiology and Pharmacology for Surgeons	6	online

Surgery

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Surgical Sciences Graduate Certificate in Surgery

Master of Surgery (by coursework)

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

1 Course codes

Code	Course title
GCSURGSC-01	Graduate Certificate in Surgical Sciences
GCSURGER-01	Graduate Certificate in Surgery
MASURGER-02	Master of Surgery

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 course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Surgical Sciences, the Graduate Certificate in Surgery or the Graduate Certificate in Advanced Clinical Skills;
 - (b) the Master of Surgery.
- (2) 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 longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these

- (2) qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Advanced Clinical Skills is outlined in the resolutions for that course.
- (3) Admission to the Graduate Certificate in Surgical Sciences requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification; or enrolment in, and successful completion of all pre-clinical studies, in a graduate-entry medical degree program offered by an Australian university;
 - (b) and
 - (b) satisfactory interview, satisfactory references, and approval by Head of Discipline or his nominee.
- (4) Admission to the Graduate Certificate in Surgery requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification;
 - (b) and
 - (b) a traineeship with the relevant surgical training program of the Royal Australasian College of Surgeons or equivalent;
 - or
 - employment as resident medical officer in an Australian hospital, satisfactory interview, satisfactory references, and approval by Head of Discipline or his nominee;
 - or
 - a Fellowship of the Royal Australasian College of Surgeons.
- (5) Admission to the Master of Surgery requires:
 - (a) a medical degree from the University of Sydney or an equivalent qualification;
 - or
 - completion of the embedded graduate certificate;
 - and
 - (b) a traineeship with the relevant surgical training program of the Royal Australasian College of Surgeons or equivalent;
 - or
 - employment as resident medical officer in an Australian hospital, satisfactory interview, satisfactory references, and approval by Head of Discipline or his nominee;
 - or
 - a Fellowship of the Royal Australasian College of Surgeons.

6 Requirements for award

- (1) Requirements for the award of the Graduate Certificate of Advanced Clinical Skills are outlined in the resolutions for that course.
- (2) The units of study that may be taken for the courses are set out in the Table of Units of Study: Surgery.
- (3) To qualify for the award of the Graduate Certificate in Surgical Sciences a candidate must successfully complete 24 credit points, including:
 - (a) 24 credit points of Graduate Certificate core units of study.
- (4) To qualify for the award of the Graduate Certificate in Surgery a candidate must successfully complete 24 credit points, including:
 - (a) 24 credit points of stream specific core units of study.
- (5) To qualify for the award of the Master of Surgery a candidate must successfully complete 48 credit points, including:
 - (a) 6 credit points of Master of Surgery core units of study; and
 - (b) 18 credit points of dissertation units of study or 24 credit points of stream specific core units of study; and



- (c) a minimum of 18 and a maximum of 24 credit points of elective units of study.

7 Stream

- (1) The Graduate Certificate in Surgery is available in the following streams:
- (a) Breast Surgery
- (2) The Master of Surgery is available in the following streams:
- (a) Breast Surgery
- (b) Cardiothoracic Surgery
- (c) Colorectal
- (d) Endocrine Surgery
- (e) Hand Surgery
- (f) Head and Neck
- (g) Neurosurgery
- (h) Orthopaedic
- (i) Otorhinolaryngology
- (j) Paediatric Surgery
- (k) Plastic/Reconstructive Surgery
- (l) Surgical Anatomy
- (m) Surgical Oncology
- (n) Surgical Outcomes
- (o) Surgical Sciences
- (p) Surgical Skills
- (q) Transplant Surgery
- (r) Trauma Surgery
- (s) Upper Gastrointestinal Surgery
- (t) Urology
- (u) Vascular Surgery and Endovascular Surgery.
- (3) Candidates may transfer between streams with approval from Head of Discipline.
- (4) The degree of Master of Surgery shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.

8 Credit for previous study

Credit from prior studies (other than from embedded courses) towards the Master of Surgery is limited to eight credit points.

9 Transitional provisions

- (1) These resolutions apply to persons who commenced their candidature after 1 January, 2016 and persons who commenced their candidature prior to 1 January, 2016 who formally elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2016 and elect not to proceed under these resolutions complete the requirements in accordance with the resolutions in force at the time of their commencement.

Surgery

Table of units of study: Surgery

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Graduate Certificate in Surgical Sciences			
Core units of study			
SURG5031 Surgical Skills	6	A Waitlist: 16 places, strictly limited, please contact Jayne Seward in the Discipline of Surgery office to be waitlisted for this course. jayne.seward@sydney.edu.au <i>Note: Department permission required for enrolment</i> <i>Places in this unit are strictly limited, please contact Jayne Seward in the Discipline of Surgery office to be placed on the waitlist at jayne.seward@sydney.edu.au</i>	Semester 2
SURG5032 Physiology and Pharmacology for Surgeons	6		Semester 2
SURG5034 Surgical Anatomy based on GSSE	6		Semester 1 Semester 2
PATH5000 Surgical Pathology	6		Semester 1 Semester 2

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy)			
Core units of study			
SURG5028 Thorax, Back, Spinal Cord by Dissection	6	A This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. <i>Minimum of 12, maximum of 18 students.</i>	Semester 1
SURG5029 Upper and Lower Exremities by Dissection	6	A This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. <i>Minimum of 12, maximum of 18 students.</i>	Semester 1
SURG5030 Abdomen, Pelvis, Perineum by Dissection	6	A This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. <i>Minimum of 12, maximum of 18 students.</i>	Semester 1
SURG5027 Head and Neck by Dissection	6	A This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. <i>Minimum of 12, maximum of 18 students.</i>	Semester 2

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Graduate Certificate in Surgery (Breast Surgery)			
Stream-specific core units of study			
SURG5037 Basic Sciences and Benign Breast Disease	6	A Applicants must have completed basic surgical training. <i>Note: Department permission required for enrolment</i> <i>This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practicing breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.</i>	Semester 1
SURG5038 Malignant Breast Disease and MDTs	6	A Applicants must have completed basic surgical training. <i>Note: Department permission required for enrolment</i> <i>This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practicing breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.</i>	Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
SURG5039 Oncoplastic Breast Surgery Level 1	6	A Applicants must have completed general or plastic surgical training and have a strong interest in breast surgery. <i>Note: Department permission required for enrolment</i> <i>This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practicing breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.</i>	Semester 1
SURG5040 Oncoplastic Breast Surgery Level 2	6	A Applicants must have completed general or plastic surgical training and have a strong interest in breast surgery. <i>Note: Department permission required for enrolment</i> <i>This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practising breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.</i>	Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Master of Surgery			
Core unit			
Students select one of the following core units:			
PUBH5018 Introductory Biostatistics	6		Semester 1
CEPI5100 Introduction to Clinical Epidemiology	6	N PUBH5010	Semester 1 Semester 2
Dissertation units of study			
Students pursuing a research path must enrol in 18 credit points of dissertation units, which may be in one semester or split over two semesters. Students must be enrolled in order to submit their dissertation. If a student is not able to submit his/her dissertation after enrolling in 18 credit points of dissertation units of study, he/she must re-enrol in a minimum of 9 credit points of dissertation units of study, with the concomitant financial liability, every semester until he/she submits.			
SURG5007 Dissertation A	9		Semester 1 Semester 2
SURG5008 Dissertation B	9		Semester 1 Semester 2
Stream-specific core units			
Breast Surgery Stream			
SURG5037 Basic Sciences and Benign Breast Disease	6	A Applicants must have completed basic surgical training. <i>Note: Department permission required for enrolment</i> <i>This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practicing breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.</i>	Semester 1
SURG5038 Malignant Breast Disease and MDTs	6	A Applicants must have completed basic surgical training. <i>Note: Department permission required for enrolment</i> <i>This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practicing breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.</i>	Semester 2
SURG5039 Oncoplastic Breast Surgery Level 1	6	A Applicants must have completed general or plastic surgical training and have a strong interest in breast surgery. <i>Note: Department permission required for enrolment</i> <i>This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practicing breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.</i>	Semester 1
SURG5040 Oncoplastic Breast Surgery Level 2	6	A Applicants must have completed general or plastic surgical training and have a strong interest in breast surgery. <i>Note: Department permission required for enrolment</i> <i>This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practising breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.</i>	Semester 2
Surgical Anatomy Stream			
Students must successfully complete the requirements of the Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy), without graduating, to meet the stream specific core unit requirements of the Surgical Anatomy stream.			
Surgical Skills Stream			
SURG5031 Surgical Skills	6	A Waitlist: 16 places, strictly limited, please contact Jayne Seward in the Discipline of Surgery office to be waitlisted for this course. jayne.seward@sydney.edu.au <i>Note: Department permission required for enrolment</i> <i>Places in this unit are strictly limited, please contact Jayne Seward in the Discipline of Surgery office to be placed on the waitlist at jayne.seward@sydney.edu.au</i>	Semester 2
SURG5032 Physiology and Pharmacology for Surgeons	6		Semester 2
SURG5034 Surgical Anatomy based on GSSE	6		Semester 1 Semester 2

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
PATH5000 Surgical Pathology	6		Semester 1 Semester 2
Surgical Sciences Stream			
SURG5012 Surgical Metabolism	6		Semester 2
SURG5035 Surgical Research and Evaluation	6	A It would be helpful if candidates have completed Introductory Biostatistics PUBH5018	Semester 1 Semester 2
SURG5036 Surg Research: Translation and Innovation	6		Semester 2
PATH5000 Surgical Pathology	6		Semester 1 Semester 2
Elective units			
SURG5003 Scientific Communication for Surgeons	6		Semester 1 Semester 2
SURG5011 Imaging Surgical Patients	6		Semester 2
SURG5012 Surgical Metabolism	6		Semester 2
SURG5016 Vascular and Endovascular Surgery	6	Note: Department permission required for enrolment Limit 12 students per semester	Semester 2
SURG5017 Microsurgery	6	Note: Department permission required for enrolment Waitlist: Due to the limitation of students, please contact the Discipline of Surgery office to be waitlisted for this course.	Semester 1 Semester 2
SURG5020 Advanced Laparoscopic Abdominal Anatomy	6	Note: Students must contact Unit of Study coordinator as early as possible to receive pre-reading material	Semester 1
SURG5021 Transplantation Immunobiology <i>This unit of study is not available in 2018</i>	6		Semester 1
SURG5022 Principles and Practice of Transplantation <i>This unit of study is not available in 2018</i>	6	P SURG5021	Semester 2
SURG5025 Adv. Hepatobiliary and Pancreatic Surgery	6		Intensive September Semester 2
SURG5027 Head and Neck by Dissection	6	A This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. Minimum of 12, maximum of 18 students.	Semester 2
SURG5028 Thorax, Back, Spinal Cord by Dissection	6	A This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. Minimum of 12, maximum of 18 students.	Semester 1
SURG5029 Upper and Lower Extremities by Dissection	6	A This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. Minimum of 12, maximum of 18 students.	Semester 1
SURG5030 Abdomen, Pelvis, Perineum by Dissection	6	A This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. Minimum of 12, maximum of 18 students.	Semester 1
SURG5031 Surgical Skills	6	A Waitlist: 16 places, strictly limited, please contact Jayne Seward in the Discipline of Surgery office to be waitlisted for this course. jayne.seward@sydney.edu.au Note: Department permission required for enrolment Places in this unit are strictly limited, please contact Jayne Seward in the Discipline of Surgery office to be placed on the waitlist at jayne.seward@sydney.edu.au	Semester 2
SURG5032 Physiology and Pharmacology for Surgeons	6		Semester 2
SURG5034 Surgical Anatomy based on GSSE	6		Semester 1 Semester 2
SURG5035 Surgical Research and Evaluation	6	A It would be helpful if candidates have completed Introductory Biostatistics PUBH5018	Semester 1 Semester 2
SURG5036 Surg Research: Translation and Innovation	6		Semester 2
SURG5037 Basic Sciences and Benign Breast Disease	6	A Applicants must have completed basic surgical training. Note: Department permission required for enrolment This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practicing breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.	Semester 1

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
SURG5038 Malignant Breast Disease and MDTs	6	A Applicants must have completed basic surgical training. <i>Note: Department permission required for enrolment</i> <i>This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practicing breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.</i>	Semester 2
SURG5039 Oncoplastic Breast Surgery Level 1	6	A Applicants must have completed general or plastic surgical training and have a strong interest in breast surgery. <i>Note: Department permission required for enrolment</i> <i>This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practicing breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.</i>	Semester 1
SURG5040 Oncoplastic Breast Surgery Level 2	6	A Applicants must have completed general or plastic surgical training and have a strong interest in breast surgery. <i>Note: Department permission required for enrolment</i> <i>This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practising breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.</i>	Semester 2
SURG5041 Surgical Oncology: Principles and Practice	6	A Candidates are expected generally to be undertaking advanced surgical training or similar P PATH5000 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
SURG5042 Urological Oncology	6		Semester 1
PATH5000 Surgical Pathology	6		Semester 1 Semester 2
HPOL5006 Business of Health	6	<i>Note: Department permission required for enrolment</i> <i>Students need to demonstrate at least one year's work experience in a related field. A waiver would be granted for students enrolled in MHPOL or MBA as this is already a course requirement of these programs.</i>	Intensive July
The following Elective Units are ONLY available for students undertaking the Surgical Sciences stream in an online/distance mode. Note: these units do not transfer to other streams.			
CEPI5315 Introduction to Systematic Reviews	6	C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5102 or CEPI5314	Semester 1
PUBH5010 Epidemiology Methods and Uses	6	N BSTA5011,CEPI5100	Semester 1
PUBH5211 Multiple Regression and Stats Computing	4	P PUBH5018 <i>The statistical software package we shall be using in this unit is web-based. There is no cost/fee to use this software.</i>	Semester 2
PUBH5212 Categorical Data Analysis	2	P PUBH5018 C PUBH5211	Semester 2b
PUBH5213 Survival Analysis	2	C PUBH5211	Semester 2b
PUBH5019 Cancer Prevention and Control <i>This unit of study is not available in 2018</i>	6	P PUBH5010 or CEPI5100 <i>Note: Department permission required for enrolment</i>	Semester 2
PUBH5020 Chronic Disease Prevention and Control	6	A PUBH5033, PUBH5010 or CEPI5100 or equivalent <i>Note: Department permission required for enrolment</i>	Semester 1
In exceptional circumstances, on application to and with written approval from the Head of Discipline or course coordinator, a student may enrol in an elective unit of study not listed above.			

Surgery

Units of study descriptions

CEPI5100

Introduction to Clinical Epidemiology

Credit points: 6 **Teacher/Coordinator:** Dr Fiona Stanaway **Session:** Semester 1, Semester 2 **Classes:** Offered online and face-to-face (daytime tutorials) **Prohibitions:** PUBH5010 **Assessment:** Completion of online quizzes (15%), tutorial participation (10%), assignment 1 (15%), assignment 2 (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature used to answer questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, screening and clinical guidelines.

Textbooks

Online readings and resources to be provided on the eLearning website.

CEPI5314

Introduction to Systematic Reviews (TAV)

Credit points: 4 **Teacher/Coordinator:** Dr Sharon Reid, Professor Jonathan Craig **Session:** Semester 1 **Classes:** all students will work through three online-modules and participate in weekly tutorials (online or on-campus depending on mode enrolled) over 12 weeks **Prerequisites:** CEPI5102 **Corequisites:** CEPI5100 or PUBH5010 **Prohibitions:** CEPI5203, CEPI5315 **Assessment:** module assessment tasks (30%) and 1 x 3500 word assignment (70%) after the modules are completed **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Note: For pre-2017 students only

In this unit of study, we aim to introduce you to systematic reviews and meta-analyses of relevance to healthcare with a particular focus on systematic reviews of randomized controlled trials. This is a TAV (Transitional Arrangement Version) of CEPI5315 for the cohort of students who enrolled before 2017 AND have completed CEPI5102 Literature searching. Students can choose to learn in online or normal day (on-campus) mode. All students will work through three online modules, delivered over twelve weeks, addressing the following topics at an introductory level: What and why systematic reviews (and meta-analysis); how a systematic review is conducted and understanding the principles of meta-analysis; and how to appraise, interpret and apply the results of systematic reviews (and meta-analyses). Students will have the opportunity to discuss unit of study learning materials in online tutorials or via weekly (on-campus) tutorials. Readings and other learning materials will be available via eLearning.

Textbooks

Readings and access to other learning resources are available through the unit's elearning site.

CEPI5315

Introduction to Systematic Reviews

Credit points: 6 **Teacher/Coordinator:** Dr Sharon Reid, Professor Jonathan Craig **Session:** Semester 1 **Classes:** all students will work through four online-modules and participate in weekly tutorials (online or on-campus depending on mode enrolled) over 12 weeks **Corequisites:** CEPI5100 or PUBH5010 **Prohibitions:** CEPI5203 or CEPI5102 or CEPI5314 **Assessment:** module assessment tasks (30%) and 1 x 4000 word assignment (70%) after

the modules are completed **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

In this unit of study, we aim to introduce you to systematic reviews and meta-analyses of relevance to healthcare with a particular focus on systematic reviews of randomized controlled trials. Students can choose to learn in online or normal day (on-campus) mode. All students will work through four online modules, delivered over twelve weeks, addressing the following topics at an introductory level: What and why systematic reviews (and meta-analysis); How to formulate answerable healthcare questions and searching for systematic reviews; how a systematic review is conducted and understanding the principles of meta-analysis; and how to appraise, interpret and apply the results of systematic reviews (and meta-analyses). Students will have the opportunity to discuss unit of study learning materials in online tutorials or via weekly (on-campus) tutorials. Readings and other learning materials will be available via eLearning.

Textbooks

Readings and access to other learning resources are available through the unit's elearning site

HPOL5006

Business of Health

Credit points: 6 **Teacher/Coordinator:** A/Prof James Gillespie, Prof John Buchanan **Session:** Intensive July **Classes:** block/intensive mode - 5 days, 9am-5pm with preliminary online readings. **Assessment:** workshop tutorial assessments and presentation (20%); 1x2000wd report (30%); 1x3000 wd essay (50%) **Mode of delivery:** Block mode

Note: Department permission required for enrolment. Note: Students need to demonstrate at least one year's work experience in a related field. A waiver would be granted for students enrolled in MHPOL or MBA as this is already a course requirement of these programs.

Healthcare is now one of the largest employers and sectors in the Australian economy. Approximately two thirds of its funding comes from government, while two thirds of services are provided by the private sector. This unit explores this complex mix, building an understanding of the inter-relationships among the players in the industry, public and private. The course will explore the financial and regulatory environment in which providers operate and identify the main business models used by different players in the industry, including service providers, private insurers, employers, and government regulators. The unit draws on expert lecturers, international comparisons and case studies to give an understanding of the incentives and constraints that shape strategies to create value in health care.

Learning outcomes. By the end of the unit students will: (i) have an understanding of the 'eco-system' of health care; (ii) be able to navigate the regulatory and technological aspects of business in the health sector; (iii) be able to identify and evaluate public and private business strategies in the main health care sectors.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other required and recommended reading materials available from elearning site.

PATH5000

Surgical Pathology

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Brett Hambly **Session:** Semester 1, Semester 2 **Classes:** 2x1hr video streamed tutorials/week **Assessment:** 1x3000wd essay (30%), 13x15min weekly quizzes (40%), 1x1hr final exam (30%) **Mode of delivery:** Online

The Surgical Pathology Unit of Study course is an online course available in Semester 1 or 2. It is based on examination of macroscopic pathology specimens (bottles) available through the Pathology



Museum collection and examination of microscopic slides of relevant pathological processes. The course runs over 13 weeks and covers 12 topics. Each week several streamed videos, corresponding Powerpoint presentations and additional reading, are provided to students. This material will take approximately 2-3 hours per week to complete. Following viewing of the teaching media, students complete an online quiz, which contributes to the final assessment. Additionally, students will prepare a structured essay on a pathological process, where possible relevant to their particular interests. Topics that will be covered in the course will include basic pathological processes (eg immunology, inflammation, neoplasia etc) and systems pathology (eg cardiovascular, respiratory, gastroenterology, neurology, genitourinary, etc).

Textbooks

Robbins and Cotran Pathologic Basis of Disease 9th Ed (Kumar, Abbas, Fausto, Aster) Saunders Elsevier, online version available from University Library following enrolment, plus course materials.

PUBH5010

Epidemiology Methods and Uses

Credit points: 6 **Teacher/Coordinator:** Dr Erin Mathieu, Professor Tim Driscoll **Session:** Semester 1 **Classes:** 1x 1hr lecture and 1x 2hr tutorial per week for 13 weeks - face to face or their equivalent online **Prohibitions:** BSTA5011, CEPI5100 **Assessment:** 1x 6 page assignment (25%), 10 weekly quizzes (5% in total) and 1x 2.5hr supervised open-book exam (70%). For distance students, it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit provides students with core skills in epidemiology, particularly the ability to critically appraise public health and clinical epidemiological research literature regarding public health and clinical issue. This unit covers: study types; measures of frequency and association; measurement bias; confounding/effect modification; randomized trials; systematic reviews; screening and test evaluation; infectious disease outbreaks; measuring public health impact and use and interpretation of population health data. In addition to formal classes or their on-line equivalent, it is expected that students spend an additional 2-3 hours at least each week preparing for their tutorials.

Textbooks

Webb, PW. Bain, CJ. and Pirozzo, SL. Essential Epidemiology: An Introduction for Students and Health Professionals Second Edition: Cambridge University Press 2017.

PUBH5018

Introductory Biostatistics

Credit points: 6 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 1 **Classes:** 2 x 2hr lecture, 10 x 1hr lectures, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online **Assessment:** Weekly quizzes (10%), 1x4 page assignment (20%) and 1x2.5hr open-book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Normal (lecture/lab/tutorial) evening, Online

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise and display data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence interval and significance tests for one-sample, two paired samples and two independent samples for continuous data and also binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation for simple studies; statistical aspects of study design and analysis. Students will be required to perform analyses using a calculator and will also be required to conduct analyses using statistical software (SPSS). It is expected that students spend an additional 2 hours per week preparing for their tutorials. Computing tasks are self-directed.

Textbooks

Course notes are provided.

PUBH5019

Cancer Prevention and Control

Credit points: 6 **Teacher/Coordinator:** Professor Jane Young **Session:** Semester 2 **Classes:** 20 hours online lectures, 16 hours online discussions **Prerequisites:** PUBH5010 or CEPI5100 **Assessment:** 2 assignments (65%), 8 online tutorials (35%) **Mode of delivery:** Online

Note: Department permission required for enrolment.

This unit aims to provide students with specific information on the concepts, methods and applications underpinning cancer prevention and control at population level. It is designed to address specific educational needs of students in various programs within the School of Public Health and to offer a broad-based perspective on cancer control, ranging from primary prevention, screening and early intervention, tertiary prevention and palliative care. Emphasis will be given to cancers with the greatest impact at population level and where evidence demonstrates that policies and interventions are capable of reducing cancer incidence, mortality, prolonging survival and improving quality of life. Although focusing on specific Australian conditions, the information will be presented in the context of regional and global cancer control efforts. At the completion of the unit, students will be equipped with the basic tools to design, plan, implement and evaluate cancer control programs in Australia or other countries.

Textbooks

Readings for this unit will be available on the eLearning site

PUBH5020

Chronic Disease Prevention and Control

Credit points: 6 **Teacher/Coordinator:** Professor Adrian Bauman **Session:** Semester 1 **Classes:** 20 hrs online lectures; 16 hrs online discussions **Assumed knowledge:** PUBH5033, PUBH5010 or CEPI5100 or equivalent **Assessment:** 1000 word assignment (20%), 2000 word assignment (40%), on-line discussions (40%) **Mode of delivery:** Online

Note: Department permission required for enrolment.

This course offers a public health approach to examining the global issue of chronic diseases (e.g. cardiovascular disease, type 2 diabetes, cancer, chronic lung disease) and their prevention. The course examines why chronic disease is a global problem, and describes WHO frameworks for chronic disease prevention. It also reviews the epidemiology of specific chronic diseases including trends in and surveillance of these conditions, and the global (and country level) burden of disease. Teaching will focus on clinical prevention, in particular, the role of primary care, other clinicians and allied health professionals in providing lifestyle advice for people with chronic disease (tertiary prevention) and for people without chronic disease (primary prevention). Students will be involved in evaluating the effectiveness of different prevention strategies and will examine the role of health policy and strategic planning in developing effective and sustainable chronic disease management programs and health services in different settings (in Australia and the region).

Textbooks

Readings for this unit will be available on the eLearning site

PUBH5211

Multiple Regression and Stats Computing

Credit points: 4 **Teacher/Coordinator:** Associate Professor Patrick Kelly **Session:** Semester 2 **Classes:** 2hrs per week for 13 weeks. This unit may be undertaken in face to face or online mode. All students must have regular access to a reliable internet connection capable of streaming or downloading video recorded lectures. **Prerequisites:** PUBH5018 **Assessment:** Quizzes (10%); 1x 4 page assignment (20%); and 1x 10 page assignment (70%). The assignments will involve analysing data. Students must pass the final assignment to pass this unit of study. **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

Note: The statistical software package we shall be using in this unit is web-based. There is no cost/fee to use this software.

Students will learn how to analyse data using multiple linear regression. Multiple linear regression is a powerful statistical method for analysing a continuous outcome variable with several explanatory variables. This unit will cover how to compare more than two groups, adjust for confounders, test for effect modification, calculate adjusted means, conduct appropriate model checking, and teaches strategies for selecting the 'best' regression model. Students will learn how to apply

these methods using the statistical package called SAS. The focus of this unit is on the application of fitting appropriate linear regression models and interpreting the results. The material in this unit is covered by lectures, tutorials, course notes and online discussions. This unit is the prerequisite for learning other types of regression models, such as logistic regression (PUBH5212) and survival analysis (PUBH5213).

Textbooks

Course notes are provided.

PUBH5212

Categorical Data Analysis

Credit points: 2 **Teacher/Coordinator:** Dr Kevin McGeechan **Session:** Semester 2b **Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. Also available online - such students must have regular access to a reliable internet connection capable of streaming or downloading video recorded lectures. **Prerequisites:** PUBH5018 **Corequisites:** PUBH5211 **Assessment:** 1x 3 page report (30%) and 1x 8 page report (70%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

In this unit the biostatistical concepts covered in earlier units are extended to cover analysis of epidemiological studies where the outcome variable is categorical. Topics of study include: testing for trend in a 2 x r contingency table; the Mantel-Haenszel test for the combination of several 2 x 2 tables, with estimation of the combined odds ratio and confidence limits; multiple logistic regression; Poisson regression; modelling strategy. The assignments will involve practical analysis and interpretation of categorical data. Data analyses will be conducted using statistical software (SAS).

