

**The University of Sydney**



**Faculty of Health Sciences**

**Postgraduate Handbook**

**1997**

## **Course Information**

Further information about all courses offered by the Faculty of Health Sciences may be obtained by contacting Student Administration (Cumberland), by telephone (02) 9 351 9161, fax (02) 9351 9412 or the address below. For other courses offered by the University, refer to the University of Sydney, Student Centre (02) 9351 3013.

## **Alterations to Courses**

Subject, units, courses and any arrangements for courses including staff, as stated in the Postgraduate Handbook or other publication, announcement or advice of the University, are an expression of intent only and are not to be taken as a firm offer or undertaking. The University reserves the right to discontinue or vary such subjects, units, courses, arrangements or staffing at any time without notice.

The information contained in this Postgraduate Handbook was current as at November 1996. Its contents are as accurate and detailed as possible at that time.

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# Introduction

This Postgraduate Handbook is the official guide to the postgraduate courses offered in Faculty of Health Sciences located at the Cumberland campus of the University of Sydney. The Handbook was prepared in advance of the 1997 academic year to maximise its usefulness as a reference to students, staff, and to the many associates of the Faculty, particularly those who contribute to the clinical education of students. The charter of the Faculty is to provide competent practitioners in the health professions. The aims are for excellence in clinical and academic teaching and in research.

The fields encompassed by the Faculty are:

- Aboriginal Health and Community Development
- Behavioural Sciences
- Biomedical Sciences
- Casemix
- Child and Adolescent Health
- Clinical Data Management
- Community Health
- Diagnostic Radiography
- Exercise and Sport Science
- Gerontology
- Health Information Management
- Health Science Education
- Leisure and Health (previously Diversional Therapy)
- Nuclear Medicine Technology
- Occupational Therapy
- Orthoptics
- Physiotherapy
- Radiation Therapy
- Rehabilitation Counselling
- Speech Pathology
- Ultrasonography
- Vision Impairment



# Message from the Dean and College Principal

Welcome to the 1997 academic year in the Faculty of Health Sciences on the Cumberland campus of the University of Sydney. To our new postgraduate students, I am particularly delighted that you have chosen to join us during an exciting phase of our postgraduate development. To those returning, congratulations on your previous success upon which you can now build.

The Faculty of Health Sciences seeks to provide a stimulating and progressive postgraduate environment. Students engaged in coursework programs will have the opportunity to enhance professional expertise which may lead to greater satisfaction and advancement in the workplace. In their quest to augment the knowledge-base of their field, research postgraduates will be assisted by dedicated researchers at the fore-front of research activity in the health sciences. We have invested significantly in research infrastructure in recent years and a new research building which should be ready for occupation early in 1998 will further enhance this infrastructure. All students have access to excellent library resources including all of the relevant on-line databases around the world.

I encourage you to take advantage of the wealth of support available to all students in this faculty. Schools and Departments have well-defined communication channels for students who are concerned about aspects of their academic progress; practical professional advice is also available through the Student Welfare Division, Student Administration Division and the Student Guild. Additionally, for Aboriginal and Torres Strait Islander students, there is a range of dedicated support services provided by the staff of Yooroang Garang, our Centre for Indigenous Health Studies.

I hope that you will take time to enjoy some of the social, cultural and sporting opportunities that are also available on this campus, many of which are arranged by the Student Guild. Many of you will have undertaken the onerous task of part-time study in addition to a full-time job which will certainly limit your participation in campus life, however, I trust that you can still get to know the Faculty community of which you are an important member.

To all our postgraduate students, best wishes for a productive, successful and enjoyable 1997.

Professor Judith Kinnear  
Dean and College Principal



# 1997 Academic Year and Important Dates

The academic year is divided into two semesters, each containing thirteen teaching weeks, one student study week and two weeks for assessments. There is a recess of six weeks between the two semesters, as well as a one week recess in each of the semesters.

	1 January	New Year's Day
	26 January	Australia Day
	14 February	Last day to pay compulsory fees
	26 February	Orientation Day (Camperdown campus)
	27 February	Orientation Day (Cumberland campus)
<i>Semester 1</i>	<i>(14 weeks)</i>	<i>3 March -13 June</i>
	14 March	Last day to pay Semester 1 HECS
	27 March	Last day to finalise enrolment/re-enrolment and to apply for Subject Variation, Leave of Absence, Discontinuation of Studies or Course Transfer for Semester 1 Census Date
		Last day to request Discontinuation from Semester 1 subjects without failure
	28 March	Good Friday
	31 March	Easter Monday
		Semester 1 Census Date for Higher Education Contribution Scheme
<i>Autumn Recess</i>		<i>28 March - 4 April inclusive</i>
	24 April	All students should have received their Confirmation of Enrolment and Notice of HECS Liability for Semester 1 by this date
	25 April	Anzac Day
<i>Study Vacation</i>		<i>9 June - 13 June</i>
	9 June	Queen's Birthday Holiday
<i>Assessment Period</i>		<i>16 June- 27 June</i>
<i>Inter-Semester Recess</i>		<i>28 June - 8 August</i>
	4 August	Post/Deferred Assessments commence
<i>Semester 2</i>	<i>(14 weeks)</i>	<i>11 August - 22 November</i>
	22 August	Last day to pay Semester 2 HECS
	29 August	Last day to apply for Subject Variation, Leave of Absence, Discontinuation of Studies or Course Transfer for Semester 2 Census Date
		Last day to request Discontinuation from full-year and/or Semester 2 subjects without failure
	31 August	Semester 2 Census Date for Higher Education Contribution Scheme
	26 September	Date by which all students should have received their Confirmation of Enrolment and Notice of HECS Liability for Semester 2
<i>Spring Recess</i>		<i>29 September - 3 October</i>
	6 October	Labour Day Holiday
<i>Study Vacation</i>		<i>17 November - 21 November</i>
<i>Assessment Period</i>		<i>24 November - 5 December</i>
<i>Christmas Recess</i>		<i>6 December 1997 - 27 February, 1998</i>
	27 January, 1998	Post/Deferred Assessments commence





# 1 Academic and Associated Staff

## Faculty of Health Sciences

### Dean

Professor Judith Kinnear, BEd *LaT.* MSc PhD *Melb.*  
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#### Head of School

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Appointed 1994

#### Professor

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Appointed 1992

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Christine Sheard, MAppSc Cumfc.LACST

#### Associate Lecturer

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### School of Community Health

#### Head of School

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#### (Centre for Indigenous Health Studies)

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### School of Exercise and Sport Science

#### Head of School

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#### Administrative Staff

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## School of Health Information Management

### Head of School

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## School of Medical Radiation Technology

### Head of School

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(PaedPhty) *Cumb.*  
Colleen G. Canning, BPhy *Qld* MA *Col.*  
Virginia Fowler, BAppSc *Lincoln* MAppSc (Phty)  
Robert D. Herbert, BAppSc *Cumb.* MAppSc (Phty)  
Adrienne E. Hunt, MBIomedE *U.N.S.W.* GradDipPaedPhty  
*Cumb.*  
Linda Jackson, DipPhty GradDipAppSc (Paed Phty) *Cumb.*  
Gwenda F. Lansbury, BAppSc *Lincoln* BA *Monash* MCH  
*U.N.S.W.*  
Dale Larsen, BAppSc GradDipManipTher *Cumb.* MAppSc  
(ManipPhty)  
Jane Latimer, BAppSc *Cumb.* GradDipAppSc (ManipPhty)  
Martin Mackey, BAppSc *Cumb.* MSafSc *U.N.S.W.* BEc  
Christopher Maher, BAppSc GradDipAppSc (ManipPhty)  
GradDipAppSc (ExSS) *Cumb.* PhD  
Bredge McCarren, BSc *U.N.S.W.* GradDipPhty *Cumb.*  
GradDipAppSc(Cardiothoracic) *Lincoln*  
Grant McCormick, DipPhty GradDipManipTher *Cumb.*  
MHScEd  
Leslie Nicholson, BAppSc GradDipAppSc (Ex&SSc)  
GradDipAppSc (ManipPhty) *Cumb.*  
Veena O'Sullivan, MAppSc (Phty) *Cumb.*  
Eva Schonstein, BAppSc *Cumb.* MHPEd *U.N.S.W.*  
Debra Shirley, BSc *U.N.S.W.* GradDipPhty  
GradDipManipTher *Cumb.*  
Vicki K. Williams, BAppSc *Cumb.* MEd *U.N.S.W.*

### Associate Lecturers

Joanne Cunningham, BAppSc GradDipManipTher *Cumb.*  
GradDipBiomedE *U.N.S.W.*  
Cathy Dean, BAppSc *Cumb.* MA *Col.*  
Genny Dwyer, BAppSc (Phty) GradDip (Paed Phty-Hydro)  
Jenny Follett, Dip Phty *Cumb.*  
Catherine Johnston, BAppSc(Phty) *Cumb.* GradDip  
Joanne Munn, BAppSc  
Jan Naughton, BA *A.N.U.* BAppSc (Phty) *Cumb.* GradDip  
(Spt.Med.) *Lond.*  
Karyn Whelan, BAppSc (Phty) *Cumb.* MAppSc (Phty)

### Academic Program Administrator

Ayanthi Salgado, LLB *Sri Lanka* MA (Int.Rel) Dip (Int.Aff)

## Department of Behavioural Sciences

### Head of Department

Rosemary V. Cant, MEd *W.Aust.* PhD *N'cle(N.S.W.)*

### Associate Professors

Dianna T. Kenny, MA *Macq.* BA PhD DipEd  
John L. Sheppard, MA *N.E.* PhD *N'cle(N.S.W.)* DipEd *N.E.*  
Mary T. Westbrook, MA PhD *Macq.*

### Senior Lecturers

Barbara G. Adamson, BA DipEd *N.E.* PhD  
Chris J. Lennings, BA MPsychol PhD *Macq.*  
Varoe Legge, BA MA *Macq.* PhD *U.N.S.W.* DipPhty *Macq.*  
Ross G. Menzies, BSc PhD *U.N.S.W.*  
Reginald A. Mitchell, MSc *Macq.* Dip AppSc *Cumb.* BSc MED  
PhD  
Gerard Sullivan, BBSec MA PhD *Hawaii* DipEd *LaT.*

### Lecturers

Peter P. Choo, BA *Pacific Union* BEd PhD *W.Aust.*  
Ann Hale, BA *Macq.*  
Lynne Harris, BSc PhD *U.N.S.W.*  
Robert C. Heard, BA PhD  
Syeda Zakia Hossain, BA MA *Dhaka* MA *A.N.U.* PhD *Qld*  
Alan Jones, BA *Macq.* DipSpEd *Kuring-gai* *C.A.E.*  
Liselott E. Muhlen-Schulte, BA MA DipPsychol  
Carol O'Donnell, BA *Qld* MEd PhD *Macq.* DipEd *Qld*  
Karen Pepper, MA(Hons) *W'gong* BA  
Gomathi Sitharthan, MA MPhil. *Madr.* PhD  
Jeanna Sutton, BA *U.N.S.W.* BLegS PhD *Macq.* MA(Prelim)  
DipCrim

### Associate Lecturers

Michael Hough, BScW. *Aust.* PhD *A.N.U.* DipSocSc *N.E.*  
Mairwen Jones, BA RN RPN  
Dennis McIntyre, BA *N'cle(N.S.W.)* DipTeach *N'cle* *C.A.E.*  
Kate M. O'Loughlin, BA *Macq.*  
Rosemary A. Pynor, BBSec *LaT.*

## Department of Biomedical Sciences

### Head of Department

Jennifer M. Lingard, BScQW PhD MBA *U.T.S.*

### Principal Lecturer

Ronald J. Balnave, BSc PhD *U.N.S.W.*

### Senior Lecturers

Margaret A.C. Bermingham, MSc *N.U.I.* PhD *Lond.*  
Roslyn C. Bohringer, BSc PhD MEdAdmin *U.N.S.W.*  
John A. Burne, BSc PhD DipEd *N. E.*  
Alan W. Freeman, MSc PhD *Melb.*  
Karen G. Ginn, BSc MHPEd *U.N.S.W.* DipPhty  
GradDipManipTher *Cumb.* DipTertEd *N.E.*  
Edward S.G. Hettiaratchi, MB BS *Ceyl.* PhD *Edin., AMC*  
*Canb.*  
Fazlul Huq, MSc *Dhaka* PhD *Lond.* DIC DipEd *M.C.A.E.,*  
*FRSC*  
Elizabeth J. Post, BSc PhD  
Ponnambalam Sivanandasingham, MB BS *Ceyl.* PhD *Lond.*  
Hoang Tran-Dinh, MD *Saigon* DipAnat *A.S.A.N.Z., AMC*  
*Canb.*  
A. Bulent Turman, MD *Aegean* PhD *U.N.S.W.*  
Patricia D.C. Woodman, MSc PhD

### Lecturers

Laura C. Batmanian, BSc PhD *Melb.*  
Ian Cathers, BSc *S.T.C.* MBIomedE *U.N.S.W.* DipEd *S.T.C.*  
Matthew J. Coleman, BSc (Hons)  
Jan Douglas-Morris, BSc MHPEd *U.N.S.W.* GradDipPhty  
*Cumb.*  
Elizabeth Hegedus, BSc *Tas.* PhD *U.N.S.W.*  
Peter K. Knight, BVSc PhD  
Gary M. Lee, BSc PhD *U.N.S.W.* MBA *U.C.Q.*  
Ann M.C. Murphy, BSc *Qld* MSc *Auck.* PhD *Qld*  
Helen E. Ritchie, BSc *Qld* MSc PhD  
Dana Strain, BS *Purdue* MSc DipTertEd *N.E.*  
Meg Stuart, BAppSc *Cumb.* MSc *U.N.S.W.*  
Gilbert J. Vella, BSc PhD *U.N.S.W.* DipEd *S.T.C.*  
Svetlana Warton, MSc *Moscow State* PhD *U.S.S.R. Academy*  
*of Science Moscow*

Patricia Weerakoon, MB BS *Ceyl. MS Hawaii*  
Catherine Willis, MSc *U.N.S.W. DipPhy Cumb. DipTertEd N.E.*  
May B.E. Wong, MSc N.E. MHPEd *U.N.S.W. DipEd U.N.S.W. DipTertEd N.E.*

#### **Associate Lecturers**

Jonathan Muller, BSc (Hons) QLD.  
Phillip Owen, Bsc N.S.W. *ARMIT ATTL*

#### **Professional Officers**

Ronald D. Avery, AIST  
Louise Hayes, BSc *Macq. BAppSc U.T.S.*  
Gautham Jayachandran, BSc *U.N.S.W.*  
David Lockwood, BSc *Macq.*

## **Centres**

### **Australian Stuttering Research Centre**

#### **Director**

Associate Professor Mark Onslow, MAppSc *Cumb. PhD*

### **National Voice Centre**

#### **Director**

Associate Professor Pamela J. Davis, LACST PhD *U.N.S.W.*

### **Rehabilitation Research Centre**

#### **Director**

Associate Professor Glen M. Davis, PhD *Tor., FACSM*

### **Cumberland Health and Research Centre**

#### **Director**

vacant

### **Occupational Health Unit**

#### **Acting Unit Manager**

Sharon Bent, BA MPsych, MAPsS

#### **Occupational Therapists**

Melissa Benson, BAppSc(OccTher) GradCert  
(OccTher)Neuro  
Liz Thomas, BAppSc (Occ Ther)  
Rosemary Wood, BAppSc (Occ Ther) *Cumb.*

#### **Psychologist**

Thomas O'Neill, BA MClInPsy *Macq.*, MAPsS

#### **Senior Physiotherapist**

Ray Dubber, BAppSc (Phy), MAPA

#### **Physiotherapists**

Trisha Cashmere, BAppSc (Phy), MAPA  
Jenny Randall, BAppSc (Phy), MAPA

#### **Rehabilitation Counsellor**

Kylie Caust, BA (Psych) GradDip (Rehab)  
Margaret Elken, MRehabCIng DipPhy  
Kate Nelson, BA GradDipRehabCIng

#### **Corporate Health Consultant**

Roxanne Kitchener, BHMS (Ed)

#### **Audiologist**

Janette Brazel, BA DipAud *Cumb.*

### **Sports Clinic**

#### **Unit Manager**

Cathy Mackay, BAppSc (Phy) MAPA

#### **Consulting Medical Practitioners**

Dr James S. Harrison, MB BS  
Dr Fiona Long, BSc(Med) MB BS(Hons)

#### **Consulting Orthopaedic Surgeons**

Mark Perko, MB BS, FRACS  
Martin R. Sullivan, FRACS

#### **Consulting Radiologist**

Brian Hammond, FRACR

#### **Consulting Sports Physiotherapists**

Nicole Clements, BAppSc (Phy) GradDip (Sports Phy)  
MAPA

Ian J. Colaco, BAppSc (Phy) MAPA

Kingsley Gibson, BAppSc (Phy) GradDipAppSc (Sports  
Phy) DipTeach DipRemMassage MAPA

Andrew Hughes, BAppSc (Phy) MAPA

#### **Exercise Physiologist**

Richard Hawkins, BEd MEx&SpSc GradDipAppSc  
(Nursing) RN

#### **Consulting Sports Psychologists**

Michael Martin, BA BAppSc (Human Movement) MA DipEd  
*San Diego State PhD*

#### **Consulting Dietitian**

Melissa Boffo, BSc, MND APD

#### **Consulting Masseur**

Peter Butler, DTM

#### **Consulting Orthoptist**

Pierre Elmurr, BAppSc (Orth) DOBA

### **National Coding Centre**

#### **Director**

Associate Professor Rosemary Roberts, BA, MPH, MBA  
*Monash*

#### **Coding Services Manager**

Kerry Innes, Assoc Dip (MRA)Cumb.

#### **Publications Manager**

Karen Luxford, BSc PhD

#### **Coding Education Manager**

Janelle Craig, MComm *U.N.S.W.* BAppSc (MRA)

#### **Quality Manager**

Joanne Chicco, BAppSc (MRA)Ci(77)fe.

#### **Coding Services Coordinator**

Judith Hooper, BAppSc (MRA)Cumb.

#### **Classification Project Officer**

Christine Erratt, BBus(Accounting)U.T.S. Assoc Dip  
(MRA)Cumb.

#### **Senior Classification Officer**

Michelle Bramley, BAppSc (HIM)

#### **Classification Officer**

Natalia Alechna

#### **Project Officers**

Patricia DahDah  
Karen Peasley, AssocDip(MRA)Cumb.

#### **Publications Assistant**

Simone Lewis, BA *U.N.S.W.*

*Consultant*

Lauren Jones BAppSc (MRA)

*Information Systems Officer (Acting)*

Damian Hanrahan

**Administration**

**College Principal**

Professor Judith Kinnear, BEd *LaT.* MSc PhD *Melb.*  
GradDipComputerSim *SIT*

*Secretary to the College Principal*

Margaret Kennedy

**Dean's Unit**

*Special Projects*

Lester D. Crow, CPA

*Administrative Officer*

Claire Essery, BA DMS *Ulster*

*Co-ordinator Singapore Off-shore Programs*

Beverly Wellington, BEd(N) ACAE MAS(N) RN

**College Secretary**

Hugh V. Brandon, BComm *W'gong* AAIM CPA

*Secretary to the College Secretary*

Maureen Marchant

**Building and Grounds Division**

**Head**

Phillip Sorbello

*Senior Works Supervisor*

John Sommers

*Biomedical Engineer*

John Eisenhuth, BAppPhys *N.S.W.I.T.*

*Grounds Manager*

Brian Crick

**Faculty Office**

**Head**

Catherine Johnson, MA *George Washington* MA *Monash*  
BA LLB

*Administrative Officer, Research*

Mary C. Dinh, BA CertEd *Tas.*

*Information and Scholarships Officer*

Brigit Rosenmai, BA *U.N.S.W*

*Publications Officer*

Karen Cheung, BSSc *CUHK*

*Administrative Assistant*

Tamatha Darcey

**Continuing Professional Education and  
Conference Unit**

**Program Coordinators**

Shan I. Wolody, DipAdEd *S.C.A.E.* BSocStud  
Wayne Fulford, B.Sc *UWA* B ED *WAIT* MPH *CURT*

*Administration Assistant*

Margaret Maroki-Badal

**Financial Services Division**

**Acting Head**

Norman Arena, MComm *U.N.S.W.*, FCPA, AAIM, SIA

*Administrative Officer*

vacant

*Purchasing Officer*

Barrie Kerr

**Information Technology Services Division**

**Head**

Jeffrey Hoffman, BAppSc(CompSc) *N.S.W.I.T.*

*Analyst/Programmers*

Prakash Chordia, MSc(Tech) BITS Pilani

*Operations Supervisor*

Glenn Russell

*Network Manager*

Robert West, BSc

*PC Support*

Karen James

Jonathan Ngu, BE (CompEng) *U.N.S.W.*

**Personnel Services Division**

**Head**

Stephen Crerar, DipLab Reins & The Law MIR

*Senior Personnel Officer*

Ramen Chetty, MMA

*Personnel Officers*

Marilyn Croft

Alan Frost

Jan McGregor

Tina Stanhope

**Production Services**

**Head**

Ian J. McAulay

*Graphics Manager*

Raymond L. Howard, BACom *N.S.W.I.T.* MA (Ed&Work)  
*Macq.*

*Graphic Designer*

Jennifer Joyce, DipArtDes *Melb.*

*Photography*

David Robinson

*Printery Manager*

Dianne Gillespie

*Television Manager*

Ian J. McAulay

## Property Services Division

### **Head**

Sharon Vaughan

### **Assets Manager**

David Ryan

### **House Services/Security Manager**

Bruce Murray

### **Mail/Records Manager**

Linda Thompson

### **Residential Supervisor**

Singh Garewal, BA *Delhi*

## Student Administration Services Division

### **Head**

Anita Olga Anderson, BA *Adel.*

### **Undergraduate Officer**

Linda Dewar

### **Graduate Officer**

Bharati Jayachandran

### **Examinations Officer**

Eileen Logan

### **International Student Officer**

Nancy Chin

## Student Welfare Services Division

### **Head**

Mary Stewart, BA *N'cle(N.S.W.)* MEd (TEFL) *H.K.* DipEd  
*N'cle(N.S.W.)* Cert BM *AIM*

### **Academic and Communication Skills Tutors**

Andrea Chan MA *NZ* MA *ANU* PhD RSACertTEFLA  
GradDip MLT

Rosalie Thomson BA *UNE* LicDip S&D GradDipSC *U.W.S*  
GradCertTESOL

Marie Clugston BA MLitt MA DipContEd *UNE* RSA  
CertTEFL

### **Tutor/International Student Advisor**

MayThetTun, BAMA LT.Mandate/MA(TEM) GradDipMacq.

### **Student Counsellor**

vacant

## Health Sciences Library

### **Health Sciences Librarian**

Helen Mary Knight, DipLib *U.N.S.W.* BA

### **Senior Librarians**

Stephen T. K. Chan, BSocScH.K MBA *U.T.S.* DipLib *U.N.S.W.*  
AALIA

### **Librarians**

John Paul Cenzato, BA *N.S.W.* GradDipLibSc *K.C.A.E.*

Lynne Flanigan, BA(LIS) *C. Shirt*

Garry Hamilton, BA DipIMLib *N.S.W.* AALIA

Kamala Jegaraj, BA (Lib) Canberra CAE, GradDipEd, Sydney  
CAE, Cert TESOL, *U.N.S.W.*

Kushum L. Karan, BA (LIS) *Can.* AALIA

Dorothy Kass, BA DipLib. *N.S.W.* DipEd AALIA

Dawn Payoe, BSc(Econ) *Lond.* GradDipLibSc *K. C.A.E.* ACIS  
AALIA

Elaine Y. L. Tarn, BEdNoft.MLib. LT.N.S.W.Teach. Cert.HX  
DipIMLib

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

## 2 Faculty of Health Sciences

### History

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

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

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

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

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

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

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

It was on 26 October, 1979, that His Excellency Sir Zelman Cowen, A.K., G.C.M.G., K.St.J., Q.C., the then Governor-General of the Commonwealth of Australia, officially opened the College.

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

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

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

The involvement in PhD programs from 1990 is a highlight of the amalgamation with the University of Sydney.

As from the 1st January 1994, the School of Nursing, Faculty of Health Sciences was integrated into the Faculty of Nursing.

### Objectives

The primary objectives of the Faculty are:

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

The supporting objectives are:

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

## Academic Governance

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

## Constitution of the Faculty of Health Sciences

1. The Faculty of Health Sciences shall comprise the following persons:
  - a) the Professors, Associate Professors, Heads of Schools/Departments, Readers, Principal Lecturers, Senior Lecturers, Lecturers, Senior Tutors and Tutors who are full-time or fractional (50% or greater) permanent or temporary (contract) members of the teaching staff of the schools and departments placed under the supervision of the Faculty of Health Sciences;
  - b) the Deans of the Faculties of Arts, Medicine, Nursing and Science or their nominees and the Head of the Department of Social Work and Social Policy or nominee;
  - c) five students enrolled as candidates for undergraduate degrees or diplomas offered by the Faculty, and one student enrolled as a candidate for a postgraduate degree or diploma offered by the Faculty;
  - d) full-time and fractional (50% or greater) permanent or temporary (contract) members of the research staff of the Departments, Schools and Centres of the Faculty who are appointed as Research Fellow and above;
  - e) not more than three persons who are distinguished in a field of Health Science appointed by the Faculty on the nomination of the Chair of the Faculty;
  - f) the Health Sciences Librarian and the Head of Student Administration;
  - g) four members of the staff of the Cumberland College, who have a close and appropriate association with its work of teaching and research.
2. The Faculty shall encourage teaching, scholarship and research in the Departments, Schools and Centres that the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Health Sciences and shall have the same powers and functions as are specified for faculties by resolution of the Senate.

## Structure

The Faculty's academic structure comprises of two Departments (Biomedical Sciences and Behavioural Sciences) and eight professional Schools:

- Communication Disorders
- Community Health
- Exercise and Sport Science
- Health Information Management
- Medical Radiation Technology
- Occupational Therapy
- Orthoptics
- Physiotherapy

The College's administrative structure comprises of eight divisions:

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

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

## Centres

### The Cumberland Health and Research Centre

The Cumberland Health and Research Centre is the commercial arm of the Faculty of Health Sciences, bringing together the Faculty's resources and research facilities to provide a comprehensive range of quality health services.

Cumberland Health and Research Centre is the place where research, theory and practical experience combine. Knowledge and expertise developed within the University are coordinated by professionals with many years of practical experience in health care. A multidisciplinary team provides a variety of programs for business, sports people and the general community including:

- Corporate Health
- Driver Rehabilitation
- Hearing Rehabilitation
- Occupational Health and Rehabilitation
- Sports Clinic
- Sports Science

The team includes occupational therapists, physiotherapists, exercise physiologists, psychologists, driving instructors, health promotion specialists, audiologists, doctors, radiologists, orthoptists, dietitians, masseurs, specialist physicians, orthopaedic surgeons and rehabilitation counsellors.

Cumberland Health and Research Centre is administered by a Board of academic members of the University of Sydney. The Board includes the Head of each School/Department within the Faculty of Health Sciences plus invited specialists. Individual programs are coordinated by health professionals regarded as leaders in their fields.

### Australian Stuttering Research Centre

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

- Conduct world class stuttering research
- Establish national and international collaborative research links
- Provide mentorship for Australian stuttering treatment researchers



Disseminate to Australian and international speech pathologists information about how stuttering treatment research informs clinical practice

- Provide professional continuing education to Australian and international speech pathologists
- Provide postgraduate research programs in stuttering research
- Disseminate to the Australian community information about stuttering treatment-

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

### **National Voice Centre**

The National Voice Centre is an emerging University Centre involving principally the Faculty of Health Sciences and the Sydney Conservatorium of Music, with support from a number of other faculties of the University and community groups. It is dedicated to excellence in the art, care and science of voice.

### **Rehabilitation Research Centre**

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

The research objectives for the Centre are to:

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

### **WHO Regional Collaborating Centre for Rehabilitation**

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

- Develop or adapt curricula and training materials for various categories of personnel needed for community rehabilitation programs
- Assist in organising and conducting relevant teaching programs or courses in the Western Pacific Region
- Provide expert advice on rehabilitation training to WHO and countries as required
- Make available training resources for selected personnel
- Prepare appropriate materials and aids
- Conduct relevant studies of education methodology

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

### **Inter-Institutional Agreements**

The Faculty has developed links with the following institutions:

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

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

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



# 3 Administrative Information

## Course Enquiries and Applications

### Student Administration (Cumberland)

Student Administration (Cumberland); located in the Jeffrey Miller Administration Building ("A" Block), provides intending applicants and enrolled students, both local and overseas, with information and advice on the various courses offered by the Faculty, as well as associated matters of admission and enrolment. Enquiries can be made Monday - Friday between 9 a.m and 4.30 p.m.

The postal address is:

Student Administration (Cumberland)  
The University of Sydney  
P.O. Box 170  
Lidcombe, NSW 2141  
Ph: 9 351 9625  
Fax: 9 351 9412

### Undergraduate Course Applications

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

#### Bachelor of Applied Science

- Exercise and Sport Science
- Health Information Management
- Leisure and Health/Diversional Therapy
- Medical Radiation Technology
- Occupational Therapy
- Orthoptics
- Physiotherapy
- Speech Pathology

#### Bachelor of Health Science

- Aboriginal Health  
and Community Development
- Rehabilitation Counselling

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

- for New South Wales Higher School Certificate students, from schools;
- for ALL other undergraduate applicants, from the Student Centre/Enquiry Counter of any University or from the Universities Admissions Centre,

Postal Address:  
UAC, Locked Bag 500  
Lidcombe, NSW 2141  
Telephone (02) 9330-7200

The closing date for UAC applications is late September, however late applications may be lodged until mid-December, upon payment of the specified late fee. In special circumstances, Student Administration (Cumberland) may accept direct applications after the late UAC closing date upon payment of a late application fee of \$100.

### All Other Course Applications

Information and application forms for all other courses (non-UAC undergraduate, conversion, graduate diploma, Master's degree and doctoral courses in the Faculty) are available from Student Administration (Cumberland). Completed applications must be lodged by the advertised closing date at Student Administration (Cumberland). Late applications may be accepted in some instances.

### Graduate Students

Detailed application procedures are set out in Chapter 4 of the Postgraduate Handbook.

## Registration and Enrolment

### Status of Students

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

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

Completion of enrolment will include submission and subsequent acceptance of matters outstanding at the time of receipt of a signed enrolment form. Such matters may include orthoptic eye tests, evidence of meeting course admission prerequisites and any other items.

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

Students who do not formally discontinue may be deemed to have abandoned their course if they fail to complete enrolment by 31 March of the following year.

### Deferment of Enrolment

A person granted admission to an undergraduate course of the University and who undertook at least 10 units of the N.S.W. Higher School Certificate, or its equivalent, in the preceding year, may be permitted to defer enrolment for a maximum period of one year.

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

Other applicants will not be permitted to defer enrolment unless there have been extreme and unpredictable changes in circumstances since applying for the course.

Applications for deferment must be lodged in writing by the specified closing date with the Head, Student Administration (Cumberland).

Full-fee paying overseas students may be permitted to defer enrolment. Written applications must be lodged with the International Office.

## Non-Award Enrolment

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

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

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

Non-award students are required to pay subject tuition fees on the basis of a fixed fee (\$13,000 in 1996) for a full-time load multiplied by the weight of the individual subject.

## Miscellaneous Enrolment

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

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

Miscellaneous students will be required to pay the prescribed fees (minimum \$9.00 per hour in 1997) for this mode of study.

Application forms are available from the Continuing Professional Education and Conference Unit in "A" Block and should be lodged prior to commencement.

## Cross-Institutional Enrolment

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

Cross-institutional students will incur a HECS liability for their enrolment except that where such students are permitted to enrol in a subject for which a tuition fee is charged, they will be required to pay the tuition fee in lieu of a charge under HECS.

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

## Enrolment of New Students

Enrolment of new students in a course entails:

- a) completion of an Enrolment form attesting the subjects in which the student will be enrolled in the first year of study;

- b) completion of such forms for statistical purposes as required by the Department of Employment, Education, Training and Youth Affairs (DEETYA), and any other government agency;
- c) completion of a form to indicate mode of payment of the Higher Education Contribution;
- d) completion of such other forms as required by the Faculty or University;
- e) payment of compulsory and other fees in relation to study at the University including Student Guild fees;
- f) payment of the estimated Higher Education Contribution for Semester 1 if the "up-front" mode of payment is adopted.
- g) payment of tuition fees for Semester 1 if enrolled in a fee paying course

New students accepting places in courses processed by the Universities Admissions Centre are required to enrol at the Cumberland Campus on Thursday 30. or Friday. 31 January, 1997. and will be required to complete at least items (a) - (d) above.

New students accepting places in courses for which they applied directly to the Faculty (non-UAC courses) are required to enrol at the Cumberland Campus on Tuesday, 28 January, 1997. and will be required to complete at least items (a) - (d) above.

Students who receive UAC offers in the Final Round are required to enrol at the Cumberland Campus on Tuesday, 11 February, 1997.

A new student who has been offered a place in a course to which entry is restricted and who fails to commence enrolment at the appointed time may lose the place allocated.

The payment of all fees will be, by bank deposit through any branch of the National Australia Bank. Compulsory subscriptions and other fees must be paid by Friday, 14 February, 1997 or the enrolment may be cancelled (financial assistance in the form of a short term, interest-free loan is available to support the payment of compulsory subscriptions). A fees / charges deposit notice for this purpose will be issued at enrolment. If fees are not paid by this date the enrolment may be cancelled. If re-instatement is subsequently requested and approved a \$100 re-instatement fee may apply.

If the "up-front" mode of payment is adopted, the estimated Higher Education Contribution for Semester 1, must be paid by Friday, 14 March, 1997. A statement of enrolment and another fees/charges deposit notice will be issued by the end of February for this purpose. Failure to pay by this date will result in the "up front" payer's enrolment being cancelled on 1 April, 1997, unless the payment option is altered to "defer-to-tax" by 27 March, 1997.

With prior approval only, the last day for new students to commence enrolment is the Friday at the end of Week 2, Semester 1 (i.e. 14 March, 1997), and the last day to complete enrolment is Thursday 27 March, 1997. These dates may be varied only with the express approval of the Head, Student Administration (Cumberland). Failure to complete enrolment by the above date will be deemed to indicate lack of intention to pursue the offered course and removal of the enrolment record will ensue.

## Re-enrolment of continuing students

Re-enrolment of continuing students in a course entails:

- a) completion of an Enrolment form attesting the subjects in which the student will be enrolled;
- b) completion of such forms for statistical purposes as required by the Department of Employment, Education, Training and Youth Affairs (DEETYA) any other government agency;
- c) completion of a form to indicate mode of payment of the Higher Education Contribution (only if the student is changing mode from that adopted in the immediately preceding semester);
- d) completion of such other forms as required by the Faculty or University;
- e) payment of compulsory and other fees in relation to study at the University, including Student Guild fees.
- f) payment of the estimated Higher Education Contribution for Semester 1, if "up-front" mode of payment is adopted.

Re-enrolment of continuing undergraduate students will be carried out by mail. In mid-January, 1997, students who have indicated an intention to re-enrol and are eligible to continue their course will be sent the documents necessary to re-enrol in their course (items a. to e. above). The payment of all fees will be by bank deposit through any branch of the National Australia Bank. Compulsory subscriptions and other fees must be paid by Friday, 14 February, 1997 (financial assistance in the form of a short term, interest-free loan is available to support the payment of compulsory subscriptions). A fees/charges deposit notice for this purpose will be issued in the re-enrolment kit. If fees are not paid by this date the enrolment may be cancelled. If re-instatement is subsequently requested and approved a \$100 re-instatement fee may apply.

If the "up-front" mode of payment is adopted the estimated Higher Education Contribution for Semester 1, must be paid by Friday, 14 March, 1997. A statement of enrolment and another fees/charges deposit notice will be issued by the end of February for this purpose. Failure to pay by this date will result in the "up-front" payer's enrolment being cancelled on 1 April, 1997 unless the payment option is altered to "defer-to-tax" by 27 March, 1997.

Academic advisers will be available for consultation concerning variations to proposed subjects for enrolment during the last week of January. Completed re-enrolment documents are to be lodged at Student Administration (Cumberland) by Friday, 31 January, 1997.

The above dates may be varied only with the express approval of the Head, Student Administration (Cumberland). The last day to finalise re-enrolment is Thursday, 27 March, 1997. Failure to complete enrolment by the above date will be deemed to indicate an intention on the part of students to abandon their course and removal of the enrolment record will ensue.

## Student Identity Card

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

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

In the event of loss, a replacement identity card may be issued by Student Administration (Cumberland), on payment of a \$10.00 fee to the Cashier.

## Statement of Enrolment - Semester 2

At the beginning of Semester 2, a statement of the expected enrolment and associated estimated HECS will be sent by mail to the semester address of each currently enrolled student.

If the statement is accepted as correct by the student, and the Higher Education Contribution is to be paid "up-front" as it was in the previous semester, then the payment should be made using the accompanying bank deposit form and the statement retained for reference. Payments must be made by Friday, 22 August, 1997. Failure to pay by this date will result in the "up-front" payer's enrolment being cancelled on 1 September, 1997 unless the payment option is altered to "defer-to-tax" by 29 August, 1997.

If amendments are required to the statement it should be returned to Student Administration (Cumberland) by Friday, 22 August, 1997, with a letter of explanation. The completion of an "Application for Subject Variation" may be required.

Students who do not intend to continue their studies in Semester 2 must formally withdraw from their course before 29 August, 1997, or they will be charged HECS for Semester 2.

## Confirmation of Enrolment - Semester 1 and 2

In late April (Semester 1) and late September (Semester 2), all enrolled students will receive a notice confirming the details of their enrolment and providing a record of their Higher Education Contribution for the current semester. If the detail of the notice is accepted, it should be kept by the student as a record in relation to the Higher Education Contribution for that semester. If an amendment to this notice is required it should be returned to Student Administration (Cumberland) with an explanatory letter. The completion of an "Application for Subject Variation" may be required.

## Fees and Charges

### Higher Education Contribution Scheme (HECS)

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

- be undertaking a postgraduate course for which fees are charged in accordance with Commonwealth guidelines;

- be a fee paying overseas student but not sponsored under a foreign aid program;
- be otherwise subject to the Overseas Student Charge arrangements;
- be a fee paying overseas student sponsored under a foreign aid program;
- be enrolled in a recognised bridging or supplementary course which does not lead to an award;
- be enrolled in a course/place fully funded by an employer;
- enrolled in a recognised non-award course;
- have an Australian postgraduate award;
- have a HECS teacher exemption scholarship awarded by an education authority.

At the time of writing, it is anticipated that as a result of budget changes made by the Federal Government, an annual contribution (of \$4,700) will apply for each year of equivalent full-time study in the Faculty of Health Sciences. For part-time students a pro-rata amount will apply according to the actual proportion of the equivalent full-time load being undertaken.

The amount calculated at enrolment/re-enrolment is an estimate of the required contribution. The exact amount of the contribution will be calculated as at the census date in each semester (31 March in Semester 1 and 31 August in Semester 2), taking account of any amendments made to the course in which the student is enrolled. A notice of "Confirmation of Enrolment and HECS Liability" will be sent to every enrolled student after the census date in each semester setting out current HECS payment mode, the course load, the amount of contribution required for the semester, the amount paid thus far and the amount still to be paid or any refund due.

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

### **"Up-Front" Payment of HECS**

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

Students who choose to make their contribution "up-front" and fail to complete the payment by the nominated date, will be required to change their mode of payment to the "deferred" option prior to the census date unless they have elected the "safety-net" provision when completing the payment option. In this case, the discount is forfeited and the "deferred" option continues unless changed by the student.

### **"Deferred" Payment of HECS**

This mode permits a student to defer all or part of the full contribution for the semester. No repayment is required until the taxable income of the student reaches a minimum threshold level. Choice of this mode requires a student to provide their tax file number at enrolment/re-enrolment.

### **Fee-Paying Postgraduate Programs**

An increasing number of postgraduate coursework programs in the Faculty are moving from a HECS-liable to a fee-paying status or being introduced as fee-paying programs. Students who enrol in these programs are exempt from payment of the Higher Education Contribution. The fee associated with these programs will be levied by semester of enrolment and will be due for payment by the same time as "up-front" HECS payments. The amount of the fee is determined annually.

### **Student Guild Fees**

All students on the Cumberland Campus are required, as a condition of their enrolment, to become members of the Cumberland College of Health Sciences Student Guild. The Senate requires a student in the Faculty of Health Sciences who enrolls

- a) in an undergraduate Bachelors degree, Diploma or Associate Diploma to be a member of and pay subscriptions to the student body that elects the Students' Representative Council and the Cumberland College of Health Sciences Students' Union or
- b) in a degree of Master or Doctor, a postgraduate diploma or a Master's Qualifying program to be a member of and pay subscriptions to the Sydney University Postgraduate Representative Association and the Cumberland College of Health Sciences Students' Union.

### **Note**

- a) Exemptions from being a member or paying subscriptions may be granted on certain grounds specified in the University of Sydney Calendar. Students granted exemption on grounds of conscience will have their membership fee transferred to the Jean D. Foley Bursary Fund.
- b) Students enrolling for one semester only are to pay a reduced fee.

### **Extension of Time for Payment**

Any student who is unable to pay compulsory fees or charges may apply before the due date to the Head, Student Welfare Services (Cumberland), for an interest free loan to cover compulsory subscriptions payable on enrolment. This loan is repayable by 30 April.

An extension will not normally be granted in respect of payment of postgraduate course fees or the Higher Education Contribution, where the whole or part of the payment may be deferred to taxation. Loans are not available for payment of HECS or course fees.

## Notes and Levies

The Department of Biomedical Sciences publishes manuals for most of its subjects, ranging in cost between \$4.00 and \$69.00 (1996). Purchase of manuals is optional, but strongly recommended. Copies of manuals are available in the Library's Closed Reserve.

Students in the School of Communication Disorders pay an annual levy for the use of equipment.

## Continuing International Students

Fees for Semester 1 must be paid by 15 January, 1997. Fees for Semester 2 must be paid by 30 June, 1997.

## Failure to meet Financial Liabilities

Students who are financially indebted to the University and have not made acceptable arrangements for settlement of their obligations are not entitled to use the University's facilities and their enrolment may be cancelled. They will not be permitted to register for a further semester, to attend classes or examinations, or to be granted any official credentials. Cancellation of enrolment applies if any portion of fees or the supply of a required tax file number is outstanding at the census date in the relevant semester, that is, 31 March in Semester 1 and 31 August in Semester 2. Reinstatement of enrolment, if approved, may require payment of a \$100 fee.

## Refund of Fees

- a) If written notice of discontinuation of a course is received by 31 March, all Student Guild Fees paid will be refunded.
- b) After 31 March in a year, students who formally discontinue or vary their course of study and consider themselves eligible for a refund of all or part of fees paid to the student organisations, may write to the Secretary of the Cumberland Student Guild detailing their case.
- c) If following some variation of enrolment, a student becomes eligible for a refund of all or part of an "up-front" Higher Education Contribution, the amount of the refund will be notified in the "Confirmation of Enrolment" notice and the refund made a short time after receipt of the notice.
- d) Request for refund of any other fees or contributions should be directed, in writing, to the Head, Student Administration (Cumberland) and should detail fully the grounds upon which the request is based.

## Credit Transfer

### Policies

1. The Faculty of Health Sciences (FHS) has a policy of awarding students maximal credit for prior academic achievements within the following resolutions (2-8).
2. Four forms of credit transfer may be granted :
  - a) *Block Credit* for whole stages or years of course. Students are awarded the grade of Advanced Standing (AS) for all subjects credited.
  - b) *Specified Credit 1* for whole subject(s) which the student is not required to undertake based on completion of studies which have been deemed equivalent. The student is awarded the grade AS.

- c) *Specific Credit 2* for parts of subjects which the student is not required to undertake based on completion of studies which have been deemed equivalent (previously termed "exemption"). These subjects will attract only a ZP or F final grade. Course Examiners may record a mark with these grades.
  - d) *Unspecified Credit* which can be granted when the student has completed similar learning rather than learning which is "deemed equivalent" (see b or c).
3. In undergraduate programs of 3 years standard length, a maximum of two thirds credit transfer is permissible.
  4. In undergraduate programs of 4 years standard length, a maximum of three quarters credit transfer is permissible.
  5. In graduate coursework programs a maximum of two thirds credit transfer is permissible.
  6. Where feasible and appropriate "class-action"(\*) credit transfers into FHS courses will be implemented.
  7. The Faculty Handbook will list existing "class-action" credit transfer policies and subjects where challenge examinations are routinely available.
  8. Graduate Certificate Programs in the FHS are fee paying courses. Award of a graduate certificate following transfer from a graduate diploma program is conditional upon payment of approved fees.
  9. Mechanisms for achieving credit transfer include:
    - a) provision of academic records (transcripts) and subject information or alternative information for a judgement on a case-by-case basis,
    - b) provision of appropriate evidence related to existing credit transfer class actions,
    - c) successful completion of challenge exams, where available.
  10. Credit for prior learning which is of a non-credential nature may be granted on the recommendation of the Head of School or Department. This credit may take the form of any of the four forms of credit listed in Resolution 2. Such decisions will be made on a case-by-case basis.
  11. Challenge exams provide an opportunity for students to demonstrate that they have achieved the learning goals of a subject through previous formal study. Successful completion of a challenge exam will result in a grade of Advanced Standing being awarded for that subject. Challenge exams are not applicable for subjects which the student has previously failed.
  12. Eligibility for credit does not guarantee a place in the course in which the credit would be available.
  13. Where existing credit transfer statements (eg class actions) exist, such information would be available at the time of enrolment via the Faculty Handbook.
  14. The procedures adopted to assess a particular subject/program or range of experiences as the basis for credit in a Faculty subject/program should ensure that the prior learning assessed is comparable in content and standard with the Faculty subject/program in which credit is sought. The standards applied in assessing recognition of credit for prior "informal" learning should not be greater than those required to pass the relevant component of the Faculty program.

(\*) A class action refers to an Advanced Standing agreement based on a circumstance (eg. a qualification or subject completed) which pertains to a "class/group" of people.

15. Procedures for the recognition of credit for prior "informal" learning should ensure that:
- for recognition of subjects/programs provided by a body other than a university or TAFE, the academic staff carrying out the assessment have a detailed knowledge of the Faculty subject/program in which credit is sought, and
  - for recognition of work and/or life experience, the academic staff carrying out the assessment have, in addition to detailed knowledge of the relevant Faculty subjects/programs, personal expertise in or access to advice on assessment methods appropriate to recognition of prior "informal" learning.

These responsibilities (in 15) are assigned to the Head of School or Department which has the role of investigating the credit transfer application and recommending that credit is granted.

## Current Practices

### 1. Schools within the Faculty of Health Sciences

Due to the specific nature of these courses and the limited number of similar programs in New South Wales and throughout Australia the number of requests for credit transfer based on completion of specific subjects at other Universities is very limited. Few "class-actions" (\*) for credit transfer have been implemented, and each student's case in relation to School subjects is considered individually on the basis of information submitted.

## List of Subjects with 1997 Challenge Exams

### Department of Biomedical Sciences

Subject	Subject Name	Semester Offered	Course
11158	Introductory Human Biology	S1	Physio
11161	Body Systems I	S2	Physio
11162	Basic Human Biology I	FY	HIM
11171	Radiation Physics	FY	MRT
11172	Functional Anatomy A	S1	Physio
11173	Functional Anatomy B	S2	Physio
11174	Anatomy of Body Systems	FY	MRT
11175	Biological Sciences I	FY	Rehab
11176	Introductory Human Biology	S1	CD, OT, Orthoptics
11177	Musculoskeletal Anatomy	FY	OT
11178	Introductory Neurobiology	S1	CD, OT, Orthoptics
11179	Neurobiology I	S2	CD, OT, Orthoptics
11180	Optics I	S1	Orthoptics
11181	Body Systems I	S2	CD, Orthoptics
11183	Biological Sciences I	FY	Leisure and Health/DT
11184	Biological Sciences I	FY	AbHealth
11186	Body Structure: Homeostasis and Movement	FY	ExSpSc
11187	Molecules, Food and Energy	S1	ExSpSc
11191	Introductory Neurobiology	S1	Physio
11192	Neurobiology I	S2	Physio
11193	Introductory Human Biology	S2	MRT
111A5	Life Sciences LA in Nursing	S1	Nursing
111A6	Life Sciences IB in Nursing	S2	Nursing
11283	Basic Human Biology II	FY	HIM
11286	Body Systems II	S2	Physio
11287	Neurobiology II	S1	Physio
112A6	Biological Sciences LIB	S2	Nursing
112A7	Neurobiology II	S1	OT
112A8	Body Systems I	S2	OT

### Exceptions:

1. The Schools of Medical Radiation Technology and Health Information Management may use challenge examinations in individual cases to clarify the level of prior learning.
2. Credit transfer class actions exist in relation to:
  - a) *the Bachelor of Health Sciences (Aboriginal Health and Community Development)* from the Associate Diploma in Aboriginal Health and Community Development (University of Sydney), the Associate Diploma in Aboriginal Health and Community Development (Southern Cross University) and the Bachelor of Applied Science (Aboriginal Community Management and Development) (Curtin University);
  - b) *the Bachelor of Applied Science (Diversional Therapy/Leisure and Health)* from the Associate Diploma of Applied Science (Diversional Therapy) (University of Sydney);
  - c) *the Master of Applied Science (Manipulative Physiotherapy)* from graduate diplomas in manipulative physiotherapy awarded by Cumberland College of Health Sciences and The University of Sydney.

### 2. Credit Transfer based on Challenge Examinations

Credit transfer in the following subjects is determined on the basis of a satisfactory result in a challenge examination.

(\*) A class action refers to an Advanced Standing agreement based on a circumstance (eg. a qualification or subject completed) which pertains to a "class/group" of people.



112B1	Introductory Pathology	S1	Orthoptics
112B3	Neurobiology II for CD	S1	CD
112B5	Pathophysiology	FY	MRT
112B6	Tumor Pathology	FY	MRT
112C8	Life Sciences in Nursing 2A	S1	Nursing
112C9	Life Sciences in Nursing 2B	S2	Nursing
11374	Body Systems EI	S1	Physio
11382	Body Systems II	S2	OT
11442	Functional Anatomy	S2	G/D ExSpSc
11454	Biological Sciences	S1	MRT (GradDip)

### Department of Behavioural Sciences

08129	AustSoc&Health (second half only)	FY	Rehab
101B1	Cognitive Functioning	S2	OT
101B2	Management of Behaviour	S2	OT
101B6	Cognitive and Developmental Psychology	FY	CD
101C5	Research Methods I: Design	S1	Physio
101B7	Research Methods and Statistics I	S1	CD
102A6	Clients, Work and Organisations	S1	Leisure and Health/DT
102B2	Research Methods I: Design	S1	HIM
10285	Health, Society and Social Change	S2	HIM
10286	Research Methods I: Design	S1	HIM
10287	Research Methods II: Data Analysis	S2	HIM
10288	Social Interaction, Communication and Personality	S1	Physio
10294	Sociology of Health I	S2	OT
10295	Research Methods and Design	S1	OT
10296	Research Methods and Statistics I	S2	OT
10297	Behavioural Science II	FY	Orthoptics
10298	Research Methods and Statistics	S2	Orthoptics
10299	Research Methods and Designs	S1	Orthoptics
103A8	Sociology (second half only)	FY	CD
103B2	Behavioural Science III (Hons)	FY	MRT
	(Health, Medicine and Society unit only)		
103B9	Research Methods II: Data Analysis	S1	Physio
10394	Behavioural Science III	FY	MRT
	(Health, Medicine and Society unit only)		
10396	Sociology of Work and Organisation	S2	HIM
10457	Health, Medicine and Society	S1	Physio
10479	Health Psychology	S1	Physio

### School of Exercise and Sport Science

22208	Biomechanics	S1	Physio
22209	Biomechanics for OT	S2	OT
22309	Applied Physiology	FY	Physio

Students applying for credit transfer in other subjects must submit documentary evidence of prior learning.

### 3. Credit Transfer based on TAFE Studies

Due to the specialised nature of the Faculty's programs, there are few TAFE subjects which could result in Advanced Standing. Students may seek Specified Credit2 (Exemptions) based on prior learning in TAFE programs by directly contacting the Subject Co-ordinator of the relevant subject.

Completion of the following TAFE studies may provide grounds for the granting of Specified Credit 1 or 2:

#### *Faculty Program*

Bachelor of Applied Science (Orthoptics)

*TAFE program/subject*

Advanced Certificate in Optical Dispensing

#### *Faculty Program*

Bachelor of Applied Science (Occupational Therapy)

*TAFE program/subject*

Community Welfare (8749), Child Studies (8932), Child Studies, Understanding children (8933), Child Studies, Child Development (8934), Child Studies, Child Management (8935), Working with Older People (8742), Safety and Occupational Health Management (8627), Careers access for the deaf and hearing impaired (8976), Working with people with disabilities (6926), Podiatry (6348).

#### *Faculty Program*

Bachelor of Applied Science (Leisure and Health/ Diversional Therapy).

*TAFE program/subject*

Community Welfare (8749), Working with older people (8742), Working with People with Disabilities (6926), Visual Arts (5418), Recreation and Leisure Studies (4303), Interior Design (5414).

#### *Notes*

1. In some cases, challenge examinations may be required in addition to the provision of relevant information to support the student's application.
2. In all cases, including courses not mentioned above, students may approach Subject Co-ordinator(s) responsible for the relevant subject(s) to discuss credit for prior learning.

### 4. Credit for Prior Learning

Students seeking to gain credit for prior learning which was not recognised by an award (e.g. certificate, degree) may approach the Head of School or Department or specific subject co-ordinator(s) to discuss this option. In some cases students may be able to sit challenge examinations to demonstrate this learning or may be requested to submit relevant documentation (e.g. record of completion of continuing education programs, publications by the applicant, demonstrated clinical expertise in relation to postgraduate programs).- In some cases it may not be realistic or feasible to provide convincing evidence in which case the student would need to continue enrol in the subject(s) in question.

### 5. Implications of Gaining Credit Transfer

*General:*

1. Gaining Credit Transfer /Advanced Standing in a subject will decrease the student's workload. It should be noted that a reduced overall workload may affect eligibility for AUSTUDY/ABSTUDY support.
2. Having been granted Advanced Standing, the student may wish to seek approval, via their Head of School, to enrol in higher stage subjects in their course.
3. Students gaining Credit Transfer/Advanced Standing are awarded the grade AS which is not included in the calculation of a Grade Point Average (GPA)
4. Gaining credit (exemptions or advanced standing) could influence the student's marks, either by allowing more time for studying other subjects and improving the marks gained in these subjects, or by gaining an AS grade instead of a (potentially) high mark (based on successful prior learning) which could increase the GPA- Specified Credit2 (Exemptions) may also influence the mark and grade achievable in the subject and therefore the GPA.

*The Grade Point Average is the basis for:*

- a) entry into Faculty Honours Programs
- b) qualifying for the award of graduation "With Distinction"
- c) allocation to a hospital job (via the Allocation Scheme) after graduating from the Bachelor of Applied Science (Physiotherapy).

W.A.M.s/orAP.As

The calculation of Weighted Average Mark (W.A.M.) for the award of Australian Postgraduate Awards (scholarships) for postgraduate study involves consideration of all available marks. Only subjects with marks (i.e. excluding AS and ZP graded subjects) are considered in the calculation. Thus, credit for prior learning may affect the W.A.M..

### Procedures

Details of the process for applying for Credit Transfer are given on the "Application for Credit Transfer" forms available from Student Administration (Cumberland) in "A" Block. Applications should be made on the appropriate form and lodged with Student Administration (Cumberland) by the specified date. Students should attend classes until the results of their credit transfer application are made available in the School/Department. Formal notification of the award of the grade AS (Advanced Standing) in subjects will occur in the Confirmation of Enrolment (in April) for all subjects.

### Challenge Exams

Credit transfer in some subjects is determined by challenge exams. The application for credit transfer in all these subjects (Form A) must be lodged with Student Administration (Cumberland) Friday 14 February, 1997. If you are assessed as eligible to sit for one or more challenge exams, you will be advised in writing of the date(s), time(s) and venue(s) for your exam(s).

Challenge exams for full year subjects and subjects offered in Semester 1 will be held on Thursday 27 February, Friday 28 February and Saturday 1 March, 1997. Results will be posted on the noticeboards in the relevant Schools/ Departments by the end of Week 1.

Challenge exams for subjects offered in Semester 2 will be held in the week beginning on Monday 3 March, 1997. Results will be posted on the noticeboards in the relevant Schools/Departments by the end of Week 2.

#### **Credit based on other criteria**

Credit transfer in other subjects is to be determined based on relevant documentation (e.g. record of previous academic study, publications, professional experience). The application for credit transfer in all these subjects (Form B) must be lodged with Student Administration (Cumberland) by Friday 14 February, 1997 with all relevant documentation attached. The results of applications for credit transfer not involving challenge exams will be advised before the end of the second week of Semester 1.

### **Discontinuation of Studies, Variation of Subjects and Leave of Absence ~>**

#### **General**

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

#### **Discontinuation of Studies**

Discontinuation of studies refers to the formal abandonment of a course of study after enrolment/re-enrolment has been completed.

Students applying to discontinue their studies must complete an "Application for Discontinuation of Studies" form (available from the Student Enquiries Counter or Schools/Departments) and forward it, together with the completed "Exit Authority" to Student Administration (Cumberland). Forms will not be accepted unless they contain the recommendation(s)/ endorsement(s) of the appropriate Heads of Schools/Departments (or their delegates) and other Cumberland Campus staff. Incomplete application forms will be returned to the student.

Unless forms are lodged before 31 March (In Semester 1) or 31 August (in Semester 2), the student will incur a Higher Education Contribution liability for the semester.

To discontinue studies without failure being recorded against enrolled subjects, the application form must be accepted by the following dates:

- a) For semester 1 only subjects, 31 March, 1997;
- b) For full-year subjects and Semester 2 only subjects by 31 August, 1997.

Undergraduate students whose applications are accepted by the Faculty in accordance with the above dates will have their records endorsed "discontinued without failure" for each appropriate enrolled subject. Undergraduate students whose applications are not accepted by the Faculty in accordance with the above dates will have their records endorsed "discontinued with failure" for each appropriate enrolled subject.

If a student discontinues after the above dates and produces appropriate evidence with the application that discontinuation was due to serious illness or misadventure, the Faculty may deem all subjects to be "discontinued without failure".

Upon discontinuation of studies, some refund of fees may be possible (refer to the section on Fees and Charges - Refund of Fees).

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

#### **Re-Admission after Discontinuation or Abandonment of Course**

Students who discontinue or abandon a course lose their status as registered students of the University. Any subsequent application for re-admission to the course from which they discontinued must be lodged by the advertised closing date. Such an application will be considered with all other applications received that year for that course. Applications for all undergraduate and postgraduate courses are processed directly by the Faculty and have a closing date of 1 December. For more information contact Student Administration (Cumberland).

#### **Variation of Subjects**

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

Students must complete the "Application for Subject Variation" form (available from the Student Enquiries Counter or School/Department offices) and forward it to the Head, Student Administration (Cumberland). The form will not be accepted unless it contains the recommendation(s)/endorsement(s) of the appropriate Heads of School/Department (or their delegates). An incomplete application form will be returned to the student originating it.

For the application to apply to the payment of the Higher Education Contribution, it must be lodged by 31 March in Semester 1 or by 31 August in Semester 2. If the addition of any subjects is requested and approved after these dates, the student is required to discharge the increased liability on the same basis that the original HECS liability was to be discharged, that is by either an "up-front" payment or a deferred payment. If discontinuation of any subject is requested after these dates, no refund of payments nor reduction of deferred liability will occur.

To discontinue a subject without failure being recorded, the application form must be accepted by the following dates:

- a) For semester 1 only subjects, by 31 March, 1997;
- b) For full-year subjects and Semester 2 only subjects, by 31 August, 1997.

Undergraduate students whose applications for discontinuation of subjects are accepted by the Faculty in accordance with the above dates will have their records endorsed "discontinued with failure" for each approved subject. Undergraduate students whose applications are not accepted by the Faculty in accordance with the above dates will have their records endorsed "discontinued without failure" for each approved subject.

If a student discontinues a subject after the above dates and produces appropriate evidence with the application that discontinuation was due to serious illness or misadventure, the Faculty may deem the subject to be "discontinued without failure".

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

### Leave of Absence

Leave of absence for a specific period may be granted by the Faculty to students in special circumstances. Leave of absence shall not normally exceed one year but, in exceptional circumstances, up to two years may be granted. Leave is normally granted to the commencement of a semester.

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

Students applying for leave of absence must complete an "Application for Leave of Absence" form (available from the Student Enquiries Counter or School/Department Offices) and forward it to Student Administration (Cumberland). The form will not be accepted unless it contains the recommendation(s) of the appropriate Heads of Schools/Departments (or their delegates) and the completed "Exit Authority". The application must detail the reasons why such leave is sought and documentary evidence in support of the application must be attached to it. An incomplete application form will be returned to the student originating it.

If a student has an application for leave of absence approved to the commencement of Semester 1 of the subsequent year, the student retains the status of a registered student, must enrol in the same or nearest equivalent subjects in Semester 1 of the subsequent year, and will have their record endorsed "discontinued without failure" for each incomplete enrolled subject.

If a student has an application for leave of absence approved to the commencement of Semester 2 of a subsequent year, the student retains the status of a registered student, must enrol in the same or nearest equivalent subjects in Semester 2 of the subsequent year, and will have their record endorsed "discontinued without failure" for each incomplete enrolled subject.

### Special Leave

Special leave may be granted by the Head of School/Department for a period of time (usually not exceeding two months) during the current year of a student's course. Such

leave will be granted only if all studies/assessments can be completed in the current year to the satisfaction of the appropriate School/Departments, otherwise the student should apply for Leave of Absence (see above).

Students seeking Special Leave must apply in writing to their Head of School. Students who are granted Special Leave will be regarded as continuing in their currently enrolled subjects.

## Examinations and Assessments

### General

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

Assessments are conducted throughout the semester, as well as during approved assessment periods.

### Attendance at Assessments

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

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

In certain circumstances, a student may be permitted to take examinations overseas, generally at a nominated university. These circumstances usually relate to travel for study purposes or for experience directly connected with studies approved by a School or Department. It is the responsibility of the student to obtain the approval of the Head of School/Department through Student Administration (Cumberland) before proceeding overseas.

### Approved Assessment Periods

Approved assessment periods shall include assessment:

- conducted in the traditional Week 15 and 16 assessment period; or
- any other assessment approved by the Head, Student Administration (Cumberland).

All assessments, with the exception of Post/Deferred assessments, are to be completed by the end of Week 16 of the semester in which a subject terminates.

### Assessment Timetables

Provisional and Final Timetables for assessments scheduled in Weeks 15 and 16 of a semester will be displayed on the Official Notice Boards on Cumberland Campus.

Candidates are required to notify Student Administration (Cumberland) in writing of any clashes apparent in the provisional timetable. It is the responsibility of the candidates to ascertain the time and place of the examination from the

final timetable. Information concerning timetables will not be given by telephone. Any amendments to the final timetable will be notified on Official Notice Boards on Cumberland Campus only.

### **Rules of Conduct of Written Examinations**

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

- a) Attendance Form - to be completed for each examination and placed on the top left hand corner of the desk for collection, immediately writing time commences. ID cards are to be placed on top of the attendance form.
- b) Answer booklets/Answer sheets/ Question papers - title pages and identification details are to be completed during this ten-minute period and, when necessary, during the actual writing time set down for the paper.

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

No candidate will be admitted to the examination room after one-quarter of the examination writing period has elapsed nor will any candidate be permitted to leave the examination room within the first quarter of the examination writing period.

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

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

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

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

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

Candidates are not permitted to take bags, briefcases, folders, umbrellas, hats, mobile phones, pagers, etc., into the examination room except with the express approval of the Presiding Officer. Small money purses only may be taken into the room, however, they must be placed on the floor. In exceptional circumstances, and only with the express permission of the Presiding Officer, other articles may be brought into the examination room. They must also be placed on the floor.

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

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

### **Reading Time**

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

### **Conduct of Candidates**

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

Candidates shall not behave in such a way as will interfere with another candidate's right to undertake an assessment. Candidates shall not do anything designed to disadvantage other candidates during an assessment.

Misconduct in an assessment will be dealt with under the rules of the Faculty and the Statutes of the University of Sydney.

### **Special Consideration**

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

In general, the form, together with appropriate original documentation, should be lodged within one week of the assessment/examination period, unless circumstances beyond the student's control prevent it. For examinations run by Student Administration (Cumberland), four copies of the form and supporting documentation must be submitted at the Student Enquiries Counter. For examinations and assessments run by a School/Department during semester, applications relating to late submission of assignments or inability to attend class tests should be lodged with the Head of School/Department concerned.

### **Disability**

Candidates suffering from a disability which puts them at a disadvantage in assessments may apply to Student Administration (Cumberland) prior to the assessment period for special provisions when the assessments are taken. Students may be required to support their request with medical evidence.

## Recording of Results

Students' results will be recorded using the following grades:

HD	High Distinction	indicates an outstanding level of achievement
D	Distinction	indicates an excellent level of achievement
CR	Credit	indicates an above average level of achievement
P	Pass	indicates an acceptable level of achievement
TP	Terminating Pass	indicates an acceptable level of achievement in an Honours subject when the student is transferring to the associated Pass program
I	Assessment Incomplete	indicates assessment in the subject is yet to be completed
AS	Pass with Advanced Standing	indicates a pass with advanced standing in the subject
X	Fail with Post granted	indicates the student's performance did not reach the acceptable level of achievement but was deemed to be of sufficient merit to warrant further assessment
XP	Pass	indicates a pass following Post Assessment
F	Fail	indicates failure to achieve the required standard of achievement
DA	Deferred Assessment	final assessment has been deferred because of misadventure or illness
WO	Discontinued without failure	permitted to discontinue subject without failure
WF	Discontinued with failure	discontinued subject with failure
ST	Satisfactory	These grades may be used in graduate courses by research and Master's degree Qualifying Programs
UN	Unsatisfactory	
SC	Subject Carried	Subject carried into a later year of the course (applicable only to research projects and treatises in postgraduate programs)
ZP	Pass on Pass/Fail Basis	Pass granted on a Pass/Fail Basis

## Notification of Results

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

### End of Semester 1

Subjects that, according to the Faculty Handbooks, are presented only in Semester 1.

### End of Semester 2

Subjects that, according to the Faculty Handbooks, are presented either in Semester 2 only or are presented over both Semesters 1 and 2.

## Availability of Results for Terminating Subjects

Results will be made available to students as follows:

### 1. Public Display of Results

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

Results will be displayed using the student identity number only.

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

### 2. Individual Result Notices

Individual result notices will be mailed to the student's last advised home address on the date notified on the Official Notice Boards.

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

The relationship of grades to percentage marks is as follows:

Grade	Percent
High Distinction	85 - 100
Distinction	75 - 84
Credit	65 - 74
Pass	50 - 64
Fail	below 50

It is important to note that the University does not use a set formula for determining the number of specific examination grades to be awarded in particular subjects. A set of indicative proportions has been adopted by the Academic Board. The proportions are cumulative and are based on the number of students who gain a Pass or better in the particular subject.

Subjects	%		
	High Distinction	Distinction	Credit
1st Year	3	14	42
2nd Year	3	16	46
3rd Year	4	18	50

The proportions of merit grades may vary from subject to subject and from year to year, reflecting different capabilities of different groups.

## Special Notes

- No results will be given by telephone.
- It is the student's responsibility to ascertain assessment results.
- Advice of a change of address will not be accepted unless in writing and with the student's signature. Preferably, the Change of Address / Name form should be used.

Only students with an overseas home address who are not returning to their country of origin between semesters, will be permitted to change to their semester address for receipt of result notices.

- Failure to advise the Examinations Branch of the address to which the results are to be sent, and/or absence overseas, on holidays, or because of work or course commitments, will not be accepted as an excuse for non-receipt of assessment results.

Further, the University will presume that each and every result notice lodged with Australia Post has been delivered no later than seven (7) days after the date of posting, as notified on Official Notice Boards.

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

## Supplementary Assessments

With regard to supplementary assessments, the Senate of the University has resolved as follows:

Supplementary examinations should be regarded by both teacher and taught as distinct privileges granted to worthy students and not as rights.

Supplementary examinations should not in general be granted to students who fail in more than two subjects.

Examiners or Boards of Examiners should be asked to report which students should be allowed to take supplementary examinations.

Supplementary assessment may be granted to students under the following circumstances:

- a) due to duly certified illness, misadventure or circumstances beyond their control, the student has been unable to undertake an assessment at the appointed time, or takes an assessment under prejudicial conditions; or
- b) the student has failed a subject, but the Examiner deems there is doubt about the result; or
- c) the student has failed in one or more compulsory sections of a subject even though the composite mark may be greater than 49.9. Students in such a subject must have been advised at the start of the subject of any special requirements, e.g. the need to pass all sections or particular sections of the subject.

Assessments granted under circumstances (a) are deferred Assessments. Applications for Special Consideration which may result in a deferred assessment must be lodged by the student, together with medical certificates or documentary evidence, with Student Administration (Cumberland), no later than seven (7) days following the date of assessment. A deferred assessment may be awarded by the course examiner without an application by a student.

Assessments granted under circumstances (b) and (c) are post assessments. Following post assessments the grades awarded are XP or F, unless otherwise determined by the Board of Examiners.

Supplementary assessments (a), (b) and (c) may be granted by the Examiner (ie Head of School/Department) and held prior to the Board of Examiners meeting, or may be granted by the Board of Examiners. Should the Examiner grant a supplementary assessment following the completion of all assessments in a subject but prior to the Board of Examiners, notification of the supplementary assessment must be sent to Student Administration (Cumberland). Where there are sections of a subject (academic or clinical) which must be completed satisfactorily in order to pass the subject, the Examiner may grant a post assessment in some or all of these sections prior to the Board of Examiners. Notification of such a post assessment must be sent to Student Administration (Cumberland).