Textbooks

Course notes are provided.

PUBH5213

Survival Analysis

Credit points: 2 **Teacher/Coordinator:** Dr Erin Cvejic **Session:** Semester 2b **Classes:** 1 x 2hr lecture, 5 x 1hr lectures, and 5 x 1hr tutorials over 6 weeks. Also available online - such students must have regular access to a reliable internet connection capable of streaming or downloading video recorded lectures. **Corequisites:** PUBH5211 **Assessment:** 1x 3 page assignment (20%) and 1x 10 page assignment (80%) **Mode of delivery:** Normal (lecture/lab/tutorial) day, Online

During this unit, students learn to analyse data from studies in which individuals are followed up until a particular event occurs (e.g. death, cure, relapse), making use of follow-up data for those who do not experience the event of interest. This unit covers: Kaplan-Meier life tables; logrank test to compare two or more groups; Cox's proportional hazards regression model; checking the proportional hazards assumption; and sample size calculations for survival studies. For each topic, participants are given materials to read beforehand. This is followed by a lecture, then participants are given a small number of exercise to do for the following week. These exercises are discussed in the tutorial at the next session before moving on to the next topic. That is, in most weeks the first hour is a tutorial, followed by the lecture given in the second hour. Participants are expected to run SAS programs in their own time. Preparation time for each session is 2-3 hours. The assignments both involve use of SAS to analyse survival data sets.

Textbooks

Course notes are provided, along with links to additional readings through the library.

SURG5003

Scientific Communication for Surgeons

Credit points: 6 **Teacher/Coordinator:** Associate Professor Kerry Hitos **Session:** Semester 1, Semester 2 **Classes:** This unit is delivered online and with weekly lectures and discussions **Assessment:** Compulsory participation in 6 online modules (30%), submission of a presentation worth 70% **Mode of delivery:** Online

The objective of this unit is to provide surgical candidates with the skills and art of delivering powerful professional presentations at scientific meetings. Knowing how much detail to include or exclude requires judgement. Candidates will learn the critical steps to success from abstract preparation, visual presentation, content, structure, coherent design and delivery. Key topics covered include the formation

of an effective argument and focus point, style of delivery, avoiding critical errors, as well analyzing, understanding and handling the audience. By the end of the semester candidates will be confident and have the core skills to present their own surgical research effectively in a way that is engaging, persuasive and will maximise impact. This unit of study will also be helpful for candidates undertaking dissertation A and B for the Master of Surgery.

Textbooks

Notes will be linked to online teaching material.

SURG5007

Dissertation A

Credit points: 9 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis **Session:** Semester 1, Semester 2 **Classes:** 6hrs per week of self directed research with regular consultation with supervisor **Assessment:** Candidates will be required to submit the dissertation in the form of a paper dealing with research on a specific topic. It should be the equivalent of one paper which would be acceptable for publication in a peer reviewed scientific, academic or professional journal. In keeping with Academic Board policy there is an option to submit published work based on research undertaken while enrolled for this degree. Such publications should include additional information such as: (i) An introduction with more information on previous work by others (ii) More detail on Methodology including figures (iii) Insert paper at this point (iv) Commentary on the significance of the findings. **Mode of delivery:** Supervision

The dissertation is a formal piece of writing relevant to the subject area of the masters degree. Candidates will work on a specified research project under appropriate supervision. At least one of the project supervisors must be an academic staff member of the University. The dissertation is in Parts A and B, both of which will be completed in a minimum of one year of full time study or two years of part time study.

SURG5008

Dissertation B

Credit points: 9 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis **Session:** Semester 1, Semester 2 **Classes:** 6hrs per week of self directed research with regular consultation with supervisor **Assessment:** Candidates will be required to submit the dissertation in the form of a paper dealing with research on a specific topic. It should be the equivalent of one paper which would be acceptable for publication in a peer reviewed scientific, academic or professional journal. In keeping with Academic Board policy there is an option to submit published work based on research undertaken while enrolled for this degree. Such publications should include additional information such as: (i) An introduction with more information on previous work by others (ii) More detail on Methodology including figures (iii) Insert paper at this point (iv) Commentary on the significance of the findings. **Mode of delivery:** Supervision

The dissertation is a formal piece of writing relevant to the subject area of the masters degree. Candidates will work on a specified research project under appropriate supervision. At least one of the project supervisors must be an academic staff member of the University. The dissertation is in Parts A and B, both of which will be completed in a minimum of one year of full time study or two years of part time study.

SURG5011

Imaging Surgical Patients

Credit points: 6 **Teacher/Coordinator:** Associate Professor Stuart Grieve **Session:** Semester 2 **Classes:** Online lectures from radiologists paired with a surgeon or physician will complement designated readings plus case based discussion boards and/or webinars **Assessment:** Online quizzes 20%, case based assignments 15%, participation in online case based discussion forums 15%, final examination 50% **Mode of delivery:** Online

The unit of study aims to introduce all types of imaging relevant to the practice of surgery, to understand the underlying physical and technological principles upon which imaging relies and to know the indications for use and complications of imaging. By the end of the unit students will understand the scientific basis of the various imaging modalities and the indications for their use and appreciate the importance of protection of patients and personnel from the harmful effects of imaging. The contents of the unit are: B mode, spectral analysis and duplex ultrasound; computerised tomography; magnetic resonance; positron emission tomography; radio isotope imaging; angiography; imaging guided therapeutic techniques and safety measures in imaging.

SURG5012**Surgical Metabolism**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Vincent Lam
Session: Semester 2 **Classes:** Online (limit 35 students) **Assessment:** Compulsory participation in 6 online modules x 5% (30%) Complete a 2000-5000 word assignment (70%) **Mode of delivery:** Online

The aims of the unit are for the student to acquire knowledge of nutrition in surgery and to understand adaptive response of the body to stress, trauma and sepsis. By the end of the unit the student will become competent in providing enteral and parenteral nutritional therapy to metabolically compromised patients. Content includes Nutrition assessment, Surgical Complications in Malnourished, Enteral and Parenteral Nutrition, Complications in Obese, Obesity and Surgery, Short Bowel Syndrome and Enterocutaneous fistula.

Textbooks

Reading materials will be posted online prior to the sessions

SURG5016**Vascular and Endovascular Surgery**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Anthony Freeman
Session: Semester 2 **Classes:** online modules and compulsory 1 day face to face skills session (Limit 12 students) **Assessment:** Quizzes(10%), generation and peer review of assessment items (10%), 6 x 300 word assignments and participation in discussion forums (30%), 1800 word written assignment (30%), skills session attendance and assessment (20%) **Mode of delivery:** Distance education/intensive on campus

Note: Department permission required for enrolment. Note: Limit 12 students per semester

The objective of this unit of study is for participants to develop a greater understanding of the anatomy, pathophysiology and treatment options for vascular surgical disorders by open or endovascular means. This unit of study will introduce students to key areas of vascular anatomy, pathology and imaging at an advanced level. By the end of the unit, students will have developed a critical knowledge of the academic basis for contemporary vascular surgery.

Textbooks

McMinn RMH. Last's Anatomy: Regional and Applied. 12th edition. Churchill Livingstone, 2011; Wind GG and Valentine JR. Anatomical Exposures in Vascular Surgery, 3rd edition, Lippincott Williams and Wilkins, 2013; Fitridge R and Thompson M. Mechanisms Of Vascular Disease: A Reference Book for Vascular Specialists. University of Adelaide Press, 2011; Hallett JW. Comprehensive Vascular and Endovascular Surgery. Mosby. 2nd Edition 2009; Pellerito J and Polak JF. Introduction to Vascular Ultrasonography. 6th edition. 2012; Inter-Society Consensus for the Management of Peripheral Arterial Disease (TASC II). Norgren L; Hiatt WR; Dormandy JA; Nehler MR; Harris KA; Fowkes FG; TASC II Working Group. Journal of Vascular Surgery. 45 Suppl S:S5-67, 2007 Jan; Management of Chronic Venous Disease: Clinical Practice Guidelines of the European Society for Vascular Surgery (ESVS). Wittens C et.al. European Journal of Vascular and Endovascular Surgery. 49(6):678-737, 2015 Jun; Rutherford RB (Ed) Vascular Surgery, 8th Edition 2014.

SURG5017**Microsurgery**

Credit points: 6 **Teacher/Coordinator:** Clinical Associate Professor Graham J. Gumley, Clinical Senior Lecturer Bernard Schick **Session:** Semester 1, Semester 2 **Classes:** 6x 2 hour labs/tutorials, plus 3 x 2.5hr (Saturday) labs (limit 10 students) **Assessment:** Presentation of logbook and attendance at each tutorial/lab session (40%), technical competence (40%), assignment (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

Note: Department permission required for enrolment. Note: Waitlist: Due to the limitation of students, please contact the Discipline of Surgery office to be waitlisted for this course.

The course will deliver focused sessions on applied Microsurgical anatomy, and practical training in Microsurgery - Micro vascular and micro neural techniques. Real time demonstrations, Video, other visual and printed material will be used to aid teaching and to supplement the 'eyes on scope' sessions. Sessions will comprise of brief lecture, demonstration of techniques to be developed in the class, followed by supervised Microsurgical practice with set objectives and standards. Students will keep a detailed log book and present a discussion paper on an element of Microsurgery they find challenging or stimulating.

Textbooks

Notes will be distributed prior to the course commencing.

SURG5020**Advanced Laparoscopic Abdominal Anatomy**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Vincent Lam
Session: Semester 1 **Classes:** 8 x 2hr tutorials **Assessment:** presentation of quiz answer and attendance at each tutorial (40%), assignment (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

Note: Note: Students must contact Unit of Study coordinator as early as possible to receive pre-reading material

The course will deliver focused sessions on applied laparoscopic anatomy, pertinent to specific procedures in colorectal, upper gastrointestinal, general and urological surgery. Video, other visual and others material will be used to aid teaching of the abdominal, pelvic and retroperitoneal laparoscopic anatomy involved in these procedures. Printed material and worksheets will be read and completed prior to each session. Sessions will comprise eight 2-hour sessions.

Textbooks

Reading materials will be posted online prior to the sessions.

SURG5021**Transplantation Immunobiology**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Alexandra Sharland **Session:** Semester 1 **Classes:** The unit is delivered online and will require approximately 10 hours study per week. **Assessment:** Formative multiple choice question assessment of pre-existing knowledge in Immunobiology allows students to identify strengths and weaknesses before starting the learning modules. Short-answer questions cover the knowledge acquired in each module. Students may access reference materials and other resources whilst completing the questions. Each set of questions must be completed and submitted by the due date (listed on the website in the document 'Schedule and Important dates for SURG_5021'), and before students proceed to the next module. Answers to each module contribute 12% to the final score for the Unit (total 60% for the 5 modules), and a multiple choice quiz to be completed in the final week of the UOS contributes 40% to the final score. **Mode of delivery:** Online

Over 15,000 Australians have or will develop end-stage organ failure this year, and this number is expected to grow exponentially with the rise in underlying conditions such as diabetes and hepatitis C. Organ transplantation is thus becoming increasingly important as a therapeutic modality. This unit of study will introduce students to the fundamental principles of transplantation immunobiology, which are essential to the understanding of clinical solid organ transplantation. This unit is a prerequisite or co-requisite for students wishing to undertake SURG5022, Principles and Practice of Transplantation, and for students completing a transplantation project for their dissertation. The unit contains an introductory module and 5 learning modules, which students work through at their own pace. These modules are: 2. Overview of the Immune System, 3. MHC Biology, Antigen Presentation and Allorecognition, 4. Effector mechanisms in Transplant Rejection, 5. Brain Death, Ischaemia-Reperfusion Injury and Innate Immune Responses in Transplantation, and 6. Transplantation Tolerance. Each module contains online lectures and links to recommended reading, followed by a series of short-answer questions.

Textbooks

Abbas, Lichtman and Pillai, Cellular and Molecular Immunology, 7th edition, Saunders; Current transplantation literature - linked to online teaching materials. These are listed in the 'Recommended Reading' document for each module.

SURG5022**Principles and Practice of Transplantation**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Alexandra Sharland **Session:** Semester 2 **Classes:** The unit is delivered online and will require approximately 10 hours study per week. **Prerequisites:** SURG5021 **Assessment:** Formative MCQ assessment of prior knowledge in clinical transplantation, 6 structured clinical cases: individual answers (60%), contribution to online discussion (20%), major case commentary in final 2 weeks (20%). **Mode of delivery:** Online

Over 15,000 Australians have or will develop end-stage organ failure this year, and this number is expected to grow exponentially with the rise in underlying conditions such as diabetes and hepatitis C. Organ transplantation is thus becoming increasingly important as a therapeutic modality. This unit of study will provide an overview of the surgical and medical management of solid organ transplant donors and recipients. Course participants will also explore the demographics,

underlying conditions and co-morbidities of transplant recipients, the role of randomised clinical trials in the management of transplant immunosuppression, and the ethical aspects of transplantation. The major learning activities of this unit will be based around six cases in clinical transplantation.

Textbooks

Current transplantation literature - linked to online teaching materials.

SURG5025

Adv. Hepatobiliary and Pancreatic Surgery

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Vincent Lam **Session:** Intensive September, Semester 2 **Classes:** four full consecutive days, Semester 2 **Assessment:** Presentation of worksheets and attendance at each tutorial (20%=4x5% per tutorial), assignment (80%) **Mode of delivery:** Block mode

The objective of this unit of study is for participants to develop greater understanding of the operative anatomy, pathophysiology and treatment options for complex hepatobiliary and pancreatic diseases by laparoscopic or open means. This unit of study will introduce participants to key areas of operative anatomy, pathology, imaging and surgical techniques at an advanced level. By the end of the course, participants will have developed the ability to critically appraise contemporary hepatobiliary and pancreatic surgical practice.

Textbooks

Reading Materials will be posted online prior to the sessions.

SURG5027

Head and Neck by Dissection

Credit points: 6 **Teacher/Coordinator:** Adjunct Professor Lindsay Wing, Adjunct Associate Professor Allan Meares, Clinical Professor Pierre Chapuis **Session:** Semester 2 **Classes:** Please refer to Surgery timetable for dates. **Assumed knowledge:** This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. **Assessment:** Regular viva voce on wet specimens, MCQs, Spot tests. There is a compulsory test at the end of each module similar to that used in the GSSE. Attendance is compulsory without a signed medical certificate within 5 days. You must attend 90% of the course. 30% for attendance, 40% for dissection, and 30% for final spot tests. **Mode of delivery:** Normal (lecture/lab/tutorial) day *Note: Minimum of 12, maximum of 18 students.*

This is a face to face teaching course. Candidates dissect in supervised groups of 6, according to a strict daily dissection schedule, utilising team based learning (TBL) methods. This is a proven technique for teaching clinical topographical anatomy to surgical trainees. Throughout this course there is a strong emphasis on applied clinical and surgical anatomy. Supervision is by surgeons. All candidates are given allotted tasks to prepare for presentation to the class prior to dissection. Self directed study is required before each of the sessions of approximately 10 hours per session as a minimum. The student is expected to have read and learnt the appropriate texts, before coming to class. There are ongoing SCORPIOs carried out during the dissection. At the end of each module there is a summative examination. The areas covered by the dissection include skull, cranial nerves, face, special senses, gross neuroanatomy, superficial neck, salivary glands, infratemporal fossa, pterygopalatine fossa, deep neck, suboccipital triangle, mouth, pharynx, larynx, thyroid, parathyroids, root of neck, vertebral canal and spinal cord.

Textbooks

Lasts Anatomy 9th Edition. Editor McMinn. Churchill Livingstone Publisher; 'Color Atlas of Anatomy', Rohen, Yokochi, Lutjen, Drecoll; Grant's Dissector, Alan J Detton, 16th Edition.

SURG5028

Thorax, Back, Spinal Cord by Dissection

Credit points: 6 **Teacher/Coordinator:** Adjunct Professor Lindsay Wing, Adjunct Associate Professor Allan Meares, Clinical Professor Pierre Chapuis **Session:** Semester 1 **Classes:** Please refer to Surgery timetable for dates **Assumed knowledge:** This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. **Assessment:** Regular viva voce on wet specimens, MCQs, Spot tests There is a final exam at the end of the module similar to that used in the GSSE. Attendance is compulsory without a signed medical certificate within 5 days. You must attend 90% of the course. 30% for attendance, 40% for dissection, and 30% for final spot tests. **Mode of delivery:** Normal (lecture/lab/tutorial) day *Note: Minimum of 12, maximum of 18 students.*

This is a face to face teaching course. Candidates dissect in supervised groups of 6, according to a strict daily dissection schedule, utilising team based learning (TBL) methods. This is a proven technique for teaching clinical topographical anatomy to surgical trainees. Throughout this course there is a strong emphasis on applied clinical and surgical anatomy. Supervision is by surgeons. All candidates are given allotted tasks to prepare for presentation to the class prior to dissection. Self-directed study is required before each of the sessions of approximately 10 hours per session as a minimum. The student is expected to have read and learnt the appropriate texts before coming to class. There are ongoing SCORPIOs carried out during the dissection. At the end of each module there is a summative examination. The dissection covers all aspects of the thorax, including body wall, thoracic wall, diaphragm, thoracic cavity, superior, anterior, middle and posterior mediastinum, pleura, lungs, heart, oesophagus, and osteology of thorax.

Textbooks

Lasts Anatomy 9th Edition. Editor McMinn. Churchill Livingstone Publisher; 'Color Atlas of Anatomy', Rohen, Yokochi, Lutjen, Drecoll; Grant's Dissector, Alan J Detton, 16th Edition.

SURG5029

Upper and Lower Extremities by Dissection

Credit points: 6 **Teacher/Coordinator:** Adjunct Professor Lindsay Wing, Adjunct Associate Professor Allan Meares, Professor Pierre Chapuis **Session:** Semester 1 **Classes:** Please refer to Surgery timetable for dates **Assumed knowledge:** This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. **Assessment:** Regular viva voce on wet specimens, MCQs, Spot tests. There is a compulsory test at the end of each module. This test is at the same level of knowledge of the GSSE. Attendance is compulsory without a signed medical certificate within 5 days. You must attend 90% of the course. 30% for attendance, 40% for dissection, and 30% for final spot tests. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Minimum of 12, maximum of 18 students.

This is a face to face teaching course. Candidates dissect in supervised groups of 6, according to a strict daily dissection schedule, utilising team based learning (TBL) methods. This is a proven technique for teaching clinical topographical anatomy to surgical trainees. Throughout this course there is a strong emphasis on applied clinical and surgical anatomy. Supervision is by specialist surgeons. All candidates are given allotted tasks to prepare for presentation to the class prior to dissection. Self directed study is required before each of the sessions of approximately 10 hours per session as a minimum. The student is expected to have read and learnt the appropriate texts before coming to class. There are ongoing SCORPIOs carried out during the dissection. At the end of each module there is a summative examination. The dissection course covers anterior compartment of the thigh, medial compartment of the thigh, gluteal region and hip joint, posterior compartment of thigh, popliteal fossa and knee joint, anterior compartment of the leg, dorsum of foot, lateral compartment of the leg, posterior compartment of the leg, sole of foot, ankle and foot joints, osteology of lower limb.

Textbooks

Lasts Anatomy 9th Edition. Editor McMinn. Churchill Livingstone Publisher; 'Color Atlas of Anatomy' Rohen, Yokochi, Lutjen, Drecoll; Grant's Dissector, Alan J Detton, 16th Edition.

SURG5030

Abdomen, Pelvis, Perineum by Dissection

Credit points: 6 **Teacher/Coordinator:** Adjunct Professor Lindsay Wing, Adjunct Associate Professor Allan Meares, Professor Pierre Chapuis **Session:** Semester 1 **Classes:** Please refer to Surgery timetable for dates **Assumed knowledge:** This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. **Assessment:** Regular viva voce on wet specimens, MCQs, Spot tests. There is a compulsory test at the end of each module, similar to that used in the GSSE. Attendance is compulsory without a signed medical certificate within 5 days. You must attend 90% of the course. 30% for attendance, 40% for dissection, and 30% for final spot tests. **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Minimum of 12, maximum of 18 students.

This is a face to face teaching course. Candidates dissect in supervised groups of 6, according to a strict daily dissection schedule, utilising team based learning (TBL) methods. This is a proven technique for teaching clinical topographical anatomy to surgical trainees. Throughout this course there is a strong emphasis on applied clinical and surgical anatomy. Supervision is by specialist surgeons. All candidates are given allotted tasks to prepare for presentation to the class prior to dissection. Self directed study is required before each of the sessions of approximately 10 hours per session as a minimum. The student is expected to have read and learnt the appropriate texts before coming to class. There are ongoing SCORPIOs carried out during the dissection. At the end of each module there is a summative examination. The course covers the anterior abdominal wall, abdominal cavity, peritoneum, vessels and nerves of the gut, gastro and intestinal tract, liver and biliary tract, pancreas, spleen, posterior abdominal wall, kidneys, ureters, and suprarenal glands, rectum, urinary bladder and ureters in the pelvis, male internal genital organs, female internal genital organs and urethra, pelvic peritoneum, vessels and nerves, perineum, male urogenital region, female urogenital region, pelvic joints and ligaments, lumbosacral plexus.

Textbooks

Lasts Anatomy 9th Edition. Editor McMinn. Churchill Livingstone Publisher; 'Color Atlas of Anatomy' Rohen, Yokochi, Lutjen, Drecoll; Grant's Dissector, Alan J Detton, 16th Edition.

SURG5031

Surgical Skills

Credit points: 6 **Teacher/Coordinator:** Dr Anubhav Mittal **Session:** Semester 2 **Classes:** 3 full days: day 1 basic open surgical skills: (1) instrument and hand knot tying (2) excision of skin lesions (pig skin) and suturing (3) safe handling of sharps and diathermy (4) tissue handling and dissection (kidney blocks) (5) patient positioning on the operating table. day 2 basic laparoscopic and anastomotic skills: hands-on basic laparoscopic and anastomotic skills (vascular and bowel) course using synthetic and tissue models. day 3 non-technical skills: this workshop will be run in conjunction with the pam mclean centre for communication at the kolling institute. it will focus on how to obtain appropriate consent, breaking bad news, and identifying and managing bullying/harassment. **Assumed knowledge:** Waitlist: 16 places, strictly limited, please contact Jayne Seward in the Discipline of Surgery office to be waitlisted for this course. jayne.seward@sydney.edu.au **Assessment:** ethics case discussion (10%), ethics written assignment (20%), skills days and participation assessment (40%), graded module quizzes (10%) submission of 1x half hr edited and annotated skills training video (20%) **Practical field work:** Day 1 Basic Open Surgical Skills: (1) Instrument and hand knot tying (2) Excision of skin lesions (pig skin) and suturing (3) Safe handling of sharps and diathermy (4) Tissue handling and dissection (Kidney blocks) (5) Patient positioning on the operating table. Day 2 Basic Laparoscopic and anastomotic skills: Hands-on basic laparoscopic and anastomotic skills (vascular and bowel) course using synthetic and tissue models. Day 3 Non-technical skills: This workshop will be run in conjunction with the Pam McLean Centre for communication at the Kolling Institute. It will focus on how to perform appropriate consent, breaking bad news, the ethics of surgical practice, and identifying and managing bullying/harassment. **Mode of delivery:** Block mode

Note: Department permission required for enrolment. Note: Places in this unit are strictly limited, please contact Jayne Seward in the Discipline of Surgery office to be placed on the waitlist at jayne.seward@sydney.edu.au

Two sets of competencies that are essential for a career in surgery will be taught: firstly, the

non clinical competencies of leadership, communication, collaboration, health advocacy, scholar and teacher plus the essentials of health law, and an introduction to key ethical concepts and methods of ethical analysis relevant to surgical practice and research.; and secondly the essential technical skills involved with open and endoscopic/laparoscopic surgery.

Textbooks

The Australian Medico-Legal Handbook Stewart, Kerridge and Parker. Safety at the Sharp End Flin, O'Connor and Crichton. Tissue Approximation in Endoscopic Surgery Cuschieri and Szabo. The SAGES Manual Fundamentals of Laparoscopy, Thoracoscopy and GI Endoscopy CEH Scott-Conner.

SURG5032

Physiology and Pharmacology for Surgeons

Credit points: 6 **Teacher/Coordinator:** Dr Miguel Iglesias **Session:** Semester 2 **Classes:** Online lectures will provide an overview and detailed study of topics to supplement Ganong and other resources. Webinars with topic experts will provide opportunity for interaction **Assessment:** Online module quizzes 30%,

generation and peer review of assessment items 20%, final online examination 50% **Mode of delivery:** Online

This unit of study focusses on the basic and advanced physiology, pharmacology and some pathophysiology of the cardiovascular, respiratory, gastrointestinal and urinary systems that training surgeons require. The systems and concepts studied confer a deep understanding of those at play during surgery. The unit will provide students with a solid basis to prepare for the GSSE exam of the Royal Australian College of Surgeons.

Textbooks

Ganong's Review of Medical Physiology, 25th Edition. McGraw-Hill Education/ Medical and West's Respiratory Physiology, 10th Edition. Wolters Kluwer.

SURG5034

Surgical Anatomy based on GSSE

Credit points: 6 **Teacher/Coordinator:** Adjunct Professor Lindsay Wing, Adjunct Associate Professor Allan Meares and Clinical Professor Pierre Chapuis **Session:** Semester 1, Semester 2 **Classes:** Tutorials and practical classes with exercises. Please check the surgery timetable for dates. **Assessment:** Assessment will be based on both attendance and participation in weekly classes. self directed study is required before each of the sessions of approximately 10 hours per session as a minimum. A 90% attendance is required for the course, and a satisfactory pass mark in classwork. There will be a final compulsory trial gsse exam of 80 mcqs and 20 spots (held on the final day of the course). **Mode of delivery:** Normal (lecture/lab/tutorial) day

The aim of the course is to assist students in the preparation of the Anatomy component of GSSE conducted by the Royal Australasian College of Surgeons (RACS). These modules comprise: upper limb, lower limb, head and neck thorax, abdomen, and pelvis. Each module has three components: a) Identification and SCORPIOS of anatomical structures in wet prosections of the anatomical area for the session. b) Multiple Choice Question (MCQ) exercises c) 'Spot' questions on anatomical prosection photographs.