When determining marks following a post assessment the following guidelines are used:

Where the post assessment is in the whole subject then the mark achieved in that assessment becomes the mark for the subject. Where the post assessment is in a part of a subject, then the mark achieved in that assessment will be aggregated with the mark previously achieved in the other part of the subject. The passing grade awarded following a post assessment is XP (no mark or a mark of 50 or more).

## Finalisation of Assessment Requirements

All deferred and post assessment requirements (with the exception of clinical placements), must be completed by the end of Week 3 of the following semester.

## Review of Results in a Completed Subject

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

Applications for the review must be submitted in writing to Student Administration (Cumberland), within fourteen days of the date on which the results in question have been released.

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

## Graduation "with Distinction"

Outstanding achievement in all Faculty undergraduate courses may be recognised at graduation by such students receiving an award "with Distinction".

In any one year, up to 10% of graduands in each of the undergraduate courses may be admitted to the award "with Distinction" but this number need not be awarded if there are not graduands considered to be of sufficient merit.

The award "with Distinction" will be based on overall achievement in all subjects of the undergraduate course completed. Subject assessment in all stages of a given course will contribute equally towards a final ranking of students.

In terms of the current assessment system, subject grades will assume the following numerical numbers: HD-4, D-3, CR-2, P-1.

Where clinical education or field experience subjects are assessed according to the general assessment ranking procedure, those results will be incorporated into any final ranking. Where such subjects are assessed on a Pass/Fail basis a Pass result is required to maintain eligibility for the award "with Distinction" but this result is not included for average ranking purposes. The grade AS is also not included in the ranking process.

A student receiving a Fail result in any subject at any stage of a course will be regarded as ineligible for an award "with Distinction".

## **Progression and Exclusion**

### **Progression**

To satisfy the academic requirements for a University award, students must obtain a passing grade in all subjects in their courses.

Students must repeat failed subjects or their equivalent at the first opportunity and will be permitted to progress to the next semester carrying failed subjects, providing course requirements, including any co-requisites, pre-requisites and attendance requirements, can be met. School Academic Advisors may prescribe the program of study for students repeating failed subjects.

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

### **Exclusion**

1. Under the Resolutions of the Senate, the Faculty is authorised to require a student to show good cause why he or she should be allowed to repeat (a) a year of candidature in which he or she has failed or discontinued (with failure) more than once, or (b) any subject in which he or she has failed or discontinued (with failure) more than once.
2. Moreover, a student may be required to show good cause why he or she should be allowed to re-enrol in a course in the Faculty if, in the opinion of the Faculty, he or she has not made satisfactory progress towards fulfilling the requirements for that course.
3. While satisfactory progress cannot be defined in all cases in advance, a student who has not successfully completed all first year course requirements within two years (except for students with permission to enrol in the course on less than a full-time basis when the requirement refers to those subjects in the approved first year enrolment) shall be deemed not to have made satisfactory progress.

### **Notification of Pending Exclusion**

Students who are found in a condition in which the Faculty may require them to "show good cause" why they should be allowed to re-enrol in their course and/or failed subject(s), shall be initially prompted, but not necessarily to be placed on 'Show Cause', by a message on their Assessment Notice. Students who are to be placed on 'Show Cause' will receive written notification from the Faculty. Students are permitted to re-enrol and/or continue enrolment until the final decision has been taken.

### **Showing Cause**

Students so notified of pending exclusion may exercise the right to "show good cause" why they should be permitted to re-enrol. While it is not possible to define in advance all the reasons relevant to showing "good cause" against exclusion, serious ill health or misadventure (properly attested) will be considered. In addition, the general record of a student, for example in other subjects, would be taken into account. In particular, where a student has transferred from elsewhere in the University, regard will be given to their previous record. Such matters as the demands of employers, pressure of employment, time devoted to non-University activities, personal and financial problems, and so on, may be considered if relevant to any serious illness or misadventure. Apart from demonstrating the reasons for not making satisfactory progress, students are advised to indicate why they would be successful if permitted to re-enrol and what steps have been taken to resolve the preceding issues.

### **Appeal Against Exclusion by Faculty**

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

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

### **Re-admission After Exclusion**

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

### **Other Administrative Information**

#### **Conduct**

Acceptance as a student in the Faculty implies an undertaking on the part of the student to observe the resolutions and rules of the Faculty and Statutes of the University of Sydney. Students are expected to conduct themselves in an acceptable manner. Smoking and eating are not permitted during lectures, tutorials, clinical sessions, examinations or in the Health Sciences Library.

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



Misconduct on the Cumberland Campus will be dealt with under the rules of the Faculty and the Statutes of the University of Sydney.

### Attendance at Classes

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

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

### Insurance

Please refer to the Chapter on Clinical Education for information on insurance.

### Change of Address

Students are required to notify Student Administration (Cumberland), of any changes in their addresses as soon as possible. Notice of a change of address will not be accepted unless in writing and over the student's signature. Preferably, the Change of Address/Name form should be used. The University cannot accept responsibility if official correspondence fails to reach a student who has not notified the Head, Student Administration (Cumberland), of a change of address.

### Official Notices

Official notices (such as examination timetables) are displayed on the Official Notice Boards on the Cumberland Campus. Students are expected to be acquainted with the contents of those announcements which concern them.

The Official Notice Boards are located in the following buildings:

- A Block - northern entrance
- B Block - ground floor foyer
- H Block - ground floor foyer
- M Block - ground floor foyer
- R Block - outside main entrance
- S Block - ground floor foyer
- T Block - ground floor foyer

### Student Records

Student records are issued with the authority of the Registrar by Student Administration (Cumberland). Student records shall include:

- end-of-semester Assessment Result Notices;
- transcripts of Academic Records;
- any other student records approved by the Head, Student Administration (Cumberland).

Transcripts of academic records are available to:

- individual students, upon written request;
- third parties, upon receipt of a written authority of the student; institutions or organisations approved by the Head, Student Administration (Cumberland) from time to time.

At graduation two transcripts will be issued free of charge. On other occasions, the issue of two transcripts costs \$10.00.

### Course Work

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

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

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

### Access to Buildings by Students After Hours

Approval for after hours access to buildings must be obtained from relevant Heads of Schools/Departments.

### Appeals Against an Academic Decision

The Faculty of Health Sciences has established procedures whereby a student may appeal against an academic decision. While the application of these procedures usually relates to assessment matters, particularly following a Review of Results, this is not the only area in which an appeal may be initiated. If a student wishes to formally initiate an appeal against an academic decision, advice may be sought from the Resource Officer of the Cumberland Student Guild, the Head, Student Welfare Services (Cumberland), the Student Counsellor, or the Head, Faculty Office.



# 4 Graduate Courses

## Doctor of Philosophy

The degree of Doctor of Philosophy is a research degree awarded for a thesis considered to be a substantially original contribution to the subject concerned. Some coursework may be required (mainly in the form of seminars) but in no case is it a major component.

Applicants should normally hold a Master's degree or a Bachelor's degree with first or second class honours of the University of Sydney, or an equivalent qualification from another university or institution.

The degree may be taken on either a full-time or part-time basis.

The regulations governing the award of Doctor of Philosophy degree are printed in the University Calendar. Prospective candidates should consult with the Head of School/Department/Centre concerned as early as possible to ascertain the availability of facilities and supervision.

## Probationary acceptance

1. A candidate may be accepted by a faculty on a probationary basis for a period not exceeding one year and upon completion of this probationary period, the faculty shall review the candidate's work and shall either confirm the candidate's status or terminate the candidature.
2. In the case of a candidate accepted on a probationary period under the above subsection, the candidature shall be deemed to have commenced from the date of such acceptance.

## Faculty of candidature

Except with the special permission of the faculty in which the candidate wishes to take the degree, a candidate may proceed to the degree only in the faculty in which the candidate obtained the initial qualification for admission.

## Control of candidature

1. Each candidate shall pursue his or her course of advanced study and research wholly under the control of the University.
2. Where a candidate is employed by an institution other than the University, the faculty may require a statement by that employer acknowledging that the candidature will be under the control of the University.

## Other studies during candidature

A candidate may be required by the Head of School/Department/Centre or the supervisor to attend lectures, seminar courses or practical work courses subject to the approval of any other Head of School/Department/Centre concerned.

## Earliest date for submission of Thesis

1.
  - i) Except as provided in subsection ii), a candidate may not submit a thesis for examination earlier than the end of the sixth semester of candidature.
  - ii) A faculty may permit a candidate holding any of the following qualifications of the University of Sydney or from such other institution as the faculty may approve, to submit a thesis for examination not earlier than the end of the fourth semester of candidature -
    - a) a degree of Master completed primarily by research;
2. Notwithstanding the provisions of section 1, a Faculty may, on the recommendation of the Head of School/Department/Centre and supervisor concerned, permit a candidate to submit a thesis for examination up to one semester earlier than prescribed if, in the opinion of the faculty, evidence has been produced that the candidate has made exceptional progress in his or her candidature.

## Latest date for submission of thesis

1. Except as provided in subsections (2) to (4) below, a candidate shall submit the thesis for examination not later than the end of the tenth semester of candidature.
2. A candidate who is a full-time member of the academic staff of the University shall submit the thesis for examination not later than the end of the fourteenth semester of candidature.
3. A candidate whose candidature has been part-time throughout shall submit the thesis for examination not later than the end of the fourteenth semester of candidature.
4. A faculty or college board may permit a candidate to submit the thesis for examination after a period of time greater than the maximum periods specified.

## Application and enrolment procedure

As for Master's degree by research.

Please refer to the summary of graduate courses at the end of this chapter for course details.

## Degree of Master by Research

The following information should be read in conjunction with the Senate Resolutions in the University of Sydney Calendar and the relevant entry in the chapter of the presenting School/Department/Centre (refer to Table of Contents).

## Applications

1. An application for admission to a Master's degree program is accepted subject to the availability of facilities and supervision. Courses and arrangements as stated in the Handbook or any other publication, announcement or advice of the Faculty are expression

- of intent only and are not to be taken as a firm offer or undertaking. The Faculty reserves the right to discontinue or vary such courses, or arrangement of staff allocations at any time without notice.
2. An application shall be made on the prescribed form and shall be lodged with the Head, Student Administration (Cumberland).
  3. An application shall normally be made by the end of October immediately preceding the year in which the applicant wishes to register, except that, for a program being conducted for the first time, application for admission shall be made by the specified closing date, as determined by the Head, Student Administration (Cumberland), from time to time.
  4. An applicant may seek admission to a Master's degree program as: either a full-time or part-time student.

## Enrolment

1. The Faculty may either:
  - a) Permit an applicant to enrol as a Master's degree candidate in one of the following Master of Applied Science areas:
    - Australian Stuttering Research Centre
    - Behavioural Health Science
    - Communication Sciences and Disorders
    - Exercise and Sport Science
    - Exercise Research Centre
    - Health Information Management
    - Human Biomedical Sciences
    - Medical Radiation Technology
    - National Voice Centre
    - Occupational Therapy
    - Orthoptics
    - Physiotherapy
    - Rehabilitation Research Centre
  - OR Master of Health Science courses:
    - Community Health
    - Education
    - Gerontology
    - Rehabilitation Counselling
  - OR Master of Communication Disorders
- b) Permit an applicant to enrol as a Master's qualifying student for the purpose of preparing for candidature in any of the above Master's degree courses. On successful completion of the Qualifying Program, a prospective Master's degree student is required to apply for admission to the Master's degree program.
2. An applicant enrolled as a Master's degree candidate or as a qualifying student will not be permitted to undertake concurrently other graduate studies in the University, or elsewhere, except with the approval of the Faculty.
3. An applicant will not be permitted to enrol as qualifying student or degree candidate unless the Head of School/Department/Centre has certified that the applicant is considered suited to undertake the program and that the current research interests of members of Faculty and the availability of resources for the proposed research have been discussed with the applicant.

4. The Faculty may permit an applicant to enrol as a Master's degree candidate if the applicant has:
  - a) Qualified for admission in terms of the admission requirements (see Section on Admission Requirements under each academic unit),

OR

- b) Been enrolled as a Master of Applied Science/Health Science Qualifying Student in the Faculty and has subsequently carried out such work, passed such examinations and reached such standards as prescribed by the Faculty.

AND

- c) Satisfied the Faculty that the applicant can devote sufficient time to advanced study and research.

AND

- d) An applicant maybe required to submit additional information to satisfy Head of School/Department/Centre.

See Chapter 3 for additional administrative information.

## Course Requirements

### 1. General

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

### 2. Minimum Time

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

### 3. Maximum Time

- a) A qualifying student shall complete the program within two years.
- b) A candidate shall present for examination:
  - i) in the case of a full-time student, not later than six semesters from the date of enrolment as a Master's degree candidate,

OR

- ii) in the case of a part-time student, not later than ten semesters from the date of enrolment as a Master's degree candidate, unless special permission for an extension of time be granted by the Faculty.

#### 4. Discontinuation of Enrolment

Notwithstanding the provision of section 3 above, the Faculty may discontinue the enrolment of a Master's degree candidate in less than the maximum time allowed, if it is dissatisfied with the candidate's progress.

#### 5. Fieldwork and Supervision

- a) the work other than field work should be carried out in the School/Department/Centre and such other areas as appropriate or under such conditions as the Faculty may determine.
- b) the Faculty shall appoint a supervisor from the Academic staff of the Faculty/University.
- c) where the Faculty considers it appropriate, it may appoint an academic associate or co-supervisors. In the case of part-time students, the Faculty may appoint associate or co-supervisors in the student's region or workplace.

#### 6. Progress Reports

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

#### 7. Research Subject

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

#### 8. Advisory Committee

Each Master's degree student may be provided with an advisory committee to supplement the supervisory assistance provided by the student's appointed supervisor.

The Committee would normally be composed of up to three University academic staff and where the supervisor is not from the respective School/Department/Centre, one member of that committee will be from the School/Department/Centre.

The Committee would be under the Chair of the student's appointed supervisor. The Committee may co-opt persons who are not members of the University academic staff. At no time would the Committee consist of more than four persons.

Following Faculty approval of the student's research thesis subject, the selection of members of the Master's Advisory Committee would be made by the student's supervisor in conjunction with the Head of School/Department/Centre. This membership would be submitted to the Graduate Studies Committee for approval on behalf of Faculty.

The Advisory Committee would normally meet at least once each semester to consider the student's progress report. With approval of the student's supervisor, the Committee may meet more frequently. It is expected that each member of the Committee should be available for consultation with the student at mutually convenient times. The arrangement will be negotiated by the student's supervisor and approved finally by the Heads of Schools/Department/Centres involved. The student's supervisor may also require the Committee to assist in matters concerned with the final presentation of the student's research thesis.

The membership of the Advisory Committee may be varied by application to the Graduate Studies Committee. Approval will be granted if the new Advisory Committee is appropriate and arrangements for membership have been made with the Heads of School/Department/Centre involved.

#### Research Thesis

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

7. The following guidelines shall be followed in the preparation of the thesis:
- a) A thesis should be typed on one side of the paper only with double spacing and medium-weight A4 paper. In exceptional circumstances and with the approval of the Head of School/Department/Centre other forms of presentation may be permitted.
  - b) Margins should not be less than 3.5 cm on the left-hand side, 1.5 cm on the right-hand side and 2 cm at the top and bottom to allow for binding and tanning.
  - c) A thesis should incorporate in the following order:
    - i) a title page giving the title of the thesis in full, the full name and academic qualifications of the candidate, the name of the organisation, institute or laboratory in which the research was carried out (if applicable), the name of the School/Department/Centre of the tertiary institution associated with the work and the date when submitted for the degree;
    - ii) a table of contents;
    - iii) an abstract of approximately 300 words;
    - iv) a certificate signed by the candidate to the effect that the work has not been submitted for a higher degree to any other university or institution. The candidate shall also indicate in the thesis the sources of information and the extent to which the candidate has involved the work of others.
    - v) the supervisor's certificate, which is required to fulfil requirement 7 a, shall be attached to the first page of the thesis.
  - d) Sheets shall be numbered consecutively.
  - e) Diagrams and figures:
 

The following are general suggestions for normal practice but they may be varied in special cases with the approval of the Head of School/Department/Centre:

    - i) diagrams and figures, etc., should preferably be drawn or photographed on medium weight A4 (rather than being affixed to A4 paper) and bound in the appropriate place in the text;
    - ii) all figures should form a right-hand page with the legend at either the bottom or, if necessary, on the page facing the figures;
    - iii) tables should be inserted in the appropriate place in the text, except that lengthy or bulky tables should appear as an appendix;
    - iv) diagrams, maps, tables, etc., exceeding A4 size, should be folded so as to read as a right-hand page when open.
8. Two copies of the thesis shall be distributed after examination as follows:
- 1st copy - the School/Department/Centre  
2nd copy - Library (this copy of the thesis must be on acid-free paper).
- a) The copy of the thesis deposited with the Library will be available for consultation, loan, or copying at the discretion of the Senior Librarian, unless the Faculty on the application of the candidate determines that it shall not be available until after the expiry of a stated period, which shall not normally exceed two years.
  - b) The Senior Librarian shall require each user and recipient of a copy of a thesis to undertake in writing to respect the author's rights under the law relating to copyright.
  - c) A candidate for a higher degree may, when lodging a thesis, state that the thesis contains restricted or confidential information which the candidate does not desire to be disclosed freely and which may be released to other persons only on the authorisation of the Head, Student Administration (Cumberland), after consultation with the Head of School/Department/Centre, but otherwise by lodging a thesis, a candidate consents to its release under Rule 8 (a).
  - d) Where the thesis contains materials which the candidate considers should have restricted distribution, the supervisor, the Head of School/Department/Centre and the examiners shall be informed which parts are classified. If further precautions are required, for example, more secure transmission than registered post, costs are to be borne by the candidate.
  - e) Where a candidate states that a thesis contains confidential information which the candidate does not desire to be disclosed freely, the candidate may to the extent that is possible, place the information in an Appendix to the thesis.
  - f) The Senior Librarian shall not disclose to any persons the Appendix to a thesis where the candidate states that the Appendix contains restricted or confidential information, unless the Head, Student Administration (Cumberland), after consultation with the Head of School/Department/Centre, has authorised such disclosure.
  - g) The candidate may submit as supporting documents any work he/she has published, only if it bears on the subject of the thesis.

### Examination of Thesis

1. The Faculty shall appoint at least two examiners, at least one of whom shall be external to the Faculty. The student's supervisor(s) shall not be an examiner.
2. All examiners shall be furnished with a copy of the course description and course requirements as published in the Faculty Postgraduate Handbook.
3. The candidate may be required to attend the College or such other place as the Faculty shall determine for an oral examination of his/her thesis.
4. The report of examiners shall be forwarded to the Head of School/Department/Centre for recommendation to Graduate Studies Committee\*. The recommendation shall be as follows:
  - a) Recommend to Faculty that the student be admitted to the degree (with or without the completion of emendations, minor alterations or corrections of typographical or spelling errors to the satisfaction of the Head of School/Department/Centre, or
  - b) Permit the student to re-submit his/her thesis within one/two semesters for re-examination, or
  - c) Cancel the student's enrolment as a Master's degree candidate.

\* However, if there is any disagreement among the examiners, the Head, shall consult the supervisor and the annual progress report before making a recommendation.

5. Following a resolution regarding the thesis by the Graduate Studies Committee, the examiners' reports, anonymously, may be released to the candidate by the relevant Head of School/Department/Centre.

### **Degree of Master by Coursework**

Please refer to the relevant entry in the chapter of the presenting School or Department (see Table of Contents).

### **Graduate Diploma**

Please refer to the relevant entry in the chapter of the presenting School or Department (see Table of Contents).

### **Graduate Certificate**

Please refer to the relevant entry in the chapter of the presenting School or Department (see Table of Contents).

### **Awards, Prizes and Scholarships**

#### **Postgraduate Awards**

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

Applicants are expected to have an undergraduate record at honours level or to have outstanding results in a pass degree, or in preliminary studies or in the first year of a Master's degree.

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

The closing date for applications is 31 October of each year. Application forms are available from the Faculty Office (Cumberland). For additional information contact:

The Research and Scholarships Office

Main Quadrangle, A14

The University of Sydney NSW 2006

Telephone: (02) 9 351 3250 Fax: (02) 9 351 3256

#### **The Butterworth-Heinemann Treatise Prize**

Donated by Butterworth-Heinemann Publishers. Awarded to the postgraduate physiotherapy student submitting the best coursework treatise.

#### **The Butterworth-Heinemann Thesis Prize**

Donated by Butterworth-Heinemann Publishers. Awarded to the postgraduate physiotherapy student submitting the best Master's or PhD thesis.

#### **The Private Speech Pathologists' Association of New South Wales Master's Thesis Prize**

Awarded for a Master's thesis which has been successfully examined and is considered to be of outstanding merit.

#### **Scholarships**

For other scholarships in the University of Sydney, see the Calendar, Volume II.

### **Clinical Supervisory Positions for Post-graduate Students**

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

Post-graduate students who are qualified Speech Pathologists may be offered employment in some of these supervisory positions. Preference will be given to full-time students but part-time students are not precluded from these opportunities. For further information, contact the Director of Clinical Education in the School of Communication Disorders on (02) 9 351 9450.

### **Research Assistantship**

From time to time, financial assistance in the form of research assistantships are made available in which students work with staff members on funded research projects. Students are encouraged to seek advice and information on a regular basis from School/Department/Centre staff.

### **Explanation of Subject Numbering System**

Subject numbers are allocated by the Head, Student Administration (Cumberland).

A subject number is used to identify each subject in which a student is required to be enrolled and for which a result is to be recorded.

The subject number is of five digits. The first two digits identify the School / Department / Centre responsible for the subject. The third digit normally indicates the year of the course in which the subject is offered. The final two digits are sequentially allocated as required. Subjects conducted over two calendar years are allocated a different subject number for each year.

The identifying numbers of the Faculty's Schools, Departments, and Centres are:

- 08 School of Community Health
- 09 School of Health Information Management
- 10 Department of Behavioural Sciences
- 11 Department of Biomedical Sciences
- 12 School of Communication Disorders
- 14 School of Orthoptics
- 15 School of Occupational Therapy
- 16 School of Physiotherapy
- 18 School of Medical Radiation Technology
- 20. Singapore Institute of Management
- 21 National Voice Centre
- 22 Exercise and Sport Science
- 23 Rehabilitation Research Centre
- 24 Australian Stuttering Research Centre

### **Subject Unit Values**

The subjects in all postgraduate courses have been defined in terms of units. A unit is based on total student workload (incorporating both formal classwork and private study). For all postgraduate courses in the Faculty of Health Sciences one unit is defined as 21 hours of total student workload.

## SUMMARY OF GRADUATE DEGREES, DIPLOMAS AND CERTIFICATES OFFERED

### Doctor of Philosophy (PhD)

min 3 years-max 5 years F/T

min 3 years-max 7 years P/T

Area	Mode	Course Code	Subject Code
Australian Stuttering Research Centre	F/T	2401	24601
	P/T	2402	24601
Behavioural Sciences	F/T	1003	10601
	P/T	1002	10601
Biomedical Sciences	F/T	1109	11601
	P/T	1108	11601
Communication Disorders	F/T	1211	12601
	P/T	1210	12601
Community Health	F/T	0850	08601
	P/T	0841	08601
Exercise and Sport Science	F/T	2201	22601
	P/T	2202	22601
Health Information Management	P/T	0912	09601
	F/T	0916	09601
Medical Radiation Technology	F/T	1825	18601
	P/T	1820	18601
Occupational Therapy	F/T	1524	15601
	P/T	1521	15601
Orthoptics	P/T	1412	14601
Physiotherapy	F/T	1618	16601
	P/T	1623	16601
National Voice Centre	F/T	2101	21601
	P/T	2102	21601
Rehabilitation Research Centre	F/T	2301	23601
	P/T	2302	23601

### Master of Applied Science (MAppSc)

Area	Duration	Mode	Course Code
Australian Stuttering Research Centre (by research)	min 2 years	F/T	2403
	min 3 years	P/T	2404
Behavioural Health Science (by research)	min 2 years	F/T	1005
	min 3 years	P/T	1006
Communication Sciences and Disorders (by research)	min 2 years	F/T	1213
	min 3 years	P/T	1214
Exercise and Sport Science (by research)	min 2 years	F/T	2203
	min 3 years	P/T	2204
Health Information Management (by research)	min 2 years	F/T	0909
	min 3 years	P/T	0910



Human Biomedical Sciences (by research)	min 2 years min 3 years	F/T P/T	1116 1117
Manipulative Physiotherapy (by coursework)	min 3 sem min 3 years	F/T P/T	1632 1633
Medical Radiation Technology (by research)	min 2 years min 3 years	F/T P/T	1827 1828
National Voice Centre (by research)	min 2 years min 3 years	F/T P/T	2103 2104
Occupational Therapy (by research)	min 2 years min 3 years	F/T P/T	1518 1511
Occupational Therapy (by coursework)	min 3 sem min 3 years	F/T P/T	1514 1516
Orthoptics (by research) (Hons entry)	min 1 year min 2 years	F/T P/T	1407 1408
Physiotherapy (by research)	min 2 years min 3 years	F/T P/T	1624 1625
Physiotherapy (by coursework)	min 2 years min 3 years	F/T P/T	1644 1645
Rehabilitation Research Centre (by research)	min 2 years min 3 years	F/T P/T	2303 2304
Sports Physiotherapy (by coursework)	min 3 sem min 3 years	F/T P/T	1630 1631
<b>Master of Health Science (MHthSc)</b>			
Community Health (by research)	min 2 years min 3 years	F/T P/T	0821 0822
Education (by research)	min 2 years min 3 years	F/T P/T	0827 0828
Gerontology (by research)	min 2 years min 3 years	F/T P/T	0831 0832
Rehabilitation Counselling (by research)	min 2 years min 4 years	F/T P/T	0848 0849
<b>Master of Health Science Management (MHthSc(Mment))</b> (by coursework)	min 3 years	P/T	2012
<b>Master of Behavioural Health Science (MBehHthSc)</b> (by coursework)	min 3 sem min 3 years	F/T P/T	1007 1008
<b>Master of Communication Disorders (MCommDis)</b> (by research)	min 2 years min 3 years	F/T P/T	1215 1216
<b>Master of Community Health (MComHth)</b> (by coursework)	min 3 sem min 3 years	F/T P/T	0817 0836
<b>Master of Child and Adolescent Health (MChldAdolHth)</b> (by coursework)	min 3 sem min 3 years	F/T P/T	1013 1014
<b>Master of Exercise and Sport Science (MEx&amp;SpSc)</b> (by coursework)	min 3 sem min 3 years	F/T P/T	1110 1111

<b>Master of Gerontology (MGeront)</b> (by coursework)	min 3 sem min 3 years	F/T P/T	0833 0842
<b>Master of Health Science Education (MHlthScEd)</b> (by coursework)	min 3 sem min 3 years	F/T P/T	0829 0830
<b>Master of Rehabilitation Counselling (MRehabCIng)</b> (by coursework)	min 3 sem min 3 years	F/T (Off-campus)	0823 0854
<b>Graduate Diploma of Applied Science (GradDipAppSc)</b>			
Health Information Management	min 1 year	F/T	0906
Medical Ultrasonography	min 2 years	P/T	1807
Physiotherapy	min 1 year	F/T	1646
	min 2 years	P/T	1647
Manipulative Physiotherapy	min 1 year	F/T	1607
	min 2 years	P/T	1612
Sports Physiotherapy	min 1 year	F/T	1640
	min 2 years	P/T	1641
<b>Graduate Diploma (GradDipBHS)</b> <b>in Behavioural Health Science</b>	min 1 year min 2 years	F/T P/T	1009 1010
<b>Graduate Diploma (GradDipChldAdoHlth)</b> <b>in Child &amp; Adolescent Health</b>	min 1 year min 2 years	F/T P/T	1015 1016
<b>Graduate Diploma (GradDipComHlth)</b> <b>in Community Health</b>	min 1 year min 2 years	F/T P/T	0834 0837
<b>Graduate Diploma (GradDipEx&amp;SpSc)</b> <b>in Exercise and Sport Science</b>	min 1 year min 2 years	F/T P/T	2207 2208
<b>Graduate Diploma in Gerontology (GradDipGeront)</b>	min 1 year min 2 years	F/T P/T	0835 0838
<b>Graduate Diploma (GradDipHlthScEd)</b> <b>in Health Science Education</b>	min 1 year min 2 years	F/T P/T	0843 0844
<b>Graduate Diploma (GradDipRehabCIng)</b> <b>in Rehabilitation Counselling</b>	min 1 year min 2 years	F/T (Off-campus)	0801 0855
<b>Graduate Diploma (GradDipVislRnp)</b> <b>in Vision Impairment</b>	min 2 years	P/T	1413
<b>Graduate Certificate of Applied Science (GradCertAppSc)</b>			
Medical Ultrasonography	min 1 year	P/T	1824
Occupational Therapy	min 1 year	P/T	1525
Physiotherapy	min 1 sem	F/T	1648
	min 1 year	P/T	1649
<b>Graduate Certificate (GradCertBHS)</b> <b>in Behavioural Health Science</b>	min 1 sem min 1 year	F/T P/T	1011 1012
<b>Graduate Certificate (GradCertCasem)</b> <b>in Casemix</b>	min 1 year	P/T	0914
<b>Graduate Certificate (GradCertCDM)</b> <b>in Clinical Data Management</b>	min 1 year	P/T	0915
<b>Graduate Certificate (GradCertChldAdoHlth)</b> <b>in Child and Adolescent Health</b>	min 1 sem min 1 year	F/T P/T	1017 1018
<b>Graduate Certificate (GradCertHlthScEd)</b> <b>in Health Science Education</b>	min 1 sem min 1 year	F/T P/T	0825 0826
<b>Graduate Certificate (GradCertVislRnp)</b> <b>in Vision Impairment</b>	min 1 year	P/T	1414

# 5 Department of Behavioural Sciences

The Department of Behavioural Sciences provides psychology, sociology and research methods subjects for students in all undergraduate courses in the Faculty. The staff bring specialised knowledge and experience to the teaching of these disciplines. Students are given a thorough grounding in those aspects of psychology and sociology relevant to client care. In addition there is a focus on the applications of psychological and sociological principles relevant to a range of situations including the psychosocial aspects of sport and recreation, and mental and physical illness.

Other subjects are designed to enable graduates to understand issues related to policy making and to

organisations involved in health delivery systems. Ageing, ethnicity and concerns relating to special interest groups are considered. The research methods strand enables graduates to read the professional literature critically and to conduct research in their chosen profession.

Postgraduate programs are offered by the Department leading to doctoral and masters degrees. These degrees are undertaken both by health professionals and by graduates with a major in either psychology or sociology. The staff of the Department have been extensively involved in research, including being the recipients of competitive grants; publishing research in international refereed journals and books; and organising national and international conferences on various aspects of behavioural medicine.

## Summary of Behavioural Sciences Subjects

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10523	Cultural Approaches to Disease and Healing , and Ethnographic Analysis	Behavioural Sciences.....5-4
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10524	Health Policy and Social Theory	Behavioural Sciences.....5-4
		Appendix 1.....A-5
10525	HIV/AIDS Health and Social Services	Behavioural Sciences.....5-5
		Appendix 1.....A-5
10526	Introduction to Medical Anthropology	Behavioural Sciences.....5-5
		Appendix 1.....A-5
10527	Occupational Health and Stress	Behavioural Sciences.....5-5
		Appendix 1.....A-5

10528	Post Trauma Stress	Appendix 1.....	A-5
10530	Qualitative Research Analysis	Behavioural Sciences.....	5-5
		Appendix 1.....	A-5
10531	Research Methods for Medical Anthropologists	Behavioural Sciences.....	5-5
		Appendix 1.....	A-5
10532	Social Change and Health Services	Behavioural Sciences.....	5-5
		Appendix 1.....	A-5
10534	Social Theory and Special Groups	Behavioural Sciences.....	5-5
		Appendix 1.....	A-5
10535	Sociology of Gender Relations	Behavioural Sciences.....	5-5
		Appendix 1.....	A-5
10536	Stress and Coping: Social Context and Individual Differences	Behavioural Sciences.....	5-5
		Appendix 1.....	A-5
10537	Stress and Disability	Behavioural Sciences.....	5-5
		Appendix 1.....	A-6
10538	Stress and Illness Management Issues	Behavioural Sciences.....	5-5
		Appendix 1.....	A-6
10540	Imagery and Visualization	Behavioural Sciences.....	5-6
		Appendix 1.....	A-6
10547	Psychology of Child Development	Physiotherapy.....	13-18
10548	Psychology of Adolescent Development	Physiotherapy.....	13-18
10553	Computing for Health Practitioners	Behavioural Sciences.....	5-6
		Appendix 1.....	A-6
10557	Violence Against Children and Adolescents	Behavioural Sciences.....	5-14
		Appendix 1.....	A-6
10558	Contemporary Issues in Childhood and Adolescence	Behavioural Sciences.....	5-14
		Appendix 1.....	A-6
10559	Therapy with Children, Adolescents and Their Families	Behavioural Sciences.....	5-15
		Appendix 1.....	A-6
10561	Young People and Social Control in Australia	Behavioural Sciences.....	5-15
		Appendix 1.....	A-7
10562	The Sociology of Deviance	Behavioural Sciences.....	5-15
		Appendix 1.....	A-7
10563	Sociology of Community and Family	Behavioural Sciences.....	5-15
		Appendix 1.....	A-7
10564	Psychology of Child Development and Adjustment	Behavioural Sciences.....	5-15
		Appendix 1.....	A-7
10565	Psychology of Adolescent Development and Adjustment	Behavioural Sciences.....	5-15
		Appendix 1.....	A-7
10566	Subcultural and Cross Cultural Issues: The Costs of Marginality	Behavioural Sciences.....	5-15
		Appendix 1.....	A-7
10567	Health and Cultural Pluralism	Behavioural Sciences.....	5-16
		Appendix 1.....	A-7
10568	HIV/AIDS Health and Social Services for Children and Adolescents	Behavioural Sciences.....	5-16
		Appendix 1.....	A-7
10571	Intermediate Statistics	Health Information Management.....	9-7
		Orthoptics.....	12-5
		Appendix 1.....	A-9
10572	Qualitative Research Methods	Appendix 1.....	A-10
10573	Multivariate Statistics	Appendix 1.....	A-10
10574	Survey Research Methods	Appendix 1.....	A-10
10575	Developing a Research Project	Appendix 1.....	A-10
10576	Group and Single Case Experimental Research in Clinical Settings	Appendix 1.....	A-10
10578	Introduction to SPSS	Appendix 1.....	A-1
10579	Intermediate SPSS	Appendix 1.....	A-1
10580	Computer Literacy for the Health Professional	Appendix 1.....	A-1
10581	Internet for the Health Professional	Appendix 1.....	A-1

10583	Juvenile Crime in Australia	Behavioural Sciences.....	5-16
		Appendix 1.....	A-8
10584	Substance Abuse in Young People	Behavioural Sciences.....	5-16
		Appendix 1.....	A-8
10585	Youth Suicide	Behavioural Sciences.....	5-16
		Appendix 1.....	A-8
10588	Ethnic Minorities and Health Care in Australia	Appendix 1.....	A-8
10590	Disability and the New Genetics	Appendix 1.....	A-8
10591	Disability and the Community	Appendix 1.....	A-8
10594	Art Therapy	Appendix 1.....	A-8
10598	Health Risk Management and the (APEC) Agreement	Appendix 1.....	A-8
10900	Special Program for Qualifying Students	Behavioural Sciences.....	5-4

**Table 5.1 Master of Applied Science (Behavioural Health Science) by Research**

*Course*

*Code Mode of Offer*

1004 *Special Program (for Master Qualifying Students)*

1005 *Full-time; minimum 2 years or 4 semesters*

1006 *Part-time; minimum 3 years or 6 semesters*

**Full-time Mode**

		<b>Total</b>		
<i>Year 1</i>				
	Research Elective <sup>1</sup>	8	8	-
10516	Research Thesis	-	-	-
<i>Year 2 (and subsequent years)</i>				
10516	Research Thesis	-	-	-

**Part-time Mode**

<i>Year 1</i>				
	Research Elective <sup>1</sup>	8	8	-
10516	Research Thesis	-	-	-
<i>Year 2</i>				
10516	Research Thesis	-	-	-
<i>Year 3 (and subsequent years)</i>				
10516	Research Thesis	-	-	-

**Notes**

<sup>1</sup> Research Elective: Select one in consultation with supervisor. For a list of Research Electives see Appendix 1.

**Master of Applied Science  
(Behavioural Health Science) by Research**

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

**Admission Requirements**

Applicants may enter the research master's program with any of the following requirements:

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

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

## Course Outline

The course outline for the Master of Applied Science (Behavioural Health Science) by Research is presented in Table 5.1.

## Subject Descriptions

### 10900 Special Program for Qualifying Students

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

A Research Electives (8 units) (see Appendix 1)

### B: 10516 Research Thesis

A supervisor will be appointed to assist the student in the conduct of the research project if approval is given for the research to be conducted. Supervision will normally involve a one-hour per week meeting with the student supervisor. Facilities and equipment necessary to conduct the thesis will be arranged within the Department, subject to the approval of the research design and equipment necessary to conduct the project. This entails writing a major thesis documenting an original research endeavour in the area of behavioural health science. Students will be expected to attend the weekly post-graduate seminars and to present their research proposals and their ongoing work to peer review.

### C: Contract Based Elective Studies:

#### Areas of Supervisory Expertise (5 units)

Students may be required to undertake elective studies in consultation with their supervisor. The semester in which these subjects are likely to be offered is indicated in Appendix 1.

### 10517 Abnormal Psychology and Mental Health

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

### 10518 Behaviour Modification and Cognitive Behavioural Therapy

This elective will cover the basic principles of learning theory and their applications to research in health care settings in conjunction with a theoretical introduction to the use of cognitive behavioural therapy. Students will learn to develop programs based on reinforcement principles, such as operant and classical conditioning, extinction, shaping, maintenance and generalisation of the behaviour, stimulus discrimination training and fading, cognitive behaviour modification and assertiveness training, a behavioural model of somatic disorders and behavioural intervention in rehabilitation.

### 10519 Biofeedback

This elective covers the history of the development of biofeedback research, and considers the range of biofeedback modalities used in therapy to alleviate physical health problems. The main modalities examined are those related to the electromyograph, skin temperature, GSR, and the electroencephalograph. Other areas also considered include blood pressure, heart and respiration rate, blood sugar levels, and incontinence. Recent research, exploring other areas, is critically examined.

### 10520 Cognitive Function in Neurological Disorders

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

### 10521 Counselling

This elective will cover the major theories of counselling and their applications to health professional practice. Issues related to the role of counselling in the delivery of health care and the ethical and legal implications of a counselling relationship will be addressed. This elective also promotes student self-awareness and exploration of their life histories and interpersonal styles, focusing on the implications of these for relating to and doing research with various client groups.

### 10523 Cultural Approaches to Disease and Healing and Ethnographic Analysis

This elective promotes cross-cultural analysis of the relationship between culture, social structure and beliefs and practices relating to the management of illness and disease. Systematic analysis is encouraged of a wide range of empirical material addressing cultural approaches to disease and health from both pre-industrial and contemporary western settings. Possible research issues are covered addressing anthropology's early concern with indigenous belief systems and current post-modern concern with the representation of these beliefs, the ecological and epidemiological aspects of disease, and a broad spectrum of theories of disease etiology, diagnosis and therapy. A transcultural perspective analyses the philosophical underpinnings of both traditional and contemporary healing systems, and emphasises similarities and differences from the biomedical perspective, and considers the impact of Western medicine on Third World societies. A political economy approach examines health status and level of health care experienced by different populations, and the potential for research into the social, cultural, economic and political conditions of particular regions to understand their relationship with the world capitalist system.

### 10524 Health Policy and Social Theory

Contemporary social theorists have noted an increase in the rate of policy change in health services. Students will examine possible research topics concerning the determinants and implications of past and present policy changes in health services.

#### 10525 HIV/AIDS Health and Social Services

This subject is designed to give students a comprehensive introduction to the medical, health and social aspects of HIV disease. It considers epidemiology, prevention, support services, relevant political and legal issues, occupational health and safety procedures. The subject also investigates how specialist health workers can assist people living with HIV/AIDS.

#### 10526 Introduction to Medical Anthropology

This elective provides an overview of the concepts used in medical anthropology in terms of its current understandings and perspectives as a new sub-discipline. Particular emphasis is given to the analysis that has accompanied the development in medical anthropology of the cultural categories that mediate and sustain western medicine.

#### 10527 Occupational Health and Stress

This elective examines Occupational Health and Safety (OHS) issues within the context of social, economic and political processes and structures. Particular emphasis will be placed on OHS as an industrial relations issue, state intervention in OHS policies and the role of the medical and legal professions. Factors which affect occupational performance, experience and satisfaction, health and well-being will be considered, and reference made to studies attempting to explore and modify stress in various organisations, with a view to original research. A range of research topics concerning work performance are encompassed in this elective: work motivation and satisfaction, occupational stress, and work conditions and practices such as shiftwork, workspace, layout and design, noise, temperature and air pollution.

#### 10528 Post Trauma Stress

This elective traces the history of reactions to traumatic events, including the acceptance of a syndrome known as post traumatic stress syndrome in recent years. Various disorders with similar characteristics are compared and contrasted and the research and clinical literature presented. Current views on the treatment and evaluation of post traumatic disorders are presented and appraised.

#### 10530 Qualitative Research Analysis

*Pre-requisite Qualitative Research Methods (10572)*

In this subject students will execute a qualitative research project and write a report of the findings. The subject will focus on conceptualization, social context, proposition testing and theory construction. Use of computer programs for the analysis of data will be discussed.

#### 10531 Research Methods for Medical Anthropologists

This elective provides knowledge of various methods of fieldwork and the consequences and problems of pursuing them. By analysing examples of published research, attention will be drawn to the problems and difficulties in undertaking a research project in the field of medical anthropology. In particular, specific research strategies will be covered which are relevant to potential thesis topics.

#### 10532 Social Change and Health Services

This elective will assist students to develop an understanding of the processes of social change in health care systems, and will develop an ability to evaluate the efficiency of proposed structural and role changes within the health care system,

and the implications of those changes for the quality of health care provided.

#### 10534 Social Theory and Special Groups

This elective gives students a basic understanding of social theory. As an example of a special group which might be studied, it examines women's health in the context of social class and gender divisions in Australian Society. Students will be encouraged to consider as research issues patterns and concerns regarding the status of women's health using socialist, feminist and psychoanalytic perspectives. Research into particular ethnic groups and multicultural issues are also within the scope of this elective.

#### 10535 Sociology of Gender Relations

This elective examines research perspectives concerning gender relations within the structure of industrial capitalism, with particular focus on relations of power, the sexual division of labour, sexuality, the social construction of gender, production and reproduction and family.

#### 10536 Stress and Coping: Social Context and Individual Differences

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

#### 10537 Stress and Disability

This elective examines the incidence of various disabilities. Community perceptions will be examined, including the reasons behind the existence of 'high profile', 'stigma' and 'cultural acceptability' differences across disabilities. Factors associated with living with a disability will be examined, and the relationship of research to individual accounts critically examined.

#### 10538 Stress and Illness Management Issues

The nature of the relationship of the psychophysiological stress response and the development of illness will be explored and critically evaluated in this elective. A range of disorders will be considered, for example headaches, coronary heart disease and diabetes. Current research literature across a variety of relevant disciplines will be evaluated as a background to original research. An introduction to the theoretical and practical aspects of a range of stress management techniques is provided. Emphasis will be placed on the research utility of those techniques commonly included in stress-management 'packages', such as relaxation, biofeedback, cognitive restructuring and time management.

## 10540 Imagery and Visualization

### Semester 1 and 2- 5 units

This elective examines the role of visualization, and of imagery generally, in the healing context from both a psychological and sociological/anthropological perspective. Students can choose one or more of the following topics, or they can choose a related topic. (1) The techniques used to enhance imagery skills. (2) The factors controlling imagery as a predictor of wellbeing, illness and treatment outcomes. (3) Altered states of consciousness and health.

## 10553 Computing for Health Practitioners

In this subject students will be introduced to computer systems in general with special emphasis on personal computers, including operating systems and concepts for

computing. The basic principles for programming will be introduced. Popular applications of relevance to health practitioners and individual clinicians will be covered including spread sheets for preparation of budgets and reports; word processing for billing and correspondence; and data base managers for maintaining patient or client records. Methods of using data stored by these means for research purposes will be considered. Students will also be introduced to the world of the Internet and encouraged to communicate with colleagues elsewhere in Australia and overseas. The host of resources available on Internet will be covered as will techniques for accessing these. Resources of particular interest for students' professional practice will be emphasized.

Table 5.2 Master of Behavioural Health Science (By Coursework)

### Course

Code Mode of Offer

1007 Full-time; minimum 1 1/2 years or 3 semesters

1008 Part-time; minimum 3 years or 6 semesters

Units 96

### Full-time Mode

		Total	Sem 1	Sem 2
<i>Year 1</i>				
	6 Electives (5 units each)	30	30	
	1 Information Technology Elective (2 units)	2	2	
	4 Electives (5 units each)	20		20
	1 Information Technology Elective (2 units)	2		2
10554	Treatise Development Seminar A	10	5	5
	<i>Stage Total</i>	<i>64</i>	<i>37</i>	<i>27</i>

### Year 2 (and subsequent years)

10555	Treatise Development Seminar B	5	5	-
10556	Treatise	27	27	
	<i>Stage Total</i>	<i>32</i>	<i>32</i>	<i>-</i>

### Part-time Mode

#### Year 1

	3 Electives (5 units each)	15	15	
	1 Information Technology Elective (2 units)	2	2	
	3 Electives (5 units each)	15		15
	<i>Stage Total</i>	<i>32</i>	<i>17</i>	<i>15</i>

#### Year 2

	2 Electives (5 units each)	10	10	
	1 Information Technology Elective (2 units)	2	2	
	2 Electives (5 units each)	10		10
10554	Treatise Development Seminar A	10	5	5
	<i>Stage Total</i>	<i>32</i>	<i>17</i>	<i>15</i>

#### Year 3 (and subsequent years)

10555	Treatise Development Seminar B	5	5	
10556	Treatise	27		27
	<i>Stage Total</i>	<i>32</i>	<i>5</i>	<i>27</i>



Elective Studies (5 units)

10517	Abnormal Psychology & Mental Health
10518	Behaviour Modification & Cognitive Behavioural Therapy (semester 1 and 2)
10519	Biofeedback
10520	Cognitive Function in Neurological Disorders
10521	Counselling (semester 1 and 2)
10523	Cultural Approaches to Disease and Healing & Ethnographic Analysis (semester 2)
10524	Health Policy and Social Theory (semester 2)
10525	HIV/AIDS: Health and Social Services (semester 1)
10526	Introduction to Medical Anthropology (semester 2)
10527	Occupational Health and Stress (semester 1 and 2)
10528	Post Trauma Stress (semester 1 and 2)
10529	Psychoanalysis, Health, Gender and the Family (semester 2)
10530	Qualitative Research Analysis
10531	Research Methods for Medical Anthropologists (semester 2)
10532	Social Change and Health Services
10534	Social Theory and Special groups
10535	Sociology of Gender Relations
10536	Stress and Coping: Social Context and Individual Differences (semester 2)
10537	Stress and Disability (semester 1 and 2)
10538	Stress and Illness: Management Issues
10540	Visualisation and Imagery (semester 1 and 2)
10553	Computing for Health Practitioners (semester 1 and 2)

Research Electives (8 units) (See Appendix 1)

Information Technology Electives (2 units) (see Appendix 1)

**Table 5.3 Graduate Diploma in Behavioural Health Science**

*Course*

*Code Mode of Offer*

1009 *Full-time; minimum 1 year or 2 semesters*

1010 *Part-time; minimum 2 years or 4 semesters*

*Units 64*

**Full-time Mode**

	<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>			
6 Electives (5 units each)	<b>30</b>	30	
1 Information Technology Elective (2 units)	<b>2</b>	2	
4 Electives (5 units each)	20		20
Integrative Paper	10		10
1 Information Technology Elective (2 units)	<b>2</b>		2
<i>Stage Total</i>	<b>64</b>	<b>32</b>	<b>32</b>

**Part-time Mode**

<i>Year 1</i>			
3 Electives (5 units each)	15	15	
1 Information Technology Elective (2 units)	2	2	
3 Electives (5 units each)	15		15
<i>Stage Total</i>	<b>32</b>	<b>17</b>	<b>15</b>
<i>Year 2</i>			
3 Electives (5 units each)	15	15	
1 Information Technology Elective (2 units)	2	2	
1 Elective (5 units)	5		5
Integrative Paper	10		10
<i>Stage Total</i>	<b>32</b>	<b>17</b>	<b>15</b>

Elective Studies (5 units)

- 10517 Abnormal Psychology and Mental Health
- 10518 Behaviour Modification and Cognitive Behavioural Therapy (semester 1 and 2)
- 10519 Biofeedback
- 10520 Cognitive Function in Neurological Disorders
- 10521 Counselling (semester 1 and 2)
- 10523 Cultural Approaches to Disease and Healing and Ethnographic Analysis (semester 2)
- 10524 Health Policy and Social Theory (semester 2)
- 10525 HIV/AIDS: Health and Social Services (semester 1)
- 10526 Introduction to Medical Anthropology (semester 2)
- 10527 Occupational Health and Stress (semester 1 and 2)
- 10528 Post Trauma Stress (semester 1 and 2)
- 10529 Psychoanalysis, Health, Gender and the Family (semester 2)
- 10530 Qualitative Research Analysis
- 10531 Research Methods for Medical Anthropologists (semester 2)
- 10532 Social Change and Health Services
- 10534 Social Theory and Special Groups
- 10535 Sociology of Gender Relations
- 10536 Stress and Coping: Social Context and Individual Differences (semester 2)
- 10537 Stress and Disability (semester 1 and 2)
- 10538 Stress and Illness: Management Issues
- 10540 Visualisation and Imagery (semester 1 and 2)
- 10553 Computing for Health Practitioners (semester 1 and 2)

Research Electives (8 units) (See Appendix 1)

Information Technology Electives (2 units) (see Appendix 1)

### Table 5.4 Graduate Certificate in Behavioural Health Science

*Course*

<i>Code</i>	<i>Mode of Offer</i>
1011	Full-time; minimum V <sub>2</sub> year or 1 semester
1012	Part-time; minimum 1 year or 2 semesters
<i>Units</i>	32

**Full-time Mode**

	<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>			
6 Electives (5 units each)	<b>30</b>	30	-
1 Information Technology Elective	<b>2</b>	2	-
<i>Stage Total</i>	<b>32</b>	<b>32</b>	<b>-</b>

**Part-time Mode**

<i>Year 1</i>			
3 Electives (5 units each)	15	15	
1 Information Technology Elective	2	2	
3 Electives (5 units each)	15		<b>,15</b>
<i>Stage Total</i>	<b>32</b>	<b>17</b>	<b>15</b>

Elective Studies (5 units)

- 10517 Abnormal Psychology and Mental Health
- 10518 Behaviour Modification and Cognitive Behavioural Therapy (semester 1 and 2)
- 10519 Biofeedback
- 10520 Cognitive Function in Neurological Disorders
- 10521 Counselling (semester 1 and 2)
- 10523 Cultural Approaches to Disease and Healing and Ethnographic Analysis (semester 2)
- 10524 Health Policy and Social Theory (semester 2)
- 10525 HIV/AIDS: Health and Social Services (semester 1)
- 10526 Introduction to Medical Anthropology (semester 2)
- 10527 Occupational Health and Stress (semester 1 and 2)

10528	Post Trauma Stress (semester 1 and 2)
10529	Psychoanalysis, Health, Gender and the Family (semester 2)
10530	Qualitative Research Analysis
10531	Research Methods for Medical Anthropologists (semester 2)
10532	Social Change and Health Services
10534	Social Theory and Special groups
10535	Sociology of Gender Relations
10536	Stress and Coping: Social Context and Individual Differences (semester 2)
10537	Stress and Disability (semester 1 and 2)
10538	Stress and Illness: Management Issues
10540	Visualisation and Imagery (semester 1 and 2)
10553	Computing for Health Practitioners (semester 1 and 2)

Research Electives (8 units) (See Appendix 1)

Information Technology Electives (2 units) (see Appendix 1)

**Master of Behavioural Health Science,  
Graduate Diploma in Behavioural Health  
Science, Graduate Certificate in Behavioural  
Health Science (by Coursework)**

The Master of Behavioural Health Science, Graduate Diploma in Behavioural Health Science and Graduate Certificate in Behavioural Health Science by coursework will allow students to gain considerable contemporary knowledge in the disciplines of psychology, sociology, and anthropology and their application to health behaviour and health issues. The courses aim to produce health professionals who are aware of and can critically evaluate and integrate into their work practice culturally relevant, scientific, and methodologically sound research evidence. It is aimed at those who have some background in the health professions and/or relevant disciplines who wish to further their studies in an interdisciplinary manner. The electives give the student the opportunity to develop discipline-based knowledge and research skills (including qualitative and quantitative data analysis) in the context of teachers who are conversant with the relevance of the behavioural sciences to issues of health care, illness and stress, the importance of counselling skills for health professionals, and the historical and changing role of health professions in the context of our culture, adjacent nations, Europe, and the U.S.A. There are no core subjects specified; electives are chosen by the student. Masters students will choose their electives in consultation with the supervisor of their research treatise. Where a student can demonstrate mastery, credit transfer for portions of the coursework may be possible on application from the student and with the support of the supervisor.

**Admission Requirements**

Applicants may enter the research master's program with any of the following requirements:

- i) Bachelor's degree with a major in anthropology, sociology or psychology;  
OR
- ii) Bachelor's degree in social work;  
OR
- iii) an approved Bachelor degree in a health profession with satisfactory performance in Behavioural Sciences  
OR
- iv) Evidence of general and/or professional qualifications where the prospective candidate can satisfy the Faculty that she or he possesses expertise equivalent to (i), (ii), or (iv).

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

**Course Outlines**

The course outline for the Master of Behavioural Health Science is presented in Table 5.2, the course outline for the Graduate Diploma of Behavioural Health Science is presented in Table 5.3, and the course outline for the Graduate Certificate of Behavioural Health Science is presented in Table 5.4.

**Credit Transfer**

Students who have completed the Graduate Certificate of Behavioural Health Science will receive full credit (50%) towards the Graduate Diploma of Behavioural Health Science. Students who have completed the Graduate Diploma of Behavioural Health Science will receive full credit (67%) toward the Master of Behavioural Health Science. Transfer to a research master's degree must occur via advanced standing mechanisms. Consideration of credit transfer follows existing Faculty policy as outlined in this Handbook.

**Subject Descriptions**

Subject descriptions for the research electives and elective studies are the same as those described in this Handbook under the Master of Applied Science (Behavioural Health Science) by Research. Research electives are 8 units each and students are entitled to choose one or more of these if they wish.

Table 5.5 Master of Child and Adolescent Health (by Coursework)

**Course**

<b>Code</b>	<b>Mode of Offer</b>
1013	Full-time; minimum 1 year or 3 semesters
1014	Part-time; minimum 3 years or 6 semesters
Units	96

**Full-time Mode**

		Total	Sem 1	Sem 2
<b>Year 1</b>				
	6 Electives (5 units each)	30	30	
	1 Information Technology Elective (2 units)	2	2	
	4 Electives (5 units each)	20		20
	1 Information Technology Elective (2 units)	2		2
10554	Treatise Development Seminar A	10	5	5
	<b>Stage Total</b>	<b>64</b>	<b>37</b>	<b>27</b>

**Year 2 (and subsequent years)**

10555	Treatise Development Seminar B	5	5	-
10556	Treatise	27	27	
	<b>Stage Total</b>	<b>32</b>	<b>32</b>	<b>-</b>

**Part-time Mode**

**Year 1**

	3 Electives (5 units each)	15	15	
	1 Information Technology Elective (2 units)	2	2	
	3 Electives (5 units each)	15		15
	<b>Stage Total</b>	<b>32</b>	<b>17</b>	<b>15</b>

**Year 2**

	2 Electives (5 units each)	10	10	
	1 Information Technology Elective (2 units)	2	2	
	2 Electives (5 units each)	10		10
10554	Treatise Development Seminar A	10	5	5
	<b>Stage Total</b>	<b>32</b>	<b>17</b>	<b>15</b>

**Year 3 (and subsequent years)**

10555	Treatise Development Seminar B	5	5	
10556	Treatise	27		27
	<b>Stage Total</b>	<b>32</b>	<b>5</b>	<b>27</b>

**Elective Studies (5 units)**

10463	Social Psychology (semester 1)
10517	Abnormal Psychology and Mental Health
10518	Behaviour Modification and Cognitive Behavioural Therapy (semester 1 and 2)
10519	Biofeedback
10520	Cognitive Function in Neurological Disorders
10521	Counselling (semester 1 and 2)
10523	Cultural Approaches to Disease and Healing and Ethnographic Analysis (semester 2)
10524	Health Policy and Social Theory (semester 2)
10525	HIV/AIDS: Health and Social Services (semester 1)
10526	Introduction to Medical Anthropology (semester 2)
10527	Occupational Health and Stress (semester 1 and 2)
10528	Post Trauma Stress (semester 1 and 2)
10529	Psychoanalysis, Health, Gender and the Family (semester 2)
10530	Qualitative Research Analysis
10531	Research Methods for Medical Anthropologists (semester 2)
10532	Social Change and Health Services

10534	Social Theory and Special groups
10535	Sociology of Gender Relations
10536	Stress and Coping: Social Context and Individual Differences (semester 2)
10537	Stress and Disability (semester 1 and 2)
10538	Stress and Illness: Management Issues
10540	Visualisation and Imagery (semester 1 and 2)
10553	Computing for Health Practitioners (semester 1 and 2)
10557	Violence Against Children and Adolescents (semester 1)
10558	Contemporary Issues in Childhood and Adolescence (semester 1)
10559	Therapy with Children, Adolescents and Their Families
10561	Young People and Social Control in Australia
10562	The Sociology of Deviance (semester 1)
10563	Sociology of Community and Family (semester 1 and 2)
10564	Psychology of Child Development and Adjustment
10565	Psychology of Adolescent Development and Adjustment (semester 1 and 2)
10566	Subcultural and Cross Cultural Issues: The Costs of Marginality
10567	Health and Cultural Pluralism
10568	HIV/AIDS: Health and Social Services
134A4	Family and Early Childhood Nursing I (semester 1)
134B1	Family and Early Childhood Nursing II (semester 2)

Research Electives (8 units) (See Appendix 1)

Information Technology Electives (2 units) (see Appendix 1)

**Table 5.6 Graduate Diploma in Child and Adolescent Health**

**Course**

**Code**      **Mode of Offer**

1015      *Full-time; minimum 1 year or 2 semesters*

1016      *Part-time; minimum 2 years or 4 semesters*

Units      64

**Full-time Mode**

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>				
	6 Electives (5 units each)	30	30	-
	1 Information Technology Elective (2 units)	2	2	
	4 Electives (5 units each)	20	-	20
	Integrative Paper	10	-	10
	1 Information Technology Elective (2 units)	2	-	2
	<i>Stage Total</i>	<i>64</i>	<i>32</i>	<i>32</i>

**Part-time Mode**

<i>Year 1</i>				
	3 Electives (5 units each)	15	15	-
	1 Information Technology Elective (2 units)	2	2	-
	3 Electives (5 units each)	15	-	15
	<i>Stage Total</i>	<i>32</i>	<i>17</i>	<i>15</i>

<i>Year 2</i>				
-	3 Electives (5 units each)	15	15	
	1 Information Technology Elective (2 units)	2	2	-
	1 Elective (5 units)	5	-	5
	Integrative Paper	10	-	10
	<i>Stage Total</i>	<i>32</i>	<i>17</i>	<i>15</i>

**Elective Studies (5 units)**

10463	Social Psychology (semester 1)
10517	Abnormal Psychology and Mental Health
10518	Behaviour Modification and Cognitive Behavioural Therapy (semester 1 and 2)
10519	Biofeedback
10520	Cognitive Function in Neurological Disorders
10521	Counselling (semester 1 and 2)
10523	Cultural Approaches to Disease and Healing and Ethnographic Analysis (semester 2)
10524	Health Policy and Social Theory (semester 2)
10525	HIV/AIDS: Health and Social Services (semester 1)
10526	Introduction to Medical Anthropology (semester 2)
10527	Occupational Health & Stress (semester 1 and 2)
10528	Post Trauma Stress (semester 1 and 2)
10529	Psychoanalysis, Health, Gender and the Family (semester 2)
10530	Qualitative Research Analysis
10531	Research Methods for Medical Anthropologists (semester 2)
10532	Social Change and Health Services
10534	Social Theory and Special groups
10535	Sociology of Gender Relations
10536	Stress and Coping: Social Context and Individual Differences (semester 2)
10537	Stress and Disability (semester 1 and 2)
10538	Stress and Illness: Management Issues
10540	Visualisation and Imagery (semester 1 and 2)
10553	Computing for Health Practitioners (semester 1 and 2)
10557	Violence Against Children and Adolescents - in context (semester 1)
10558	Contemporary Issues in Childhood and Adolescence (semester 1)
10559	Therapy with Children, Adolescents and their families
10561	Young People and Social Control in Australia
10562	The Sociology of Deviance (semester 1)
10563	Sociology of Community and Family (semester 1 and 2)
10564	Psychology of Child Development and Adjustment
10565	Psychology of Adolescent Development and Adjustment (semester 1 and 2)
10566	Subcultural and Cross Cultural Issues: The Costs of Marginality
10567	Health and Cultural Pluralism
10568	HIV/AIDS: Health and Social Services
134A4	Family and Early Childhood Nursing I (semester 1)
134B1	Family and Early Childhood Nursing II (semester 2)

Research Electives (8 units) (See Appendix 1)

Information Technology Electives (2 units) (see Appendix 1)

**Table 5.7 Graduate Certificate in Child and Adolescent Health**

*Course*

<i>Code</i>	<i>Mode of Offer</i>
1017	Full-time; minimum ½ year or 1 semester
1018	Part-time; minimum 1 year or 2 semesters
<i>Units</i>	32

**Full-time Mode**

	<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>			
6 Electives (5 units each)	<b>30</b>	<b>30</b>	-
1 Information Technology Elective (2 units)	<b>2</b>	<b>2</b>	
<i>Stage Total</i>	32	32	-

**Part-time Mode***Year 1*

3 Electives (5 units each)	15	15	
1 Information Technology Elective (2 units)	2	2	
3 Electives (5 units each)	15		15
<i>Stage Total</i>	<i>32</i>	<i>.17</i>	<i>15</i>

**Elective Studies (5 units)**

10463	Social Psychology (semester 1)
10517	Abnormal Psychology and Mental Health
10518	Behaviour Modification and Cognitive Behavioural Therapy (semester 1 and 2)
10519	Biofeedback
10520	Cognitive Function in Neurological Disorders
10521	Counselling (semester 1 and 2)
10523	Cultural Approaches to Disease and Healing & Ethnographic Analysis (semester 2)
10524	Health Policy and Social Theory (semester 2)
10525	HIV/AIDS: Health and Social Services (semester 1)
10526	Introduction to Medical Anthropology (semester 2)
10527	Occupational Health and Stress (semester 1 and 2)
10528	Post Trauma Stress (semester 1 and 2)
10529	Psychoanalysis, Health, Gender and the Family (semester 2)
10530	Qualitative Research Analysis
10531	Research Methods for Medical Anthropologists (semester 2)
10532	Social Change and Health Services
10534	Social Theory and Special groups
10535	Sociology of Gender Relations
10536	Stress and Coping: Social Context and Individual Differences (semester 2)
10537	Stress and Disability (semester 1 and 2)
10538	Stress and Illness: Management Issues
10540	Visualisation and Imagery (semester 1 and 2)
10553	Computing for Health Practitioners (semester 1 and 2)
10557	Violence Against Children and Adolescents (semester 1)
10558	Contemporary Issues in Childhood and Adolescence (semester 1)
10559	Therapy with Children, Adolescents and their families
10561	Young People and Social Control in Australia
10562	The Sociology of Deviance (semester 1)
10563	Sociology of Community and Family (semester 1 and 2)
10564	Psychology of Child Development and Adjustment
10565	Psychology of Adolescent Development and Adjustment (semester 1 and 2)
10566	Subcultural and Cross Cultural Issues: The Costs of Marginality
10567	Health and Cultural Pluralism
10568	HIV/AIDS: Health and Social Services
134A4	Family and Early Childhood Nursing I (semester 1)
134B1	Family and Early Childhood Nursing II (semester 2)

Research Electives (8 units) (See Appendix 1)

Information Technology Electives (2 units) (see Appendix 1)

**Master of Child and Adolescent Health,  
Graduate Diploma in Child and Adolescent  
Health,  
Graduate Certificate in Child and Adolescent  
Health (by Coursework)**

The Master of Child and Adolescent Health, Graduate Diploma in Child and Adolescent Health, and Graduate Certificate in Child and Adolescent Health by coursework will allow students to gain considerable contemporary knowledge in the disciplines of psychology, sociology, and anthropology and their application to child and adolescent health issues. The courses aim to produce health professionals who are aware of and can critically evaluate and integrate into their work practice culturally relevant, scientific, and methodologically sound research evidence. The courses are aimed at students who have some background in the health professions and/or relevant disciplines who wish to further their studies in an interdisciplinary manner. The electives give the student the opportunity to develop discipline-based knowledge and research skills (including qualitative and quantitative data analysis); skills relevant to working with survivors of sexual and other violence; integrating issues concerning social scientific validity with legal validity in information gathering; and understanding development, achievements, and difficulties in a social and cultural context. There are no core subjects specified; electives are chosen by the student. Master's students choose their electives in consultation with the supervisor of their research treatise. Where a student can demonstrate mastery, credit transfer for portions of the coursework may be possible on an application form and with the support of the supervisor.

**Admission Requirements**

Applicants may enter the research master's program with any of the following requirements:

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

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

**Course Outlines**

The course outline for the Master of Child and Adolescent Health is presented in Table 5.5, the course outline for the Graduate Diploma in Child and Adolescent Health is presented in Table 5.2, and the course outline for the Graduate Certificate in Child and Adolescent Health is presented in Table 5.7.

**Credit Transfer**

Students who have completed the Graduate Certificate in Child and Adolescent Health will receive full credit (50%) towards the Graduate Diploma in Child and Adolescent Health. Students who have completed the Graduate Diploma in Child and Adolescent Health will receive full credit (67%) toward the Master of Child and Adolescent Health. Transfer to a research master's degree must occur via advanced standing mechanisms. Consideration of credit transfer follows existing Faculty policy as outlined in this Handbook.

**Subject Descriptions**

Students are entitled to take any research electives offered in the Master of Applied Science (Behavioural Health Science) by Research outlined in this Handbook. The research electives are 8 units each.

**A. Existing Electives**

- 10463 Social Psychology
- 10553 Computing for Health Practitioners

**B. New Electives (5 units)**

**10557 Violence Against Children and Adolescents**  
Effective intervention into violence against children and adolescents requires an awareness and understanding of the nature and extent of this crime, together with a knowledge of the impact of such violence on all involved: victims/survivors, families, perpetrators and professionals working in the area. Course content will include discussion of the nature and extent of abuse (physical, neglect, sexual, external and systems abuse), theoretical approaches and models which attempt to explain such abuse and a critical examination of attitudes and beliefs about victimisation of children and adolescents. The subject will also examine the Criminal Justice Response to child abuse, including police involvement and related legal issues such as reliability and credibility of children's evidence. Characteristics of perpetrators, child pornography, and prostitution will also be discussed, as will child protection programs and the burden of care falling to the professionals working in the area. This subject will adopt an interdisciplinary approach with an applied focus and will involve input from various agencies such as the police, Director of Public Prosecutions and other community agencies and service providers.

**10558 Contemporary Issues in Childhood and Adolescence**

This subject will enable students to study in depth an area of special interest related to child and adolescent health and adjustment, including such topics as; SIDS, homelessness, the effects of divorce on children, adolescent suicide, eating disorders, bullying, delinquency, sexuality and juvenile offenders. The course will be seminar based, where particular topics will be discussed from a theoretical and applied perspective with particular emphasis on possible intervention programs and treatment. Students will be required to submit an individual report (which can take the form of a critical synthesis of the literature or a small piece of original research). Topics and project style will be decided in consultation with the lecturer.



**10559 Therapy with Children, Adolescents and Their Families**

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

**10561 Young People and Social Control in Australia**

This subject examines how the 'space' occupied by young people in Australia has been subject to even greater social control in recent years. Under the banners of 'skill formation' and 'law and order', Government policies have been directed at curbing the autonomous activities of young working class men and women and enforcing particular kinds of conforming behaviour. Any attempts by young people to win for themselves more freedom of movement and action have been met with concerted effort to tighten control.

**10562 The Sociology of Deviance**

This subject will use the paradigms developed by the theoretical approach to the sociology of deviance to examine adolescent behaviour in relation to substance abuse, homelessness and other non-traditional lifestyles. This subject will incorporate an historical approach to community breakdown, social control, the effects of media imagery and the changing approaches of social control agents such as governments, the legal system, law enforcement officers and medical personnel. An analysis of legislation and of royal commission findings will be made using structural and interactional theories.

**10563 Sociology of Community and Family**

This subject develops an understanding of urbanisation and of the concept of community in relation to young adults. It examines recent Australian community studies analysing the characteristics of neighbouring and friendship ties. It investigates the nature of networks in terms of size, intensity and homophily, and the support likely to be offered by networks in times of dependency occasioned by chronic ill-health, disability or sudden health crises in youth and adolescence. The interplay between assistance offered by formal health-care and community organisations with informal support is discussed from a sociological perspective. The debate about the predominance of the modified extended family versus the various types of nuclear families is considered and the effects of life-cycle stage and culture are examined. In particular it investigates dependency and support within the family context. The structure and functions of the Australian family in an historical context, together with the significance of changes, are important foci of the subject.