Textbooks

Last's Anatomy 9th Edition, Editor: McMinn; Clinically Oriented Anatomy by Keith L Moore; Color Atlas of Anatomy, (Rohen, Yokochi, Lutjen, Drecoll); Lecture Notes on Anatomy, D.B. Moffat.

SURG5035

Surgical Research and Evaluation

Credit points: 6 **Teacher/Coordinator:** Dr Kerry Hitos **Session:** Semester 1, Semester 2 **Classes:** Weekly online lectures and tutorial discussion board over 10 weeks (the unit will be delivered online); limit of 50 in semester 1 and 25 in semester 2 **Assumed knowledge:** It would be helpful if candidates have completed Introductory Biostatistics PUBH5018 **Assessment:** On-line short answer questions cover the knowledge acquired. Each set of questions must be completed and submitted by the due date and before students proceed to the next module. Answers to each module will contribute (30%) to the final score of the unit. A written assignment will also contribute (70%). **Mode of delivery:** Online

The objective of this unit is to provide candidates with an understanding of key methodological concepts of level one evidence based studies needed to conduct high quality surgical research. It will cover basic concepts and principles of good clinical research practice and provide the necessary skills on how to measure the quality of care. Key topics focus on how to identify, appraise, select and synthesise a systematic review and meta-analysis. The use of databases and registries and how to best present statistical analysis and summarise data. This unit will provide candidates with the skills to measure the quality of surgical care as well as evaluate surgical performance and measures of effects. Candidates will be able to critically appraise published statistics and learn to identify publication bias before applying the findings to their own clinical practice.

Textbooks

Notes will be linked to online teaching material.

SURG5036

Surg Research: Translation and Innovation

Credit points: 6 **Teacher/Coordinator:** Adjunct Associate Professor Kerry Hitos **Session:** Semester 2 **Classes:** 1x1 hr lec and 1x1 hr tut/wk over 10 weeks (The unit will be delivered on line) **Assessment:** On-line short answer questions cover the knowledge acquired. Each set of questions must be completed and submitted by the due date and before students proceed to the next module. Answers to each module will contribute (40%) to the final score

of the unit. A written assignment will also contribute (60%). **Mode of delivery:** Online

The objective of this unit is to introduce candidates to the basic concepts of innovation. Participants will be able to identify and evaluate surgical innovation as well as focus on the methodological and practical challenges to rigorous surgical research. Candidates will have the skills to design and complete level one evidence based research in surgery with a key focus on randomised and non-randomised controlled trials. The course will evaluate the complexity of surgical innovation and how to identify related factors influencing outcome. Candidates should be able to identify challenges facing the surgical research community when performing an evaluation of a therapeutic, procedure-based intervention. How to pinpoint the issues and deconstruct these into constituent methodological parts such that several important areas will be targeted for developing a systematic process that would guide appropriate, evidence based surgical practice. Ethical aspects in research and innovation will be addressed and the process of translational research will be reviewed. Other broad topics will focus on surgical oncology and survival analysis; evaluating performance when measuring the value of surgical research and the key concepts in diagnostic tests and accuracy in surgery.

Textbooks

Notes will be linked to online teaching material.

SURG5037

Basic Sciences and Benign Breast Disease

Credit points: 6 **Teacher/Coordinator:** Prof Andrew Spillane, Dr Jocelyn Lippey **Session:** Semester 1 **Classes:** Weekly online lectures. Discussion boards and webinars. **Assumed knowledge:** Applicants must have completed basic surgical training. **Assessment:** Online quizzes (20%); submission of short answer questions (30%); 1 x online examination (50%) **Mode of delivery:** Online

Note: Department permission required for enrolment. Note: This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practicing breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.

Breast surgery requires comprehensive knowledge of the basic sciences of the breast and also the various elements of benign breast diseases. This unit of study aims to prepare candidates for a career in breast surgery. The unit content focuses on:

1. the anatomy of the breast, axilla and donor sites for reconstruction flaps;
2. anatomical variations and physiological changes in the breast and axilla;
3. benign breast diseases including mastitis, mastalgia, nipple discharge and aberrations of normal development and involution (ANDI);
4. current radiological modalities in breast disease imaging and risk assessment for patients; and
5. genetic and non-genetic risk assessment for patients.

Textbooks

ABC of Breast Diseases: 3rd Edition : Michael Dixon

SURG5038

Malignant Breast Disease and MDTs

Credit points: 6 **Teacher/Coordinator:** A/Prof Patsy Soon, A/Prof Sanjay Warrier **Session:** Semester 2 **Classes:** Weekly online lectures. Discussion boards and webinars. **Assumed knowledge:** Applicants must have completed basic surgical training. **Assessment:** online quizzes (10%); video communication assignment (10%); participation in discussion forums and online activities (10%); submission of short answer question (10%); participation in online activities (10%); 1 x online examination (50%) **Mode of delivery:** Online

Note: Department permission required for enrolment. Note: This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practicing breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.

Breast surgery requires a thorough knowledge of the science and management of malignant breast disease. This unit of study aims to prepare the post fellowship candidate for a career in breast surgery. The content focuses on the pathology and recent advances in the understanding of the pathogenesis of malignant breast disease. Candidates will gain an in depth understanding of: the available prognostic assessment tools; the multidisciplinary care of breast cancer patients, including adjuvant and neoadjuvant chemotherapy, radiotherapy, endocrine therapy as well as the integral role of the breast care nurse and other allied health staff; risk reduction interventions and survivorship issues. Specific surgical decision algorithms and surgical options for malignant and insitu disease will be thoroughly explored and explained.

Textbooks

Breast Surgery a Companion to Surgical Practice. Dixon

SURG5039

Oncoplastic Breast Surgery Level 1

Credit points: 6 **Teacher/Coordinator:** Dr Ben Green, A/Prof Sanjay Warrier **Session:** Semester 1 **Classes:** Weekly online lectures; online discussion boards and webinars **Assumed knowledge:** Applicants must have completed general or plastic surgical training and have a strong interest in breast surgery. **Assessment:** 3 part case based written assignment (50%); short answer questions (20%); participation in mdt discussion boards (30%) **Mode of delivery:** Online

Note: Department permission required for enrolment. Note: This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practicing breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.

Breast surgery requires a thorough knowledge of the science and management of malignant breast disease. This unit of study aims to prepare the post fellowship candidate for a career in breast surgery. The content focuses on the pathology and recent advances in the understanding of the pathogenesis of malignant breast disease. Candidates will gain an in depth understanding of: the available prognostic assessment tools; the multidisciplinary care of breast cancer patients, including adjuvant and neoadjuvant chemotherapy, radiotherapy, endocrine therapy as well as the integral role of the breast care nurse and other allied health staff; risk reduction interventions and survivorship issues. Specific surgical decision algorithms and surgical options for malignant and insitu disease will be thoroughly explored and explained.

Textbooks

ABC of Breast Diseases: 3rd Edition : Michael Dixon.

SURG5040

Oncoplastic Breast Surgery Level 2

Credit points: 6 **Teacher/Coordinator:** Prof Andrew Spillane **Session:** Semester 2 **Classes:** Weekly online lectures, online discussion boards and webinars **Assumed knowledge:** Applicants must have completed general or plastic surgical training and have a strong interest in breast surgery. **Assessment:** 3 part case based written assignment (50%); short answer questions (20%); participation in MDT discussion boards (30%) **Mode of delivery:** Online

Note: Department permission required for enrolment. Note: This unit of study is aimed at surgeons who are currently participating in Fellowship training in breast surgery or who are currently practising breast surgery. It is not suitable for junior surgical trainees or those hoping to train in surgery. A FRACS in general or plastic surgery or equivalent is required. Departmental permission is required.

This unit of study concludes the specialist breast surgery stream. It begins with the theory behind advanced oncoplastic breast surgery procedures including a full range of volume replacement flaps, lipofilling and nipple reconstruction techniques. The unit also covers the full range of breast reconstruction techniques including implant based reconstruction, latissimus dorsi reconstruction and free flap tissue options for breast reconstruction. Learning activities include multi-surgeon meeting case discussions with complex decision-making and management of complications.

Textbooks

ABC of Breast Diseases: 3rd Edition : Michael Dixon.

SURG5041

Surgical Oncology: Principles and Practice

Credit points: 6 **Teacher/Coordinator:** Clinical Professor Pierre Chapuis, Associate Professor Brett Hambly **Session:** Semester 1, Semester 2 **Classes:** Online lectures, videos, tutorials and formative assessment; face to face workshops **Prerequisites:** PATH5000 **Assumed knowledge:** Candidates are expected generally to be undertaking advanced surgical training or similar **Assessment:** 1) participate in compulsory (face to face) mdt scenario 30% 2) critical review of a tumour-specific, current publication of your choice from the primary literature (max: 1,000 words, excluding references) 20% 3) weekly quiz 50% **Mode of delivery:** Online

Note: Department permission required for enrolment.

The course runs over 13 weeks with the final week confined to assessment by face-to-face participation in an OSCE style format using a number of multidisciplinary team (MDT) meeting scenarios. The emphasis is on multimodality patient care which offers the best chance for a favourable outcome for a variety of common tumour types including breast, colorectal, prostate, gastro-oesophageal junction and melanoma. The unit is designed to address each cancer type with an overview highlighting those issues of importance when discussing management at an MDT meeting including: Pathology, Staging and Reporting, advances in Molecular Biology, Imaging, Surgery, Radiation and Medical oncology, new biologic therapies and the place of palliation of advanced disease. The emphasis is largely on self-directed learning with on-line lectures and reading material provided by a Faculty of clinicians drawn from various metropolitan teaching hospitals.

Specific Learning objectives: 1) to develop the skills to advocate evidence-based management for the individual needs of a patient in an MDT meeting and to understand the contribution of each clinical discipline in the decision making process 2) to demonstrate an adequate back ground knowledge of the natural history and classification of common tumours 3) to formulate a cancer specific management plan based on standardised reporting of the extent of tumour burden 4) to understand the influence of evidence-based, independent prognostic factors on outcomes and evolving concepts in cancer biology.

Textbooks

Due to the contemporary nature of the course an extensive bibliography of current reading material will be provided. These will be accessible electronically through the library.

SURG5042

Urological Oncology

Credit points: 6 **Teacher/Coordinator:** Assoc Prof Manish Patel **Session:** Semester 1 **Classes:** Compulsory 1 day face to face workshop; webinar tutorials; online discussion forums **Assessment:** 4 x 600 word case-based discussion board written assignments (60%); workshop participation (20%); Participation in the generation and peer review of assessment items (10%); online quizzes (10%) **Mode of delivery:** Distance education/intensive on campus

Urological oncology comprises a substantial proportion of clinical urology. The management of urological cancers requires a thorough knowledge and understanding of the pathological basis, imaging and diagnosis options as well as treatment options for all stages. This unit of study aims to prepare the training surgeon interested in urology or surgical oncology for a career managing urological cancers. The unit will include cancers of the prostate, bladder, kidney, testis, penile cancer and other rarer cancers. By the end of the unit, a deep understanding of uro-oncology will be gained and students should be able to manage patients with urological cancers effectively in the ward and clinic. This includes diagnosis, staging, and management of localised and advanced cancers. Not only will students have a thorough understanding of the role and outcomes of surgery in the management of these cancers, but also the role of radiotherapy, medical oncology and importance of imaging and pathology.

Textbooks

Fast Facts Prostate Cancer, 9th Edition. Published 2017. Health Press

Surgical Anatomy

Graduate Certificate in Advanced Clinical skills (Surgical Anatomy)

Surgical Anatomy	
Course code	GCADCLSK1SUN
CRICOS code	N/A
Degree Abbreviation	GradCertAdvClinSkills(SurgAnat)
Credit points required to complete	24
Time to complete full-time	0.5 years

Overview

Sydney Medical School is home to the largest academic surgical discipline in Australasia. Its courses aim to provide an understanding of the principle of applying the best available research evidence to patient care, as well as the skills required for clinical research.

The surgical anatomy stream in the Graduate Certificate in Advanced Clinical Skills provides a sound knowledge and understanding of human anatomy that underpins successful surgical practice through a series of whole-body cadaveric dissections taught in small groups by subspecialist surgeons. It is regarded as the gold standard in anatomy tuition and places are strictly limited. The course also provides a pathway for registrars or registered medical officers to prepare for the human anatomy knowledge requirement of the Part 1 Surgical Primary examination delivered by the Royal Australasian College of Surgeons.

Course outcomes

The objective of the course is to provide a sound understanding of human anatomy that underpins successful surgical/interventional practice.

Accreditation

The Surgical Anatomy (Anatomy by Whole Body Dissection) stream has been accredited by the Royal Australasian College of Surgeons.

Further information

The Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) acts as an embedded course within the Master of Surgery, specifically the Master of Surgery (Surgical Anatomy).

Units of study completed for the Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) can be recognised for credit towards the Master of Surgery (Surgical Anatomy).

Further enquiries

Jayne Seward
 Phone: +61 2 9351 2400
 Fax: +61 2 9351 2401
 Email: jayne.seward@sydney.edu.au
 Website: <http://sydney.edu.au/medicine/surgery/>



Surgical Anatomy

Admission requirements

Admission to the Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) requires:

- a medical degree; and
- a traineeship with the relevant surgical training program, or employment as a resident medical officer in an Australian hospital, or
a Fellowship of the Royal Australasian College of Surgeons.

See the course rules for further details.

Course structure

The **Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy)** requires the successful completion of **24 credit points of stream specific units of study**.

Pattern of enrolment

The following table provides an example for structuring a program of study.

Surgical Anatomy - stream specific units of study

Stream specific Units of Study	Credit point	Delivery mode
Students must complete 24 credit points of stream specific units of study		
Available Semester 1		
SURG5028 Thorax, Back, Spinal Cord by Dissection	6	face to face
SURG5029 Upper and Lower Extremities by Dissection	6	face to face
SURG5030 Abdomen, Pelvis, Perineum by Dissection	6	face to face
Available Semester 2		
SURG5027 Head and Neck by Dissection	6	face to face
Total stream specific credit points	24	



Surgical Anatomy

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Graduate Certificate in Advanced Clinical Skills

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course Resolutions

1 Course codes

Code	Course title
GCADCLSK-01	Graduate Certificate in Advanced Clinical Skills

2 Attendance pattern

The attendance pattern for this course is full time.

3 Streams

- (1) This course is available in the following streams:
 - (a) Surgical Anatomy
- (2) Candidates may transfer between streams with approval from stream Head of Discipline.
- (3) This course shall be awarded in the stream in which the candidate enrolls. The testamur for the degree shall specify the stream.

4 Embedded courses in this sequence

The Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) acts as an embedded course within the Master of Surgery, specifically the Master of Surgery (Surgical Anatomy). Units completed for the Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy) can be recognised for credit towards the Master of Surgery (Surgical Anatomy).

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the school, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to the Graduate Certificate in Advanced Clinical Skills requires:

- (a) a medical degree from the University of Sydney or equivalent qualification;
- (3) Applicants who have:
 - (a) a medical degree from the University of Sydney or equivalent qualification;
 - and
 - (b) a traineeship with the relevant surgical training program of the Royal Australasian College of Surgeons or equivalent; or employment as resident medical officer in an Australian hospital, satisfactory interview, satisfactory references, and approval by Head of Discipline or his nominee; or a Fellowship of the Royal Australasian College of Surgeons;
 may be eligible for admission to the Surgical Anatomy stream.

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
- (2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
 - (a) 24 credit points of stream specific units of study.



Surgical Anatomy

Table of units of study: Surgical Anatomy

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Stream specific units of study			
SURG5027 Head and Neck by Dissection	6	A This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. <i>Minimum of 12, maximum of 18 students.</i>	Semester 2
SURG5028 Thorax, Back, Spinal Cord by Dissection	6	A This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. <i>Minimum of 12, maximum of 18 students.</i>	Semester 1
SURG5029 Upper and Lower Extremities by Dissection	6	A This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. <i>Minimum of 12, maximum of 18 students.</i>	Semester 1
SURG5030 Abdomen, Pelvis, Perineum by Dissection	6	A This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. <i>Minimum of 12, maximum of 18 students.</i>	Semester 1



Surgical Anatomy

Units of study descriptions

SURG5027

Head and Neck by Dissection

Credit points: 6 **Teacher/Coordinator:** Adjunct Professor Lindsay Wing, Adjunct Associate Professor Allan Meares, Clinical Professor Pierre Chapuis
Session: Semester 2 **Classes:** Please refer to Surgery timetable for dates.
Assumed knowledge: This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training.
Assessment: Regular viva voce on wet specimens, MCQs, Spot tests. There is a compulsory test at the end of each module similar to that used in the GSSE. Attendance is compulsory without a signed medical certificate within 5 days. You must attend 90% of the course. 30% for attendance, 40% for dissection, and 30% for final spot tests. **Mode of delivery:** Normal (lecture/lab/tutorial) day
Note: Minimum of 12, maximum of 18 students.

This is a face to face teaching course. Candidates dissect in supervised groups of 6, according to a strict daily dissection schedule, utilising team based learning (TBL) methods. This is a proven technique for teaching clinical topographical anatomy to surgical trainees. Throughout this course there is a strong emphasis on applied clinical and surgical anatomy. Supervision is by surgeons. All candidates are given allotted tasks to prepare for presentation to the class prior to dissection. Self directed study is required before each of the sessions of approximately 10 hours per session as a minimum. The student is expected to have read and learnt the appropriate texts, before coming to class. There are ongoing SCORPIOs carried out during the dissection. At the end of each module there is a summative examination. The areas covered by the dissection include skull, cranial nerves, face, special senses, gross neuroanatomy, superficial neck, salivary glands, infratemporal fossa, pterygopalatine fossa, deep neck, suboccipital triangle, mouth, pharynx, larynx, thyroid, parathyroids, root of neck, vertebral canal and spinal cord.

Textbooks

Lasts Anatomy 9th Edition. Editor McMinn. Churchill Livingstone Publisher; 'Color Atlas of Anatomy', Rothen, Yokochi, Lutjen, Drecolli; Grant's Dissector, Alan J Detton, 16th Edition.

SURG5028

Thorax, Back, Spinal Cord by Dissection

Credit points: 6 **Teacher/Coordinator:** Adjunct Professor Lindsay Wing, Adjunct Associate Professor Allan Meares, Clinical Professor Pierre Chapuis
Session: Semester 1 **Classes:** Please refer to Surgery timetable for dates
Assumed knowledge: This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training.
Assessment: Regular viva voce on wet specimens, MCQs, Spot tests There is a final exam at the end of the module similar to that used in the GSSE. Attendance is compulsory without a signed medical certificate within 5 days. You must attend 90% of the course. 30% for attendance, 40% for dissection, and 30% for final spot tests. **Mode of delivery:** Normal (lecture/lab/tutorial) day
Note: Minimum of 12, maximum of 18 students.

This is a face to face teaching course. Candidates dissect in supervised groups of 6, according to a strict daily dissection schedule, utilising team based learning (TBL) methods. This is a proven technique for teaching clinical topographical anatomy to surgical trainees. Throughout this course there is a strong emphasis on applied clinical and surgical anatomy. Supervision is by surgeons. All candidates are given allotted tasks to prepare for presentation to the class prior to dissection. Self-directed study is required before each of the sessions of approximately 10 hours per session as a minimum. The student is expected to have read and learnt the appropriate texts before coming to class. There are ongoing SCORPIOs carried out

during the dissection. At the end of each module there is a summative examination. The dissection covers all aspects of the thorax, including body wall, thoracic wall, diaphragm, thoracic cavity, superior, anterior, middle and posterior mediastinum, pleura, lungs, heart, oesophagus, and osteology of thorax.

Textbooks

Lasts Anatomy 9th Edition. Editor McMinn. Churchill Livingstone Publisher; 'Color Atlas of Anatomy', Rothen, Yokochi, Lutjen, Drecolli; Grant's Dissector, Alan J Detton, 16th Edition.

SURG5029

Upper and Lower Extremities by Dissection

Credit points: 6 **Teacher/Coordinator:** Adjunct Professor Lindsay Wing, Adjunct Associate Professor Allan Meares, Professor Pierre Chapuis **Session:** Semester 1 **Classes:** Please refer to Surgery timetable for dates **Assumed knowledge:** This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. **Assessment:** Regular viva voce on wet specimens, MCQs, Spot tests. There is a compulsory test at the end of each module. This test is at the same level of knowledge of the GSSE. Attendance is compulsory without a signed medical certificate within 5 days. You must attend 90% of the course. 30% for attendance, 40% for dissection, and 30% for final spot tests. **Mode of delivery:** Normal (lecture/lab/tutorial) day
Note: Minimum of 12, maximum of 18 students.

This is a face to face teaching course. Candidates dissect in supervised groups of 6, according to a strict daily dissection schedule, utilising team based learning (TBL) methods. This is a proven technique for teaching clinical topographical anatomy to surgical trainees. Throughout this course there is a strong emphasis on applied clinical and surgical anatomy. Supervision is by specialist surgeons. All candidates are given allotted tasks to prepare for presentation to the class prior to dissection. Self directed study is required before each of the sessions of approximately 10 hours per session as a minimum. The student is expected to have read and learnt the appropriate texts before coming to class. There are ongoing SCORPIOs carried out during the dissection. At the end of each module there is a summative examination. The dissection course covers anterior compartment of the thigh, medial compartment of the thigh, gluteal region and hip joint, posterior compartment of thigh, popliteal fossa and knee joint, anterior compartment of the leg, dorsum of foot, lateral compartment of the leg, posterior compartment of the leg, sole of foot, ankle and foot joints, osteology of lower limb.

Textbooks

Lasts Anatomy 9th Edition. Editor McMinn. Churchill Livingstone Publisher; 'Color Atlas of Anatomy' Rothen, Yokochi, Lutjen, Drecolli; Grant's Dissector, Alan J Detton, 16th Edition.

SURG5030

Abdomen, Pelvis, Perineum by Dissection

Credit points: 6 **Teacher/Coordinator:** Adjunct Professor Lindsay Wing, Adjunct Associate Professor Allan Meares, Professor Pierre Chapuis **Session:** Semester 1 **Classes:** Please refer to Surgery timetable for dates **Assumed knowledge:** This is an advanced course and it is recommended for advanced trainees who are preparing for the GSSE or for a SET program. It is also available if you have completed other Anatomy courses/training. **Assessment:** Regular viva voce on wet specimens, MCQs, Spot tests. There is a compulsory test at the end of each module, similar to that used in the GSSE. Attendance is compulsory without a signed medical certificate within 5 days. You must attend 90% of the course. 30% for attendance, 40% for dissection, and 30% for final spot tests. **Mode of delivery:** Normal (lecture/lab/tutorial) day
Note: Minimum of 12, maximum of 18 students.

This is a face to face teaching course. Candidates dissect in supervised groups of 6, according to a strict daily dissection schedule, utilising team based learning (TBL) methods. This is a proven technique for teaching clinical topographical anatomy to surgical



trainees. Throughout this course there is a strong emphasis on applied clinical and surgical anatomy. Supervision is by specialist surgeons. All candidates are given allotted tasks to prepare for presentation to the class prior to dissection. Self directed study is required before each of the sessions of approximately 10 hours per session as a minimum. The student is expected to have read and learnt the appropriate texts before coming to class. There are ongoing SCORPIOs carried out during the dissection. At the end of each module there is a summative examination. The course covers the anterior abdominal wall, abdominal cavity, peritoneum, vessels and nerves of the gut, gastro and intestinal tract, liver and biliary tract, pancreas, spleen, posterior abdominal wall, kidneys, ureters, and suprarenal glands, rectum, urinary bladder and ureters in the pelvis, male internal genital organs, female internal genital organs and urethra, pelvic peritoneum, vessels and nerves, perineum, male urogenital region, female urogenital region, pelvic joints and ligaments, lumbosacral plexus.

Textbooks

Lasts Anatomy 9th Edition. Editor McMinn. Churchill Livingstone Publisher;
'Color Atlas of Anatomy' Rohen, Yokochi, Lutjen, Drecoll; Grant's Dissector, Alan J Detton, 16th Edition.

Postgraduate research

Master of Philosophy

Master of Surgery (by Research)

Doctor of Philosophy

Doctor of Medical Science

	Master of Philosophy	Master of Surgery (by Research)	Doctor of Philosophy	Doctor of Medical Science
Course code	KC083 or RMPHLMED1000	KC000 or RMSURGER2000	KB000 or RPPHDMED1000	KA003 or DRHMEDSC1000
CRICOS code	057895G	012841D	006455J	N/A
Degree Abbreviation	MPhil	MS	PhD	DMedSc
Time to complete full-time	1 - 2 years	2 years	3 years	0.5 years
Time to complete part-time	2 - 4 years	2 - 4 years	3.5 to 7 years	N/A

What is a research degree?

A research degree is a degree in which the majority of work is self-directed study with supervision by a group of academics, working on a project that aims to make an original contribution to knowledge. Some degrees require a limited amount of coursework, but at least two thirds of the degree must be by research for the degree to be considered a higher degree by research. The Doctor of Medical Science differs in that it is not a supervised degree.

Apart from any required coursework, the assessment of a research degree is through the examination of a thesis written by the student. The thesis is sent to a group of examiners and their recommendations form the basis for the outcome of the examination.

The four research degrees currently offered by the Sydney Medical School are the Master of Philosophy, the Master of Surgery (Research), the Doctor of Philosophy and the Doctor of Medical Science.

Governance, including the resolutions, or reference to where the resolutions for the postgraduate degrees by research can be found, are covered under this section. The information here provides a summary and is subordinate to the provisions of relevant degree resolutions.

Financial information about research degrees

With the exception of the Doctor of Medical Science, the Federal Government funds a number of places in research higher degrees for domestic students, currently defined as Australian and New Zealand citizens and Australian permanent residents. This is known as the Research Training Scheme (RTS), and more information can be found at <http://sydney.edu.au/medicine/current-students/costs-assistance/research-support/index.php#rts>.

This means that tuition fees for domestic students are covered by RTS for periods defined by the scheme.

International students are required to pay fees for each year they are enrolled for the duration of the degree. Visit <http://sydney.edu.au/future-students/international/postgraduate/research/costs/> for information on fees and costs.

There are a number of scholarships available for domestic students to assist with living costs, and a limited number for international

students. Information about University-wide scholarships for domestic students can be found at

<http://sydney.edu.au/future-students/domestic/postgraduate/research/scholarships/> and

<http://sydney.edu.au/medicine/current-students/costs-assistance/scholarships/prizes/index.php> for Sydney Medical School scholarships.

Theses: production and examination

Before commencing writing up their thesis, students are strongly urged to read *The Thesis Guide* published by the Sydney University Postgraduate Representative Association (SUPRA). A copy can be requested from SUPRA or by visiting their website:

email: admin@supra.usyd.edu.au

phone: +61 2 9351 3715 or 1800 249 950

website: www.supra.net.au/index.html

Details on submitting a thesis for research degrees other than the DMedSc can be found on the Sydney Medical School's website http://sydney.edu.au/research_support/students/your-thesis/.

This website covers such information as options for thesis submission, timing of thesis submission, selection of examiners, types of thesis examination, preparing for submission of the thesis, the examination process, possible examination outcomes, appeals, deferment of public availability of theses, submission of corrected thesis and continuation of borrowing privileges after submission of the thesis.



Master of Philosophy

(MPhil) KC083 or RMPHLMED1000

Course	Duration full-time	Duration part-time
MPhil	1 to 2 years	2 to 4 years

Overview

The Master of Philosophy (MPhil) is aimed at those who intend to pursue careers in medical or health research or who wish to upgrade their qualifications to give them a competitive edge in their employment by demonstrating superior ability and research experience. It may also be used as a stepping stone to commencing a Doctor of Philosophy (PhD).

The MPhil is a research degree in which students undertake supervised research leading to the production of a thesis.

MPhil students are required to complete one six credit point unit of study, MEDF5005 Research Methods and Ethics, early in their candidature to provide them with guidance on areas relating to research such as writing papers and theses, reading and critiquing technical papers and writing literature reviews. Otherwise, MPhil students are not normally required to attend classes or undertake coursework units of study, with the thesis being the major examinable assessment requirement for the degree.

Major research areas include:

- anaesthesia
- anatomy and histology
- cardiology
- dermatology
- endocrinology
- gastroenterology and hepatology
- general practice
- geriatric medicine
- haematology
- infection and immunity
- medical education
- medical genetics
- neurology
- nuclear medicine
- obstetrics and gynaecology
- oncology
- clinical ophthalmology and eye health
- paediatrics and child health
- pathology
- pharmacology
- physiology
- psychological medicine
- public health
- rehabilitation medicine
- renal medicine
- respiratory medicine
- rheumatology and surgery.

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Master of Philosophy

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: <http://www.sydney.edu.au/policies>.

Course resolutions

Part 1: Preliminary

1 Course codes

Code	Course title
RMPHLMED-01	Master of Philosophy

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 a subject area related to the proposed course of advanced study and research, with -
 - (a) first or second class honours; or
 - (b) a result of at least a Credit grade in the highest, relevant unit of study.
- (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 Combined Board of Postgraduate Studies, are 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 School:
 - (a) satisfactory evidence of the applicant's eligibility for admission;
 - (b) a proposed course of research and advanced study, approved by the Head of the Discipline in which the work is to be undertaken; and
 - (c) 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 Head of Discipline 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) successfully complete any specified probationary requirements and conditions of candidature;
 - (b) successfully complete a 6 credit point research methods unit of study as set out in the Table of Units of Study: Master of Philosophy, and any other units of study prescribed by the Head of Discipline;
 - (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) The thesis will be no more than 60,000 words, except with permission of the postgraduate coordinator.

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) Successfully complete a specified research methods unit of study;
 - (b) develop and present a refined research proposal to the satisfaction of the Supervisor and Head of Discipline;
 - (c) meet any conditions set by the Combined Board of Postgraduate Studies, School and Discipline; and
 - (d) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice but is subject to approval by the Combined Board of Postgraduate Studies.

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

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.

Part 6: Examination

17 Form and lodgement of thesis

The thesis must be typewritten and bound as prescribed by the Academic Board resolutions of the Degree of Doctor of Philosophy.

18 Examination of the thesis

- (1) Examination of the thesis will be conducted in general accordance with process prescribed by Academic Board for the Doctor of Philosophy, except that:
 - (a) two examiners will be appointed by the Head of Discipline, at least one of whom shall be external to the University; and
 - (b) the Combined Board of Postgraduate Studies will act in place of the PhD Award Sub-Committee.

19 Award of the degree

The thesis will be graded by the examiners and the thesis grade will be recorded on the academic transcript.

Part 7: Other

20 Transitional provisions

- (1) These course resolutions apply to students who commenced their candidature after 1 January, 2017.
- (2) Candidates who commenced prior to 1 January, 2017 shall 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.

Table of units of study: Master of Philosophy

Unit of study	Credit points	Session
MEDF5005 Health Research Methods and Ethics	6	Semester 1

Units of study descriptions

MEDF5005

Health Research Methods and Ethics

Credit points: 6 **Teacher/Coordinator:** Dr Timothy Schlub **Session:** Semester 1 **Classes:** 2x compulsory in person interactive full day workshops, 4x optional in person 3hr tutorials, 5x online lectures and discussions, 2x online elective module readings **Assessment:** Study design and ethics assignment (40%), statistics assignment (20%), statistics exam (20%), online self-study elective task (10%), online quizzes (10%) **Mode of delivery:** Block mode

This unit of study introduces students to the fundamental skills that are required for postgraduate research in medicine and health. Students will learn how to conduct research that is scientifically and ethically sound, and be able to critically appraise and review literature. Students will understand the strengths and limitations of common study designs and develop simple but important statistical analysis skills, including how to present and interpret data, basic data management skills, and how to determine the required sample size for a study. Obtaining ethics approval is necessary for any study

involving the collection or analysis of data involving humans, animals or their tissues. Hence, this unit will also cover ethics in research and when and how to apply for ethics approval. These fundamental skills promote a scholarly attitude towards knowledge and understanding, and are essential for engagement with the research community.

Master of Surgery (by research)

(MS) KC000 or RMSURGER2000

Course	Duration full-time	Duration part-time
MS	minimum of 2 years	maximum of 4 years

Overview

The Master of Surgery (MS) by research is aimed at those who intend to pursue careers in surgical research. The major research areas include: melanoma, neurosurgery, rheumatology and orthopaedic surgery, urology and vascular surgery.

MS students are generally not required to attend classes or undertake coursework units of study, with the thesis being the only or major examinable assessment requirement for the degree.

Degree resolutions

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Master of Surgery

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Course resolutions

Part 1: Preliminary

1 Course codes

Code	Course title
RMSURGER-02	Master of Surgery

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:
 - (a) hold or have completed the requirements for a medical degree from the University of Sydney or an equivalent qualification; and
 - (b) either -
 - (I) have a traineeship with the relevant surgical training program of the Royal Australasian College of Surgeons, or
 - (II) have a Fellowship of the Royal Australasian College of Surgeons, or
 - (III) pass a clinical examination in surgery as determined by the Combined Board of Postgraduate Studies.

- (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 Combined Board of Postgraduate Studies, are 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 School:
 - (a) satisfactory evidence of the applicant's eligibility for admission;
 - (b) a proposed course of research and advanced study, approved by the Head of the Discipline in which the work is to be undertaken; and
 - (c) 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 Head of Discipline 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) successfully complete any specified probationary requirements and conditions of candidature;
 - (b) successfully complete any units of study prescribed by the Head of Discipline;
 - (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) The thesis will be no more than 60,000 words, except with permission of the postgraduate coordinator.



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) develop a refined research proposal to the satisfaction of the Supervisor and Head of Discipline; and
 - (b) meet any conditions set by the Board of Postgraduate Studies, School and Discipline; and
 - (c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice but is subject to approval by the Combined Board of Postgraduate Studies.

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

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.

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.

Part 6: Examination

17 Form of thesis

The thesis must be typewritten and bound as prescribed by the Academic Board resolutions of the Degree of Doctor of Philosophy.

18 Examination of the thesis

- (1) Examination of the thesis will be conducted in general accordance with process prescribed by Academic Board for the Doctor of Philosophy, except that:
 - (a) four copies of the thesis shall be submitted by the candidate;
 - (b) three examiners will be appointed by the Head of Discipline, at least one of whom shall be external to the University; and
 - (c) the Combined Board of Postgraduate Studies will act in place of the PhD Award Sub-Committee.

19 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

20 Transitional provisions

- (1) These course resolutions apply to students who commenced their candidature after 1 January, 2012.
- (2) Candidates who commenced prior to 1 January, 2012 shall 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

Doctor of Philosophy

(PhD) KB000 or RPPHDMED1000

The Doctor of Philosophy (PhD) is different from all the other degrees offered by the University as it is the only degree offered at the University level. The same regulations govern a PhD student whether the student is in fine arts, medicine, architecture or any other faculty.

The Rules governing the degree of Doctor of Philosophy are the University of Sydney (Higher Degree by Research) Rule 2011) and the Thesis and Examination of Higher Degree by Research Policy 2015. The most recent versions of these rules can be found on the Policy Register sydney.edu.au/policies.

The Higher Degree by Research Rule must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to), the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Honesty in Coursework Policy 2015.

These rules are found in the Policy Register at sydney.edu.au/policies.

Major research areas include:

- anaesthesia
- anatomy and histology
- cardiology
- dermatology
- endocrinology
- gastroenterology and hepatology
- general practice
- geriatric medicine
- haematology
- infection and immunity
- medical education
- medical genetics
- neurology
- nuclear medicine
- obstetrics and gynaecology
- oncology
- clinical ophthalmology and eye health
- paediatrics and child health
- pathology
- pharmacology
- physiology
- psychological medicine
- public health
- rehabilitation medicine
- renal medicine
- respiratory medicine
- rheumatology
- surgery.

Information about research options can be found on the Sydney Medical School website at: <http://sydney.edu.au/medicine/study/research/index.php> and on the University website at: Research Opportunities

Course information and application details can be found at: <http://sydney.edu.au/courses/Doctor-of-Philosophy-Medicine>



Doctor of Medical Science

(DMedSc) KA003 or DRHMEDSCI1000

1 What is the Doctor of Medical Science (DMedSc) degree at the University of Sydney?

The Doctor of Medical Science (DMedSc) is a higher doctorate, introduced to replace the previous higher doctorate, the Doctor of Medicine (MD), when the MD replaced the MBBS as the primary medical degree effective from 2014.

The DMedSc is awarded for published work that, in the opinion of the examiners constitutes a distinguished contribution to knowledge or creative achievement and is recognized by scholars in the relevant field as constituting a distinguished contribution to knowledge or creative achievement in that field.

The DMedSc, unlike the Doctor of Philosophy (PhD), is not a research training degree. It may be described as an award that one would receive when one's career is well established, rather than at the beginning, for an outstanding contribution to knowledge through a substantial body of research.

2 How is a distinguished contribution to knowledge assessed?

The published work may be regarded as a distinguished contribution to knowledge if:

- it represents a significant advance in knowledge in the relevant field;
- it has caused, or become a major part of, a significant debate among scholars in the relevant field (including in books and journals); or
- it has caused significant changes in the direction of research or in the practice of recognised scholars in the relevant field.

3 How many publications are needed for a Doctor of Medical Science?

There is no set number of publications a candidate must have to be awarded the degree. The *Prima Facie* Committee (see section 6 below) and the examiners will be asked to judge the work on its quality and based on the criteria above, rather than on the quantity of the papers. As a guide, it would be unusual for the *Prima Facie* Committee to find that a case for examination exists where there were less than 20 peer-reviewed publications in ERA-eligible journals. Furthermore, the applicant should be able to demonstrate that the body of research has contributed to a chosen field in the way(s) described above. Most commonly this would be through measures of impact including citations by scholars in the field.

As the contribution of a body of research may not become fully apparent until many years after publication, the DMedSc is usually awarded to researchers with an established career. In general, the body of the work submitted for consideration should have been undertaken after the award of a research training degree.

4 Eligibility for admission to candidature

(1) To be eligible for admission to candidature for a higher doctorate, an applicant must:

- hold a degree from the University that was conferred five or more years prior to the application date; or
- hold a degree from another university or institution that was conferred five or more years prior to the application date; or
- have qualifications that were conferred five or more years prior to the application date and standing that are determined by the Faculty and by the Graduate Studies Committee of the Academic

Board to be equivalent to holding a degree from the University; and

- for the Doctor of Medical Science, hold or have completed all the academic requirements for the Bachelor of Medicine.

(2) To be eligible for admission to candidature, an applicant who does not meet the requirements of paragraph (1), must

- have been a full-time member of the academic staff of the University for at least three years (or pro rata part-time); or
- be recognized by the Academic Board, on the recommendation of the Dean, to have been involved in the teaching and research of the University to an equivalent level.

(3) To be eligible for admission to candidature, an applicant for admission to the Doctor of Medical Science who does not meet the requirements of paragraph (1) must be recognized by the Faculty and the Graduate Studies Committee of Academic Board to have equivalent academic standing.

5 How to apply

Prospective candidates are strongly encouraged to discuss their intention to apply with either the head of the relevant discipline or the Associate Dean (HDR) of Sydney Medical School.

The following will need to be submitted as part of the application:

1. An "Application For Admission" form is available from Sydney Medical School Application for Admission to the Doctor of Medical Science This includes details of the applicant's academic qualifications and their association with the University;
2. A list of the published works that the candidate proposes to submit for examination;
3. A description of the themes of the published work; and
4. Where there are a large number of publications whose dates range over a period of time and cover a range of subjects, a statement of how these publications are related to one another and to the theme;
5. Where jointly authored publications are to be submitted, a statement of the applicant's role in the initiation, conduct or direction of such conjoint research must be included.

Applications are continuously open. If you are admitted to candidature you must enrol as a candidate for the DMedSc in the first available Research Period following receipt of your offer of admission.

6 Preliminary assessment of application for admission

(1) The Dean will appoint a committee to consider and determine whether

- the applicant is eligible for admission to candidature;
- the published work is in a field appropriate to the nominated degree;
- the Faculty is competent to examine the published work at the required level; and
- whether the applicant should be admitted to candidature.

(2) The committee may not determine that the applicant should be admitted to candidature unless the requirements of each of paragraphs (1) are met.

(3) If the committee determines that the applicant should be admitted to



candidature, the committee will recommend to the Dean that he or she recommend to the Academic Board:

- that the applicant be admitted to candidature; and
- the appointment of at least three named examiners, of whom at least two will be external examiners.

(4) The assessment committee will comprise:

- the Dean;
- the Head of Discipline most closely associated with the relevant field of work;
- the academic staff member most closely associated with the relevant field of work; and
- other persons appointed by the Dean.

7 Submission of work for examination

(1) The candidate must submit to the Dean five copies of the published work.

(2) The work submitted must include:

- a description of the theme of the published work;
- a record of original research undertaken by the candidate;
- a statement by the candidate of:

- (i) the sources from which the information in the work was derived;
- (ii) the extent to which the work draws on the work of others; and
- (iii) the portion of the work that the candidate claims as original.

(3) If the work submitted contains research that was carried out conjointly, a statement by the candidate of the extent to which the candidate was responsible for the initiation, conduct or direction of the research; and

(4) If the principal publications, as distinct from any supporting papers, incorporate work previously submitted for a degree or diploma at the University or at any other university or institution, a statement by the candidate of those parts of the publications that have previously been submitted.

8 Fees

The Doctor of Medical Science (DMedSc) is a full-fee paying course and applicants are required to enrol for one research period.

9 The examination process

The thesis will be sent to at least three examiners. Each examiner shall make a separate and independent report on whether the published work meets the requirements for the award of the degree.

The examination process usually takes 6-9 months.

10 Outcomes of the examination

(1) When all examiners have reported, the assessment committee will

reconvene and will recommend to the Dean that:

- the degree be awarded;
- the degree not be awarded.

(2) After considering the recommendation of the assessment committee, the Dean:

(a) will provide to the Academic Board:
(i) the names and qualifications of the examiners; and
(ii) the substance of the examiners' reports; and

(b) will recommend to the Academic Board that:

- (i) the degree be awarded;
- (ii) the degree not be awarded; or
- (iii) the Academic Board appoint a further examiner or examiners.

(3) The Academic Board will determine the result of the examination.

Please note that there is no provision for amendments or for "revise and resubmit". The same body of work cannot be submitted for re-examination if the degree is not awarded.

Following notification of the award of the degree the candidate will submit one bound copy of the published work (printed on acid-free archival paper) and conforming to the conditions outlined in section 8 above, to Student Services for lodgment with the University Library.

11 Graduation

At graduation ceremonies, higher doctorates are generally awarded before other degrees. In awarding the higher doctorate, it is customary for the speaker of the ceremony, usually the Dean, to deliver a citation extolling to achievements of the graduand.

12 Further reading

Please read this document in conjunction with the University of Sydney (Higher Degree by Research) Rule 2011

University of Sydney (Higher Degree By Research) Rule 2011

Resolutions of the Senate

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Resolutions of the Senate

1 Degrees, diplomas and certificates of the University of Sydney Medical School

- (1) With the exception of the Doctor of Medical Science and the Doctor of Philosophy, 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 University of Sydney Medical School. The Doctor of Medical Science and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.
- (2) This list is amended with effect from 1 January, 2017. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the School at the time.

2 Degrees

Code	Course title	Abbreviation	Credit points
RHMEDSCI-01	Doctor of Medical Science	DMedSc	Published work
RPPHDMED-01	Doctor of Philosophy	PhD	Research
RMPHLMED-01	Master of Philosophy	MPhilMed	Research
RMSURGER-02	Master of Surgery	MS	Research
TCCLISUR-01	Doctor of Clinical Surgery	DClinSurg	144
MAMEDICI-03	Doctor of Medicine	MD	192
MABIOETI-02	Master of Bioethics	MBEth	48
MABIOSTA-01	Master of Biostatistics	MBiostat	72
MABRMISC-01	Master of Brain and Mind Sciences	MBMSc	48
MACLITRR-01	Master of Clinical Trials Research	MClinTRes	48
MAGENCOU-01	Master of Genetic Counselling (admission suspended for 2018)	MGC	96
MAHEAPOL-01	Master of Health Policy	MHPol	48
MAINHESU-01	Master of Indigenous Health (Substance Use) (admission suspended for 2018)	MIndigh(SubUse)	48
MAINTOPH-01	Master of International Ophthalmology		48
	- <i>Community Ophthalmology</i>	MIOPhth(CommOphth)	48
	- <i>Post Vocational Ophthalmology</i>	MIOPhth(PostVocOphth)	48
MAINPUHE-02	Master of International Public Health	MIntPH	48
MAMECARS-01	Master of Medicine (Cataract and Refractive Surgery)	MMed(RefCatSurg)	48
MAMECLEP-03	Master of Medicine (Clinical Epidemiology)	MMed(ClinEpi)	48
MAMEINIM-01	Master of Medicine (Infection and Immunity)	MMed(InfImm)	48
MAMEOPSC-01	Master of Medicine (Ophthalmic Science)	MMed(OphthSc)	48
	- <i>Oculoplastic Surgery</i>	MMed(OphthSc-OcPlasSurg)	48
MAMEPAMA-02	Master of Medicine (Pain Management)	MMed(PainMgt)	48
MAMEPSYC-03	Master of Medicine (Psychotherapy)	MMed(Psychotherapy)	72
MAMERHHG-02	Master of Medicine (Reproductive Health Sciences and Human Genetics) (admission suspended for 2018)	MMed(RHHG)	48
MAMEDICI-04	Master of Medicine		
	- <i>Clinical Neurophysiology</i>	MMed(ClinNeuroPhysiol)	48
	- <i>Critical Care Medicine</i>	MMed(CritCare)	48
	- <i>Sexual and Reproductive Health</i>	MMed(SRH)	48
	- <i>Internal Medicine</i>	MMed(InternalMedicine)	48
	- <i>Metabolic Health</i>	MMed(MetabHlth)	48
	- <i>Paediatric Medicine</i>	MMed(Paed)	48
	- <i>Pharmaceutical and Medical Device Development</i>	MMed(PharmDev)	48



Code	Course title	Abbreviation	Credit points
	- <i>Psychiatry</i>	MMed(Psychiatry)	48
	- <i>Sleep Medicine</i>	MMed(SleepMedicine)	48
MMEDADV-01	Master of Medicine (Advanced)		
	- <i>Clinical Neurophysiology</i>	MMed(Adv)(ClinNeuroPhysiol)	60
	- <i>Critical Care Medicine</i>	MMed(Adv)(CritCare)	60
	- <i>Sexual and Reproductive Health</i>	MMed(Adv)(SRH)	60
	- <i>Internal Medicine</i>	MMed(Adv)(InternalMedicine)	60
	- <i>Metabolic Health</i>	MMed(Adv)(MetabHlth)	60
	- <i>Pharmaceutical and Medical Device Development</i>	MMed(Adv)(PharmDev)	60
	- <i>Paediatric Medicine</i>	MMed(Adv)(Paed)	60
	- <i>Psychiatry</i>	MMed(Adv)(Psychiatry)	60
	- <i>Sleep Medicine</i>	MMed(Adv)(SleepMedicine)	60
MAPUHEAL-05	Master of Public Health	MPH	48
MAPUHEPP-01	Master of Public Health (Professional Practice)	MPH(Professional Practice)	60
MAPUHCDP-01	Master of Public Health (Chronic Disease Prevention)	MPH(Chronic Disease Prevention)	60
MAQUAHER-02	Master of Qualitative Health Research (admission suspended for 2018)	MQHR	60
MASMCLEP-03	Master of Science in Medicine (Clinical Epidemiology)	MScMed(ClinEpi)	48
MASMINIM-01	Master of Science in Medicine (Infection and Immunity)	MScMed(InfImm)	48
MASMOPSC-01	Master of Science in Medicine (Ophthalmic Science)	MScMed(OphthSc)	48
MASMPAMA-02	Master of Science in Medicine (Pain Management)	MScM(PainMgt)	48
MASMPSYC-01	Master of Science in Medicine (Psychotherapy)	MScMed (Psychotherapy)	72
MASMRHHG-02	Master of Science in Medicine (Reproductive Health Sciences and Human Genetics) (admission suspended for 2018)	MScMed(RHHG)	48
MASCMEI-01	Master of Science in Medicine		
	- <i>Clinical Neurophysiology</i>	MScMed(ClinNeuroPhysiol)	48
	- <i>Critical Care Medicine (not available in 2018)</i>	MScMed(CritCare)	48
	- <i>Sexual and Reproductive Health</i>	MScMed(SRH)	48
	- <i>Metabolic Health</i>	MScMed(MetabHlth)	48
	- <i>Pharmaceutical and Medical Device Development</i>	MScMed(PharmDev)	48
	- <i>Sleep Medicine</i>	MScMed(SleepMedicine)	48
MASCMEAD-01	Master of Science in Medicine (Advanced)		
	- <i>Clinical Neurophysiology</i>	MScMed(Adv)(ClinNeuroPhysiol)	60
	- <i>Critical Care Medicine (not available in 2018)</i>	MScMed(Adv)(Critcare)	60
	- <i>Sexual and Reproductive Health</i>	MScMed(Adv)(SRH)	60
	- <i>Metabolic Health</i>	MScMed(Adv)(MetabHlth)	60
	- <i>Pharmaceutical and Medical Device Development</i>	MScMed(Adv)(PharmDev)	60
	- <i>Sleep Medicine</i>	MScMed(Adv)(SleepMedicine)	
MASURGER-02	Master of Surgery		
	- <i>Breast Surgery</i>	MS(BreastSurg)	48
	- <i>Cardiothoracic Surgery</i>	MS(CardiothorSurg)	48
	- <i>Colorectal Surgery</i>	MS(Colorectal)	48
	- <i>Endocrine Surgery</i>	MS(Endocrine)	48
	- <i>Hand Surgery</i>	MS(HandSurg)	48
	- <i>Head and Neck Surgery</i>	MS(Head&Neck)	48
	- <i>Neurosurgery</i>	MS(NeuroSurg)	48
	- <i>Orthopaedic Surgery</i>	MS(Ortho)	48
	- <i>Otorhinolaryngology</i>	MS(ENT)	48
	- <i>Paediatric Surgery</i>	MS(PaedSurg)	48
	- <i>Plastic/Reconstructive Surgery</i>	MS(Plastic&Reconstruct)	48
	- <i>Surgical Anatomy</i>	MS(SurgAnat)	48
	- <i>Surgical Oncology</i>	MS(SurgOnc)	48
	- <i>Surgical Outcomes</i>	MS(SurgOutcomes)	48

Code	Course title	Abbreviation	Credit points
	- <i>Surgical Sciences</i>	MS(SurgSci)	48
	- <i>Surgical Skills</i>	MS(SurgSkills)	48
	- <i>Transplant Surgery</i>	MS(Transplant)	48
	- <i>Trauma Surgery</i>	MS(Trauma)	48
	- <i>Upper Gastrointestinal Surgery</i>	MS(UGISurg)	48
	- <i>Urology</i>	MS(Urology)	48
	- <i>Vascular Surgery and Endovascular Surgery</i>	MS(Vascular)	48

Note: Italicised items below degree names are streams within that degree.

^ May be awarded with honours in an integrated program.

3 Double degrees

Code	Course title	Abbreviation	Credit points
MAMEDPHL-01	Master of Medicine / Master of Philosophy		
	- <i>Critical Care (not available in 2018)</i>	MMed(CritCare)/MPhil	96
	- <i>Sexual and Reproductive Health</i>	MMed(SRH)/MPhil	96
MASCMPHL-01	Master of Science in Medicine / Master of Philosophy		
	- <i>Critical Care (not available in 2018)</i>	MScMed(CritCare)/MPhil	96
	- <i>Sexual and Reproductive Health</i>	MScMed(SRH)/MPhil	96
MAMRPHL-01	Master of Medicine (Reproductive Health and Human Genetics) / Master of Philosophy (admission suspended for 2018)	MMed(RHHG)/MPhil	96
MASMRPHL-01	Master of Science in Medicine (Reproductive Health and Human Genetics) / Master of Philosophy (admission suspended for 2018)	MScMed(RHHG)/MPhil	96
BPARTMED-01	Bachelor of Arts/Doctor of Medicine	BA/MD	336
	- <i>Dalyell</i>		
BPSCIMED-01	Bachelor of Science/Doctor of Medicine	BSc/MD	336
	- <i>Dalyell</i>		
	- <i>Medical Science</i>		

* May be awarded with honours following a further year of study.