**10564 Psychology of Child Development and Adjustment**

Biological factors, sociocultural expectations, life experiences, personal choices and chance events all contribute to the process of human development. This subject addresses theoretical and applied perspectives related to the study of child development and adjustment. The period of pregnancy (genetic and biological influences) and prenatal development are discussed together with psychosocial factors associated with pregnancy and the birth process. The period of infancy and childhood is examined and topics such as sensory, motor, cognitive and moral development are explored with reference to the effects of variation in attachment, class and culture. The development and function of play and its importance are highlighted together with social and emotional development including: sex role development, friendship patterns and self-esteem and one's self-concept.

**10565 Psychology of Adolescent Development and Adjustment**

This subject provides an overview and critical evaluation of theoretical approaches which attempt to explain adolescent development and adjustment. Aspects of physical growth and psychological changes will be examined together with factors affecting development and the impact of those changes. Discussion of cognitive and psychosocial development during adolescence will highlight interaction between the adolescent, self and society. Topics Will include identity formation, relations with peers and family, sexuality and intimacy, body image and personality; the 'youth culture' and role of the media. Adolescent health concerns will also be discussed including alcohol and drug use and abuse, STDs, and adolescent suicide.

**10566 Subcultural and Cross Cultural Issues: The Costs of Marginality**

Much work has been done illuminating the different courses taken in the development of self-concept and self-esteem in minority group children and adolescents. This subject will consider the child and adolescent in cultural context, revealing the relative nature of the concept of 'adjustment' and exploring the particular challenges faced by migrant and refugee children and adolescents as well as those of indigenous minority groups. Possible interventions will be discussed in easing adjustment required by cultural transitions. The different social effects of similar behaviours evidenced by different cultures will be discussed with special emphasis on the criminalisation of self-destructive behaviours in some cultural groups. Avenues of social change and service provision will be explored.

**10567 Health and Cultural Pluralism**

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

**10568 HIV/AIDS Health and Social Services for Children and Adolescents**

This subject is designed to give students a comprehensive introduction to the medical, health and social aspects of HIV disease. It considers epidemiology, prevention, support services, relevant political and legal issues, occupational health and safety procedures. This subject also investigates how specialist health workers can assist children and adolescents living with AIDS.

**10583 Juvenile Crime in Australia**

Juvenile delinquency accounts for almost 60% of all "traditional" crime in Australia. Most of this is "petty crime", nonetheless the perception fuelled by media is of a crime wave of unparalleled proportions with dire consequences for the future. In fact, juvenile crime is rather different. Whilst figures are hard to find, maybe only 5% of teenagers are likely to be in trouble for delinquent behaviour (although this represents an under-estimate of true delinquent behaviour). A number of sociological theories exist to explain crime, chief among them Strain and Control theory. There is a paucity of good psychological models of juvenile crime. Investigations of this topic requires a multi-disciplinary focus, borrowing from Criminology, Sociology, Developmental Psychology and Forensic Psychology. Investigation of this topic can focus on assessment, treatment, theories of causation and life-span perspectives.

**10584 Substance Abuse in Young People**

Substance abuse is endemic to Western populations. Whilst for adult groups the major substances abused are legal (alcohol and tobacco), in young people substance abuse often involves the use of illegal drugs. Almost 1 in 3 young people use marijuana, and about 80% of those below the legal age for alcohol drink, at least occasionally. Young females represent the largest "growth" group for tobacco use. Substance abuse appears strongly related to criminal behaviour in both young and adult samples. The causes of youth substance use are associated with a variety of cognitive variables (expectancies), behavioural effects (modelling) and social factors (peer pressure, family factors) etcetera. This elective allows students to explore issues within the field of youth substance use including epidemiology, causation, assessment, and treatment.

**10585 Youth Suicide**

In the past fifteen years considerable anxiety has been expressed in the literature regarding the increase of rates of completed and attempted suicide by young people. Rates of youth suicide in the Western world have doubled or even tripled in some parts. Australia has the second worst record in this regard. Factors associated with the increase rate in youth suicide are currently unknown. Issues regarding how one classifies an act as suicidal, or parasuicidal, how to assess and treat such people, and the development of school or community based prevention programs are most controversial. Even though there is some hope that the current rate of increase is stabilising, the level of youth suicide now means more than one child a day will kill him/herself in this country. This elective provides an opportunity to explore aspects of this community mental health problem.

**C. Research Electives (8 units) (see Appendix 1)****D. Information Technology Electives (2 units) (see Appendix 1)**

# 6 Department of Biomedical Sciences

The Department of Biomedical Sciences incorporates biophysics, biochemistry, basic biology, human anatomy and physiology, pathophysiology, microbiology. Since its inception in 1973, the Department has provided training in these basic and applied sciences relevant to undergraduate students in the different professions studying on this campus. Subject material in many of the Faculty's Diploma,

Graduate Diploma and Masters courses is taught by the Department.

Postgraduate students may enrol in the Department's own program, Master of Applied Science (Human Biomedical Sciences) by Research. In addition, PhD supervision is available in various areas of staff research expertise.

## Summary of Biomedical Sciences Subjects

Number	Name	School/Department	Page(s)
11433	Health, Dysfunction and Ageing	Appendix 1.....	A-9
11442	Functional Anatomy	Exercise and Sport Science.....	14-3
11454	Biological Science	Medical Radiation Technology.....	10-3
11455	Anatomy and Biomechanics A	Physiotherapy.....	13-3,13-18
11457	Neurophysiology and Pharmacology	Physiotherapy.....	13-3
11470	Functional Anatomy	Physiotherapy.....	13-8
11476	Biological Sciences	Medical Radiation Technology.....	10-2
11480*	Advanced Respiratory Physiology	Physiotherapy.....	13-9
11481	Cardiopulmonary Anatomy	Physiotherapy.....	13-19
11502	Biological Aspects of Ageing	Community Health.....	8-17
11510	Research Thesis	Biomedical Sciences.....	6-2

\* subject code to be confirmed.

Table 6.1 Master of Applied Science (Human Biomedical Sciences) by Research

Course Code	Mode of Offer	Total	Sem 1	Sem 2
1106	Special Qualifying Program (for Master's qualifying students)			
1116	Full-time; minimum 2 years			
1117	Part-time; minimum 3 years			
<b>Full-time</b>				
<i>Year 1</i>				
11510	Research Thesis	-	-	-
<i>Year 2</i>				
11510	Research Thesis	-	-	-
<b>Part-time</b>				
<i>Year 1</i>				
11510	Research Thesis	-	-	-
<i>Year 2</i>				
11510	Research Thesis	-	-	-
<i>Year 3</i>				
11510	Research Thesis	6		6

## Master of Applied Science

### (Human Biomedical Sciences) by Research

This graduate program is designed primarily to provide an opportunity for those interested in pursuing one of the health sciences as a career to carry out research in any of the specialised areas of anatomy, physiology/microbiology, applied physics, applied chemistry, biochemistry or in human sexuality.

It will enable and encourage such graduate students to engage in multidisciplinary collaborative research within the Department of Biomedical Sciences as well as with other Schools/Departments of the Faculty of Health Sciences. Such research may be in a basic scientific and/or clinical setting.

The degree comprises a minimal coursework component which will be necessary to facilitate the research projects.

### Admission Requirements

- i) A Bachelor of Applied Science degree from the Faculty of Health Sciences, at a credit level or higher  
OR
- ii) A Bachelor of Applied Science degree from the Faculty of Health Sciences at an Honours level  
OR
- iii) A Baccalaureate degree preferably with a Biological background from an Australian university, at credit level or higher  
OR
- iv) A Bachelor of Medical Sciences degree  
OR
- v) A degree\* deemed to be equivalent to any of the above from a foreign university.  
OR
- vi) A Master's degree by coursework in a relevant/related area.  
OR
- vii) Submit evidence of general and/or professional' qualifications\* as well as satisfy the Head of the Department and Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.

Advanced Standing may be given to candidates of high calibre to enter the second year of the program.

## Subject Descriptions

### 11510 Research Thesis

Each candidate will be required to submit a research proposal at the end of first semester of the full-time pass entry course. Students may be required to undertake and satisfactorily complete coursework or special programs as part of this subject. During subsequent semesters students will be required to carry out their research under approved supervision and student seminars will be held concurrently as the research thesis develops.

The procedures for supervision, presentation and assessment of the research thesis will be in accordance with the Faculty rules for a Master of Applied Science degree.

For details of the requirements, supervision and assessment of research thesis, Chapter 4 should be consulted.

# 7 School of Communication Disorders

The School of Communication Disorders was among the first group of professional schools to be established when, what was then a college, was formed in 1973. At that time the School offered a three-year Diploma course in Speech Pathology. Within three years the School had developed and implemented a three-year degree course that led to the award of the Bachelor of Applied Science in Speech Pathology. In 1979, the Master of Applied Science course in Speech Pathology was initiated, followed two years later by the expansion of the Bachelor's course to a 3 H year, full-time' course of study. As of 1993 the Bachelor level course, both pass and honours stream, is of four years duration. The School's commitment to the professional preparation of speech pathologists and to the development of the academic discipline that underpins professional practice has prompted the School to advocate continually for the offering of further advanced educational opportunities in the communication sciences and disorders. In 1990 the School admitted its first students studying at the Doctor of Philosophy (PhD) level. As a result of these developments, opportunities to study at the Bachelor's, Master's, and PhD levels are now available, as well as opportunities to pursue a Bachelor Honours degree.

The degree designed to prepare individuals to practise as Speech Pathologists (formerly known as Speech Therapists) is the Bachelor of Applied Science (Speech Pathology) course. The field of Speech Pathology involves the study and treatment of communication disorders in both children and adults. Speech Pathologists assess and treat in medical, educational, and private settings a wide variety of disorders resulting from varied aetiologies. Within the Bachelor of Applied Science course in Speech Pathology, the School offers an Honours Program. This program provides opportunities for talented undergraduate students interested in research and/or pursuing graduate studies to obtain early experiences in the design and conduct of research in communication sciences and disorders.

In contrast to the undergraduate course, at the postgraduate level the Master of Communication Disorders course provides speech pathologists with the opportunity to develop specialisation in a clinical area via research. The Master of Applied Science course in Communication Sciences and Disorders is a research program designed to prepare individuals to pursue their career objectives as specialist

clinicians, administrators, academics, or researchers in the field of communication sciences and disorders. In both programs topics are individualised for students in order for them to meet their specific career objectives.

At the PhD level, study is directed to focus research on an area of communication sciences and disorders. Individuals with PhDs in this area find rewarding careers in academic, research and clinical settings.

The School of Communication Disorders has a variety of facilities and resources that support its teaching, student clinical practice, research and community service activities. Its on-campus specialist area houses the Communication Disorders Treatment and Research Clinic which is a centre of excellence that serves communicatively impaired children and adults. The Audiology Clinic and the Cumberland Stuttering Research and Treatment Clinic are part of this Clinic. Other unique facilities are student units located in various hospitals and centres in the Sydney metropolitan and country NSW areas.

The School's Speech Science Laboratory is also housed in the on-campus specialist area. The Laboratory is designed to support research activities of academic staff, postgraduate and Honours students, and undergraduate teaching. It also provides services for the on-campus clinic with facilities for clinical speech measurement. Programs in the Laboratory are focused on measurement of disordered speech using the Laboratory's modern technology: a powerful digital speech analysis system, laryngograph, visipitch and nasometer, all supported by computers. Access to a variety of speech databases on CD ROM is available. High quality speech recordings can be made in the Laboratory's sound-treated studio, using either analog or digital technology. Other desktop computing facilities are available in the School.

Information about the School and its courses of study can be obtained from Student Administration (Cumberland), 9 351 9536, or from the Admissions Co-ordinator in the School of Communication Disorders, 9 351 9450.

**Table 7.1 Master of Applied Science (Communication Sciences and Disorders) by Research**

*Course*

*Code Mode of Offer*

1213 *Full-time; minimum 2 years*

1214 *Part-time; minimum 3 years*

**Full-time Mode**

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>year 1</i>				
12507	Research Thesis	-	-	-
<i>Year 2 (and subsequent years)</i>				
12507	Research Thesis	-	-	-

**Part-time Mode**

<i>Year 1</i>				
12507	Research Thesis	-	-	-
<i>Year 2</i>				
12507	Research Thesis	-	-	-
<i>Year 3 (and subsequent years)</i>				
12507	Research Thesis	-	-	-

**Master of Applied Science  
(Communication Sciences and Disorders)  
by Research**

The Master of Applied Science course in Communication Sciences and Disorders is a research program designed to prepare individuals to pursue their career objectives as specialist clinicians, administrators, academics or researchers in the field of communication sciences and disorders. Completion of the course requires submission of an acceptable thesis.

**Admission Requirements.**

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

- i) A bachelor degree in an area of relevance such as speech pathology, psychology, linguistics, education, computer studies, audiology, from an Australian tertiary institution  
OR

- ii) A bachelor's degree in an area of relevance from an overseas institution equivalent to an Australian bachelor degree

OR

- iii) Evidence of general and academic qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty.

**12507 Research Thesis**

Supervisors will be appointed to assist the student in the conduct of the research project if approval is given for the project to be carried out. Supervision will normally involve regular meetings with the supervisor(s). Facilities and equipment necessary to conduct the thesis project will be arranged with the School, subject to approval of the project design and equipment necessary to conduct the project.

Table 7.1.1 Master of Communication Disorders (by Research)

Course

Code Mode of Offer

1215 Full-time; minimum 2 years

1216 Part-time; minimum 3 years

**Full-time Mode**

		Total	Sem 1	Sem 2
<i>Year 1</i>				
12508	Clinical Research Thesis			-
<i>Year 2</i>				
12508	Clinical Research Thesis			-

**Part-time Mode**

<i>Year 1</i>				
12508	Clinical Research Thesis			-
<i>Year 2</i>				
12508	Clinical Research Thesis			-
<i>Year 3 (and subsequent years — first offered in 1997)</i>				
12508	Clinical Research Thesis			-

**Master of Communication Disorders  
(by Research)**

The Master of Communication Disorders is a research program designed for qualified speech pathologists who wish to develop specialisation in a particular clinical area. The course may be taken on a full-time or part-time basis. Completion of the course requires submission of an acceptable thesis on a clinically relevant topic.

**Admission Requirements**

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

- i) A bachelor degree in speech pathology from an Australian tertiary institution  
OR  
A bachelor's degree from an overseas institution equivalent to an Australian bachelor degree in speech pathology  
AND
- ii) A minimum of twelve months professionally relevant post-graduation experience

**12508 Clinical Research Thesis**

Supervisors will be appointed to assist the student in the conduct of a clinically relevant research project if approval is given for the project to be carried out. Supervision will normally involve regular meetings with the supervisor(s). To assist the student in developing an acceptable clinical research project, the student will participate in supporting activities with the supervisor(s) involving mentored clinical experience in the student's chosen specialist area and clinical speciality knowledge dissemination. Clinical facilities and equipment necessary to conduct the research will be arranged with the School, subject to approval of the project design.





# 8 School of Community Health

The School of Community Health was established in 1987. A major role of the School is to conduct courses which prepare a wide range of health and health-related practitioners to work at the community level and in the workplace in programs which promote better health, support community development and assist clients to participate effectively in the management of their own disabilities and illnesses.

To this end, the School adopts a multidisciplinary approach to teaching and research in the health sciences and has actively sought to foster the professional development of practitioners oriented to the World Health Organisation's "Health For All" policy. Central to the School's philosophy and curriculum is a focus on the health and social needs of Aboriginal people, women, older people, immigrants and refugees from non-English speaking backgrounds, people with disabilities and other disadvantaged groups.

In 1991, the School introduced a new undergraduate course aimed at further meeting specialised needs in health science education. The Bachelor of Health Science is designed for students who aspire to work in areas such as community development, education, counselling and health promotion, or with special groups such as Aboriginal people or people with disabilities. The degree structure is comprised of a multidisciplinary core group of subjects and a specialist stream. The first of these specialist streams in Rehabilitation Counselling commenced in 1991. Professional training in rehabilitation counselling however had taken place at the associate diploma and post graduate level at Cumberland College of Health Sciences since the mid 1970s.

In 1993 the Bachelor of Health Science (Aboriginal Health and Community Development) was offered for the first time. This course adopts a holistic approach to Aboriginal health to equip both Aboriginal and non-Aboriginal people with skills and knowledge to develop programs which meet the health and community needs of Aboriginal people.

The Diploma of Health Science (Aboriginal Health and Community Development) provides Aboriginal students with the opportunity to develop skills and knowledge in areas such as health, counselling, community care and community development so that they may effectively deliver needed services in their communities. Both the BHSc (Aboriginal Health and Community Development) and the Diploma (Aboriginal Health and Community Development) are offered in block-study mode to facilitate access to these courses for the broadest range of students.

At the graduate level the School offers PhD and Master by research programs in Community Health, Rehabilitation Counselling, Gerontology and Health Science Education. Graduate Diploma and Master by coursework programs are also offered in each of these areas. A Graduate Certificate in Health Science Education was introduced in 1992. In 1994 Distance Education studies in Rehabilitation Counselling at the Graduate Diploma and Masters levels were introduced. Further information about the School's programs may be obtained from the School on 9 351 9565.

Table 8.1 Graduate Certificate in Health Science Education

## Course

<b>Code</b>	<i>Mode of Offer</i>
0825	Full-time; 1 Semester
0826	Part-time; 2 Semesters
<b>Units</b>	33

## Full-time Mode

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
08426	Group Dynamics	<b>8</b>	8	
" 08431	Producing and Using Audio Visual Materials	<b>8</b>	8	
08504	Adult Learning in the Health Sciences	<b>6</b>	6	
08505	Instructional Design and Teaching Skills	<b>6</b>	6	
	Elective A <sup>1</sup>	<b>5</b>	5	
	<i>Stage Total</i>	<b>33</b>	33	

## Notes

<sup>1</sup> Participants undertake to study one (1) elective of 5 units. This elective is normally taken within the School (subject to staff and student availability) such as:

08432	Independent Investigation I
08482	Large Group Teaching
084A0	Distance Learning
08568	Patient Education

## Part-time Mode

08431	Producing and Using Audio Visual Materials	8	8	-
08434	Student Assessment, Evaluation and Development	8	-	8
OR				
08481	Introduction to Health Education'	8	-	8
08504	Adult Learning in the Health Sciences	6	6	-
08505	Instructional Design and Teaching Skills	6	6	-
	Elective A <sup>2</sup>	5	5	or 5
		<i>Stage Total</i>	33	

## Notes

<sup>1</sup> Participants with a health education focus should enrol in Introduction to Health Education as an alternative to Student Assessment, Evaluation and Development.

<sup>2</sup> Electives:

Participants undertake to study one elective of 5 units value. This elective is normally taken within the School (subject to staff and student availability) such as:

- 08466 Independent Investigation II
- 08507 Educational Practice
- 08515 Teaching with Reduced Resources
- 08520 Clinical Teaching and Supervision
- 08552 Computers for Teacher Productivity
- 08567 Inservice & Continuing Education in the Health Services

Participants with a health education focus are encouraged to select electives from the Community Health program offerings, in particular,

- 08490 Community Development

other electives of relevance include:

- 08445 Women's Health
- 08449 Issues in Community Mental Health
- 08452 Drug and Alcohol Studies
- 08457 Community Nutrition
- 08488 Counselling Theory and Practice

## Graduate Certificate in Health Science Education

The Graduate Certificate is designed to provide professional development for teachers across the health sciences who wish to enhance their knowledge and skills in planning and implementing effective face-to-face teaching with students, peers, patients, clients, carers or community groups. Knowledge and skill development offered through this program suits health professionals working in roles such as lecturer, tutor, clinical educator, demonstrator, mentor, preceptor, health educator, community educator, patient educator or in-service trainer. Participants can choose to specialise in studies relevant to either teaching, academic and clinical settings, or facilitating health education in community settings. Studies with a health education focus are only available to part-time students. The course is offered in the evenings full-time for semester 1 only in any year or part-time over one year.

On successful completion of the Graduate Certificate program, students may apply to articulate into the Graduate Diploma with advanced standing for stage 1 of that award.

## Admission Requirements

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

- i) hold a three year diploma in a relevant health science; OR
- ii) have other professional qualifications and or experience as will satisfy the Faculty that the applicant possesses the educational capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, as may be prescribed by the Faculty; AND
- iii) have completed a minimum of one year full-time experience as a health professional.

Current or recent experience in teaching is considered desirable.

## Course Outline

The course outline for the Graduate Certificate in Health Science Education is presented in Table 8.1.

## Subject Descriptions

Participants complete four (4) subjects and one (1) elective.

**08426 Group Dynamics***Semester 1 - 8 units*

Using the focus of the group and a series of task requirements participants gain both theoretical knowledge about the way in which group dynamics underpin small group learning and skills in facilitating the process, both as members and leaders of learning groups. (It is desirable for participants to have completed or be enrolled in at least two subjects in this course in order to have sufficient experience of group learning to undertake this subject).

**08431 Producing and Using Audio Visual Materials***Semester 1 - 8 units**Co-requisite Instructional Design and Teaching Skills (08505)*

This subject provides a workshop environment in which participants can explore and experiment with the necessary equipment and techniques required to produce or select and use various audiovisual media to enhance learning. Problem solving strategies for common equipment failure is included.

**08434 Student Assessment, Evaluation and Development***Semester 2 - 8 units**Pre-requisite Instructional Design and Teaching Skills (08505)*

Participants examine the role and methods of student assessment and evaluation in health science curricula. This • includes developing skills in valid and reliable assessment and evaluation of student performance.

**08481 Introduction to Health Education***Semester 2- 8 units*

This subject is taken as a core subject alternative to 08434 by students in the health education stream. Participants explore national and international policies and perspective influencing health education, and look at ways these have been translated into strategies for intervention. Participants will develop knowledge about some of the theories and models that underpin health education and begin to develop skills in using these to plan interventions.

**08504 Adult Learning in the Health Sciences***Semester 1 - 6 units*

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

**08505 Instructional Design and Teaching Skills***Semester 1 - 6 units*

Emphasis in this subject is on the development of basic skills in planning and effective communication for learning. Participants learn planning skills by undertaking instructional design and use microteaching methods to practice and develop effective teaching skills.

**Electives**

Participants complete a total of one (1) elective of 5 units value during the course. For elective subject descriptions, see Appendix 1.

Table 8.2 Graduate Diploma in Health Science Education

**Course**

<b>Code</b>	<i>Mode of Offer</i>
0843	<i>Full-time; 2 Semesters</i>
0844	<i>Part-time; 4 Semesters</i>
<b>Units</b>	65

**Full-time mode**

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>				
08426	Group Dynamics	8	<b>8</b>	-
08431	Producing and Using Audio Visual Materials	8	<b>8</b>	-
	Elective A <sup>1</sup>	5	<b>5</b>	-
08434	Student Assessment, Evaluation and Development	8	-	<b>8</b>
08504	Adult Learning in the Health Sciences	6	<b>6</b>	-
08505	Instructional Design and Teaching Skills	6	<b>6</b>	-
08506	Planning Implementing and Evaluating Educational Experiences	6	-	<b>6</b>
08508	Management and Evaluation of Curriculum	8	-	<b>8</b>
	Elective B <sup>1</sup>	5	<b>5</b>	or <b>5</b>
	Elective C <sup>1</sup>	5	<b>5</b>	or <b>5</b>
	<i>Stage Total</i>	65		

## Part-time Mode

### Year 1

08431	Producing and Using Audio Visual Materials	8	8	-
08434	Student Assessment, Evaluation and Development	8	-	8
OR				
08481	Introduction to Health Education <sup>2</sup>	8	-	8
08504	Adult Learning in the Health Sciences	6	6	-
08505	Instructional Design and Teaching Skills	6	6	-
	Elective A <sup>1</sup>	5	5	or 5
<i>Stage Total</i>		33		

### Year 2

08426	Group Dynamics	8	8	-
08506	Planning Implementing and Evaluating Educational Experiences	6	-	6
08508	Management and Evaluation of Curriculum <sup>3</sup>	8	-	8
OR				
08509	Management and Evaluation of Health Education Programs <sup>3</sup>	8	8	-
	Elective B <sup>1</sup>	5	5	-
	Elective O	5	5	or 5
<i>Stage Total</i>		32		

### Notes

<sup>1</sup> Electives: Participants undertake to study a total of three (3) electives. Each elective is of 5 units value. Electives would normally be taken within the School or Faculty (subject to staff and student availability), such as:

- 08432 Independent Investigation I
- 08466 Independent Investigation II
- 08482 Large Group Teaching
- 084A0 Distance Learning
- 08507 Educational Practice
- 08514 Introduction to Educational Computing
- 08515 Teaching with Reduced Resources
- 08520 Clinical Teaching and Supervision
- 08552 Computers for Teacher Productivity
- 08567 Inservice & Continuing Education in the Health Services
- 08568 Patient Education

Participants with a health education focus are encouraged to choose from the following elective options, subject to student numbers and staff availability:

- 08445 Women's Health
- 08446 Aboriginal Health
- 08447 Migrant and Refugee Health
- 08449 Issues in Community Mental Health
- 08452 Drug & Alcohol Studies
- 08453 Health in Developing Countries
- 08457 Community Nutrition
- 08488 Counselling Theory and Practice
- 08577 Introduction to Community Health
- 08521 Community Health Policy and Services
- 08522 Introduction to Epidemiology and Biostatistics
- 08523 Australian Society and Health
- 08524 Critical Appraisal

Participants with an academic focus can use the elective options to build up their research skills and knowledge. Subjects offered elsewhere in the University may be considered, in consultation with the Course Co-ordinator (subject to student and staff availability and the approval of the Head of School).

<sup>2</sup> Participants with a health education focus should enrol in Introduction to Health Education as an alternative to Student Assessment, Evaluation and Development.

<sup>3</sup> Participants with a health education focus should enrol in 08509 Management and Evaluation of Health Education Programs.

## Graduate Diploma in Health Science Education

The Graduate Diploma in Health Science Education is designed to meet the professional development needs of lecturers, clinical educators, in-service co-ordinators, patient and health educators who have a substantial teaching role including responsibility for the planning and implementation of academic subjects, clinical experience, continuing education seminars and workshops and other types of small and large group educational experiences.

Coursework develops theory and practice in effective face-to-face facilitation of learning and the planning, management and evaluation of more complex learning events and overall curriculum or health education programs. The elective program offers participants the opportunity to focus their studies on any of the following: student education, including clinical education, continuing education or health education.

Principles of adult learning in the context of health, influence the structure of the course and the selection of learning strategies such as group discussion, experiential learning, problem-based learning and independent learning by personal contract.

The course is offered in the evenings on a full-time or part-time basis, and can be completed in a minimum of one-year full-time or two years part-time. Studies with a health education focus are only available to part-time students.

The Graduate Diploma is equivalent to Years 1 and 2 of the Masters in Health Science Education. On successful completion of the Graduate Diploma program students may apply to articulate into the Masters with advanced standing for stage 1 and stage 2 of that award.

### Admission Requirements

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

- i) Bachelor degree in a relevant area of the health sciences;  
OR
- ii) have such professional qualifications and /or experience that will satisfy the Faculty or have completed all requirements for the Graduate Certificate in Health Science Education with a credit or above average;  
AND
- iii) have a minimum of one year's full-time professional experience. Current or recent experience in teaching will be considered desirable.

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

### Course Outline

The course outline for the Graduate Diploma in Health Science Education is presented in Table 8.2.

## Subject Descriptions

Subjects are similar to the Graduate Certificate in Health Science Education. Participants must complete a total of ten (10) subjects including seven (7) core subjects, three (3) electives. Please refer to subject descriptions on page 8 -14.

### 08434 Student Assessment, Evaluation and Development

*Semester 2 - 8 units*

*Pre-requisite Instructional Design and Teaching Skills (08505)*

Participants examine the role and methods of student assessment and evaluation in health science curricula. This includes developing skills in valid and reliable assessment and evaluation of student performance.

### 08481 Introduction to Health Education

*Semester 2 - 8 units*

This subject can be taken as a core subject alternative to 08434 by students in the health education stream. Participants explore national and international policies and perspectives influencing health education, and look at ways these have been translated into strategies for intervention. Participants will develop knowledge about some of the theories and models that underpin health education and begin to develop skills in using these to plan interventions.

### 08506 Planning, Implementing and Evaluating Educational Experiences

*Semester 1 - 6 units*

*Pre or Co-requisite Group Dynamics (08426)*

In this subject students explore issues in the management of more complex educational experiences, such as problem-based learning, experiential learning, self-directed learning and workshop processes.

### 08508 Management and Evaluation of Curriculum

*Semester 2 - 8 units*

*Pre-requisite Instructional Design and Teaching Skills (08505)*

This subject develops further knowledge about the design, management and evaluation of learning programs. Curricula issues in the health sciences are explored.

### 08509 Management and Evaluation of Health Education

*Semester 1 - 8 units*

*Pre or Co-requisite Introduction to Health Education (08481)*

Participants with a health education focus can choose to undertake this subject as an alternative to Management and Evaluation of Curriculum. Part of this subject may be undertaken using personal learning contract.

## Electives

Participants complete a total of three (3) electives during the course. Each subject is of 5 units value. For elective subject descriptions, see Appendix 1.

Table 8.3 Master of Health Science Education (by Coursework)

Course  
 Code Mode of Offer  
 0829 Full-time; 3 Semesters  
 0830 Part-time; 6 Semesters  
 Units 96

**Full-time mode**

		Total	Sem 1	Sem 2
<i>Year 1</i>				
08426	Group Dynamics	8	8	-
08431	Producing and Using Audio Visual Materials	8	8	-
	Elective A <sup>1</sup>	5	5	-
08434	Student Assessment, Evaluation and Development	8		8
08504	Adult Learning in the Health Sciences	6	6	-
08505	Instructional Design and Teaching Skills	6	6	-
08506	Planning Implementing and Evaluating Educational Experiences	6	-	6
08508	Management and Evaluation of Curriculum	8	-	8
	Elective B <sup>1</sup>	5	5	or 5
	Elective C <sup>1</sup>	5	5	or 5
<i>Stage Total</i>		65		

*Year 2*

08511	Project Seminar	3	3	-
08512	Investigative Project A <sup>6</sup>	12	12	-
	Research Elective A <sup>4&amp;5</sup>	8	8	-
	Research Elective B <sup>43</sup>	8	8	-
OR				
08511	Project Seminar	3	3	-
08554	Investigative Project B <sup>6</sup>	20	20	-
	Research Elective A <sup>43</sup>	8	8	-
<i>Stage Total</i>		31		

**Part-time Mode**

*Year 1*

08431	Producing and Using Audio Visual Materials	8	8	-
08434	Student Assessment, Evaluation and Development	8	-	8
OR				
08481	Introduction to Health Education <sup>2</sup>	8	-	8
08504	Adult Learning in the Health Sciences	6	6	-
08505	Instructional Design and Teaching Skills	6	6	-
	Elective A <sup>1</sup>	5	5	or 5
<i>Stage Total</i>		33		

*Year 2*

08426	Group Dynamics	8	8	-
08506	Planning Implementing and Evaluating Educational Experiences	6	-	6
08508	Management and Evaluation of Curriculum <sup>3</sup>	8	-	8
OR				
08509	Management and Evaluation of Health Education Programs <sup>3</sup>	8	8	-
	Elective B <sup>1</sup>	5	5	-
	Elective C	5	5	or 5
<i>Stage Total</i>		32		

*Year 3*

08511	Project Seminar	3	3	-
08512	Investigative Project A <sup>5</sup>	12	6	6
	Research Elective A <sup>4</sup>	8	8	-
	Research Elective B <sup>4</sup>	8	8	-
	OR			
08511	Project Seminar	3	3	-
08554	Investigative Project B <sup>5</sup>	20	10	10
	Research Elective A <sup>4</sup>	8	8	-
	<i>Stage Total</i>			<i>31</i>

**Notes**

<sup>1</sup> Electives: Participants undertake to study a total of three (3) electives. Each elective is of 5 units value. Electives would normally be taken within the School or Faculty (subject to staff and student availability), such as:

- 08432 Independent Investigation I
- 08466 Independent Investigation II
- 08482 Large Group Teaching
- 084A0 Distance Learning
- 08507 Educational Practice
- 08514 Introduction to Educational Computing
- 08515 Teaching with Reduced Resources
- 08520 Clinical Teaching and Supervision
- 08552 Computers for Teacher Productivity
- 08567 Inservice & Continuing Education in the Health Services
- 08568 Patient Education

Participants with a health education focus are encouraged to choose from the following elective options, subject to student numbers and staff availability:

- 08445 Women's Health
- 08446 Aboriginal Health
- 08447 Migrant and Refugee Health
- 08449 Issues in Community Mental Health
- 08452 Drug & Alcohol Studies
- 08453 Health in Developing Countries
- 08457 Community Nutrition
- 08488 Counselling Theory & Practice
- 08490 Community Development
- 08577 Introduction to Community Health
- 08521 Community Health Policies and Services
- 08522 Introduction to Epidemiology and Biostatistics
- 08523 Australian Society and Health
- 08524 Critical Appraisal

Subjects offered elsewhere in the University may be considered, in consultation with the Course Co-ordinator (subject to student and staff availability and the approval of the Head of School).

<sup>2</sup> Participants with a health education focus should enrol in Introduction to Health Education as an alternative to Student Assessment, Evaluation and Development.

<sup>3</sup> Participants with a health education focus should enrol in Management and Evaluation of Health Education Programs as an alternative to enrolling in Management and Evaluation of Curriculum.

<sup>4</sup> Participants undertake one Research Elective. See Appendix 1.

<sup>5</sup> Investigative Project B has a larger word length requirement than Project A. Choice of project should be made in consultation with the Course Coordinator.

## Master of Health Science Education (by Coursework)

This course offers professional development for managers of learning in the health sciences, including health education. The course structure reflects the need for educators to first understand the processes of teaching and learning from both a theoretical and practical perspective, in order to positively influence and manage curricular practice in the many settings for education in health. Year 1 develops knowledge and skills in effective class and clinical teaching; Year 2 extends competence to planning, processing and evaluating more complex educational experiences and curriculum and Year 3 enables participants to apply their knowledge of education to a problem or issue in curriculum design, innovation or evaluation. Participants with a health education focus use an extensive elective program to extend their knowledge of the many settings, populations, health issues and approaches to change that are relevant to this field.

The course is offered on a full-time or part-time basis. Studies with a health education focus are only available on a part-time basis. Participants in the full-time program need to begin work on their Investigative Project before commencing their final year. Participants with either a health education or academic focus should discuss their program of study with the Course Co-ordinator.

### Admission Requirements

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

Note: Participants wishing to transfer or articulate from the Graduate Diploma in Health Science Education into the Master of Health Science Education should complete a Course Application form by 30 September and submit this to the Head of School. Admission of non-Bachelor entry students to the Master of Health Science will be contingent upon achieving a credit grade average. Admission for all students will be contingent on availability of student places.

### Course Outline

The course outline for the Master of Health Science Education by Coursework is presented in the Table 8.3.

### Subject Descriptions

Subjects are similar to the Graduate Certificate in Health Science Education and Graduate Diploma in Health Science Education. Participants must complete a total of fourteen (14) subjects including six (6) core subjects, three (3) electives, Project Seminar and Investigative Project plus 1 (or 2) research electives. Please refer to subject descriptions on pages 8-3 and 8-5.

#### 08511 Project Seminar

*Semester 1-3 units*

This subject provides a seminar setting for students preparing the proposal for their major project. Whilst not examinable in itself, students will gain further skills in project development and progress reporting, and will have the opportunity for peer review and feedback concerning their proposal.

#### 08512 Investigative Project A

*Pre-requisite or Co-requisite 08511 Project Seminar PLUS 2 Research Electives -12 units*

This project provides participants with an opportunity to either undertake a major investigation project of a significant educational topic or issue, or complete a plan for a needs assessment, curriculum development or evaluation.

#### 08554 Investigate Project B

*Pre-requisite or Co-requisite 08511 Project Seminar PLUS 1 Research Elective - 20 units.*

This project provides participants with an opportunity to either undertake a major investigation project of a significant educational topic or issue, or complete a plan for a needs assessment, curriculum development or evaluation.

### Electives

Participants complete a total of three (3) electives during the course. Each subject is 5 units value. For elective subject descriptions, see Appendix 1.

### Research Elective

Participants undertake one (or two) research electives. Relevant subjects offered by the Faculty in this area are listed in the course outline for the Masters by research. Participants select from these in consultation with the Course Co-ordinator. For Research Elective subject descriptions, see Appendix 1.



**Table 8.4 Master of Health Science (Education) by Research**

*Course*

*Code*

0827 *Full-time; minimum 2 years*

0828 *Part-time; minimum 3 years*

**Full-time Mode**

*Year 1*

---

08519 Research Thesis

*Year 2 (and subsequent years)*

---

08519 . Research Thesis

**Part-time Mode**

*Year 1*

---

08519 Research Thesis

*Year 2*

---

08519 Research Thesis

*Year 3 (and subsequent years)*

---

08519 Research Thesis

**Master of Health Science (Education)  
by Research**

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

**Admission Requirements**

- i) Bachelor degree at Honours level in a health science field or other relevant area;  
OR
- ii) Bachelor degree in a health science field or other related area;  
OR
- iii) submit such other evidence of general and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty;  
AND
- iv) have completed at least two years full-time work in their professional field;  
AND

- v) have completed a minimum of one year's full-time experience in an educational role. Students with Honours level entry can apply for advanced standing in relevant research subjects. All qualifying requirements must be completed before enrolment in this Masters course.

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

**Course Outline**

The course outline for the Master of Health Science Education by Research is presented in Table 8.4.

**08519 Research Thesis**

Supervisors are appointed to assist in carrying out the research project following approval of the research proposal. Regular meetings are held with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework study where this is considered necessary to the student's research thesis.

Table 8.5 Graduate Diploma in Community Health

Course

Code	Mode of Offer
0859	Full-time; 1 year
0837	Part-time; 2 years (for students who commenced in 1996)
0860	Part-time; 2 years
Units	65

**Full-time Mode**

		Total	Sem 1	Sem 2
<i>Year 1</i>				
10486	Methodological Issues in Community Health	6	6	-
08440	Health Promotion	6	6	-
08441	Program Planning and Evaluation	6	6	-
08444	Integrative Paper	10	-	<b>10</b>
08577	Introduction to Community Health	6	6	-
08523	Australian Society and Health	6	6	-
	Elective <sup>1</sup>	5	5	-
	Elective <sup>1</sup>	5	-	<b>5</b>
	Elective <sup>1</sup>	5	-	<b>5</b>
	Elective <sup>1</sup>	5	-	<b>5</b>
	Elective <sup>1</sup>	5	-	<b>5</b>
	<i>Stage Total</i>	<i>65</i>	<i>35</i>	<i>30</i>

**Part-time Mode**

<i>Year 1</i>				
08440	Health Promotion	6	6	-
08577	Introduction to Community Health	6	6	-
08523	Australian Society and Health	6	6	-
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
	<i>Stage Total</i>	<i>33</i>	<i>18</i>	<i>15</i>

*Year 2*

10486	Methodological Issues in Community Health	6	6	-
08441	Program Planning and Evaluation	6	6	-
08444	Integrative Paper	10	-	10
	Elective <sup>1</sup>	5	5	-
	Elective <sup>1</sup>	5	-	5
	<i>Stage Total</i>	<i>32</i>	<i>17</i>	<i>15</i>

*Year 2 (for students who commenced in 1996)*

08441	Program Planning and Evaluation	6	6	-
08444	Integrative Paper	10	-	<b>10</b>
08524	Critical Appraisal	6	-	<b>6</b>
08529	Management and Problem Solving	6	6	-
	Elective <sup>1</sup>	5	5	-
	<i>Stage Total</i>	<i>33</i>	<i>17</i>	<i>16</i>

## Notes

Electives: The following electives may be offered, subject to sufficient student numbers and staff availability. Each subject is 5 units. Electives from other courses in the University can be taken by students after consultation with the Community Health Co-ordinator and the appropriate School or Department.

Faculty Electives:

08445	Women's Health
08446	Aboriginal Health
08447	Migrant and Refugee Health
08449	Issues in Community Mental Health
08450	Occupational Health and Safety
08452	Drug and Alcohol Studies
08453	Health in the Developing World
08456	Legal and Ethical Issues in Community Health
08457	Community Nutrition
08483	Introduction to Gerontology
08488	Counselling Theory and Practice
08490	Community Development
08521	Community Health Policy and Services
08522	Introduction to Epidemiology and Biostatistics
08524	Critical Appraisal
08529	Management and Problem Solving

## Graduate Diploma in Community Health

This course provides general and specialist community health practitioners with a core of knowledge and skills appropriate to the effective practice of primary health care in a multi-disciplinary team setting. The course focuses on the health needs of disadvantaged groups in society and provides training in community health theory and practice, program planning and evaluation, health promotion, research methods and elective subjects with special relevance to the occupational roles of participants.

### Admission Requirements

- i) have completed a bachelor degree in a relevant area of health sciences;.  
OR
- ii) submit such other evidence of professional qualifications and/or experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, as may be prescribed by the Faculty;  
AND
- iii) a minimum of 2 years work experience.

### Course Outline

The course outlines for the Graduate Diploma in Community Health full-time and part-time modes are presented in Table 8.5.

### Subject Descriptions

#### 08440 Health Promotion

*Semester 1 - 6 units*

This subject provides an introduction to the principles and processes of major approaches to health promotion.

#### 08441 Program Planning and Evaluation

*Semester 1 - 6 units*

The aim of this subject is to examine factors and elements involved in the process of planning and evaluating community health programs.

#### 08444 Integrative Paper

*Semester 2-10 units*

This subject aims to give students the opportunity to develop the skills required for an independent investigation in an area of relevance to their professional interests. This may take any one of several forms, depending on the nature of the investigation and of the students candidature. In all cases, the main component of the final report will be an extended literature analysis and critical review. Master students, however, would normally be expected to develop their investigation as preparation for their treatise.

#### 08523 Australian Society and Health

*Semester 1 - 6 units*

This subject examines the relationship between social inequality and the distribution of health in Australian society. It explores the relevance of an analysis of socio-political relations and processes for understanding these patterns.

#### 08529 Management and Problem Solving

*Semester 1 - 6 units*

This subject will develop appropriate skills in day-to-day administration and management within a multidisciplinary team setting.

#### 08577 Introduction to Community Health

*Semester 1-6 units*

This subject introduces students to the conceptual underpinnings of community health as a field of academic study and professional practice. It examines the unique matrix of disciplines which seek to document and explain the relationship between the health of individuals and communities and provides an overview of perspectives and approaches in the application of knowledge through community-based service development.

**10486 Methodological Issues in Community Health**

Semester 1 - 6 units

This subject aims to develop a critical approach to methodological issues involved in the study of community health, to enable students to critically appraise the design of published research reports (involving both qualitative and quantitative approaches to data collection) and to provide a knowledge base upon which to develop an appropriate project for the subject Integrative Paper.

**Electives**

Semester 1 - 5 units

Semester 2 - 20 units

Students study five elective subjects. Each elective is 28 hours in duration. The electives will be offered subject to student numbers and staff availability. For elective subject descriptions, see Appendix 1.

**Table 8.6 Master of Community Health**

<i>Code</i>	<b><i>Mode of Offer</i></b>
0817	<i>Full-time; 1k years (for students who commenced in 1996)</i>
0836	<i>Part-time; 3 years (for students who commenced in 1996)</i>
0861	<i>Full-time; 1k years</i>
0862	<i>Part-time; 3 years</i>
<i>Units</i>	99

**Full-time Mode**

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>				
10486	Methodological Issues in Community Health	6	6	-
04844	Integrative Paper	10	-	10
08440	Health Promotion	6	6	-
08441	Program Planning and Evaluation	6	6	-
08577	Introduction to Community Health	6	6	-
08523	Australian Society and Health	6	6	-
	Elective <sup>1</sup>	5	5	-
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	-5	-	5
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
<i>Stage Total</i>		65	35	30.

*Year 2*

08528	Treatise	18	18	-
	2 Research Electives <sup>2</sup>	16	16	-
<i>Stage Total</i>		34		

*Year 2 (for students who commenced in 1996)*

08526	Research Seminar II	6	6	-
08527	Research Seminar III	6	6	-
08528	Treatise	15		
<i>Stage Total</i>		27		

**Part-time Mode**

*Year 1*

08440	Health Promotion	6	6	-
08577	Introduction to Community Health	6	6	-
08523	Australian Society and Health	6	6	-
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
<i>Stage Total</i>		33	18	15

*Year 2*

08444	Integrative Paper	10	-	10
10486	Methodological Issues in Community Health	6	6	-
08441	Program Planning and Evaluation	6	6	-
	Elective <sup>1</sup>	5	5	-
	Elective <sup>1</sup>	5	-	5
	<i>Stage Total</i>	<i>32</i>	<i>17</i>	<i>15</i>

*Year 2 (for students who commenced in 1996)*

08441	Program Planning and Evaluation	6	6	-
08524	Critical Appraisal	6	-	6
08525	Research Seminar I	6	-	6
08529	Management and Problem Solving	6	6	-
	Elective <sup>1</sup>	5	5	-
	<i>Stage Total</i>	<i>29</i>	<i>17</i>	<i>12</i>

*Year 3*

08528	Treatise	18	9	9
	2 Research Elective <sup>2</sup>	16	8	8
	<i>Stage Total</i>	<i>34</i>	<i>8</i>	<i>8</i>

*Year 3 (for students who commenced in 1995)*

08526	Research Seminar II	6	6	-
08527	Research Seminar III	6	6	-
08528	Treatise	15	-	-
	<i>Stage Total</i>	<i>27</i>		

**Notes**

<sup>1</sup> Electives: The following subjects may be offered subject to sufficient student numbers and staff availability. Each elective is 5 units. Electives from other courses in the University may be taken by students after consultation with the Community Health Co-ordinator and the appropriate School or Department.

- 08445 Women's Health
- 08446 Aboriginal Health
- 08447 Migrant and Refugee Health
- 08449 Issues in Community Mental Health
- 08450 Occupational Health and Safety
- 08452 Drug and Alcohol Studies
- 08453 Health in the Developing World
- 08456 Legal & Ethical Issues in Community Health
- 08457 Community Nutrition
- 08521 Community Health Policy and Services
- 08522 Introduction to Epidemiology and Biostatistics
- 08524 Critical Appraisal
- 08529 Management and Problem Solving
- 08483 Introduction to Gerontology
- 08488 Counselling Theory and Practice
- 08490 Community Development

<sup>2</sup> Research Electives: Students will select with the aid of their supervisor appropriate Research Electives from the Faculty wide Masters Research Electives. See Appendix 1.

## Master of Community Health

This course aims to provide advanced training in Community Health theory and practice as well as further training in research. It is designed to equip graduates to occupy senior professional positions in the field. The first stage of the program has the same content as the Graduate Diploma in Community Health. Master students undertake research electives and prepare a treatise.

### Admission Requirements

In order to qualify for admission to the degree, applicants should:

- i) have completed a bachelor degree in a relevant area of health sciences,  
OR
- ii) submit such other evidence of general and professional qualifications and/or experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty;  
AND
- iii) have completed a minimum of two years work experience.

### Course Outline

The course outline for the Master of Community Health is presented in Table 8.6.

### Subject Descriptions

For descriptions of subjects common to the Graduate Diploma in Community Health see pages 8-24.

#### 08528 Treatise

The general aim of this subject is to synthesise post-graduate learning into a final project relevant to some aspect of community health. Students conduct and write up their project under the supervision of one or more members of the academic staff.

#### Research Electives

16 units

Students select two research electives (subject to sufficient student numbers) in consultation with the Course Coordinator. For research elective subject descriptions, see Appendix 1.

Table 8.7 Master of Health Science (Community Health) by Research

#### Course

Code Mode of Offer

0821 Full-time; minimum 2 years

0822 Part-time; minimum 3 years

#### Full-time Mode

##### Year 1

08530	Research Thesis	-
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##### Year 2 (and subsequent years)

08530	Research Thesis	-
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#### Part-time Mode

##### Year 1

08530	Research Thesis	-
-------	-----------------	---

##### Year 2

08530	Research Thesis	-
-------	-----------------	---

##### Year 3 (and subsequent years)

08530	Research Thesis	-	-
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## Master of Health Science (Community Health) by Research

This course provides the opportunity for research in community health.

### Admission Requirements

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

- i) Have completed a bachelor degree in an area of relevance such as health, welfare, social, behavioural or biological sciences;  
OR
- ii) Submit such other evidence of general and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research, AND
- iii) In addition, meet any other requirements for admission to the program as may be prescribed.

## Course Outline

The course outline for the Master of Health' Science (Community Health) by Research is presented in Table 8.7.

### 08530 Research Thesis

A supervisor is appointed to assist the student in carrying out the research project following approval of the research proposal. Regular meetings are held with the supervisor. Students may be required by the supervisor and / or Head of School to undertake graduate coursework where this is considered necessary to the student's research thesis.

## Table 8.8 Graduate Diploma in Gerontology

### Course

<b>Code</b>	<b>Mode of Offer</b>
0863	Full-time; 1 year
0864	Part-time; 2 years
0838	Part-time; 2 years (for students who commenced in 1996)
<b>Units</b>	<b>65</b>

### Full-time Mode

		Total	Sem 1	Sem 2
<i>Year 1</i>				
08469	Special Investigation	10		10
08474	Program Planning and Evaluation	6	6	
08483	Introduction to Gerontology	6	6	
10487	Methodological Issues in Gerontology	6	6	
10454	Behavioural Aspects of Ageing	6	6	
11502	Biological Aspects of Ageing	6	6	
	Elective <sup>1</sup>	5	5	
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
	<i>Stage Total</i>	<i>65</i>	<i>35</i>	<i>30</i>

### Part-time Mode

<i>Year 1</i>				
08483	Introduction to Gerontology	6	6	
10454	Behavioural Aspects of Ageing	6	6	
11502	Biological Aspects of Ageing	6	6	
	Elective <sup>1</sup>	5		5
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
	<i>Stage Total</i>	<i>33</i>	<i>18</i>	<i>15</i>

## Year 2

10487	Methodological Issues in Gerontology	6	6	-
08469	Special Investigation	10	-	10
08474	Program Planning and Evaluation	6	6	-
	Elective <sup>1</sup>	5	5	-
	Elective <sup>1</sup>	5	-	5
	<i>Stage Total</i>	<i>32</i>	<i>17,</i>	<i>15</i>

## Year 2 (for students who commenced in 1996)

08469	Special Investigation	10	5	5
08474	Program Planning and Evaluation	6	6	-
08486	Options in Later Life	6	-	6
	Elective <sup>1</sup>	5	5	-
	Elective <sup>1</sup>	5	-	5
	<i>Stage Total</i>	<i>32</i>	<i>16</i>	<i>16</i>

## Notes

<sup>1</sup> Students study a total of five electives. Each elective is 5 units. The electives offered may vary according to staff availability and student demand. With the approval of the Head of School, students may also choose appropriate electives from subjects within other graduate courses. Electives include:

08470	Mental Health in Later Life
08476	Law, Ethics and the Rights of Older People
08488	Counselling Theory and Practice
10452	Multicultural Issues in Gerontology
11433	Health, Dysfunction and Ageing
08581	The Community Setting and Older People
08521	Community Health Policies and Services
08578	The Residential Care Setting and Older People
08579	Residential Care Policies and Services
08582	Independent Project

## Graduate Diploma in Gerontology

This course provides for the development of knowledge and skills relevant to professional practice in the area of gerontology. Graduates will be equipped for employment in a wide range of work settings which require an understanding of the ageing process and of age related issues and services.

### Admission Requirements

Applicants must have completed a professional diploma or degree course or satisfy the Faculty that they possess some other form of relevant qualification or work experience.

### Course Outline

The course outline for the Graduate Diploma in Gerontology is presented in Table 8.8.

### Subject Descriptions

#### 08469 Special Investigation

*Semester 2 -10 units*

This subject aims to give students the opportunity to develop the skills required for an independent investigation in an area of relevance to their professional interests. This may take any one of several forms, depending on the nature of the investigation and of the student's candidature. In all cases, the main component of the final report will be an

extended literature analysis and critical review. Master's students, however, would normally be expected to develop their investigation as preparation for their treatise.

#### 08474 Program Planning and Evaluation

*Semester 1 - 6 units*

The aim of this subject is to examine the process of planning, evaluating and improving programs for older people. The content will focus on consumer participation and teamwork in all stages of this process. Students will gain experience in using a variety of planning and evaluation strategies (e.g., problem solving).

#### 08483 Introduction to Gerontology

*Semester 1-6 units*

This subject aims to provide students with an understanding of gerontology as a unique matrix of disciplines and perspectives focused on the interaction of individual and social processes of ageing and on the dynamics of ageing populations. It demonstrates the need for integration of various academic disciplines and professional applications in the study of ageing and older people.

#### 10487 Methodological Issues in Gerontology

*Semester 1 - 6 units*

This subject aims to develop a critical approach to methodological issues involved in the study of ageing and older people and to provide a knowledge base for the subject Special Investigation.



**10454 Behavioural Aspects of Ageing***Semester 1 - 6 units*

Cognitive, perceptual, sensory, motor and personality development in later life will be studied in relation to social theories of ageing and typical life events of older people.

**11502 Biological Aspects of Ageing***Semester 1 - 6 units*

This subject studies human ageing from biological perspectives. The emphasis is on understanding the main features of 'normal' ageing or senescence as distinct from disease processes and the contribution of environmental factors to ageing.

**Electives***Semester 1-5 units**Semester 2 - 20 units*

Students will study a total of five elective units. Each unit is 5 units. The electives offered may vary according to staff availability and student demand.

**Table 8.9 Master of Gerontology****Course****Code**      **Mode of Offer**0865      *Full-time; 1/2 years*0866      **Part-time; 3 years****0842**      **Part-time; 3 years (for students who commenced in 1996)**

Units      99

**Full-time Mode**

		Total	Sem 1	Sem 2
<b>Year 1</b>				
08469	Special Investigation	10	-	10
08474	Program Planning and Evaluation	6	6	-
08483	Introduction to Gerontology	6	6	-
10487	Methodological Issues in Gerontology	6	6	-
10454	Behavioural Aspects of Ageing	6	6	-
11502	Biological Aspects of Ageing	6	6	-
	Elective <sup>1</sup>	5	5	-
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
	<b>Stage Total</b>	<b>65</b>	<b>35</b>	<b>30</b>
<b>Year 2</b>				
08494	Treatise	18	-	-
	Research Elective <sup>2</sup>	16	8	8
	<b>Stage Total</b>	<b>34</b>	<b>8</b>	<b>8</b>
<b>Year 2 (for students who commenced in 1996)</b>				
08494	Treatise	18	-	-
08495	Professional Development	8	8	-
	<b>Stage Total</b>	<b>26</b>	<b>8</b>	

**Part-time Mode****Year 1**

08483	Introduction to Gerontology	6	6	-
10454	Behavioural Aspects of Ageing	6	6	-
11502	Biological Aspects of Ageing	6	6	-
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
	Elective <sup>1</sup>	5	-	5
	<b>Stage Total</b>	<b>33</b>	<b>18</b>	<b>15</b>

## Year 2

10487	Methodological Issues in Gerontology	6	6	-
08474	Program Planning and Evaluation	6	6	-
08469	Special Investigation	10	-	10
	Elective <sup>1</sup>	5	5	-
	Elective <sup>1</sup>	5	-	5
	<i>Stage Total</i>	32	17	15
<i>ar2 (for students who commenced in 1996)</i>				
08474	Program Planning and Evaluation	6	6	-
08486	Options in Later Life	6	-	6
084A1	Treatise Preparation	6	-	6
	Elective <sup>1</sup>	5	5	-
	Elective <sup>1</sup>	5	-	5
	Research Elective <sup>2</sup>	8	8	or 8
	<i>Stage Total</i>	36		
<i>ar3</i>				
08494	Treatise	18	-	-
	2 Research Electives <sup>2</sup>	16	8	8
	<i>Stage Total</i>	34	8	8
<i>ar 3 (for students who commenced in 1995)</i>				
08494	Treatise	18	-	-
08495	Professional Development	8	4	4
	<i>Stage Total</i>	26		

## Notes

<sup>1</sup> Electives: Students study a total of five elective subjects. Each subject is 5 units. The electives offered may vary according to staff availability and student demand. With the approval of the School, students may also choose appropriate electives from subjects within other graduate courses. Electives include:

08470	Mental Health in Later Life
08476	Law, Ethics and the Rights of Older People
08488	Counselling Theory and Practice
08578	The Residential Care Setting and Older People
08579	Residential Care Policies and Services
08580	Community Health Policies and Services
08581	The Community Setting and Older People
08582	Independent Project
10452	Multicultural Issues in Gerontology
11433	Health, Dysfunction and Ageing

<sup>2</sup> Research Elective: Students select two research subjects (subject to sufficient student numbers and staff availability) in consultation with the Course Co-ordinator. For a list of Research Electives see Appendix 1.

## Master of Gerontology

This course provides advanced training in gerontological theory and practice. It is designed to equip graduates with an in-depth understanding of ageing and age-related issues. Graduates will be equipped to occupy senior positions in a variety of planning, service delivery, educational and other settings.

The course is offered as a part-time program, normally over three years, or full-time over eighteen months.

## Admission Requirements

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

- i) Abachelor's degree in an area of occupational relevance such as the health, welfare, social or biological sciences, OR
- ii) Overseas qualifications acceptable to the Faculty, OR
- iii) Other general and professional qualifications and/or experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies, and satisfy such additional requirements for admission to the program, as may be prescribed by Faculty.

## Course Outline

The course outline for the Master of Gerontology is presented in Table 8.9.

## Subject Descriptions

Some subjects are common to the Graduate Diploma in Gerontology. Please refer to subject descriptions on page 8-29.

### 08469 Special Investigation

*Semester 2 - 10 units*

This subject aims to give students the opportunity to develop the skills required for an independent investigation in an area of relevance to their professional interests. This may take any one of several forms, depending on the nature of the investigation and of the student's candidature. In all cases, the main component of the final report will be an extended literature analysis and critical review. Master's students, however, would normally be expected to develop their investigation as preparation for their treatise.

### 08494 Treatise

*18 units*

The general aim of this subject is to synthesise post-graduate learning into a final project relevant to some aspect of gerontology. The topic and approach having been refined through participation in Special Investigation, students now conduct and write up their project under the supervision of one or more members of the academic staff.

### Research Elective

*16 units*

Students select subjects (subject to sufficient student numbers) in consultation with the Course Co-ordinator. For research elective subject descriptions, see Appendix 1.

**Table 8.10 Master of Health Science (Gerontology) by Research**

#### Course

*Code Mode of Offer*

0831 *Full-time; minimum 2 years*

0832 *Part-time; minimum 3 years*

#### Full-time Mode

##### Year 1

08541	Research Thesis	-	-	-
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##### Year 2 (and subsequent years)

08541	Research Thesis	-	-	-
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#### Part-time Mode

##### Year 1

08541	Research Thesis	. -	-	-
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##### Year 2

08541	Research Thesis	-	-	-
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##### Year 2 (for students who commenced in 1996)

08542	Research Seminar I	6	6	
08543	Research Seminar II	6		6
08574	Research Thesis Preparation	6	3	3
	Research Elective B	8	8	or 8

##### Year 3 (and subsequent years)

08541	Research Thesis	-	-	-
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**Master of Health Science (Gerontology)  
by Research**

This course provides the opportunity for research in gerontology.

**Admission Requirements**

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

- i) have completed a bachelor degree in an area of relevance such as health, welfare, social, behavioural or biological sciences;  
OR
- ii) submit such other evidence of general and professional qualifications and experience as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue independent research.
- iii) Satisfy such additional requirements for admission to the program, if any, as may be prescribed.

Notes:

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

**Course Outline**

The course outline for the Master of Health Science (Gerontology) by Research is presented in Table 8.10.

**08541 Research Thesis**

A supervisor is appointed to assist the student in carrying out the research project following approval of the research proposal. Regular meetings are held with the supervisor. Students may be required by the supervisor and /or Head of School to undertake graduate coursework study where this is considered necessary to the student's research thesis.

**Table 8.11 Graduate Diploma in Rehabilitation Counselling**

**Course**

<b>Code</b>	<b>Mode of Offer</b>
0801	Full-time; 1 year
0855	Off-Campus; 2 years
Units	Full-time; 64, Off-Campus; 68

**Full-time Mode**

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>				
08407	Counselling	12	6	6
08409	Rehabilitation	12	8	4
08411	Independent Study	10	-	-
08415	Vocational Rehabilitation	12	6	6
08416	Rehabilitation of Special Groups	10	5	5
08417	Field Experience	12	1	5
	<i>Stage Total</i>	<b>64</b>		

**Off-Campus Mode**

*Year 1 (offered in 1997)*

08409	Rehabilitation	12	8	4
08411	Independent Study <sup>2</sup>	- 6	-	-
08416	Rehabilitation of Special Groups	10	5	5
08419	Field Experience B	6	-	6
084A3	Residential School B	2	-	2
	<i>Stage Total</i>	<b>36</b>		

*Year 2*

08407	Counselling	12	6	6
08415	Vocational Rehabilitation	12	6	6
08418	Field Experience A	6	-	6
084A4	Residential School A	2	-	2
	<i>Stage Total</i>	<b>32</b>		

08409	Rehabilitation	12	8	4
08411	Independent Study <sup>2</sup>	6		
08416	Rehabilitation of Special Groups	10	5	5
08419	Field Experience B	6		6
084A3	Residential School B	2		2
<i>Stage Total</i>		<hr/>		
		36		

**Notes**

- <sup>1</sup> Includes two five (5) week (175 hour) block placements at separate agencies, complemented by pre-placement tutorials. The first placement will be undertaken in the inter-semester recess.
- <sup>2</sup> For students enrolled in second year only.
- <sup>3</sup> May be completed in either semester or during inter-semester break.

**Graduate Diploma in Rehabilitation Counselling**

This course can be completed on a one-year full-time basis or over two years via the off-campus (distance education) mode.

**Admission Requirements**

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

- i) a bachelor degree or a diploma including three years cumulative study in psychology or equivalent, OR
- ii) Appropriate training and experience in one of the applied health professions. (Students entering on the basis of their qualifications in an allied health profession may be required to undertake some preliminary supplementary studies). AND
- iii) It is desirable that applicants have had experience of at least one year in some aspect of rehabilitation, either in work or on a voluntary basis.

**Course Outline**

The course outline for the Graduate Diploma in Rehabilitation Counselling is presented in Table 8.11.

**Subject Descriptions**

**08407 Counselling**

*Semester 1 - 6 units*  
*Semester 2 - 6 units*

In the first Semester, this intensive subject introduces theories and procedures utilised within the assessment process as it relates to rehabilitation counselling, provides practice covering the basic microskills involved in the initial assessment interview. The aim is the development of the understanding necessary to conceptualise a client's needs and to formulate appropriate goals for counselling. Semester two introduces students' to the theory and practice of the interpersonal process approach to counselling. The aim is the development of both theoretical and applied understandings of this most basic of counselling skills

**08409 Rehabilitation**

*Semester 1 - 6 units*  
*Semester 2 - 6 units*

This subject is intended to integrate various areas of the rehabilitation process and its implication other than those covered in Vocational Rehabilitation (08415). There are five units: Introduction to Rehabilitation Theory and Practice; Legal Aspects of Rehabilitation; Psychosocial Aspects of Disability; Rehabilitation Administration and Evaluation; Case and Caseload Management.

**08411 Independent Study**

*6 units*

In Semester 2, students undertake an independent study devoted to a specific area of handicap or disadvantage. Alternatively, they may elect a study devoted to the administration and/or evaluation of an agency program, or investigate a current rehabilitation issue.

**08415 Vocational Rehabilitation**

*Semester 1 - 6 units*  
*Semester 2 - 6 units*

This subject comprises of three modules. The first is concerned with the psychosocial foundations of work. The second looks at the vocational development process, the effect disability has on this process and the way in which counsellors and other rehabilitation professions go about assessing the degree of handicap and the vocational/ avocational options available. The final module looks in detail at the placement and resettlement aspects of rehabilitation and the methods/techniques used to work with clients and employers to secure a return to the workforce.

**08416 Rehabilitation of Special Groups**

*Semester 1 - 5 units*  
*Semester 2 - 5 units*

The subject introduces students to the rehabilitation needs and range of services provided for the physically disabled, psychiatric clients, those who abuse drugs and alcohol, public offenders, the intellectually handicapped, migrants, the elderly, traumatically brain injured, people with HIV/ Aids, vision impaired, and hearing loss and sign language.

**08417 Field Experience**

*12 units*

**08418 Field Experience A**

*6 units*

**08419 Field Experience B**

6 units

Students are assigned selected cases in rehabilitation agencies and are required to carry out a range of tasks appropriate to a rehabilitation counsellor, with supervision from a qualified professional. Students are required to complete a total of 385 hours of placement under supervision.

08417 is 385 hours; 08418 is 293 hours, 08419 is 292 hours.

**084A4 Residential School A**

2 units

**084A3 Residential School B**

2 units

Attendance at two residential Schools is compulsory. The School is held for 5 days in June of each year.

**Table 8.12 Master of Rehabilitation Counselling (by Coursework)****Course****Code Mode of Offer**

0823 Full-time; 1½ years (3 semesters) Units 96

0824 Part-time; 3 years (6 semesters) (no commencing students since 1996) Units 96

0854 Off-Campus; 3 years (6 semesters) Units 100

**Full-time Mode**

		Total	Sem 1	Sem 2	
<i>Year 1</i>					
08407	Counselling	12	6	6	
08409	Rehabilitation	12	8	4	
08415	Vocational Rehabilitation	12	6	6	
08416	Rehabilitation of Special Groups	10	5	5	
08417	Field Experience	12 <sup>i</sup>	1	5	6
<i>Stage Total</i>		58			

*Year 2 (Semester!)*

08540	Treatise	30	-	-
	Research Elective	8	-	-
<i>Stage Total</i>		38		

**Off-Campus Mode***Year 1 (offered iW1997)*

08409	Rehabilitation	12	8	4	
08416	Rehabilitation of Special Groups	10	5	5	
08419	Field Experience B	6	-	6	-
084A3	Residential School B	2		2	
<i>Stage Total</i>		30			

*Year 2*

08407	Counselling	12	6	6	
08415	Vocational Rehabilitation	12	6	6	
08418	Field Experience A	6	-	6	-
084A4	Residential School A	2		2	
<i>Stage Total</i>		32			

*Year 2 (for students who commenced in 1996)*

08409	Rehabilitation	12	8	4	
08416	Rehabilitation of Special Groups	10	5	5	
08419	Field Experience B	6	-	6	-
084A3	Residential School B	2		2	
<i>Stage Total</i>		30			

*Year 3*

08540	Treatise	30	-	-
	Research Elective	8	-	-
<i>Stage Total</i>		38		

## Notes

- <sup>1</sup> Includes two 5-week (175 hours) block placements, at separate agencies, complemented by pre-placement tutorials. The first placement will be undertaken in the inter-semester recess.
- <sup>2</sup> Research Elective: Students select one of the subjects in consultation with the course co-ordinator. These subjects are each 8 units and can be taken in either semester 1 or semester 2. For the list of Research Electives see Appendix 1.
- <sup>3</sup> May be completed in either semester or during inter-semester break.
- <sup>4</sup> For students enrolled in second year only.

## Master of Rehabilitation Counselling (by Coursework)

This course can be completed on a 3 semester full-time basis or over 6 semesters off-campus (distance education) mode.

### Admission Requirements

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

- i) have completed a bachelor degree in an appropriate area other than rehabilitation counselling;  
OR
- ii) submit such other evidence of general and professional qualifications and experience as will satisfy the Academic Board that the applicant possesses the educational preparation and capacity to undertake the coursework and treatise requirements, and satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Academic Board.
- iii) It is desirable that applicants have had experience of at least one year in some aspect of rehabilitation, either in work or on a voluntary basis.

### Course Outline

The course outline for the Master of Rehabilitation Counselling is presented in Table 8.12.

### Subject Descriptions

#### 08407 Counselling

*Semester 1 - 6 units*  
*Semester 2 - 6 units*

This subject covers the main theoretical positions: namely, humanistic, behaviouristic and psychodynamic. Practical activities are devoted to helping relationship skills, influencing skills, group counselling and behavioural techniques.

#### 08409 Rehabilitation

*Semester 1 - 8 units*  
*Semester 2 - 4 units*

This subject is intended to integrate various areas of the rehabilitation process and its implication other than those covered in Vocational Rehabilitation (08415). There are five units: Introduction to Rehabilitation Theory and Practice; Legal Aspects of Rehabilitation; Psychosocial Aspects of Disability; Rehabilitation Administration and Evaluation; and Case and Caseload Management.

#### 08415 Vocational Rehabilitation

*Semester 1 - 6 units*  
*Semester 2 - 6 units*

This subject comprises three units. The first is concerned with the psychosocial foundations of work. The second looks at the vocational development process, the effect disability has on this process and the way in which counsellors and other rehabilitation professionals go about assessing the degree of handicap and the vocational/ avocational options available. The final unit looks in detail at the placement and resettlement aspects of rehabilitation and the methods /techniques used to work with clients and employers to secure a return to the workforce.

#### 08416 Rehabilitation of Special Groups

*Semester 1 - 5 units*  
*Semester 2 - 5 units*

The subject introduces students to the rehabilitation needs and range of services provided for the physically disabled, psychiatric clients, those who abuse drugs and alcohol, public offenders, the intellectually handicapped, non-English speaking background Australians, the elderly, the traumatically brain injured, people with HIV/Aids, the vision impaired, and hearing loss and sign language.

#### 08417 Field Experience

*12 units*

#### 08418 Field Experience

*6 units*

#### 08419 Field Experience

*6 units*

Students are assigned selected cases in rehabilitation agencies and are required to carry out a range of tasks appropriate to a rehabilitation counsellor, with supervision from a qualified professional. Students are expected to undertake a total of 385 hours field experience.

#### 08540 Treatise

*30 units*

The treatise requires the completion of a paper which aims to synthesise post-graduate knowledge and skills through an original investigation of an area of professional relevance.

#### Research Elective

*Semesters 1 or 2 - 8 units*

Students select a research elective (subject to sufficient student numbers) in consultation with their supervisor.

#### 084A4 Residential School A

*2 units*

#### 084A3 Residential School B

*2 units*

Attendance at two residential Schools is compulsory. The School is held for 5 days in June of each year.

Table 8.13 Master of Health Science (Rehabilitation Counselling) by Research

<i>Course</i>	
<i>Code</i>	<i>Mode of Offer</i>
0848	Full-time; minimum 2 years
0849	Part-time; minimum 3 years

**Full-time Mode**

<i>Year 1</i>	
08422	Research Thesis
<i>Year 2 (and subsequent years)</i>	
08422	Research Thesis

**Part-time Mode**

<i>Year 1</i>	
08422	Research Thesis
<i>Year 2</i>	
08422	Research Thesis
<i>Year 3 (and subsequent years)</i>	
08422	Research Thesis

**Master of Health Science  
(Rehabilitation Counselling) by Research**

This course provides the opportunity for research in the areas of rehabilitation, rehabilitation counselling, rehabilitation administration, and the management of rehabilitation resources.

**Admission Requirements**

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

- i) a Graduate Diploma of Health Science (Rehabilitation Counselling);  
OR
- ii) an Associate Diploma of Health Science (Rehabilitation Counselling) plus a bachelor's degree with a major in psychology or other behavioural science subject;  
OR
- iii) General and professional qualifications as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.

In addition, the applicant shall satisfy such additional requirements for admission to the program, if any, as may be prescribed by the Faculty. The applicant shall normally have had a minimum of one year of full-time relevant work experience in a rehabilitation setting.

**Course Outline**

The course outline for the Master of Health Science (Rehabilitation Counselling) by Research is presented in Table 8.13.

**08422 Research Thesis**

Supervisors are appointed to assist in carrying out the research project following approval of the research proposal. Regular meetings are held with the supervisor. Students may be required by the supervisor and/or Head of School to undertake graduate coursework study where this is considered necessary to the students research thesis.



## Field Experience/Professional Practice

### Rehabilitation Counselling

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

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

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

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

These objectives are fulfilled by placement blocks of supervised field practice complemented by supporting seminars, tutorials and agency visits. At least one placement is to be supervised by a practising/qualified rehabilitation counsellor.

**Graduate Diploma (Rehabilitation Counselling) and Masters (Rehabilitation Counselling)** students are required to complete 385 hours. This includes two field placements at separate agencies, as per dates below.

### 1997 Field Placement Dates

#### Graduate Diploma and Master in Rehabilitation Counselling

##### Semester 1

30 June to 1 August

##### Semester 2

20 October to 21 November



# 9 School of Health Information Management

At the postgraduate level the School of Health Information Management offers Graduate Certificate courses in Casemix and Clinical Data Management, a Graduate Diploma of Applied Science (Health Information Management), a Master of Applied Science (Health Information Management), and a Doctor of Philosophy (PhD).

The Graduate Certificate and Diploma courses are open to graduates from a variety of backgrounds. The Graduate Certificate courses are designed to enable a wide range of health professionals, including health information managers, and others to acquire specific knowledge, and skills in the specialised areas of casemix and clinical data management. People undertaking these part-time Certificate courses may be employed, or seeking employment, as casemix coordinators, data managers or managers of clinical trials.

The Graduate Diploma course is designed to provide graduates with a professional qualification in health information management. Health information managers

are key members of the health care team responsible for the management of patient-related health information systems. These systems, both manual and automated, are designed for the capture, storage, analysis, retrieval and the appropriate release of information about patients and health services. Successful completion of the Graduate Diploma of Applied Science (Health Information Management) course qualifies the holder for full membership of the Health Information Management Association of Australia. The Health Information Management Association of Australia represents the profession and promotes the continuing education of its members through regular seminars, workshops and conferences. Students undertaking the Graduate Diploma are eligible for student membership of the Association.

The Master of Applied Science (Health Information Management) course is designed to further develop health information managers by providing an opportunity for advanced study through research.

Table 9.1 Graduate Certificate in Casemix

Course

Code Mode of Offer

0914 Part-time; minimum 2 semesters

Units 32

		Total	Sem 1	Sem 2
09501	Introduction to Casemix	8	8	
09502	Generating and Using Casemix Information	8	8	
09503	Casemix Funding and Financial Management	8..		8
09504	Implementing Casemix Systems	8		8
<i>Stage Total</i>		32	16	16

## Graduate Certificate in Casemix

This course is designed to enable graduates to obtain knowledge of the design, uses and evaluation of casemix systems. The Graduate Certificate is suitable for both managers and health professionals working with casemix information systems as well as senior managers who need to keep abreast of current casemix issues and their implications for health services management and planning.

## Admission Requirements

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

- i) A bachelor degree from an Australian tertiary institution OR
- ii) A bachelor degree from an overseas institution equivalent to an Australian Bachelor degree

OR

- iii) Experience and / or qualifications as deemed appropriate by the Head of School.

## Subject Descriptions

### 09501 Introduction to Casemix

Semester 1 - 8 units

The purpose of this subject is to introduce the concepts which underpin the design and use of casemix systems. The major emphasis is on the Australian National Diagnosis Related Groups (AN-DRGs) used in acute hospitals. However, the issues surrounding the use of casemix systems for non-acute inpatients and ambulatory patients are also analysed. The subject includes an introduction to the concepts of several applications of casemix information, but the details related to paying for care based on casemix are

explored in the subject Casemix Funding and Financial Management. The current casemix initiatives of the Commonwealth, States and at the hospital level are explored along with likely future developments.

**09502 Generating and Using Casemix Information**  
*Semester 1 - 8 units*

This subject is designed to give students practical experience in the production and analysis of casemix information. The subject functions as a companion to the subject Introduction to Casemix by giving students practical illustrations of the casemix concepts as they are introduced. The major emphasis will be on the AN-DRG system because suitable software is currently limited to that system. Software for other casemix systems will be introduced into the course as it becomes available.

**09503 Casemix Funding and Financial Management**  
*Semester 2 - 8 units*

This subject is concerned with one of the main applications of casemix data, paying hospitals on the basis of their output. The various models used for casemix based payment systems in Victoria, Queensland and South Australia are explored. The subject explains the methods used to cost the activities of hospitals and set the prices of the AN-DRGs. Differences in the population and casemix based funding

approaches are examined with special reference to experiences with integrating the two in NSW and Queensland. In addition, the potential role of casemix in a provider-purchaser split funding model is also considered. A casemix management game is used to provide insight into the potential impact of casemix based funding at the hospital level. The subject also examines the issues surrounding the use of casemix based budgeting within hospitals.

**09504 Implementing Casemix Systems**  
*Semester 2 - 8 units*

The purpose of this subject is to give students the skills to implement casemix based systems and apply casemix concepts to common management problems. The practical problems of implementing casemix are addressed. These include: incorporating casemix information into the existing management information system; integrating casemix approaches with the existing utilisation review and quality assurance programs; educating staff about casemix issues; using casemix data to plan healthcare services; and analysing the current organisational structure to identify barriers to the use of casemix data to better manage the facility. The subject builds on the skills developed during the subject Generating and Using Casemix Information by using the same practical information based approaches.

**Table 9.2 Graduate Certificate in Clinical Data Management**

<i>Course</i>		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Code</i>	<i>Mode of Offer</i>			
0915	<i>Off-campus; minimum 2 semesters</i>			
<i>Units</i>	32			
09505	Fundamentals of Medicine and Medical Terminology	8	8	
09509	Introduction to Epidemiology	8	8	
09507	Clinical Data Management and Clinical Trials	8		8
09508	Database Systems	8		8
<i>Stage Total</i>		32	16	16

**Graduate Certificate in Clinical Data Management**

This course is designed to provide health professionals with a working knowledge of the management of clinical data used in clinical trials and other projects. The course is suitable for health information managers, data managers and other health professionals working with, or planning to work with, clinical data and other health databases.

**Admission Requirements**

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

- i) A bachelor degree in an appropriate discipline from an Australian tertiary institution  
OR
- ii) A bachelor degree in an appropriate discipline from an overseas institute equivalent to an Australian bachelor degree  
OR

- iii) Experience and/or a qualification as deemed appropriate by the Head of School.

Applicants must be able to demonstrate familiarity with major microcomputing software such as DOS, WINDOWS, wordprocessing, a database package and a spreadsheet package.

**Subject Descriptions**

**09505 Fundamentals of Medicine and Medical Terminology**  
*Semester 1 - 8 units*

This subject is designed to provide the student with the knowledge necessary to understand the information contained in health records, to function within a medical environment through an understanding of the fundamentals of medicine, and to effectively use disease classification systems. Within each body system, the student will study anatomy and physiology, disease processes and their treatment, and medical terminology disease titles, symptomatic terms, surgical terms and investigations. The

subject also includes diagnostic tests, diagnostic procedures, radiology, nuclear medicine, radiation therapy and an introduction to pharmacology, pathology and cancer research.

**09509 Introduction to Epidemiology**

*Semester 1-8 units*

This subject introduces the student to epidemiology. The subject includes measures of disease frequency and association, study design (descriptive and analytic) and sources of measurement error. There is a focus on issues of specific relevance to randomised clinical trials, for example intention to treat analysis, and test specificity and sensitivity. Students are introduced to the critical appraisal of epidemiological studies.

**09507 Clinical Data Management and Clinical Trials**

*Semester 2 - 8 units*

This subject will discuss in detail the processes involved in conducting clinical research and the role of the data manager in these processes. Areas covered include the stages in the

development of a clinical trial, various design issues including blinding, crossover and factorial designs, randomisation and stratification, organisation and planning of trial research, forms design, data collection issues, methods of ensuring data quality including monitoring and auditing, ethical and regulatory issues, and reporting of results.

**09508 Database Systems**

*Semester 2 - 8 units*

This subject covers the study of relational database design, using SQL, dBase ACCESS and the Clinical Report System (CRS). This includes data structures, logic database design, the relational model and the functions of a database management system. It also introduces the student to Systems Analysis and Design, which includes the system life cycle, data flow diagrams, data dictionaries, cost/benefit analysis, scheduling (PERT and CPM) techniques, system testing and conversion, and data security.

**Table 9.3 Graduate Diploma of Applied Science (Health Information Management)**

*Course*

**Code**      *Mode of Offer*  
 0906      *Full-time; 1 year*  
*Units*      64

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>		
09422	Human Resource Management	2	2			
09425	Introduction to Data Processing and Microcomputers	2	2			
09429	Financial Management in Health Care Facilities	2	2			
09430	Computer Applications in Health Care	2	2			
09431	International Disease Classification Systems	5	2	3		
09434	Information Systems Management I	3	3			
09435	Health Care Systems	2	2			
09436	information Systems Management II	3		3		
09438	Casemix Measurement Systems	3		3		
09439	Epidemiology	3		3		
09443	Medico-Legal Principles	3		3		
09445	Introduction to Programming and Database Design	5		5		
09446	Fundamentals of Medicine and Medical Terminology I	6	6			
09447	Fundamentals of Medicine and Medical Terminology II	6		6		
09448	Professional Experience	9	4 <sup>1</sup>	5 <sup>2</sup>		
09451	Introduction to Management Principles	3		3		
09470	Health Care Evaluation	2		2		
102B2	Research Methods I: Design	3	3			
<b>Stage Total</b>		<b>64</b>	<b>24</b>	<b>4</b>	<b>31</b>	<b>5</b>

**Notes**

- <sup>1</sup> 2 weeks inter-semester placement
- <sup>2</sup> 2 weeks post-semester placement

**Graduate Diploma of Applied Science (Health Information Management)**

The Graduate Diploma of Applied Science (Health Information Management) offers a specialised program in the professional area of health information/medical record management.

The course is designed to prepare specialists in the management of health information systems. It provides participants with a core of knowledge and skills appropriate

to the effective practice of health information management. The course focuses on the information needs of health care professionals and facilities and provides a sound education in information systems management, microcomputing, programming, database design, medical terminology, medical science, medico-legal principles, management principles including human resource management, research methods and epidemiology, disease classification and casemix measurement systems, financial management in health care facilities and evaluation in health care.

## Admission Requirements

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

- i) A bachelor degree in a related area from an Australian or overseas tertiary institution and such relevant work experience as satisfies the Head of School,  
OR
- ii) Some other form of relevant qualification as satisfies the Head of School.

## Course Outline

The course outline for the Graduate Diploma of Applied Science (Health Information Management) is presented in Table 9.3.

## Subject Descriptions

### 09422 Human Resource Management

#### *Semester 1 - 2 units*

This subject is designed to introduce the student to the human resource management functions relevant to the work of the Health Information Manager. Areas covered include recruitment and selection, staff appraisal, training and development and human, resource planning. The implications of equal employment and affirmative action legislation to human resource management are also covered.

The industrial relations framework in Australia with particular emphasis on the current workplace focus and conflict resolution are covered and students are also taught to prepare their own curriculum vitae.

### 09425 Introduction to Data Processing and Microcomputers

#### *Semester 1 - 2 units*

This subject introduces the student to microcomputers and mainframe computers and also deals with the history of computer technology, introduction to computer hardware and concepts, use of microcomputers and applications software. Areas studied include MS-DOS, WINDOWS, dBase IV and use of a spreadsheet package eg. Lotus 1-2-3.

### 09429 Financial Management in Health Care Facilities

#### *Semester 1 - 2 units*

In this subject students are introduced to the financial management of hospitals and health care institutions. Topics covered include the accounting function embracing basic accounting procedures, financial and budgetary control methods, the budgetary process, types of budgets and auditing. In addition, the subject covers hospital accounting systems and methods of funding, performance and productivity, hospital cost analysis and control and clinical costing systems.

### 09430 Computer Applications in Health Care

#### *Semester 1 - 2 units*

This subject is designed to examine hospital information systems in the wider context of computers in information management and in clinical management. This subject covers new developments in computer and communication technology and their application in health care systems.

### 09431 International Disease Classification Systems

#### *Semester 1 - 2 units*

#### *Semester 2 - 3 units*

This subject is designed to enable the student to classify diseases and procedures using ICD9CM. It includes the historical development of clinical classification systems as well as the purpose and value of classifying diseases and operations. Special purpose classifications such as ICDO and DSM-IV and SNOMED will be introduced. Disease and operations indices, morbidity and mortality statistics collections and notification and registration systems will be studied. In semester 2 students will have the opportunity to code from medical records in hospitals and become familiar with computer-assisted coding and indexing systems.

### 09434 Information Systems Management I

#### *Semester 1-3 units*

This subject introduces the student to the concepts of health information systems management by means of an integrated study of the nature of information, health record management, including patient identification, filing and retrieval systems, record control, forms design, record structures and computerised health record systems such as HOSPAS and MPAS.

### 09435 Health Care Systems

#### *Semester 1 - 2 units*

In this subject students are given an overview of the Australian Health Care System. Topics covered include: Commonwealth and state responsibilities for health, health care expenditure, health insurance, health care facilities and the health workforce. Trends in the provision of health care services are discussed along with an introduction to approaches to measuring the effectiveness of the health care system.

### 09436 Information Systems Management II

#### *Semester 2 - 3 units*

In this subject students extend their study of health information systems to health records used outside hospitals - both in ambulatory and other institutional care settings. Records used in community health, primary care, general practice, domiciliary care, nursing homes and mental health care are among the systems examined. Students also complete modules dealing with data forms and screen design; the collection and computation of health care statistics; concepts and practices used in quality assessment and control in medical record and health information systems. Tutorials concentrate on professional issues through discussion of current literature in the field of health information management.

### 09438 Casemix Measurement Systems

#### *Semester 2 - 3 units*

This subject is designed to cover a variety of casemix classification systems for acute and non-acute inpatients and ambulatory patients.

The major emphasis will be on Diagnosis Related Groups (DRGs) with specific reference to the Australian National Diagnosis Related Groups (AN-DRGs). Casemix applications and current casemix initiatives will also be explored.

**09439 Epidemiology***Semester 2 - 3 units*

This subject introduces the student to epidemiology through the study of historical aspects and design strategies in epidemiological research. This introduction also includes measures of disease frequency and association, types of epidemiological studies - descriptive, case-control, cohort studies - and quantitative measures for epidemiological research. This subject also includes data management for clinical trials including stages in the development of a clinical trial, organisational structure of a collaborative trial, protocol design and interpretation, methods of data collection and forms design, quality control and maintaining the integrity of the trial, and presentation in data management.

**09443 Medico-Legal Principles***Semester 2 - 3 units*

In this subject students study legal principles relating to health care. Topics covered include the origin and development of the structure of the court system, legal personnel and litigation, subpoena of witnesses and records, the law of torts, rules of evidence, criminal law, law of contract and the Coroner's Court. The subject also addresses institutional legal responsibilities and covers Commonwealth and NSW legislation relating to health care systems; and policies incorporated within the NSW Department of Health Patient Matters Manual.

**09445 Introduction to Programming and Database Design***Semester 2-5 units*

This subject introduces students to the third generation programming language PASCAL, Nassi-shneiderman diagrams as program design aids, to data types, data structures, functions and procedures. In the second half of the semester they learn to use the database language SQL and to design a new database in CRS (Clinical Report System).

**09446 Fundamentals of Medicine and Medical Terminology I***Semester 1 - 6 units*

This subject is designed to provide the student with the knowledge necessary to understand the information contained in the health record, to function within a medical environment through an understanding of the fundamentals of medicine, and to effectively use disease classification systems. Within each body system, the student will study anatomy and physiology, disease processes and their treatment, and medical terminology (disease titles, symptomatic terms, surgical terms and investigations).

**09447 Fundamentals of Medicine and Medical Terminology II***Semester 2-6 units*

This subject continues the study of anatomy and physiology, disease processes and interventions, and medical terminology, organised around body systems. Specialist areas such as psychiatry and medical imaging will also be addressed.

**09448 Professional Experience***Inter-semester - 4 units**Post-semester 2 - 5 units*

This subject is designed to extend the student's knowledge of health information management, to give them an opportunity to apply the theoretical knowledge they have gained and to develop competency and proficiency in the workplace. It also provides students with the opportunity to undertake a project which will develop their problem-solving skills while exploring special areas of interest in health information management.

**09451 Introduction to Management Principles***Semester 2 - 3 units*

This subject is designed to introduce post graduate students to the concept of management and the application of management knowledge to the practice of health information management. Topics focus on both traditional and contemporary management theories and the management functions of planning, organising, leading and controlling. Other areas include total quality management, motivation, organisational communication and the change process. The subject content of Introduction to Management also supports the professional experience component of the course.

**09470 Health Care Evaluation***Semester 2 - 2 units*

In this subject students are introduced to the concepts of quality health care. Approaches to evaluation of quality of care at a national level are discussed along with the assessment of health care quality at an organisational and individual level. Topics covered include evidenced based health care, health outcomes, variations research, consumer satisfaction, and clinical indicators. Approaches to improve quality of care such as practice guidelines are discussed. Program evaluation principles will be addressed. Techniques and methodologies for assessing quality of care along with elements of an effective evaluation program and sources of information for use in evaluation are discussed.

**102B2 Research Methods I: Design***Semester 1 - 3 units*

This subject introduces students to the research process and focuses on developing informed consumers of research. The subject begins with brief consideration of the philosophy of science, then covers research ethics, qualitative and quantitative research, the development of research questions and the specification of hypotheses and variables, conceptualisation and operationalisation, sampling issues, validity and reliability. A broad range of research methods will be introduced, including experimental research, single case designs, surveys, interview and observational studies, secondary data analysis and content analysis. Data quantification techniques will be discussed and students will be introduced to research applications in health sciences including needs assessment, evaluation research, action research and epidemiology.

**Table 9.4 Master of Applied Science (Health Information Management) by Research**

**Course**

<b>Code</b>	<b>Mode of Offer</b>
0911	Special Program (for master's qualifying students)
0909	Full-time; minimum 2 years
0910	Part-time; minimum 3 years

**Full-time Mode**

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>				
09416	Research Seminars I	<b>6</b>	3	3
09467	Research Proposal	<b>6</b>	3	3
10571	Intermediate Statistics	<b>8</b>	8	
<i>Year 2</i>				
09417	Research Seminars II	6	3	3
	Research Elective <sup>1</sup>	8		8
09418	Research Thesis	-	-	-

**Part-time Mode**

<i>Year 1</i>				
09467	Research Proposal	6	3	3
10571	Intermediate Statistics	8	8	
<i>Year 2</i>				
	Research Elective <sup>1</sup>	8		8
09416	Research Seminars I	6	3	3
09418	Research Thesis	-		-
<i>Year 3</i>				
09417	Research Seminars II	6	3	3
09418	Research Thesis	-	-	-

**Notes**

<sup>1</sup> Research Elective: students select one subject in consultation with their supervisor (see Appendix 1 for a list of Research Electives).

**Master of Applied Science  
(Health Information Management)  
by Research**

The School of Health Information Management has a firm commitment to the development of knowledge and skills appropriate to the needs of health information managers. The postgraduate programs offered by the School are therefore designed to give graduates an opportunity to pursue advanced study in areas of professional interest including information systems, organisational management and evaluation methodology.

The Master of Applied Science (Health Information Management) is largely by research thesis with minimal supplementary course work. This program gives graduates an opportunity to further develop their skills by undertaking research in a specialised area of study.

**Admission Requirements**

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

- i) A bachelor degree in Medical Record Administration/ Health Information Management from an Australian tertiary institution,  
OR
- ii) An Associate Diploma in Medical Record Administration plus an approved bachelor degree,  
AND
- iii) Such qualifications as are deemed to be equivalent to (1) or(2),

**Course Outline**

The course outline for the Master of Applied Science (Health Information Management) is presented in Table 9.4.



## Subject Descriptions

### **09900 Special Program-Health Information Management**

The Special Programs are devised to meet individual needs. They are not subjects in the normal sense and do not necessarily involve a common syllabus and should not be compared between individual cases.

### **09416 Research Seminars I**

*Semester 1 - 3 units*

*Semester 2-3 units*

The seminars are designed to provide a formal structure to support the development of a research proposal. The seminars provide a forum for students to exchange and test ideas pertinent to the development of the research proposal.

### **09417 Research Seminars II**

*Semester 1-3 units*

*Semester 2- 3 units*

The seminars are designed to be an integral part of the research thesis and are held concurrently with the subject 09418 Research Thesis. The seminars provide a forum for students to present the progress of their research and facilitate the exchange of ideas between academic staff and students.

### **09418 Research Thesis**

*Pre-requisite Research Proposal (09467)*

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

### **09467 Research Proposal**

*Semester 1-3 units*

*Semester 2 - 3 units*

The aim of this subject is to allow the students to develop a formal research proposal for their intended research thesis. This will include the development of the research question, literature review, research design and proposed statistical analysis. Successful completion of this subject will be required before enrolment in the subject 09418 Research Thesis.

### **10571 Intermediate Statistics**

*Semester 1-8 units*

*Pre-requisite Research Methods I and II or equivalent*

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

## Research Electives

*Semester 2 - 8 units*

For Elective subject descriptions, see Appendix 1.

## Professional Experience

In the Graduate Diploma of Applied Science (Health Information Management), professional experience provides students with a variety of learning experiences which relate both to the theoretical content of the classroom and to their future professional career goals. A range of field-based activities are organised in selected learning sites which include hospitals, community care centres, research units and the Department of Health (N.S.W.).

## 1997 Clinical Practice Dates

### **Graduate Diploma of Applied Science**

June 30 - July 11 (2 weeks)

December 1 - December 12 (2 weeks)

## Uniforms

Uniforms and identification badges must be worn by all students during practical placements.



# 10 School of Medical Radiation Technology

The School of Medical Radiation Technology was established at the Cumberland College of Health Sciences in 1988 when it offered a Diploma of Applied Science (Medical Radiation Technology). The Bachelor of Applied Science (Medical Radiation Technology) course commenced in 1992. There are three professional streams in the undergraduate course; Diagnostic Radiography, Radiation Therapy and Nuclear Medicine Technology. A Graduate Diploma of Applied Science (Medical Ultrasonography) commenced in 1991. A Graduate Certificate of Applied Science (Medical Ultrasonography) a distance education program for rural health workers, commenced in 1994.

A diagnostic radiographer is responsible for the production of diagnostic images on a patient who has been referred for a specific series of investigations. Most of the investigations performed will use radiation beams (X-ray) to create the image. The investigations vary markedly in their complexity, extending from simple skeletal radiographs to sophisticated high technology investigations which use both radiation beams and computers to create sectional images or a map of other parts of the body. A rapidly emerging high technology investigation, Magnetic Resonance Imaging, uses high intensity magnetic fields, radio-frequency waves and computers to create images of any region of the patient's body.

A nuclear medicine technologist uses radioactive substances and sophisticated instrumentation such as gamma cameras and computers to gain diagnostic information about disease. Nuclear medicine procedures provide physiological as well as structural information about the human body. The technologist is responsible for preparing radiopharmaceuticals, working directly with patients, analysing computer data, and producing images and results for medical diagnosis.

A radiation therapist is responsible for the accurate and precise planning, calculation and delivery of radiation to cure or relieve the symptoms of malignant disease. A radiation therapist is involved in the localisation of the treatment area using CT scans and treatment simulators, the design and calculation of the treatment technique using sophisticated computerised planning systems, and the daily treatment of patients. Accurate positioning of the patient and the treatment machine is essential because of the high doses of radiation that are delivered to the diseased area. The profession combines close patient contact with the use of high technology equipment.

A medical sonographer is responsible for the production of diagnostic images and for obtaining other diagnostic information using ultrasound. Investigations are performed on most soft tissue regions of the body.

Table 10.1 Graduate Certificate of Applied Science (Medical Ultrasonography)

*Course*

*Code*      *Mode of Offer*  
 1824      *Off-Campus; 1 year*  
*Units*      28

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
11476	Biological Sciences	4	4	-
18420	Physics & Instrumentation I	4	4	-
18421	Ultrasonography I	4	-	4
18422	Ultrasonography II	4	-	4
18423	Clinical Practice <sup>1</sup>	12	6	6
<i>Stage Total</i>		28	14	14

Note

<sup>1</sup> A condition of the course is that each student is engaged in ultrasound investigation for at least 8 hours per week throughout the whole course.

## **Graduate Certificate of Applied Science (Medical Ultrasonography)**

The Graduate Certificate of Applied Science (Medical Ultrasonography) is designed for people working in the field of clinical ultrasonography in rural or remote areas. The course aims to provide participants with an opportunity to develop their knowledge in the field of ultrasound or the upper abdomen, obstetrics and gynaecology. This program is designed to make use of independent learning methods incorporating distance education material as well as on-campus sessions to enable access for country ultrasonographers. The duration of the course is one year.

### **Admission Requirements**

In order to qualify for admission to this course, applicants should have:

- i) a. A degree or diploma in medical radiation technology.  
OR
  - b. A degree or diploma in a relevant area (eg. nursing).  
Such applicants may be advised to make up any deficiencies in identified areas of assumed knowledge (eg. physics, medical imaging modalities).  
OR
  - c. An approved professional diploma, associate diploma or certificate in nuclear medicine technology, ultrasound or radiography plus completion of a designated qualifying program.  
OR
  - d. Some other form of qualification and experience which is considered by the Head of School to be of sufficient merit to warrant their admission to the graduate certificate course. Such applicants may be required to complete a designated qualifying program prior to admission.  
AND
- ii) At least one year of relevant work experience, (in the field of their undergraduate studies);  
AND
  - iii) Be working in the field of medical ultrasonography for the duration of the course.

Admission is restricted to applicants who, because of remoteness, are unable to enter the Graduate Diploma of Applied Science (Medical Ultrasonography).

### **Course Outline**

The course outline for the Graduate Certificate of Applied Science (Medical Ultrasonography) is presented in Table 10.1.

### **Subject Descriptions**

#### **11476 Biological Sciences**

*Semester 1 - 4 units*

This subject examines the general principles and mechanisms of the pathology of diseases which may be encountered in the practice of general ultrasonography. It also covers basic embryological development.

#### **18420 Physics and Instrumentation I**

*Semester 1 - 4 units*

This subject presents the basic physical principles and instrumentation of diagnostic ultrasound. It includes methods of image production, interpretation, recording techniques, the principles of grey scale echography and adjustment procedures for relevant operation controls. The subject also covers the recognition of artefacts within an image and the ability to separate these artefacts from anatomy or disease, biological effects which may occur with the interaction of ultrasound and biological tissue, and the principles of Doppler and colour flow imaging.

#### **18421 Ultrasonography I**

*Semester 2 - 4 units*

This subject examines in detail ultrasonography of soft tissues in the upper abdomen.

#### **18422 Ultrasonography II**

*Semester 2-4 units*

This subject examines in detail ultrasonography of soft tissues in the male and female pelvis and in obstetrics.

#### **18423 Clinical Practice**

*12 units*

This subject covers the application of ultrasonography in the clinical environment, in order for the student to develop skills as taught in Ultrasonography I and II.

**Table 10.2 Graduate Diploma of Applied Science (Medical Ultrasonography)**

Course

Code Mode of Offer  
1807 Part-time; 2 years  
Units 64

		Total	Sem 1	Sem 2
<i>Year 1</i>				
11454	Biological Sciences	4	4	-
18401	Physics and Instrumentation I	4	4	-
18402	Ultrasonography I	4	-	4
18403	Ultrasonography II	4	-	4
18404	Clinical Practice I <sup>1</sup>	10	10	<JT 10
<i>Stage Total</i>		26	8	18
<i>Year 2</i>				
18405	Physics and Instrumentation II	4	4	-
18406	Ultrasonography III	4	4	-
18407	Clinical Practice II <sup>1</sup>	10	10	-
18408	Physics and Instrumentation IH	2	-	2
18409	Ultrasonography IV	4	-	4
18410	Professional Issues	4	-	4
18411	Clinical Practice m <sup>1</sup>	10	-	10
<i>Stage Total</i>		38	18	20

**Note**

<sup>1</sup> The order of clinical practice subjects may vary, according to the individual student's requirements. The units shown here are for Faculty planning purposes only. A condition of the course is that each student is engaged in ultrasound investigation for at least 18 hours per week throughout the whole course.

**Graduate Diploma of Applied Science (Medical Ultrasonography)**

This course provides for the development of knowledge and skills relevant to the professional practice of medical ultrasonography. The course covers physical principles and instrumentation, professional issues encountered in the field of ultrasonography and a wide variety of the applications of general ultrasonography. The duration of the course is two years part-time.

**Admission Requirements**

In order to qualify for admission to this course, applicants should have:

- i) A diploma or degree in medical radiation technology, OR
- ii) A degree or diploma in a relevant area (eg. nursing). Such applicants may be advised to make up any deficiencies in identified areas of assumed knowledge (eg. physics, medical imaging modalities), OR
- iii) An approved professional diploma, associate diploma or certificate in nuclear medicine technology, ultrasound or radiography plus completion of a designated qualifying program, OR
- iv) Some other form of qualification and experience which is considered by the Head of School to be of sufficient

merit to warrant their admission to the graduate diploma course. Such applicants may be required to complete a designated qualifying program prior to admission.

AND

At least one year of relevant work experience, (in the field of their undergraduate studies);

AND

Be working in the field of medical ultrasonography for the duration of the course.

**Course Outline**

The course outline for the Graduate Diploma of Applied Science (Medical Ultrasonography) is presented in Table 10.2.

**Subject Descriptions**

**Yearly** \_\_\_\_\_

**11454 Biological Science Semester 1 - 4 units**

This subject examines the general principles and mechanisms of the pathology of diseases which may be encountered in the practice of general ultrasonography. It also covers basic embryological development.

**18401 Physics and Instrumentation I Semester 1 - 4 units**

This subject presents the basic physical principles and instrumentation of diagnostic ultrasound. It includes

methods of image production, interpretation, recording techniques, the principles of grey scale echography and adjustment procedures for relevant operation controls. The subject also covers the recognition of artefacts within an image and the ability to separate these artefacts from anatomy or disease.

**18402 Ultrasonography I**

*Semester 2-4 units*

This subject examines in detail ultrasonography of soft tissues in the upper abdomen.

**18403 Ultrasonography II**

*Semester 2-4 units*

This subject examines in detail ultrasonography of soft tissues in the male and female pelvis and in obstetrics.

**18404 Clinical Practice I**

*Semester 1 or 2-10 units*

This subject covers the application of ultrasonography in the clinical environment, in order for the student to develop skills as taught in Ultrasonography I. The order of Clinical Practice subjects may vary according to the individual student's requirements.

**Year 2** \_\_\_\_\_

**18405 Physics and Instrumentation II**

*Semester 1-4 units*

This subject builds on the physical principles and instrumentation of diagnostic ultrasound presented in Physics and Instrumentation I. It covers areas such as Doppler, colour flow imaging quality assurance programs for instrumentation, the interaction of ultrasound and biological tissue and the possible biological effects which may occur, the principles of image formation and processing as applied in ultrasound instrumentation.

**18406 Ultrasonography III**

*Semester 1-4 units*

This subject examines in detail ultrasonography applied to superficial organs and structures.

**18407 Clinical Practice II**

*Semester 1-10 units*

This subject covers the application of ultrasonography in the clinical environment, in order for the student to develop skills as taught in Ultrasonography II. The order of Clinical Practice subjects may vary according to the individual student's requirements.

**18408 Physics and Instrumentation III**

*Semester 2-2 units*

This subject examines advances in ultrasonic instrumentation and applications.

**18409 Ultrasonography IV**

*Semester 2-4 units*

This subject examines selected topics in general ultrasonography not previously studied. Areas include intracavity, interoperative and basic vascular applications.

**18410 Professional Issues**

*Semester 2-4 units*

This subject introduces students to medico-legal and patient relationship issues which may be encountered in the field of ultrasonography. It also introduces students to the ethical principles in order to develop an understanding of professionally accepted behaviours and standards appropriate to the practice of medical ultrasonography within the broad context of the delivery of health care.

**18411 Clinical Practice II**

*Semester 2-10 units*

This subject covers the application of ultrasonography in the clinical environment, in order for the student to develop skills as taught in Ultrasonography III.

**Table 10.3 Masters of Applied Science (Medical Radiation Technology) by Research**

The table below refers to the standard program for full-time pass entry students. This program may alter depending on the entry level of the student.

**Course**

**Code** *Mode of Offer (for Pass Entry Level Students)*

1829 *Special Program (for master's qualifying students)*

1827 *Full-time; minimum 2 years*

1828 *Part-time; minimum 3 years*

**Full-time Mode**

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>				
	Elective Research Subject <sup>1</sup>	<b>8</b>	8	-
18501	Thesis Development A	<b>10</b>	10	-
	Elective Research Subject <sup>1</sup>	<b>8</b>	-	8
18502	Thesis Development B	<b>8</b>	-	8
18503	Master's Research Thesis	-	-	-

## Year 2

18503	Master's Research Thesis	-
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### Part-time Mode

#### Year 1

18501	Elective Research Subject	8	8	
	Thesis Development A	10	5	5
	Elective Research Subject	8		8
<i>Stage Total</i>		<i>26</i>	<i>13</i>	<i>13</i>

#### Year 2

18502	Thesis Development B	8	8	
18503	Master's Research Thesis			

#### Year 3

18503	Master's Research Thesis	-
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### Notes

<sup>1</sup> Elective Research Subjects: students select an appropriate subject (subject to sufficient student numbers) in consultation with their supervisors. For a list of suggested Research Electives see Appendix 1.

## Master of Applied Science (Medical Radiation Technology) by Research

The Masters of Applied Science (Medical Radiation Technology) course is a research degree. The course is designed to provide an opportunity for research and scholarship in medical radiation technology.

### Admission Requirements

Applicants may enter the research master's program with any of the following requirements:

- A bachelor degree in an appropriate discipline from an Australian tertiary institution  
OR
- A bachelor degree in an appropriate discipline from an overseas institution equivalent to an Australian bachelor degree.  
OR
- A Diploma of Applied Science and a Graduate Diploma of Ultrasound.

A student entering through either (i), (ii) or (iii) must also additionally be able to demonstrate a capacity to pursue graduate studies and would normally have completed a minimum of twelve months professionally relevant post graduate experience. Applicants in the above categories, particularly for students entering through sections (iii), may be required to complete a qualifying course program.

### Time Limits

The standard course comprises enabling research subjects, thesis development subjects and a research thesis. Students who enter the course with adequate research preparation may be exempt from completing the enabling subjects, ie. 18501 Thesis Development A and 18502 Thesis Development B and the elective Research Subjects. Usually these students

would have completed an approved bachelor degree program at honours level. The minimum length of the course for such students is two years full-time or three years part-time.

### Course Outline

The course outline for the Master of Applied Science (Medical Radiation Technology) by Research is presented in Table 10.3.

### Subject Descriptions

#### Enabling Subjects

##### 18501 Thesis Development A

*Total - 10 units*

This subject is designed to orient students to study at master's level and to give a formal structure to support the development of a research proposal. It also provides a forum in which to exchange and test ideas pertaining to the development of the research proposal.

##### 18502 Thesis Development B

*Total - 8 units*

This subject continues to give support to students who are setting up and running a research project. It provides opportunities for students to report on work in progress, define developments and procedures to be used in the project and support the production of specific sections of the research thesis.

##### 18503 Master's Research Thesis

The successful submission of a research thesis is the ultimate objective of the course. This process will necessitate a collaborative endeavour between the student and the supervisor(s).

#### Elective Research Subjects

*Total - 8 units*

For elective subject descriptions see Appendix 1.





# 11 School of Occupational Therapy

The School of Occupational Therapy was a foundation school of Cumberland College of Health Sciences when it was established as the N.S.W. College of Paramedical Studies in 1973. Prior to that year the education of occupational therapists was the responsibility of the professional association. The first training program was commenced in 1941 under the auspices of the N.S.W. Branch of the Australian Physiotherapy Association. In 1947, the newly formed Australian Association of Occupational Therapists assumed responsibility for the education of occupational therapists in New South Wales and through the New South Wales Association of Occupational Therapists retained that responsibility until 1973.

One of the first undertakings of the School of Occupational Therapy was to raise the level of the occupational therapy course from diploma to degree in line with other occupational therapy courses in Australia. The

Bachelor of Applied Science (Occupational Therapy) was introduced in 1976 with an Honours option becoming available from 1991. In 1985, the School introduced the Associate Diploma in Diversional Therapy, the first formal education program for diversional therapists in Australia. In 1995, a three year Bachelor of Applied Science (Diversional Therapy) was introduced. The name of this program will be changed to Bachelor of Applied Science (Leisure and Health) in 1997. The School has developed an articulated program of post graduate study. This includes PhD level studies, two Master's degree courses, one by research, the other by course work and a Graduate Certificate which focuses on specialty areas of practice in Occupational Therapy.

Further information about the School's programs may be obtained from the School on 9 351 9386.

**Table 11.1 Graduate Certificate of Applied Science (Occupational Therapy)**

*Course*

<i>Code</i>	<i>Mode of Offer</i>
1525	Part-time; 1 year
<i>Units</i>	33

**Specialty Track**

The graduate certificate course will enhance the student's knowledge, skills and attitudes in planning, implementing and evaluating contemporary occupational therapy service provision to clients of any age whose occupational role and task performance has been compromised. The content of the Graduate Certificate of Applied Science (Occupational Therapy) consists of those subjects from the specialty tracks which are available at the time of enrolment and selected by the student.

	<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>			
Core subject	7	7	
Core subject	7	7	
Elective <sup>1</sup>	5		
Core subject	7		7
Core subject	7		7
<i>Stage Total</i>	33		

**Note**

<sup>1</sup> One elective only required to satisfy the requirements of the course. This elective can be taken in either semester 1 or semester 2.

## Specialty Track      Developmental Disabilities and Paediatrics

This specialty track within the graduate certificate course will enhance the student's knowledge, skills, and attitudes in planning, implementing and evaluating contemporary occupational therapy service provision to clients of any age whose occupational role and task performance has been compromised by developmental disability or during the developmental period.

		Total	Sem 1	Sem 2
<i>Year 1</i>				
15472	Occupational Therapy Assessment Elective <sup>1</sup>	7	7	
15473	Systematic Instruction	7		7
15484	Occupational Performance and the Inclusive Community	7	7	
15485	Occupational Performance and People with High Support Needs	7		7
<i>Stage Total</i>		33		

### Notes

<sup>1</sup> One elective only required to satisfy the requirements of the course. This elective can be taken in either semester 1 or semester 2. Electives include:

15451	Occupational Therapy Clinical Specialty
15478	Prescription, Evaluation and Modification of Seating for Occupational Performance
15486	Systematic Instruction: Physical Guidance
15487	Upper Limb Orthotic Systems

### 15472 Occupational Therapy Assessment

#### *Semester 1 - 7 units*

This subject examines formal occupational therapy assessments that have been developed for use with people with a developmental disability and also assessment tools which have been developed for use with children whose occupational performance has been compromised. These assessments include both norm-referenced tests and criterion-referenced tests in current use as well as those being developed. Students will choose one mode of assessment, and study its theoretical base, assumptions, development, strengths, limitations and suitability for use in assessing the occupational performance and component performance of people who have a developmental disability and also children whose development of occupational roles has been compromised. Students will develop skill in test mechanics and interpretation of results of the chosen assessment mode through practice during tutorial sessions as well as making a critical evaluation of the use of the tool in their clinical practice. Learning experiences include seminars, tutorials, and videotaped analysis of students assessing people with the selected assessment tool.

### 15473 Systematic Instruction

#### *Semester 2 - 7 units*

This subject will extend systematic instruction techniques covered in the occupational therapy undergraduate course. Students will examine the use of systematic instruction to promote performance in self-maintenance, productivity, school, play and leisure areas. Students will examine the use of instructional techniques and learn to apply various strategies such as using cues and prompt systems; deciding how to choose reinforcement to promote the learning of

occupational tasks; training for complex stimulus discrimination in real world environments; and managing contingencies to reduce artificial reinforcement in favour of naturally occurring reinforcement. Students will identify procedures for promoting maintenance and generalisation. Students will have the opportunity to develop instructional strategies to support people for whom they are currently providing occupational therapy services. Learning experiences include seminars, problem solving around specific case studies and videotaped analysis of the student's skill in applying instructional strategies within their workplace.

### 15484 Occupational Performance and the Inclusive Community

#### *Semester 1 - 7 units*

In this subject students have the opportunity to examine and critically analyse a range of models and philosophies of service provision in the areas of developmental disability and paediatrics from the point of view of their impact on occupational performance. This will include the examination of concepts such as social role valorisation, integration, inclusion, the least restrictive alternative, client-centred and family-centred approaches to intervention, categorical and non-categorical models of service provision, supported and sheltered employment, transdisciplinary and multidisciplinary models of service delivery, legislative and standards-based models of service reform and implementation. Learning experiences include seminars, case study presentations and problem solving tutorials.

**15485 Occupational Performance and People with High Support Needs**

*Semester 2 - 7 units*

This subject explores strategies which can be used by occupational therapists to identify and affirm the occupational roles of people with high support needs and strategies to promote and fully support their fulfilment of those roles and their performance of human occupations. This subject will also examine assessment and intervention strategies to promote a person's occupational performance where that is affected by the presence of challenging behaviours. Learning experiences include seminars, case presentations, problem solving exercises and videotaped analysis of students' interactions with people for whom they are currently providing occupational therapy services.

**Elective Subject Descriptions**

**15451 Occupational Therapy Clinical Specialty**

*Semester 1 or 2- 5 units*

This subject is designed to provide the student with the knowledge and skills necessary to upgrade or expand their clinical expertise in an identified area of practice. The subject permits students to undertake approved courses of study off-campus to meet (in part) the requirements of this Graduate Certificate of Applied Science. Enrolment in this subject will be contingent on the student being accepted for the course of study and meeting all costs, providing documentation on the course of study prior to enrolment so that the School can determine whether or not to approve such an enrolment and on the student's documented completion of the course. This subject is coordinated by the graduate adviser who will consider enrolment in this subject on a case-by-case basis.

**15478 Prescription, Evaluation and Modification of Seating for Occupational Performance**

*Semester 1 or 2- 5 units*

This subject examines the range of seating equipment available. Students will extend their skill and knowledge in the prescription, evaluation and modification of equipment that promotes performance of occupational tasks in a sitting position. Students will integrate principles of ergonomics, biomechanics and design with principles of occupational performance to determine appropriate seating options for clients whose physical function is compromised by impaired brain function. Learning experiences will include seminars, case presentations and videotaped assessments of client seating.

**15486 Systematic Instruction Physical Guidance**

*Semester 1 or 2- 5 units*

This subject examines the use of various physical guidance models to improve performance of occupational tasks by people with a developmental disability. Each model will be examined relative to its theoretical base, assumptions and application to the management of developmental disability. Students will select one specific model and develop skill in using the model to enable people to initiate steps in performing occupational tasks, improve the quality of performance of occupational tasks, improve the timing of performance of occupational tasks and to appropriately terminate task performance. Learning experiences include seminars, problem solving around case studies and videotape analysis of student's skill in physically guiding performance of occupational tasks.

**15487 Upper Limb Orthotic Systems**

*Semester 1 or 2- 5 units*

This subject explores the use of upper limb orthotic systems to improve the performance of occupational tasks by people whose occupational performance has been compromised during the developmental period. Students will examine the biomechanics of the upper limb and the pathomechanics that occur as a result of developmental disability. Principles of orthotic design and fabrication will be examined relative to upper limb problems found in people with a developmental disability. Students will learn to design, fabricate and evaluate orthotic systems which promote the occupational performance of people for whom they are currently providing occupational therapy services. Learning experiences include seminars, problem solving around case studies, videotaped analysis of occupational performance problems and analysis of orthotic systems designed by students.

## Specialty Track Environmental Modification and Technology

This specialty track within the graduate certificate course will enhance the student's knowledge, skills and attitudes in planning, implementing and evaluating contemporary occupational therapy service provision to clients of any age whose occupational role and task performance has been compromised by the physical environment they operate within.

		Total	Sem 1	Sem 2
<i>Year 1</i>				
15488	Environmental Measurement	7	7	
15489	Environmental Theory	7	7	
	Elective <sup>1</sup>	5		
15490	Foundations for Modifications in Public and Private Buildings	7		7
15491	Communication with Clients, Builders, Architects and Tradesmen	7		7
<i>Stage Total</i>		33		

### Notes

<sup>1</sup> One elective only required to satisfy the requirements of the course. This elective can be taken in either semester 1 or semester 2. Electives include:

- 15451 Occupational Therapy Clinical Specialty
- 15503 Prescription, Evaluation and Equipment Modification for Occupational Performance
- 15492 Occupational Therapy drafting using CAD packages
- 15493 Establishing and contributing to community Access Policies

### 15488 Environmental Measurement

#### Semester 1-7 units

This subject examines formal and informal tools that have been developed to evaluate the impact of the built environment for persons with disabilities. These tools include checklists and post occupancy evaluation protocols. In addition students will develop skills in correct use and practice with retractable measures, builders' levels, stud finders, lightmeters, and load measures. This will be achieved through practice utilising tools during tutorial sessions as well as practice utilising tools to evaluate buildings within the community. Students will examine the theoretical base, underlying assumptions, strengths, limitations and suitability for use in assessing the built environment. Learning experiences include seminars, tutorials, and videotaped analysis of students using tools.

### 15489 Environmental Theory

#### Semester 1 - 7 units

This subject will examine pertinent theories of person environmental interaction. These theories relate to design, psychology, sociology, anthropology and occupational therapy. Some theories to be examined will be environmental press, personal space, design prototype theory and human factors research. Students will select a specific theory and then relate it to occupational therapy practise and environmental modification options. Learning experiences include tutorials and seminars. Students are required to select one theory and show how it can be applied to name and frame environmental data, and thus the identification and resolution of barriers in the built environment for persons with special needs.

### 15490 Foundations for Modifications in Public and Private Buildings

#### Semester 2 - 7 units

This subject examines the expertise that can be acquired via application and interpretation of regulatory standards. Material to be covered will include general principles for design of buildings to enhance access and mobility. Design standards will be examined in relation to their history, assumptions, applicability and researchbase. Material from America and England will be compared to the Australian Standards 1428 parts 1, 2, 3 and 4. Students will critically evaluate the appropriate application of standards in eliminating access barriers. Learning experiences include seminars, and will include problem solving around client cases.

### 15491 Communication with Clients, Builders, Architects and Tradesmen

#### Semester 2-7 units

This subject explores uniform building terminology and how to decode and package information to facilitate the understanding of the various stakeholders involved. Various models of communication will be explored with emphasis on how to work with others and how to put together building specifications in terms of timing and level of detail. Students will learn what is necessary in terms of informed consent, product liability and legal report writing. Students will explore types of documentation and then audit environmental modification reports within their workplace in terms of best practice. Learning experiences include seminars, problem solving around client cases, videotaped analysis of communication sessions and audits of environmental modification reports.

## Elective Subject Description

### 15451 Occupational Therapy Clinical Specialty

*Semester 1 or 2-5 units*

This subject is designed to provide the student with the knowledge and skills necessary to upgrade or expand their clinical expertise in an identified area of practice. The subject permits students to undertake approved courses of study off-campus to meet (in part) the requirements of this Graduate Certificate of Applied Science. Enrolment in this subject will be contingent on the student being accepted for the course of study and meeting all costs, providing documentation on the course of study prior to enrolment so that the School can determine whether or not to approve such an enrolment and on the student's documented completion of the course. This subject is coordinated by the graduate adviser who will consider enrolment in this subject on a case-by-case basis.

### 15503 Prescription, Evaluation and Equipment Modification for Occupational Performance

*Semester 1 or 2-5 units*

This subject examines the range of large equipment available to temporarily modify the built environment. Examples include portable ramps, hoists, furniture surrounds, and bathing aids. Students will extend their skill and knowledge in the prescription, evaluation and modification of equipment that promotes performance of occupational tasks in a home environment. Students will integrate principles of optimisation, biomechanics, ergonomics, and design with principles of occupational performance to determine appropriate options for clients where structural modification is not desirable. Learning experiences will include seminars, case presentations and videotaped assessments of client equipment evaluation.

### 15492 Occupational Therapy Drafting Using CAD Packages

*Semester 1 or 2-5 units*

This subject focuses on occupational therapy skills in representing changes to the built environment using drawing techniques. Students will examine various computer aided drafting (CAD) packages which can be used to simplify and facilitate representation of problems and potential solutions in building design. Students will learn how to critically select and operate CAD software to produce appropriate plan drawings and front and side elevations. Learning experiences include tutorials, case presentations and problem solving tutorials using CAD software.

### 15493 Establishing and Contributing to Community Access Policies

*Semester 1 or 2-5 units*

This subject explores strategies which can be used by occupational therapists to establish and contribute to community policies on environmental access. Students will examine the role, history, function and impact of local council access committees on environmental access policy. Students will also examine the disability discrimination act and determine how it is being used to promote access and determine its relevance to the needs and rights of disabled persons at the local community level. Learning experiences include seminars, case presentations, and problem solving exercises.

## Specialty Track      Mental Health

This specialty track within the graduate certificate course will enhance the student's knowledge, skills and attitudes in planning, implementing and evaluating contemporary occupational therapy service provision to clients of any age whose occupational role and task performance has been compromised by threatened or impaired mental health.

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>				
15467	Advanced Occupational Therapy Assessment and Treatment in Mental Health	7	7	
15468	Occupational Therapy Service Delivery in Mental Health Elective <sup>1</sup>	7 5	7	
15469	Family and System Intervention for Occupational Therapy in Mental Health	7		7
15470	Advanced Counselling for Occupational Therapy	7		7
<i>Stage Total</i>		<b>33</b>		

### Notes

<sup>1</sup> One elective only required to satisfy the requirements of the course. This elective can be taken in either semester 1 or semester 2. Electives include:

- 15451 Occupational Therapy Clinical Specialty
- 15471 Creative Arts in Occupational Therapy

**15467 Advanced Occupational Therapy Assessment and Treatment in Mental Health**

*Semester 1 - 7 units*

Assessment, treatment and documentation are three primary functions that occupational therapists perform in their role as clinicians in mental health services. Inherent in these functions is the ability to make clinical decisions. The aim of this subject is to enhance the practitioner's clinical reasoning and decision making skills in the assessment and treatment of clients. It also aims to enable the practitioners to enhance the unique role and contribution of occupational therapy within the multidisciplinary setting. Diagnostic and functional assessments and specific client centred interventions developed within the context of occupational therapy and mental health practice models will be emphasised. Practitioners will examine their own clinical reasoning and decision making within the context of these models and the practice environment.

**15468 Occupational Therapy Service Delivery in Mental Health**

*Semester 1 - 7 units*

This subject will be dealing with service delivery in occupational therapy mental health practice. It will incorporate needs assessment and analysis; program planning, implementation and evaluation; quality assurance and documentation. The issue of case management and knowledge of the principles and practice of psychosocial rehabilitation will be addressed. There will be also an emphasis on client empowerment throughout different phases of service delivery.

**15469 Family and System Intervention for Occupational Therapy in Mental Health**

*Semester 2-7 units*

Students will examine and develop knowledge of family systems theories as applied to clients in particular treatment settings and the community. Emphasis will be on the occupational therapists' role of empowerment and advocacy in the planning and implementation of services for mentally ill clients and their families in the community.

**15470 Advanced Counselling for Occupational Therapy Practice**

*Semester 2- 7 units*

This subject will employ an experiential approach to introduce students to various models of counselling and to gain beginning skills in counselling of clients with special needs or in special clinical settings which are applicable to the current occupational therapy practice. The content of this subject will cover counselling in areas which include marriage, family, drug and alcohol abuse, crisis, and grief and bereavement. Students will also learn to assess client's needs in the helping process and select appropriate counselling models to address those needs.

**Elective Subjects**

**15451 Occupational Therapy Clinical Specialty**

*Semester 1 or 2-5 units*

This subject is designed to provide the student with the knowledge and skills necessary to upgrade or expand their clinical expertise in an identified area of practice. The subject permits students to undertake approved courses of study off-campus to meet (in part) the requirements of this Graduate Certificate of Applied Science course. Enrolment in this subject will be contingent on the student being accepted for the course of study and meeting all costs, providing documentation on the course of study prior to enrolment so that the School can determine whether or not to approve such an enrolment and on the student's documented completion of the course. This subject is coordinated by the graduate adviser who will consider enrolment in this subject on a case-by-case basis.

**15471 Creative Arts in Occupational Therapy**

*Semester 1 or 2 - 5 units*

This subject examines the theories supporting the creative arts in therapists that are applied by occupational therapists in mental health practice. Students will develop skills, in a workshop environment, in facilitating change through expressive activities such as drama, art, dance, creative writing and clay work. The emphasis of this subject will be on enhancement of occupational function with clients with mental illness and design and implementation of these programs in specific setting in mental health.

**Specialty Track Neurology**

This specialty track within the graduate certificate course will enhance the student's knowledge, skills and attitudes in planning, implementing and evaluating contemporary occupational therapy service provision to clients of any age whose occupational role and task performance has been compromised by the physical and cognitive manifestations of impaired brain function.

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>				
15472	Occupational Therapy Assessment	7	7	
15473	Systematic Instruction	7	7	
	Elective <sup>1</sup>	5		
15474	Systematic Instruction: Physical Guidance	7		7
15475	Upper Limb Orthotic Systems	7		7
	<i>Stage Total</i>	33		

## Notes

<sup>1</sup> One elective only required to satisfy the requirements of the course. This elective can be taken in either semester 1 or semester 2. Electives include:

15451	Occupational Therapy Clinical Specialty
15476	Programming for Community and Living Skills
15477	Systematic Instruction: Behaviour Management
15478	Prescription, Evaluation and Modification of Seating for Occupational Performance

### **15472 Occupational Therapy Assessment**

#### *Semester 1-7 units*

This subject examines formal occupational therapy assessments that have been developed for use with persons with impaired brain function. These assessments include both norm referenced tests and criterion referenced tests in current use as well as those being developed (A-ONE OT-ADL Neurobehavioural Evaluation, Assessment of Motor and Process Skills (AMPS), Community Adaptive Patterns Assessment, PRPP System). Students will choose one mode of assessment and study its theoretical base, assumptions, development, strengths, limitations and suitability for use with persons with impaired brain function. Students will develop skill in test mechanics and interpretation of results of the chosen assessment mode through practice during tutorial sessions as well as practice on clients within their workplace. Learning experiences include seminars, tutorials, and videotaped analysis of students testing clients.

### **15473 Systematic Instruction**

#### *Semester 1 - 7 units*

This subject will extend systematic instruction techniques covered in the occupational therapy undergraduate course. Students will examine the use of systematic instruction to structure self-care and community programs specifically for clients with impaired brain function. Students will examine the use of instructional techniques and learn to apply various strategies such as using cues and prompt systems; deciding how to choose reinforcement to promote the learning of occupational tasks; training for complex stimulus discrimination in real world environments; and managing contingencies to reduce artificial reinforcement in favour of naturally occurring cues. Students will identify procedures for promoting maintenance and generalisation and apply these to the development of client programs in both acute and tertiary rehabilitation programs. Students will have the opportunity to develop instructional strategies that apply to specific clients in their workplace. Learning experiences include seminars, problem solving around client cases and videotaped analysis of the student's skill in applying instructional strategies to specific clients within their workplace.

### **15474 Systematic Instruction Physical Guidance**

#### *Semester 2 - 7 units*

This subject examines the use of various physical guidance models to improve performance of occupational tasks of persons with impaired brain function. Each model will be examined relative to its theoretical base, assumptions and application to management of impaired brain function. Students will select one specific model and develop skill in using the model to help clients initiate steps in performing occupational tasks, improve the quality of performance of occupational tasks, improve the timing of performance of occupational tasks and to appropriately terminate task

performance. Learning experiences include seminars, problemsolving around client cases and videotaped analysis of student's skill in physically guiding performance of occupational tasks.

### **15475 Upper Limb Orthotic Systems**

#### *Semester 2 - 7 units*

This subject explores the use of upper limb orthotic systems to improve performance of occupational tasks of persons with impaired brain function. Students will examine the biomechanics of the upper limb and the pathomechanics that occur as a result of impaired brain function. Principles of orthotic design and fabrication will be examined relative to upper limb problems found in persons with impaired brain function. Students will learn to design, fabricate and evaluate orthotic systems fitted to clients within their workplace. Learning experiences include seminars, problem solving around client cases, videotaped analysis of client problems and analysis of orthotic systems designed by students.

## **Elective Subject Descriptions**

### **15451 Occupational Therapy Clinical Specialty**

#### *Semester 1 or 2 - 5 units*

This subject is designed to provide the student with the knowledge and skills necessary to upgrade or expand their clinical expertise in an identified area of practice. The subject permits students to undertake approved courses of study off-campus to meet (in part) the requirements of this Graduate Certificate of Applied Science course. Enrolment in this subject will be contingent on the student being accepted for the course of study and meeting all costs, providing documentation on the course of study prior to enrolment so that the School can determine whether or not to approve such an enrolment and on the student's documented completion of the course. This subject is coordinated by the graduate adviser who will consider enrolment in this subject on a case-by-case basis.

### **15476 Programming for Community and Living Skills**

#### *Semester 1 or 2 - 5 units*

This subject focuses on occupational therapy management of clients with impaired brain function who are in tertiary rehabilitation programs. Students will examine various strategies which can be used to facilitate clients making a meaningful transition from rehabilitation programs to community living. Students will learn how to identify client skills required for community living; become familiar with the services provided by service agencies with the community and will learn how to plan systematically for the transfer to programming responsibilities to other community agencies and families before targeted discharge from tertiary rehabilitation programs. Learning experiences include seminars, case presentations and problem solving tutorials.

**15477 Systematic Instruction Behaviour Management**

*Semester 1 or 2-5 units*

This subject explores strategies which can be used by occupational therapists to manage maladaptive or challenging behaviours that occur in persons with impaired brain function and interfere with performance of occupational tasks. Students will learn to use a functional analysis of behaviour during task performance and combine findings with environmental and discrepancy analyses as well as social validation procedures to determine appropriate intervention strategies. Students will examine how various behaviour change intervention models can be used to promote performance in occupational tasks and determine their relevance to management of clients with impaired brain function. Learning experiences include seminars, case presentations, problem solving exercises and videotaped analysis of student's interactions with clients.

**15478 Prescription, Evaluation and Modification of Seating for Occupational Performance**

*Semester 1 or 2 - 5 units*

This subject examines the range of seating equipment available. Students will extend their skill and knowledge in the prescription, evaluation and modification of equipment that promotes performance of occupational tasks in a sitting position. Students will integrate principles of ergonomics, biomechanics and design with principles of occupational performance to determine appropriate seating options for clients whose physical function is compromised by impaired brain function. Learning experiences will include seminars, case presentations and videotaped assessments of client seating.

**Specialty Track Occupational Rehabilitation**

This specialty track within the graduate certificate course will enhance the student's knowledge, skills and attitudes in planning, implementing and evaluating contemporary occupational therapy service provision to clients of any age whose occupational performance has been compromised by the physical, cognitive and psychosocial manifestations of work-related injury or disease.

		Total	Sem 1	Sem 2
<i>Year 1</i>				
15494	Occupational Therapy Assessment of the Individual in Occupational Rehabilitation	7	7	
15495	Individual Intervention Strategies in Occupational Rehabilitation Elective <sup>1</sup>	7 5	7	
15496	Occupational Therapy Assessment of the Environment in Occupational Rehabilitation	7		7
15497	Environmental Intervention Strategies	7		7
<i>Stage Total</i>		<u>33</u>		

**Notes**

<sup>1</sup> One elective only required to satisfy the requirements of the course. This elective can be taken in either semester 1 or semester 2. Electives include:

- 15498 Marketing for Occupational Therapists
- 15499 Health Promotion - Theories and Application
- 154A1 Health Promotion - Program Design and Development
- Occupational Therapy Clinical Specialty

**15494 Occupational Therapy Assessment of the Individual in Occupational Rehabilitation**

*Semester 1-7 units*

This subject examines assessments used by occupational therapists that have been developed for use with individuals who experience difficulty fulfilling their roles as workers. The range of assessments and approaches which will be examined include norm-referenced and criterion-referenced assessments, commercially available systems (e.g. Valpar, WEST, Isernhagen, WorkAbility 3), and non-standardised assessments. Assessments which address performance component deficits in the biomechanical, sensory-motor, cognitive and psychosocial areas relevant to occupational performance in productivity will also be examined. Students

will study these assessments in terms of their theoretical base, assumptions, development, strengths, limitations and suitability for use for individuals who are unable to fulfil their productivity roles.

**15495 Individual Intervention Strategies in Occupational Rehabilitation**

*Semester 1 - 7 units*

Following the identification of specific deficits in occupational performance relevant to productivity, the development of appropriate intervention strategies occurs. This subject will examine various approaches to intervention with individuals. The issue of case management and knowledge of the principles and practice of occupational



rehabilitation will be addressed. Approaches to work hardening and conditioning in various settings will be considered. The development of intervention programs for individuals with physical, cognitive and psychosocial deficits affecting productivity will be addressed.

**15496 Occupational Therapy Assessment of the Environment in Occupational Rehabilitation**

*Semester 2 - 7 units*

This subject examines the assessment of the overall work environment. Many aspects of an organisation, the work environment and various other systems can impact on the performance of individuals and therefore must be examined. Determining which aspects of the environment to assess as well as the selection of appropriate assessment strategies will be addressed. Assessment of the technical and hardware systems, formal structures and informal structures will be presented. Students will develop skills in the assessment of environments from these various perspectives.

**15497 Environmental Intervention Strategies in Occupational Rehabilitation**

*Semester 2 - 7 units*

Having assessed an organisation, its environment and the contexts and systems in which it operates, it is necessary to then develop appropriate intervention strategies addressing these problems. This subject examines a broad range of interventions. Areas such as designing, adapting and modifying the technical and hardware systems will be addressed, as will interventions relevant to formal and informal structures. Implications for intervention related to legislative requirements and the broader political environment will be considered.

**Elective Subject Descriptions**

**15451 Occupational Therapy Clinical Specialty**

*Semester 1 or 2 - 5 units*

This subject is designed to provide the student with the knowledge and skills necessary to upgrade or expand their clinical expertise in an identified area of practice. The subject permits students to undertake approved courses of study off-campus to meet (in part) the requirements of this Graduate Certificate of Applied Science course. Enrolment in this subject will be contingent on the student being accepted for the course of study and meeting all costs, providing documentation on the course of study prior to enrolment so that the School can determine whether or not to approve such an enrolment and on the student's documented completion of the course. This subject is coordinated by the graduate adviser who will consider enrolment in this subject on a case-by-case basis.

**15498 Marketing for Occupational Therapists**

*Semester 1 or 2 - 5 units*

This subject examines marketing concepts and techniques used in the promotion of occupational therapy services through the marketing of services and marketing management. It provides students with the opportunity to develop marketing plans for the provision of professional services relevant to their work environment.

**15499 Health Promotion - Theories and Application**

*Semester 1 or 2 - 5 units*

The aims of this subject are to introduce students to the concept of health promotion, provide an introduction to the conceptual bases which influence health promotion and consider how the application of these theories may influence health promotion programs. Content includes theories which influence health promotion and differing approaches to health promotion varying from individual to populations.

**154A1 Health Promotion - Program Design and Development**

*Semester 1 or 2 - 5 units*

This subject provides opportunities for the student to develop skills in the design, development, implementation and evaluation of health promotion programs and strategies. Needs assessment, program design and process, impact and outcomes evaluation will be covered. Students will develop programs relevant to their own work settings.

**Graduate Certificate of Applied Science (Occupational Therapy)**

The Graduate Certificate of Applied Science (Occupational Therapy) is a fee paying course which is designed to provide specific professional development for occupational therapists who wish to extend the knowledge, skills and attitude required by their professional roles of practitioner and learner/teacher. It contains several clinical specialty track options as well as a no-specialty option. Work completed in any graduate certificate track may be credited against the requirements of the master's by coursework offered by the School. The School will decide which tracks are available in any one year.

**Admission Requirements**

To qualify for admission to this Graduate Certificate course conducted by the School of Occupational Therapy, applicants shall:

- i) Possess an award of Bachelor of Applied Science (Occupational Therapy) from the University of Sydney; OR
- ii) Possess such qualifications as are deemed equivalent to (i) and/or (ii); OR
- iii) Possess an award of Diploma of Occupational Therapy from a recognised educational body and other evidence of general and/or professional qualifications as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue postgraduate studies; AND
- iv) Have the equivalent of a minimum of six months recent, full-time experience in occupational therapy management of clients. For admission to a specialty track, this recent experience must be in an area which is consistent with the specialist track.

**Table 11.2 Master of Applied Science (Occupational Therapy)**

*Course*

<i>Code</i>	<i>Mode of offer</i>
1512	Special Program (for Master's qualifying students)
1518	By Research; full-time, minimum 2 years
1511	By Research; part-time, minimum 3 years
1514	By Coursework; full-time, 1 V <sub>2</sub> - 2 years; units 96
1516	By Coursework; part-time, 3 years; units 96

**By Research**

**Full-time Mode**

		Total	Sem 1	Sem 2
<i>Year 1</i>				
15433	Research Thesis	-	-	-
<i>Year 2</i>				
15433	Research Thesis	-	-	-
<b>Part-time Mode</b>				
<i>Year 1</i>				
15433	Research Thesis	-	-	-
<i>Year 2</i>				
15433	Research Thesis	-	-	-
<i>year 3 (and subsequent years)</i>				
15433	Research Thesis	-	*	*

**Notes**

<sup>1</sup> The enabling subjects are normally required of all students. They provide the basis for students to undertake advanced study in specific areas of occupational therapy. Elective subjects must include at least one or more research electives or subjects relevant to the content area of the thesis up to a total of eight units (see Appendix 1).

**By Coursework**

**Full-time Mode**

<i>Year 1</i>				
15435	Theory, Process and Practice in Occupational Therapy	7	7	-
15449	Research in Occupational Therapy Clinical Practice	14	"	14
	Foundations of Clinical Practice and/or Clinical Specialty Topics	28	14	14
	<b>Stage Total</b>	<b>49</b>	<b>21</b>	<b>28</b>
<i>Year 2</i>				
15444	Project	34	17	17
	Foundations of Clinical Practice and/or Clinical Specialty Topics	13	8	5
	<b>Stage Total</b>	<b>47</b>	<b>25</b>	<b>22</b>
<b>Part-time Mode</b>				
<i>Year 1</i>				
15435	Theory, Process and Practice in Occupational Therapy	7	7	-
15449	Research in Occupational Therapy Clinical Practice	14	~	14
	Foundations of Clinical Practice and/or Clinical Specialty Topics	14	7	7
	<b>Stage Total</b>	<b>35</b>	<b>14</b>	<b>21</b>

Foundations of Clinical Practice and/or Clinical Specialty Topics	27	14	13
<i>Stage Total</i>	<i>27</i>	<i>14</i>	<i>13</i>

15444 Project	34	17	17
<i>Stage Total</i>	<i>34</i>	<i>17</i>	<i>17</i>

## Master of Applied Science (Occupational Therapy)

The School of Occupational Therapy offers the Master of Applied Science in Occupational Therapy by Research which commenced in 1988 and the Master of Applied Science by Coursework which commenced in 1990.

### Admission Requirements

#### By Research

To qualify for admission applicants shall:

- i) Possess an award of Bachelor of Applied Science (Occupational Therapy) from Cumberland College of Health Sciences or the University of Sydney;  
OR
- ii) Possess an award of Bachelor of Applied Science (Hon) in Occupational Therapy from the University of Sydney;  
OR
- iii) Possess an award of Bachelor of Science with a major in Anatomy from the University of New South Wales, and a Graduate Diploma in Occupational Therapy from Cumberland College of Health Sciences;  
OR
- iv) Possess such qualifications as are deemed equivalent to (i), (ii) or (iii);  
OR
- v) Submit such other evidence of general and/or professional qualifications as will satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies;  
AND
- vi) Have the equivalent of a minimum of one year full-time professional experience since graduation as an occupational therapist.