4 Graduate diplomas

Code	Course title	Abbreviation	Credit points
GNBIOETI-02	Graduate Diploma in Bioethics	GradDipBioethics	36
GNBIOSTA-01	Graduate Diploma in Biostatistics	GradDipBiostat	48
GNBRMISC-01	Graduate Diploma in Brain and Mind Sciences	GradDipBMSc	36
GNCAREFS-01	Graduate Diploma in Cataract and Refractive Surgery	GradDipRefCatSurg	36
GNCLIEPI-01	Graduate Diploma in Clinical Epidemiology	GradDipClinEpi	36
GNCLITRR-01	Graduate Diploma in Clinical Trials Research	GradDipClinTRes	36
GNGENCOU-01	Graduate Diploma in Genetic Counselling (admission suspended for 2018)	GradDipGC	48
GNHEAPOL-01	Graduate Diploma in Health Policy	GradDipHPol	36
GNINHESU-01	Graduate Diploma in Indigenous Health (Substance Use) (admission suspended for 2018)	GradDiplIndigH(SubUse)	36
GNINHEPR-02	Graduate Diploma in Indigenous Health Promotion	GradDiplIndigHProm	36
GNINFIMM-01	Graduate Diploma in Infection and Immunity	GradDiplInfnImm	36
GNINTOPH-01	Graduate Diploma in International Ophthalmology	GradDiplOphth	36
GNINPUHE-01	Graduate Diploma in International Public Health	GradDiplntPH	36
GNMEDICI-02	Graduate Diploma in Medicine		
	- <i>Clinical Neurophysiology</i>	GradDipMed(ClinNeuroPhysiol)	36
	- <i>Critical Care Medicine</i>	GradDipMed(CritCare)	36
	- <i>Sexual and Reproductive Health</i>	GradDipMed(SRH)	36
	- <i>Internal Medicine</i>	GradDipMed(InternalMedicine)	36

Code	Course title	Abbreviation	Credit points
	- <i>Metabolic Health</i>	GradDipMed(MetabHlth)	36
	- <i>Paediatric Medicine</i>	GradDipMed(Paed)	36
	- <i>Pharmaceutical and Medical Device Development</i>	GradDipMed(PharmDev)	36
	- <i>Psychiatry</i>	GradDipMed(Psychiatry)	36
	- <i>Sleep Medicine</i>	GradDipMed(SleepMedicine)	36
GNSCMEDI_01	Graduate Diploma in Science in Medicine		
	- <i>Clinical Neurophysiology</i>	GradDipScMed(ClinNeuroPhysiol)	36
	- <i>Critical Care Medicine (not available in 2018)</i>	GradDipScMed(CritCare)	36
	- <i>Sexual and Reproductive Health</i>	GradDipScMed(SRH)	36
	- <i>Metabolic Health</i>	GradDipScMed(MetabHlth)	36
	- <i>Pharmaceutical & Medical Device Development</i>	GradDipScMed(PharmDev)	36
	- <i>Sleep Medicine</i>	GradDipScMed(SleepMedicine)	36
GNOPHTSC-01	Graduate Diploma in Ophthalmic Science	GradDipOphthSc	36
	- <i>Oculoplastic Surgery</i>	GradDipOphthSc(OcPlasSurg)	36
GNPAIMGT-01	Graduate Diploma in Pain Management	GradDipPainMgt	36
GNPUHEAL-02	Graduate Diploma in Public Health	GradDipPH	36

Note: Italicised items below degree names are streams within that degree.

5 Graduate certificates

Code	Course title	Abbreviation	Credit points
GCADCLSK-01	Graduate Certificate in Advanced Clinical Skills		
	- <i>Surgical Anatomy</i>	GradCertAdvClinSkills(SurgAnat)	24
GCBIOETI-02	Graduate Certificate in Bioethics	GradCertBEth	24
GCBIOSTA-01	Graduate Certificate in Biostatistics	GradCertBiostat	24
GCBRMISC-01	Graduate Certificate in Brain and Mind Sciences	GradCertBMSc	24
GCCLITRR-01	Graduate Certificate in Clinical Trials Research	GradCertClinTRes	24
GCCLIEPI-01	Graduate Certificate in Clinical Epidemiology	GradCertClinEpi	24
GCHEAPOL-01	Graduate Certificate in Health Policy	GradCertHPol	24
GCINHESU-01	Graduate Certificate in Indigenous Health (Substance Use) (admission suspended for 2018)	GradCertIndigH(SubUse)	24
GCINFIMM-01	Graduate Certificate in Infection and Immunity	GradCertInfImm	24
GCMEDICI-02	Graduate Certificate in Medicine		
	- <i>Clinical Neurophysiology</i>	GradCertMed(ClinNeuroPhysiol)	24
	- <i>Critical Care Medicine</i>	GradCertMed(CritCare)	24
	- <i>Sexual and Reproductive Health</i>	GradCertMed(SRH)	24
	- <i>Internal Medicine</i>	GradCertMed(InternalMedicine)	24
	- <i>Metabolic Health</i>	GradCertMed(MetabHlth)	24
	- <i>Paediatric Medicine</i>	GradCertMed(Paed)	24
	- <i>Pharmaceutical and Medical Device Development</i>	GradCertMed(PharmDev)	24
	- <i>Psychiatry</i>	GradCertMed(Psychiatry)	24
	- <i>Sleep Medicine</i>	GradCertMed(SleepMedicine)	24
GCSCMEDI-01	Graduate Certificate in Science in Medicine		
	- <i>Clinical Neurophysiology</i>	GradCertScMed(ClinNeuroPhysiol)	
	- <i>Critical Care Medicine (not available in 2018)</i>	GradCertScMed(CritCare)	24
	- <i>Sexual and Reproductive Health</i>	GradCertScMed(SRH)	24
	- <i>Metabolic Health</i>	GradCertScMed(MetabHlth)	24
	- <i>Pharmaceutical & Medical Device Development</i>	GradCertScMed(PharmDev)	24
	- <i>Sleep Medicine</i>	GradCertScMed(SleepMedicine)	24
GCPAIMGT-02	Graduate Certificate in Pain Management	GradCertPainMgt	24

Code	Course title	Abbreviation	Credit points
GCQUAHER-01	Graduate Certificate in Qualitative Health Research (admission suspended for 2018)	GradCertQHR	24
GCSURGER-01	Graduate Certificate in Surgery		
	- <i>Breast Surgery</i>	GradCertSurg(BreastSurg)	24
GCSURGSC-01	Graduate Certificate in Surgical Sciences	GradCertSurgSc	24

Resolutions of the Faculty

Sydney Medical School resolutions and the handbook are the official statement of faculty policy.

The resolutions contained in the handbook are accurate as at the time of publication. If a conflict is perceived between the content of the handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook shall always take precedence.

See the Policy Register sydney.edu.au/policy, for copies of University policies.

Resolutions of the University of Sydney Medical School for coursework courses

These resolutions apply to all undergraduate and postgraduate courses in the School, unless specifically indicated otherwise. 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 2014 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: <http://sydney.edu.au/policies>.

Part 1: Course enrolment

1 Admission to candidature

- (1) Applicants must meet admission criteria for the relevant course and submit applications following the relevant application process including submission by advertised deadline. Late applications may be considered in special circumstances.
- (2) Where postgraduate courses in this School (other than the Doctor of Medicine have limited numbers of Commonwealth Supported Places (CSPs), available, places will be offered to qualified applicants based on merit, for applications received by the advertised deadline. For applications received after the advertised deadline and before the commencement of semester, any remaining places will be offered to qualified applicants based on merit.
- (3) Students who have completed an embedded Graduate Certificate may be eligible for admission to the associated Graduate Diploma or Masters degree with Head of Discipline approval.
- (4) Students who have completed an embedded Graduate Diploma may be eligible for admission to the associated Masters degree with Head of Discipline approval.

2 Enrolment restrictions

The Coursework Rule limits the maximum number of credit points students may take in any given semester. The School does not encourage full time students to exceed the recommended enrolment patterns for its courses.

3 Time limits

- (1) A student must complete all the requirements for a coursework doctorate within ten calendar years.
- (2) A student must complete all the requirements for a double master's degree within ten calendar years.
- (3) A student must complete all the requirements for a coursework master's degree (other than the Doctor of Medicine) within six calendar years.
- (4) A student must complete all the requirements for a graduate diploma within four calendar years.
- (5) A student must complete all the requirements for a graduate certificate within three calendar years.
- (6) For postgraduate coursework students other than those enrolled in the Doctor of Medicine, periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed ten years.
- (7) Subject to sub-clause (8), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years. The five year limit also applies to students entering the course through the Double degree program commencing on the date of their first enrolment in the Doctor of Medicine following completion of their undergraduate degree.
- (8) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Medicine to a maximum of 10 years.
- (9) Periods of suspension, exclusion or lapsed candidature will not be added to the maximum completion time for the Doctor of Medicine.

4 Enrolment, suspension, discontinuation and lapse of candidature

- (1) The Coursework Rule specifies the general conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed.
- (2) Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.
- (3) The School will grant approval for a suspension from candidature only after a student has completed at least one semester of enrolment. A Postgraduate student (other than a student enrolled in the Doctor of Medicine) may apply to the School for a maximum period of suspension of one semester at any one time. Suspension from candidature of two consecutive semesters will only be granted in special circumstances.
- (4) The candidature of a student who has not re-enrolled and who has not obtained approval from the School for a suspension of candidature for the relevant semester will be deemed to have lapsed.
- (5) A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the School.

5 Credit

- (1) Credit for postgraduate study will be applied according to the Academic Board policy on Admission: Advanced Standing, Credit, and Exemption.



- (2) Credit, where applicable, will not be granted for recognised prior learning undertaken more than five years prior to a student's first enrolment in the current degree unless otherwise specified in the course resolutions.

Part 2: Unit of study enrolment

6 Cross institutional study

- (1) Provided permission has been obtained in advance, the Chair of the Board of Postgraduate Studies may permit a postgraduate student (other than a student enrolled in the Doctor of Medicine) to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
- The unit of study content is not taught in any corresponding unit of study at the University; or
 - The student is unable, for good reason, to attend a corresponding unit of study at the University.
- (2) Students in the Doctor of Medicine are not permitted to complete a unit of study at another institution and have that unit credited to the student's course requirements except at the discretion of the Dean.
- (3) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

Part 3: Studying and Assessment

7 Attendance

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 or Special Arrangements will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.

8 Late submission policy

- (1) It is expected that unless an application for Special Consideration or Special Arrangements 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 an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows, unless otherwise stated in the course resolutions:
- Late assignments that have not been granted extensions and are of a standard to receive a pass or higher mark will attract a penalty of 5% of the maximum mark per day late including weekend days (e.g. if the assignment is worth 40 marks, the penalty is 2 marks per day late) until the mark reaches 50% of the maximum mark (e.g. 20 marks if the maximum is 40 marks).
 - Assignments that are not of a pass standard will not have marks deducted and will fail regardless.
 - Assignments submitted more than 10 days late without prior approval from the unit of study coordinator will not be accepted and will be given a zero (0) mark.

9 Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to coursework students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The University of Sydney (Coursework) Rule 2000 provides full details of the University policy and the procedures for applying for special consideration.

10 Concessional pass

In this School the grade PCON (Concessional Pass) is not awarded to students in the Doctor of Medicine but it may be awarded to other postgraduate students. No more than 25% of the total credit points of a course can be made up of PCON results.

11 Re-assessment

- (1) In this School re-assessment is offered to students whose performance is in the prescribed range and circumstances.
- (2) Re-assessment will be offered on one date only, advised at the beginning of semester, and it is a student's responsibility to be available to attend on that date. The grades awarded for the further tests are Pass or Fail, unless otherwise determined.
- (3) Students who have successfully requested Special Consideration or Special Arrangements 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, 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 or Special Arrangements are approved.
- (4) Students in the Doctor of Medicine must pass at each annual assessment. A 'Fail on the Year' result overrides recommendations for further testing on individual units of study, meaning that the student in Stage 1 or Stage 2 must repeat all units of study in that year. Students in Stage 3 should refer to specific course resolutions.

Part 4: Progression, Results and Graduation

12 Satisfactory progress

- (1) The School 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, students must pass any unit of study identified in the course resolutions as being critical to progression through the course.
- (2) In order to be eligible to pass a unit of study a student must enrol in that unit of study.

13 Weighted average mark (WAM)

- (1) The University WAM is calculated using the following formula:

WAM =	$\frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)}$
-------	---

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) The weight of a unit of study is assigned by the owning school. In this School, junior units are weighted 1, Intermediate units are weighted 1, Senior units are weighted 1 and postgraduate units are weighted 1. WAMs may be used in assessing eligibility for prizes, scholarships or assessing progression through a course.

14 Course transfer

A candidate for a master's degree (other than the Doctor of Medicine) or graduate diploma may elect to discontinue study and graduate with a shorter award from an embedded sequence, with the approval of the Chair of the Board of Postgraduate Studies, provided the requirements of the shorter award have been met.

Part 5: Other

15 Transitional provisions

- (1) These resolutions apply to all students who commenced their candidature after 1 January 2014.
- (2) These resolutions also apply to double degree students who:
- (a) commenced their candidature prior to 1 January 2014;
 - (b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and
 - (c) have formally elected to proceed under these resolutions.
- (3) All other double degree students who commenced prior to 1 January, 2014 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2019. The School 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

ARIN6902 Internet Cultures and Governance, **195, 199**

ARIN6905 New Media Audiences, **195, 199**

B

BETH5000 Critical Concepts in Bioethics, **67, 69, 447, 449**

BETH5101 Introduction to Ethical Reasoning, **67, 69, 447, 449**

BETH5102 Philosophy of Medicine, **67, 69, 447, 449**

BETH5103 Biomedicine and Society, **67, 69, 447, 449**

BETH5104 Bioethics, Law and Society, **67, 69, 164, 172, 173, 215, 217, 260, 264, 265, 312, 315, 317, 338, 344, 347, 368, 371, 373, 447, 449**

BETH5201 Ethics and Biotechnology, **67, 70, 116, 117, 447, 450**

BETH5202 Human and Animal Research Ethics, **67, 70, 116, 117, 447, 450**

BETH5203 Ethics and Public Health, **67, 70, 116, 117, 195, 199, 215, 217, 292, 295, 419, 423, 447, 450**

BETH5204 Clinical Ethics, **67, 70, 116, 117, 312, 315, 317, 338, 344, 347, 447, 450**

BETH5205 Ethics and Mental Health, **67, 70, 419, 423, 447, 450**

BETH5206 Introduction to Public Health Ethics, **67, 71, 195, 199, 215, 217, 292, 295, 401, 413, 417, 423**

BETH5207 Arts in Health, **67, 71**

BETH5208 Introduction to Human Research Ethics, **67, 71, 116, 117, 185, 187, 292, 295, 419, 423**

BETH5209 Medicines Policy, Economics and Ethics, **67, 71, 116, 117, 237, 240, 292, 295, 312, 315, 317, 344, 347, 353, 359, 361, 371, 373, 419, 423**

BETH5301 Research Project A, **68, 71**

BETH5302 Research Project B, **68, 72**

BMRI5001 Neuroethics, **67, 72, 93, 95, 380, 383, 385**

BMRI5002 Fundamental Neuroscience, **89, 93, 95**

BMRI5003 Clinical Psychiatry I, **344, 347, 379, 383, 385**

BMRI5004 Translational and Clinical Neuroscience, **93, 95**

BMRI5006 Cognitive Behaviour Therapy, **89, 90, 93, 95, 338, 344, 347, 475, 490, 493**

BMRI5007 Neuropsychology, **89, 90, 93, 95**

BMRI5010 Brain and Mind Disorders (Child/Youth), **93, 95**

BMRI5012 Brain Ageing, **89, 90, 93, 96, 379, 380, 383, 385**

BMRI5013 Neuropsychopharmacology, **93, 96**

BMRI5017 Genetics of Brain and Mind Disorders, **89, 90, 93, 96, 379, 380, 383, 385**

BMRI5020 Research Inquiry, **89, 90, 93, 96, 383, 385**

BMRI5023 Research Activity 1, **93, 96**

BMRI5024 Research Activity 2, **93, 97**

BMRI5027 Leadership and Policy in Mental Health 1, **93, 97, 383, 386**

BMRI5050 Clinical Psychiatry II, **379, 383, 384, 386**

BMRI5052 Child and Youth Mental Health, **338, 379, 386**

BMRI5053 Bodies, Brains and Minds in Connection, **386**

BMRI5054 Psychotherapy and Psychosocial Care, **379, 380, 383, 384, 386**

BMRI5055 Research Project in Psychiatry, **380, 383, 387**

BSTA5001 Mathematics Background for Biostatistics, **81, 83**

BSTA5002 Principles of Statistical Inference, **81, 83**

BSTA5003 Health Indicators and Health Surveys, **81, 83, 368, 371, 373**

BSTA5004 Data Management and Statistical Computing, **81, 83**

BSTA5005 Clinical Biostatistics, **81, 83**

BSTA5006 Design of Randomised Controlled Trials, **81, 84**

BSTA5007 Linear Models, **81, 84**

BSTA5008 Categorical Data and GLMs, **81, 84**

BSTA5009 Survival Analysis, **81, 84**

BSTA5011 Epidemiology for Biostatisticians, **81, 84**

BSTA5012 Longitudinal and Correlated Data, **81, 84**

BSTA5013 Bioinformatics, **85**

BSTA5014 Bayesian Statistical Methods, **81, 85**

BSTA5020 Biostatistics Research Project Part A, **81, 85**

BSTA5021 Biostatistics Research Project Part B, **81, 85**

BSTA5022 Biostatistics Research Project Part C, **81, 85**

BSTA5023 Probability and Distribution Theory, **81, 85**

C

CEPI5100 Introduction to Clinical Epidemiology, **111, 115, 118, 127, 128, 131, 133, 163, 164, 171, 173, 176, 259, 263, 265, 311, 315, 317, 337, 343, 345, 367, 371, 373, 379, 383, 387, 471, 473, 475, 477, 479, 487, 490, 493, 505, 506, 507, 511, 513, 522, 528, 531**

CEPI5102 Literature Searching, **120, 531**

CEPI5200 Quality and Safety in Health Care, **115, 118, 128, 131, 133, 143, 145, 164, 172, 173, 260, 264, 265, 312, 315, 317, 338, 344, 348, 368, 371, 373, 419, 424, 471, 477, 490, 491**

CEPI5204 Advanced Systematic Reviews, **115, 118**

CEPI5205 Doing a Systematic Review, **111, 115, 118**

CEPI5207 Teaching Clinical Epidemiology, **111, 115, 118**

CEPI5215 Writing and Reviewing Medical Papers, **111, 115, 118, 128, 131, 133, 164, 172, 173, 195, 199, 260, 264, 265, 311, 315, 318, 367, 371, 374, 419, 424**

CEPI5300 Research Grants: theory and practice, **115, 119, 131, 133, 143, 145, 172, 173, 264, 265, 318, 344, 348**

CEPI5306 Clinical Practice Guidelines, **115, 119**

CEPI5308 Patient-Reported Outcomes Measurement, **115, 119**

CEPI5310 Advanced Statistical Modelling, **115, 119, 411, 419, 424**

CEPI5311 Diagnostic and Screening Tests (Part 1), **115, 119, 292, 295, 419, 424**

CEPI5312 Diagnostic and Screening Tests (1 and 2), **116, 119, 264, 266, 292, 296, 348, 371, 374, 419, 424**

CEPI5314 Introduction to Systematic Reviews (TAV), **115, 120, 531**

CEPI5315 Introduction to Systematic Reviews, **115, 120, 128, 131, 133, 164, 172, 174, 260, 264, 266, 312, 315, 318, 368, 371, 374, 530, 531**

CEPI5505 Clinical Epidemiology Project 1, **111, 115, 116, 120**



- CEPI5506 Clinical Epidemiology Project 2, **111, 115, 116, 120**
- CHSC6906 Health in China, **292, 296**
- CISS6004 Health and Security, **195, 200, 215, 217**
- CLNP5001 Basic Sciences in Clinical Neurophysiology, **125, 127, 131, 134, 171, 174**
- CLNP5002 Diagnostic Electroencephalography, **131, 134, 172, 174, 263, 266**
- CLNP5003 Clinical Neurophysiology Techniques, **131, 134**
- CLNP5004 Advanced Electroencephalography, **131, 134, 263, 266**
- CLNP5005 Neuromonitoring in Anaesthesia, **125, 128, 131, 134, 163, 171, 174**
- CLNP5006 Intraoperative Monitoring I, **131, 134, 172, 174**
- CLNP5007 Intraoperative Monitoring II, **131, 134**
- CLTR5000 Critical Appraisal of Evidence, **153, 157, 159**
- CLTR5001 Trial Design and Methods, **157, 159, 371, 374**
- CLTR5002 Interpretation of Trial Analyses, **157, 159**
- CLTR5003 Leadership and Problem Solving, **157, 159**
- CLTR5004 Advanced Trial Design, **157, 159, 371, 374**
- CLTR5005 Biomarker Studies, **157, 159**
- CLTR5007 Statistical Principles and Clinical Trials, **157, 160**
- CLTR5008 Research Project, **157, 160**
- COMP5206 Information Technologies and Systems, **427**
- COMP5424 Information Technology in Biomedicine, **419, 425**
- COMP9120 Database Management Systems, **419, 427**
- CRIT5001 Anatomy for Critical Care, **171, 174**
- CRIT5002 Pathology for Critical Care, **163, 171, 174**
- CRIT5003 Pharmacology for Critical Care, **171, 175**
- CRIT5004 Physiology for Critical Care, **163, 171, 175**
- CRIT5005 Clinical Reasoning and Communication, **128, 131, 134, 163, 171, 175, 260, 264, 266**
- CRIT5006 Retrieval Med - Operational Environment, **171, 175**
- CRIT5007 Clinical Retrieval Medicine, **163, 171, 175**
- CRIT5008 Evidence and Ethics in Critical Care, **163, 171, 176**
- CRIT5009 Teaching with Simulation, **171, 176**
- CRIT5010 Point of Care Ultrasound, **171, 176**
- D**
- DENT5013 Preventative Dentistry, **292, 296, 409, 419, 425**
- DENT5014 Dental Health Services, **292, 296, 409, 419, 425**
- DENT5015 Population Oral Health, **292, 296, 409, 419, 425**
- DERM5001 Essential Dermatology, **164, 172, 176, 260, 264, 266, 338, 344**
- DVST6906 Culture and Politics of Health Development, **195, 200**
- E**
- EDPE6011 Learning and Individual Differences, **143, 143, 145, 145**
- EDPE6016 Adult Learning and Development, **143, 143, 145, 145**
- EDPK5003 Developing a Research Project, **195, 195, 200, 200**
- EDPR5001 University Teaching and Learning, **143, 143, 145, 145**
- EDPR6001 Research Higher Degree Supervision, **143, 143, 145, 145**
- EDPR6012 Developing Integ eLearning Env Higher Ed, **143, 143, 146, 146**
- EDPZ5010 Individual Profession Learning Portfolio, **143, 143, 146, 146**
- EDPZ6010 Prof Learning Leadership Portfolio, **143, 143, 146, 146**
- G**
- GCST5902 Natures and Cultures of Bodies, **448, 451**
- GDMP1011 Basic and Clinical Sciences 1, **17, 37, 49**
- GDMP1012 Patient and Doctor 1, **17, 37, 49**
- GDMP1013 Population Medicine 1, **17, 37, 49**
- GDMP1014 Personal and Professional Development 1, **37, 49**
- GDMP1021 Basic and Clinical Sciences 2, **17, 37, 49**
- GDMP1022 Patient and Doctor 2, **17, 37, 49**
- GDMP1023 Population Medicine 2, **17, 37, 50**
- GDMP1024 Personal and Professional Development 2, **37, 50**
- GDMP2011 Basic and Clinical Sciences 3, **17, 37, 50**
- GDMP2012 Patient and Doctor 3, **17, 37, 50**
- GDMP2013 Population Medicine 3, **17, 37, 50**
- GDMP2014 Personal and Professional Development 3, **37, 50**
- GDMP2021 Basic and Clinical Sciences 4, **17, 37, 50**
- GDMP2022 Patient and Doctor 4, **17, 37, 50**
- GDMP2023 Population Medicine 4, **17, 37, 51**
- GDMP2024 Personal and Professional Development 4, **37, 51**
- GDMP2025 Independent Learning Activity, **17, 37, 51**
- GDMP3016 Basic and Clinical Sciences 7, **17, 38, 51**
- GDMP3017 Patient and Doctor 7, **17, 38, 51**
- GDMP3018 Population Medicine 7, **17, 38, 51**
- GDMP3019 Personal and Professional Development 7, **38, 51**
- GDMP3109 Elective, **17, 39, 52**
- GDMP3131 Medicine Year 3, **38, 52**
- GDMP3132 Medicine Year 4, **17, 39, 52**
- GDMP3133 Surgery, **38, 52**
- GDMP3134 Critical Care, **38, 52**
- GDMP3135 Community, **38, 52**
- GDMP3136 Psychiatry and Addiction Medicine, **38, 52**
- GDMP3137 Perinatal and Women's Health, **38, 53**
- GDMP3138 Child and Adolescent Health, **38, 53**
- GDMP4016 Basic and Clinical Sciences 8, **17, 39, 53**
- GDMP4017 Patient and Doctor 8, **17, 39, 53**
- GDMP4018 Population Medicine 8, **39, 53**
- GDMP4019 Personal and Professional Development 8, **39, 53**
- GDMP4025 Pre-Internship Term, **17, 39, 53**
- GDMP4110 Research Project, **39, 53**
- GENC5001 Clinical Genetics, **185, 187**
- GENC5002 Applied Clinical Genetics, **185, 187**
- GENC5003 Counselling Theory and Skills, **185, 187**
- GENC5004 Clinical Practice 1, **185, 188**
- GENC5005 Diagnostic and Risk Assessment Analysis, **185, 188**
- GENC5006 Ethical, Legal and Social Issues, **185, 188**
- GENC5008 Clinical Practice 2, **185, 188**
- GENC5009 Genetic Counselling: Practice and Genomics, **185, 189**
- GENC5011 Clinical Practice 3, **185, 189**

GENC5012 Contemporary Issues Genetic Counselling, **185, 189**

GENC5016 Research Data Analysis, **185, 189**

GENC5017 Research Project Implementation I, **185, 189**

GENC5018 Research Project Implementation II, **185, 190**

GENC5019 Research Dissertation and Capstone, **185, 190**

GENC5020 Introduction to Research, **185, 190**

GLOH5112 Global Communicable Disease Control, **291, 297, 419, 426**

H

HPOL5000 Introduction to Health Policy, **195, 200, 215, 218, 237, 240, 260, 264, 267, 292, 297, 407, 414, 419, 426, 447, 451, 471, 477, 490, 491, 493**

HPOL5001 Economics and Finance for Health Policy, **144, 146, 215, 218, 237, 240, 292, 297, 371, 374, 419, 426**

HPOL5003 Analysing Health Policy, **195, 200, 215, 218, 237, 240, 292, 297, 407, 419, 426, 447, 451**

HPOL5006 Business of Health, **116, 121, 215, 218, 419, 426, 522, 530, 531**

HPOL5007 Global Health Policy, **195, 200, 215, 218, 292, 297, 407, 419, 427**

HPOL5008 Evidence into Policy and Practice, **215, 219**

HPOL5009 Health Policy Project, **215, 219**

HPSC4102 History of Science, **448, 451**

HSTY6987 Presenting the Past, **448, 451**

I

IHSU5001 Non-dependent Alcohol Use Disorders, **237, 239**

IHSU5002 Alcohol Dependence and Withdrawal, **237, 239**

IHSU5003 Cannabis, Tobacco and Depression, **237, 239**

IHSU5004 Opioids and Injecting Drug Use, **237, 239**

IHSU5005 Amphetamines, Polydrug Use and Psychosis, **237, 239**

IHSU5006 Substance Use Across the Lifespan, **237, 240**

IMAG5042 Essential Imaging for Clinicians, **164, 172, 176, 260, 264, 267**

INDH5211 Community Profiling and Setting Priorities, **229, 231**

INDH5212 Health Promotion Program Planning, **229, 231**

INDH5213 Goals, Objectives and Strategies, **229, 231**

INDH5221 Communication, **229, 231**

INDH5224 Research and Evaluation, **229, 231**

INDH5227 Art, Science and Politics of Prevention, **229, 232**

INFO5306 Enterprise Healthcare Information Systems, **419, 427**

INFO9003 IT for Health Professionals, **116, 120, 419, 427**

INIM5001 Fundamental Immunology, **251, 253, 254, 493**

INIM5002 Virology and Cell Technology, **251, 253, 493**

INIM5011 Advanced Medical Bacteriology, **251, 253, 494**

INIM5012 Infection Control and Epidemiology, **251, 253, 473, 489, 494**

INIM5013 Clinical Mycology and Parasitology, **251, 254**

INIM5016 Clinical and Translational Immunology, **251, 254**

INIM5020 Dissertation, **254**

INIM5022 Global Control of Infectious Diseases, **251, 254, 494**

INTM5001 Internal Medicine Advanced Management, **263, 267**

INTM5002 Basic Neurology, **128, 131, 135, 259, 263, 267**

INTM5003 Basic Rheumatology, **259, 263, 267**

INTM5004 Basic Respiratory Medicine, **172, 259, 263, 267**

INTM5005 Basic Gastroenterology, **259, 263, 267**

INTM5006 Basic Endocrinology, **259, 263, 268**

INTM5007 Basic Renal Medicine, **259, 263, 268**

INTM5009 Basic Infectious Diseases, **172, 263, 268**

INTM5010 Basic Oncology, **259, 263, 268**

INTM5011 Basic Haematology, **259, 263, 268**

INTM5014 Cardiology, **163, 171, 176, 259, 263, 268**

INTM5102 Advanced Neurology, **128, 131, 135, 259, 263, 268**

INTM5103 Advanced Rheumatology, **263, 269**

INTM5104 Advanced Respiratory Medicine, **259, 263, 269**

INTM5105 Advanced Gastroenterology, **259, 263, 269**

INTM5106 Advanced Endocrinology, **263, 269**

L

LAWS6052 Govt Regulation, Health Policy and Ethics, **195, 195, 201, 201**

LAWS6252 Legal Reasoning and the Common Law System, **292, 292, 298, 298, 419, 419, 427, 427**

LAWS6335 Neurolaw: Brain Mind Law and Ethics, **97**

LAWS6839 Critical Issues in Public Health Law, **427**

LAWS6848 Law, Business and Healthy Lifestyles, **195, 195, 201, 201, 419, 419, 428, 428**

LNGS7002 Language, Society and Power, **195, 201, 448, 451**

LNGS7004 Register and Genre in English, **448, 451**

LNGS7006 Cross-Cultural Communication, **195, 201, 448, 451**

LNGS7274 Media Discourse, **448, 452**

LNGS7301 Functional Grammar, **448, 452**

M

MBHT5001 Diabetes Management, **164, 172, 176, 259, 263, 269, 311, 315, 318**

MBHT5002 Advanced Diabetes Management, **164, 172, 177, 259, 269, 311, 315, 318**

MBHT5003 Obesity and Pre-diabetes: Prevention and Care, **315, 319**

MBHT5004 Cardiovascular Metabolic Management, **263, 270, 315, 319**

MBHT5005 Evidence and Ethics in Metabolic Health, **311, 315, 319**

MDMP5111 Basic and Clinical Sciences 1, **15, 31, 41**

MDMP5112 Patient and Doctor 1, **15, 31, 41**

MDMP5113 Population Medicine 1, **15, 31, 41**

MDMP5114 Personal and Professional Development 1, **31, 41**

MDMP5122 Patient and Doctor 2, **15, 31, 41**

MDMP5123 Population Medicine 2, **15, 31, 42**

MDMP5124 Personal and Professional Development 2, **31, 42**

MDMP5125 Basic and Clinical Sciences 2, **15, 31, 42**

MDMP5126 MD Research Methods/MDProject Development 1, **31, 42**

MDMP5211 Basic and Clinical Sciences 3, **15, 31, 42**

MDMP5212 Patient and Doctor 3, **15, 31, 42**

MDMP5213 Population Medicine 3, **15, 31, 42**

MDMP5214 Personal and Professional Development 3, **31, 43**

MDMP5221 Basic and Clinical Sciences 4, **15, 31, 43**

- MDMP5222 Patient and Doctor 4, **15, 31, 43**
MDMP5223 Population Medicine 4, **15, 31, 43**
MDMP5224 Personal and Professional Development 4, **31, 43**
MDMP5225 MD Project Development 2, **15, 32, 43**
MDMP5310 MD Project 3 Part 1, **16, 34, 43**
MDMP5316 Basic and Clinical Sciences 7, **15, 16, 32, 33, 44**
MDMP5317 Patient and Doctor 7, **15, 16, 32, 33, 44**
MDMP5318 Population Medicine 7, **15, 16, 32, 33, 44**
MDMP5319 Personal and Professional Development 7, **32, 33, 44**
MDMP5320 MD Project 3 Part 2, **16, 34, 44**
MDMP5331 Medicine Year 3, **32, 44**
MDMP5333 Surgery, **32, 44**
MDMP5334 Critical Care, **32, 45**
MDMP5335 Community, **32, 34, 45**
MDMP5336 Psychiatry and Addiction Medicine, **32, 34, 45**
MDMP5337 Perinatal and Women's Health, **32, 34, 45**
MDMP5338 Child and Adolescent Health, **32, 34, 45**
MDMP5341 Medicine Year 3, **33, 45**
MDMP5343 Surgery, **33, 45**
MDMP5344 Critical Care, **33, 45**
MDMP5408 Elective, **16, 34, 46**
MDMP5409 MD Elective, **33, 46**
MDMP5410 MD Project 4, **16, 34, 46**
MDMP5416 Basic and Clinical Sciences 8, **15, 33, 46**
MDMP5417 Patient and Doctor 8, **15, 33, 46**
MDMP5418 Population Medicine 8, **15, 16, 33, 34, 46**
MDMP5419 Personal and Professional Development 8, **33, 34, 46**
MDMP5425 Pre-Internship Term, **15, 33, 47**
MDMP5426 Basic and Clinical Sciences 8, **16, 34, 47**
MDMP5427 Patient and Doctor 8, **16, 34, 47**
MDMP5432 Medicine Year 4, **15, 33, 47**
MDMP5435 Pre-Internship, **16, 35, 47**
MDMP5442 Medicine Year 4, **16, 34, 47**
MDMP5510 MD Project, **15, 33, 47**
MECO6900 News Writing, **195, 201**
MECO6901 Dealing with the Media, **195, 201**
MECO6904 Dissertation Part 1, **197, 201**
MECO6905 Dissertation Part 2, **197, 202**
MECO6908 Strategy Selection in Corporate PR, **195, 202**
MECO6909 Crisis Communication, **195, 202**
MECO6915 Writing Features: Narrative Journalism, **196, 202**
MECO6919 Health Communication, **195, 202, 405, 419, 428**
MECO6926 International Media Practice, **196, 202**
MECO6927 Organisational Communication, **195, 202**
MECO6928 Media and Communication Internship, **197, 202**
MECO6934 Social Marketing, **195, 202**
MECO6935 Professional Project, **197, 203**
MECO6936 Social Media Communication, **196, 203**
MEDF4001 Medicine Research A, **165, 172, 177, 459, 460, 461, 463, 481, 491, 494**
MEDF4002 Medicine Research B, **165, 172, 177, 459, 460, 461, 463, 481, 491, 494**
MEDF4003 Medicine Research C, **165, 172, 177, 459, 460, 461, 463, 481, 491, 494**
MEDF4004 Medicine Research D, **165, 172, 177, 459, 460, 461, 463, 481, 491, 495**
MEDF5002 Teaching in the Clinical Environment, **128, 131, 135, 144, 146, 164, 172, 177, 260, 264, 270, 312, 315, 319, 344, 348**
MEDF5005 Health Research Methods and Ethics, **215, 219, 473, 495, 552**
MEDF5301 Project (Advanced Masters), **128, 132, 135, 164, 172, 177, 260, 264, 270, 312, 316, 320, 339, 344, 348, 368, 372, 375, 384, 472, 474, 476, 478, 480, 491, 495, 506, 511, 513**
MEDF5302 Project (Advanced Masters) (Part A), **128, 132, 135, 164, 172, 178, 260, 264, 270, 312, 316, 320, 339, 344, 368, 372, 375, 384, 472, 474, 476, 478, 480, 491, 495, 506, 511, 513**
MEDF5303 Project (Advanced Masters) (Part B), **128, 132, 135, 164, 172, 178, 260, 264, 270, 312, 316, 320, 339, 344, 372, 375, 384, 472, 474, 476, 478, 480, 491, 495, 506, 511, 513**
MIPH5004 International Health Independent Study 1, **291, 298, 300, 429**
MIPH5005 International Health Independent Study 2, **291, 298**
MIPH5008 Travel and Tropical Medicine, **291, 298, 405, 419, 428, 447, 452**
MIPH5014 International Health Promotion, **447, 452**
MIPH5037 International Health Independent Study, **287, 291, 298**
MIPH5112 Global Communicable Disease Control, **405, 472, 477**
MIPH5115 Women's and Children's Health, **196, 203, 291, 298, 419, 428, 447, 452, 490, 495**
MIPH5116 Culture, Health, Illness and Medicine, **448, 452, 472, 473, 477, 479**
MIPH5117 Global Non-Communicable Disease Control, **291, 299, 403, 420, 421, 428, 448, 452**
MIPH5124 Health Issues and Humanitarian Emergencies, **196, 203, 291, 299, 420, 429**
MIPH5127 Mental Disorders in Global Context, **237, 241, 291, 299, 403, 420, 429**
MIPH5128 Dissertation A, **291, 299**
MIPH5129 Dissertation B, **291, 299**
MIPH5130 Dissertation C, **291, 299**
MIPH5131 Foundations of International Health, **287, 291, 299, 471, 488, 491, 495**
MIPH5132 Global Disease Burden and Research Methods, **291, 299**
MIPH5134 Primary Care in Low Resource Settings, **292, 300, 420, 429**
MIPH5135 Health Systems in Developing Countries, **196, 203, 215, 219, 292, 300, 407, 420, 429, 448, 453, 472, 474, 478, 480, 489, 490, 491, 496**
MIPH5136 Nutrition in International Settings, **292, 300, 420, 429**
MIPH5219 International Health Project Management, **287, 291, 300, 420, 429, 478, 491, 496**
MIPH5220 Managing International Health Projects, **287, 291, 301**
MKTG6203 Innovative Marketing Strategies, **196, 203**
MKTG6204 Contemporary Consumer Behaviour, **196, 203**
MMHU6902 Independent Study, **67, 72**
MMHU6913 Health in World History, **67, 72, 448, 453**
- N**
NTDT5608 Community and Public Health Nutrition, **315, 320, 420, 430**
NURS5012 Assessment and Clinical Judgement, **315, 320**
NURS5068 Clinical Trials in Practice, **157, 160**
NURS5071 Contemporary Health Leadership, **496**

NURS5099 Promoting Health and Care in the Community, **196, 204**

O

OPSC5001 Ophthalmic Anatomy, **101, 105, 107, 279, 281, 325, 327, 331, 333**
 OPSC5002 Ophthalmic Physiology, **325, 326, 331, 333**
 OPSC5003 Ophthalmic Optics, **101, 102, 105, 107, 279, 281, 325, 327, 331, 333**
 OPSC5004 Practical Ophthalmic Science, **331, 333**
 OPSC5005 Treatise, **325, 327, 331, 333**
 OPSC5013 Ophthalmology in Developing Countries 1, **275, 279, 281**
 OPSC5014 Ophthalmology in Developing Countries 2, **275, 279, 281**
 OPSC5015 Clinical Ophthalmology 1, **279, 281**
 OPSC5016 Clinical Ophthalmology 2, **279, 2011**
 OPSC5017 Surgical Ophthalmology, **279, 2011**
 OPSC5018 Cataract and Refractive Surgery 1, **105, 107**
 OPSC5019 Cataract and Refractive Surgery 2, **105, 107**
 OPSC5020 Practical Cataract and Refractive Surgery, **105, 108**
 OPSC5023 Dissertation Refractive Surgery A, **105, 108**
 OPSC5024 Dissertation Refractive Surgery B, **105, 108**
 OPSC5025 Dissertation Refractive Surgery C, **105, 108**
 OPSC5026 Cornea and Anterior Segment Surgery, **275, 279, 2011**
 OPSC5027 Glaucoma, **275, 279, 283**
 OPSC5028 Practical International Ophthalmology 1, **275, 279, 283**
 OPSC5029 Practical International Ophthalmology 2, **275, 279, 283**
 OPSC5030 Medical Retina, **275, 279, 283**
 OPSC5031 Paediatric Ophthalmology, **275, 279, 283**
 OPSC5032 Treatise, **275, 276, 280, 283**
 OPSC5033 Acute and Emergency Eye Presentations, **275, 279, 283**
 OPSC5036 Practical Oculoplastic Surgery, **327, 331, 334**

P

PACS6921 Peace of Mind: The Psychology of Peace, **292, 301**
 PAED5000 Neonatal Medicine, **335, 338, 343, 346**
 PAED5001 Paediatric Immunisation, **335, 338, 343, 345**
 PAED5002 Adolescent Medicine, **263, 271, 335, 338, 343, 346**
 PAED5003 General and Developmental Paediatrics, **338, 343, 346**
 PAED5004 Independent Studies, **335, 337, 338, 343, 345, 346**
 PAED5005 Evidence and Ethics in Paediatric Medicine, **337, 343, 345**
 PAIN5001 Introduction to Pain Management, **338, 344, 348, 353, 354, 355, 359, 361**
 PAIN5002 Pain Mechanisms and Contributors, **128, 131, 136, 164, 171, 178, 260, 264, 271, 311, 316, 320, 338, 344, 349, 353, 354, 355, 359, 361**
 PAIN5003 Pain Treatment and Management Principles, **131, 136, 171, 178, 260, 264, 271, 316, 320, 344, 349, 354, 355, 359, 361**
 PAIN5004 Pain Conditions, **353, 354, 359, 361**
 PAIN5005 Orofacial Pain, **353, 355, 359, 361, 363**
 PAIN5006 Issues, Controversies in Pain Management, **359, 361**
 PAIN5010 Clinical Aspects of Neurobiology, **353, 359, 362**
 PAIN5011 Psychology of Pain, **353, 359, 362**

PAIN5013 Musculoskeletal Pain, **353, 359, 362**
 PAIN5014 Cancer Pain, **353, 359, 362**
 PAIN5015 Pharmacology of Pain Medicine, **353, 359, 362**
 PAIN5016 Psychological Approaches in Pain Mgmt, **353, 359, 362**
 PAIN5017 Disability and Pain Rehabilitation, **353, 359, 362**
 PAIN5018 Pain in Children, **164, 172, 178, 338, 344, 349, 353, 359, 362**
 PAIN5019 Pain in Older People, **353, 359, 362**
 PAIN5020 Complementary Therapies: Pain Management, **353, 359, 362**
 PAIN5021 Acute Pain, **128, 131, 136, 163, 171, 178, 260, 264, 271, 353, 359, 363**
 PAIN5022 Independent Studies in Pain, **353, 359, 363**
 PAIN5023 Advanced Studies in Orofacial Pain, **353, 355, 359, 363**
 PAIN5024 Headache, **353, 355, 359, 363**
 PAIN5025 Orofacial Pain in Practice, **359, 363**
 PATH5000 Surgical Pathology, **521, 522, 523, 527, 529, 530, 531**
 PCOL5101 Drugs and Devices: RandD to Registration, **144, 146, 371, 375**
 PCOL5102 Modern Therapeutics and Medical Devices, **144, 147, 371, 375**
 PCOL5103 Industrial Therapeutics (Project), **367, 371, 376**
 PCOL5104 Pharm and Medical Device Development, **371, 376**
 PMED5100 Paediatric Infectious Diseases, **259, 264, 271, 335, 337, 343, 345**
 PMED5101 Paediatric Asthma and Allergy, **338, 343, 346**
 PMED5102 Paediatric Nutrition and Obesity, **311, 315, 321, 335, 338, 343, 346**
 PMED5103 Paediatric Gastroenterology, **335, 337, 343, 346**
 PSTY5101 Psychotherapy 1A, **391, 395, 397**
 PSTY5102 Psychotherapy 1B, **391, 395, 397**
 PSTY5103 Psychotherapy 2A, **391, 395, 397**
 PSTY5104 Psychotherapy 2B, **391, 395, 397**
 PSTY5105 Psychotherapy 3A, **391, 395, 397**
 PSTY5107 Psychotherapy Coursework, **391, 395, 398**
 PSTY5108 Psychotherapy Treatise, **391, 395, 398**
 PUBH5010 Epidemiology Methods and Uses, **81, 86, 144, 147, 196, 204, 237, 241, 287, 291, 301, 401, 409, 413, 417, 430, 459, 460, 461, 463, 477, 487, 496, 530, 532**
 PUBH5018 Introductory Biostatistics, **115, 121, 131, 136, 144, 147, 172, 178, 237, 241, 264, 271, 291, 301, 338, 344, 349, 372, 376, 409, 417, 430, 460, 461, 463, 489, 490, 491, 497, 528, 532**
 PUBH5019 Cancer Prevention and Control, **116, 121, 414, 417, 430, 530, 532**
 PUBH5020 Chronic Disease Prevention and Control, **116, 121, 292, 301, 403, 414, 417, 430, 530, 532**
 PUBH5026 Mass Media Campaigns and Social Marketing, **196, 204, 237, 241, 292, 301, 417, 431**
 PUBH5027 Public Health Program Evaluation Methods, **196, 204, 409, 411, 417, 431, 478, 491, 497**
 PUBH5029 Fundamentals of Public Health Nutrition, **403, 417, 431**
 PUBH5030 Public Health: Achievements and Challenges, **417, 431**
 PUBH5032 Making Decisions in Public Health, **116, 121, 196, 204, 401, 413, 417, 431**
 PUBH5033 Disease Prevention and Health Promotion, **196, 204, 237, 241, 316, 321, 417, 432, 491, 497**

- PUBH5034 Public Health Capstone, **401, 411, 413, 417, 432**
- PUBH5035 Capstone in Public Health, **417, 432**
- PUBH5040 Practice Placement in Public Health, **413, 420, 432**
- PUBH5041 Practice Placement in Public Health 1, **420, 432**
- PUBH5042 Practice Placement in Public Health 2, **420, 433**
- PUBH5101 Special Project in Public Health, **237, 242, 292, 302, 418, 421, 433**
- PUBH5102 Special Project in Public Health, **238, 242, 292, 302, 418, 421, 433**
- PUBH5111 Environmental Health, **196, 205, 293, 302, 403, 405, 418, 433, 448, 453**
- PUBH5114 Alcohol, Drug Use and Health, **196, 205, 238, 242, 293, 302, 403, 418, 434, 448, 453**
- PUBH5115 Alcohol, Drug Use and Health, **238, 242, 293, 303, 403, 414, 418, 434, 448, 453**
- PUBH5116 Genetics and Public Health, **196, 205, 418, 434**
- PUBH5117 Communicable Disease Control, **418, 434**
- PUBH5118 Indigenous Health Promotion, **196, 205, 238, 242, 403, 418, 434, 448, 454**
- PUBH5205 Decision Analysis, **116, 122, 293, 303, 407, 411, 418, 434**
- PUBH5206 Controlled Trials, **116, 122, 293, 303, 411, 418, 435**
- PUBH5211 Multiple Regression and Stats Computing, **116, 122, 293, 303, 418, 435, 530, 532**
- PUBH5212 Categorical Data Analysis, **116, 122, 293, 303, 411, 418, 435, 530, 533**
- PUBH5213 Survival Analysis, **116, 122, 293, 303, 411, 418, 435, 530, 533**
- PUBH5215 Introductory Analysis of Linked Data, **75, 81, 86, 116, 122, 293, 303, 418, 435**
- PUBH5224 Advanced Epidemiology, **116, 123, 264, 271, 293, 304, 418, 435**
- PUBH5302 Health Economic Evaluation, **116, 122, 123, 215, 219, 293, 303, 304, 407, 418, 434, 436**
- PUBH5307 Advanced Health Economic Evaluation, **116, 123, 215, 219, 293, 304, 407, 418, 436**
- PUBH5308 Health Workforce Policy Analysis, **196, 205, 215, 220, 293, 304, 418, 436**
- PUBH5415 Injury Prevention, **238, 242, 304, 448, 454**
- PUBH5416 Vaccines in Public Health, **196, 206, 293, 304, 418, 436, 491, 497**
- PUBH5417 Injury Epidemiology Prevention and Control, **116, 123, 305**
- PUBH5418 Tobacco Control in the 21st Century, **196, 206, 215, 220, 238, 243, 293, 305, 403, 414, 418, 436, 448, 454**
- PUBH5419 Falls Prevention in Older People, **418, 436, 448, 454**
- PUBH5420 Public Health Advocacy Strategies, **196, 206, 215, 220, 293, 305, 403, 405, 418, 437, 448, 454**
- PUBH5421 Infection Prevention in Healthcare, **293, 305, 405, 418, 437**
- PUBH5422 Health and Risk Communication, **67, 72, 116, 123, 185, 190, 196, 206, 215, 220, 312, 316, 321, 368, 372, 376, 405, 418, 437**
- PUBH5423 Adv Concepts:Vaccines in Public Health, **418, 437**
- PUBH5500 Advanced Qualitative Health Research, **67, 73, 116, 123, 196, 206, 215, 220, 293, 305, 411, 418, 437, 447, 454**
- PUBH5550 Climate Change and Public Health, **215, 221, 293, 306, 405, 407, 418, 438**
- PUBH5555 Lifestyle and Chronic Disease Prevention, **215, 221, 312, 316, 321, 403, 419, 438**
- PUBH5600 Biosecurity Seminar Series, **405, 419, 438**
- PUBH5906 Dissertation A, **421, 438**
- PUBH5907 Dissertation B, **421, 438**
- PUBH5908 Dissertation C, **421, 438**
- ## Q
- QUAL5003 Qualitative Research Analysis and Writing, **216, 221, 411, 420, 438, 447, 455**
- QUAL5004 Designing a Qualitative Research Project, **420, 439, 447, 455**
- QUAL5005 Introducing Qualitative Health Research, **67, 73, 196, 207, 238, 243, 293, 306, 401, 402, 413, 417, 439**
- QUAL5101 Qualitative Capstone I, **447, 455**
- QUAL5102 Qualitative Capstone II, **447, 455**
- QUAL5103 Qualitative Capstone III, **447, 455**
- ## R
- RHHG5005 Reproductive Sciences and Medicine, **459, 460, 461, 463**
- RHHG5006 Reproductive, Maternal and Child Health, **459, 460, 461, 463**
- RHHG5007 Clinical Reproductive Medicine, **459, 460, 461, 463**
- RHHG5008 Counselling 1, **459, 460, 461, 464**
- RHHG5010 Reproductive Sciences, **459, 460, 461, 464**
- RHHG5011 Clinical or Laboratory Attachments, **459, 461, 464**
- RHHG5012 Counselling 2, **459, 461, 464**
- RHHG5013 Ethical, Social, Legal and Privacy Issues, **461, 464**
- RHHG5014 Fertility Control, **461, 464**
- RHHG5015 Lab Assessment of Reproductive Function, **459, 461, 464**
- RHHG5016 Medical and Molecular Genetics, **459, 461, 464**
- RHHG5019 Treatise A, **461, 464**
- RHHG5020 Treatise B, **461, 465**
- RHHG5021 Reproduction and Cancer, **459, 460, 461, 465**
- RHHG5026 Introductory Medical Genetics, **459, 460, 461, 465**
- RHHG5028 Medical Genetics, **459, 460, 461, 465**
- ## S
- SCLG6902 Doing Social Research, **196, 207**
- SCLG6903 New Debates in Social Theory, **448, 456**
- SCWK6910 Working with Communities, **196, 196, 207, 207**
- SEXH5008 Sex and Society, **196, 207, 293, 306, 405, 420, 439, 448, 456, 497**
- SEXH5200 Advanced STIs, **164, 172, 238, 243, 251, 255, 260, 264, 272, 471, 473, 475, 477, 479, 487, 488, 489, 490, 497**
- SEXH5202 Advanced HIV Infection, **238, 243, 260, 264, 272, 471, 473, 475, 477, 479, 487, 488, 489, 490, 498**
- SEXH5205 Advanced Adolescent Sexual Health, **238, 243, 293, 306, 405, 420, 439, 448, 456, 471, 473, 475, 477, 479, 489, 490, 491, 498**
- SEXH5206 Diagnostic Methods in Sexual Health, **471, 473, 479, 488, 490, 498**
- SEXH5401 Introduction: Sexual and Reproductive Health, **487, 488, 498**
- SEXH5402 Counselling for Health Professionals, **471, 473, 477, 479, 488, 489, 490, 498**
- SEXH5403 Counselling in Psychosexual Therapy, **471, 475, 488, 499**
- SEXH5404 Variations in Sexual Function, **471, 473, 475, 479, 488, 489, 490, 499**