Occupational therapists without these qualifications may be admitted to candidature for the MAppSc (OT) by Research degree by first enrolling in the MAppSc (OT) by Coursework degree. Following completion of the equivalent of one semester of part-time enrolment, students may apply to transfer to candidature for the MAppSc (OT) by Research degree.

#### By Coursework

To qualify for admission applicants shall:

- i) Possess those qualifications described in (i), (ii), (iii) and (iv) of the requirements for admission to the MAppSc (OT) by Research degree  
OR

- ii) Possess an award of Diploma in Occupational Therapy from a recognised educational body and submit such other evidence of general and/or professional qualifications as will satisfy the Faculty that the applicant possess the educational preparation and capacity to pursue graduate studies;  
AND
- iii) Have the equivalent of a minimum of one year full-time professional experience since graduation as an occupational therapist.

For occupational therapists without these qualifications entry may be possible through successful completion of a qualifying program designed specifically for individual applicants.

### Course Outline

The course outlines for the Master of Applied Science (Occupational Therapy) by Research and Coursework are presented in table 11.2.

#### By Research

The Master of Applied Science in Occupational Therapy by research has applied research thesis format. The course is designed to provide an opportunity for advanced study, critical evaluation, and research in specific areas of occupational therapy. The course may be completed full-time or part-time.

### Subject Descriptions

#### 15433 Research Thesis

In this subject, students will investigate an area of specialised interest in occupational therapy. Students will be expected to carry out their thesis under approved supervision.

Students are normally required to undertake a program of study in the following topic areas as enabling components of research thesis.

- a) Theory, Process and Practice in Occupational Therapy
- b) Research in Occupational Therapy Practice
- c) Research Electives (as listed in Appendix 1)

These topic areas provide the basis for students to undertake advanced study in specific research areas of occupational therapy.

## By Coursework

The Master of Applied Science in Occupational Therapy by coursework has a coursework and project format. The course is designed to provide study in occupational therapy and related topics appropriate for leadership roles in areas of clinical specialisation.

The course can be completed full-time or part-time.

## Subject Descriptions

### 15435 Theory, Process and Practice in Occupational Therapy

*Semester 1 - 7 units*

The purpose of this subject is to develop the student's ability to critically appraise theoretical frameworks and models of practice in occupational therapy. Students will identify the central features of theoretical positions, examine key concepts and validate their implications for research and practice.

### 15444 Project

*Semester 1 & 2 - 34 units*

The purpose of this subject is to synthesise postgraduate learning into a final project. Students conduct and write up their project under the supervision of one or more members of the School and if appropriate in conjunction with staff from the Departments or other Schools. The project may involve program evaluation, application of theory to program design or any other applied research or evaluation project relevant to an aspect of occupational therapy.

### 15449 Research in Occupational Therapy Clinical Practice

*Semester 2 - 14 units*

The purpose of this subject is for students to investigate issues in applied research and evaluation in clinical practice of occupational therapy. The subject will address historical perspectives on research in occupational therapy; common problems for research in clinical settings and procedures that are appropriate to the applied context.

### 15451 Occupational Therapy Clinical Specialty

*Semester 1 or 2 - 5 units*

This subject is designed to provide the student with the knowledge and skills necessary to upgrade or expand their clinical expertise in an identified area of practice. The subject permits students to undertake approved courses of study off-campus to meet (in part) the requirements of this Graduate Certificate of Applied Science. Enrolment in this subject will be contingent on the student being accepted for the course of study and meeting all costs, providing documentation on the course of study prior to enrolment so that the School can determine whether or not to approve such an enrolment and on the student's documented completion of the course. This subject is coordinated by the graduate adviser who will consider enrolment in this subject on a case-by-case basis.

## 15900 Special Program - Occupational Therapy Master's Qualifying

The Special Programs are devised to meet individual needs. They are not subjects in the normal sense and do not necessarily involve a common syllabus and should not be compared between individual cases.

### Foundations of Clinical Practice

This is a program of study designed by the student in consultation with the graduate adviser. Subjects may be chosen from four topic areas:

#### I Topics in Clinical Research

#### II Topics in Health Science Education

#### III Topics in Health Care and Promotion

#### IV Topics in Clinical Practice

Any combination of subjects may be selected so long as the combination is equivalent to eight units per semester for three semesters and that a minimum of two topic areas are covered. Enrolment in these subjects will be contingent on the student satisfying necessary entry requirements, on places being available, and the approval of the relevant Head of School or Department from which the course is offered. For elective subject descriptions and unit values, see Appendix 1 and Handbook entries from other Schools and Departments.

### Clinical Specialty Topics

This is a program of study designed by the student in consultation with the graduate adviser. Subjects may be chosen from subjects offered in the Graduate Certificate of Applied Science (Occupational Therapy) or other existing post-graduate and master's courses within the Faculty, including those listed in Foundations of Clinical Practice, and the subject Occupational Therapy Clinical Specialty (15451). Enrolment in these subjects will be contingent on the student satisfying the necessary entry requirements, on places being available and with the approval of the relevant Head of School or Department from which the course is offered. Any combination of subjects may be selected so long as the combination is equivalent to eight units per semester for three semesters. For elective subject descriptions, see Appendix 1.

**I Topics in Clinical Research**

- 08441 Program Planning and Evaluation (5 units)
- 08501 Epidemiological Research (8 units)
- 08502 Evaluation Research (8 units)
- 08503 History and Philosophy of Scientific Methodology (8 units)
- 08506 Action Research
- 08522 Introduction to Epidemiology and Biostatistics (5 units)
- 10504 Multivariate Statistics (8 units)
- 10505 Qualitative Research Methods (8 units)
- 10571 Intermediate Statistics (8 units)
- 11501 Biological Measurement and Analysis (8 units)
- 15465 Single System Research Design and Evaluation Methods (8 units)
- 15479 Research Designs and Methods for Therapists (8 units)

**II Topics in Health Science Education**

- 08506 Planning, Implementing and Evaluating Education Experiences (8 units)
- 08431 Producing and Using Audiovisual Materials (5 units)
- 08434 Student Assessment, Evaluation and Development (8 units)
- 08481 Introduction to Health Education (8 units)
- 08482 Large Group Teaching (5 units)
- 08515 Teaching with Reduced Resources (5 units)
- 08520 Clinical Teaching and Supervision (5 units)
- 08520 Adult Learning and Health Sciences (5 units)

**III Topics in Health Care and Promotion**

- 08445 Women's Health (5 units)
- 08446 Aboriginal Health (5 units)
- 08447 Migrant and Refugee Health (5 units)
- 08456 Legal and Ethical Issues in Community Health (5 units)
- 08488 Counselling Theory and Practice (5 units)
- 08490 Community Development (5 units)
- 08521 Introduction to Community Health Policy and Services (5 units)
- 08523 Australian Society and Health (5 units)
- 08529 Management and Problem Solving (5 units)
- 15441 Lifestyle (5 units)
- 15452 Communication and Conflict in Health Care Environments (5 units)

**TV Topics in Clinical Practice**

- 15437 Occupational Therapy Theory and Practice in Gerontology (5 units)
- 15451 Occupational Therapy Clinical Specialty
- 15456 Occupational Therapy Theory and Practice in Community (5 units)
- 15457 Occupational Therapy Theory and Practice in Palliative Care (5 units)
- 15459 Managerial Issues in Occupational Therapy (5 units)

Note: Students may undertake subjects offered in the specialty tracks of the Graduate Certificate of Applied Science (Occupational Therapy) as clinical specialty topics.



# 12 School of Orthoptics

The training of orthoptists in Australia commenced in 1935 and until 1973 was carried out under the auspices of the Royal Australian College of Ophthalmologists (RACO), originally the Ophthalmological Society of Australia.

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

Orthoptists are therapists whose expertise includes investigation and management of ocular muscle dysfunction, the performance of special procedures for investigating ocular and neurological pathology, consultancy (particularly in the multi-disciplinary care of patients) and effective screening of vision problems before secondary complications

occur. Orthoptic education places special emphasis on the management of the very young and the elderly, as these are groups in which visual screening is of particular importance.

The current employment of orthoptists is primarily within the major hospitals and in private practices throughout the State. The scope of professional practice is increasing as more graduates find employment in the wider community where expertise in visual health is required eg in rehabilitation settings, baby health centres and with the aged.

The technological component of visual health assessment is increasing rapidly. This has been addressed through strengthening of the basic and applied sciences within the bachelor degree program.

Enquiries regarding the academic program should be addressed to the Head of the School of Orthoptics, Mrs Neryla Jolly (Phone: 02 9 351 9250, Fax: 02 9 3519359).

**Table 12.1 Graduate Certificate in Vision Impairment**

*Course*

*Code Mode of Offer*  
 1414 *Part-time; 2 Semesters*  
*Units 34*

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
14505	Impact of Vision Impairment	6	6	
14506	Introduction to Orientation and Mobility	6	6	
	Elective A	5	5	
14507	Assessment of Vision Impairment	6		6
14508	Management of the Client with Vision Impairment	6		6
	Elective B	5		5
<i>Stage Total</i>		<b>34</b>	<b>17</b>	<b>17</b>

## Graduate Certificate in Vision Impairment

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

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

### Admission requirements

To qualify for admission applicants shall:

- i) Possess a undergraduate degree from an institution recognised by the University of Sydney.
- OR

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

OR

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

### Course Outline

The Graduate Certificate in Vision Impairment consists of two core subjects and one elective in each semester. An outline is presented in Table 12.1.

### Subject Descriptions

Participants complete four core subjects and two electives. Electives may be special electives offered by this course or selected from the list of those offered elsewhere within the Faculty of Health Sciences

## Core subjects

### 14505 Impact of Vision Impairment *Semester 1 - 6 units*

Causes of vision impairment are introduced, with particular emphasis on the type and impact of the vision loss. Residual function, and the educational implications of specific eye conditions and the psychosocial impact of vision impairment are studied, along with the epidemiology of vision impairment in developed and developing countries.

### 14506 Introduction to Orientation and Mobility Skills *Semester 1 - 6 units'*

In this unit students will be introduced to the principles of orientation and mobility instruction. Special emphasis will be on how to train a vision impaired person in the correct use and selection of the full range of sighted guide skills, strategies for safe indoor travel and self protection techniques.

### 14507 Assessment of Vision Impairment *Semester 2 - 6 units.*

Practical skills in the assessment of vision impairment and residual vision function are developed, along with the functional assessment of the client's abilities and needs, and the effects of the vision impairment on activities of daily living. Assessment of the client with additional impairments is also introduced!

### 14508 Management of the Client with Vision Impairment *Semester 2 - 6 units*

Basic counselling skills are introduced. Case management and the choice of appropriate techniques are introduced, including vision enhancement techniques, vision efficiency training and environmental modification.

## Electives

### Special course electives:

(Note: most of these electives will include a clinical / fieldwork practicum)

### 14510 Orientation and Mobility Skills 2 *5 units*

Skills introduced in the core orientation and mobility subject are further developed to include orientation to outdoor routes, development of the full range of cane skills required for safe outdoor travel and utilisation of public transport. (This unit may be delivered in a block mode).

### 14511 Assessment of Vision Impairment *5 units*

The skills introduced in the core subject are further developed to enable skilful assessment and reporting on a wide range of conditions. Modification of these procedures for different age groups and abilities are also developed.

### 14512 Functional Implications of Vision Impairment *5 units*

This elective allows for further development of the skills of analysing the client's vision impairment in relation to their environment and personal needs, and identifying resulting significant functional implications.

### 14513 Vision Enhancement *5 units*

This module develops the skills of identifying and choosing appropriate methods of vision enhancement for different clients, and of instructing the client in their use. Methods used include modification of lighting, optical magnifiers, closed circuit TV and computer based devices.

### 14514 Vision Efficiency Training *5 units*

The techniques of eccentric viewing training, hemianopia strategies and null point training are studied in detail, along with identification of appropriate clients who would benefit from such skills. Emphasis is placed on the techniques of client instruction in these techniques.

### 14515 Environmental Modification *5 units*

Techniques for modifying the environment for the needs of particular clients are studied in detail. Existing standards and their applications to public areas and work place are discussed.

### 14516 Vision Impaired Children and Their Families *5 units*

The impact on the families of children with vision impairment are discussed. Strategies to overcome problems, including special techniques and the use of existing resources are studied in detail. The special needs of the children from birth to the completion of schooling are covered in this module.

### 14517 Vision Impairment in the Elderly *5 units*

The special needs and problems facing the elderly client with vision impairment are covered. Special techniques of assessment and management of the elderly client with additional problems (eg, limited mobility, dementia) are studied in detail. Existing resources for the elderly client with vision impairment are discussed.

### 14518 Assessment and Management of Clients with Additional Impairments *5 units*

Particular techniques for the assessment of the client with additional impairments are studied, along with special techniques, and modification of existing techniques for the management of vision impairment. Client groups would include those with hearing loss, cortical blindness, and intellectual and physical impairments.

### 14519 Community Based Rehabilitation *5 units*

The principles of community based rehabilitation are introduced, and compared with other models of health delivery. The application of these principles, particularly in communities with limited resources are studied.



**Existing electives within the Faculty of Health Sciences (all 5 units)**

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

Details of these electives are presented in the Appendix 1.

- 10580 Computer Literacy for the Health Professional (2 units)
- 08441 Program Planning and Evaluation
- 08446 Aboriginal Health
- 08449 Migrant and Refugee Health
- 08453 Health in the Developing World
- 08456 Legal and Ethical Issues in Community Health

- 08483 Introduction to Gerontology
- 08488 Counselling Therapy and Practice
- 08521 Introduction to Community Health Policy and Services
- 08522 Introduction to Epidemiology and Statistics
- 08523 Australian Society and Health
- 08568 Patient Education
- 10521 Counselling
- 10528 Post Trauma Stress
- 10532 Social Change and Health Services
- 10536 Stress and Coping: Social Context and Individual Difference
- 11433 Health, Dysfunction and Ageing
- 10537 Stress and Disability
- 10559 Therapy with Children, Adolescents and Their Families
- 10564 Psychology of Child Development and Adjustment

**Table 12.2 Graduate Diploma in Vision Impairment**

*Course*

*Code*      *Mode of Offer*  
 1413      *Part Time; 4 Semesters*  
*Units*      64

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>				
14505	Impact of Vision Impairment	6	6	
14506	Introduction to Orientation and Mobility Elective	6 5	6 5	
14507	Assessment of Vision Impairment	6		6
14508	Management of the Client with Vision Impairment Elective	6 5		6 5
<i>Stage Total</i>		<b>34</b>	<b>17</b>	<b>17</b>
<i>Year 2</i>				
	Elective	5	5	
	Elective	5	5	
	Elective	5	5	
OR				
14522	Special Studies A OR			
14520	Orientation and Mobility Skills 3 Elective	5	5	
	Elective	5	5	
	Elective OR	5	5	
14523	Special Studies B OR			
14521	Orientation and Mobility Skills 4			
<i>Stage Total</i>		<b>30</b>	<b>15</b>	<b>15</b>

**Graduate Diploma in Vision Impairment**

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

**Admission requirements**

To qualify for admission applicants shall:

- i) Possess a undergraduate degree from an institution recognised by the University of Sydney.  
OR
- ii) Possess an undergraduate diploma in a related area and show evidence of additional professional training and/or experience to indicate that the applicant has sufficient educational preparation and capacity to pursue post graduate studies.  
OR

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

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

### Course outline.

The course outline for the Graduate Diploma is presented in Table 12.2. The first year of the course is identical to that of the Graduate Certificate. In the second year students complete in each semester, either three electives or two electives plus a program of special study.

### Subject Descriptions

14520 Orientation and Mobility Skills 3  
Semester 1 - 5 units  
Prerequisite Orientation and Mobility Skills 2

14521 Orientation and Mobility Skills 4

Semester 2 - 5 units

Prerequisite Orientation and Mobility Skills 3

These electives are designed for the student who wishes to become proficient in advanced orientation and mobility skills. They encompass advanced skills for assisting the multi-impaired, utilising telescopic aids in the dynamic environment and issues related to the client with cortical vision impairment. A significant component of supervised practice will be included in each subject.

14522 Special Study A/14523 Special Study B

Semester 1 or 2 - 5 units

Special studies will be structured to meet students' needs if appropriate subjects are not available elsewhere within this program. Appropriate outside resources may be accessed to enable study at a sufficient level and proficiency to satisfy the Head of School that the study is appropriate within this program.

Table 12.3 Master of Applied Science (Orthoptics) by Research

Course

Code Mode of Offer

1409 Special Program (for Master's qualifying students)

1407 Full-time; minimum 1 year (Honours level entry)

1408 Part-time; minimum 2 years (Honours level entry)

#### Full-time Mode

			Total	Sem 1	Sem 2
<i>Year 1</i>					
10571	Intermediate Statistics		8	8	-
14503	Research Thesis		-	-	-
	Research Elective		8	-	8
		<i>Stage Total</i>	<i>16</i>	<i>8</i>	<i>8</i>

*Year 2*

14503	Research Thesis		-	-	-
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#### Part-time Mode

<i>Year 1</i>					
10571	Intermediate Statistics		8	8	-
	Research Elective <sup>2</sup>		8	-	8
		<i>Stage Total</i>	<i>16</i>	<i>8</i>	<i>8</i>

*Year 2*

14503	Research Thesis		-	-	-
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*Year 3*

14503	Research Thesis		-	-	-
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#### Notes

<sup>1</sup> Students with an Honours level may apply for advanced standing in the subjects Professional Elective, Intermediate Statistics and Research Elective, enabling them to enrol in the subject Research Thesis in the first year of the program.

<sup>2</sup> Students may elect to enrol in Research Elective in Years 1 or 2, subject to availability and timetabling constraints. (See Appendix 1 for list of available Research Electives).

## **Master of Applied Science (Orthoptics) by Research**

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

### **Admission Requirements**

#### **Pass Level Entry**

Applicants should possess either:

- i) A Bachelor of Applied Science in Orthoptics from the Faculty of Health Sciences, the University of Sydney OR
- ii) A Bachelor of Applied Science deemed to be equivalent to the above OR
- iii) A Diploma of Applied Science in Orthoptics from Cumberland College of Health Sciences PLUS other evidence of professional development or qualifications which will satisfy the Graduate Studies Committee that the applicant possesses the educational preparation and capacity to pursue graduate studies OR
- iv) Possess such qualifications as are deemed to be equivalent to (i) and/or (ii) and (iii).

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

#### **Honours Level Entry**

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

#### **Time Limits**

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

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

#### **Course Outline**

The course outline for the Master of Applied Science (Orthoptics) is presented in Table 12.3.

### **Subject Descriptions**

#### **14900 Special Program - Orthoptics**

The Special Programs are devised to meet individual needs. They are not subjects in the normal sense and do not necessarily involve a common syllabus and should not be compared between individual cases.

#### **10571 Intermediate Statistics**

*Semester 1 - 8 units*

*Pre-requisite Research Methods I and II, or equivalent*

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

#### **14503 Research Thesis**

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

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

#### **Research Elective**

This elective enables students to study a specific research method which is appropriate to their area of interest. For Research Elective subject descriptions, see Appendix 1.



# 13 School of Physiotherapy

Physiotherapy is a health profession which deals with the prevention, assessment and treatment of human movement disorders. Physiotherapy services are used in a wide variety of areas such as health care organisations, schools, private practices, community and workplace settings. The physiotherapy profession is committed to continued research into its fundamental concepts and activities and the evaluation of physiotherapy services to ensure the optimum quality of care for the community it serves. The profession is also committed to effective communication with members of the health team, the community at large and the continuing education of its graduates. Staff and students of the School are actively involved in a number of research projects. These range over several areas including the investigation of human motor performance, musculoskeletal physiotherapy, neurological physiotherapy, occupational health issues, clinical reasoning and cardiopulmonary physiotherapy.

As one of the foundation schools of the Faculty of Health Sciences (formerly Cumberland College of Health Sciences) at the College's inception in 1975, the School of Physiotherapy has played an important role in the development of the Faculty and its academic programs.

The School has a strong commitment to achieving quality in all areas of endeavour. To achieve this goal the School has utilised findings from evaluation of our academic programs and research projects to refine the programs offered. This evaluation has involved seeking and receiving critical appraisal from various sources including student, teacher, peer and external evaluation, from External Advisory Committees and members of the physiotherapy profession, from national and international colleagues and from members of this and other faculties of the University.

Nine graduate programs are conducted by the School. These include research programs at masters and doctoral levels and articulated coursework programs in manipulative physiotherapy and sports physiotherapy. In addition a combined program addresses a number of other professional sub-disciplines. This program will provide a flexible and accessible mode of graduate education for physiotherpists with a wide variety of clinical specialty interests. It will be possible to focus studies in such sub-disciplines as paediatric, cardiopulmonary and neurological physiotherapy, or to complete general physiotherapy studies.

In relation to School of Physiotherapy subjects, enrolment in a subject is normally dependent upon the student meeting the entry requirements for the program in which the subject is offered. For miscellaneous (or non-award) students, the School may agree to enrol an applicant in a subject offered by the School, provided that the applicant has the required prerequisite knowledge to study the subject and there is sufficient space in the class room and tutorial group to accommodate the applicant without prejudicing other students' performance. For students enrolled in a recognised tertiary program at another institution, a cross-institutional enrolment may be permitted in a School of Physiotherapy subject, providing the subject is approved by the home institution, the applicant satisfies the prerequisite subjects and/or can demonstrate the prerequisite knowledge to study the subject, and resources are available to support the enrolment in the subject.

Enquires regarding academic programs should be directed to the following:

Academic Program Administrator, Ayanthi Salgado (9 351 9378); The Postgraduate Coursework Programs Coordinator: Dr Raymond Lee (9 351 9548); The Research Masters Program Coordinator: Dr Sharon Kilbreath (9 351 9272); The Ph.D. Program Coordinator: Associate Professor Jack Crosbie (9 351 9549)

**Table 13.1 Graduate Diploma of Applied Science (Manipulative Physiotherapy)****Course**

<i>Code</i>	<i>Mode of Offer</i>
1607	Full-Time; 1 year
1612	Part-Time; 2 years
<i>Units</i>	84

**Full-Time Mode<sup>a</sup>**

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
10458	Psychology	2	-	2
11455	Anatomy and Biomechanics A	5	5	-
22523	Anatomy and Biomechanics B	3	-	3
11457	Neurophysiology & Pharmacology	4	4	-
164A7	Professional Skills in Manipulative Physiotherapy A	11	11	-
164A8	Professional Skills in Manipulative Physiotherapy B	12	-	12
16467	Clinical Reasoning A	5	5	-
16468	Clinical Reasoning B	4	-	4
16508	Scientific Investigation I	5	-	5
16509	Medical Sciences	3	1	2
16510	Clinical Manipulative Physiotherapy A <sup>1</sup>	15	15	-
16511	Clinical Manipulative Physiotherapy B <sup>1</sup>	15	-	15
	<i>Stage Total</i>	<b>84</b>	<b>41</b>	<b>43</b>

**Part-Time Mode***Year 1*

11455	Anatomy and Biomechanics A	<b>5</b>	5	-
22523	Anatomy and Biomechanics B	<b>3</b>	-	3
11457	Neurophysiology and Pharmacology	<b>4</b>	4	-
164A7	Professional Skills in Manipulative Physiotherapy A	11	11	-
164A8	Professional Skills in Manipulative Physiotherapy B	12	-	12
16508	Scientific Investigation I	<b>5</b>	-	5
	<i>Stage Total</i>	<b>40</b>	<b>20</b>	<b>20</b>

*Year 2*

10458	Psychology	2	-	2
16467	Clinical Reasoning A	5	5	-
16468	Clinical Reasoning B	4	-	4
16509	Medical Sciences	3	1	2
16510	Clinical Manipulative Physiotherapy A <sup>1</sup>	15	15	-
16511	Clinical Manipulative Physiotherapy B <sup>1</sup>	15	-	15
	<i>Stage Total</i>	<b>44</b>	<b>21</b>	<b>23</b>

**Note**

<sup>1</sup> Clinical Manipulative Physiotherapy will be conducted as three afternoon sessions for ten weeks in semesters 1 & 2.

### Graduate Diploma of Applied Science (Manipulative Physiotherapy)

**Enquiries**

Graduate Diploma Course Coordinator: Kathryn Refshauge (9351 9180)

Master's Course Coordinator: Martin Mackey (9351 9374)

Manipulative Physiotherapy is a physically demanding course of study which requires for its practice the development of a range of precise physical skills. Prospective students should be aware that they will be expected to carry out and have carried out upon themselves as simulated patients, the examination and treatment procedures used

by manipulative physiotherapists. Partial disrobing will be required in these classes. All students are required to provide the School of Physiotherapy with recent X-rays of their cervical, thoracic and lumbar spines prior to the commencement of the spinal manipulation classes. Any prospective students who think they may have a condition or disability which may interfere with the development or practise of manipulative physiotherapy skills should consult the Course Co-ordinator, Kathryn Refshauge (9351 9180) before commencing the course.

**Admission Requirements**

The Faculty may, on the recommendation of the Head of School concerned, admit to candidature for a graduate diploma or graduate certificate within the Faculty an applicant:

- i) who is a graduate of the University of Sydney and has completed courses appropriate to the area of study<sup>1</sup> in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.
- ii) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

In the case of the Graduate Diploma of Applied Science (Manipulative Physiotherapy) applicants should normally have completed at least two years recent clinical experience in the management of musculoskeletal disorders, and be presently engaged in related clinical practice.

<sup>1</sup> Appropriate courses are those deemed equivalent to the Bachelor degree in Physiotherapy from Cumberland College of Health Sciences or the University of Sydney.

## Selection

Selection, will take into account employment history, qualifications; continuing education and other professional development.

## Subject Enrolment

Enrolment in all physiotherapy (16\*\*\*) subjects is dependent upon the applicant being eligible to enrol in this course.

## Progression

Progression from the graduate diploma to the master's program, whether the student originally enrolled in the graduate diploma or the master's program, will be dependent upon satisfactory performance in the graduate diploma subjects.

## Course Outline

The course outline for the Graduate Diploma of Applied Science (Manipulative Physiotherapy) is presented in Table 13.1.

## Subject Descriptions

### 10458 Psychology

*Semester 2 - 2 units*

The aim of this subject is to further develop students' understanding of psychological aspects of pain and loss of function, and psychological approaches to the management of stress, illness and pain.

### 11455 Anatomy and Biomechanics A

*Semester 1 - 5 units*

This subject will further students' understanding of the anatomy and biomechanics of the thoracic and lumbar vertebral column and the lower limb. The focus is on critical evaluation of existing manipulative physiotherapy procedures and on recent scientific developments of relevance to disorders of the musculoskeletal system.

### 22523\* Anatomy and Biomechanics B

*Semester 2 - 3 units*

This subject will further students' understanding of the anatomy and biomechanics of the cervical and thoracic vertebral column and the upper limb. The focus is on critical evaluation of existing manipulative physiotherapy procedures and on recent scientific developments of relevance to disorders of the upper body.

\* subject code to be confirmed.

### 11457 Neurophysiology and Pharmacology

*Semester 1-4 units*

This subject focuses on the motor and sensory systems of neurophysiology and recent scientific developments in these areas. Special emphasis is given to the neurophysiological bases of pain and pain modulation.

### 164A7 Professional Skills in Manipulative Physiotherapy A

*Semester 1-11 units*

*Co-requisites Anatomy and Biomechanics A (11455), Neurophysiology & Pharmacology (11457)*

Students advance their skills in manipulative physiotherapy which includes examination of patients with musculoskeletal disorders of the lower body and planning and implementing appropriate treatment programs for those disorders. Students also develop a greater understanding and skill in the process of communication between the patient and the physiotherapist.

### 164A8 Professional Skills in Manipulative Physiotherapy B

*Semester 2-12 units*

*Pre-requisite Professional Skills in Manipulative Physiotherapy A (164A7)*

*Co-requisites Anatomy and Biomechanics B (11456), Psychology (10458)*

Students advance their skills in examination of patients with musculoskeletal disorders of the upper body, in planning and implementing appropriate treatment courses for these disorders, and in evaluating the effectiveness of these treatment programs.

### 16467 Clinical Reasoning A

*Semester 1 - 5 units*

*Pre or Co-requisites Professional Skills in Manipulative Physiotherapy A (164A7), Anatomy and Biomechanics A (11455)*

*Co-requisite Clinical Manipulative Physiotherapy A (16510)*

Students further develop the cognitive skills of clinical reasoning and problem-solving applied to musculoskeletal disorders of the lower body, using the knowledge and experience gained in the co-requisite subjects. In this way, this subject provides a means for the integration of the other subjects studied.

### 16468 Clinical Reasoning B

*Semester 2 - 4 units*

*Pre-requisite Clinical Reasoning A (16467)*

*Pre or Co-requisites Professional Skills in Manipulative Physiotherapy B (164A8), Anatomy and Biomechanics B (11456)*

*Co-requisite Clinical Manipulative Physiotherapy B (16511)*

Students further develop the cognitive skills of clinical reasoning and problem-solving applied to musculoskeletal disorders of the upper body, using the knowledge and experience gained in the co-requisite subjects. In this way, this subject provides a means for the integration of the other subjects studied.

**16508 Scientific Investigation I***Semester 2 - 5 units*

This subject develops students' skills in analysis of data. It examines common statistical tests with the aim of enabling students to understand research papers as well as enabling them to choose appropriate statistical methods of analysing data. It also examines issues relating to measurement including reliability and validity. Students will have the opportunity to apply statistical tests to small data sets of measurement procedures that they will collect, or that have been previously collected.

**16509 Medical Sciences***Semesters 1 & 2-3 units*

This subject is presented in lecture format, the content areas include neurology, oncology, orthopaedics, radiology, and rheumatology. The student gains further knowledge of disease processes and symptomatology, relevant diagnostic procedures and trends in management and research in the areas studied.

**16510 Clinical Manipulative Physiotherapy A***Semester 1 -15 units*

*Pre or Co-requisites Professional Skills in Manipulative Physiotherapy A (164A7), Anatomy and Biomechanics A (11455)*

*Co-requisite Clinical Reasoning A (16467)*

Students advance their clinical competence by developing further skills and integrating their knowledge from the underpinning sciences, in managing musculoskeletal disorders of the lower body.

**16511 Clinical Manipulative Physiotherapy B***Semester 2 15 units*

*Pre-requisite Clinical Manipulative Physiotherapy A (16510)*

*Pre or Co-requisites Professional Skills in Manipulative Physiotherapy B (164A8), Anatomy and Biomechanics B (11456)*

*Co-requisite Clinical Reasoning B (16468)*

In this subject students consolidate their clinical experience. They also develop further skills and integrate their knowledge from the underpinning sciences, in managing musculoskeletal disorders of the upper body.

**Table 13.2 Master of Applied Science (Manipulative Physiotherapy)***Course*

<i>Code</i>	<i>Mode of Offer</i>
1632	Full-time; 1V <sub>2</sub> years
1633	Part-time; 3 years
<i>Units</i>	116

**Full-time Mode**

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
10458	Psychology	2	-	2
11455	Anatomy and Biomechanics A	5	5	-
22523	Anatomy and Biomechanics B	3	-	3
11457	Neurophysiology & Pharmacology	4	4	-
164A7	Professional Skills in Manipulative Physiotherapy A	11	11	-
164A8	Professional Skills in Manipulative Physiotherapy B	12	-	12
16508	Scientific Investigation I	5	-	5
16509	Medical Sciences	3	1	2
16467	Clinical Reasoning A	5	5	-
16468	Clinical Reasoning B	4	-	4
16510	Clinical Manipulative Physiotherapy A <sup>1</sup>	15	15	-
16511	Clinical Manipulative Physiotherapy B <sup>1</sup>	15	-	15
	<i>Stage Total</i>	<b>84</b>	<b>41</b>	<b>43</b>

*Year 2*

08576	History and Philosophy of Scientific Methodology	5	5	-
	OR	OR		
16512	Scientific Investigation II	5	5	-
164B3	Distinguished Scientist Series	5	5	-
164B4	Treatise	>	22	-
	<i>Stage Total</i>	<b>32</b>	<b>32</b>	

**Part-Time Mode***Year 1*

11455	Anatomy and Biomechanics A	5	5	-
22523	Anatomy and Biomechanics B	3	-	3
11457	Neurophysiology & Pharmacology	4	4	-
164A7	Professional Skills in Manipulative Physiotherapy A	11	11	-
164A8	Professional Skills in Manipulative Physiotherapy B	12	-	12
16508	Scientific Investigation I	5	-	5
	<i>Stage Total</i>	<b>40</b>	<b>20</b>	<b>20</b>



## Year 2

10458	Psychology	2	-	2
16467	Clinical Reasoning A	5	5	-
16468	Clinical Reasoning B	4	-	4
16509	Medical Sciences	3	1	2
16510	Clinical Manipulative Physiotherapy A <sup>1</sup>	15	15	-
16511	Clinical Manipulative Physiotherapy B <sup>1</sup>	15	-	15
<i>Stage Total</i>		<i>44</i>	<i>21</i>	<i>23</i>

Note: Treatise may be taken as part time over one year.

<sup>1</sup> Clinical Manipulative Physiotherapy will be conducted as three afternoon sessions for ten weeks in semesters 1 and 2.

## Year 3

08576	History and Philosophy of Scientific Methodology	5	5	-
	OR	OR		
16512	Scientific Investigation II	5	5	-
164B3	Distinguished Scientist Series	5	5	-
164B4	Treatise	22	22	-
<i>Stage Total</i>		<i>32</i>	<i>32</i>	

## Master of Applied Science (Manipulative Physiotherapy)

### Enquiries

Graduate Diploma Course Coordinator: Kathryn Refshauge (9351 9180)

Master's Course Coordinator: Martin Mackey (9351 9374)

Manipulative Physiotherapy is a physically demanding course of study which requires for its practice the development of a range of precise physical skills. Prospective students should be aware that they will be expected to carry out and have carried out upon themselves as simulated patients, the examination and treatment procedures used by manipulative physiotherapists. Partial disrobing will be required in these classes. All students are required to provide the School of Physiotherapy with X-rays of their cervical, thoracic and lumbar spines prior to the commencement of the spinal manipulation classes. Any prospective students who think they may have a condition or disability which may interfere with the development or practise of manipulative physiotherapy skills should consult the Graduate Diploma of Applied Science (Manipulative Physiotherapy) Course Co-ordinator, Kathryn Refshauge (9351 9180) before commencing the course.

### Admission requirements

The Faculty may, on the recommendation of the Head School concerned, admit to candidature for a degree of Master within the Faculty an applicant:

- who is a graduate of the University of Sydney and has completed courses appropriate to the area of study<sup>1</sup> in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.

- who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

In the case of the Master of Applied Science (Manipulative Physiotherapy) applicants should normally have completed at least two years recent clinical experience in the management of musculoskeletal disorders, and be presently engaged in related clinical practice.

<sup>1</sup>Appropriate courses are those deemed equivalent to the Bachelor degree in Physiotherapy from Cumberland College of Health Sciences or the University of Sydney.

### Selection

Selection will take into account employment history, qualifications, continuing education and other professional development.

### Subject Enrolment

Enrolment in all physiotherapy (16\*\*\*) subjects is dependent upon the applicant being eligible to enrol in this course.

### Credit Transfer

Applicants holding an approved graduate diploma in manipulative physiotherapy may apply for credit transfer in the master's program. Decisions will be made on an individual basis.

### Progression

Progression from the graduate diploma to the master's program, whether the student originally enrolled in the graduate diploma or the master's program, will be dependent upon satisfactory performance in the graduate diploma subjects.

## Course Outline

The course outline for the Master of Applied Science (Manipulative Physiotherapy) is presented in Table 13.2.

## Subject Descriptions

Refer to the Graduate Diploma of Applied Science (Manipulative Physiotherapy) for subject descriptions not listed below.

### 08576 History and Philosophy of Scientific Methodology

*Semester 1 - 5 units*

This subject is designed to provide students with a critical perspective on science as a specific form of knowledge. It introduces students to the major philosophies of the scientific enterprise taking into account the social versus natural science controversy.

### 164B3 Distinguished Scientist Series

*Semester 1 - 5 units*

This subject involves the study of a researcher's (or group of researchers') work in detail. The researcher(s) will be invited to the campus to participate in seminars to enable the students to discuss and explore issues with them directly. The content will be decided on the basis of the individual interests of the students.

### 164B4 Treatise

*Semester 1 and/or 2 - 22 units*

The treatise involves the preparation of a non-research work in a specific area of interest under supervision. It is a substantial scholarly work that is an exposition of a range of knowledge and is expected to include original argument substantiated by reference to acknowledged authorities. It does not usually involve data collection but may take the form of developing a clinical tool. The aim of this work is for students to integrate background material and provide cohesive, structured suggestions for physiotherapy development or practice. It is carried out in partial fulfilment of the master's degree by coursework. Some hours are set aside for classes in scientific writing but the majority of the hours will be spent in consultation with the supervisor or in independent study.

### 16512 Scientific Investigation II

*Semester 1 - 5 units*

This subject develops students' skills in writing scientifically. The content for this subject covers developing research questions and writing them up as a grant submission. The issues of development of research questions by setting the inquiry in the context of the state of the profession, the state of scientific knowledge of the area and an evaluation of existing paradigms will be examined. Students' learning will involve preparing an annotated bibliography and writing a proposal as if applying for funding from the Physiotherapy Research Foundation.

Table 13.3 Graduate Diploma of Applied Science (Sports Physiotherapy)

*Course*

*Code Mode of Offer*

1640 *Full-time; 1 year*

1641 *Part-time; 2 years*

*Units min 80*

#### Full-time Mode

		Total	Sem 1	Sem 2
<i>Year 1</i>				
10458	Psychology	2	-	2
10472	Motor Performance and Learning	5	5	-
22503	Applied Physiology I	8	8	-
22505	Applied Physiology II	6	-	6
22511	Clinical Biomechanics (or approved elective <sup>1</sup> )	4	-	4
22521	Mechanics of Human Movement	6	6	-
11470	Functional Anatomy	6	-	6
16508	Scientific Investigation I	5	-	5
16509	Medical Sciences	3	1	2
16512	Scientific Investigation II	5	5	-
16513	Clinical Management of Sporting Injuries	14	7	7
16514	Clinical Sports Physiotherapy	16	8	8
<i>Min Stage Total</i>		80	40	40

## Part-time Mode

### Year 1

22503	Applied Physiology I	8	8	-
22511	Clinical Biomechanics (or approved elective <sup>1</sup> )	4	-	4
22521	Mechanics of Human Movement	7	6	-
11470	Functional Anatomy	6	-	6
16508	Scientific Investigation I	5	-	5
16509	Medical Sciences	3	1	2
10458	Psychology'	2	-	2

Min Stage Total • 34                      15                      19

### Year 2

10472	Motor Performance and Learning	5	5	-
22505	Applied Physiology II	6	-	6
16512	Scientific Investigation II	5	5	-
16513	Clinical Management of Sporting Injuries	14	7	7
16514	Clinical Sports Physiotherapy	16	8	8

Stage Total                      46                      25                      21

Note 1 - Approved elective is Clinical Biomechanics for Physiotherapists 16525 (7 units semester 2)

## Graduate Diploma of Applied Science (Sports Physiotherapy)

### Enquiries

Graduate Diploma Course Coordinator: Elizabeth Henley  
(93519268)

### Admission Requirements

The Faculty may, on the recommendation of the Head of School concerned admit to candidature for a graduate diploma or graduate certificate within the Faculty an applicant:

- who is a graduate of the University of Sydney and has completed courses appropriate to the area of study<sup>1</sup> in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.
- who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

In the case of the Graduate Diploma of Applied Science (Sports Physiotherapy) applicants should also have at least two years recent graduate clinical experience relevant to sports physiotherapy and should be currently employed in a sports physiotherapy context.

Appropriate courses are those deemed equivalent to the Bachelor degree in Physiotherapy from Cumberland College of Health Sciences or the University of Sydney.

### Selection

Selection, will take into account employment history, qualifications, continuing education and other professional development.

### Subject Enrolment

Enrolment in all physiotherapy (16\*\*\*) subjects is dependent upon the applicant being eligible to enrol in this course.

### Progression

Progression from the graduate diploma to the master's program, whether the student originally enrolled in the graduate diploma or the master's program, will be dependent upon satisfactory performance in the graduate diploma subjects.

### Course Outline

The course outline for the Graduate Diploma of Applied Science (Sports Physiotherapy) is presented in Table 13.3.

### Subject Descriptions

#### 10458 Psychology

Semester 2 - 2 units

The aim of this subject is to further develop students' understanding of psychological aspects of pain and loss of function, and psychological approaches to the management of stress, illness and pain.

#### 10472 Motor Performance and Learning

Semester 1 - 5 units

The aim of this subject is to study, in-depth, the factors influencing skill acquisition, skill relearning and skill performance and their role in modifying inappropriate, but automated motor behaviours. These may need to be changed in response to disease or continuing injury, in order to improve functional outcome and/or prevent further injury. Topics to be covered include: motivation/goal setting;

operant behavioural approach; optimising the benefits of physical practice; attention, concentration and arousal; mental practice; awareness during performance; feedback and evaluating the effectiveness of strategies designed to modify inappropriate, but automated movement behaviours.

### **22503 Applied Physiology I**

*Semester 1 - 8 units*

This subject will provide the student with a developing infrastructure for Applied Physiology II. Initially, this subject will involve a systems approach with emphasis on applied physiological situations. Only when the basic physiological systems have been reviewed and expanded, will the more integrative aspects of the exercise response be attempted. While the subject content is broad, it nevertheless assumes a sound physiology background. Particular attention will be given to the cardiovascular, respiratory, and metabolic systems.

### **22505 Applied Physiology II**

*Semester 2- 6 units*

*Pre-requisite Applied Physiology I (11429)*

This subject will build upon the principles and information provided in Applied Physiology I, and will focus upon the regulation of the exercise response. While the changes that occur during exercise are important, this subject will aim primarily at providing the student with the necessary understanding of the mechanisms behind these changes. Particular attention will be given to cardiovascular control, adaptation to dynamic and static exercise, metabolic regulation, respiratory control and thermoregulation. It is expected that while the content of this subject will remain fixed, the level and emphasis of each section will vary according to current staff background and research interest.

### **22511 Clinical Biomechanics**

*Semester 2 - 4 Units •*

*Pre-requisite Mechanics of Human Movement (11468)*

The purpose of this subject is to improve the student's capacity to predict the mechanical effects of training regimens, trauma movement styles and their repetition on tissues and regions of the body, and to differentiate this response in different age groups. This will be achieved by the study of sources and characteristics of forces and the ways in which they are transmitted through the body via tissues and regions of the body. High and low technology biomechanical measurement methods which assist in the development of clinical biomechanical measurement protocols will be examined.

### **22521 Mechanics of Human Movement**

*Semester 1 - 6 units*

This subject will provide biomechanical concepts and skills required for the analysis of human movement. Principles of kinematics, kinetics and electromyography in dynamic muscle movements, and mechanical energy distribution will be studied with reference to selected motor activities. Laboratory sessions will be used to provide illustrations of the above principles and to give students experience with biomechanical laboratory techniques. This subject is only open to graduates who have studied biomechanics previously.

### **11470 Functional Anatomy**

*Semester 2 - 6 units*

This subject aims to investigate the relationship between anatomical structure and function, particularly as it relates to the body during exercise. It will include advanced musculoskeletal anatomy of the limbs and trunk undertaken from a theoretical and practical approach in the anatomy laboratory.

### **16508 Scientific Investigation I**

*Semester 2- 5 Units*

This subject develops students' skills in analysis of data. It examines common statistical tests with the aim of enabling students to understand research papers as well as enabling them to choose appropriate statistical methods of analysing data. It also examines issues relating to measurement including reliability and validity. Students will have the opportunity to apply statistical tests to small data sets of measurement procedures that they will collect, or that have been previously collected.

### **16509 Medical Sciences**

*Semesters 1 and 2-3 units*

This subject is presented in lecture/seminar format and the content areas may cover neurology, oncology, orthopaedics, radiology, rheumatology and vascular disorders. The student gains further knowledge of disease processes and symptomatology, relevant diagnostic procedures and trends in management and research in the areas of medicine studied.

### **16512 Scientific Investigation II**

*Semester 1 - 5 units*

This subject develops students' skills in writing scientifically. The content for this subject covers developing research questions and writing them up as a grant submission. The issues of developing research questions by setting the inquiry in the context of the state of the profession, the state of scientific knowledge of the area and an evaluation of existing paradigms will be examined. Students' learning will involve preparing an annotated bibliography and writing a proposal as if applying for funding from the Physiotherapy Research Foundation.

### **16513 Clinical Management of Sporting Injuries**

*Semesters 1 and 2 - 14 units*

This subject will focus on assessment/ diagnosis and management of injury as well as prevention of injury and screening of athletes. This will include a critical evaluation of current procedures and practices used in the management of the sports person, and the role of the sports professional in the prevention of injuries. The subject aims to integrate relevant knowledge from related sciences into sports physiotherapy practice, such as response of body tissue to injury, immobilisation and rehabilitation, the influence of these factors upon tissue repair and the restoration of function.

**16514 Clinical Sports Physiotherapy**  
*Semester 1 and Intersemester break - 8 units*  
*Semester 2 - 8 units*

This subject will provide the opportunity for students to integrate their knowledge gained in other subjects in this course, and their previous clinical knowledge and skill, with new approaches to the management of the person with a sports injury. Clinical learning opportunities will be provided in a variety of spheres of sports physiotherapy practice including different age groups and different types of sport, and ranging from acute field management to procedures designed to prevent injury or effectively deal with chronic or recurrent injuries.

Note: Overseas physiotherapists can apply for registration or approval to practise during the course.

**16525 Clinical Biomechanics For Physiotherapists**  
*Semester 2 - 7 Units*

This subject focuses on promoting an understanding of biomechanical principles that govern effectiveness of skilled performance. The argument that biomechanics and biomechanical testing procedures improve performance in individuals with movement dysfunction and in prevention of injury is supported with clinical examples. The subject provides the opportunity for development of skill in data collection using biomechanical instrumentation. Enrolment in this subject is only open to graduates who have studied Biomechanics previously.

**Table 13.4 Master of Applied Science (Sports Physiotherapy)**

**Course**

<b>Code</b>	<b>Mode of Offer</b>
1630	Full-time; 1years
1631	Part-time; 3 years
Units	min 112

**Full-time Mode**

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>				
16508	Scientific Investigation I	5	-	5
22503	Applied Physiology I	8	8	-
11470	Functional Anatomy	6	-	6
22511	Clinical Biomechanics (or approved elective <sup>1</sup> )	4	-	4
22521	Mechanics of Human Movement	6	6	-
16509	Medical Sciences	3	1	2
10458	Psychology	2	-	2
16512	Scientific Investigation II	5	5	-
10472	Motor Performance and Learning	5	5	-
22505	Applied Physiology II	6	-	6
16513	Clinical Management of Sporting Injuries	14	7	7
16514	Clinical Sports Physiotherapy	16	8	8
<i>Min Stage Total</i>		<b>80</b>	<b>40</b>	<b>40</b>
<i>Year 2</i>				
08576	History and Philosophy of Scientific Methodology	5	5	-
164B3	Distinguished Scientist Series	5	5	-
164B4	Treatise	22	8	14
<i>Stage Total</i>		<b>32</b>	<b>18</b>	<b>14</b>

**Part-time Mode**

<i>Year 1</i>				
16508	Scientific Investigation I	< 5	-	5
22503	Applied Physiology I	8	<b>8</b>	-
11470	Functional Anatomy	6	-	6
22511	Clinical Biomechanics (or approved elective <sup>1</sup> )	4	-	4
22521	Mechanics of Human Movement	6	<b>6</b>	-
16509	Medical Sciences	3	<b>1</b>	2
10458	Psychology	2	-	2
<i>Min Stage Total</i>		<b>34</b>	<b>15</b>	<b>19</b>

## Year 2

16512	Scientific Investigation II	5	5	-	
10472	Motor Performance and Learning	5	5	-	
22505	Applied Physiology II	6		6	
16513	Clinical Management of Sporting Injuries	14	7	7	
16514	Clinical Sports Physiotherapy	16	8	8	
		<i>Min Stage Total</i>	46	25	21

## Year 3

08576	History and Philosophy of Scientific Methodology	5	5	-	
164B3	Distinguished Scientist Series	5	5	-	
164B4	Treatise	22	8	14	
		<i>Stage Total</i>	32	18	14

Note 1 - Approved elective is Clinical Biomechanics for Physiotherapists 16525 (7 units semester 2)

## Master of Applied Science (Sports Physiotherapy)

### Enquiries

Graduate Diploma Course Coordinator: Elizabeth Henley (9351 9268)

Masters Course Coordinator: Martin Mackey (9351 9374)

### Admission Requirements

The Faculty may, on the recommendation of the Head School concerned, admit to candidature for a degree of Master within the Faculty an applicant:

- who is a graduate of the University of Sydney and has completed courses appropriate to the area of study ' in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.
- who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

In the case of the Master of Applied Science (Sports Physiotherapy) applicants should also have at least two years recent graduate clinical experience relevant to sports physiotherapy and should be currently employed in a sports physiotherapy context.

'Appropriate courses are those deemed equivalent to the Bachelor degree in Physiotherapy from Cumberland College of Health Sciences or the University of Sydney.

### Selection

Selection, will take into account employment history, qualifications, continuing education and other professional development.

### Subject Enrolment

Enrolment in all physiotherapy (16\*\*\*) subjects is dependent upon the applicant being eligible to enrol in this course.

### Credit Transfer

Applicants holding an approved graduate diploma in manipulative physiotherapy may apply for credit transfer in the master's program. Decisions will be made on an individual basis.

### Progression

Progression from the graduate diploma to the master's program, whether the student originally enrolled in the graduate diploma or the master's program, will be dependent upon satisfactory performance in the graduate diploma subjects.

### Course Outline

The course outline for the Master of Applied Science (Sports Physiotherapy) is presented in Table 13.4.

### Subject Descriptions

Refer to the Graduate Diploma of Applied Science (Sports Physiotherapy) for subject descriptions not listed below.

#### 08576 History and Philosophy of Scientific Methodology

*Semester 1 - 5 units*

This subject is designed to provide students with a critical perspective on science as a specific form of knowledge. It introduces students to the major philosophies of the scientific enterprise taking into account the social versus natural science controversy.

#### 164B3 Distinguished Scientist Series

*Semester 1 - 5 units*

This subject involves the study of a researcher's (or group of researchers') work in detail. The researcher(s) will be invited to the campus to participate in seminars to enable the students to discuss and explore issues with them directly. The content will be decided on the basis of the individual interests of the students.

#### 164B4 Treatise

*Semester 1 and/or 2- 22 units*

The treatise involves the preparation of a non-research work in a specific area of interest under supervision. It is a substantial scholarly work that is an exposition of a range of knowledge and is expected to include original argument

substantiated by reference to acknowledged authorities. It does not usually involve data collection but may take the form of developing a clinical tool. The aim of this work is for students to integrate background material and provide cohesive, structured suggestions for physiotherapy development or practice. It is carried out in partial fulfilment of the master's degree by coursework. Some hours are set aside for classes in scientific writing but the majority of the hours will be spent in consultation with the supervisor or in independent study.

**Table 13.5 Graduate Certificate of Applied Science (Physiotherapy)**

**Course**

<b>Code</b>	<b>Mode of Offer</b>
1648	Full-time; 1 semester
1649	Part-time; 2 semesters <sup>1</sup>
Units	min38

**Course Structure**

This award will be granted upon completion of minimum of 38 units<sup>2</sup> as outlined below. -

A minimum of 19 units must be completed from approved Physiotherapy subjects (16\*\*\*) including List A below. The remaining units may be completed from List B (Biomedical Sciences), C (Behavioural Sciences) and/or D (Other).

Note: Subjects in this course will be offered depending on sufficient enrolments. Physiotherapy subjects may be offered on alternate years.

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
List A <sup>3</sup>				
16479	Occupational Health I	5	5	-
16480	Occupational Health II	5	-	5
16481	Introduction to Ergonomics	5	5	-
164E5	Optimising Functional Motor Performance	7	7	-
16508	Scientific Investigation I <sup>4</sup>	5	-	5
16509	Medical Sciences	3	1	2
16512	Scientific Investigation II <sup>4</sup>	5	5	-
16520	Clinical Practice I <sup>4</sup>	7	7	-
16521	Clinical Practice II	7	-	7
16522	Independent Study in Physiotherapy A	3#		
16523	Independent Study in Physiotherapy B	.5#		
16524	Independent Study in Physiotherapy C	7#		
16525	Clinical Biomechanics for Physiotherapists	7	-	7
	Plus specialised subjects available in current year <sup>5</sup>			
List B				
22503	Applied Physiology I	8	8	-
11436	Applied Physiology II	6	-	6
11455	Anatomy & Biomechanics A	4	4	-
22523	Anatomy & Biomechanics B	3	-	3
22511	Clinical Biomechanics	4	-	4
22521	Mechanics of Human Movement	6	6	-
11470	Functional Anatomy	6	-	6
11480	Advanced Respiratory Physiology <sup>6</sup>	4	4	-
22403	Advanced Cardiovascular Physiology <sup>6</sup>	4#		
11481	Cardiopulmonary Anatomy <sup>5</sup>	4	-	4
	Plus other available electives			
List C				
10458	Psychology	2	-	2
10460	Psychosocial Aspects of Sport	5	-	5
10472	Motor Performance & Learning	5	5	-
10547	Psychology of Child Development	5	5	-
10548	Psychology of Adolescent Development	5	~	5
	Plus other available electives			

# The semester in which the subject will be conducted may vary depending on enrolments

List D<sup>7</sup> Electives (graduate subjects) may be taken in other universities, other Faculties within the University of Sydney and within other Schools of the Faculty of Health Sciences. (See Appendix 1 - Electives)

#### Notes

- <sup>1</sup> Part-time mode may take up to a maximum of four times full-time mode. Program choice must be made in consultation with Course Coordinator
- <sup>2</sup> One unit is defined as 21 hours of student workload (including both contact and non-contact hours)
- <sup>3</sup> At the discretion of the Course Coordinator, some List A subjects may be offered in flexible learning modes including distance (external) and/or block mode
- <sup>4</sup> Graduate Certificate students must enrol in Scientific Investigations I or II (as required) and may also be required to undertake a clinical practice subject
- <sup>5</sup> See schedule of Special Stream Electives below
- <sup>6</sup> May not be offered until 1998
- <sup>7</sup> Permission to enrol in these subjects will be dependent upon approval from the Course Coordinator and/or the Head of School/Department conducting the subjects and minimum/maximum numbers for these subjects. Approved electives may be taken in a variety or combination of modes of offer including 'on campus' mode, distance (external) mode and block mode.

### Graduate Certificate of Applied Science (Physiotherapy)

The principal aims of this course are to:

- \* produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in multiple areas of physiotherapy practice, both specialised and general, and
- \* encourage, develop and promote a scientific approach to the evaluation of current therapeutic interventions.

#### Enquiries

Graduate Certificate/Diploma Course Coordinator:  
Veena O'Sullivan (9351 9267)

Master's Course Coordinator: Martin Mackey (9351 9374)

#### Admission Requirements

The Faculty may, on the recommendation of the Head of School concerned, admit to candidature for a graduate diploma or graduate certificate within the Faculty an applicant:

- i) who is a graduate of the University of Sydney and has completed courses appropriate to the area of study<sup>1</sup> in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.
- ii) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

In the case of the Graduate Certificate of Applied Science (Physiotherapy) applicants should normally have completed at least two years recent clinical experience.

'Appropriate courses are those deemed equivalent to the Bachelor Degree in Physiotherapy from Cumberland College of Health Sciences or the University of Sydney.

#### Selection

Selection will take into account employment history, qualifications, continuing education and other professional development.

#### Subject Enrolment

Enrolment in all physiotherapy (16<sup>\*\*\*</sup>) subjects is dependent upon the applicant being eligible to enrol in this course.

#### Progression

Progression from the graduate certificate to the graduate diploma and master's programs, regardless of which program the student originally enrolled in, will be dependent upon satisfactory performance in current subjects.

#### Course Outline

The course outline for the Graduate Certificate of Applied Science (Physiotherapy) is presented in Table 13.5.

#### Subject Descriptions

Refer to the Graduate Diploma of Applied Science (Physiotherapy)

#### Specialist Streams

If a student wishes to pursue a specialist stream of physiotherapy study, the following sections outline the proposed content and order of completion of specialised subjects in the sub-disciplines of Cardiopulmonary Physiotherapy, Neurological Physiotherapy, and Paediatric Physiotherapy..



### Cardiopulmonary Stream

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
	Behavioural Sciences elective (see List C)	<b>5</b>	5	-
22503	Applied Physiology I	<b>8</b>	8	-
11480	Advanced Respiratory Physiology	<b>4</b>	4	-
164D7	Cardiopulmonary Physiotherapy A	<b>6</b>	6	-
164E3	Cardiopulmonary Physiotherapy B (or approved elective)	<b>6</b>	6	-
16512	Scientific Investigation II	<b>5</b>	5	-
	approved elective (see List A, B, C or D)	<b>5</b>	5	-

\* Note: 11480 Advanced Respiratory Physiology may not be offered until 1998

### Neurology Stream

10472	Motor Performance and Learning	<b>5</b>	5	-
22503	Applied Physiology OR approved elective (see List A, B, C or D)	<b>8</b>	8	-
22521	Mechanics of Human Movement	<b>6</b>	6	-
164E5	Optimising Functional Motor Performance	<b>7</b>	7	-
16520	Clinical Practice I	<b>7</b>	7	-
16512	Scientific Investigations II	<b>5</b>	5	-

### Paediatric Stream

10472	Motor Performance & Learning	<b>5</b>	5	-
10547	Psychology of Child Development (or approved elective)	<b>5</b>	5	-
22521	Mechanics of Human Movement	<b>6</b>	6	-
164D3	Paediatric Physiotherapy A	<b>5</b>	5	-
16508	Scientific Investigation II	<b>5</b>	5	-
16520	Clinical Practice I	<b>7</b>	7	-
	Approved Elective (see List A, B, C or D)	<b>5</b>	5	-

### Schedule of Special Stream Electives

Stream electives will not be offered each year.

Subject to minimum enrolments the following special stream electives will be offered in the years indicated. Special Stream Electives may be offered in distance mode and/or block mode.

<i>1997</i>	<i>Neurology Stream</i>				
	164E5	Optimising Functional Motor Performance	<b>7</b>	7	-
<i>1998</i>	<i>Paediatric Stream</i>				
	164D3	Paediatric Physiotherapy A	<b>5</b>	5	-
<i>1999</i>	<i>Cardiopulmonary Stream</i>				
	11480	Advanced Respiratory Physiology	<b>4</b>	4	-
	164D7	Cardiopulmonary Physiotherapy A	<b>6</b>	6	-
	164E3	Cardiopulmonary Physiotherapy B	<b>6</b>	6	-

**Table 13.6 Graduate Diploma of Applied Science (Physiotherapy)****Course**

<b>Code</b>	<b>Mode of Offer</b>
1646	Full-time; 1 semester
164J	Part-time; 4 semesters <sup>1</sup>
<b>Units</b>	min 72:

**Course Structure**

This award will be granted upon completion of minimum of 72 units as outlined below.

A minimum of 36 units must be completed from approved Physiotherapy subjects (16<sup>\*\*\*</sup>)<sup>2</sup> including List A below. The remaining units may be completed from Lists B (Biomedical Sciences), C (Behavioural Sciences), and /or D (Other)

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
List A <sup>3</sup>				
16479	Occupational Health I	5	5	-
•16480	Occupational Health II	5	-	5
16481	Introduction to Ergonomics	5	5	-
164E5	Optimising Functional Motor Performance	7	7	-
16508	Scientific Investigation I <sup>4</sup>	5	-	5
16509	Medical Sciences	3	1	2
16512	Scientific Investigation II <sup>4</sup>	5	5	-
16520	Clinical Practice I	7	7	-
16521	Clinical Practice II	7	-	7
16522	Independent Study in Physiotherapy A	3#		
16523	Independent Study in Physiotherapy B	5#		
16524	Independent Study in Physiotherapy C	7#		
16525	Clinical Biomechanics for Physiotherapists	7	-	7
	Plus specialised subjects available in current year <sup>5</sup>			
ListB				
22503	Applied Physiology I	8	8	-
22505	Applied Physiology II	6	-	6
11455	Anatomy and Biomechanics A	4	4	-
22523	Anatomy and Biomechanics B	3	-	3
22511	Clinical Biomechanics	4	-	4
22521	Mechanics of Human Movement	6	6	-
11470	Functional Anatomy	6	-	6
11480	Advanced Respiratory Physiology <sup>6</sup>	4	4	-
11481	Cardiopulmonary Anatomy <sup>6</sup>	4	-	4
22403	Advanced Cardiovascular Physiology*	4#		
	Plus other available electives			
ListC				
10458	Psychology	2	-	2
10460	Psychosocial Aspects of Sport	- 5	-	5
10472	Motor Performance and Learning	5	5	-
10547	Psychology of Child Development	5	5	-
10548	Psychology of Adolescent Development	5	-	5
	Plus other available electives			

# The semester in which the subject will be conducted may vary depending on enrolments

**List D<sup>7</sup>**

Electives (graduate subjects) may be taken in other universities, other Faculties within the University of Sydney and within other Schools of the Faculty of Health Sciences. (See Electives Appendix 1)

## Notes

- <sup>1</sup> Part-time mode may take up to a maximum of four times full-time mode. Program choice must be made in consultation with Course Coordinator
- <sup>2</sup> Students must choose two clinical subjects
- <sup>3</sup> At the discretion of the Course Coordinator, some List A subjects may be offered in flexible learning modes including distance (external) and/or block mode
- <sup>4</sup> Graduate Diploma students must enrol in Scientific Investigations I and II
- <sup>5</sup> See Schedule of Special Stream Electives below
- <sup>6</sup> May not be offered until 1998
- <sup>7</sup> Permission to enrol in these subjects will be dependent upon approval from the Course Coordinator and/or the Head of School/Department conducting the Subjects and minimum/maximum numbers for these subjects. Approved electives may be taken in a variety or combination of modes of offer including 'on campus' mode, distance (external) mode and block mode.

## Graduate Diploma of Applied Science (Physiotherapy)

The principal aims of this course are to:

- \* produce a body of graduates with academic and clinical skills to foster and develop the role of physiotherapy in multiple areas of physiotherapy practice, both specialised and general, and
- \* encourage, develop and promote a scientific approach to the evaluation of current therapeutic interventions.

The Graduate Diploma course will also prepare physiotherapists for entry into the clinical specialisation process of the Australian College of Physiotherapists and the master's degree will enable physiotherapists to apply for exemption in Stage two of the clinical specialisation process.

### Enquiries

Graduate Diploma/Certificate Course Coordinator: Veena O'Sullivan (9351 9267)

Master's Course Coordinator: Martin Mackey (9351 9374)

### Admission Requirements

The Faculty may, on the recommendation of the Head of School concerned, admit to candidature for a graduate diploma or graduate certificate within the Faculty an applicant:

- i) who is a graduate of the University of Sydney and has completed courses appropriate to the area of study<sup>1</sup> in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.
- ii) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

In the case of the Graduate Diploma of Applied Science (Physiotherapy) applicants should normally have completed at least two years recent clinical experience.

Appropriate courses are those deemed equivalent to the Bachelor degree in Physiotherapy from Cumberland College of Health Sciences or the University of Sydney.

### Selection

Selection, will take into account employment history, qualifications, continuing education and other professional development.

### Subject Enrolment

Enrolment in all physiotherapy (16\*\*\*) subjects is dependent upon the applicant being eligible to enrol in this course.

### Progression

Progression from the graduate diploma to the master's program, whether the student originally enrolled in the graduate diploma or the master's program, will be dependent upon satisfactory performance in the graduate diploma subjects.

### Course Outline

The course outline for the Graduate Diploma of Applied Science (Physiotherapy) is presented in Table 13.6.

### Specialist Streams

If a student wishes to pursue a specialist stream of physiotherapy study, the following sections outline the proposed content and order of completion of specialised subjects in the sub-disciplines of Cardiopulmonary Physiotherapy, Neurological Physiotherapy, and Paediatric Physiotherapy.

## Cardiopulmonary Stream

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
	Behavioural Sciences elective (see List C)	<b>5#</b>		
	2 Approved elective <sup>2</sup>	10#		
22503	Applied Physiology I	<b>8</b>	<b>8</b>	-
11480	Advanced Respiratory Physiology	<b>4</b>	<b>4</b>	-
11481	Cardiopulmonary Anatomy	<b>4</b>	-	<b>4</b>
22403	Advanced Cardiovascular Physiology	<b>4#</b>		
164D7	Cardiopulmonary Physiotherapy A	<b>6</b>	<b>6</b>	-
164E3	Cardiopulmonary Physiotherapy B	<b>6</b>	<b>6</b>	-
16508	Scientific Investigation I	<b>5</b>	-	<b>5</b>
16512	Scientific Investigation II	<b>5</b>	<b>5</b>	-
16518	Clinical Cardiopulmonary Physiotherapy A	<b>9#</b>		
16520	Clinical Practice I	<b>7</b>	<b>7</b>	-

<sup>2</sup> Approved Electives in each semester may be chosen from the following examples:

08450	Occupational Health and Safety
08461	Epidemiology
08483	Introduction to Gerontology
10459	Motor Learning
22502	Biomechanics I
22506	Exercise and Rehabilitation I
11433	Health, Dysfunction and Aging
22510	Exercise and Rehabilitation II

For a full list see Appendix 1 Electives. In addition, subjects from other universities, other Faculties within the University of Sydney and within other Schools, may be considered suitable as electives, subject to the approval of the Course Coordinator. Students may be permitted to apply for credit transfer in such subjects. Approved electives may be offered on campus, by distance (external mode), by block mode and/or a combination of modes of offer.

## Neurological Stream

10472	Motor Performance & Learning	5	5	-
22521	Mechanics of Human Movement	6	6	-
22503	Applied Physiology I or approved Elective (See List B)	8	8	-
16523	Independent Study in Physiotherapy B	5#		
164E4	Topics in Neurological Physiotherapy	7	-	7
164E5	Optimising Functional Motor Performance	7	7	-
164E6	Clinical Neurological Physiotherapy A	7	-	7
16508	Scientific Investigation I	5	-	5
16512	Scientific Investigation II	5	5	-
16519	Neurological Rehabilitation	5	-	5
	approved Elective (See List A, B, C or D)	5#		
16520	Clinical Practice I	7	7	-

# The semester in which the subject will be conducted may vary depending on enrolments

## Paediatric Stream

10472	Motor Performance and Learning	5	5	-
10547	Psychology of Child Development (or elective)	5	5	-
10548	Psychology of Adolescent Development (or elective)	5	-	5
22521	Mechanics of Human Movement	6	6	-
11480	Advanced Respiratory Physiology	4	-	4
16523	Independent Study in Physiotherapy B	5	-	5
164D3	Paediatric Physiotherapy A	6	6	-
164D5	Paediatric Physiotherapy B	6	-	6
16508	Scientific Investigation I	5	5	-
16512	Scientific Investigation II	5	-	5
16515	Clinical Paediatric Physiotherapy A	9	-	9
	Approved Elective (see List A, B, C or D)	5	-	5
16520	Clinical Practice 1	7	7	-

### Note

Clinical Paediatric Physiotherapy A involves two types of experience; visits to special units on one half day of each semester week, and one ten day clinical placement in a hospital, school or specialised clinic during the inter-semester break.

## Schedule of Special Stream Electives

Stream electives will not be offered each year.

Subject to minimum enrolments the following special stream electives will be offered in the years indicated. Special Stream Electives may be offered in distance mode and/or block mode.

1997

164E4	Topics in Neurological Physiotherapy	7		7
164E5	Optimising Functional Motor Performance	7	7	
164E6	Clinical Neurological Physiotherapy A	7		7
16519	Neurological Rehabilitation	5		5

1998

11480	Advanced Respiratory Physiology	4	4	
164D3	Paediatric Physiotherapy A	6	6	
164D5	Paediatric Physiotherapy B	6		6
16515	Clinical Paediatric Physiotherapy A	9		9

1999

11480	Advanced Respiratory Physiology	4	4	
11481	Cardiopulmonary Anatomy	4		4
22403	Advanced Cardiovascular Physiology	4		4
164D7	Cardiopulmonary Physiotherapy A	6	6	
164E3	Cardiopulmonary Physiotherapy B	6	6	
16518	Clinical Cardiopulmonary Physiotherapy A	9#		

# The semester in which the subject will be conducted may vary depending on enrolments.

## Subject Descriptions

### 10458 Psychology

#### *Semester 2-2 Units*

The aim of this subject is to further develop the student's understanding of psychological aspects of pain and loss of function, and psychological approaches to the management of stress, illness and pain.

### 10460 Psychosocial Aspects of Sport

#### *Semester 2 - 5 Units*

The first part of this unit considers psychological factors in sports performance. Topics covered include: managing motivation, anxiety and aggression; arousal-performance relationships; psychosocial characteristics of peak performance; personality and sport performance; relaxation and energising techniques; cognitive techniques; attention control-training; goal-setting; leadership; team cohesion; athlete staleness and burnout; stress, injury and psychological rehabilitation.

The second part of the unit is concerned with the historical development of leisure and its relationship to work; sport as a dominant aspect of Australian culture; sources of tensions and conflicts in sport and leisure which are related to power, race, class, gender, age, ideology in sporting and leisure context.

### 10472 Motor Performance and Learning

#### *Semester 1 - 5 Units*

The aim of this subject is to study, in-depth, the factors influencing skill acquisition, skill relearning and skill performance and their role in modifying inappropriate, but automated motor behaviours. These may need to be changed in response to disease or continuing injury, in order to improve functional outcome and/or prevent further injury. Topics to be covered include: motivation/goal setting; operant behavioural approach; optimising the benefits of physical practice; attention, concentration and arousal; mental practice; awareness during performance; feedback and evaluating the effectiveness of strategies designed to modify inappropriate, but automated movement behaviours.

### 10547 Psychology of Child Development

#### *Semester 1 - 5 Units*

Biological factors, sociocultural expectations, life experiences, personal choices and chance events all contribute to the process of human development. This subject addresses theoretical and applied perspectives related to the study of child development and adjustment. The period of pregnancy (genetic and biological influences) and prenatal development are discussed together with psychosocial factors associated with pregnancy and the birth process. The period of infancy and childhood is examined and topics such as sensory, motor, cognitive and moral development are explored with reference to the effects of variation in attachment, class and culture. The development and function of play and its importance are highlighted together with social and emotional development including: sex, role development, friendship patterns and self-esteem and one's self-concept.

### 10548 Psychology of Adolescent Development

#### *Semester 2 - 5 Units*

This subject provides an overview and critical evaluation of theoretical approaches which attempt to explain adolescent development and adjustment. Aspects of physical growth and psychological changes will be examined together with factors affecting development and the impact of those changes. Discussion of cognitive and psychosocial development during adolescence will highlight interaction between the adolescent, self and society. Topics will include identity formation, relations with peers and family, sexuality and intimacy, body image and personality; the 'youth culture' and the role of the media. Adolescent health concerns will also be discussed including alcohol and drug abuse, STDs adolescent suicide.

### 22503 Applied Physiology I

#### *Semester 1 - 8 Units*

This subject will provide students with a developing infrastructure for Applied Physiology II. Initially, this will involve a systems approach with emphasis on applied physiological situations. Only when the basic physiological systems have been reviewed and expanded will the more integrative aspects of the exercise response be attempted. While the subject content is broad, it nevertheless assumes a sound physiology background. Particular attention will be given to the cardiovascular, respiratory and metabolic systems.

### 22505 Applied Physiology II

#### *Semester 2 - 6 Units*

##### *Pre-requisite Applied Physiology I (11429)*

The subject will build upon the principles and information provided in Applied Physiology I, and will focus upon the regulation of the exercise response. While the changes that occur during exercise are important, this subject will aim primarily at providing the student with the necessary understanding of the mechanisms behind these changes. Particular attention will be given to cardiovascular control, adaptation to dynamic and static exercise, metabolic regulation, respiratory control and thermoregulation. It is expected that while the content of this subject will remain fixed, the level and emphasis of each section will vary according to the current staff background and research interest.

### 11455 Anatomy and Biomechanics A

#### *Semester 1 - 4 Units*

This subject will further students' understanding of the anatomy and biomechanics of the thoracic and lumbar vertebral column and the lower limb. The focus is on critical evaluation of existing manipulative physiotherapy procedures and on recent scientific developments of relevance to disorders of the musculoskeletal system.

### 22523\* Anatomy and Biomechanics B

#### *Semester 2 - 3 Units*

This subject will further students' understanding of the anatomy and biomechanics of the thoracic and cervical vertebral column and the lower limb. The focus is on critical evaluation of existing manipulative physiotherapy procedures and on recent scientific developments of relevance to disorders of the upper body.

\* subject number to be confirmed.

**22511 Clinical Biomechanics***Semester 2 - 4 Units**Pre-requisite Mechanics of Human Movement (11468)*

The purpose of this subject is to improve students' capacity to predict the mechanical effects of training regimens, trauma movement styles and their repetition on tissues and regions of the body, and to differentiate this response in different age groups. This will be achieved by the study of sources and characteristics of forces and the ways in which they are transmitted through the body via tissues and regions of the body. High and low technology biomechanical measurement methods which assist in the development of clinical biomechanical measurement protocols will be examined.

**22521 Mechanics of Human Movement***Semester 1 - 4 Units*

This subject will provide biomechanical concepts and skills required for the analysis of human movement. Principles of kinematics, kinetics and electromyography in dynamic muscle movements, and mechanical energy distribution will be studied with reference to selected motor activities. Laboratory sessions will be used to provide illustrations of the above principles and to give students experience with biomechanical laboratory techniques. This subject is only open to graduates who have studied biomechanics previously.

**11480\* Advanced Respiratory Physiology***Semester 1 - 4 Units*

This subject will provide students with in-depth knowledge of respiratory physiology in adults and children and alterations caused by disease. An aspect of this course will be practical experience in physiological measurements of the respiratory system.

\* subject code to be confirmed.

**11481 Cardiopulmonary Anatomy \****Semester 2 - 4 Units*

This subject aims to investigate the relationship between the anatomical structure and functions of both the respiratory and cardiovascular systems. The subject contains coursework covering the musculoskeletal anatomy of the head, neck, trunk, shoulder girdle and the histology and gross anatomy of the respiratory and cardiovascular systems. The subject emphasises the relationship between structure, function and dysfunction and is taught from a theoretical and practical approach in the anatomy laboratory, and by self-directed learning.

**22403\* Advanced Cardiovascular Physiology***Semesters 1 or 2- Total 4 Units*

This subject will provide the student with knowledge of alterations in cardiovascular physiology caused by disease. An aspect of this subject will be practical experience in physiological measurements of the respiratory system. The subject will also include the interpretation of physiological measurements and the implications of these for exercise prescription. This subject will not be offered until 1999.

\* subject code to be confirmed.

**164D3 Paediatric Physiotherapy A***Semester 1-6 Units*

This subject is designed to provide the student with an understanding of physiotherapy in the care of infants utilising recent relevant research findings. Students will study the analysis of infant dysfunction and the effect of

environment. Subject content includes management of respiratory, musculoskeletal and nervous system disorders in neonates, infants. In addition, the subject includes management of applied biomechanics and human ecology as they relate to clinical practice in paediatrics.

**164D5 Paediatric Physiotherapy B***Semester 2- 6 Units*

This subject is designed to provide the student with an understanding of physiotherapy in the care of children and adolescents utilising recent relevant research findings. Subject content includes management of respiratory, musculoskeletal and nervous system disorders in children and adolescents plus care of children with special needs. Health promotion and well-being of children is also considered within the broader concepts of the community and health care systems. In addition, students will study applied biomechanics and human ecology

**164D7 Cardiopulmonary Physiotherapy A***Semester 2- 6 Units*

This subject will require the student to thoroughly investigate various cardiopulmonary interventions and their application to clinical practice. Each student will present a seminar based on the theoretical investigation of a specific cardiopulmonary intervention.

**164E3 Cardiopulmonary Physiotherapy B***Semester 2- 6 Units*

In this subject the knowledge gained in Applied Physiology I, Advanced Respiratory Physiology and/or Advanced Cardiac Physiology will be applied to specific case studies with the aim of forming a diagnosis for each case and identifying clinical problems and designing appropriate clinical intervention.

**164E4 Topics in Neurological Physiotherapy***Semester 2 - 7 Units*

This subject covers a wide range of neurological topics specifically related to the dyscontrol characteristics associated with neurological lesions and the resultant adaptations of both motor and psychological behaviour. Students will also study the historical developments in neurological physiotherapy.

**164E5 Optimising Functional Motor Performance***Semester 1-7 Units*

In this subject, students examine normal motor behaviour in order to develop skill in analysing motor performance, planning and implementing motor training and preventing disabling adaptive processes. This subject involves both clinical and academic experiences.

**164E6 Clinical Neurological Physiotherapy A***Semester 1 - 7 Units*

This subject involves both on-campus and off-campus clinical hours. It provides students with the opportunity to apply knowledge gained during the course within a clinical environment. Clinical placement will depend upon identified needs of the students and the availability of appropriate clinical areas.

**16479 Occupational Health I***Semester 1 - 28 hours*

This subject looks at the discipline of occupational health within a social system. After considering significant steps in the evolution of the discipline in the western world, it

considers the social, political and economic issues which have historically shaped the development of occupational health legislation and practice.

#### **16480 Occupational Health II**

##### *Semester 2 - 28 hours*

This subject aims to give the student specific knowledge and skills to apply in occupational health practice and the ability to identify which occupational health professional has the expertise to deal with an identified risk. The subject will encompass both academic and practical components.

#### **16481 Introduction to Ergonomics**

##### *Semester 1 - 28 hours*

This subject aims to give the student an overview of ergonomics and explores the inter-relationship and relevance of a variety of areas with respect to ergonomics in the workplace. Content includes a review of work physiology, biomechanics and kinesiology, physical and psychological factors influencing the worker, anthropometry and system issues.

#### **16508 Scientific Investigation I**

##### *Semester 2 - 5 Units*

This subject develops students' skills in analysis of data. It examines common statistical tests with the aim of enabling students to understand research papers as well as enabling them to choose appropriate statistical methods of analysing data. It also examines issues relating to measurement including reliability and validity. Students will have the opportunity to apply statistical tests to small data sets of measurement procedures that they will collect, or that have been previously collected.

#### **16509 Medical Sciences**

##### *Semesters 1 and 2 - Total 3 units*

This subject is presented in lecture/seminar format and the content areas may cover neurology, oncology, orthopaedics, radiology, rheumatology and vascular disorders. The student gains further knowledge of disease processes and symptomatology, relevant diagnostic procedures and trends in the management and research in the areas of medicine studied.

#### **16512 Scientific Investigation II**

##### *Semester 1 - 5 Units*

This subject develops students' skills in writing scientifically. The content for this subject covers developing research questions and writing them up as a grant submission. The issues of developing research questions by setting the inquiry in the context of the state of the profession, the state of scientific knowledge of the area and an evaluation of existing paradigms will be examined. Students' learning will involve preparing an annotated bibliography and writing a proposal as if applying for funding from the Physiotherapy Research Foundation.

#### **16515 Clinical Paediatric Physiotherapy A**

##### *Semester 2 - 9 Units*

This subject will provide the student with the opportunity to apply the principles and ideas in Paediatric Physiotherapy A and B within a clinical environment. Students will be expected to apply problem solving skills in a clinical situation. Thirty hours will be off-campus during the inter-semester break. Most of the remaining forty-two hours will be off-campus with students returning to campus to discuss clinical issues.

#### **16518 Clinical Cardiopulmonary Physiotherapy A**

##### *Semesters 1 and 2 - Total 9 Units*

This subject will provide two weeks access to clinical experience in specialist areas enabling the student to apply knowledge gained during the course and develop clinical expertise. Clinical placement will be dependent upon the identified needs of the student and the availability of appropriate clinical areas. In addition, students will observe and report on two clinical investigations chosen from a prescribed list.

#### **16519 Neurological Rehabilitation**

##### *Semester 2 - 5 Units*

This subject provides the forum for students to examine the process of rehabilitation, the environment in which it takes place, factors which may influence outcome and the promotion of physical conditioning.

#### **16520 Clinical Practice I**

##### *Semester 1 - 7 Units*

This subject involves both on- and off-campus clinical hours. It provides students with the opportunity to apply knowledge gained during the course within a clinical environment. Clinical placement will depend upon identified needs of the students and the availability of appropriate clinical areas.

#### **16521 Clinical Practice II**

##### *Semester 2 - 7 Units*

This subject involves both on- and off-campus clinical hours. It provides students with the opportunity to apply knowledge gained during the course within a clinical environment. Clinical placement will depend upon identified needs of the students and the availability of appropriate clinical areas.

#### **16522 Independent Study in Physiotherapy A**

##### *Semester 1 or 2 - 3 Units*

In this elective subject, individual participants can pursue a specific area of study related to the development of knowledge and skills in an area of professional relevance. The participant will complete a personal learning contract under the supervision of a tutor.

#### **16523 Independent Study in Physiotherapy B**

##### *Semester 1 or 2 - 5 Units*

In this elective subject individual participants can pursue a specific area of study related to the development of knowledge and skills in an area of professional relevance. The participant will complete a personal learning contract under the supervision of a tutor.

#### **16524 Independent Study in Physiotherapy C**

##### *Semester 1 or 2 - 7 Units*

In this elective subject individual participants can pursue a specific area of study related to the development of knowledge and skills in an area of professional relevance. The participant will complete a personal learning contract under the supervision of a tutor.



**16525 Clinical Biomechanics For Physiotherapists****Semester 2 - 7 Units**

This subject focuses on promoting an understanding of biomechanical principles that govern effectiveness of skilled performance. The argument that biomechanics and biomechanical testing procedures improve performance in individuals with movement dysfunction and in prevention of injury is supported with clinical examples. The subject provides the opportunity for development of skill in data collection using biomechanical instrumentation. Enrolment in this subject is only open to graduates who have studied Biomechanics previously.

**Additional subject descriptions**

Refer to Appendix 1 of the 1997 Postgraduate Handbook for descriptions of Research electives. Refer to Chapter 8 of the 1997 Postgraduate Handbook for descriptions of School of Community Health graduate electives. Refer to Chapter 9 of the 1997 Postgraduate Handbook for descriptions of School of Health Information Management graduate electives. Refer to Chapter 5 of the 1997 Postgraduate Handbook for descriptions of Department of Behavioural Sciences graduate electives. Refer to Chapter 6 of the 1997 Postgraduate Handbook for descriptions of Department of Biomedical Sciences graduate electives.

**Table 13.7 Master of Applied Science (Physiotherapy) (Coursework)****Course****Code Mode of Offer**

1644 Full-time mode; 3 semester

1645 Part-time mode; 6 semesters<sup>1</sup>

Units min 104

**Course Structure**

This award will be granted upon completion of a minimum of 104 units as outlined below.

- a) 36 units must be completed from approved Physiotherapy subjects. (16\*\*\*)<sup>2</sup> including List A below. The remaining 36 units in the graduate diploma stage may be completed from Lists B (Biomedical Sciences), C (Behavioural Sciences), and/or D (Other)
- b) 32 units must be completed from List E (Master subjects). These will be taken after completion of the first 72 units.

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
List A <sup>3</sup>				
16479	Occupational Health I	5	5	-
16480	Occupational Health II	5	-	5
16481	Introduction to Ergonomics	5	5	-
164E5	Optimising Functional Motor Performance	7	7	-
16508	Scientific Investigation I <sup>4</sup>	5	-	5
16509	Medical Sciences	3	1	2
16512	Scientific Investigation II <sup>4</sup>	5	5	-
16520	Clinical Practice I	7	7	-
16521	Clinical Practice II	7	-	7
16522	Independent Study in Physiotherapy A	3#		
16523	Independent Study in Physiotherapy B	5#		
16524	Independent Study in Physiotherapy C	7#		
16525	Clinical Biomechanics for Physiotherapists	7	-	7
	Plus specialised subjects available in current year <sup>5</sup>			

**List B**

22503	Applied Physiology I	8	8	-
22505	Applied Physiology II	6	-	6
11455	Anatomy and Biomechanics A	4	4	-
22523	Anatomy and Biomechanics B	3	-	3
22511	Clinical Biomechanics	4	-	4
22521	Mechanics of Human Movement	6	6	-
11470	Functional Anatomy	6	-	6
11480	Advanced Respiratory Physiology <sup>6</sup>	4	4	-
11481	Cardiopulmonary Anatomy <sup>6</sup>	4	-	4
22403	Advanced Cardiovascular Physiology <sup>6</sup>	4#		
	Plus other available electives			

#### List C

10458	Psychology	2	-	2
10460	Psychosocial Aspects of Sport	5	-	5
10472	Motor Performance and Learning	5	5	-
10547	Psychology of Child Development	5	5	-
10548	Psychology of Adolescent Development	5	-	5
Plus other available electives				

# The semester in which the subject will be conducted may vary depending on enrolments

#### List D<sup>7</sup>

Electives (graduate subjects) may be taken in other universities, other Faculties within the University of Sydney and within other Schools of the Faculty of Health Sciences. (See Appendix 1 Electives)

#### List E

08576	History and Philosophy of Scientific Methodology	5	5	-
164B3	Distinguished Scientists Series	5	5	-
164B4	Treatise	<u>22</u>	<u>8</u>	<u>14</u>
		32	18	14

#### Notes

Subjects in this course will be offered depending on sufficient enrolments. Physiotherapy subjects may be offered in alternate years.

- <sup>1</sup> Part-time mode may take up to a maximum of four times full-time mode. Program choice must be made in consultation with the Course Coordinator
- <sup>2</sup> Must make two clinical subjects
- <sup>3</sup> At the discretion of the course coordinator, some List A subjects may be offered in flexible learning modes including distance (external) and/or block mode
- <sup>4</sup> Master's students must enrol in Scientific Investigations I and II
- <sup>5</sup> See schedule of Special Stream Electives below
- <sup>6</sup> May not be offered until 1998
- <sup>7</sup> Permission to enrol in these subjects will be dependent upon approval from the Course Coordinator and the Head of School/Department conducting the subjects and minimum/maximum numbers for these subjects. Approved electives may be taken in a variety or combination of modes of offer including 'on campus' mode, distance (external) mode and block mode.

#### Master of Applied Science (Physiotherapy) by Coursework:

#### Enquiries

Graduate Diploma Course Coordinator: Veena O'Sullivan (9351 9267)

Masters Course Coordinator: Martin Mackey (9351 9374)

#### Admission Requirements

The Faculty may, on the recommendation of the Head School concerned, admit to candidature for a degree of Master within the Faculty an applicant:

- who is a graduate of the University of Sydney and has completed courses appropriate to the area of study<sup>1</sup> in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.
- who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

In the case of the Master of Applied Science (Physiotherapy) applicants should normally have completed at least two years recent clinical experience.

<sup>1</sup>Appropriate courses are those deemed equivalent to the Bachelor degree in Physiotherapy from Cumberland College of Health Sciences or the University of Sydney.

#### Selection

Selection, will take into account employment history, qualifications, continuing education and other professional development.

#### Subject Enrolment

Enrolment in all physiotherapy (16\*\*\*) subjects is dependent upon the applicant being eligible to enrol in this course.

#### Credit Transfer

Applicants holding an approved graduate diploma may apply for credit transfer in the master's program. Decisions will be made on an individual basis.

#### Progression

Progression from the graduate diploma to the master's program, whether the student originally enrolled in the graduate diploma or the masters program, will be dependent upon satisfactory performance in the graduate diploma subjects.

## Course Outline

The course outline for the Master of Applied Science (Physiotherapy) is presented in Table 13.7.

## Subject Descriptions

Refer to the Graduate Diploma of Applied Science (Physiotherapy) for subject descriptions not listed below.

### 08576 History and Philosophy of Scientific Methodology

#### Semester 1 - 5 units

This subject is designed to provide students with a critical perspective on science as a specific form of knowledge. It introduces students to the major philosophies of the scientific enterprise taking into account the social versus natural science controversy.

### 164B3 Distinguished Scientist Series

#### Semester 1 - 5 units

This subject involves the study of a researcher's (or group of researchers') work in detail. The researcher(s) will be invited to the campus to participate in seminars to enable the

students to discuss and explore issues with them directly. The content will be decided on the basis of the individual interests of the students.

### 164B4 Treatise

#### Semester 1 and 2-22 units

The treatise involves the preparation of a non-research work in a specific area of interest under supervision. It is a substantial scholarly work that is an exposition of a range of knowledge and is expected to include original argument substantiated by reference to acknowledged authorities. It does not usually involve data collection but may take the form of developing a clinical tool. The aim of this work is for students to integrate background material and provide cohesive, structured suggestions for physiotherapy development or practice. It is carried out in partial fulfilment of the master's degree by coursework. A designated number of hours are set aside for treatise workshops for classes in scientific writing but the majority of the hours will be spent in consultation with the supervisor or in independent study.

Table 13.8 Master of Applied Science (Physiotherapy) by Research

#### Course

#### Code Mode of Offer

1603 Part-time Special Program (for master's qualifying students)

1643 Full-time Special Program (for master's qualifying students)

1624 Full-time; minimum 2 years

1625 Part-time; minimum 3 years

#### Full-time mode

		Total	Sem 1	Sem 2
<i>Year 1</i>				

16503	Master's Research Thesis	-	-	-
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#### *Year 2 and subsequent years*

16503	Master's Research Thesis	-	-	-
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#### Part-time mode

<i>Year 1</i>				
16503	Master's Research Thesis	-	-	-

#### *Year 2*

16503	Master's Research Thesis	-	-	-
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#### *Year 3 and subsequent years*

16503	Master's Research Thesis	-	-	-
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Note: Master's Research Thesis - Students may be required (in consultation with the Head of School, Course Co-ordinator and/or research supervisors), to undertake one or two enabling research elective subjects (listed in Appendix 1) and/or participate in thesis workshop discussion sessions to support the development of their research project proposal and thesis.

## **Master Of Applied Science (Physiotherapy) by Research**

The Master of Applied Science (Physiotherapy) course is a research degree. The course is designed to provide an opportunity for research and scholarship in specific areas of physiotherapy.

### **Enquiries**

Course Coordinator: Sharon Kilbreath (9351 9272)

### **Admission Requirements**

The Faculty may, on the recommendation of the Head School concerned, admit to candidature for a degree of Master within the Faculty an applicant:

- i) who is a graduate of the University of Sydney and has completed courses appropriate to the area of study<sup>1</sup> in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies.
- ii) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

Appropriate courses are those deemed equivalent to the Bachelor degree in Physiotherapy from Cumberland College of Health Sciences or the University of Sydney.

### **Time Limits**

The standard course comprises of both enabling/preparatory work to support the research and research thesis. Students who enter the course with adequate research preparation may be exempt from completing some or all of the enabling components in preparation for their Master's Research Thesis, eg. research elective subjects and/or thesis workshops. Usually these students would have completed an approved bachelor degree program at honours level I or II. The minimum length of the course for such students is one year full-time or two years part-time.

## **Course Outline**

The course outline for the Master of Applied Science (Physiotherapy) is presented in Table 13.8.

## **Subject Descriptions**

### **16503 Master's Research Thesis**

The successful submission of a research thesis is the ultimate objective of the course. This process will necessitate a collaborative endeavour between the student and the supervisor and will involve the student's advisory committee.

Students may be required (in consultation with the Head of School, Course Co-ordinator and/or research supervisors), to undertake one or two enabling research elective subjects and/or participate in thesis workshop discussion sessions to support the development of their research project/proposal and thesis. This preparatory work would be designed to optimally prepare each student for the research thesis. It could consist of some or all of the following components:

1. Enabling research elective subject(s), which allow the student to pursue an area of study related to the development of knowledge and skills in specific area(s) of research methods and/or statistical analyses.
2. Thesis discussion workshops which are designed to orient students to study at master's level, support the development of a research proposal, to exchange and test ideas pertaining to the research proposal, to report on work in progress, to defend procedures to be used in the research project and to support specific sections of the research thesis.

### **16900 Special Program for Qualifying Students**

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

# 14 School of Exercise and Sport Science

The School of Exercise and Sport Science is a new school established to promote excellence in the development of knowledge and skills related to human physical performance in the context of sport, recreation, work, leisure and rehabilitation. It is responsible for the undergraduate Bachelor of Applied Science (Exercise and Sport Science), Bachelor of Applied Science (Exercise and Sport Science)(Honours), the Graduate Diploma in Exercise and Sport Science, Master of Exercise and Sport Science by Coursework, Master of Applied Science (Exercise and Sport Science) by Research and PhD supervision in the area of Exercise and Sport Science. The School is also responsible for teaching related subjects in other Schools within the Faculty.

Graduates of the undergraduate and postgraduate programs in Exercise and Sport Science will be prepared for a range of careers including sport science, exercise programming in rehabilitation and specific groups such as the aged, children and spinally injured, and workplace and personal fitness promotion. Examples of professional occupations in this area are sport, exercise or rehabilitation scientist, corporate fitness manager in public and private sector industries, coach and trainer.

Information about the School and its courses of study can be obtained from the Faculty of Health Sciences Student Administration Services, 9 351 9535 or from the School of Exercise and Sport Science, 9 351 9612.

**Table 14.1 Graduate Diploma in Exercise and Sport Science**

*Course*

<i>Code</i>	<i>Mode of Offer</i>
2207	Full-time; 1 year
2208	Part-time; 2 years
<i>Units</i>	64

**Full-time Mode**

		Total	Sem 1	Sem 2
<i>Year 1</i>				
10459	Motor Learning	4		4
22502	Biomechanics I	8	8	
22503	Applied Physiology I	8	8	
22504	Biomechanics II	6		6
22505	Applied Physiology II	6		6
10461	Research Methods	4	4	
22506	Exercise and Rehabilitation I	4	4	
<i>Sport Science Strand</i>				
10460	Psychosocial Aspects of Sport	4		4
22507	Clinical Exercise Testing and Athlete Assessment	8	8	
22508	Exercise Prescription and Practice	8		8
22509	Sports Nutrition	4		4
OR				
<i>Exercise Rehabilitation Science Strand'</i>				
22510	Exercise and Rehabilitation II	4	~	4
11442	Functional Anatomy	8		8
22511	Clinical Biomechanics	4		4
<i>Stage Total</i>		<b>64</b>	<b>32</b>	<b>32</b>

**Part-time Mode**

<i>Year 1</i>				
10459	Motor Learning	4		4
22502	Biomechanics I	8	8	
22503	Applied Physiology I	8	8	
22504	Biomechanics II	6		6
22505	Applied Physiology II	6		6
<i>Stage Total</i>		<b>32</b>	<b>16</b>	<b>16</b>

10461	Research Methods	4	4	-
22506	Exercise and Rehabilitation I	4	4	
<i>Sport Science Strand</i>				
10460	Psychosocial Aspects of Sport	4		4
22507	Clinical Exercise Testing and Athlete Assessment	8	8	
22508	Exercise Prescription and Practice	8		8
22509	Sports Nutrition	4		4
OR				
<i>Exercise Rehabilitation Science Strand<sup>1</sup></i>				
22510	Exercise and Rehabilitation II	4		4
11442	Functional Anatomy	8	-	8
22511	Clinical Biomechanics	4		4
<i>Stage Total</i>		32	16	16

### Notes

- <sup>1</sup> Students undertaking the Exercise Rehabilitation Science Strand are required to select an additional subject (or group of subjects) of 8 units duration from the Sport Science Strand.
- <sup>2</sup> Students completing the Graduate Diploma in Exercise and Sport Science with a credit grade average, may apply to proceed to the Master of Exercise and Sport Science.
- <sup>3</sup> The availability of elective subjects will be dependent upon student demand and availability of academic staff and resources.

## Graduate Diploma in Exercise and Sport Science

This course is designed to provide an opportunity for advanced study in exercise and sport science with a focus on the areas of applied physiology, biomechanics and motor learning. It is anticipated that this study will be an extension of the student's prior training and professional role. The course will be presented with the assumption that the student has a background knowledge of anatomy or biomechanics and physiology or is prepared to acquire it, prior to commencing the course. The two year part-time course may be completed in one year full-time.

### Admission Requirements

#### A Pass Entry Level

To qualify for admission, applicants shall possess an undergraduate degree in medicine, physiotherapy, occupational therapy, nursing, physical education or other related fields. A background in anatomy or biomechanics and physiology is essential.

#### B Honours Entry Level

Applicants who have completed an approved Bachelors degree at honours level in medicine, physiotherapy, occupational therapy, nursing, physical education or other related fields may also be admitted.

#### C Special Circumstances

In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty.

#### D Qualifying Statement

Notwithstanding the above requirements for admission, the Faculty may require the applicants to demonstrate, by examination or appropriate work that they are suitable candidates, before being admitted to the program.

### Course Outline

The course outline for the Graduate Diploma in Exercise and Sport Science is presented in Table 14.1.

### Subject Descriptions

#### 10459 Motor Learning

*Semester 2-4 units*

This unit develops the model of information processing in the human sensory-motor system as the basis of the acquisition and execution of motor behaviour. Topics covered include: the stages of skill acquisition; automatic versus conscious motor control; expert-novice skill differences in pattern recognition and movement production, simultaneous multi-task performance; attention, effort and resources; planning and controlling movements; hemispheric specialisation; memory for movements; imagery and mental rehearsal; practice and automatization; stress, arousal and performance; disorders of movement; ecological and motor program approaches to motor learning.

#### 10460 Psychosocial Aspects of Sport

*Semester 2 - 4 units*

The first part of this subject considers psychological factors in sports performance. Topics covered include: managing motivation, anxiety and aggression; arousal-performance relationships; psychosocial characteristics of peak performance; personality and sport performance; relaxation and energising techniques; cognitive techniques; attention control-training; goal-setting; leadership; team cohesion; athlete staleness and burnout; stress, injury and psychological rehabilitation. The second part of the subject is concerned with the historical development of leisure and its relationship to work; sport as a dominant aspect of Australian culture; sources of tensions and conflicts in sport and leisure which are related to power, race, class, gender, age, ideology in sporting and leisure contexts.

## 10461 Research Methods

*Semester 1 - 4 units*

Familiarity is assumed with basic descriptive and inferential methods. These basic methods are expanded upon with the major focus being on problem solving with a view to extracting meaning from data. The emphasis is on practical application of methodologies with extensive use made of modern statistical software. The nexus between design and analysis is stressed using a linear model approach to demonstrate the partitioning of variance and the behaviour of random error. Single and multiple variable models are discussed with particular reference to clinical trials. Both categorical and measured data models are considered. The specific research designs and strategies used to illustrate concepts will be tailored to the needs and expectations of the students.

## 11442 Functional Anatomy

*Semester 2 - 8 units*

*Pre-requisite An appropriate accredited course in Anatomy*

This subject aims to investigate the relationship between anatomical structure and function, particularly as it relates to the body during exercise.

This subject has two sections. The first section involves revision of the musculoskeletal anatomy of the limbs and trunk in the anatomy laboratory. Students who have completed Musculoskeletal anatomy subjects equivalent to Functional Anatomy A (11172) and Functional Anatomy B (11173) of the Bachelor of Applied Science (Physiotherapy) program in the Faculty of Health Sciences are exempt from this component of the subject. The second section involves advanced musculoskeletal anatomy of the limbs and trunk.

## 22502 Biomechanics I

*Semester 1 - 8 units*

This subject will provide basic biomechanical concepts and skills required for the analysis of human movement. Principles of kinematics, kinetics and electromyography will be studied with reference to selected motor activities. Laboratory sessions will be used to provide illustrations of the above principles and to give students experience with biomechanical laboratory techniques.

## 22503\* Applied Physiology I

*Semester 1 - 8 units*

This subject will provide the student with a developing infrastructure for Applied Physiology II. Initially, this subject will involve a systems approach with emphasis on applied physiological situations. Only when the basic physiological systems have been reviewed and expanded, will the more integrative aspects of the exercise response be attempted. While the subject content is broad, it nevertheless assumes a sound physiology background. Particular attention will be given to the cardiovascular, respiratory, and metabolic systems.

\* subject code to be confirmed.

## 22504 Biomechanics II

*Semester 2 - 6 units*

*Pre-requisite Biomechanics I (11426)*

This subject extends the foundation concepts and skills developed in Biomechanics I. Specific topics such as electromyography in dynamic muscle movements, fluid mechanics, projectile motion, mechanical energy distribution, and mechanics of implements will be studied in the context of specific motor activities.

## 22505\* Applied Physiology II

*Semester 2 - 6 units*

*Pre-requisite Applied Physiology I (11429)*

This subject will build upon the principles and information provided in Applied Physiology I, and will focus upon the regulation of the exercise response. While the changes that occur during exercise are important, this subject will aim primarily at providing the student with the necessary understanding of the mechanisms behind these changes. Particular attention will be given to cardiovascular control, adaptation to dynamic and static exercise, metabolic regulation, respiratory control and thermoregulation. It is expected that while the content of this subject will remain fixed, the level and emphasis of each section will vary according to current staff background and research interest.  
\* subject code to be confirmed.

## 22506 Exercise and Rehabilitation I

*Semester 1 - 4 units*

This subject will provide a foundation upon which students will be able to critically evaluate methods of management of the person who has sustained injury during physical activity. The emphasis will be on the response of body tissues to injury, immobilisation and rehabilitation, and the influence of these factors upon tissue repair and restoration of function.

## 22507 Clinical Exercise Testing and Athlete Assessment

*Semester 1 - 8 units*

This subject will cover the basic principles of exercise testing applied to healthy, asymptomatic individuals, clinical and disabled patients and athletic populations. Topics covered include:

graded exercise testing for healthy, asymptomatic adults; laboratory and field fitness testing for sports participants and elite athletes; cardiopulmonary stress testing for symptomatic patients with cardiac disease, respiratory and central or peripheral neuropathic dysfunction; laboratory and field testing of asymptomatic, disabled individuals; interpretation of exercise electrocardiograms and advanced techniques of cardiovascular assessment; assessment of muscular strength, muscular endurance and anaerobic power in clinical, healthy or athletic populations. Common to all testing methodologies for healthy or patient populations will be the importance of specificity, reliability, validity and sensitivity.

## 22508 Exercise Prescription and Practice

*Semester 2 - 8 units*

*Pre or Co-requisite Applied Physiology II (11436)*

This subject develops the concept of exercise training as potentially beneficial to cardiovascular fitness and muscular strength in healthy individuals, symptomatic patients or disabled populations. Topics covered include:

principles of exercise prescription in healthy, asymptomatic adults; exercise training for sports participants and elite athletes

iii) modifications of exercise prescription for clinically symptomatic individuals including cardiac patients, pulmonary disease patients and persons with central or peripheral neuropathic dysfunction; modifications of exercise prescription for disabled individuals; special considerations for exercise training in women, elderly adults and children.

In addition this subject will focus upon the physiological outcomes of exercise training upon the cardiovascular, respiratory and musculoskeletal systems

**22509 Sports Nutrition**

*Semester 2 - 4 units*

This subject provides students with background knowledge on nutrition as applied to sports performance. Special emphasis will be given to the involvement of trace elements, amino acids as a fuel, dietary fibre, use of simple versus complex carbohydrates, etc. Practices such as bicarbonate loading, excessive intake of proteins / amino acids, ingestion of glucose polymers and "carbohydrate loading" will also be considered.

**22510 Exercise and Rehabilitation II**

*Semester 2 - 4 units-*

*Pre or Co-requisites Applied Physiology II (11436), Biomechanics*

*II (11435), Exercise and Rehabilitation I (11427)*

Students in this subject will be exposed to current trends in selected areas of rehabilitation. This approach will include an examination of the physiological and psychological basis

of rehabilitation including appropriate clinical management.

The areas of rehabilitation selected for presentation will depend on the available expertise of the staff, and could include rehabilitation of the deconditioned person, coronary and respiratory rehabilitation, as well as rehabilitation of the sports person.

**22511 Clinical Biomechanics**

*Semester 2 - 4 units*

*Pre-requisite Biomechanics II (11435)*

The purpose of this subject is to improve the student's capacity to predict mechanical effects of training regimes, trauma, movement styles and their repetition on tissues and regions of the body, and to differentiate this response in different age groups. This will be achieved by the study of sources and characteristics of forces and the ways in which they are transmitted through the body via tissues and regions of the body. High and low technology biomechanical measurement methods which assist in the development of clinical biomechanical measurement protocols will be examined.

**Table 14.2 Master of Exercise and Sport Science (by Coursework)**

*Course*

<i>Code</i>	<i>Mode of Offer</i>
2205	Full-time; 1h years
2206	Part-time; 3 years
<i>Units</i>	96

**Full-time Mode**

		Total	Sem 1	Sem 2
<i>Year V</i>				
10459	Motor Learning	4	-	4
22502	Biomechanics I	8	8	-
22503	Applied Physiology I	8	8	-
22504	Biomechanics II	6	-	6
22505	Applied Physiology II	6	-	6
10461	Research Methods	4	4	-
22506	Exercise and Rehabilitation I	4	4	-
<i>Sport Science Strand</i>				
10460	Psychosocial Aspects of Sport	4	-	4
22507	Clinical Exercise Testing and Athlete Assessment	8	8	-
22508	Exercise Prescription and Practice	8	-	8
22509	Sports Nutrition	4	-	4
	OR			
<i>Exercise Rehabilitation Science Strand<sup>2</sup></i>				
22510	Exercise and Rehabilitation II	4	-	4
11442	Functional Anatomy	8	-	8
22511	Clinical Biomechanics	4	-	4
<i>Stage Total</i>		64	32	32
<i>Year?</i>				
22512	Research Project	12	-	12
22513	Applied Physiology III	6	6	-
22514	Biomechanics III	6	6	-
22515	Project Proposal	4	4	-
22516	Project Workshop	4	-	4
<i>Stage Total</i>		32	16	16



**Part-time Mode**

		Total	Sem 1	Sem 2
<i>Year 1</i>				
10459	Motor Learning	4	-	4
22502	Biomechanics I	8	8	-
22503	Applied Physiology I	8	8	-
22504	Biomechanics II	6	-	6
22505	Applied Physiology II	6	-	6
<i>Stage Total</i>		<b>32</b>	<b>16</b>	<b>16</b>
<i>Year 2'</i>				
10461	Research Methods	4	4	-
22506	Exercise and Rehabilitation I	4	4	-
<i>Sport Science Strand</i>				
10460	Psychosocial Aspects of Sport	4	-	4
22507	Clinical Exercise Testing and Athlete Assessment	8	8	-
22508	Exercise Prescription and Practice	8	-	8
22509	Sports Nutrition OR	4	-	4
<i>Exercise Rehabilitation Science Strand<sup>2</sup></i>				
22510	Exercise and Rehabilitation II	4	-	4
11442	Functional Anatomy	8	-	8
22511	Clinical Biomechanics	4	-	4
<i>Stage Total</i>		<b>32</b>	<b>16</b>	<b>16</b>
<i>Year 3*</i>				
22512	Research Project	12	-	12
22513	Applied Physiology III	6	<b>6</b>	-
22514	Biomechanics III	6	<b>6</b>	-
22515	Project Proposal	4	<b>4</b>	-
22516	Project Workshop	4	-	4
<i>Stage Total</i>		<b>32</b>	<b>16</b>	<b>16</b>

**Notes**

- <sup>1</sup> The availability of elective subjects will be dependent upon student demand and availability of academic staff and resources.
- <sup>2</sup> Students undertaking the Exercise Rehabilitation Science strand are required to select an additional subject (or group of subjects) of 8 units duration from the Sport Science strand.
- <sup>3</sup> Full-time students must complete year 1 with a credit grade average before proceeding to year 2.  
Part-time students must complete year 1 and 2 with a credit grade average before proceeding to year 3.

**Master of Exercise and Sport Science  
(by Coursework)**

This course aims to provide advanced study in the broad discipline of exercise and sport science. It is designed to equip graduates with an in-depth understanding of applied physiology, biomechanics, motor learning and applied research together with the knowledge and skills to conduct exercise testing of symptomatic and asymptomatic population groups and prescribe appropriate exercise programs. Sport specific studies related to nutrition and the psychosocial aspects of sport are also undertaken.

The course is divided into two stages: Stage I comprises coursework (lectures, tutorials, seminars, laboratory practicals) while Stage II includes further coursework directed towards the completion of a research project.

**Admission Requirements****A Pass Entry Level**

To qualify for admission to the Master of Exercise and Sport Science program, applicants shall possess an undergraduate degree in medicine, physiotherapy, occupational therapy, nursing, physical education or other related fields. A background in anatomy or biomechanics and physiology is essential.

**B Honours Entry Level**

Applicants who have completed an approved Bachelors degree at honours level in medicine, physiotherapy, occupational therapy, nursing, physical education or other related fields may also be admitted into the Master's of Exercise and Sport Science.

**C Special Circumstances**

In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty.

**D Holders of the Graduate Diploma**

Holders of the Graduate Diploma in Sport Science, Graduate Diploma in Exercise and Sport Science or Graduate Diploma in Applied Science (Exercise and Sport Science) from Cumberland College of Health Sciences OR holders of an equivalent qualification may be granted Advanced Standing in the Master of Exercise and Sport Science by coursework. Such applicants will be considered on an individual merit basis by the Faculty.

**E Qualifying Statement**

Notwithstanding the above requirements for admission, the Faculty may require the applicants to demonstrate, by examination or appropriate work that they are suitable candidates, before being admitted to the program.

Note: Progression to year 3 for students admitted to the Master of Exercise and Sport Science is contingent upon achieving a credit grade average in years 1 and 2. Where a credit grade average is not achieved, students who complete years 1 and 2 successfully can graduate with a Graduate Diploma in Exercise and Sport Science.

**Course Outline**

The course outline for the Master of Exercise and Sport Science (by Coursework) is presented in Table 14.2.

**Subject Descriptions**

Refer to the Graduate Diploma in Exercise and Sport Science for the subjects in years 1 and 2 of the Master of Exercise and Sport Science.

**22512 Research Project**

*Semester 2- 12 units*

*Pre-requisite Project Proposal (11462/22515)*

*Co-requisite Project Workshop (11463/22516)*

In this subject students will work individually or in small groups to conduct an investigative project related to exercise physiology, biomechanics or motor learning. This project

may take one of several formats including: a quality assurance project, study of acute responses to exercise in a small sample of healthy or disabled individuals, a sports/exercise epidemiological study, extensive literature review, or a minor research project related to exercise and sport science.

**22513 Applied Physiology III**

*Semester 1 - 6 units*

For subject description refer to Applied Physiology IE in the Master of Applied Science (Exercise and Sport Science) by research program.

**22514 Biomechanics III**

*Semester 1-6 units*

For subject description refer to Biomechanics III in the Master of Applied Science (Exercise and Sport Science) by research program.

**22515 Project Proposal**

*Semester 1 - 4 units*

In this subject students will work individually or in small groups to develop a proposal for a research project which investigates some aspect of exercise physiology, biomechanics or motor learning. This project will be implemented in the subject 11438/22512 Research Project. In addition to writing a research proposal, students will prepare and discuss ethical issues in research with human subjects and discuss the development and submission of grant applications.

**22516 Project Workshop**

*Semester 2 - 4 units*

*Pre-requisite Project Proposal (11462/22515)*

*Co-requisite Research Project (11438/22512)*

In this subject, students will further the implementation and evaluation of their research projects. The subject is designed to give structure to the process of undertaking a research project in exercise physiology, biomechanics or motor learning. It provides a forum in which to exchange ideas, formulate and test concepts, report on progress (including possible pilot work), defend developments and generally develop critical faculties in relation to the requirements of the research project.

**Table 14.3 Master of Applied Science (Exercise and Sport Science) by Research**

The table below refers to the standard program for pass entry students. This program may alter depending on the entry level of the student (see Note).

*Course*

*Code Mode of Offer*

2211 *Special Qualifying Program (for Masters qualifying students)*

2203 *Full-time; minimum 2 years*

2204 *Part-time; minimum 3 years*

Full-time Mode

		Total	Sem 1	Sem 2
<b>Year 1</b>				
22501	Research Thesis	-	-	-
<b>Year 2</b>				
22501	Research Thesis	.	-	-

## Part-time Mode

### Year 1

22501	Research Thesis	-
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### Year 2

22501	Research Thesis	-
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### Year 3

22501	Research Thesis	-
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### Year 4 (and subsequent years)

22501	Research Thesis	-
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## Notes

Students may enter the program directly into year 2 if proceeding from an Honours degree, Graduate Diploma in Applied Science (Exercise and Sport Science), Master of Applied Science by coursework (Exercise and Sport Science), or a course of an equivalent standard, as deemed by the Faculty.

## Master of Applied Science (Exercise and Sport Science) by Research

The Master of Applied Science (Exercise and Sport Science) by Research provides the opportunity for research into specific areas of exercise and sport sciences. This research degree comprises a minimal coursework component, designed specifically to facilitate the student's research progress.

### Admission Requirements

#### A Pass Entry Level

To qualify for admission to the Master of Applied Science (Exercise and Sport Science) by Research program, applicants shall possess an undergraduate degree in science, medicine, physiotherapy, occupational therapy, nursing, human movement sciences, physical education or other related fields. A background in anatomy and biomechanics or physiology is essential. Students may be directed to undertake a qualifying program based on coursework offered in the Master of Applied Science (Exercise and Sport Science) by Coursework program.

#### B Honours Entry Level

Applicants who have completed an approved Bachelors degree at Honours level in science, medicine, physiotherapy, occupational therapy, nursing, human movement sciences, physical education or other related fields may be admitted into the Master of Applied Science (Exercise and Sport Science). These students will usually be admitted into the second year of the full-time research to be taken at the postgraduate level.

#### C Graduate Diploma in Applied Science (Exercise and Sport Science)

Applicants who have completed a Graduate Diploma in Applied Science (Exercise and Sport Science) may be permitted entry into the second year of the Master of Applied Science (Exercise and Sport Science) by Research program.

#### D Master of Applied Science (Exercise and Sport Science) by Coursework

Students having successfully completed the Master of Applied Science (Exercise and Sport Science) by Coursework degree may be permitted entry into the Master of Applied Science (Exercise and Sport Science) by Research degree.

#### E Special Circumstances

In special circumstances a person may be admitted as a candidate on the submission of an academic transcript and professional attainment that is approved by the Faculty. Advanced Standing may be granted for the coursework component of the Master of Applied Sport Science (Exercise and Sport Science) by Research degree, by the Faculty.

#### F Qualifying Statement

Notwithstanding the above requirements for admission, the Faculty may require the applicants to demonstrate by examination or appropriate work that they are suitable candidates before being admitted to the program.

### Course Outline

The course outline for the Master of Applied Science (Exercise and Sport Science) by Research is presented in Table 14.3.

### Subject Descriptions

#### 22501 Research Thesis

Students will not be permitted to proceed with the research thesis unless the coursework and any Special Program (Exercise and Sport Science) undertaken has been satisfactorily completed. During subsequent semesters students will be expected to carry out their research under approved supervision and student seminars will be held concurrently as the research thesis develops. The procedures for supervision, presentation and assessment of the research thesis will be in accordance with the Faculty rules for a Master of Applied Science degree in Exercise and Sport Science. For details of the requirements, supervision and assessment of research thesis, Chapter 4 should be consulted.

Each person will be required to submit a research proposal at the end of first semester of the full-time pass entry course.



# 15 Research Centres

The Faculty has three Research Centres established to encourage research in specific areas of the health sciences. Students can enrol in a research degree (Master of Applied Science or PhD) in any of the Research Centres. Information on the degree of Doctor of Philosophy is contained in Chapter 4.

## Master of Applied Science

### Admission Requirements

In order to qualify for admission to this course:

- i) The Faculty, may, on the recommendation of the Head of the Department/School/Centre concerned, admit to candidature for a degree of Master within the Faculty an applicant:
  - a) who is a graduate of the University of Sydney and has completed courses appropriate to the area of study in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies;
  - b) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.
- ii) Notwithstanding subsection (i), the Academic Board may admit a person to candidature in accordance with the provisions of Chapter 10 of the By-laws.

### Selection Process

Students wishing to enrol in a research degree in one of the Faculty Research Centres should apply for admission to candidature within the Centre.

The Centre in which admission has been sought will select from among the applicants who meet the entry requirements.

### Course Outline

The course outline for the Master of Applied Science is presented in Table 15.1.

### Subject Descriptions

(21501, 21502, 23501, 23502, 24501, 24502)

### Masters Research Thesis

The successful submission of a research thesis is the ultimate objective of the program. The process will necessitate a collaborative endeavour between a student and the supervisor and will involve a student's advisory committee.

## Australian Stuttering Research Centre

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

- conduct world class stuttering research
- establish national and international collaborative research links
- provide mentorship for Australian stuttering treatment researchers
- disseminate to Australian and international speech pathologists information about how stuttering treatment research informs clinical practice
- provide professional continuing education to Australian and international speech pathologists
- provide postgraduate research programs in stuttering research
- disseminate to the Australian community information about stuttering treatment

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

For enquiries contact the Director of the Centre, Associate Professor Mark Onslow.

Ph: 9 351 9061, Fax: 9 351 9392

Email: [M.Onslow@cchs.usyd.edu.au](mailto:M.Onslow@cchs.usyd.edu.au)

<http://www.cchs.usyd.edu.au/Academic/ASRC>

## National Voice Centre

The National Voice Centre is an emerging University Centre involving principally the Faculty of Health Sciences and the Sydney Conservatorium of Music, with support from a number of other faculties of the University and community groups. It is dedicated to excellence in the art, care and science of voice.

### Voice Research Group - Faculty of Health Sciences

The Voice Research Group within the Faculty of Health Sciences is part of the National Voice Centre. Its mission is to perform state of the art research in all aspects of voice and wind instrument performance and to provide postgraduate supervision for students enrolled in the National Voice Centre

Postgraduate research programs offered include Master of Applied Science and Doctor of Philosophy. Full-time academic staff include Associate Professor Pamela Davis and Dr William Thorpe. Dr Stephen Cala, Department of Respiratory Medicine, Westmead Hospital is a research associate and involved with several existing research programs. Artistic advisors for postgraduate projects in performance areas are arranged through the National Voice Centre.

Current research projects include a study of the physiology of breathing movements in classical singing and flute playing, investigations into the role of respiration in emotional expression, the development of physiological based models of singing voice production and neural mechanisms in vocal control.

For enquiries contact the Director of the Centre, Associate Professor Pamela Davis.

Ph: 9 351 9600, Fax: 9 351 9390

Email: [P.Davis@cchs.usyd.edu.au](mailto:P.Davis@cchs.usyd.edu.au)

<http://www.cchs.su.edu.au/Academic/NVC/>

## Rehabilitation Research Centre

In March 1989, The Cumberland College of Health Sciences established the Rehabilitation Research Centre with the charter to raise research productivity in the area of rehabilitation. In 1994, the Rehabilitation Research Centre became a research centre of the Faculty of Health Sciences.

### Objectives of the Centre

The research objectives for the Rehabilitation Research Centre are to:

- increase research productivity, publication and scholarship in the area of rehabilitation
- stimulate and provide support for existing researchers in the Faculty of Health Sciences
- stimulate and provide training programs for beginning researchers, particularly staff and clinicians
- develop proposals for funding so as to support the continued activities of the Rehabilitation Research Centre

The educational and promotional objectives are to:

- attract eminent rehabilitation researchers to the Faculty to collaborate with staff at the Centre
- provide post doctoral fellowships
- provide stimulating research environments for postgraduate students
- strengthen relationships between the Rehabilitation Research Centre and other clinically and research orientated institutions
- organise and conduct national and international symposia on rehabilitation issues relevant to the Centre's research directions
- foster and promote the interchange of ideas between researchers and local clinicians using the workshop model
- provide a limited, but high quality rehabilitation service for patient assessment, prescription and follow-up through private funding arrangements

For enquiries contact the Director of the Centre, Associate Professor Glen Davis.

Ph: 9 351 9466, Fax: 9 351 9977

Email: [Rehab@cchs.usyd.edu.au](mailto:Rehab@cchs.usyd.edu.au)

<http://www.cchs.su.edu.au/Academic/RRC/>

**Table 15.1 Master of Applied Science (Research)**

**Australian Stuttering Research Centre**

*Course*

<b>Code</b>	<b>Mode of Offer</b>
2403	Masters; Full-time
2404	Masters; Part-time

*Subject*

<b>Code</b>	<b>Mode of Offer</b>
24501	Masters; Research Thesis, year 1
24502	Masters; Research Thesis, year 2

**National Voice Centre**

*Course*

<b>Code</b>	<b>Mode of Offer</b>
2103	Masters; Full-time
2104	Masters; Part-time

*Subject*

<b>Code</b>	<b>Mode of Offer</b>
21501	Masters; Research Thesis, year 1
21502	Masters; Research Thesis, year 2

**Rehabilitation Research Centre**

*Course*

<b>Code</b>	<b>Mode of Offer</b>
2303	Masters; Full-time
2304	Masters; Part-time

*Subject*

<b>Code</b>	<b>Mode of Offer</b>
23501	Masters; Research Thesis, year 1
23502	Masters; Research Thesis, year 2

**Full-time Mode**

		<b>Total</b>	<b>Sem 1</b>	<b>Sem 2</b>
<i>Year 1</i>				
	XXXXX Masters Research Thesis Preparation <sup>1</sup>	-		-
<i>Year 2</i>				
	XXXXX Masters Research Thesis	-	-	-

**Part-time Mode**

<i>Year 1</i>				
	XXXXX Masters Research Thesis Preparation <sup>1</sup>	-		-
<i>Year 2</i>				
	XXXXX Masters Research Thesis Preparation <sup>1</sup>	-	-	-
<i>Year 3</i>				
	XXXXX Masters Research Thesis	-	-	-
<i>Year 4</i>				
	XXXXX Masters Research Thesis	-	-	-

**Note**

<sup>1</sup> In the thesis preparation it may be deemed appropriate, by the principal supervisor, for a student to enrol in graduate elective subjects.





# 16 Singapore Courses

The chapter provides detailed course information for the Master of Health Science (Management) offered in Singapore.

The off-shore (Singapore-based) program is conducted by the Faculty of Health Sciences in conjunction with the Singapore Institute of Management. Graduates from the program will graduate with a University of Sydney award.

The ongoing responsibility for managing the course lies with the Faculty of Health Sciences. In particular the Director, Special Projects and the Dean's Office co-ordinate interactions with the Singapore Institute of Management, and the Singapore Ministry of Health. The role of the Singapore Institute of Management is to provide a vehicle for implementing the course.

## Off-Shore (Singapore-based)

Table 16.1 Master of Health Science (Management)

### Course

Code      Mode of Offer  
2012      Part-time; 3 years

### Part-time Mode

		Total	Sem 1	Sem 2
<i>Year 1</i>				
	Organisational and Management Behaviour	50	50	-
	Health Economics	50	50	-
	Health Service Leadership and Change	50	-	50
	Accounting and Financial Management for Health Service Managers	50	~	50
	<i>Stage Total</i>	<i>200</i>	<i>100</i>	<i>100</i>
<i>Year 2</i>				
	Health Service Marketing	50	50	-
	Strategic Management and Planning	50	50	-
	Health Sector Human Resource Management and Industrial Relations	50	~	50
	Information and Decision Analysis	50	-	50
	<i>Stage Total</i>	<i>200</i>	<i>100</i>	<i>100</i>
<i>Year 3</i>				
	Health Service Management Project	100	50	50
	<i>Stage Total</i>	<i>100</i>	<i>50</i>	<i>50</i>

## Master of Health Science (Management)

The Faculty of Health Sciences offers the Master of Health Science (Management) to students in the health sector of Singapore. The program is designed to develop the health services management knowledge and skill of students.

### Admission requirements

- i) A Bachelor degree in health sciences from a recognised tertiary institution;  
AND
- ii) A minimum of three years experience in the health services of a kind acceptable to the Dean of the Faculty of Health Sciences;  
OR
- iii) Such qualifications as are deemed to be equivalent to (i) or (ii).

### Course Outline

The course outline for the Master of Health Science (Management) is presented in Table 16.1.

### Subject Descriptions

#### Organisational and Managerial Behaviour

*Semester 1 - 50 units*

Historical development of management and organisations; perspectives on organisations; individual and group behaviour; theories of organisation; organisational politics, culture, structure; organisational communication.

#### Health Economics

*Semester 1 - 50 units*

Introduction to health economics as a way of thinking about problems of resource allocation (priority setting) in health care. Introduction to microeconomics, health care markets, market failure, government intervention and the values that underly decision-making.

#### Health Service Leadership and Change

*Semester 2- 50 units*

Historical and current theories of leadership; leader-follower behaviour; the language, rhetoric and practice of leaders; the imperative for change; models of change; change management strategies and tactics; continuous quality improvement; application to the Singapore environment.

#### Accounting and Financial Management for Health

##### Service Managers

*Semester 2- 50 units*

Accounting and information needs; accounting principles; financial statements; inventory, asset and financial reporting and management; management accounting; cost, budgeting and expenditure analysis; funding options and models in health care; investments; financing; dividends; risk management.

## Year 2

### Health Service Marketing

*Semester 1- 50 units*

The marketing concept; theory and practice; services marketing and its relationship to health care; analysing market needs in health care; marketing strategy, planning and development; marketing and competitor analysis; competitor behaviour; marketing program design; ethical marketing for health care; case studies in health services marketing; marketing program evaluation.

### Strategic Management and Planning

*Semester 1- 50 units*

Environmental scanning; scenario planning; strategic behaviour; managing strategically; expressing strategic intent; competitive strategy; ideas, tools and techniques of the strategist; the learning organisation; strategic planning; evaluation; relationship to leadership.

### Health Sector Human Resource Management and Industrial Relations

*Semester 2- 50 units*

HRM and IR theories; historical context; skills; the IR system in Singapore; role and application of various HRM and IR techniques; internal and external labour markets; motivation and productivity; OH&S; EEO; globalisation of HRM and IR.

### Information and Decision Analysis

*Semester 2-50 units*

Computing and information analysis; decision analysis and control; Information systems development, management; decision support systems and EIS; health information management - sources, limitations, issues, principles.

## Year 3

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### Health Services Management Project

*Hours -100*

Identify, develop, analyse and present a project on an approved health service management topic.

# 17 Clinical Education (Fieldwork/ Professional Experience)

The term clinical education refers to the supervised practice of professional skills and it is especially appropriate to courses which are largely clinically based. Professions which offer services in a more social or a non-clinical context have adopted terms such as professional experience and fieldwork to describe supervised practice.

Clinical education is an integral part of the overall learning experience for students in all undergraduate and some graduate courses offered in the Faculty of Health Sciences. In undergraduate courses, students can expect to spend between 25 - 40% of their total course hours in clinical education. The purpose of clinical education is to provide students with opportunities to integrate knowledge and skills at progressively higher levels of performance and responsibility during the course. Under the supervision of qualified practitioners, students seek to apply theories and scientific findings, learned in their academic study, and develop their skills through interaction with clients and practitioners. Clinical education also provides students with situations in which to practise interpersonal skills and develop characteristics essential to productive working relationships. It also provides an opportunity for students to develop clinical reasoning skills, management skills and as well to master techniques that develop competence at the level of a beginning practitioner.

Clinical education is provided in a variety of settings reflecting the current trends for the profession concerned. The facilities include hospitals, government agencies, schools, community health centres, private health agencies, private practice, and on-campus clinics. The settings may be located in metropolitan and rural areas of New South Wales and, occasionally, interstate and overseas.

The timing and structure of clinical education will vary according to School preferences. Patterns include day-release programs during the semester, clinical simulation in the classroom, and periodic block placements.

Students should be aware of the patterns of clinical education related to their courses as the timing and structure of clinical education have implications regarding the exact length of courses and vacation time over the period of enrolment.

## Arrangement of Clinical Education

Clinical education is arranged by negotiation between staff of the respective School, acting as clinical co-ordinators, and the directors of the individual clinical settings. The School negotiates the standard, type of experience, and number of student places to be offered. In most cases, formal agreements are signed between the University and the placement facility. In some instances, the arrangements are informal, reflecting the mutual dependency of health and education in providing academically and clinically competent health professionals to meet the challenges confronting them in delivering quality health services in a complex society.

## Assessment of Students

Students are expected to take an active responsibility for their own education by identifying their own learning needs, assisting the supervisor in planning and implementing the learning experiences, being familiar with and adhering to procedures and rules laid down by the University and the affiliating centre, and in evaluating their own performance. The clinical supervisor performs the role of teacher, facilitator, co-ordinator and professional role model. Supervision may be conducted by School staff, or by practitioners expert in their professional area. The nature of the assessment varies across Schools but usually includes a student evaluation by both the supervisor and the student, the satisfactory completion of a specified number of hours, as well as a variety of assignments including case studies, essays, verbal presentations, and practical examinations. The clinical education subject may be assessed on a graded scale or on a Pass/Fail basis.

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## Rules Applying to Clinical Education

In all clinical situations, the welfare of the client is paramount. The client's dignity and rights to privacy and confidentiality must be respected at all times. Students who do not comply with the rules governing ethical practice may be removed from the clinical placement.

During clinical affiliations, the student is expected to conform with the normal professional conduct required by the host institution. In some institutions, the wearing of uniforms and identification badges is demanded, while in other facilities a less formal attire is acceptable. Students should consult the section of the Handbook, relating to clinical education subject for their particular course, for information relating to uniforms and name badges.

There are a number of rules and conditions applying to students regarding the amount of clinical education, the timing of it, the selection of sites, and types of experiences required. These rules have implications for progression in the course and acceptance into the relevant profession after graduation.

Students should consult the relevant Handbooks of their Schools for such rules and details of the Clinical Education/Fieldwork/ Professional Experience Program.

Students should note that the Faculty has resolved as follows:

"Candidates for any (degree, diploma or certificate) whose conduct or work towards their award is unsatisfactory may, on the recommendation of the Head of School/Department concerned, be refused permission by the Faculty to undertake or continue the Clinical Educational Fieldwork/Professional Experience) component of their award."

## Clinical Practice Dates

Please refer to Clinical Practice Dates listed under each course.

### **Insurance Coverage for Students on Fieldwork**

The University has in place a public liability and professional indemnity policy which extends to protect students from claims made against them which arise out of any negligent act, error, or omission on the part of the student during such fieldwork. The territorial limit for this coverage is worldwide with the exception of U.S. A. and Canada where the coverage may be limited. The Properties Services Division should be advised if fieldwork is to be undertaken in U.S. A. or Canada.

### **Other Relevant Policies**

The University has a personal accident policy covering postgraduate students against accidental bodily injury, providing death and capital benefits, as well as a weekly benefit whilst disabled. The Students' Representative Council of the University maintains a similar policy for undergraduates.

### **Information on Infectious Diseases for Students and Clinical Teachers**

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

Detailed information on this subject is contained in the documents such as "Infectious Disease and You" published by the Faculty. A copy may be obtained from the Student Administration Services Division (Cumberland).

Further information about infectious diseases is available, in confidence, from the Faculty adviser, Ms Neryla Jolly, Head, School of Orthoptics (9 351 9250).

### **Counselling Support for Students on Clinical Placements**

Students who feel that they have any personal/family issues which may impact negatively on their performance on clinical placements should contact either their Clinical Coordinator for referral to the Counsellor or may approach the Counsellor at Cumberland directly. The Counselling service at Cumberland is both **FREE** and **CONFIDENTIAL** and **students are encouraged to ask for help as early as possible before their placements begin**. The Counsellor can also provide support for students already on placements who find they are having problems with after hours appointments or by telephone. Typical problems for students on clinic include balancing work and family, stress, interpersonal relationships, supervisor - student relations, anxiety about the workplace etc. The Counsellor is located at Room A005 in A Block and appointments can be made by using the booking sheet there or by calling the Counsellor on 9 3519473.

### **School of Communication Disorders**

The School of Communication Disorders wishes to acknowledge the contributions to the clinical education program December 1995 - December 1996 of the following agencies.

#### **Public Hospitals**

##### *Metropolitan*

Balmain Hospital  
Blacktown Hospital  
Campbelltown Hospital  
Canterbury Hospital  
Concord Hospital  
Hornsby Kuringai Hospital  
Lidcombe Hospital  
Liverpool Hospital  
Mona Vale Hospital  
Prince Henry Hospital, Little Bay  
Prince of Wales Hospital, Randwick  
Royal Alexandria Hospital for Children, Camperdown  
Royal North Shore Hospital, St Leonards  
Royal Prince Alfred Hospital, Camperdown  
Royal Ryde Hospital  
St George Hospital, Kogarah  
St Joseph's Hospital, Auburn  
War Memorial Hospital, Waverley  
Westmead Hospital

#### **Public Hospitals**

##### *Overseas/Country/Interstate*

Albury Base Hospital  
Campbelltown Hospital  
Coffs Harbour Hospital  
Coledale Hospital  
Gosford Hospital  
Illawarra Regional Hospital  
John Hunter Hospital, Newcastle  
Orange Base Hospital  
Rankin Park Hospital, Newcastle  
Royal Newcastle Hospital  
Sir Charles Gairdner Hospital, Perth  
Tamworth Base Hospital  
Tweed Head Hospital  
Woy Woy Hospital  
Wyong Hospital

#### **Private Hospitals**

Governor Philip Hospital, Penrith  
Lourdes Hospital, Dubbo  
St Vincent's Hospital

#### **Commonwealth Government Agencies**

Commonwealth Rehabilitation Service (CRS)  
CRS Camden  
CRS Hurstville

##### *Department of Health*

Albury Cognitive Rehabilitation Unit  
Auburn Community Health Centre  
Bankstown Community Health Centre  
Bathurst Rehabilitation Centre  
Dubbo Community Health Centre  
Griffith Community Health Centre  
Kingswood Community Health Centre

Lower Hunter Community Health Centre  
Marrickville Community Health Centre  
Mudgee Community Health Centre  
Mullimbimby Community Health Centre  
Murwillumbah Community Health Centre  
Royal South Sydney Hospital Community Health Centre  
Springwood Community Health Centre  
Toronto Community Health Centre  
Waverly Community Health Centre

*Department of Family and Community Services*

Campbelltown Child Development Service  
Collaroy Developmental Disability Service  
Eastern Sydney Developmental Disability Service  
Gosford Department of Community Services  
Hurstville Department of Community Services  
Illawarra Developmental Disability Service  
Manly Warringah Developmental Disability Service  
Marrickville Developmental Disability Service  
Nepean Developmental Disability Service  
Port Macquarie Developmental Disability Service  
Stockton Hospital

*Public Schools*

Annandale Public School  
Far West Children Home, Manly  
Lucas Heights Public School  
Penshurst Public School

*Private Schools*

St Leonard's School, Naremburn  
St Martin's School, Frenchs Forest  
St Mary's School, Manly

**Community Agencies and Private Organisations**

Alice Betteridge School, North Rocks  
Spastic Centre of NSW

**Other Organisations**

Catholic Education Office, Diocese of Broken Bay  
Centacare Early Intervention Program

**School of Community Health**

The School of Community Health wishes to acknowledge the following organisations for their contribution to the 1996 Field Experience in the Diploma and Bachelor of Health Science (Aboriginal Health and Community Development) / and the Associate Diploma, Bachelor Degree, Graduate Diploma and Master Courses in Rehabilitation Counselling.