- SEXH5405 Contraception and Preconception Care, **420, 439, 471, 473, 475, 477, 479, 488, 489, 490, 499**
- SEXH5405 Contraception and Reproductive Health, **405**
- SEXH5406 Professional Practice, **471, 473, 475, 477, 479, 487, 499**
- SEXH5407 Sex Gender and Sexuality, **405, 420, 439, 471, 472, 473, 475, 477, 479, 488, 489, 490, 499**
- SEXH5408 HIV/STI Program Delivery, **477, 488, 500**
- SEXH5409 Medical Management of Interpersonal Violence, **172, 179, 489, 490, 500**
- SEXH5410 Sexual Health Promotion 1, **488, 489, 490, 500**
- SEXH5412 Sexual Health and Relationships Education, **420, 440, 489, 490, 491, 500**
- SEXH5414 Public Health: Sexual and Reproductive Health, **293, 306, 344, 349, 420, 440, 488, 489, 500**
- SEXH5415 Advanced Issues in Psychosexual Therapy, **471, 475, 488, 489, 500**
- SEXH5416 Advanced Readings in Sexual Health, **471, 473, 475, 477, 479, 489, 490, 491, 501**
- SEXH5417 Reproductive Endocrinology and Infertility, **264, 272, 488, 489, 490**
- SEXH5418 Public Health Aspects of Reproductive Health, **238, 244, 293, 306, 420, 440, 448, 456**
- SEXH5419 Public Health Aspects of HIV and STIs, **238, 244, 293, 307, 420, 440, 448, 456**
- SLEE5001 Introductory Sleep Science, **506, 512, 513**
- SLEE5002 History of Sleep Research, **506, 512, 513**
- SLEE5003 Introduction to Sleep Disorders, **506, 507, 512, 514**
- SLEE5006 Physiology of Sleep, **506, 507, 512, 514**
- SLEE5007 Chronobiology, **506, 507, 512, 514**
- SLEE5008 Sleep and Breathing I, **506, 507, 512, 515**
- SLEE5009 Sleep and the Endocrine System, **512, 515**
- SLEE5010 Neuropharmacology of Sleep I, **507, 512, 515**
- SLEE5011 Sleep and the Mind I, **507, 512, 515**
- SLEE5012 Practicum I, **511, 515**
- SLEE5013 Non-Respiratory Sleep Disorders, **507, 512, 515**
- SLEE5014 Sleep and Breathing II, **506, 507, 512, 516**
- SLEE5015 Neuropharmacology of Sleep II, **507, 512, 516**
- SLEE5016 Sleep and the Mind II, **507, 512, 516**
- SLEE5017 Sleep and Body Function, **512, 516**
- SLEE5019 Sleep in Development (Child), **507, 512, 516**
- SLEE5020 Sleep and Breathing III, **506, 507, 512, 516**
- SLEE5021 Neuropharmacology of Sleep III, **507, 512, 516**
- SLEE5023 Sleep in Development (Adult), **507, 512, 517**
- SLEE5024 Practicum II, **511, 517**
- SLEE5030 Sleep Medicine in Practice, **507, 511, 512, 517**
- SLEE5101 Introduction to Sleep Medicine, **355, 359, 363, 505, 506, 511, 517**
- SLEE5102 Breathing Disorders of Sleep, **505, 506, 511, 517**
- SLEE5103 Non-Respiratory Sleep Disorders, **505, 506, 511, 517**
- SLEE5104 Management of Sleep Disorders, **511, 517**
- SLEE5105 Advanced Sleep Physiology, **505, 506, 511, 518**
- SLEE5106 Advanced Sleep Medicine, **505, 506, 511, 518**
- SLEE5107 Applied Sleep Medicine, **506, 511, 518**
- SURG5003 Scientific Communication for Surgeons, **529, 533**
- SURG5007 Dissertation A, **528, 533**
- SURG5008 Dissertation B, **528, 533**
- SURG5011 Imaging Surgical Patients, **172, 179, 529, 533**
- SURG5012 Surgical Metabolism, **522, 523, 529, 534**
- SURG5016 Vascular and Endovascular Surgery, **522, 529, 534**
- SURG5017 Microsurgery, **522, 529, 534**
- SURG5020 Advanced Laparoscopic Abdominal Anatomy, **529, 534**
- SURG5021 Transplantation Immunobiology, **529, 534**
- SURG5022 Principles and Practice of Transplantation, **529, 534**
- SURG5025 Adv. Hepatobiliary and Pancreatic Surgery, **529, 535**
- SURG5027 Head and Neck by Dissection, **521, 523, 527, 529, 535, 541, 545, 547**
- SURG5030 Abdomen, Pelvis, Perineum by Dissection, **527, 529, 535, 541, 545, 547**
- SURG5031 Surgical Skills, **521, 522, 523, 527, 528, 529, 536**
- SURG5032 Physiology and Pharmacology for Surgeons, **521, 522, 523, 527, 528, 529, 536**
- SURG5034 Surgical Anatomy based on GSSE, **527, 528, 529, 536**
- SURG5035 Surgical Research and Evaluation, **522, 523, 529, 536**
- SURG5036 Surg Research: Translation and Innovation, **529, 536**
- SURG5037 Basic Sciences and Benign Breast Disease, **522, 523, 527, 528, 529, 537**
- SURG5038 Malignant Breast Disease and MDTs, **527, 528, 530, 537**
- SURG5039 Oncoplastic Breast Surgery Level 1, **522, 523, 528, 530, 537**
- SURG5040 Oncoplastic Breast Surgery Level 2, **522, 523, 528, 530, 537**
- SURG5041 Surgical Oncology: Principles and Practice, **530, 538**
- SURG5042 Urological Oncology, **522, 530, 538**
- SURG6001 Surgical Research 1, **143, 147**
- SURG6002 Surgical Research 2, **143, 147**
- SURG6003 Surgical Research 3, **143, 147**
- SURG6004 Surgical Research 4, **143, 147**
- SURG6005 Surgical Research 5, **143, 148**
- SURG6006 Surgical Research 6, **143, 148**
- SURG6011 Clinical Surgery 1, **143, 148**
- SURG6012 Clinical Surgery 2, **143, 148**
- SURG6013 Clinical Surgery 3, **143, 148**
- SURG6014 Clinical Surgery 4, **143, 148**
- SURG6015 Clinical Surgery 5, **143, 148**
- SURG6016 Clinical Surgery 6, **143, 148**
- SURG6017 Clinical Surgery 7, **143, 149**
- SURG6018 Clinical Surgery 8, **143, 149**
- SURG6019 Clinical Surgery 9, **143, 149**
- SURG6020 Clinical Surgery 10, **143, 149**
- SURG6021 Clinical Surgery 11, **143, 149**
- SURG6022 Clinical Surgery Capstone, **143, 149**
- W**
- WMST6902 Arguing the Point, **144, 149**

Index by name

A

Abdomen, Pelvis, Perineum by Dissection SURG5030, **527, 529, 535, 541, 545, 547**

Acute and Emergency Eye Presentations OPSC5033, **275, 279, 283**

Acute Pain PAIN5021, **128, 131, 136, 163, 171, 178, 260, 264, 271, 353, 359, 363**

Adolescent Medicine PAED5002, **263, 271, 335, 338, 343, 346**

Adult Learning and Development EDPE6016, **143, 143, 145, 145**

Adv. Hepatobiliary and Pancreatic Surgery SURG5025, **529, 535**

Advanced Adolescent Sexual Health SEXH5205, **238, 243, 293, 306, 405, 420, 439, 448, 456, 471, 473, 475, 477, 479, 489, 490, 491, 498**

Advanced Diabetes Management MBHT5002, **164, 172, 177, 259, 269, 311, 315, 318**

Advanced Electroencephalography CLNP5004, **131, 134, 263, 266**

Advanced Endocrinology INTM5106, **263, 269**

Advanced Epidemiology PUBH5224, **116, 123, 264, 271, 293, 304, 418, 435**

Advanced Gastroenterology INTM5105, **259, 263, 269**

Advanced Health Economic Evaluation PUBH5307, **116, 123, 215, 219, 293, 304, 407, 418, 436**

Advanced HIV Infection SEXH5202, **238, 243, 260, 264, 272, 471, 473, 475, 477, 479, 487, 488, 489, 490, 498**

Advanced Issues in Psychosexual Therapy SEXH5415, **471, 475, 488, 489, 500**

Advanced Laparoscopic Abdominal Anatomy SURG5020, **529, 534**

Advanced Medical Bacteriology INIM5011, **251, 253, 494**

Advanced Neurology INTM5102, **128, 131, 135, 259, 263, 268**

Advanced Qualitative Health Research PUBH5500, **67, 73, 116, 123, 196, 206, 215, 220, 293, 305, 411, 418, 437, 447, 454**

Advanced Readings in Sexual Health SEXH5416, **471, 473, 475, 477, 479, 489, 490, 491, 501**

Advanced Respiratory Medicine INTM5104, **259, 263, 269**

Advanced Rheumatology INTM5103, **263, 269**

Advanced Sleep Medicine SLEE5106, **505, 506, 511, 518**

Advanced Sleep Physiology SLEE5105, **505, 506, 511, 518**

Advanced Statistical Modelling CEPI5310, **115, 119, 411, 419, 424**

Advanced STIs SEXH5200, **164, 172, 238, 243, 251, 255, 260, 264, 272, 471, 473, 475, 477, 479, 487, 488, 489, 490, 497**

Advanced Studies in Orofacial Pain PAIN5023, **353, 355, 359, 363**

Advanced Systematic Reviews CEPI5204, **115, 118**

Advanced Trial Design CLTR5004, **157, 159, 371, 374**

Adv Concepts:Vaccines in Public Health PUBH5423, **418, 437**

Alcohol, Drug Use and Health PUBH5114, **196, 205, 238, 242, 293, 302, 403, 418, 434, 448, 453**

Alcohol, Drug Use and Health PUBH5115, **238, 242, 293, 303, 403, 414, 418, 434, 448, 453**

Alcohol Dependence and Withdrawal IHSU5002, **237, 239**

Amphetamines, Polydrug Use and Psychosis IHSU5005, **237, 239**

Analysing Health Policy HPOL5003, **195, 200, 215, 218, 237, 240, 292, 297, 407, 419, 426, 447, 451**

Anatomy for Critical Care CRIT5001, **171, 174**

Applied Clinical Genetics GENC5002, **185, 187**

Applied Sleep Medicine SLEE5107, **506, 511, 518**

Arguing the Point WMST6902, **144, 149**

Art, Science and Politics of Prevention INDH5227, **229, 232**

Arts in Health BETH5207, **67, 71**

Assessment and Clinical Judgement NURS5012, **315, 320**

B

Basic and Clinical Sciences 1 GDMP1011, **17, 37, 49**

Basic and Clinical Sciences 1 MDMP5111, **15, 31, 41**

Basic and Clinical Sciences 2 GDMP1021, **17, 37, 49**

Basic and Clinical Sciences 2 MDMP5125, **15, 31, 42**

Basic and Clinical Sciences 3 GDMP2011, **17, 37, 50**

Basic and Clinical Sciences 3 MDMP5211, **15, 31, 42**

Basic and Clinical Sciences 4 GDMP2021, **17, 37, 50**

Basic and Clinical Sciences 4 MDMP5221, **15, 31, 43**

Basic and Clinical Sciences 7 GDMP3016, **17, 38, 51**

Basic and Clinical Sciences 7 MDMP5316, **15, 16, 32, 33, 44**

Basic and Clinical Sciences 8 GDMP4016, **17, 39, 53**

Basic and Clinical Sciences 8 MDMP5416, **15, 33, 46**

Basic and Clinical Sciences 8 MDMP5426, **16, 34, 47**

Basic Endocrinology INTM5006, **259, 263, 268**

Basic Gastroenterology INTM5005, **259, 263, 267**

Basic Haematology INTM5011, **259, 263, 268**

Basic Infectious Diseases INTM5009, **172, 263, 268**

Basic Neurology INTM5002, **128, 131, 135, 259, 263, 267**

Basic Oncology INTM5010, **259, 263, 268**

Basic Renal Medicine INTM5007, **259, 263, 268**

Basic Respiratory Medicine INTM5004, **172, 259, 263, 267**

Basic Rheumatology INTM5003, **259, 263, 267**

Basic Sciences and Benign Breast Disease SURG5037, **522, 523, 527, 528, 529, 537**

Basic Sciences in Clinical Neurophysiology CLNP5001, **125, 127, 131, 134, 171, 174**

Bayesian Statistical Methods BSTA5014, **81, 85**

Bioethics, Law and Society BETH5104, **67, 69, 164, 172, 173, 215, 217, 260, 264, 265, 312, 315, 317, 338, 344, 347, 368, 371, 373, 447, 449**

Bioinformatics BSTA5013, **85**

Biomarker Studies CLTR5005, **157, 159**

Biomedicine and Society BETH5103, **67, 69, 447, 449**

Biosecurity Seminar Series PUBH5600, **405, 419, 438**

Biostatistics Research Project Part A BSTA5020, **81, 85**



- Biostatistics Research Project Part B BSTA5021, **81, 85**
Biostatistics Research Project Part C BSTA5022, **81, 85**
Bodies, Brains and Minds in Connection BMRI5053, **386**
Brain Ageing BMRI5012, **89, 90, 93, 96, 379, 380, 383, 385**
Brain and Mind Disorders (Child/Youth) BMRI5010, **93, 95**
Breathing Disorders of Sleep SLEE5102, **505, 506, 511, 517**
Business of Health HPOL5006, **116, 121, 215, 218, 419, 426, 522, 530, 531**
- C**
- Cancer Pain PAIN5014, **353, 359, 362**
Cancer Prevention and Control PUBH5019, **116, 121, 414, 417, 430, 530, 532**
Cannabis, Tobacco and Depression IHSU5003, **237, 239**
Capstone in Public Health PUBH5035, **417, 432**
Cardiology INTM5014, **163, 171, 176, 259, 263, 268**
Cardiovascular Metabolic Management MBHT5004, **263, 270, 315, 319**
Cataract and Refractive Surgery 1 OPSC5018, **105, 107**
Cataract and Refractive Surgery 2 OPSC5019, **105, 107**
Categorical Data Analysis PUBH5212, **116, 122, 293, 303, 411, 418, 435, 530, 533**
Categorical Data and GLMs BSTA5008, **81, 84**
Child and Adolescent Health GDMP3138, **38, 53**
Child and Adolescent Health MDMP5338, **32, 34, 45**
Child and Youth Mental Health BMRI5052, **338, 379, 386**
Chronic Disease Prevention and Control PUBH5020, **116, 121, 292, 301, 403, 414, 417, 430, 530, 532**
Chronobiology SLEE5007, **506, 507, 512, 514**
Climate Change and Public Health PUBH5550, **215, 221, 293, 306, 405, 407, 418, 438**
Clinical and Translational Immunology INIM5016, **251, 254**
Clinical Aspects of Neurobiology PAIN5010, **353, 359, 362**
Clinical Biostatistics BSTA5005, **81, 83**
Clinical Epidemiology Project 1 CEPI5505, **111, 115, 116, 120**
Clinical Epidemiology Project 2 CEPI5506, **111, 115, 116, 120**
Clinical Ethics BETH5204, **67, 70, 116, 117, 312, 315, 317, 338, 344, 347, 447, 450**
Clinical Genetics GENC5001, **185, 187**
Clinical Mycology and Parasitology INIM5013, **251, 254**
Clinical Neurophysiology Techniques CLNP5003, **131, 134**
Clinical Ophthalmology 1 OPSC5015, **279, 281**
Clinical Ophthalmology 2 OPSC5016, **279, 2011**
Clinical or Laboratory Attachments RHHG5011, **459, 461, 464**
Clinical Practice 1 GENC5004, **185, 188**
Clinical Practice 2 GENC5008, **185, 188**
Clinical Practice 3 GENC5011, **185, 189**
Clinical Practice Guidelines CEPI5306, **115, 119**
Clinical Psychiatry I BMRI5003, **344, 347, 379, 383, 385**
Clinical Psychiatry II BMRI5050, **379, 383, 384, 386**
Clinical Reasoning and Communication CRIT5005, **128, 131, 134, 163, 171, 175, 260, 264, 266**
Clinical Reproductive Medicine RHHG5007, **459, 460, 461, 463**
Clinical Retrieval Medicine CRIT5007, **163, 171, 175**
Clinical Surgery 1 SURG6011, **143, 148**
Clinical Surgery 2 SURG6012, **143, 148**
Clinical Surgery 3 SURG6013, **143, 148**
Clinical Surgery 4 SURG6014, **143, 148**
Clinical Surgery 5 SURG6015, **143, 148**
Clinical Surgery 6 SURG6016, **143, 148**
Clinical Surgery 7 SURG6017, **143, 149**
Clinical Surgery 8 SURG6018, **143, 149**
Clinical Surgery 9 SURG6019, **143, 149**
Clinical Surgery 10 SURG6020, **143, 149**
Clinical Surgery 11 SURG6021, **143, 149**
Clinical Surgery Capstone SURG6022, **143, 149**
Clinical Trials in Practice NURS5068, **157, 160**
Cognitive Behaviour Therapy BMRI5006, **89, 90, 93, 95, 338, 344, 347, 475, 490, 493**
Communicable Disease Control PUBH5117, **418, 434**
Communication INDH5221, **229, 231**
Community and Public Health Nutrition NTD5608, **315, 320, 420, 430**
Community GDMP3135, **38, 52**
Community MDMP5335, **32, 34, 45**
Community Profiling and Setting Priorities INDH5211, **229, 231**
Complementary Therapies: Pain Management PAIN5020, **353, 359, 362**
Contemporary Consumer Behaviour MKTG6204, **196, 203**
Contemporary Health Leadership NURS5071, **496**
Contemporary Issues Genetic Counselling GENC5012, **185, 189**
Contraception and Preconception Care SEXH5405, **420, 439, 471, 473, 475, 477, 479, 488, 489, 490, 499**
Contraception and Reproductive Health SEXH5405, **405**
Controlled Trials PUBH5206, **116, 122, 293, 303, 411, 418, 435**
Cornea and Anterior Segment Surgery OPSC5026, **275, 279, 2011**
Counselling 1 RHHG5008, **459, 460, 461, 464**
Counselling 2 RHHG5012, **459, 461, 464**
Counselling for Health Professionals SEXH5402, **471, 473, 477, 479, 488, 489, 490, 498**
Counselling in Psychosexual Therapy SEXH5403, **471, 475, 488, 499**
Counselling Theory and Skills GENC5003, **185, 187**
Crisis Communication MECO6909, **195, 202**
Critical Appraisal of Evidence CLTR5000, **153, 157, 159**
Critical Care GDMP3134, **38, 52**
Critical Care MDMP5334, **32, 45**
Critical Care MDMP5344, **33, 45**
Critical Concepts in Bioethics BETH5000, **67, 69, 447, 449**
Critical Issues in Public Health Law LAWS6839, **427**
Cross-Cultural Communication LNGS7006, **195, 201, 448, 451**
Culture, Health, Illness and Medicine MIPH5116, **448, 452, 472, 473, 477, 479**
Culture and Politics of Health Development DVST6906, **195, 200**
- D**
- Database Management Systems COMP9120, **419, 427**
Data Management and Statistical Computing BSTA5004, **81, 83**
Dealing with the Media MECO6901, **195, 201**
Decision Analysis PUBH5205, **116, 122, 293, 303, 407, 411, 418, 434**

- Dental Health Services DENT5014, **292, 296, 409, 419, 425**
- Designing a Qualitative Research Project QUAL5004, **420, 439, 447, 455**
- Design of Randomised Controlled Trials BSTA5006, **81, 84**
- Developing a Research Project EDPK5003, **195, 195, 200, 200**
- Developing Integ eLearning Env Higher Ed EDPR6012, **143, 143, 146, 146**
- Diabetes Management MBHT5001, **164, 172, 176, 259, 263, 269, 311, 315, 318**
- Diagnostic and Risk Assessment Analysis GENC5005, **185, 188**
- Diagnostic and Screening Tests (1 and 2) CEPI5312, **116, 119, 264, 266, 292, 296, 348, 371, 374, 419, 424**
- Diagnostic and Screening Tests (Part 1) CEPI5311, **115, 119, 292, 295, 419, 424**
- Diagnostic Electroencephalography CLNP5002, **131, 134, 172, 174, 263, 266**
- Diagnostic Methods in Sexual Health SEXH5206, **471, 473, 479, 488, 490, 498**
- Disability and Pain Rehabilitation PAIN5017, **353, 359, 362**
- Disease Prevention and Health Promotion PUBH5033, **196, 204, 237, 241, 316, 321, 417, 432, 491, 497**
- Dissertation A MIPH5128, **291, 299**
- Dissertation A PUBH5906, **421, 438**
- Dissertation A SURG5007, **528, 533**
- Dissertation B MIPH5129, **291, 299**
- Dissertation B PUBH5907, **421, 438**
- Dissertation B SURG5008, **528, 533**
- Dissertation C MIPH5130, **291, 299**
- Dissertation C PUBH5908, **421, 438**
- Dissertation INIM5020, **254**
- Dissertation Part 1 MECO6904, **197, 201**
- Dissertation Part 2 MECO6905, **197, 202**
- Dissertation Refractive Surgery A OPSC5023, **105, 108**
- Dissertation Refractive Surgery B OPSC5024, **105, 108**
- Dissertation Refractive Surgery C OPSC5025, **105, 108**
- Doing a Systematic Review CEPI5205, **111, 115, 118**
- Doing Social Research SCLG6902, **196, 207**
- Drugs and Devices: RandD to Registration PCOL5101, **144, 146, 371, 375**
- E**
- Economics and Finance for Health Policy HPOL5001, **144, 146, 215, 218, 237, 240, 292, 297, 371, 374, 419, 426**
- Elective GDMP3109, **17, 39, 52**
- Elective MDMP5408, **16, 34, 46**
- Enterprise Healthcare Information Systems INFO5306, **419, 427**
- Environmental Health PUBH5111, **196, 205, 293, 302, 403, 405, 418, 433, 448, 453**
- Epidemiology for Biostatisticians BSTA5011, **81, 84**
- Epidemiology Methods and Uses PUBH5010, **81, 86, 144, 147, 196, 204, 237, 241, 287, 291, 301, 401, 409, 413, 417, 430, 459, 460, 461, 463, 477, 487, 496, 530, 532**
- Essential Dermatology DERM5001, **164, 172, 176, 260, 264, 266, 338, 344**
- Essential Imaging for Clinicians IMAG5042, **164, 172, 176, 260, 264, 267**
- Ethical, Legal and Social Issues GENC5006, **185, 188**
- Ethical, Social, Legal and Privacy Issues RHHG5013, **461, 464**
- Ethics and Biotechnology BETH5201, **67, 70, 116, 117, 447, 450**
- Ethics and Mental Health BETH5205, **67, 70, 419, 423, 447, 450**
- Ethics and Public Health BETH5203, **67, 70, 116, 117, 195, 199, 215, 217, 292, 295, 419, 423, 447, 450**
- Evidence and Ethics in Critical Care CRIT5008, **163, 171, 176**
- Evidence and Ethics in Metabolic Health MBHT5005, **311, 315, 319**
- Evidence and Ethics in Paediatric Medicine PAED5005, **337, 343, 345**
- Evidence into Policy and Practice HPOL5008, **215, 219**
- F**
- Falls Prevention in Older People PUBH5419, **418, 436, 448, 454**
- Fertility Control RHHG5014, **461, 464**
- Foundations of International Health MIPH5131, **287, 291, 299, 471, 488, 491, 495**
- Functional Grammar LNGS7301, **448, 452**
- Fundamental Immunology INIM5001, **251, 253, 254, 493**
- Fundamental Neuroscience BMRI5002, **89, 93, 95**
- Fundamentals of Public Health Nutrition PUBH5029, **403, 417, 431**
- G**
- General and Developmental Paediatrics PAED5003, **338, 343, 346**
- Genetic Counselling: Practice and Genomics GENC5009, **185, 189**
- Genetics and Public Health PUBH5116, **196, 205, 418, 434**
- Genetics of Brain and Mind Disorders BMRI5017, **89, 90, 93, 96, 379, 380, 383, 385**
- Glaucoma OPSC5027, **275, 279, 283**
- Global Communicable Disease Control GLOH5112, **291, 297, 419, 426**
- Global Communicable Disease Control MIPH5112, **405, 472, 477**
- Global Control of Infectious Diseases INIM5022, **251, 254, 494**
- Global Disease Burden and Research Methods MIPH5132, **291, 299**
- Global Health Policy HPOL5007, **195, 200, 215, 218, 292, 297, 407, 419, 427**
- Global Non-Communicable Disease Control MIPH5117, **291, 299, 403, 420, 421, 428, 448, 452**
- Goals, Objectives and Strategies INDH5213, **229, 231**
- Govt Regulation, Health Policy and Ethics LAWS6052, **195, 195, 201, 201**
- H**
- Headache PAIN5024, **353, 355, 359, 363**
- Head and Neck by Dissection SURG5027, **521, 523, 527, 529, 535, 541, 545, 547**
- Health and Risk Communication PUBH5422, **67, 72, 116, 123, 185, 190, 196, 206, 215, 220, 312, 316, 321, 368, 372, 376, 405, 418, 437**
- Health and Security CISS6004, **195, 200, 215, 217**
- Health Communication MECO6919, **195, 202, 405, 419, 428**
- Health Economic Evaluation PUBH5302, **116, 122, 123, 215, 219, 293, 303, 304, 407, 418, 434, 436**
- Health in China CHSC6906, **292, 296**
- Health Indicators and Health Surveys BSTA5003, **81, 83, 368, 371, 373**
- Health in World History MMHU6913, **67, 72, 448, 453**
- Health Issues and Humanitarian Emergencies MIPH5124, **196, 203, 291, 299, 420, 429**