**Aboriginal Health and Community Development**

**Hospitals**

Aboriginal and Islander Health, Townsville, QLD  
Anton Breinl Centre, Townsville, NSW  
Banksia Mental Health Unit, Tamworth Hospital, Tamworth, NSW  
Department of Social Work, Royal Alexander Hospital, Camperdown, NSW  
Illawarra Area Health Service, Wollongong, NSW  
MacQuarie Health, Dubbo, NSW  
McQuarie Mental Health Service, East Dubbo, NSW  
Narrabri Hospital, Narrabri, NSW  
North West Health Service, Tamworth, NSW

Northern Regional Health Authority, Townsville, QLD  
Rozelle Hospital, Leichhardt, NSW  
Sacred Heart Hospice, Darlinghurst, NSW

**Land Councils**

Gandagarra Land Council, Canley Vale, NSW  
Merrimans Local Aboriginal Land Council, Via Narooma, NSW.  
NSW Aboriginal Lands Council, Parramatta, NSW  
Pilliga Aboriginal Lands Council, Pilliga, NSW  
Ulladulla Local Aboriginal Lands Council, Ulladulla, NSW

**Aboriginal Medical Services**

Aboriginal Medical Service (Nowra), Nowra, NSW  
Arunga Health, Matraville, NSW  
Awabakal Medical Service, Broadmeadow, NSW  
Biripi Aboriginal Medical Service, Taree, NSW  
Bourke Aboriginal Medical Service, Bourke, NSW  
Brewarrina Aboriginal Health Service, Brewarrina, NSW  
Daruk Aboriginal Community Controlled Medical Service, Mt. Druitt, NSW  
Durri Aboriginal Medical Service, Kempsey, NSW  
Kimberly Aboriginal Medical Service, Broome, WA  
Narrabri Aboriginal Health, Narrabri, NSW  
Pika Wiya Health Service Inc., Port Augusta, S.A  
Redfern Aboriginal Medical Service, Redfern, NSW  
Tharawal Aboriginal Medical Service, Campbelltown, NSW  
Urapuntje Health Services, Utopia via Alice Springs, NT  
Walgett Aboriginal Medical Service, Walgett, NSW  
Wellington Aboriginal Medical Service, Wellington, NSW  
Wuchoppen Medical Service, Cairns, QLD

**Community Health Centres**

Aboriginal & Islander Community Health Centre, North Stradbroke Is., QLD  
Aboriginal and Islander Community Health Service, Brisbane, Woolloongabba, QLD  
Aboriginal and Islander Community Health Service Ipswich, Ipswich, QLD  
Aboriginal Community Health, Redfern, NSW  
Bega Community Health, Bega, NSW  
Community and Allied Health Services, Liverpool, NSW  
Community Health Centre, Kempsey, NSW  
Community Health Centre, Moruya, NSW  
Community Health Centre, Warrawong, NSW  
Community Health Tweed Heads, Tweed Heads, NSW  
Community Health, Eden, NSW  
Community Health, Thursday Island, QLD  
Darlinghurst Community Health, Darlinghurst, NSW  
Early Childhood Centre, Glebe, NSW  
Griffith Community Health Centre, Griffith, NSW  
Hoxton Park Community Health Centre, Hoxton Park, NSW  
Macksville Community, Macksville, NSW  
Narooma Community Health, Narooma, NSW  
Orana Far West Region Community Health, Dubbo, NSW  
Primary Health Care, Coffs Harbour, NSW  
Primary Health Services, Coffs Harbour, NSW  
St. Pauls Community Health, Via Thursday Island, QLD  
Thursday Island Community Health, Thursday Island, QLD  
Toomelah Health Centre, Boggabilla, NSW  
Townsville Aboriginal and Islander Community Health Service, Townsville, QLD  
Tumet Community Health, Tumet, NSW  
Wagga Community Health Centre, Wagga Wagga, NSW  
Walhallow Primary Health Post, Caroon, NSW

## **Drug and Alcohol Services**

Aboriginal Co-ordinating Council, Cairns, QLD  
Bennalong Haven, Kinchela, NSW  
Doonoch, Nowra, NSW  
MASH, Moree, NSW  
Moree Aboriginal Sobriety House Aboriginal Corporation, Moree, NSW  
Oolong Aboriginal Corporation, Nowra, NSW  
Orana Haven Aboriginal Corporation, Brewarrina, NSW  
Tara Lodge, James Flecher Hospital, Newcastle, NSW

## **Aboriginal Corporations**

Aboriginal and Torres Strait Islander Corporation for Women, Woolloongabba, QLD  
Aboriginal Corporation for Homeless and Rehabilitation Services, Summerhill, NSW  
Basin Flat Cottage, Via West Kempsey, NSW  
Batemans Bay Aboriginal Corporation, Batemans Bay, NSW  
Blacktown Aboriginal Corporation, Blacktown, NSW  
Boree Aboriginal Corporation, Orange, NSW  
Broken Bay Aboriginal Corporation, Wyong, NSW  
Bulgarr Ngaru Medical Aboriginal Corporation, Grafton, NSW  
Campbelltown and District Aboriginal Corporation, Campbelltown, NSW  
Central Southern Aboriginal Corporation for Management and Accounting Services, Wagga Wagga, NSW  
Eastern Zone Gujaga Aboriginal Corporation, Matraville, NSW  
Gadigal Information Services, Aboriginal Corporation, Strawberry Hills, NSW  
Illawarra Aboriginal Medical Service Aboriginal Corporation, Wollongong, NSW  
Ivanhoe Aboriginal Corporation, Ivanhoe, NSW  
Kalumburu Aboriginal Corporation, Kimberely, WA  
Katungul Aboriginal Corporation (Community and Medical Services), Narooma, NSW  
La Perouse Community Development Corporation, Matraville, NSW  
Munjuwa Aboriginal Corporation, Queanbeyan, NSW  
Riverina Medical and Dental Aboriginal Corporation, Wagga Wagga, NSW  
St. Clair Aboriginal Corporation, Singleton, NSW  
Twofold Aboriginal Corporation, Eden, NSW  
Urimbirra Aboriginal Corporation, Bonnyrigg, NSW  
Wagga Advancement Aboriginal Corporation, Wagga Wagga, NSW  
Waminda South Coast Women's Health Aboriginal Corporation, Nowra, NSW  
Weimija Aboriginal Corporation, Broken Hill South, NSW  
Willow Bend Aboriginal Corporation, Condobolin, NSW  
Wreck Bay Aboriginal Corporation, ACT  
Yarrawarra Aboriginal Corporation, Coffs Harbour, NSW

## **Aboriginal Organisations**

Aboriginal and Islander Child Care, Brisbane, QLD  
Aboriginal and Islander Health Workers Journal, Matraville, NSW  
Aboriginal Birthing Project, Port Augusta, SA  
Aboriginal Business Enterprise Centre, Randwick, NSW  
Aboriginal Dance Theatre, Strawberry Hills, NSW  
Aboriginal Family Care Community Organisation, Bodalla, NSW  
Aboriginal Hostels, Darlinghurst, NSW  
Aboriginal Housing Company, Strawberry Hills, NSW

Aboriginal Legal Service, Blacktown, NSW  
Aboriginal Legal Service, Strawberry Hills, NSW  
Aboriginal Media Unit, Surry Hills, NSW  
Aboriginal Student Support Parent Association Committee, Batemans Bay, NSW  
ATSIC, Dubbo, NSW  
Barriekneal Housing Company, Lightning Ridge, NSW  
Batemans Bay Koori Centre, Batemans Bay, NSW  
Bodella Aboriginal Housing Company LTD, Bodella, NSW  
Boomanulla Oval, Narrabundah, ACT  
Browns Flat Aboriginal Corporation, Nowra, NSW  
Central Coast Aboriginal Health Action Group, Gosford, NSW  
Cobar Aboriginal Advancement Association, Cobar, NSW  
Gullama Aboriginal Services Centre, Alexandria, NSW  
Gunaana Inc, Dubbo, NSW  
Illawarra United Aboriginal Corporation for Sport and Recreation, Wollongong, NSW  
Innovative Youth Programme, Woolloongabba, QLD  
Karringal Youth Crisis Centre, Croydon, NSW  
Korri Aged Community Care, Narooma, NSW  
Moree Aboriginal Legal Service, Moree, NSW  
Mundarra Aboriginal Youth Service, Mt. Druitt, NSW  
Murawina Mt. Druitt Aboriginal Child Care Program, Mt. Druitt, NSW  
Murawina Multi Purpose Aboriginal Education Centre, Redfern, NSW  
Pjunju, Minto, NSW  
Queanbeyan Aboriginal Legal Service, Queanbeyan, NSW  
Queanbeyan Aboriginal Legal Service, Queanbeyan, NSW  
Rose Mumbler Village, Nowra, NSW  
South Coast Aboriginal Centre, Nowra, NSW  
South Coast Aboriginal Centre, Nowra, NSW  
South Coast Aboriginal Legal Service, Nowra, NSW  
South Coast Youth Movement Aboriginal Corporation, Nowra, NSW  
Sydney Institute of Technology Eora Centre for Aboriginal Studies - Visual and Performing Arts, Chippendale, NSW  
Towri Multi Functional Aboriginal Children's Service Centre, Bathurst, NSW  
Wee Waa CDEP, Wee Waa, NSW  
Wunabiri Pre-School Kindergarten, Surry Hills, NSW  
Yalga Bimbi, Cairns, QLD  
Yinganeh Womens Refuge, South Lismore, NSW

## **Community Organisations & Services**

A Woman's Place, Potts Point, NSW  
Aboriginal and Torres Strait Islander Commission State Office, Sydney, NSW  
Aboriginal Children's Service, Redfern, NSW  
Aboriginal Children's Service (St. Marys Branch), St. Marys, NSW  
Aboriginal Health Resource Co-op Ltd., Strawberry Hills, NSW  
Aboriginal Health, North Sydney, NSW  
Amaru Skill Share Provider, Campbelltown, NSW  
Armidale Shelter, Armidale, NSW  
Australian Museum, Sydney, NSW  
Campbelltown Police Station, Campbelltown, NSW  
Central Coast Division of General Practice, Gosford South, NSW  
Department of Social Services, Nowra, NSW  
Home Care Dubbo, Dubbo, NSW  
Home Care Service, Armidale, NSW

Home Care, Central Coast Branch, Wyong, NSW  
Home Care, Mt. Druitt, NSW  
Kirketon Road Centre, Kings Cross, NSW  
Koori Unit, SBS Television, Crows Nest, NSW  
Marcia's Woman's Refuge, Campbelltown, NSW  
NSW Police Department, North Region, Gosford, NSW  
NSW Police Department, North West Region, Parramatta, NSW  
NSW Police Department, South Region, Erskinville, NSW  
Police Citizens Youth Club, Waterloo, NSW  
Police Koori Network, Liverpool, NSW  
Skillshare, Moruya, NSW  
Southern Womens' Housing, Bega, NSW

#### **Ministerial Office**

Dr Andrew Refshauge, Minister for Aboriginal Affairs,  
North Sydney, NSW

#### **Rehabilitation Counselling**

#### **Public Hospitals**

##### *Metropolitan*

Lidcombe Hospital Brain Injury Unit  
Royal Rehabilitation Centre-Sydney, Ryde  
Royal North Shore Hospital-Pain Centre  
Ryde Hospital and Community Services  
Sutherland Hospital  
Sydney Hospital-Occupational Health Unit  
Westmead Hospital Brain Injuries Unit

#### **Private Hospitals and Nursing Homes**

Berkley Vale Private Hospital  
Jean Colvin Private Hospital  
St Edmonds Private Hospital

#### **Commonwealth Government Departments and Agencies**

##### **Commonwealth Rehabilitation Service**

##### *Metropolitan Units*

Ashfield; Bankstown; Blacktown; Darlinghurst; Fairfield;  
Granville; Granville Vocational Unit; Hurstville; Liverpool;  
Maroubra; Mt Druitt; Parramatta; Penrith; Richmond;  
Rockdale

##### *Country/Interstate*

University Ave. Canberra; Belconnen, ACT;  
Coffs Harbour; Orange; Newcastle; Southport, Qld;  
Tamworth  
Department of Defence - Occ Health & Rehabilitation  
Department of Social Security - Work Environment  
Unit, Sydney Central  
Vocational Guidance Office, Bankstown  
Worksafe Australia, Camperdown

#### **State Government Departments and Agencies**

Adult Migrant English Service at Cabramatta;  
Campsie; Fairfield; Kogarah; Parramatta  
*Educational Counselling Unit*  
TAFE Colleges; Brookvale; Mt Druitt; Padstow;  
St George

##### *Department of Community Services*

Adult Education Centre, Bexley North; Laurel House,  
Parramatta; Mt Druitt District Office; Seven Hills  
District Office

*Department of Courts Administration*  
Silverwater Correctional Centre

##### *Department of Health*

Herbert St Clinic, Drug & Alcohol Service; Hornsby Drug &  
Alcohol Service; Langton Clinic Drug and Alcohol Service;  
Manly Phoenix Unit; Ryde Community Health Centre;  
Sydney Sexual Health Centre; Wahroonga Mental Health  
Rehabilitation Service; Windana Mental Health, Manly;  
Wistaria House Drug and Alcohol Program; School of  
Communication Disorders, Sydney University; Workcover  
Authority of NSW; Windana, Mental Health, Manly

#### **Community Agencies and Private Organisations**

Albion St Clinic, Surrey Hills  
Australian Council of Churches  
Australian Quadriplegic Association  
Autistic Association of NSW  
A Women's Place, Potts Point  
BHPPortKembla  
Breakthrough Personnel, Wentworthville  
C.A.R.E. Nautilus, Croydon  
C.M.S. Rehabilitation Management Services  
Careforce Family Support Service, Liverpool  
Centacare - Direct Employment, Fairfield  
Centacare - Direct Employment, Sutherland  
Centacare - Respite, Fairfield  
Deaf Society of NSW  
Eastern Suburbs Learning Centre  
HADPAC, Castle Hill  
HEADWAY, Bankstown  
HEADWAY, TAS.  
Home Care Service of NSW, Parramatta  
Human Resources Centre, Skillshare, Narrabeen  
I.C.L.A., Bondi Junction  
Institute, Selah House, The Bridge Program  
Job Support Inc  
Jobmatch, Parramatta  
Katoomba Skillshare  
Kingsford Rehabilitation Centre  
Labor Council of NSW  
Lifeline, Manly-Warringah  
Lisa Castles and Associates, Deakin, ACT  
Liverpool Skillshare  
M.E.T.S., Seven Hills  
Mamre - Open Access Employment Program, St Mary's  
Manly Community Service Centre  
Marrickville Skillshare  
Mission Employment, Granville; Campbelltown;  
Mt Druitt; Punchbowl  
Multiple Sclerosis Society of NSW, Lidcome  
NADOW Training Program  
NOVA Employment Training Program Inc.  
NSW Society for Children & Young Adults  
with Physical Disabilities  
Occupational Health Professionals, Wetherill Park  
Odyssey House, Eagle Vale  
Paraquad Association of NSW  
Peninsula Work Ventures Maroubra  
Phoebe House  
Practical Employment Service, Gosford  
QUEST for Life  
Rehabilitation Resource Centre, Chatswood  
Roslyn St Youth Crisis Centre, Kings Cross

Royal Blind Society of NSW  
 Royal Rehabilitation Occupational Health Unit, Ryde  
 RPS Medicorp, Parramatta  
 S.T.A.R.T.T.S., Fairfield  
 Stafford House  
 Sutherland Skillshare  
 SYD-WEST Personnel, Parramatta  
 The Salvation Army, William Booth  
 The Shepherd Centre, Darlington  
 The Spastic Centre of NSW,  
 The Wayside Chapel  
 Triple Care Farm, Sydney City Mission, Robertson  
 Vocational Capacity Centre, North Sydney  
 Vocational Rehabilitation Service, Eastwood  
 Waverley Jobhunt  
 Wesley Skillshare Program, Sydney South  
 Western Sydney ITeC  
 Workers' Health Centre, Granville  
 Workscape, Breakfast Creek, QLD  
 Workskill Training Inc.

### **Other Organisations**

#### *Overseas*

National Society for the Prevention of Cruelty to  
 Children, Newcastle, England

### **School of Health Information Management**

The School of Health Information Management acknowledges the cooperation and support of the following institutions in the School's Professional Experience Program.

#### **Public Hospitals**

##### *Metropolitan*

Auburn District  
 Balmain  
 Blacktown District  
 Blacktown/Mt Druitt Health, Mt Druitt Campus  
 Campbelltown  
 Canterbury  
 Cumberland, Parramatta  
 The New Children's Hospital, Westmead  
 Fairfield District  
 Hawksbury, Windsor  
 Hornsby Ku-Ring-Gai Hospital & Area Health Service  
 Liverpool  
 Manly Hospital & Community Health Services  
 MonaVale  
 Nepean Hospital Penrith  
 Prince of Wales, Randwick  
 Royal Hospital for Women, Paddington  
 Royal North Shore, St Leonards  
 Royal Prince Alfred, Camperdown  
 Royal Ryde Rehabilitation  
 Rozelle, Leichhardt  
 Ryde Hospital & Ryde-Hunters Hill Area Health Service  
 St George, Kogarah  
 St Vincent's, Darlinghurst  
 Sutherland Hospital Caringbah  
 Sydney  
 Westmead  
 Repatriation General Hospital, Concord  
 Lady Davidson, Turrumura  
 Sydney Children's, Randwick  
 St. Joseph's, Auburn

St. John of God, Burwood  
 Sydney Eye, Sydney  
 Rachel Forster, Redfern

#### *Country/Interstate*

Bathurst District  
 Central Coast  
 Coffs Harbour and District Hospital  
 Dubbo Base  
 Forbes District  
 John Hunter, Newcastle  
 Launceston General, Launceston, Tasmania  
 Lithgow  
 Lismore Base  
 Manning Base, Taree  
 Orange Base  
 Parkes  
 Queen Elizabeth, Woodville, SA  
 Woden Valley, Canberra  
 Royal Darwin  
 Royal Newcastle  
 Wollongong  
 Young District Hospital and Community Health Services  
 Bowral  
 Camden  
 Cooma District  
 Royal Women's, Brisbane  
 Mater Public, Brisbane

#### *Overseas*

Hospital Authority, Hong Kong  
 Green Lane National Wdmens Hospital, Auckland NZ  
 Kelowna General Hospital, Canada  
 St. Francis Community Hospital, Seattle, USA  
 UCLA Medical Center, Los Angeles

#### **Private Hospitals and Nursing Homes**

The Hills Private  
 St George Private  
 St Vincent's Private, Darlinghurst  
 Sydney Adventist, Wahroonga  
 The Poplars, Epping  
 Mater, Crows Nest  
 Newcastle Mater, Waratah  
 Hurstville Community Cooperative, Hurstville  
 Strathfield Private  
 St. Margaret's Private, Darlinghurst  
 The Scottish Hospital, Paddington

#### **Commonwealth/State Government Departments and Agencies**

Central Coast Area Health Service, Gosford  
 Central Sydney Health Service, Camperdown  
 Central West Regional Office, Peak Hill  
 Cumberland Developmental Disability Service  
 Department of Health (NSW), Health Statistics Unit  
 Hunter Area Health Service, Newcastle  
 North Coast Regional Office, Lismore  
 Northern Sydney Area Health Service, St Leonards  
 Orana & Far West Regional Office, Dubbo  
 South East Regional Office, Goulburn  
 South West Regional Office, Wagga  
 Central Cancer Registry  
 Department of Community & Health Services, Hobart  
 National Coding Centre, Lidcombe



## Other Organisations

Health Information Management Association of Australia, North Ryde  
NHMRC Clinical Trials Centre, The University of Sydney  
Veterinary Teaching Hospital, The University of Sydney  
3M Health Care Group  
Rolls Printing, Bondi

## School of Medical Radiation Technology

The School of Medical Radiation Technology would like to recognise the following clinical centres for their invaluable assistance in the clinical education program.

### Diagnostic Radiography

Border Medical Imaging, Albury  
Alice Springs Hospital, Alice Springs  
Ashfield Medical Imaging, Ashfield  
Auburn District Hospital, Auburn  
Auburn Diagnostic Centre, Auburn  
Auburn Ultrascan, Auburn  
Bankstown Day Surgery And Specialist Centre, Bankstown  
Bankstown District Hospital, Bankstown  
Bankstown X-Ray & Ultrasound, Bankstown  
Dr K Neale, Bathurst  
Bathurst Base Hospital, Bathurst  
Baulkham Hills Private Hospital, Baulkham Hills  
Act X-Ray Services, Belconnen  
Belmont Hospital, Belmont  
Blacktown Radiology, Blacktown  
Blacktown District Hospital, Blacktown  
Blacktown X-Ray Centre, Blacktown  
Sydney X Ray, Bondi Junction  
Broken Hill Hospital, Broken Hill  
Calvary Hospital, Bruce  
Eulli District Hospital, Bulli  
Camden Hospital, Camden  
Campbelltown Hospital, Campbelltown  
Mediscan, Campbelltown  
Lim & Associates, Campbelltown  
Royal Prince Alfred Hospital, Camperdown  
Canterbury District Hospital, Campsie  
Campsie Imaging, Campsie  
Sutherland Hospital, Caringbah  
Caringbah C T, Caringbah  
Castle Hill Radiology Centre, Castle Hill  
Cessnock District Hospital, Cessnock  
Chatswood X-Ray, Chatswood  
Coffs Harbour District Hospital, Coffs Harbour  
Concord Repatriation General Hospital, Concord  
St Vincent's Hospital, Darlinghurst  
St Vincent's Private Hospital, Darlinghurst  
John James Hospital, Deakin  
Dee Why X-Ray And Ct, Dee Why  
Dubbo Base Hospital, Dubbo  
Orana Radiology, Dubbo  
Eastwood X Ray Centre, Eastwood  
Act X-Ray Services, Erindale  
Act X-Ray Services, Erindale  
Fairfield X-Ray, Fairfield  
Frenchs Forest X Ray, Frenchs Forest  
Gold Coast Hospital, Gold Coast  
Gosford District Hospital, Gosford  
Gosford District Hospital, Gosford  
Gosford Radiology Centre, Gosford  
Grafton Base Hospital, Grafton  
City Medical Imaging, Haymarket  
Hornsby & Ku-Ring-Gai Hospital, Hornsby  
Hurstville X-Ray & Ultrasound, Hurstville  
Blue Mountains District Hospital, Katoomba  
Kempsey Hospital, Kempsey  
St George Hospital, Kogarah  
St George Imaging Centre, Kogarah  
Lakemba X Ray Centre, Lakemba  
Launceston General Hospital, Launceston  
Lidcombe Hospital, Lidcombe  
Lismore Base Hospital, Lismore  
North Coast Radiology, Lismore  
Lithgow District Hospital, Lithgow  
Liverpool Hospital, Liverpool  
Rayscan Imaging, Liverpool  
Ultrascan, Liverpool  
Manly District Hospital, Manly  
Miranda Imaging, Miranda  
Mona Vale Hospital, Mona Vale  
Moree Hospital, Moree  
Mt Druitt Hospital, Mt Druitt  
Castlereagh Radiology, Mt Druitt  
Ultrascan, Mt Druitt  
John Hunter Hospital, Newcastle  
Dr Whistler & Lee, Nowra  
Parramatta Imaging, Nth Parramatta  
Orange Base Hospital, Orange  
Castlereagh Radiology, Penrith  
Ultrascan, Penrith  
Nepean Hospital, Penrith  
Hastings District Hospital, Port Macquarie  
Fairfield District Hospital, Prairiewood  
Queenbeyan District Hospital, Queenbeyan  
Act X Ray, Queenbeyan  
Prince Of Wales Hospital, Randwick  
Sydney X Ray, Randwick  
Revesby X Ray Centre, Reevesby  
Riverstone X Ray Centre, Riverstone  
Riverwood X Ray Centre, Riverwood  
Ryde Hospital, Ryde  
Shellharbour District Hospital, Shell Harbour  
Royal North Shore Hospital, St Leonards  
North Shore Medical Centre X-Ray, St Leonards  
Sutherland Imaging Centre, Sutherland  
Sydney Hospital, Sydney  
Tamworth Base Hospital, Tamworth  
Manning Base Hospital, Taree  
Sydney Adventist Hospital, Wahroonga  
Mater Misericordiae Hospital, Waratah  
Port Kembla District Hospital, Warrawong  
Dr Hudson & Partners, Wentworthville  
Westmead Radiology Centre, Westmead  
Westmead Hospital, Westmead  
Royal Alexandra Hospital For Children, Westmead  
Westmead X-Ray, Westmead  
Hawkesbury Hospital, Windsor  
Woden Valley Hospital, Woden  
Wollongong Hospital, Wollongong  
Illawarra Radiology, Wollongong

## **Radiation Therapy**

Adventist Hospital  
Liverpool Hospital  
Mater Misericordiae Hospital  
Mater Misericordiae Hospital  
Prince of Wales Hospital  
Royal North Shore Hospital  
Royal Prince Alfred Hospital  
St George Hospital  
St Vincents Hospital  
Westmead Hospital  
Woden Valley Hospital  
Wollongong Hospital

## **Nuclear Medicine**

Allamahder Priv. Hospital  
Ashley Centre  
Bankstown Lidcombe Hospital  
Blacktown Nuclear Imaging  
Brisbane Waters Private Hospital  
Burwood Nuclear Medicine  
Central Coast Nuc Med  
Central West Nuclear Medicine  
Dee Why Nuclear Medicine  
Diagnostic Nuclear Medicine Suite 101  
Dr Reg Hutchinson Suite 904  
Dubbo Private Hospital  
Holy Spirit Medical Imaging  
Hornsby Hospital  
Hornsby Kuringai Nuclear Medicine  
Hurstville Community Cooperative Hospital  
Illawarra Nuclear Imaging  
John James Hospital  
Launceston General Hospital  
Liverpool Hospital  
Mater Private Hospital  
Missenden Medical Centre,  
North Coast Nuclear Medicine  
Nth Coast Radiology  
Orange Base Hospital  
PET Centre, A7 RPAH  
Port Macquarie Medical Imaging Hermitage Building  
POWH  
Queensland X ray Services  
Repatriation General Hospital  
RNSH  
Royal Brisbane  
Royal Perth  
RPAH Medical Centre  
Ryde Medical Centre  
Seventh Day Adventist Hospital  
Sir Charles Gardner  
South West Nuclear Medicine  
St Andrews War Memorial Hospital  
St George Hospital  
St George Nuclear Imaging  
St George Private Hospital and Medical Centre  
St Vincent's Hospital  
Standish Medical Centre  
Sutherland Nuclear Medicine  
The Canberra Hospital

The New Childrens Hospital  
Wales Medical Centre  
Western Nuclear Medicine Group  
Westmead Hospital  
Wollongong Hospital

## **School of Orthoptics**

The School of Orthoptics acknowledges the following for their support in the School's Clinical Education Program.

### **Public Hospitals**

#### *Metropolitan*

Blacktown  
Concord Repatriation General  
Lidcombe  
Liverpool  
Prince of Wales, Randwick  
Ryde Rehabilitation & Geriatric Service  
St George, Kogarah  
St Vincent's, Darlinghurst  
Sydney Eye, Woolloomooloo  
The New Children's Hospital, Westmead  
Westmead

#### *Country/Interstate*

Gosford District  
Princess Alexandra, Woolloongabba  
Repatriation & General, Daw Park, Adelaide  
Repatriation & General, Greenslopes, Brisbane  
Royal Brisbane  
Wagga Wagga

#### *Overseas*

Auckland, New Zealand

### **State Government Departments and Agencies**

Community Health Centres:

Kingswood  
Western Sydney Developmental Disability  
Service, Marsden Campus

### **Community Agencies and Private Organisations**

Alice Betteridge School  
Royal Blind Society of NSW - Enfield, Newcastle  
& Canberra  
Royal Far West Children's Health Scheme, Manly  
Spastic Centre, Allambie Heights

### **Private Practitioners**

#### *Private Practices*

S Brunner  
J Cumines  
A Macfarlane

#### *Private Sponsored Practices*

M Awad, Y Makdissi - Dr S Franks  
K Bourne - Dr F Martin  
P Britz - Drs M Manku, C Joneshart, W Porter  
DrCChallinor  
M Courtney - Drs I Goldberg & G Cohn  
J Ellery - Dr K Chatfield  
D Ferguson - Dr K Frumar  
R Kay - Drs J Peters, J Dickson & C Thomas  
R Keirnicky, K Pallett - Dr T Keldoulis

R Krikorian - Dr A Hunyor  
R Lang - Drs C Baker, W Barnett & Moore  
V Mercer - Drs D Sharota & L Dinihan  
Dr W Muntz  
J Richardson - Dr I Francis  
M Rodkin - Gibb & Beeman, Optometrists  
V Tosswill - M Strathdee  
G van Beveren - Dr S Saunders

## School of Occupational Therapy

The School of Occupational Therapy wishes to acknowledge the following agencies for their valuable contribution to the 1996 Fieldwork Program for its students in the Bachelor of Applied Science (Leisure and Health) and the Bachelor of Applied Science (Occupational Therapy).

Aged Care Assessment Team, Kurri Kurri  
Aged Community Service Team  
"Aimees" Dementia Day Care Centre - Fairfield  
Anglican Retirement Village - Castle Hill  
Ashfield Community Health Centre  
Auburn Aged Day Care Centre, Auburn  
Auburn/Holroyd School Therapy Team - Guildford  
Auburn Hospital  
Aldersgate House Nuring Homes  
Allowah Babies, Dundas  
Alwyn Rehabilitation, Strathfield  
Alice Betteridge School  
Anna Maria Nursing Home, Putney  
Armon Nursing Home, Petersham  
Balmain Hospital  
Banksia House  
Bankstown Hospital  
Bankstown Community Resource Team  
Bankstown Community Health Centre  
Bankstown Department of Community Services  
Beecroft Nursing Home  
Bethany Nuring Home, Eastwood  
Bethel Nursing Home, Ashfield  
Birdwood Road Day Care Centre, Georges Hall  
Blacktown District Hospital  
Blacktown City Mental Health Service  
Blacktown Community Services Centre  
Blacktown/Mt. Druitt Area Health Service  
Bossley Park Nursing Home  
Botany Community Health Centre  
Bridgeway House Living Skills Centre  
Brookvale Living Skills Centre  
Buckingham House - Surry Hills  
Bundara Psychiatric Rehabilitation Service  
Calvary Hospital (ACT)  
Calvery Hospital - Kogarah  
Camden District Hospital  
Campbelltown Hospital  
Campbelltown Community Health Service  
Canterbury Area Health Service  
Canterbury Hospital  
Canterbury Intensive Community Support Services  
Caringbah Community Health Centre  
Centacare Early Intervention Team  
Canterbury Aged Services - Campsie  
Chalmers Road Public School, Strathfield

Chatswood Community Health  
Chatswood Community Nursing Home  
Chatswood Day Centre  
Chesalon Nursing Home, Jannali  
Chester Hill Neighbourhood Centre  
Child Health and Development Service  
Commonwealth Government Departments and Agencies  
Commonwealth Rehabilitation Service  
Community Services Centres  
Concord Hospital  
Condell Park Residential Service  
Convalescents, Camden  
Crisis Assessment and Treatment Team, Newcastle  
Croydon Living Skills Centre  
Cumberland Hospital  
Cumberland College  
Dalcross Private Hospital - Killara  
Department of Community Services  
Developmental Disability Service - Mt Druitt  
Dorothy Henderson Lodge, Marsfield  
Dickson Day Centre, ACT  
Dixon Unit Geriatric and Rehabilitation Unit - Ryde  
Early Education Programme - Sydney City Mission  
Eastern Suburbs Private Hospital - Randwick  
Early Intervention Team - Waverley  
Edinglassie Retirement Village, Emu Plains  
Ellamatta Lodge, Mosman  
Endeavour Nursing Home, Springwood  
Evesham Clinic, Cremorne  
Eversleigh Hospital  
Eversleigh Hospital - Palliative Care  
Fairfield District Hospital - Rehabilitation Unit  
Fairfield Living Skills  
Frank Vickery Village, Sylvania  
Frank Whiddon Masonic Homes, Glenfield  
Garrawarra Centre for Aged Care  
Gertrude Aboot Nursing Home, Surry Hills  
Gladesville - Macquarie Hospital  
Glebe Community Care Centre  
Gowrie Village  
Governor Phillip Special Hospital - Penrith  
Government Departments and Agencies  
Graithwaite Nursing Home  
Greystanes Children's Home  
Greenwich Hospital  
Greenhouse Living Skills Centre  
Guildford Neighbourhood Centre  
Hand in Hand, Waitara  
Headway Adult Development Program - Bankstown  
Hevington House Day Care, Auburn  
Holroyd Disabilities Service  
Hornsby Ku-Ring-Gai Hospital and Area Health Service  
Hunter Aged Care Assessment Team  
Independent Living Centre  
Ingleburn Area Health  
IRS Total Injury Management - North Parramatta  
James Milson Nursing Home, Surry Hills  
John Hunter Hospital  
John Williams Therapy Centre - Wahroonga  
Kalparrin, Concord Hospital - Ward 18  
Kalinda Living Skills  
Karradji - Ryde Community Mental Health - Eastwood  
Kilbride Nursing Home, Campbelltown  
Killarney Court Hostel

Kindilan Frail Aged & Respite Day Centre  
 Lady Davidson - North Turramurra  
 Lakes Rehabilitation Team  
 Laurel House - Parramatta  
 Leisure World Nursing Home/Moonby House Nursing Home, Peakhurst  
 Liverpool Department of Community Services  
 Liverpool Hospital  
 Liverpool Living Skills  
 Living Skills Centre - Wahroonga  
 Lottie Stewart Hospital - Dundas  
 Lower Hunter Community Health Centre  
 Lower North Shore Supported Housing Services - Castlecrag  
 Macarthur Paediatric O.T., Camden  
 Macquarie Hospital  
 Manly Hospital and Community Health Service  
 Manly-Warringah Developmental Disability Service  
 Marsden Centre  
 Marsden Hospital  
 Marsh Occupational Health  
 Marrickville District School Therapy Team - Lakemba  
 Mater Misericordiae Hospital - Waratah  
 Mater Dei School - Camden  
 Metropolitan Rehabilitation Private Hospital - Petersham  
 Mobile Community Management Team  
 Mona Vale Hospital and Warringah Area Health Service  
 Montefiore Jewish Home  
 Mt Druitt Community Health Service  
 MfDruitt Hospital  
 Mount Wilga - Hornsby  
 Multiple Sclerosis Society of NSW, Lidcombe  
 Myrtle Cottage Group  
 Neringah Hospital - Wahroonga  
 Nepean Hospital - Penrith  
 New Ellamatta Lodge - Mosman  
 Northaven Retirement Village, Turramurra  
 Northern Beaches Community Resource Team - St. Leonards  
 N.S.W. Society for Children and Young Adults with Physical Disabilities  
 N.S.W. Department of Sport, Recreation and Racing  
 Our Lady of Consolation, Rooty Hill  
 Parkdale Nursing Home, Waverley  
 Pecky's Playground, Prospect  
 Penrith Community Services Centre  
 Prairewood Community Health Centre - Wetherill Park  
 Prince Henry Hospital - Little Bay  
 Prince of Wales Hospital - Randwick  
 Princess Juliana Lodge  
 Qualitec Ltd - Granville  
 Queenscliff Health Centre - Manly  
 Rachel Foster - Redfern  
 Rehabilitation Module - Marrickville  
 Redfern Community Health Centre  
 Rehabilitation Module, Marrickville  
 Rehabilitation Resource Team - Chatswood  
 Resolutions Health Management - Glebe  
 Restart Consulting - Double Bay  
 Royal Alexandra Hospital for Children  
 Royal Blind Society of NSW  
 Royal North Shore Hospital - St Leonards  
 Royal Prince Alfred Hospital - Camperdown  
 Royal Rehab Centre - Ryde  
 Rozelle Hospital  
 RSL Veterans' Village

Ryde Hospital and Ryde-Hunters Hill Area Health Service  
 Ryde Rehabilitation Centre  
 St George (Sacred Heart Hospice)  
 St George Division of Mental Health  
 St George Hospital - Kogarah  
 St George Living Skills  
 St George School., Rockdale  
 St Joseph's - Auburn  
 St Kevins School - Dee Why  
 St Vincent's Hospital - Darlinghurst  
 Sans Souci Retirement Hostel  
 Sacred Hearts Hospice  
 Shalom Hostel and Nursing Home for Aged, Marsfield  
 Sir Eric Woodward Special School  
 South Sydney Hospital  
 Southern Cross Homes, Merrylands  
 Southcare - Miranda  
 Southcare Community Rehabilitation Team - Sutherland  
 Spastic Centre of NSW  
 Stockton Centre  
 Strickland Villa, Prince of Wales Hospital  
 Sutherland Community Rehabilitation Team  
 Sutherland Hospital  
 Sutherland Living Skills Centre  
 Sydney Hospital Hand Unit  
 Sydney Hospital Occupational Health & Safety  
 Sylvania Community Health Centre  
 Technical Aid to the Disabled - Ryde  
 The Cottage Family Care Centre - Campbelltown  
 The Hills Community Health Centre - Castle Hill  
 The Hills District School for Special Purposes, Northmead  
 The Greenhouse - East Sydney  
 The Palms Nursing Home, Kirrawee  
 The New Children's Hospital, Westmead  
 Total Rehabilitation Service  
 Trentham Nursing Home, Willoughby  
 Tuggeranong Seniors Centre  
 Wade-Lyn Nursing Home, Hurstville  
 War Memorial - Waverley  
 Waratah Nepean Developmental Disability Service  
 Waratah Orthopaedic School  
 Waverley Community Health Centre  
 Waratah Nepean Developmental Disability Service (Hunter Equipment Service)  
 Waratah Orthopaedic School  
 Weemala, Ryde Rehabilitation Hospital  
 Weeroonga Training, Recreation & Resource Centre - Brookvale  
 Western Area Adolescent Assessment Team - Mt Druitt  
 Wesley Gardens Retirement Village, Belrose  
 Wesley - Ashfield  
 Westmead Hospital  
 Wicks Living Skills Centre  
 Wontama Day Centre  
 Yallambi Nursing Home for Aged Ladies  
 Yarrawarra Living Skills Centre - Bankstown  
 Department of Community Services

### **Community Agencies and Private Organisations**

#### *Country*

ACT Rehabilitation Service  
 Aged Care Assessment Team, Kurri Kurri  
 Aged Care Advisory Service - Wagga Wagga  
 Albury Base Hospital

Albury Mercy Hospital  
 Albury Community Health  
 Anne Crane (Private Practice) - Bonville (Coffs Harbour)  
 Armidale Community Services Centre  
 Armidale and New England Hospital  
 Ballina Hospital  
 Baringa - Fairymeadow  
 Baringa Private Rehabilitation Hospital - Coffs Harbour  
 Bathurst Brain Injury Unit  
 Bathurst Rehabilitation Centre  
 Bathurst Aged Care Team  
 Bega Community Health Centre  
 Belconnen Health Centre, ACT  
 Bellingen River and District Hospital  
 Belmont District Hospital  
 Berkley Vale Private Hospital  
 Blue Mountains District Memorial  
 Blue Mountains District Health Service  
 Bowral & District  
 Bowral Community Health Centre  
 Bulli Community Health Centre  
 Broken Hill Base Hospital  
 Byron Bay Primary Care  
 Calvery Hospital ACT (Inc)  
 Camden District Hospital  
 Campbell Hospital - North Coast - Coraki  
 Campbelltown Hospital  
 Canberra Occupational Therapy Services  
 Carrington Centennial Hospital  
 Casino Community Health Centre  
 Central Coast Area Health Service  
 Cessnock Base Hospital  
 Civic Regional Unit - ACT  
 Coffs Harbour Base Hospital  
 Coledale District Hospital  
 Commonwealth Rehabilitation Service  
 Cootamundra Hospital  
 Coorabel Hospital  
 Cowra District Hospital  
 Crisis Assessment and Treatment Team - Newcastle  
 Child Assessment & Intervention Team "Kids Cottage"  
 Child Development Unit - Goulburn  
 Coffs Harbour Rehabilitation  
 Community Disability Service - ACT  
 Community Medicine Services - Toowoomba  
 Community Mental Health - Goulburn Base Hospital  
 Community Resource Team  
 Community Service Centre - Lismore  
 Cooma Hospital  
 Department of Community Services  
 Department of Family Services - Toowoomba  
 Doc's - Glen Innes  
 Deniliquin Community Health  
 Department of Social Security - Coffs Harbour  
 Dickson Day Centre - ACT (Dickson Seniors Network)  
 Dubbo Community Health Centre  
 Eastlakes Community Health Centre - Windale  
 Extended Care - Orange  
 Figtree School - WoUongong  
 Fred McKay Day Care Centre - Alice Springs  
 Finley Community Health  
 Forbes District Hospital  
 Glen Innes Community Health Centre  
 Goulburn Base Hospital  
 Griffith Base Hospital  
 Gunnedah District Hospital  
 Hastings District Hospital  
 Hastings District Health Services  
 Hevington House Special Day Care  
 Hunter Rehabilitation Service - New Lambton  
 "Homeleigh" - WoUongong C'wealth Rehab. Service  
 Worksite O/T - The Junction  
 Health Centre - New Town (TAS)  
 Hobart Repat & General Hospital - Battery Point (TAS)  
 Interact Injury Management - Orange  
 Illawarra Occupational Health - WoUongong  
 IUawarra Child Development Centre - North WoUongong  
 Illawarra Regional Hospital (Port Kembla Campus)  
 IUawarra Regional Hospital (WoUongong Campus)  
 Individual Development Centre - Balgownie  
 IRS Total Injury Management - Orange  
 IRS-Hamilton  
 IRS - WoUongong  
 IRS - Perth  
 James Fletcher Hospital - Newcastle  
 John Hunter, Hospital  
 Joint Coal Board - Warners Bay, Singleton  
 Katoomba Area Health Centre  
 Kempsey District Hospital  
 Kiama District Hospital  
 Kiama Health Support Service  
 Kirra Centre - ACT  
 Kurpinta Living SkUs Centre - Newcastle  
 Kurri Kurri  
 Launceston General Hospital  
 Lawrence Hargrave Hospital - Thirroul  
 Lincoln School of Health Services - Carlton - Victoria  
 Lismore Base Hospital  
 Lismore Living Skills Centre  
 Lithgow District Hospital  
 Lourdes - Dubbo  
 MacksvUle Hospital  
 Maitland Hospital  
 Mandala Clinic - Central Coast  
 Maneen House Living Skills Centre - Mangerton  
 Mater Misericordiae Hospital - Sth Brisbane  
 Mental Health Team - Albury  
 Mercy Care - Young  
 Mercy Hospital - Albury  
 Metropolitan Reception Prison - Coburg  
 Mobile Community Management Team  
 Molong Community Health Centre  
 Moree District Hospital  
 Moruya Community Health  
 Mullumbimby Primary Care  
 Muswellbrook District  
 Nelson Bay Community Health  
 Nepean School Age Therapy Team - Penrith  
 North Gosford Private Hospital  
 Newcastle East Community Health Service - Newcastle  
 Noah's Ark - Nowra  
 Northern Territory Student Services - Darwin  
 Nowra Community Hospital  
 Orana Community Health Centre, Dubbo  
 Orange Base Hospital  
 Pambula Community Health  
 Parkes Hospital  
 "Peacock" - North Hobart

Port Macquarie

Psychiatric Rehabilitation Service - ACT

QEII Jubilee Hospital - Sunnybank

Queanbeyan District Hospital

Rankin Park

Riverland Community Health Services - Berri

Royal Adelaide, South Australia

Royal Children's Hospital - Parkville

Royal Hobart Hospital

Royal Park Psychiatric Hospital - Parkville

Royal Newcastle Hospital

Shellharbour Hospital - Mt Warrigal

Shoalhaven District Memorial Hospital - Nowra

Soldiers Memorial Hospital - Canowindra

South Coast Workers' Medical Centre - Wollongong

Specialist Adult Health Services - Casuarina

Stanbridge, White & Associates - Wagga Wagga

St John of God Hospital - Goulburn

St Vincents Hospital - Lismore

Stuart Centre - Valentine

Tamworth Base-Hospital

Tangara School for Special Purposes - Mittagong

Territory Health Services - Casuarina

The Campbell Hospital

Toowoomba General Hospital - Queensland

Toowoomba Intellectual Disability Services

Townsville General Hospital

Tweed Heads District Hospital & Health Services

Tuggeranong Seniors Centre

Tumut Community Health

University of Queensland - St. Lucia

Wagga Wagga Base Hospital

War Memorial Hospital - Cudal

Wellington District Hospital

Wingham Assessment & Rehabilitation

Woden Valley Hospital

Wodonga District-Hospital

Wolston Park Hospital - Walcol

Woodstock Centre:- Lavington

#### *Overseas*

Astley Ainslie Hospital Edinburgh - Scotland

Department of Rehabilitation - National University Hospital  
- Singapore

Duchess of Kent Children's Hospital - Hong Kong

Leicester Royal Infirmary - England

Margaret Drive Special School - Singapore

Michigan Hand Rehabilitation Centre - U.S.A.

Nether Edge Hospital - Sheffield - England

Pinderfields General Hospital - England

St Joseph Hospital - U.S.A.

Scottish Hospital

Scottish Hospital, Aged Care Centre

The Arthritis Society - Vancouver

Woodbridge Hospital - Singapore

## **School of Physiotherapy**

The School of Physiotherapy wishes to acknowledge the vital function performed by physiotherapists who undertake the clinical education of its undergraduate students. These Clinical Educators are located in clinical units in New South Wales and interstate.

### **Public Hospitals**

#### *Metropolitan*

Auburn District

Balmain

Bankstown-Lidcombe

Blacktown District

Campbelltown

Canterbury

Concord

Fairfield District

Greenwich

Hornsby Kuring-Gai Hospital & Area Health Service

Lady Davidson, North Turramurra

Liverpool

Lottie Stewart

Manly Hospital & Community Health Service

Mt Druitt

Mona Vale

New Childrens Hospital

Prince Henry, Little Bay

Prince of Wales, Randwick

Rachel Forster, Redfern

Royal Hospital for Women, Paddington

Royal North Shore, St Leonards

Royal Prince Alfred, Camperdown

Ryde

St George, Kogarah

St Josephs, Auburn

St Vincent's, Darlinghurst

Sutherland Hospital, Caringbah

Sydney

Sydney Childrens Hospital

War Memorial, Waverley

Westmead

#### *Non Sydney*

#### *Metropolitan/Country/Interstate*

Albury Base

Armidale and New England

Bathurst Base

Bulli District

Calvary Hospital, Canberra

Coffs Harbour and District

Coledale District

Condobolin District

Cooma Base

Dubbo Base

Forbes

Gold Coast Hospital

Gosford District

Goulburn Base

Griffith Base

"Homeleigh" Wollongong Community Rehabilitation  
Centre

Illawarra Regional Hospital (Wollongong and Port Kembla  
Campuses)

John Hunter  
Kempsey  
Lismore  
Lithgow  
Maitland  
Manning Base, Taree  
Mater Misericordiae, Newcastle  
Mercy Care Centre, Young  
Mudgee District  
Nepean  
Orange Base  
Parkes  
Port Macquarie & Hastings District  
Repatriation General, Hobart  
Royal Newcastle  
Shellharbour  
Shoalhaven District Memorial, Nowra  
St Vincent's, Lismore  
Tamworth Base  
Tweed Heads  
Wagga Wagga Base  
Woden Valley, Canberra  
Woy Woy  
Wyalong District  
Wyong District

*Private Hospitals and Nursing Homes*

Mt. Wilga Private Hospital  
Sacred Heart Hospice  
Sydney Adventist Hospital

*Commonwealth Government Departments and Agencies*

ACT Community and Health Department (Infant and Child Services)  
Australian Institute of Sport (ACT)  
Belconnen Health Centre (ACT)  
Commonwealth Rehabilitation Service  
H.M.A.S. Penguin  
RAAF Richmond

**State Government Department and Agencies**

Department of Community Services  
- Bexley  
- Illawarra

**Community Agencies and Private Organisations**

Anglican Retirement Villages (MOWLL)  
Cumberland Health & Research Centre  
Hawkesbury District Health Service  
Merrylands Community Health Centre  
Multiple Sclerosis Society of NSW (Lidcombe)  
Royal Institute for Deaf & Blind Children - The Alice  
Betteridge School  
Spastic Centre (Ryde, Allambie Heights)

**Private Practitioners**

Albert Alonso  
Ian Austin  
David Bick  
Peter Buffen and Denny Shearwood  
Sue Cockcroft & Melinda Johnson  
Merryn Cooper  
Maria De Sousa & Heather Marr-Wyllie  
Gary Eastburn  
Sally Ewin

Joel Werman  
Judith Furey  
Beverley Giovanelli & Kenneth Raupach  
Julie Godfrey  
Lesley Goff & Larry Wicks  
Suzanne Jones & Ashton Lucas  
Peter Knapman  
Sue Lovelock  
Gae Milazzo  
Amanda Mussett & Tracey Powell  
Louise O'Connor & Roger Fitzgerald  
Grant Pleffer  
Neil Potter  
Jeff Pross  
Rosemary Prosser  
Phillip Richardson  
John Roberts  
Keiran Rooney  
Greg Sheather  
Elizabeth Steet & Mark Bevan  
Colin Thompson  
Lisa Tomlinson-Alonso  
Beverley Trevithick  
Margaret Turner  
Graham Vankan & Jenny Aiken  
Gordon Waddington  
Hilary Waldman  
Sandra Walker  
Stuart Waters  
Carolyn Young  
David Young





# 18 Facilities and Services

## Bookshop

The University Co-operative Bookshop operates a branch on the Cumberland campus. Situated at the ground level of the Student Guild, the Bookshop holds all prescribed texts and various stationery and software items.

## Childcare

An on-campus long day care centre for children aged 0-3 years is expected to be available during 1997.

## Counselling Service

A counselling service is provided through Student Welfare Services to assist students who wish to discuss concerns of a personal, academic or vocational nature. The service is free and confidential. The Counsellor, a clinical psychologist, is located in A005 in A Block. Students who wish to make an appointment with the Counsellor can telephone 9 3519473, or book an appointment directly by writing in a time slot on the door. Students can also arrange to see a counsellor at the Counselling Service on the Camperdown campus by calling 9 3512228. Students on Cumberland campus can also book an appointment directly by writing in a time slot on the door. Appointments outside normal hours are available for students on clinical placements or who are studying part-time.

## Credit Union Facilities

The Universities Credit Union has an agency on campus. The agency is open on Thursdays, between 11.00 am and 2.00 pm. The agency welcomes new accounts.

## Cumberland Student Guild

At enrolment all students pay for membership to the Student Guild, a student representative body. As Guild members, Cumberland students can access either SUPRA (postgraduates) or SRC (undergraduates) on Camperdown Campus and claim associate membership of the relevant sports association, either SUWSA (women) or MSU (men).

## Guild Facilities

The following are available on campus:

- F Block: Guild Cafeteria
- S and T Blocks: food and drink vending machines
- U Block (Guild Building): Guild Coffee Shop, Guild Bar, Guild Shop (agent for Australia Post), Guild MacLab, and subsidised photocopier centre.

## Guild Office

Advice on Guild programs and facilities is available at the Office, open daily from 8.30am to mid-evening. Enquiries can be made on 9 3519970, or fax 9 3519971. The Guild is the authorised uniform supplier for the Schools of Occupational Therapy, Orthoptics and Physiotherapy, and the Faculty of Nursing (Cumberland).

## Student Representation

The Guild supports student representatives on various Faculty committees, and also individuals and student groups on academic rights issues. The Guild's Management Committee represents the interests of all students on campus. Any student can nominate for election as a student representative.

## Student Resources and Support Services

These include:

- The Resource Officer, (who is also a campus Discrimination Adviser), located in the Guild Office, who helps with AUSTUDY/ABSTUDY and HECS issues, Appeals and Show Cause processes, and welfare matters.
- The Activities/Sports and Recreation Officer, who manages the new Sports Centre, organises a wide range of lunchtime recreational events and also provides support for the Guild affiliated clubs and societies. Those interested in forming a special interest group should obtain the *Clubs and Societies Manual* from the Guild Office.
- Subsidies toward costs of students attending conferences directly related to courses of study and those selected as sports representatives at State or National level.
- Conduct of research projects related to academic issues affecting students.
- Publications such as the fortnightly student newspaper, *Corpus Callosum*, the *Clubs and Societies Manual* and the *Student Guild Diary*.

Further details of Guild facilities and services are in the *Cumberland Student Guild Diary* issued to students in Orientation Week and also available at the Guild Office.

## English Language Tuition

The tutors who work in the Language and Learning Unit of Student Welfare Services provide supplementary and concurrent tuition in English for Academic Purposes and English for Clinical Placements for any student enrolled on Cumberland campus. This service is in the form of weekly lunchtime workshops and one-to-one tutorials and is particularly valuable for both international and local students whose first language is not English. Preparatory courses are offered to students who have accepted a place in the Faculty in January-February prior to the start of the academic year. The Language and Learning Unit tutors are also trained in cross-cultural communication. This enables them to assist native speakers of English (staff or students) in communicating clearly with those who speak English as a second language. The above services are only for enrolled students. Applicants who require preparatory courses to raise their English language proficiency to a level high enough to enter the University will need to study elsewhere before applying. Enquiries are welcome. Telephone the Language and Learning Unit directly on 9 351 9631 or 9 3519319, or contact telephone 9 3519638 or fax 9 3519635.

## Equal Employment Opportunity and Affirmative Action

The University has an EEO Unit and an EEO Management Plan which covers all University staff and an AA Management Plan which covers all University staff and students. EEO and Affirmative Action policies are designed to prevent discrimination, promote equity, and work in the interests of target groups who have suffered discrimination in the past. Such groups include Aborigines, women, people from non-English speaking backgrounds and people with mental or physical disabilities.

The campus has its own Equity Advisory Committee which provides a forum for discussion and promotion of these policies.

### Faculty Discrimination Advisers

All staff and students within the University have the right to be treated fairly and with respect. The University, both as an employer and as a provider of educational services, seeks to promote an environment which supports the productivity, self-esteem and personal work goals of both staff members and students.

The University of Sydney is committed to the provision of equal opportunity for staff and students, which includes ensuring the absence of discrimination on the grounds of sex, pregnancy, race (including colour, ethnic background or national identity), marital status, physical or intellectual impairment, sexual preference, political or religious belief or age.

Further, the University of Sydney is committed to the elimination of all forms of harassment and to providing support to the victims of harassment.

#### What is harassment?

Harassment is any behaviour that is unsolicited and unwanted and as such is offensive. The distress caused by harassment may be intentional or unintentional. Harassment is one form of discrimination and generally occurs when power is improperly exercised to the detriment of a person or group of people.

#### What can you do if you are harassed?

If possible tell the person directly that their behaviour is unacceptable to you and ask them to stop. If this is not appropriate or leads to no improvement then seek advice from a University or Faculty Discrimination Adviser. You may also direct your concerns to senior staff within your School or Department.

## Graduates Association and Alumni

The Graduates Association was established in 1980. The general aims of the Association are to:

- support and advance the character, status and interests of the College/Faculty
- provide meeting opportunities for graduates to maintain or re-establish friendships
- act as a centre for liaison with industry, commerce and community
- assist the College/Faculty to communicate with graduates
- assist in the future development of the College/Faculty and of tertiary education in the health sciences

All graduates of the Faculty of Health Sciences (formerly Cumberland College of Health Sciences), and graduates of the professional schools which together formed Cumberland College, are eligible for membership of this Association and can therefore retain a vital, active and professional link with the College. Further information may be obtained from the Information and Scholarships Officer on 9 351 9154.

The Faculty's Alumni include all its graduates, ex-staff, ex-students and community friends. Alumni are kept in touch through the Faculty Web site.

All alumni are able to become life members of the Graduate Association on payment of a once-only fee of \$50. Members can:

- borrow from the Faculty Library (free for five years and then enjoy discount rates)
- enjoy a 10% discount on courses offered by the Centre for Continuing Professional Education and Conference Unit on Cumberland campus
- have the use of tennis courts and oval
- make their voice heard on issues affecting the Faculty
- become eligible for a Graduates Association Grant for postgraduate study in the Faculty of Health Sciences.

The Graduates Association offers annually a grant of \$1500 to provide financial assistance to a new or continuing student in any course of postgraduate study in the Faculty of Health Sciences. The grant is made over one year for full-time students and over two years for part-time students. Applicants must be members of the Association.

## Health Sciences Library

The University of Sydney's Cumberland campus maintains its own library to provide resources and support to students, staff and researchers. The Library collection of approximately 82,000 volumes and 1,014 serial titles is particularly oriented towards the health and social sciences. The library aims to support undergraduate, graduate, and research programs, to provide service and assistance to users, as well as to provide certain general and recreational materials and a pleasant environment for study and research.

The Health Sciences Library is located centrally on campus, in R block, and is accessible to users with physical disabilities. Level 1 includes the Reference collection, current issues of journals, Closed Reserve, the Information desk, the Circulation desk, photocopying facilities, CD ROM facilities, study room for students with disabilities, wordprocessing room, Internet training room, study areas and staff work areas.

Level 2 contains the main collection of resources. Level 2 also contains study areas, audiovisual playing facilities, more photocopiers, and several group study rooms.

Access to the Library collection is via a user-friendly OP AC (online public access catalogue). Material may be located by author, title, subject or keyword approaches. OPACs are located on both levels of the Library. The holdings of other university libraries may be accessed through AARNet.

CD ROM facilities allow users to make their own literature searches on a variety of databases. Regular classes are conducted in use of CDROM and Internet facilities. Library staff offer literature searching for a fee. Interlibrary loan services are available. Distance education students may be eligible for some special benefits which are outlined in a separate booklet.

### Information Desk (Phone: 9351 9437)

Enquiries about any aspect of the Library's services are most welcome.

### Circulation Desk (Phone: 9351 9423)

Renewals of loans may be made in person or by telephone during library hours. (Overdue items may not be renewed.)

### Library hours\*

#### During Semester

Mon to Thurs 8.00 am - 10.00 pm

Fri 8.00 am - 4.00 pm

Sat and Sun 10.00 am - 4.00 pm

#### Inter-Semester

Mon, Tues, Thurs 9.00 am - 4.30 pm

Wed 9.00 am - 7.00 pm

Fri 9.00 am - 4.00 pm

Sat and Sun Closed

### Loans

<i>Students</i>	Undergraduate	1 week, 1 renewal
	Postgraduate	3 weeks, 2 renewals
<i>Staff</i>		3 weeks, 2 renewals
<i>Other patrons</i>	(conditions apply)	1 week, 1 renewal

\*These hours may be altered.

For more information about the Library collection and services, including remote access instructions to the OP AC see the home page set up at <http://www.cchs.su.edu.au/Admin/lib/library.html>

### International Student Advisory Service

Advisory services for international students and visiting scholars are provided by Student Welfare Services in D Block. They include the five-week Study Preparation Program held every January-February for newly enrolled students, orientation to living and studying in Australia, arrival and accommodation assistance, family support, personal, intercultural and academic guidance, tutorial support, English language tuition, arrangements for social events and excursions, and returning home services. The International Student Adviser can be contacted on 9 351 9634 or fax 9 351 9635.

### Language and Learning Unit (LLU)

The Language and Learning Unit is located in D115 and is part of Student Welfare Services (Cumberland). The tutors in the Unit provide academic and communication skills tuition for all students, as well as English language tuition for those who require it. The staff have postgraduate qualifications in education, applied linguistics, foreign languages, cross-cultural communication, and in teaching English as a second language. One-to-one tutorials, regular workshops and seminars on academic, clinical, and professional communication skills are available during semester and in vacations. Schedules are announced from time to time on noticeboards around the campus. Students and lecturers are invited to contact the Unit and consult with the tutors on any matter related to the above areas and services. Telephone 9 351 9631 or 9 351 9319 (with an answering service) or call Student Welfare Services on 9 351 9638, or send a fax to 9 351 9635.

## Other Facilities & Services

### Lockers

A limited number of lockers are available on campus on a first-come-first-served basis. All lockers must be cleared at the end of each semester. The University will not accept responsibility for any item lost from these lockers.

There are also a small number of lockers set aside for the use of students with disabilities located in S and T Blocks. Students wishing to use these lockers should contact the Property Services Division.

### Lost Property

Property found on campus should be taken to the House Services Manager, Property Services Division. Lost property is held for a period of three months. If unclaimed after two months, it may be claimed by the finder (not including a member of staff). If it is still unclaimed after a three month period, the University reserves the right to dispose of these items.

### Parking

Parking is available on campus for staff; however, places are limited for students and visitors. Parking fees apply and the conditions specified in the parking regulations must be observed. Parking permit applications, and details of the regulations and infringement procedures, are available from the Property Services Division. Those requiring access to disabled parking spaces should contact Student Welfare Services- [in the first instance.](#)

### Sporting Facilities (Multi-purpose courts and oval)

Sporting facilities at the Cumberland campus comprise of multi-purpose courts for tennis, netball and basketball, and an oval. These facilities can be reserved for use with bookings to be made in one hour increments.

The bookings are to be made no earlier than a week ahead. A hiring fee is charged for tennis court use on weekends, public holidays and when lighting is required. Bookings can be made with the Property Services Division, on 9 351 9678.

Block bookings for a special purpose, tournament, or by an external organisation, should be submitted in writing to the Property Services Division.

### Peer Tutoring Service

A register of senior students who have volunteered their services as subject tutors is available in Student Welfare Services in D Block. Students wishing to become tutors, or to obtain tutoring in subjects they are having difficulties with, should contact the office to check the register or seek advice. Payment is generally negotiable between parties involved. For information telephone 9 351 9638.

## Services for Students with Disabilities

Students with disabilities or special needs are assisted by Student Welfare Services in D Block. Printed information for students with disabilities is available at the Student Enquiry Counter in A Block and in D122. The Faculty has numerous resources to assist students, and a professional interest and commitment to provide high quality services. Consultations are confidential.

Students with disabilities are strongly advised to inform the University of their needs as early as possible each academic year. A disability might be apparent or invisible, and might range from very slight to severe. It could be a physical, sensory, psychological, medical, or learning disability, or a combination of these. Students can experience difficulty meeting their educational commitments because of the educational disadvantage created by a disability. A variety of support services are available including notetakers, voluntary readers, special examination arrangements, library facilities and equipment for loan. Use of such assistance can minimise the disadvantage that might otherwise occur.

In the first instance, students with a disability are invited to contact Student Welfare Services on 9 351 9638 or fax 9 3519635 for a consultation on what special support services they need, for information on what assistance is available, and for guidance on University procedures. Students can also contact the Welfare and Disabilities Service on the University's Camperdown Campus on 9 351 4558 or fax 9 5521449 or TTY 9 3513412. Students will be referred to the Counselling Service if such assistance is indicated, or they may wish to have a discussion initially with a counsellor by telephoning directly on 9 351 9473.

## Student Accommodation

The Student Guild produces an annual Accommodation Guide and Directory, allocates rented rooms to students at Auburn Hospital Nurses' Home, and in first semester, maintains a housing register in the Guild Office. During the year, accommodation options are advertised on Guild Building noticeboards.

## Yannadah

The student residence on the Cumberland campus, Lidcombe, provides accommodation for up to thirty-nine students from outside the greater metropolitan area of Sydney. Application forms are included with course offers. Places are determined by ballot. For information contact the Residential Supervisor on 9 351 9405.

## Student Loans

The University's loan scheme provides supplementary assistance, not full support, to students who demonstrate financial hardship. These interest-free loans may be for compulsory student fees at the beginning of semester (forms for these are available at Student Welfare Services in D Block), long term loans for essential living and study expenses, or a cash loan for an emergency that has arisen that day. All enquiries should be directed to Student Welfare Services in D Block, telephone 9 351 9638 for fax 9 3519635.

## Student Welfare Services Division (SWS)

Student Welfare Services, located in D Block, is concerned with the general welfare of students who may seek advice and assistance on any issue related to or impacting on their academic study, clinical placements, or life on campus. It mirrors the services provided by Student Services on the Camperdown Campus with the exception of accommodation and casual work which are managed by the Student Guild. Student Welfare Services is dedicated to providing a high level of academic and personal support services through the activities of advising, facilitating, teaching, counselling and mediating in order to assist students to succeed in their studies, and to benefit from and enjoy the University, campus and clinical placement experience. Lecturers are invited to contact Student Welfare Services for further information and to refer students for assistance. Specialised services within Student Welfare Services are the Language and Learning Unit, English language tuition, international student advisory service, peer tutoring service, services for students with disabilities, student loans, and the counselling service (see details under separate headings). Contact numbers are telephone 9 3519638 and fax 9 3519635. Office hours are 9.00-5.00 during semester and vacations.

## Travel Concessions

Details of travel concessions are available from the Student Enquiry Counter, Administration Building.

# 19 Senate Resolutions

As at 1 November, 1996

## Degrees, Diplomas and Certificates in the Faculty of Health Sciences

1. The degrees in the Faculty of Health Sciences shall be:

- (a) Bachelor of Applied Science (BAppSc)
- (b) Bachelor of Health Science (BHlthSc)
- (c) Master of Applied Science (MAppSc)
- (d) Master of Health Science (MHlthSc)
- (e) Master of Exercise and Sport Sciences (MEx&SpSc)
- (f) Master of Community Health (MComHlth)
- (g) Master of Rehabilitation Counselling (MRehabClng)
- (h) Master of Health Science Education (MHlthScEd)
- (i) Master of Communication Disorders (MComm.Dis)
- (j) Master of Behavioural Health Science (MBehHlthSc)
- (k) Master of Child and Adolescent Health (MChldAdolHlth)
- (l) Master of Gerontology (MGeront)
- (m) Master of Health Science (MHlthSc(Mment))
- (n) Doctor of Philosophy (PhD).

2. The diplomas and certificates in the Faculty of Health Sciences shall be:

- (a) Diploma of Health Science (DipHlthSc)
- (b) Graduate Diploma of Applied Science (GradDipAppSc)
- (c) Graduate Diploma of Health Science (GradDipHlthSc)
- (d) Graduate Diploma in Exercise and Sport Sciences (GradDipEx&SpSc)
- (e) Graduate Diploma in Community Health (GradDipComHlth)
- (f) Graduate Diploma in Rehabilitation Counselling (GradDipRehabClng)
- (g) Graduate Diploma in Health Science Education (GradDipHlthScEd)
- (h) Graduate Diploma of Behavioural Health Science (GradDipBehHlthSc)
- (i) Graduate Diploma of Child and Adolescent Health (GradDipChld AdolHlth)
- (j) Graduate Diploma in Gerontology (GradDipGeront)
- (k) Graduate Diploma in Vision Impairment (GradDipVisImp)
- (l) Graduate Certificate in Health Science Education (GradCertHlthScEd)
- (m) Graduate Certificate of Applied Science (GradCertAppSc)
- (n) Graduate Certificate of Behavioural Health Science (GradCertBehHlthSc)
- (o) Graduate Certificate of Child and Adolescent Health (GradCertChld AdolHlth)

(p) Graduate Certificate in Casemix (GradCertCasem)

(q) Graduate Certificate in Clinical Data Management (GradCertCDM)

(r) Graduate Certificate in Vision Impairment (GradCertVisImp)

3. The Faculty; acting on the recommendation of the Head of School/Department concerned, may refuse permission to a candidate for any of the above degrees, diplomas or certificates, to undertake or continue the clinical education (fieldwork/professional experience) component of the award, in the circumstances where the candidate has not demonstrated satisfactory progress toward fulfilling the clinical requirements of the award.

4. The Faculty delegates authority to the Associate Dean (Undergraduate Studies)/Associate Dean (Graduate Studies) to act on behalf of Faculty in relation to section (3) above, and that the Dean be the first point of appeal for students in relation to actions taken in this matter.

## Bachelor of Applied Science

1. The degree of Bachelor of Applied Science may be awarded in the grade of Pass degree in:

- (a) Diversional Therapy
- (b) Exercise and Sport Science
- (c) Health Information Management
- (d) Leisure and Health
- (e) Medical Radiation Technology
- (f) Occupational Therapy
- (g) Orthoptics
- (h) Physiotherapy
- (i) Speech Pathology.

2. (1) The degree of Bachelor of Applied Science may be awarded in the grade of Honours degree in the following areas:

- (a) Exercise and Sport Science
- (b) Health Information Management
- (c) Medical Radiation Technology
- (d) Occupational Therapy
- (e) Orthoptics
- (f) Physiotherapy
- (g) Speech Pathology.

(2) There shall be three classes of honours, namely Class I, Class II, and Class III.

(3) Within Class II there shall be two divisions namely Division 1 and Division 2.

(4) If a candidate qualifies for the award of Honours Class I and the Faculty is of the opinion that the candidate's work is of outstanding merit, that candidate shall receive a bronze medal.

3. (1) A subject shall consist of lectures together with such clinical, laboratory and tutorial instruction, practical work, exercises and essays as may be prescribed by the Faculty or the school or department concerned.

(2) The words 'to complete a subject' and derivative expressions mean:

- (a) to attend the lectures and the meetings, if any, for clinical, laboratory or tutorial instruction; and
- (b) to obtain a passing grade for that subject in accordance with the assessment criteria prescribed by the Faculty or the school or department concerned.
- (3) A candidate permitted to re-enrol in a subject which has previously not been satisfactorily completed shall, unless exempted by the Faculty, again complete all the work of the subject.

4. Where in these resolutions a power is given to the Faculty or a head of school or department, subject to any express indication to the contrary or resolution passed by the Faculty, the Faculty or a head of school or department may, in their discretion, in any particular case:

- (a) exercise the power,
- (b) exercise the power conditionally, or
- (c) decline to exercise the power.

5. (1) A candidate readmitted to candidature for the degree after an absence of more than one year shall complete the degree under such conditions as the Faculty shall determine.

(2) Except with the permission of the Faculty, on the recommendation of the head of the school or department concerned, a candidate shall not enter a subject unless entry requirements prescribed for that subject have been satisfied.

6. A candidate may be granted credit towards the degree on the basis of a subject or subjects regarded by the Faculty, on the recommendation of the head of school or department concerned, as equivalent in workload and academic standard, completed at another university or other tertiary institution, provided the maximum credit granted shall not exceed the equivalent of two-thirds of the degree requirements.

7. A candidate for the Pass degree shall complete the subjects as set out in the following tables in respect of the appropriate degree area.

8. A candidate for the Honours shall meet the requirements prescribed by the Faculty for admission to the honours program and shall complete the subjects as set out in the following tables.

### **Table A - Leisure and Health (previously Diversional Therapy)**

#### **A.1 - Pass course**

##### *Year 1*

---

Introduction to Sociology  
 Psychology I  
 Sociology of Community and Family  
 Biological Sciences I  
 Professional Practice I  
 Management and Computer Skills  
 Theories of Leisure and Recreation  
 Creative Arts in Recreation: Visual Arts  
 Communication Theory and Practice  
 Leadership and Group Dynamics  
 Creative Arts in Recreation: Expressive Arts  
 Introduction to Teaching and Learning  
 Introduction to People with Disabilities  
 Issues which Influence Client Care  
 Field Experience I

##### *Year 2*

---

Clients, Work and Organisations  
 Psychology of Disability I  
 Psychology of Disability II  
 Research Methods I  
 Biological Sciences II  
 Professional Practice II  
 Contemporary Issues in Health Care  
 Social Psychology of Leisure and Recreation  
 Leisure Education  
 Advanced Theory and Methods of Instruction  
 Program Design, Implementation and Evaluation  
 Diversional Therapy and the Ageing Population  
 People with Disabilities I  
 Field Experience II

##### *Year 3*

---

Research Methods II  
 Sociology of the Aged and Ageing  
 Psychology II  
 Biological Sciences III  
 Integrative Paper  
 Recreation for Specific Groups  
 Leisure Throughout the Life Cycle  
 Counselling Skills  
 People with Disabilities II  
 Field Experience III

### **Table B - Exercise and Sport Science**

#### **B.1 - Pass Course**

##### *Year 1*

---

Mechanisms of Movement  
 Body Structure, Homeostasis and Movement  
 Molecules, Food and Energy  
 Muscle Mechanics  
 Mechanisms of Injury  
 Psychosocial Aspects of Recreation and Sport  
 Selected Studies: (any six from the following)  
 Fitness Appraisal  
 Sports First Aid  
 Sport, Exercise and the Law  
 Health Centre Management  
 Sports Coaching  
 Resistance Training  
 Exercise Programming  
 Video Performance Analysis  
 Fundamental Computer Skills  
 Data Management and Presentation

##### *Year 2*

---

Quantitative Biomechanics  
 Exercise Physiology I  
 Biochemistry of Exercise  
 Kinesiology and Applied Anatomy  
 Motor Control and Learning  
 Growth, Development and Ageing  
 Behaviour Modification and Exercise Adherence  
 Elective

*Year3*

---

Advanced Topics in Biomechanics  
Exercise Physiology II  
Exercise and Rehabilitation  
Research Methods  
Exercise Testing and Prescription  
Elective

**B.2 - Honours Course**

*Year 1 - As for Pass Course*

---

*Year 2-As for Pass Course*

---

*Year 3 - As for Pass Course*

---

*Year 4*

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Honours Thesis

\* To fulfil the requirements of the program, students are required to complete a total of three of the courses indicated by an asterisk.