- Health Policy Project HPOL5009, **215, 219**
- Health Promotion Program Planning INDH5212, **229, 231**
- Health Research Methods and Ethics MEDF5005, **215, 219, 473, 495, 552**
- Health Systems in Developing Countries MIPH5135, **196, 203, 215, 219, 292, 300, 407, 420, 429, 448, 453, 472, 474, 478, 480, 489, 490, 491, 496**
- Health Workforce Policy Analysis PUBH5308, **196, 205, 215, 220, 293, 304, 418, 436**
- History of Science HPSC4102, **448, 451**
- History of Sleep Research SLEE5002, **506, 512, 513**
- HIV/STI Program Delivery SEXH5408, **477, 488, 500**
- Human and Animal Research Ethics BETH5202, **67, 70, 116, 117, 447, 450**
- I**
- Imaging Surgical Patients SURG5011, **172, 179, 529, 533**
- Independent Learning Activity GDMP2025, **17, 37, 51**
- Independent Studies in Pain PAIN5022, **353, 359, 363**
- Independent Studies PAED5004, **335, 337, 338, 343, 345, 346**
- Independent Study MMHU6902, **67, 72**
- Indigenous Health Promotion PUBH5118, **196, 205, 238, 242, 403, 418, 434, 448, 454**
- Individual Profession Learning Portfolio EDPZ5010, **143, 143, 146, 146**
- Industrial Therapeutics (Project) PCOL5103, **367, 371, 376**
- Infection Control and Epidemiology INIM5012, **251, 253, 473, 489, 494**
- Infection Prevention in Healthcare PUBH5421, **293, 305, 405, 418, 437**
- Information Technologies and Systems COMP5206, **427**
- Information Technology in Biomedicine COMP5424, **419, 425**
- Injury Epidemiology Prevention and Control PUBH5417, **116, 123, 305**
- Injury Prevention PUBH5415, **238, 242, 304, 448, 454**
- Innovative Marketing Strategies MKTG6203, **196, 203**
- Internal Medicine Advanced Management INTM5001, **263, 267**
- International Health Independent Study 1 MIPH5004, **291, 298, 300, 429**
- International Health Independent Study 2 MIPH5005, **291, 298**
- International Health Independent Study MIPH5037, **287, 291, 298**
- International Health Project Management MIPH5219, **287, 291, 300, 420, 429, 478, 491, 496**
- International Health Promotion MIPH5014, **447, 452**
- International Media Practice MECO6926, **196, 202**
- Internet Cultures and Governance ARIN6902, **195, 199**
- Interpretation of Trial Analyses CLTR5002, **157, 159**
- Intraoperative Monitoring I CLNP5006, **131, 134, 172, 174**
- Intraoperative Monitoring II CLNP5007, **131, 134**
- Introducing Qualitative Health Research QUAL5005, **67, 73, 196, 207, 238, 243, 293, 306, 401, 402, 413, 417, 439**
- Introduction: Sexual and Reproductive Health SEXH5401, **487, 488, 498**
- Introduction to Clinical Epidemiology CEPI5100, **111, 115, 118, 127, 128, 131, 133, 163, 164, 171, 173, 176, 259, 263, 265, 311, 315, 317, 337, 343, 345, 367, 371, 373, 379, 383, 387, 471, 473, 475, 477, 479, 487, 490, 493, 505, 506, 507, 511, 513, 522, 528, 531**
- Introduction to Ethical Reasoning BETH5101, **67, 69, 447, 449**
- Introduction to Health Policy HPOL5000, **195, 200, 215, 218, 237, 240, 260, 264, 267, 292, 297, 407, 414, 419, 426, 447, 451, 471, 477, 490, 491, 493**
- Introduction to Human Research Ethics BETH5208, **67, 71, 116, 117, 185, 187, 292, 295, 419, 423**
- Introduction to Pain Management PAIN5001, **338, 344, 348, 353, 354, 355, 359, 361**
- Introduction to Public Health Ethics BETH5206, **67, 71, 195, 199, 215, 217, 292, 295, 401, 413, 417, 423**
- Introduction to Research GENC5020, **185, 190**
- Introduction to Sleep Disorders SLEE5003, **506, 507, 512, 514**
- Introduction to Sleep Medicine SLEE5101, **355, 359, 363, 505, 506, 511, 517**
- Introduction to Systematic Reviews (TAV) CEPI5314, **115, 120, 531**
- Introduction to Systematic Reviews CEPI5315, **115, 120, 128, 131, 133, 164, 172, 174, 260, 264, 266, 312, 315, 318, 368, 371, 374, 530, 531**
- Introductory Analysis of Linked Data PUBH5215, **75, 81, 86, 116, 122, 293, 303, 418, 435**
- Introductory Biostatistics PUBH5018, **115, 121, 131, 136, 144, 147, 172, 178, 237, 241, 264, 271, 291, 301, 338, 344, 349, 372, 376, 409, 417, 430, 460, 461, 463, 489, 490, 491, 497, 528, 532**
- Introductory Medical Genetics RHHG5026, **459, 460, 461, 465**
- Introductory Sleep Science SLEE5001, **506, 512, 513**
- Issues, Controversies in Pain Management PAIN5006, **359, 361**
- IT for Health Professionals INFO9003, **116, 120, 419, 427**
- L**
- Lab Assessment of Reproductive Function RHHG5015, **459, 461, 464**
- Language, Society and Power LNGS7002, **195, 201, 448, 451**
- Law, Business and Healthy Lifestyles LAWS6848, **195, 195, 201, 201, 419, 419, 428, 428**
- Leadership and Policy in Mental Health 1 BMRI5027, **93, 97, 383, 386**
- Leadership and Problem Solving CLTR5003, **157, 159**
- Learning and Individual Differences EDPE6011, **143, 143, 145, 145**
- Legal Reasoning and the Common Law System LAWS6252, **292, 292, 298, 298, 419, 419, 427, 427**
- Lifestyle and Chronic Disease Prevention PUBH5555, **215, 221, 312, 316, 321, 403, 419, 438**
- Linear Models BSTA5007, **81, 84**
- Literature Searching CEPI5102, **120, 531**
- Longitudinal and Correlated Data BSTA5012, **81, 84**
- M**
- Making Decisions in Public Health PUBH5032, **116, 121, 196, 204, 401, 413, 417, 431**
- Malignant Breast Disease and MDTs SURG5038, **527, 528, 530, 537**
- Management of Sleep Disorders SLEE5104, **511, 517**
- Managing International Health Projects MIPH5220, **287, 291, 301**
- Mass Media Campaigns and Social Marketing PUBH5026, **196, 204, 237, 241, 292, 301, 417, 431**
- Mathematics Background for Biostatistics BSTA5001, **81, 83**
- MD Elective MDMP5409, **33, 46**
- MD Project 3 Part 1 MDMP5310, **16, 34, 43**
- MD Project 3 Part 2 MDMP5320, **16, 34, 44**

- MD Project 4 MDMP5410, **16, 34, 46**
MD Project Development 2 MDMP5225, **15, 32, 43**
MD Project MDMP5510, **15, 33, 47**
MD Research Methods/MDProject Development 1 MDMP5126, **31, 42**
Media and Communication Internship MECO6928, **197, 202**
Media Discourse LNGS7274, **448, 452**
Medical and Molecular Genetics RHHG5016, **459, 461, 464**
Medical Genetics RHHG5028, **459, 460, 461, 465**
Medical Management of Interpersonal Violence SEXH5409, **172, 179, 489, 490, 500**
Medical Retina OPSC5030, **275, 279, 283**
Medicine Research A MEDF4001, **165, 172, 177, 459, 460, 461, 463, 481, 491, 494**
Medicine Research B MEDF4002, **165, 172, 177, 459, 460, 461, 463, 481, 491, 494**
Medicine Research C MEDF4003, **165, 172, 177, 459, 460, 461, 463, 481, 491, 494**
Medicine Research D MEDF4004, **165, 172, 177, 459, 460, 461, 463, 481, 491, 495**
Medicines Policy, Economics and Ethics BETH5209, **67, 71, 116, 117, 237, 240, 292, 295, 312, 315, 317, 344, 347, 353, 359, 361, 371, 373, 419, 423**
Medicine Year 3 GDMP3131, **38, 52**
Medicine Year 3 MDMP5331, **32, 44**
Medicine Year 3 MDMP5341, **33, 45**
Medicine Year 4 GDMP3132, **17, 39, 52**
Medicine Year 4 MDMP5432, **15, 33, 47**
Medicine Year 4 MDMP5442, **16, 34, 47**
Mental Disorders in Global Context MIPH5127, **237, 241, 291, 299, 403, 420, 429**
Microsurgery SURG5017, **522, 529, 534**
Modern Therapeutics and Medical Devices PCOL5102, **144, 147, 371, 375**
Multiple Regression and Stats Computing PUBH5211, **116, 122, 293, 303, 418, 435, 530, 532**
Musculoskeletal Pain PAIN5013, **353, 359, 362**
- N**
- Natures and Cultures of Bodies GCST5902, **448, 451**
Neonatal Medicine PAED5000, **335, 338, 343, 346**
Neuroethics BMRI5001, **67, 72, 93, 95, 380, 383, 385**
Neurolaw: Brain Mind Law and Ethics LAWS6335, **97**
Neuromonitoring in Anaesthesia CLNP5005, **125, 128, 131, 134, 163, 171, 174**
Neuropharmacology of Sleep III SLEE5021, **507, 512, 516**
Neuropharmacology of Sleep II SLEE5015, **507, 512, 516**
Neuropharmacology of Sleep I SLEE5010, **507, 512, 515**
Neuropsychology BMRI5007, **89, 90, 93, 95**
Neuropsychopharmacology BMRI5013, **93, 96**
New Debates in Social Theory SCLG6903, **448, 456**
New Media Audiences ARIN6905, **195, 199**
News Writing MECO6900, **195, 201**
Non-dependent Alcohol Use Disorders IHSU5001, **237, 239**
Non-Respiratory Sleep Disorders SLEE5013, **507, 512, 515**
Non-Respiratory Sleep Disorders SLEE5103, **505, 506, 511, 517**
Nutrition in International Settings MIPH5136, **292, 300, 420, 429**
- O**
- Obesity and Pre-diabetes: Prevention and Care MBHT5003, **315, 319**
Oncoplastic Breast Surgery Level 1 SURG5039, **522, 523, 528, 530, 537**
Oncoplastic Breast Surgery Level 2 SURG5040, **522, 523, 528, 530, 537**
Ophthalmic Anatomy OPSC5001, **101, 105, 107, 279, 281, 325, 327, 331, 333**
Ophthalmic Optics OPSC5003, **101, 102, 105, 107, 279, 281, 325, 327, 331, 333**
Ophthalmic Physiology OPSC5002, **325, 326, 331, 333**
Ophthalmology in Developing Countries 1 OPSC5013, **275, 279, 281**
Ophthalmology in Developing Countries 2 OPSC5014, **275, 279, 281**
Opioids and Injecting Drug Use IHSU5004, **237, 239**
Organisational Communication MECO6927, **195, 202**
Orofacial Pain in Practice PAIN5025, **359, 363**
Orofacial Pain PAIN5005, **353, 355, 359, 361, 363**
- P**
- Paediatric Asthma and Allergy PMED5101, **338, 343, 346**
Paediatric Gastroenterology PMED5103, **335, 337, 343, 346**
Paediatric Immunisation PAED5001, **335, 338, 343, 345**
Paediatric Infectious Diseases PMED5100, **259, 264, 271, 335, 337, 343, 345**
Paediatric Nutrition and Obesity PMED5102, **311, 315, 321, 335, 338, 343, 346**
Paediatric Ophthalmology OPSC5031, **275, 279, 283**
Pain Conditions PAIN5004, **353, 354, 359, 361**
Pain in Children PAIN5018, **164, 172, 178, 338, 344, 349, 353, 359, 362**
Pain in Older People PAIN5019, **353, 359, 362**
Pain Mechanisms and Contributors PAIN5002, **128, 131, 136, 164, 171, 178, 260, 264, 271, 311, 316, 320, 338, 344, 349, 353, 354, 355, 359, 361**
Pain Treatment and Management Principles PAIN5003, **131, 136, 171, 178, 260, 264, 271, 316, 320, 344, 349, 354, 355, 359, 361**
Pathology for Critical Care CRIT5002, **163, 171, 174**
Patient-Reported Outcomes Measurement CEPI5308, **115, 119**
Patient and Doctor 1 GDMP1012, **17, 37, 49**
Patient and Doctor 1 MDMP5112, **15, 31, 41**
Patient and Doctor 2 GDMP1022, **17, 37, 49**
Patient and Doctor 2 MDMP5122, **15, 31, 41**
Patient and Doctor 3 GDMP2012, **17, 37, 50**
Patient and Doctor 3 MDMP5212, **15, 31, 42**
Patient and Doctor 4 GDMP2022, **17, 37, 50**
Patient and Doctor 4 MDMP5222, **15, 31, 43**
Patient and Doctor 7 GDMP3017, **17, 38, 51**
Patient and Doctor 7 MDMP5317, **15, 16, 32, 33, 44**
Patient and Doctor 8 GDMP4017, **17, 39, 53**
Patient and Doctor 8 MDMP5417, **15, 33, 46**
Patient and Doctor 8 MDMP5427, **16, 34, 47**
Peace of Mind: The Psychology of Peace PACS6921, **292, 301**
Perinatal and Women's Health GDMP3137, **38, 53**
Perinatal and Women's Health MDMP5337, **32, 34, 45**
Personal and Professional Development 1 GDMP1014, **37, 49**
Personal and Professional Development 1 MDMP5114, **31, 41**

- Personal and Professional Development 2 GDMP1024, **37, 50**
- Personal and Professional Development 2 MDMP5124, **31, 42**
- Personal and Professional Development 3 GDMP2014, **37, 50**
- Personal and Professional Development 3 MDMP5214, **31, 43**
- Personal and Professional Development 4 GDMP2024, **37, 51**
- Personal and Professional Development 4 MDMP5224, **31, 43**
- Personal and Professional Development 7 GDMP3019, **38, 51**
- Personal and Professional Development 7 MDMP5319, **32, 33, 44**
- Personal and Professional Development 8 GDMP4019, **39, 53**
- Personal and Professional Development 8 MDMP5419, **33, 34, 46**
- Pharmacology for Critical Care CRIT5003, **171, 175**
- Pharmacology of Pain Medicine PAIN5015, **353, 359, 362**
- Pharm and Medical Device Development PCOL5104, **371, 376**
- Philosophy of Medicine BETH5102, **67, 69, 447, 449**
- Physiology and Pharmacology for Surgeons SURG5032, **521, 522, 523, 527, 528, 529, 536**
- Physiology for Critical Care CRIT5004, **163, 171, 175**
- Physiology of Sleep SLEE5006, **506, 507, 512, 514**
- Point of Care Ultrasound CRIT5010, **171, 176**
- Population Medicine 1 GDMP1013, **17, 37, 49**
- Population Medicine 1 MDMP5113, **15, 31, 41**
- Population Medicine 2 GDMP1023, **17, 37, 50**
- Population Medicine 2 MDMP5123, **15, 31, 42**
- Population Medicine 3 GDMP2013, **17, 37, 50**
- Population Medicine 3 MDMP5213, **15, 31, 42**
- Population Medicine 4 GDMP2023, **17, 37, 51**
- Population Medicine 4 MDMP5223, **15, 31, 43**
- Population Medicine 7 GDMP3018, **17, 38, 51**
- Population Medicine 7 MDMP5318, **15, 16, 32, 33, 44**
- Population Medicine 8 GDMP4018, **39, 53**
- Population Medicine 8 MDMP5418, **15, 16, 33, 34, 46**
- Population Oral Health DENT5015, **292, 296, 409, 419, 425**
- Practical Cataract and Refractive Surgery OPSC5020, **105, 108**
- Practical International Ophthalmology 1 OPSC5028, **275, 279, 283**
- Practical International Ophthalmology 2 OPSC5029, **275, 279, 283**
- Practical Oculoplastic Surgery OPSC5036, **327, 331, 334**
- Practical Ophthalmic Science OPSC5004, **331, 333**
- Practice Placement in Public Health 1 PUBH5041, **420, 432**
- Practice Placement in Public Health 2 PUBH5042, **420, 433**
- Practice Placement in Public Health PUBH5040, **413, 420, 432**
- Practicum II SLEE5024, **511, 517**
- Practicum I SLEE5012, **511, 515**
- Pre-Internship MDMP5435, **16, 35, 47**
- Pre-Internship Term GDMP4025, **17, 39, 53**
- Pre-Internship Term MDMP5425, **15, 33, 47**
- Presenting the Past HSTY6987, **448, 451**
- Preventative Dentistry DENT5013, **292, 296, 409, 419, 425**
- Primary Care in Low Resource Settings MIPH5134, **292, 300, 420, 429**
- Principles and Practice of Transplantation SURG5022, **529, 534**
- Principles of Statistical Inference BSTA5002, **81, 83**
- Probability and Distribution Theory BSTA5023, **81, 85**
- Professional Practice SEXH5406, **471, 473, 475, 477, 479, 487, 499**
- Professional Project MECO6935, **197, 203**
- Prof Learning Leadership Portfolio EDPZ6010, **143, 143, 146, 146**
- Project (Advanced Masters) (Part A) MEDF5302, **128, 132, 135, 164, 172, 178, 260, 264, 270, 312, 316, 320, 339, 344, 368, 372, 375, 384, 472, 474, 476, 478, 480, 491, 495, 506, 511, 513**
- Project (Advanced Masters) (Part B) MEDF5303, **128, 132, 135, 164, 172, 178, 260, 264, 270, 312, 316, 320, 339, 344, 372, 375, 384, 472, 474, 476, 478, 480, 491, 495, 506, 511, 513**
- Project (Advanced Masters) MEDF5301, **128, 132, 135, 164, 172, 177, 260, 264, 270, 312, 316, 320, 339, 344, 348, 368, 372, 375, 384, 472, 474, 476, 478, 480, 491, 495, 506, 511, 513**
- Promoting Health and Care in the Community NURS5099, **196, 204**
- Psychiatry and Addiction Medicine GDMP3136, **38, 52**
- Psychiatry and Addiction Medicine MDMP5336, **32, 34, 45**
- Psychological Approaches in Pain Mgmt PAIN5016, **353, 359, 362**
- Psychology of Pain PAIN5011, **353, 359, 362**
- Psychotherapy 1A PSTY5101, **391, 395, 397**
- Psychotherapy 1B PSTY5102, **391, 395, 397**
- Psychotherapy 2A PSTY5103, **391, 395, 397**
- Psychotherapy 2B PSTY5104, **391, 395, 397**
- Psychotherapy 3A PSTY5105, **391, 395, 397**
- Psychotherapy and Psychosocial Care BMRI5054, **379, 380, 383, 384, 386**
- Psychotherapy Coursework PSTY5107, **391, 395, 398**
- Psychotherapy Treatise PSTY5108, **391, 395, 398**
- Public Health: Achievements and Challenges PUBH5030, **417, 431**
- Public Health: Sexual and Reproductive Health SEXH5414, **293, 306, 344, 349, 420, 440, 488, 489, 500**
- Public Health Advocacy Strategies PUBH5420, **196, 206, 215, 220, 293, 305, 403, 405, 418, 437, 448, 454**
- Public Health Aspects of HIV and STIs SEXH5419, **238, 244, 293, 307, 420, 440, 448, 456**
- Public Health Aspects of Reproductive Health SEXH5418, **238, 244, 293, 306, 420, 440, 448, 456**
- Public Health Capstone PUBH5034, **401, 411, 413, 417, 432**
- Public Health Program Evaluation Methods PUBH5027, **196, 204, 409, 411, 417, 431, 478, 491, 497**
- ## Q
- Qualitative Capstone III QUAL5103, **447, 455**
- Qualitative Capstone II QUAL5102, **447, 455**
- Qualitative Capstone I QUAL5101, **447, 455**
- Qualitative Research Analysis and Writing QUAL5003, **216, 221, 411, 420, 438, 447, 455**
- Quality and Safety in Health Care CEPI5200, **115, 118, 128, 131, 133, 143, 145, 164, 172, 173, 260, 264, 265, 312, 315, 317, 338, 344, 348, 368, 371, 373, 419, 424, 471, 477, 490, 491**
- ## R
- Register and Genre in English LNLS7004, **448, 451**

Reproduction and Cancer RHHG5021, **459, 460, 461, 465**

Reproductive, Maternal and Child Health RHHG5006, **459, 460, 461, 463**

Reproductive Endocrinology and Infertility SEXH5417, **264, 272, 488, 489, 490**

Reproductive Sciences and Medicine RHHG5005, **459, 460, 461, 463**

Reproductive Sciences RHHG5010, **459, 460, 461, 464**

Research Activity 1 BMRI5023, **93, 96**

Research Activity 2 BMRI5024, **93, 97**

Research and Evaluation INDH5224, **229, 231**

Research Data Analysis GENC5016, **185, 189**

Research Dissertation and Capstone GENC5019, **185, 190**

Research Grants: theory and practice CEPI5300, **115, 119, 131, 133, 143, 145, 172, 173, 264, 265, 318, 344, 348**

Research Higher Degree Supervision EDPR6001, **143, 143, 145, 145**

Research Inquiry BMRI5020, **89, 90, 93, 96, 383, 385**

Research Project A BETH5301, **68, 71**

Research Project B BETH5302, **68, 72**

Research Project CLTR5008, **157, 160**

Research Project GDMP4110, **39, 53**

Research Project Implementation I GENC5017, **185, 189**

Research Project Implementation II GENC5018, **185, 190**

Research Project in Psychiatry BMRI5055, **380, 383, 387**

Retrieval Med - Operational Environment CRIT5006, **171, 175**

S

Scientific Communication for Surgeons SURG5003, **529, 533**

Sex and Society SEXH5008, **196, 207, 293, 306, 405, 420, 439, 448, 456, 497**

Sex Gender and Sexuality SEXH5407, **405, 420, 439, 471, 472, 473, 475, 477, 479, 488, 489, 490, 499**

Sexual Health and Relationships Education SEXH5412, **420, 440, 489, 490, 491, 500**

Sexual Health Promotion 1 SEXH5410, **488, 489, 490, 500**

Sleep and Body Function SLEE5017, **512, 516**

Sleep and Breathing III SLEE5020, **506, 507, 512, 516**

Sleep and Breathing II SLEE5014, **506, 507, 512, 516**

Sleep and Breathing I SLEE5008, **506, 507, 512, 515**

Sleep and the Endocrine System SLEE5009, **512, 515**

Sleep and the Mind II SLEE5016, **507, 512, 516**

Sleep and the Mind I SLEE5011, **507, 512, 515**

Sleep in Development (Adult) SLEE5023, **507, 512, 517**

Sleep in Development (Child) SLEE5019, **507, 512, 516**

Sleep Medicine in Practice SLEE5030, **507, 511, 512, 517**

Social Marketing MECO6934, **195, 202**

Social Media Communication MECO6936, **196, 203**

Special Project in Public Health PUBH5101, **237, 242, 292, 302, 418, 421, 433**

Special Project in Public Health PUBH5102, **238, 242, 292, 302, 418, 421, 433**

Statistical Principles and Clinical Trials CLTR5007, **157, 160**

Strategy Selection in Corporate PR MECO6908, **195, 202**

Substance Use Across the Lifespan IHSU5006, **237, 240**

Surgery GDMP3133, **38, 52**

Surgery MDMP5333, **32, 44**

Surgery MDMP5343, **33, 45**

Surgical Anatomy based on GSSE SURG5034, **527, 528, 529, 536**

Surgical Metabolism SURG5012, **522, 523, 529, 534**

Surgical Oncology: Principles and Practice SURG5041, **530, 538**

Surgical Ophthalmology OPSC5017, **279, 2011**

Surgical Pathology PATH5000, **521, 522, 523, 527, 529, 530, 531**

Surgical Research 1 SURG6001, **143, 147**

Surgical Research 2 SURG6002, **143, 147**

Surgical Research 3 SURG6003, **143, 147**

Surgical Research 4 SURG6004, **143, 147**

Surgical Research 5 SURG6005, **143, 148**

Surgical Research 6 SURG6006, **143, 148**

Surgical Research and Evaluation SURG5035, **522, 523, 529, 536**

Surgical Skills SURG5031, **521, 522, 523, 527, 528, 529, 536**

Surg Research: Translation and Innovation SURG5036, **529, 536**

Survival Analysis BSTA5009, **81, 84**

Survival Analysis PUBH5213, **116, 122, 293, 303, 411, 418, 435, 530, 533**

T

Teaching Clinical Epidemiology CEPI5207, **111, 115, 118**

Teaching in the Clinical Environment MEDF5002, **128, 131, 135, 144, 146, 164, 172, 177, 260, 264, 270, 312, 315, 319, 344, 348**

Teaching with Simulation CRIT5009, **171, 176**

Tobacco Control in the 21st Century PUBH5418, **196, 206, 215, 220, 238, 243, 293, 305, 403, 414, 418, 436, 448, 454**

Translational and Clinical Neuroscience BMRI5004, **93, 95**

Transplantation Immunobiology SURG5021, **529, 534**

Travel and Tropical Medicine MIPH5008, **291, 298, 405, 419, 428, 447, 452**

Treatise A RHHG5019, **461, 464**

Treatise B RHHG5020, **461, 465**

Treatise OPSC5005, **325, 327, 331, 333**

Treatise OPSC5032, **275, 276, 280, 283**

Trial Design and Methods CLTR5001, **157, 159, 371, 374**

U

University Teaching and Learning EDPR5001, **143, 143, 145, 145**

Urological Oncology SURG5042, **522, 530, 538**

V

Vaccines in Public Health PUBH5416, **196, 206, 293, 304, 418, 436, 491, 497**

Variations in Sexual Function SEXH5404, **471, 473, 475, 479, 488, 489, 490, 499**

Vascular and Endovascular Surgery SURG5016, **522, 529, 534**

Virology and Cell Technology INIM5002, **251, 253, 493**

W

Women's and Children's Health MIPH5115, **196, 203, 291, 298, 419, 428, 447, 452, 490, 495**

Working with Communities SCWK6910, **196, 196, 207, 207**

Writing and Reviewing Medical Papers CEPI5215, **111**,
115, **118**, **128**, **131**, **133**, **164**, **172**, **173**, **195**, **199**, **260**,
264, **265**, **311**, **315**, **318**, **367**, **371**, **374**, **419**, **424**

Writing Features: Narrative Journalism MECO6915, **196**,
202