Table C - Health Information Management

C.1 - Pass Course

*Year 1*

---

Health Information Systems I  
Health Information Systems II  
Australian Health Care Systems  
Medico-Legal Principles I  
Clinical Classification I  
Medical Terminology I  
Medical Terminology II  
Basic Human Biology I  
Communication  
Introduction to Psychology  
Introduction to Sociology  
Professional Experience I  
Microcomputer Applications

*Year 2*

---

Programming Logic and Design  
Systems Analysis and Design  
Clinical Classification IIA  
Clinical Classification IIB  
Basic Human Biology II  
Social Psychology  
Health, Society & Social Change  
Research Methods I: Design  
Research Methods II: Data Analysis  
Management Principles I  
Casemix Measurement Systems  
Medical Science I  
Medical Terminology III  
Professional Experience II  
Computer Applications in Health Care  
Database Systems

*Year3*

---

Financial Management in Health Care  
Medico-Legal Principles II  
Casemix Measurement Systems (1997 only)  
Psychology of Work and Management

Sociology of Work and Organisations  
Research Project  
Management Principles III  
Human Resource Management  
Medical Science II  
Medical Science III  
Epidemiology  
Management Principles II  
Professional Experience III  
Clinical Classification III  
Health Care Evaluation

C.2 - Honours Course

*Year 1 - As for Pass Course*

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*Year 2 - As for Pass Course*

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*Year 3*

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Intermediate Statistics

*Year 4*

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Research Elective  
Research Seminar  
Research Thesis  
Research Proposal

Table D - Medical Radiation Technology

D.1 - Pass Course

*Year 1*

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Behavioural Science LA - Introduction to Computing  
Behavioural Science IB - Introduction to Psychology  
Radiation Physics  
Anatomy of Body Systems  
Introductory Human Biology  
Introduction to Medical Radiations  
Clinical Education I  
PLUS  
Introductory Radiography  
OR  
Introductory Nuclear Medicine  
OR  
Introductory Radiation Therapy

*Year2*

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Behavioural Science II  
Pathophysiology  
Radiation Biology and Protection  
Sectional Anatomy  
PLUS  
Imaging I  
Radiography I  
Radiographic Pathology I  
Clinical Education IIA  
OR  
Nuclear Medicine I  
Instrumentation I  
Radiopharmacy  
Clinical Education IIB  
OR  
Radiation Therapy I  
Tumor Pathology  
Radiotherapy Physics I  
Clinical Education IIC

### **Year 3**

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Behavioural Science III  
Image Processing  
Professional Studies  
Sonography  
Imaging II  
Radiography II  
Radiographic Pathology II  
Contrast Media  
Clinical Education IIIA  
OR  
Sonography  
Nuclear Medicine II  
Instrumentation II  
Clinical Education IIIB  
OR  
Radiation Therapy II  
Radiotherapy Physics II  
Principles of Oncology  
Clinical Education IIIC  
Radiation Therapy Project

### **D.2 - Honours Course**

**Years 1 and 2** -As for Pass Course

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**Year 3** - As for Pass Course

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PLUS  
Behavioural Science III (Honours)  
Research in Medical Radiations

**Year 4**

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Honours Workshop  
Elective  
Research Project  
Research in Medical Radiations II  
Research Methods and Statistics

### **D.3 - Conversion Course**

This program is for candidates who have completed the Diploma in Applied Science in Medical Radiation Technology.

Radiation Biology and Protection  
Medical Radiations Project  
PLUS  
Advances in Radiography  
OR  
Sectional Anatomy  
OR  
Sonography

### **Table E - Occupational Therapy**

#### **E.1 - Pass Course (4 year full-time)**

**Year 1**

---

Human Occupations LA  
Human Occupations IB  
Components of Occupational Performance IA  
Components of Occupational Performance IB  
Occupational Therapy Theory and Process I  
Occupational Role Development I  
Fieldwork Education I  
Introductory Psychology  
Cognitive Functioning

Management of Behaviour  
Introductory Human Biology  
Musculoskeletal Anatomy  
Introductory Neurobiology  
Neurobiology I

**Year 2**

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Human Occupations HA  
Human Occupations LIB  
Components of Occupational Performance IIA  
Components of Occupational Performance LIB  
Occupational Therapy Theory and Process LTA  
Occupational Therapy Theory and Process LIB  
Occupational Role Development II  
Fieldwork Education LI  
Australian Society  
Sociology of Health I  
Research Methods and Statistics  
Neurobiology II  
Body Systems I  
Biomechanics for Occupational Therapy  
Research Methods and Design

**Year 3**

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Human Occupations III  
Components of Occupational Performance III  
Occupational Therapy Theory and Process III  
Fieldwork Education ILIA  
Fieldwork Education IIIB  
Sociology of Health II  
Health Psychology  
Body Systems II

**Year 4**

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Human Occupations IV  
Components of Occupational Performance IV  
Occupational Therapy Theory and Process LVA  
Occupational Therapy Theory and Process LVB  
Evaluation of Occupational Therapy Programs  
Fieldwork Education IV  
Psychology of Adulthood and Ageing  
Social Psychology  
Sociology Elective  
Applied Physiology

#### **E.2 - Honours Course (4 year full-time)**

**Year 1** -As for Pass Course

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**Year 2** - As for Pass Course

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**Year 3**

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Human Occupations III  
Components of Occupational Performance III  
Occupational Therapy Theory and Process III  
Fieldwork Education IIIA  
Fieldwork Education IIIB  
Sociology of Health II  
Health Psychology  
Body Systems II  
Honours Research Seminar I  
Honours Proposal Development



**Year 4**

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Human Occupations IV (Honours)  
Fieldwork Education IV  
Psychology of Adulthood and Ageing  
Social Psychology  
Sociology Elective  
Applied Physiology  
Honours Research Seminar II  
Individual Research Consultation  
Honours Thesis  
Research Elective

**Table F - Orthoptics**

**F.1 - Pass Course (4 year full-time)**

**Year 1**

---

Instrumentation I  
Visual Processes  
Binocular Vision  
Disorders of the Visual System IA  
Disorders of the Visual System IB  
Introductory Human Biology  
Introductory Neurobiology  
Optics I  
Body Systems I  
Neurobiology I  
Optics II  
Behavioural Science IA Introduction to Sociology  
Clinical Studies I  
Behavioural Science IB Introduction to Psychology

**Year 2**

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Instrumentation II  
Concomitant Strabismus A  
Concomitant Strabismus B  
Disorders of the Visual System IIA  
Disorders of the Visual System IIB  
Introductory Pathology  
Ocular Biology  
Visual Neurobiology  
Behavioural Science II  
Research Methods and Statistics  
Research Methods and Designs  
Clinical Studies II

**Year 3**

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Ocular Motility Disorders I  
Disorders of the Visual System III  
Rehabilitation Studies I  
Instrumentation III  
Bio-electrical Signals and Computing  
Embryology and Neuro Plasticity  
Elective Study  
Clinical Studies III  
Clinical Project

**Year 4**

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Visual Science  
Ocular Motility Disorders II  
Disorders of the Visual System IV  
Rehabilitation Studies II  
Professional Studies  
Clinical Studies IV  
Developing a Research Project

AND  
Research Project  
Professional Elective

**F.2 - Honours Course (4 year full-time)**

**Year 1 - As for Pass Course**

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**Year 2 -As for Pass Course**

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**Year 3**

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Ocular Motility Disorders I  
Disorders of the Visual System III  
Rehabilitation Studies I  
Instrumentation III  
Bio-electrical Signals and Computing  
Embryology and Neuro Plasticity  
Research Statistics  
Research Proposal  
Clinical Studies III  
Clinical Project (Honours)

**Year 4**

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Ocular Motility Disorders II  
Disorders of the Visual System IV  
Rehabilitation Studies II  
Professional Studies  
Visual Science  
Clinical Studies IV  
Research Thesis

**Table G - Physiotherapy**

**G.1 - Pass course (4 year)**

**Year 1**

---

Kinesiology I  
Musculoskeletal Physiotherapy I  
Topics in Physiotherapy I  
Electrophysical Agents I  
Introductory Neurobiology  
Psychology of Human Performance  
Research Methods I: Design  
Psychology of Motor Behaviour  
Introductory Human Biology  
Neurobiology I  
Functional Anatomy A  
Functional Anatomy B  
Body Systems I

**Year 2**

---

Kinesiology II  
Physiotherapy in Neurology I  
Cardiopulmonary Physiotherapy I  
Musculoskeletal Physiotherapy II  
Topics in Physiotherapy II  
Clinical Education IA  
Clinical Education IB  
Electrophysical Agents II  
Social Interaction, Communication and Personality  
Body Systems II  
Neurobiology II  
Biomechanics

**Year 3**

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Physiotherapy in Neurology II  
 Cardiopulmonary Physiotherapy II  
 Musculoskeletal Physiotherapy III  
 Topics in Physiotherapy III  
 Clinical Education II  
 Social Theory and Health  
 Body Systems III  
 Applied Physiology  
 Research Methods II: Data Analysis  
 Research and Investigation I

**Year 4**

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Physiotherapy in Neurology III  
 Cardiopulmonary Physiotherapy III  
 Musculoskeletal Physiotherapy IV  
 Topics in Physiotherapy IV  
 Research & Investigation II  
 Research & Investigation III  
 Clinical Education IIIA  
 Clinical Education TUB  
 Clinical Education IIIC  
 Health, Medicine and Society  
 Health Psychology

**G.2 - Honours Course (commencing 1994)****Years 1 and 2 -As for Pass course**

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**Year 3**

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Physiotherapy in Neurology II  
 Cardiopulmonary Physiotherapy II  
 Musculoskeletal Physiotherapy III  
 Topics in Physiotherapy III  
 Clinical Education II  
 Social Theory and Health  
 Body Systems III  
 Applied Physiology  
 Research for Physiotherapists  
 Research Statistics  
 Research Methods II: Data Analysis

**Year 4**

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Physiotherapy in Neurology III  
 Cardiopulmonary Physiotherapy III  
 Musculoskeletal Physiotherapy IV  
 Topics in Physiotherapy IV  
 Clinical Education IIIA  
 Clinical Education MB  
 Clinical Education IIIC  
 Health, Medicine and Society  
 Health Psychology  
 Honours Research Seminar  
 Honours Thesis

**Table H - Speech Pathology****H.1 - Pass Course (4 year full-time)****Year 1**

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Introductory Psychology  
 Cognitive and Developmental Psychology  
 Research Methods and Statistics I  
 Disorders and their Management  
 Introductory Human Biology

Introductory Neurobiology  
 Body Systems I  
 Speech and Hearing Science  
 Neurobiology I  
 Linguistics  
 Phonetics I  
 Professional Development I: Introduction to  
 Clinical Learning  
 Stuttering I  
 Normal Communication Development

**Year 2**

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Cognitive Neuropsychology I  
 Research Methods and Statistics II  
 Neurobiology II for Communication Disorders  
 Voice Science and Disorders  
 Research in Communication Disorders  
 Language Impairments in Children I  
 Articulation and Phonology  
 Professional Development II: Clinical Skills  
 Phonetics II  
 Audiology  
 Speech Impairments of Neurological Origin  
 Language Impairments of Neurological Origin I  
 Speech Pathology Clinical I

**Year 3**

---

Cognitive Neuropsychology II  
 Sociology  
 Patient Management: Theories and Applications  
 Social and Health Psychology  
 Neurology for Communication Disorders  
 Audiological Management I  
 Audiological Management II  
 Language Impairments of Neurological Origin II  
 Communication Impairments in Special  
 Populations  
 Language Impairments in Children II  
 Professional Development III: Management Skills  
 Stuttering II  
 Craniofacial Anomalies  
 Clinical Technology  
 Speech Pathology Clinical II: Child  
 Speech Pathology Clinical II: Adult

**Year 4**

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Advanced Topics  
 Professional Development IV: Advanced Issues  
 Speech Pathology Clinical III: Child  
 Speech Pathology Clinical III: Adult

**H.2 - Honours Course****Year 1 -As for Pass Course**

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**Year 2 - As for Pass Course**

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**Year 3**

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Honours Research Methods Individual Studies I  
 Honours Research Seminar I

**Year 4**

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Honours Research Methods Individual Studies II  
 Honours Research Seminar II  
 Honours Thesis

## Bachelor of Health Science

1. The degree of Bachelor of Health Science may be awarded in the grade of Pass degree in:

- (a) Rehabilitation Counselling
  - (b) Aboriginal Health and Community Development
  - (c) Nursing \*
  - (d) Occupational Therapy \*
  - (e) Physiotherapy \*
  - (f) Medical Radiation Technology \*
- \* Singapore Conversion Courses.

2. (1) The degree of Bachelor of Health Science may be awarded in the grade of Honours degree in:

- (a) Rehabilitation Counselling
- (b) Aboriginal Health and Community Development

(2) There shall be three classes of honours, namely Class I, Class II, and Class III.

(3) Within Class II there shall be two divisions, namely Division 1 and Division 2.

(4) If a candidate qualifies for the award of Honours Class I and the Faculty is of the opinion that the candidate's work is of outstanding merit, that candidate shall receive a bronze medal.

3. (1) a subject shall consist of lectures together with such clinical, laboratory and tutorial instruction, practical work, exercises and essays as may be prescribed by the Faculty or the school or department concerned.

(2) The words 'to complete a subject' and derivative expressions mean:

- (a) to attend the lectures and the meetings, if any, for clinical, laboratory or tutorial instruction; and
- (b) to obtain a passing grade for that subject in accordance with the assessment criteria prescribed by the Faculty or the school or department concerned.

(3) A candidate permitted to re-enrol in a subject which has previously not been satisfactorily completed shall, unless exempted by the Faculty, again complete all the work of the subject.

4. Where in these resolutions a power is given to the Faculty or a Head of School or Department, subject to any express indication to the contrary or resolution passed by the Faculty, the Faculty or a Head of School or Department may, in their discretion, in any particular case:

- (a) exercise the power,
- (b) exercise the power conditionally, or
- (c) decline to exercise the power.

5. (1) A candidate readmitted to candidature for the degree after an absence of more than one year shall complete the degree under such conditions as the Faculty shall determine.

(2) Except with the permission of the Faculty, on the recommendation of the head of the school or department concerned, a candidate shall not enter a subject unless entry requirements prescribed for that subject have been satisfied.

6. A candidate may be granted credit towards the degree on the basis of a subject or subjects regarded by the Faculty, on the recommendation of the Head of School or Department concerned, as equivalent in workload and academic standard, completed at another university or other tertiary institution, provided the maximum credit granted shall not exceed the equivalent of two-thirds of the degree requirements.

7. A candidate for the Pass degree shall complete the subjects as set out in the following tables in respect of the appropriate degree area.

8. A candidate for the Honours degree shall meet the requirements prescribed by the Faculty for admission to the honours program and shall complete the subjects as set out in the following table.

### Table A - Rehabilitation Counselling

#### A.1 - Pass Course

##### Year 1

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##### Core Stream

Australian Society and Health  
Introduction to Health Research and Ethics  
Health and Human Behaviour I  
Biological Sciences I

##### Rehabilitation Counselling Stream

Rehabilitation Theory I  
Rehabilitation Counselling I  
Vocational Rehabilitation I  
Professional Practice I  
Disability Studies I

##### Year 2

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##### Core Stream

Health Promotion  
Epidemiology  
Health and Human Behaviour II  
Biological Sciences II

##### Rehabilitation Counselling Stream

Rehabilitation Theory II  
Rehabilitation Counselling II  
Vocational Rehabilitation II  
Professional Practice II  
Disability Studies II

##### Year 3

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##### Core Stream

Health Planning, Policy and Evaluation  
Contemporary Issues in Health, Law and Medicine  
Social Research  
Biological Sciences III

##### Rehabilitation Counselling Stream

Vocational Rehabilitation III  
Disability Studies III  
Special Project  
Rehabilitation Counselling III  
Professional Practice III

#### A.2 - Honours Course

##### Year 1 and Year 2 - As for Pass Course

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##### Year 3 - As for Pass Course

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Research Elective

##### Year 4

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Honours Workshop  
Thesis  
Research Elective

**Table B - Aboriginal Health and Community Development**

**B.1 - Pass Course (3 year full-time)**

*Year 1*

Australian Society and Health  
Introduction to Health Research and Ethics  
Health and Human Behaviour I  
Biological Sciences I  
Perspectives in Indigenous Health I  
Community Development I  
Counselling I  
Primary Health Care I  
Field Experience I

*Year 2*

Indigenous Health Promotion  
Epidemiology  
Health and Human Behaviour II  
Biological Sciences II  
Perspectives in Indigenous Health II  
Community Development II  
Counselling II  
Primary Health Care II  
Field Experience II

*Year 3*

Health Planning Policy and Evaluation  
Contemporary Issues in Health, Law and Medicine  
Social Research  
Biological Sciences III  
Perspectives in Indigenous Health III  
Community Development III  
Counselling III  
Primary Health Care III  
Field Experience III

**B.2 - Honours Course (4 year full-time)**

*Year 1 - As for Pass Course*

*Year 2 - As for Pass Course*

*Year 3*

Research Elective

*Year 4*

Honours Workshop  
Thesis  
Research Elective

**B.3 - Pass Course (4 year full-time, block attendance)**

*Year 1*

Australian Society and Health  
Health and Human Behaviour I  
Biological Sciences I  
Perspectives in Indigenous Health I  
Community Development I  
Primary Health Care I  
Field Experience I

*Year 2*

Indigenous Health Promotion  
Introduction to Health Research and Ethics

Health and Human Behaviour II  
Biological Sciences II  
Perspectives in Indigenous Health II  
Counselling I  
Field Experience II

*Year 3*

Epidemiology  
Social Research  
Perspectives in Indigenous Health III  
Community Development II  
Counselling II  
Primary Health Care II

*Year 4*

Health Planning Policy and Evaluation  
Contemporary Issues in Health, Law and Medicine  
Biological Sciences III  
Community Development III  
Counselling III  
Primary Health Care III  
Field Experience III

**B.4 - Honours Course (5 year full-time)**

*Year 1 -As for Pass Course*

*Year 2-As for Pass Course*

*Year 3-As for Pass Course*

*Year 4*

Research Elective

*Year 5*

Honours Workshop  
Thesis  
Research Elective

**Table C - Medical Radiation Technology\*, Nursing\*, Occupational Therapy\*, Physiotherapy\* (\* Off-Shore Singapore Conversion Course)**

**C.1 - Common Subjects (2 years part-time)**

*Years 1 and 2*

The Nature of Health Care Delivery  
Ethical Dimensions of Health Care Delivery  
Psychology of Teaching and Learning  
Research Methods 1  
The Legal Perspective  
Patient/Client Education  
Research Methods 2  
Pathophysiology  
Sociology of Work and Organisations  
Financial Management in the Health Services  
Sociology of Client/Practitioner Relationships

**C.2 - Medical Radiation Technology**

**Common Subjects**

PLUS  
Department Designs and Safety Issues  
Computer Communications in Medical Radiation Technology  
Management of Equipment Selection

### C.3 - Nursing

#### Common Subjects

PLUS  
Health Assessment  
Management in Nursing  
Advanced Clinical Studies

### C.4 - Occupational Therapy

#### Common Subjects

PLUS  
Components of Occupational Performance  
Occupational Therapy Theory and Process  
Evaluation of Occupational Therapy Programs

### C.5 - Physiotherapy

#### Common Subjects

PLUS  
Evaluation in Physiotherapy  
Topics in Physiotherapy Management  
Advanced Physiotherapy Studies

### Table D - Medical Radiation Technology\*, Occupational Therapy\*, Physiotherapy\* (\* On-Shore Singapore Conversion Course)

### D.1 - Medical Radiation Technology

#### Year 1

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Behavioural Science HI  
Radiation Biology and Protection  
Image Processing  
Field Project  
PLUS  
Sonography  
Imaging II  
Radiography II  
Radiographic Pathology II  
Contrast Media  
OR  
Radiation Therapy II  
Radiotherapy Physics II  
Principles of Oncology  
Radiation Therapy Project

### D.2 - Occupational Therapy (1 year full-time)

#### Year 1

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Research Methods and Design  
Research Methods and Statistics  
Sociology Elective  
Components of Occupational Performance III  
(Cognitive)  
Components of Occupational Performance IV  
Occupational Therapy Theory and Process IV  
Evaluation of Occupational Therapy Program  
Elective Subject  
Fieldwork Education

### D.3 - Physiotherapy - Pass Course -1 year

#### Year 1

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Health Medicine and Society  
Health Psychology  
Physiotherapy in Neurology III  
Cardiopulmonary Physiotherapy III  
Musculoskeletal Physiotherapy IV  
Topics in Physiotherapy IV  
Research and Investigation II  
Research and Investigation III  
Clinical Education IIIB  
Clinical Education IIIC

### Master Degrees

#### Subject areas

1. (1) The degree of Master of Applied Science may be taken in the following subject areas:

- (i) Behavioural Health Science
- (ii) Communication Sciences & Disorders
- (iii) Exercise and Sport Science
- (iv) Health Information Management
- (v) Human Biomedical Sciences
- (vi) Manipulative Physiotherapy
- (vii) Medical Radiation Technology
- (viii) Occupational Therapy
- (ix) Orthoptics
- (x) Physiotherapy
- (xi) Sports Physiotherapy.

(2) The degree of Master of Health Science may be taken in the following subject areas:

- (i) Community Health
- (ii) Education
- (iii) Gerontology
- (iv) Rehabilitation Counselling.

(3) The degree of Master may be taken in the following subject areas:

- (i) Behavioural Health Science
- (ii) Child and Adolescent Health
- (iii) Communication Disorders
- (iv) Community Health
- (v) Health Science Education
- (vi) Gerontology
- (vii) Rehabilitation Counselling.

#### Eligibility for admission

2. (1) The Faculty, may, on the recommendation of the Head of the Department or School concerned, admit to candidature for a degree of Master within the Faculty an applicant:

- (a) who is a graduate of the University of Sydney and has completed courses appropriate to the area of study in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies;
- (b) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty.

(2) Notwithstanding subsection (1), the Academic Board may admit a person to candidature accordance with the provisions of Chapter 10 of the By-laws.

#### **Availability**

3. Admission to candidature for any Master's degree or any program within a Master's degree may be limited by quota.

4. In determining any quota the University will take into account:

- (a) availability of resources including space,
  - library, equipment and computing facilities; and
- (b) availability of adequate and appropriate supervision, including both the supervision of research candidatures and the coordination of coursework programs.

5. In considering an application for admission to candidature the Faculty shall take account of any quota and will select in preference applicants who are most meritorious in terms of section 2 above.

- 6. Before recommending the admission of any applicant the Head of the Department or School concerned shall ensure that the extent of the resources and supervision available is known to and understood by the applicant and is appropriate to the applicant's proposed area of study and research.

#### **Preliminary studies**

7. (1) An applicant may be required to undertake preliminary or qualifying studies, and complete such preliminary examinations as the Faculty may prescribe, before admission to candidature.

(2) Such an applicant shall complete the preliminary studies in not less than one semester and in not greater time than the Faculty may prescribe but in any case in not longer than two years.

#### **Probationary admission**

8. A candidate may be accepted by the Faculty on a probationary basis for a period not exceeding twelve months and upon completion of this period the Faculty shall review the candidate's work and shall either confirm the candidate's status with effect from the date of the original acceptance or terminate the candidature.

#### **Method of progression**

9. A candidate shall proceed:

- (a) primarily by research and thesis; or
- (b) by coursework and thesis; or
- (c) primarily by coursework.

#### **Time limits**

10. A candidate may be admitted to proceed on either a full-time basis or a part-time basis.

11. (1) Except with the permission of Faculty or as provided in section 11 (3) below:

- (a) a full-time candidate proceeding primarily by research and thesis shall complete the requirements not earlier than the end of the fourth semester and not later than the end of the sixth semester of candidature;
- (b) a full-time candidate proceeding primarily by coursework shall complete the requirements not earlier than the end of the second semester and not later than the end of the sixth semester of candidature;

(c) a part-time candidate proceeding either primarily by research and thesis shall complete the requirements not earlier, than the end of the sixth semester and not later than the end of the tenth semester of candidature;

(d) a part-time candidate proceeding by coursework shall complete the requirements not earlier than the end of the fourth semester, and not later than the end of the tenth semester of candidature.

(2) The Faculty may in special circumstances extend a candidate's maximum period of candidature and may prescribe special conditions to be fulfilled by the candidate;

(3) The Faculty, at the time of admission to candidature, may permit a candidate proceeding primarily by research and thesis who holds a bachelor degree with first or second class honours from the University of Sydney or an equivalent qualification to complete the requirements not earlier than the end of the first year of candidature if a full-time candidate and not earlier than the end of the second year of candidature if a part-time candidate.

#### **Credit**

12. (1) The Faculty may, in respect of a candidate who before admission to candidature has spent time in advanced study or research in the University of Sydney or in another university or institution:

- (a) deem such time to have been time spent after admission to candidature; and
- (b) grant credit towards the degree on the basis of a course or courses regarded as equivalent in workload and academic standard; provided that the time recognised or the credit granted represents no more than half of the total candidature and that any attendance requirements as may be prescribed by resolution of the Faculty are met.

(2) The Faculty may, under specific conditions prescribed by resolution of the Faculty, grant credit additional to that specified in subsection (1)(b) to holders of Graduate Diplomas awarded by the Faculty.

#### **Supervision**

13. (1) The Faculty shall appoint, on the recommendation of the Head of the Department or School concerned, a full-time member of the academic staff of the Faculty to act as supervisor of each candidate proceeding primarily by research and thesis or by coursework and thesis and may appoint, for each such candidate, an advisory committee.

(2) The Faculty shall appoint, on the recommendation of the Head of the Department or School concerned, a full-time member of the academic staff of the Faculty to act as supervisor or advisor, as thought most appropriate for each candidate proceeding primarily by coursework.

(3) The Faculty may appoint, on the recommendation of the Head of the Department or School concerned, from amongst appropriately qualified persons, an associate supervisor to assist in the supervision of any candidature.

#### **Enrolment**

14. (1) A candidate shall, unless otherwise permitted by the Faculty, enrol each year until the requirements for the degree are completed or the candidature terminated;

(2) A candidate readmitted to candidature after an absence of more than one year shall complete the degree under such conditions as the Faculty shall determine,

**Requirements for the degree**

15. A candidate for the degree proceeding primarily by coursework shall complete the courses for the degree as prescribed by the Faculty and set out in tables of courses.

16. (1) A candidate for the degree proceeding primarily by research and thesis or by coursework and thesis shall:

- (a) complete the courses for the degree as prescribed by the Faculty and set out in tables of courses;
- (b) carry out supervised research on a topic which has been approved by the Faculty on the recommendation of the head of the department or school concerned no later than the end of the second semester of the full-time candidature or the third semester of part-time candidature;
- (c) write a thesis embodying the results of the research; and in completion of the requirements for degree lodge with the Registrar three copies of the thesis, typewritten and bound in either a temporary or permanent form.

(2) Theses submitted in a temporary binding should be strong enough to withstand ordinary handling and postage and the preferred form of temporary binding is the 'Perfect Binding' system; ring-back or spiral binding is not acceptable. Theses submitted in a temporary form shall have fixed to the cover a label clearly identifying the name of the candidate, the title of the thesis, and the year of submission.

(3) Theses submitted in a bound form shall normally be on International Standard A4 size paper sewn and bound in boards covered with bookcloth or buckram or other binding fabric. The title of the thesis, the candidate's initials and surname, the title of the degree, the year of submission and the name of the University of Sydney should appear in lettering on the front cover or on the title page. The lettering on the spine, reading from top to bottom, should conform as far as possible to the above except that the name of the University of Sydney may be omitted and the thesis title abbreviated. Supporting material should be bound in the back of the thesis as an appendix or in a separate set of covers.

(4) The degree shall not be awarded until the candidate has caused at least two copies of the thesis (containing any corrections or amendments that may be required) to be bound in a permanent form.

(5) The candidate shall state in the thesis the sources from which the information was derived, the extent to which the work of others has been used and the portion of the work claimed as original.

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

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

17. On completion of the requirements for the degree by a candidate proceeding primarily by research and thesis or by coursework and thesis, the Faculty, on the recommendation of the head of the department or school concerned, shall appoint two examiners, of whom one shall not be a member of the academic staff of the Faculty, to examine and report on the thesis.

18. The reports of the examiners shall be made available to the head of the department or school concerned who shall consult with the supervisor.

19. The head of the department or school concerned shall report the result of the examination of the candidature together with a recommendation concerning the award of the degree to the Faculty Board which shall determine the result.

20. In special cases the Faculty may, on the recommendation of the head of the department or school concerned, require the candidate to take a further examination in the area of the thesis which may be an oral examination to be held at the College or at such other location as may be determined by the Faculty.

21. The Faculty may permit an unsuccessful candidate to revise and resubmit the thesis for re-examination if, in the opinion of the head of the department or school concerned the candidate's work is of sufficient merit, and may prescribe special conditions to be fulfilled by the candidate.

22. On the completion of the requirements for the degree by a candidate proceeding primarily by coursework the head of the department or school concerned shall report the results of the examination of the coursework to the Faculty which shall determine the result of the candidature.

**Progress**

23. (1) A report on the progress towards completion of the requirements for the degree shall be prepared by the appointed supervisor at least annually in respect of each candidate proceeding primarily by research and thesis or by coursework and thesis.

(2) The report shall be shown to the candidate and the candidate shall sign the report as having sighted the contents.

(3) The report, after signature by the candidate, shall be forwarded to the Faculty through the head of the department or school concerned.

24. The Faculty may, on the recommendation of the head of the department or school concerned, call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

## Diploma of Health Science

1. (1) The Diploma of Health Science may be awarded in the areas of:

- (a) Aboriginal Health and Community Development.

2. (1) A subject shall consist of lectures together with such clinical, laboratory and tutorial instruction, practical work, exercises and essays as maybe prescribed by the Faculty or the school or department concerned.

(2) The words 'to complete a subject' and derivative expressions mean:

- (a) to attend the lectures and the meetings, if any, for clinical, laboratory or tutorial instruction; and

- (b) to obtain a passing grade for that subject in accordance with the assessment criteria prescribed by the Faculty or the school or department concerned.

(3) A candidate permitted to re-enrol in a subject which has previously not been satisfactorily completed shall, unless exempted by the Faculty, again complete all the work of the subject;

3. Where in these resolutions a power is given to the Faculty or a head of school or department, subject to any express indication to the contrary or resolution passed by the Faculty, or a head of school or department may, in their discretion, in any particular case:

- (a) exercise the power,  
(b) exercise the power conditionally, or  
(c) decline to exercise the power.

4. (1) A candidate readmitted to candidature for the diploma after an absence of more than one year shall complete the diploma under such conditions as the Faculty shall determine.

(2) Except with the permission of the Faculty, on the recommendation of the head of the school or department concerned, a candidate shall not enter a subject unless entry requirements prescribed for that subject have been satisfied.

5. A candidate may be granted credit towards the diploma on the basis of a subject or subjects regarded by the Faculty, on the recommendation of the head of school or department concerned, as equivalent in workload and academic standard, completed at another university or other tertiary institution, provided the maximum credit granted shall not exceed the equivalent of two-thirds of the diploma requirements.

6. A candidate for the diploma shall complete the subjects as set out in the following tables in respect of the appropriate diploma area.

## Diploma of Health Science

A. Aboriginal Health and Community Development

### *Year 3 (last offered in 1997)*

Elective Studies  
Elective Study Independent Project

### *Year 1 (to be offered in 1997)*

Perspectives in Indigenous Health I  
Communication Skills I  
Primary Health Care I  
Community Development I  
Counselling I

Elective Studies IA

Elective Studies IB

Field Education I

### *Year 2*

Aboriginal Studies II  
Communication Skills II  
Community Care II  
Community Development II  
Counselling II  
Drugs and Alcohol II  
Emergency Care II  
Management Skills II

## Graduate Diplomas and Graduate Certificates

Subject areas

1. The Graduate Diploma of Applied Science may be taken in the following subject areas:

- (i) Health Information Management  
(ii) Manipulative Physiotherapy  
(iii) Medical Ultrasonography  
(iv) Physiotherapy  
(v) Sports Physiotherapy

2. A Graduate Diploma may be taken in the following subject areas:

- (i) Behavioural Health Science  
(ii) Child and Adolescent Health  
(iii) Community Health  
(iv) Exercise and Sport Science  
(v) Gerontology  
(vi) Health Science Education  
(vii) Rehabilitation Counselling  
(viii) Vision Impairment.

3. The Graduate Certificate of Applied Science may be taken in the following subject areas:

- (i) Medical Ultrasonography  
(ii) Occupational Therapy  
(iii) Physiotherapy.

4. A Graduate Certificate may be taken in the following areas:

- (i) Behavioural Health Science  
(ii) Casemix  
(iii) Child and Adolescent Health  
(iv) Clinical Data Management  
(v) Health Science Education  
(vi) Vision Impairment

Eligibility for admission

2. (1) The Faculty, may, on the recommendation of the head of the department or school concerned, admit to candidature for a graduate diploma or graduate certificate within the Faculty an applicant is:

- (a) who is a graduate of the University of Sydney and has completed courses appropriate to the area of study in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit, or who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies;
- (b) who, in addition, meets any other requirements for admission to a particular program that has been prescribed by Faculty;



- (c) who has submitted evidence of general and professional qualifications to satisfy the Faculty that the applicant possesses the educational preparation and capacity to pursue graduate studies, has the appropriate time available and meets any additional requirements for admission to a particular program that have been prescribed by the Faculty

(2) Notwithstanding subsection (1), the Academic Board may admit a person to candidature for the graduate diploma or graduate certificate in accordance with the provision of Chapter 10 of the by-laws.

#### **Availability**

3. Admission to candidature for a graduate diploma or graduate certificate or any program within those diplomas or certificates may be limited by quota.

4. In determining any quota the University will take into account:

- (a) availability of resources including space, library, equipment and computing facilities; and
- (b) availability of adequate and appropriate supervision, including both the supervision of research candidatures and the coordination of coursework programs.

5. In considering an application for admission to candidature the Faculty shall take account of any quota and will select in preference applicants who are most meritorious in terms of section 2 above.

6. Before recommending the admission of any applicant the head of the department or school concerned shall ensure that the extent of the resources and supervision available is known to and understood by the applicant and is appropriate to the applicant's proposed area of study and research.

#### **Preliminary studies**

7. (1) An applicant may be required to undertake preliminary or qualifying studies, and complete such preliminary examinations as the Faculty may prescribe, before admission to candidature.

(2) Such an applicant shall complete the preliminary studies in not less than one semester and in not greater time than the Faculty may prescribe but in any case in not longer than two years.

#### **Probationary admission**

8. A candidate may be accepted by the Faculty on a probationary basis for a period not exceeding twelve months and upon completion of this period the Faculty shall review the candidate's work and shall either confirm the candidate's status with effect from the date of the original acceptance or terminate the candidature.

#### **Time limits**

9. A candidate may be admitted to proceed on either a full-time basis or a part-time basis.

#### **Credit**

10. (1) The Faculty may, in respect of a candidate who before admission to candidature has spent time in advanced study or research in the University of Sydney or in another university or institution:

- (a) deem such time to have been time spent after admission to candidature; and
- (b) grant credit towards the graduate diploma or graduate certificate on the basis of a course or courses regarded as equivalent in workload and academic standard; provided that the time recognised or the credit granted represents no more than half of the total candidature and that any attendance requirements as may be prescribed by resolution of the Faculty are met.

#### **Enrolment**

11. (1) A candidate shall, unless otherwise permitted by the Faculty, enrol each year until the requirements for the graduate diploma or graduate certificate are completed or the candidature terminated;

(2) A candidate readmitted to candidature after an absence of more than one year shall complete the graduate diploma or graduate certificate under such conditions as the Faculty shall determine.

#### **Requirements of the Degree**

12. A candidate for the graduate diploma or graduate certificate shall complete the courses for the graduate diploma or graduate certificate as prescribed by the Faculty and set out in the table of courses.

13. On completion of the requirements for the graduate diploma or graduate certificate the head of the department or school concerned, shall report the results of the examination of the coursework to the Faculty which shall determine the results of the candidature.

#### **Progress**

14. The Faculty may, on the recommendation of the head of the department or school concerned, call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the graduate diploma or graduate certificate and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.



# Appendix 1

## Elective Subject Descriptions

This appendix lists elective subjects for postgraduate and honours students. The first set of electives deal with information technology and are taught by the Department of Behavioural Sciences. Each elective counts as 2 units and many will meet for one hour per week for a semester. The second set of electives are 5 unit subjects (roughly two hours per week) and cover a wide range of substantive areas. The third set of electives are related to research methods. These are 8 unit subjects and many meet for three hours per week for a semester. Not all electives are offered each semester and some are available on the basis of contract learning or as

reading courses. Students who require further information about the content or administration of electives, or when they will be offered, should contact the School or Department offering the elective. Information about when the 8 unit research electives are timetabled is available either from the school or department offering the elective or on the Postgraduate Students' Notice Board near the library. The first two digits of the subject number indicate the school or department which offers the subject (see the following table).

Subjects beginning with the digits	Taught by	Office	Phone
08	School of Community Health	T409	9 351 9494
09	School of Health Information Management	T301	9 351 9494
10	Department of Behavioural Sciences	G101	9 351 9228
11	Department of Biomedical Sciences	S134	9 351 9455
12	School of Communication Disorders	B100	9 351 9450
14	School of Orthoptics	T321	9 351 9250
15	School of Occupational Therapy	M501	9 351 9386
16	School of Physiotherapy	O100	9 351 9630
18	School of Medical Radiation Technology	M201	9 3519640
22	School of Exercise and Sport Science	S140	9 351 9612

### Information Technology Electives

#### 10578 Introduction to SPSS 2 units

This course is intended for students who would like to use the Statistical Package for Social Sciences (SPSS) for the analysis of research data. Topics covered include basic SPSS commands and syntax, running SPSS on the PC/ Vax, setting up and defining research data, simple transformation of data. Procedures covered include descriptive statistics, t tests, analysis of variance, correlation and regression, and crosstabs.

#### 10579 Intermediate SPSS 2 units

Topics covered in the introductory course will be treated in greater depth. In addition, special emphasis will be given to data transformation and selection procedures, importing and exporting data files. Statistical procedures covered include Multivariate Analysis of Variance including repeated measures, Multiple Regression, Factor Analysis, Reliability and Non parametric statistics.

#### 10580 Computer Literacy for the Health Professional 2 units

Students will be introduced to basic computer concepts as well as the operating systems for the PC and VAX systems. This is a hands on course and in addition to being familiar with accessing the PC and the VAX systems, students will learn word processing and database management applications on the PC.

#### 10581 Internet for the Health Professional 2 units

Students will learn what the internet is including basic concepts like transmission control protocol / internet protocol (TCP/IP), the domain name system (DNS), simple mail transfer protocol (SMP) etc. In addition students will have hands on experience accessing the internet and using its facilities such as telenet, ftp, email, archie, usenet, gopher, and world wide web (www). The focus of these experiences are to find the world wide resources available to health professionals in their special areas of interest.

### Electives

#### 08432 Independent Investigation I Semester 1 - 5 units

In this elective subject, individual participants can pursue an in-depth study of an educational issue of their choice. The participant will complete a personal learning contract under the supervision of a teacher.

#### 08440 Health Promotion Semester 1 - 5 units

This subject provides an introduction to the principles and processes of major approaches to health promotion.

#### 08441 Program Planning and Evaluation Semester 1 - 5 units

The aim of this subject is to examine factors and elements involved in the process of planning and evaluating community health programs.

**08445 Women's Health**

*Semester 2 - 5 units*

This subject seeks to examine the pattern and sources of women's health in Australia and to critically evaluate health care services for women.

**08446 Aboriginal Health**

*Semester 1 and 2 - 5 units*

This subject provides an introduction to Aboriginal health. It is designed to give students a critical understanding of the historical, social, political and economic factors which have impacted on Aboriginal health, along with an awareness of Aboriginal culture.

**08447 Migrant and Refugee Health**

*Semester 1 and 2 - 5 units*

This subject seeks to analyse the pattern of migrant and refugee health and illness in Australia and to critically examine the sources of it. In addition, the course attempts to outline and evaluate the response of the Australian health care system to migrants and refugees.

**08449 Issues in Community Mental Health**

*Semester 1 and 2 - 5 units*

This subject is designed to give students an understanding of factors affecting mental health and the provision of community mental health services. It has two main foci: the complex factors involved in achieving integrated service networks, and those involved in providing rehabilitation for people with chronic mental health problems.

**08450 Occupational Health and Safety**

*(Not offered in 1997) - 5 units*

This subject examines the prevalence of occupational illness and hazards resulting from work organisation in Australia and critically evaluates major responses to it.

**08452 Drug and Alcohol Studies**

*Semester 1 and 2 - 5 units*

This course introduces students to the issues surrounding drug and substance abuse within the community. Students are expected to examine such issues as the social and psychological bases of drug abuse and social reactions to such use. Students will develop knowledge of the variety of approaches to drug use and abuse including rehabilitation strategies and police and court practices.

**08453 Health in the Developing World**

*Semester 1 and 2 - 5 units*

This subject is designed to provide students with an understanding of the major health issues and related socioeconomic characteristics of developing countries, in particular Australia's neighbours in the Pacific and Southeast Asian region. Topics include the historical and contemporary factors which have shaped the morbidity and mortality patterns of these countries, the relationship of health status and health care to development, the principles and processes of planning, implementing and evaluating primary health care programs at the village level, experience of, and the role of aid agencies in the Third World.

**08456 Legal and Ethical Issues in Community Health**

*Semester 2 - 5 units*

This subject examines legal and ethical issues which can arise in community health practice.

**08457 Community Nutrition**

*Semester 2 - 5 units*

This subject aims to increase knowledge and develop skills of allied health professionals concerning the theory and methods of community nutrition practice and service delivery. A major goal is to enable students to identify and utilise opportunities for appropriate development and integration of community nutrition services within the general health services in which they work.

**08466 Independent Investigation II**

*Semester 2 - 5 units*

In this elective subject, individual participants can pursue an in-depth study of an educational issue of their choice. The participant will complete a personal learning contract under the supervision of a teacher.

**08470 Mental Health in Later Life**

*Semester 1 and 2 - 5 units*

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

**08476 Law, Ethics and the Rights of Older People**

*Semester 1 - 5 units*

The aim of this subject is to examine aspects of law and ethics which may affect the lives of older people and to identify the rights of older people in particular circumstances.

**08482 Large Group Teaching**

*Semester 2-5 units*

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

**08483 Introduction to Gerontology**

*Semester 1 - 6 units*

This subject aims to provide students with an understanding of gerontology as a unique matrix of disciplines and perspectives focused on the interaction of individual and social processes of ageing and on the dynamics of ageing populations. It demonstrates the need for integration of various academic disciplines and professional applications in the study of ageing and older people.

**08488 Counselling Theory and Practice**

*(Not offered Semester 1) - 5 units*

This subject provides the opportunity for students to develop essential knowledge, attitudes and skills appropriate to establishing an effective helping relationship with clients. Students are introduced to the major theoretical positions and are given personal experience with a variety of counselling procedures.

**08490 Community Development**

*Semester 1 and 2 - 5 units*

This subject has been designed to give students the knowledge and skills to design, plan and evaluate community development projects. Methods of obtaining involvement for maximum benefit of communities are examined.

**084AO Distance Learning***Semester 2 - 5 units*

Participants in this subject will investigate contemporary distance education policies and practice and develop their ability to select policy and practice options which best fit a set of specific client needs. As part of their studies they will also investigate one or more delivery media and critically evaluate its contribution to the teaching/learning situation for a specified situation. Throughout the unit they will be expected to draw on their understanding of instructional design and adult education principles.

**08507 Educational Practice***Semester 2 - 5 units*

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

**08514 Introduction to Educational Computing***Semester 2-5 units*

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

**08515 Teaching with Reduced Resources***Semester 2 - 5 units*

This subject tackles the perplexing issues to do with providing effective learning experiences in the face of shrinking resources in education.

**08520 Clinical Teaching and Supervision***Semester 1-5 units*

In this subject participants explore aspects of clinical teaching and the way clinical teachers relate to students and patients/clients in the clinical learning environment. Participants develop knowledge and skills in such areas as clinical teaching strategies and assessment, the role of the supervisor and ways to promote effective student interaction.

**08521 Community Health Policy and Services***Semester 2 - 5 units*

This subject introduces students to basic principles, concepts and policies which underpin the practice of community health. Major topics include the formal structure and organisation of the Australian health care system, approaches to health needs assessment, and the development of appropriate local level strategies.

**08522 Introduction to Epidemiology and Biostatistics***Semester 1 Semester 1 and 2-5 units*

This subject introduces students to the principles of epidemiology and their application to community health problems.

**08523 Australian Society and Health***Semester 1 - 5 units*

This subject examines the relationship between social inequality and the distribution of health in Australian society. It explores the relevance of an analysis of socio-political relations and processes for understanding these patterns.

**08552 Computers for Teacher Productivity***Semester 1 - 5 units*

This subject provides opportunities for participants to explore and develop skills in the ways computers are used to enhance the productivity of health science educators. It focuses on the selection and use of the appropriate computer application software to create written and graphic teaching materials, create databases and spreadsheets for teaching administration purposes, search journal databases stored on CD-ROM, and explore the functions and implications of academic computer research networks. Class size will be limited by the number of computers available.

**08567 Inservice and Continuing Education in Health Services***Semester 2 - 5 units*

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

**08568 Patient Education***Semester 1 - 5 units*

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

**09422 Human Resource Management***Semester 1 - 2 units*

This subject is designed to introduce the student to human resource management functions relevant to the work of the Health Information Manager. Areas covered include recruitment and selection, staff appraisal, training and development and human resource planning. The implications of equal employment and affirmative action legislation to human resource management are also covered. The industrial relations framework in Australia with particular emphasis on the current workplace focus and conflict resolution are covered and students are also taught to prepare their own curriculum vitae.

**09429 Financial Management in Health Care Facilities***Semester 1 - 2 units*

In this subject students are introduced to the financial management of hospitals and health care institutions. Topics covered include the accounting function embracing basic accounting procedures, financial and budgetary control methods, the budgetary process, types of budgets and auditing. In addition, the subject covers hospital accounting systems and methods of funding, performance and productivity, hospital cost analysis and control and clinical costing systems.

**09430 Computer Applications in Health Care***Semester 1 - 2 units*

This subject is designed to examine hospital information systems in the wider context of computers in information management and in clinical management. This subject covers new developments in computer and communication technology and their application in health care systems.

**09470 Health Care Evaluation****Semester 2 - 2 units**

In this subject students are introduced to the concepts of quality health care. Approaches to evaluation of quality of care at a national level are discussed along with the assessment of health care quality at an organisational and individual level. Topics covered include evidenced based health care, health outcomes, variations research, consumer satisfaction, and clinical indicators. Approaches to improve quality of care such as practice guidelines are discussed. Program evaluation principles will be addressed. Techniques and methodologies for assessing quality of care along with elements of an effective evaluation program and sources of information for use in evaluation are discussed.

**10425 Ageing and Australian Society**

A sociological analysis of ageing in Australia will lead the student to an understanding of the multiple relationships between social structures and processes, the individual experience of ageing and the position of elderly people in Australian society.

**10452 Multicultural Issues in Gerontology****Semester 2 - 5 units**

This subject examines what it means to be old in a country whose language, expectations for aged behaviour and types of support available, differ from those of their country of origin. The impact of immigration policy and services provision will be analysed.

**10454 Behavioural Aspects of Ageing****Semester 1 - 5 units**

Cognitive, perceptual, sensory, motor and personality development in later life will be studied in relation to social theories of ageing and typical life events of older people.

**10460 Psychosocial Aspects of Sport****Semester 2-5 units**

The first part of this unit considers psychological factors in sports performance. Topics covered include: managing motivation, anxiety and aggression; arousal-performance relationships; psychosocial characteristics of peak performance; personality and sport performance; relaxation and energising techniques; cognitive techniques; attention control training; goal-setting; leadership; team cohesion; athlete staleness and burnout; stress, injury and psychological rehabilitation.

The second part of the unit is concerned with the historical development of leisure and its relationship to work; sport as a dominant aspect of Australian culture; sources of tensions and conflicts in sport and leisure which are related to power, race, class, gender, age, ideology in sporting and leisure contexts.

**10463 Social Psychology****Semester 1 - 5 units**

Focuses on the various elements involved in communications and their application to the field of community nursing.

**10517 Abnormal Psychology and Mental Health****5 units**

This elective addresses major psychological disorders and the current classificatory and diagnostic systems available. Critiques of nosologies and taxonomies will be provided and alternative individualised systems of assessment useful for research will be discussed. Detailed consideration of the

major philosophical questions underpinning current approaches to psychotherapy will be encouraged, including such concepts as person, personality, mental illness, theories of the origin of mental illness and treatment approaches. A critical review of ethical and legal dilemmas in the practices of psychotherapy will be highlighted.

**10518 Behaviour Modification and Cognitive Behavioural Therapy****Semester 1 and 2 - 5 units**

This elective will cover the basic principles of learning theory and their applications to research in health care settings in conjunction with a theoretical introduction to the use of cognitive behavioural therapy. Students will learn to develop programs based on reinforcement principles, such as operant and classical conditioning, extinction, shaping, maintenance and generalisation of the behaviour, stimulus discrimination training and fading, cognitive behaviour modification and assertiveness training, a behavioural model of somatic disorders and behavioural intervention in rehabilitation.

**10519 Biofeedback****5 units**

This elective covers the history of the development of biofeedback research, and considers the range of biofeedback modalities used in therapy to alleviate physical health problems. The main modalities examined are those related to the electromyograph, skin temperature, GSR, and the electroencephalograph. Other areas also considered include blood pressure, heart and respiration rate, blood sugar levels, and incontinence. Recent research, exploring other areas, is critically examined.

**10520 Cognitive Function in Neurological Disorders****5 units**

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

**10521 Counselling****Semester 1 and 2 - 5 units**

This elective will cover the major theories of counselling and their applications to health professional practice. Issues related to the role of counselling in the delivery of health care and the ethical and legal implications of a counselling relationship will be addressed. This elective also promotes student self-awareness and exploration of their life histories and interpersonal styles, focusing on the implications of these for relating to and doing research with various client groups.

**10523 Cultural Approaches to Disease and Healing and Ethnographic Analysis****Semester 2 - 5 units**

This elective promotes cross-cultural analysis of the relationship between culture, social structure and beliefs and practices relating to the management of illness and disease. Systematic analysis is encouraged of a wide range of empirical material addressing cultural approaches to disease and health from both pre-industrial and contemporary western settings. Possible research issues are

covered addressing anthropology's early concern with indigenous belief systems and current post-modern concern with the representation of these beliefs, the ecological and epidemiological aspects of disease, and a broad spectrum of theories of disease etiology, diagnosis and therapy. A transcultural perspective analyses the philosophical underpinnings of both traditional and contemporary healing systems, and emphasises similarities and differences from the biomedical perspective, and considers the impact of Western medicine on Third World societies. A political economy approach examines health status and level of health care experienced by different populations, and the potential for research into the social, cultural, economic and political conditions of particular regions to understand their relationship with the world capitalist system.

#### **10524 Health Policy and Social Theory**

*Semester 2 - 5 units*

Contemporary social theorists have noted an increase in the rate of policy change in health services. Students will examine possible research topics concerning the determinants and implications of past and present policy changes in health services.

#### **10525 HIV/AIDS: Health and Social Services**

*Semester 1-5 units*

This subject is designed to give students a comprehensive introduction to the medical, health and social aspects of HIV disease. It considers epidemiology, prevention, support services, relevant political and legal issues, occupational health and safety procedures. The subject also investigates how specialist health workers can assist people living with HIV/AIDS.

#### **10526 Introduction to Medical Anthropology**

*Semester 2 - 5 units*

This elective provides an overview of the concepts used in medical anthropology in terms of its current understandings and perspectives as a new sub-discipline. Particular emphasis is given to the analysis that has accompanied the development in medical anthropology of the cultural categories that mediate and sustain western medicine.

#### **10527 Occupational Health and Stress**

*Semester 1 and 2 - 5 units*

This elective examines Occupational Health and Safety (OHS) issues within the context of social, economic and political processes and structures. Particular emphasis will be placed on OHS as an industrial relations issue, state intervention in OHS policies and the role of the medical and legal professions. Factors which affect occupational performance, experience and satisfaction, health and well-being will be considered, and reference made to studies attempting to explore and modify stress in various organisations, with a view to original research. A range of research topics concerning work performance are encompassed in this elective: work motivation and satisfaction, occupational stress, and work conditions and practices such as shift work, workspace, layout and design, noise, temperature and air pollution.

#### **10528 Post Trauma Stress**

*Semester 1 and 2-5 units*

This elective traces the history of reactions to traumatic events, including the acceptance of a syndrome known as post traumatic stress syndrome in recent years. Various disorders with similar characteristics are compared and contrasted and the research and clinical literature presented. Current views on the treatment and evaluation of post traumatic disorders are presented and appraised.

#### **10530 Qualitative Research Analysis**

*5 units*

*Pre-requisite Qualitative Research Methods (10505)*

In this subject students will execute a qualitative research project and write a report of the findings. The subject will focus on conceptualization, social context, proposition testing and theory construction. Use of computer programs for the analysis of data will be discussed.

#### **10531 Research Methods for Medical Anthropologists**

*Semester 2 - 5 units*

This elective provides knowledge of various methods of fieldwork and the consequences and problems of pursuing them. By analysing examples of published research, attention will be drawn to the problems and difficulties in undertaking a research project in the field of medical anthropology. In particular, specific research strategies will be covered which are relevant to potential thesis topics.

#### **10532 Social Change and Health Services**

*5 units*

This elective will assist the student to develop an understanding of the processes of social change in health care systems, and will develop an ability to evaluate the efficiency of proposed structural and role changes within the health care system, and the implications of those changes for the quality of health care provided.

#### **10534 Social Theory and Special Groups**

*5 units*

This elective gives students a basic understanding of social theory. As an example of a special group which might be studied, it examines women's health in the context of social class and gender divisions in Australian Society. Students will be encouraged to consider as research issues patterns and concerns regarding the status of women's health using socialist, feminist and psychoanalytic perspectives. Research into particular ethnic groups and multicultural issues are also within the scope of this elective.

#### **10535 Sociology of Gender Relations**

*5 units*

This elective examines research perspectives concerning gender relations within the structure of industrial capitalism, with particular focus on relations of power, the sexual division of labour, sexuality, the social construction of gender, production and reproduction and family.

#### **10536 Stress and Coping: Social Context and Individual Differences**

*Semester 2 - 5 units*

This elective considers how social context and external factors influence 'stress'. Arguments that the term 'stress' is misleading and that emphasis should be placed on changing external factors or social conditions will be considered. The effects of interpersonal and social relations on health and

well-being and factors such as friendship, love and attraction will be considered. Cases of stressors impinging differentially across varying ages, gender, and socioeconomic factors and different religious groups are emphasised. In looking at the nature of coping and its effect on stress, the concept of stress mastery is addressed, models of coping compared and contrasted and their relationship to the construction of stress management programs critically evaluated. Individual differences in personality and their effect on coping will be considered, especially with respect to generating research. The research potential of procedures which focus on the modification of stress-related behaviours, such as Type A Behaviour, exercise and smoking, particularly behavioural 'contracting' will also be considered.

### **10537 Stress and Disability**

#### *Semester 1 and 2-5 units*

This elective examines the incidence of various disabilities. Community perceptions will be examined, including the reasons behind the existence of 'high profile', 'stigma' and 'cultural acceptability' differences across disabilities. Factors associated with living with a disability will be examined, and the relationship of research to individual accounts critically examined.

### **10538 Stress and Illness: Management Issues**

#### *5 units*

The nature of the relationship of the psychophysiological stress response and the development of illness will be explored and critically evaluated in this elective. A range of disorders will be considered, for example headaches, coronary heart disease and diabetes. Current research literature across a variety of relevant disciplines will be evaluated as a background to original research. An introduction to the theoretical and practical aspects of a range of stress management techniques is provided. Emphasis will be placed on the research utility of those techniques commonly included in stress-management 'packages', such as relaxation, biofeedback, cognitive restructuring and time management.

### **10540 Imagery and Visualisation**

#### *Semester 1 and 2 - 5 units*

This elective examines the role of visualisation, and of imagery generally, in the healing context from both a psychological and sociological/anthropological perspective. Students can choose one or more of the following topics, or they can choose a related topic. (1) The techniques used to enhance imagery skills. (2) The factors controlling imagery as predictor of wellbeing, illness and treatment outcomes. (3) Altered states of consciousness and health.

### **10553 Computing for Health Practitioners**

#### *Semester 1 and 2 - 5 units*

In this subject students will be introduced to computer systems in general with special emphasis on personal computers, including operating systems and concepts for computing. The basic principles for programming will be introduced. Popular applications of relevance to health practitioners and individual clinicians will be covered including spread sheets for preparation of budgets and reports; word processing for billing and correspondence; and data base managers for maintaining patient or client records. Methods of using data stored by these means for research purposes will be considered. Students will also be introduced to the world of the Internet and encouraged to

communicate with colleagues elsewhere in Australia and overseas. The host of resources available on Internet will be covered as will techniques for accessing these. Resources of particular interest for students' professional practice will be emphasized.

### **10557 Violence Against Children and Adolescents**

#### *Semester 1 - 5 units*

Effective intervention into violence against children and adolescents requires an awareness and understanding of the nature and extent of this crime, together with a knowledge of the impact of such violence on all involved: victims/survivors, families, perpetrators and professionals working in the area. Course content will include discussion of the nature and extent of abuse (physical, neglect, sexual, external and systems abuse), theoretical approaches and models which attempt to explain such abuse and a critical examination of attitudes and beliefs about victimisation of children and adolescents. The subject will also examine the Criminal Justice Response to child abuse, including police involvement and related legal issues such as reliability and credibility of children's evidence. Characteristics of perpetrators, child pornography, and prostitution will also be discussed, as will child protection programs and the burden of care falling to the professionals working in the area. This subject will adopt an interdisciplinary approach with an applied focus and will involve input from various agencies such as the police, D.P.P. and other community agencies and service providers.

### **10558 Contemporary Issues in Childhood and Adolescence**

#### *Semester 1 - 5 units*

This subject will enable students to study in depth an area of special interest related to child and adolescent health and adjustment, including such topics as; SIDS, homelessness, the effects of divorce on children, adolescent suicide, eating disorders, bullying, delinquency, sexuality and juvenile offenders. The course will be seminar based, where particular topics will be discussed from a theoretical and applied perspective with particular emphasis on possible intervention programs and treatment. Students will be required to submit an individual report (which can take the form of a critical synthesis of the literature or a small piece of original research). Topics and project style will be decided in consultation with the lecturer.

### **10559 Therapy with Children, Adolescents and their Families**

#### *5 units*

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



**10561 Young People and Social Control in Australia**

**5 units**

This subject examines how the 'space' occupied by young people in Australia has been subject to even greater social control in recent years. Under the banners of 'skill formation' and 'law and order', Government policies have been directed at curbing the autonomous activities of young working class men and women and enforcing particular kinds of conforming behaviour. Any attempts by young people to win for themselves more freedom of movement and action have been met with concerted effort to tighten control.

**10562 The Sociology of Deviance**

**Semester 1 - 5 units**

This subject will use the paradigms developed by the theoretical approach to the sociology of deviance to examine adolescent behaviour in relation to substance abuse, homelessness and other non-traditional lifestyles. This subject will incorporate an historical approach to community breakdown, social control, the effects of media imagery and the changing approaches of social control agents such as governments, the legal system, law enforcement officers and medical personnel. An analysis of legislation and of royal commission findings will be made using structural and interactional theories.

**10563 Sociology of Community and Family**

**Semester 1 and 2 - 5 units**

This subject develops an understanding of urbanisation and of the concept of community in relation to young adults. It examines recent Australian community studies analysing the characteristics of neighbouring and friendship ties. It investigates the nature of networks in terms of size, intensity and homophily, and the support likely to be offered by networks in times of dependency occasioned by chronic ill-health, disability or sudden health crises in youth and adolescence. The interplay between assistance offered by formal health-care and community organisations with informal support is discussed from a sociological perspective. The debate about the predominance of the modified extended family versus the various types of nuclear families is considered and the effects of life-cycle stage and culture are examined. In particular it investigates dependency and support within the family context. The structure and functions of the Australian family in an historical context, together with the significance of changes, are important foci of the subject

**10564 Psychology of Child Development and Adjustment**

**5 units**

Biological factors, sociocultural expectations, life experiences, personal choices and chance events all contribute to the process of human development. This subject addresses theoretical and applied perspectives related to the study of child development and adjustment. The period of pregnancy (genetic and biological influences) and prenatal development are discussed together with psychosocial factors associated with pregnancy and the birth process. The period of infancy and childhood is examined and topics such as sensory, motor, cognitive and moral development are explored with reference to the effects of variation in attachment, class and culture. The development and function of play and its importance are

highlighted together with social and emotional development including; sex role development, friendship patterns and self-esteem and one's self-concept.

**10565 Psychology of Adolescent Development and Adjustment**

**Semester 1 and 2 - 5 units**

This subject provides an overview and critical evaluation of theoretical approaches which attempt to explain adolescent development and adjustment. Aspects of physical growth and psychological changes will be examined together with factors affecting development and the impact of those changes. Discussion of cognitive and psychosocial development during adolescence will highlight interaction between the adolescent, self and society. Topics will include identity formation, relations with peers and family, sexuality and intimacy, body image and personality; the 'youth culture' role of the media. Adolescent health concerns will also be discussed including alcohol and drug use and abuse, STDs, adolescent suicide.

**10566 Subcultural and Cross Cultural Issues: The Costs of Marginality**

**5 units**

Much work has been done illuminating the different courses taken in the development of self-concept and self-esteem in minority group children and adolescents. This subject will consider the child and adolescent in cultural context, revealing the relative nature of the concept of 'adjustment' and exploring the particular challenges faced by migrant and refugee children and adolescents as well as those of indigenous minority groups. Possible interventions will be discussed in easing adjustment required by cultural transitions. The different social effects of similar behaviours evidenced by different cultures will be discussed with special emphasis on the criminalisation of self-destructive behaviours in some cultural groups. Avenues of social change and service provision will be explored.

**10567 Health and Cultural Pluralism**

**5 units**

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

**10568 HIV/AIDS: Health and Social Services for Children and Adolescents**

**5 units**

This subject is designed to give students a comprehensive introduction to the medical, health and social aspects of HIV disease. It considers epidemiology, prevention, support services, relevant political and legal issues, occupational health and safety procedures. This subject also investigates how specialist health workers can assist children and adolescents living with AIDS.

### **10583 Juvenile Crime in Australia**

Juvenile delinquency accounts for almost 60% of all "traditional" crime in Australia. Most of this is "petty crime", nonetheless the perception fuelled by media is of a crime wave of unparalleled proportions with dire consequences for the future. In fact, juvenile crime is rather different. Whilst figures are hard to find, maybe only 5% of teenagers are likely to be in trouble for delinquent behaviour (although this represents an under-estimate of true delinquent behaviour). A number of sociological theories exist to explain crime, chief among them Strain and Control theory. There is a paucity of good psychological models of juvenile crime. Investigations of this topic requires a multi-disciplinary focus, borrowing from Criminology, Sociology, Developmental Psychology and Forensic Psychology. Investigation of this topic can focus on assessment, treatment, theories of causation and life-span perspectives.

### **10584 Substance Abuse in Young People**

Substance abuse is endemic to Western populations. Whilst for adult groups the major substances abused are legal (alcohol and tobacco), in young people substance abuse often involves the use of illegal drugs. Almost 1 in 3 young people use marijuana, and about 80% of those below the legal age for alcohol drink, at least occasionally. Young females represent the largest "growth" group for tobacco use. Substance abuse appears strongly related to criminal behaviour in both young and adult samples. The causes of youth substance use are associated with a variety of cognitive variables (expectancies), behavioural effects (modelling) and social factors (peer pressure, family factors) etcetera. This elective allows students to explore issues within the field of youth substance use including epidemiology, causation, assessment, and treatment.

### **10585 Youth Suicide**

In the past fifteen years considerable anxiety has been expressed in the literature regarding the increase of rates of completed and attempted suicide by young people. Rates of youth suicide in the Western world have doubled or even tripled in some parts. Australia has the second worst record in this regard. Factors associated with the increase rate in youth suicide are currently unknown. Issues regarding how one classifies an act as suicidal, or parasuicidal, how to assess and treat such people, and the development of school or community based prevention programs are most controversial. Even though there is some hope that the current rate of increase is stabilising, the level of youth suicide now means more than one child a day will kill him/herself in this country. This elective provides an opportunity to explore aspects of this community mental health problem.

### **10588 Ethnic Minorities and Health Care in Australia**

This subject will examine multicultural health policy and the general health status of ethnic minorities in Australia, as well as issues of access to health services and equity in the provision of health care. Students will then select a particular aspect of ethnicity and health care for examination in detail.

### **10590 Disability and the New Genetics**

This subject examines the influence of current research into the genetic basis of disability and disease on how the community and health professions view health, disability and disease. This subject will look at the role of genetic

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

### **10591 Disability and the Community**

This subject examines definitions of disability and handicap. Of particular importance will be how ways of viewing disability and handicap affect how people with disabilities are treated in the community and in health care settings. Students will be encouraged to focus their study on a particular segment of the community (ie health professionals, different ethnic groups or media) and examine that group's attitudes towards people with disabilities. Alternatively, students could examine how a particular group in the community is viewed (ie women, children or people with a specific condition). The underlying aim will be for students to develop strategies for improving attitudes in their chosen area. Some of the topics covered will be definitions of disability and handicap, models of disability (medical, social, psychological, psychosocial), origins of attitudes toward disability, attitudes of particular groups in the community and strategies for improving community attitudes toward disability.

### **10594 Art Therapy**

Art Therapy offers principles, processes and practice in art-imagery therapy at an introductory level. Art Therapy is seen as an integration of nonverbal and verbal processes; and an integration of psychological therapies with creative expressive processes. The orientation presented is eclectic and is based on theories of imagery, perception, and non-interpretive therapy. The focus is on practice and skills attainment and an understanding of why and how these art therapy processes are used within the overall client plan. Counselling experience is preferred.

### **10598 Health Risk Management and the (APEC) Agreement**

This course aims to provide students with an understanding of the requirements of basic health risk management in the context of the principles adopted by the Asia/Pacific Economic Co-operation (APEC) Agreement and other relevant international standards and agreements. The course addresses the background to the Asia/Pacific Economic Co-operation (APEC) Agreement; key principles, and ramifications for parties to the agreement. Basic principles of health risk management as required by relevant International Labour Organisation (ILO) Conventions and Australian legislation related to health, work and rehabilitation are also addressed. Students also examine the problems of implementing APEC principles and effective health risk management, and suggest the means by which some of these problems might be overcome.

**11433 Health, Dysfunction and Ageing***Semester 1 or 2-5 units*

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

**22520\* Physical Interface Specialisations***Semester 2 - 5 units*

This subject builds on the groundwork of Introduction to Ergonomics and Physical Interface in Ergonomics. The purpose of this subject is to develop skills and knowledge in a selected number of areas of specialisation in ergonomics. The skills include specific analysis of the workplace environment, use of appropriate measurement techniques and problem solving based on recent developments in the pertinent knowledge base of specific topic areas such as industrial design and physical comfort.

\* subject code to be confirmed.

**22521\* Mechanics of Human Movement***Semester 1 - 8 units*

This subject will provide biomechanical concepts and skills required for the analysis of human movement. Principles of kinematics, kinetics and electromyography in dynamic muscle movements, and mechanical energy distribution will be studied with reference to selected motor activities. Laboratory sessions will be used to provide illustrations of the above principles and to give students experience with biomechanical laboratory techniques. This subject is only open to graduates who have studied biomechanics previously, and is only available to students enrolled in the Graduate Diploma or Masters of Applied Science in Sports Physiotherapy, Occupational Health, or Paediatric Physiotherapy.

\* subject code to be confirmed.

**22522\* Occupational Biomechanics***Semester 1-5 units*

This subject aims to assess skills in assessment, implementation and evaluation of the physical interface of an occupational setting. The purpose of this subject is to develop skills and knowledge in a selected number of areas of specialisation in ergonomics.

\* subject code to be confirmed.

**Research Electives****08564 Epidemiological Research***Semester 2 - 8 units***Contact: Dr K Brock (Ph: 9 351 9124)**

In this subject students will be exposed to aspects of conducting epidemiological research, an area which focuses on the study of the distribution of disease, the search for determinants of the observed distribution and a subsequent evaluation of a causal hypothesis.

**08561 Evaluation Research***Semester 1 - 8 units***Contact: Dr Dana Lear (Ph: 9 351 9128)**

In this subject, students will examine aspects of conducting evaluation research, an area that focuses on the application of multidisciplinary research methods to health services in a decision-making context.

**08516 Issues in Educational Research***(Semester of offering to be determined) - 8 units***Contact Ms Fran Everingham (Ph: 9 3519116)****Victoria Neville (Ph: 9 351 9118)***(for Health Science Education students only)*

This subject explores issues in educational research, including using theories and conceptual frameworks to help deal with multiple dimensions of the educational process, and considers some of the methodologies used in educational research.

**08517 Research Elective Independent Study***(Semester of offering to be determined) - 8 units***Contact Ms Fran Everingham (Ph: 9 3519116)****Victoria Neville (Ph: 9 351 9118)***(for Health Science Education students only)*

This subject will function as an independent study program. As with other research elective subjects, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methodology in preparation for their research thesis. Students will enrol in this subject if the research methods they wish to study are not covered to the extent required in other research electives.

**08562 History and Philosophy of Scientific Methodology***Semester 1 and 2 - 8 units***Contact: Rod Rothwell (Ph: 9 351 9122)**

This subject is designed to provide students with a critical perspective on science as a specific form of knowledge. It introduces students to the major philosophies of the nature of the scientific enterprise taking into account the social versus natural science controversy.

**08563 Action Research***Semester 2 - 8 units***Contact Ian Hughes (Ph: 9 351 9110)**

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

**10571 Intermediate Statistics***Semester 1 and 2 - 8 units***Contact: Dr D McIlwain (Ph: 9 3519404)***Pre-requisite Research Methods I and II, or equivalent.*

In this subject, students will extend and consolidate the research methods and statistical skills acquired in Research Methods I and II. Students will gain experience in data screening techniques, analysis of variance, multiple regression and non-parametric statistics. Students will learn how to use SPSS to conduct these statistical tests. This subject is usually offered on Mondays 5-8pm.

**10573 Multivariate Statistics***Semester - 8 units*

Contact: Dr P Choo (Ph: 9 351 9583)

*Pre-requisite Intermediate Statistics (10503), or equivalent*

This subject examines a variety of multivariate designs and statistical procedures including factor analysis, discriminant function analysis, analysis of covariance. Other procedures will be considered according to the needs and interests of enrolling students.

**10572 Qualitative Research Methods***-Semester 1 and 2 - 8 units*

Contact: Dr G Sullivan (Ph: 9 351 9588)

In this subject students will learn about qualitative research techniques such as in-depth interviewing and participant observation which focus on the investigation of people's experiences and their interpretation of events. This subject examines the types of research questions for which these methods are best suited, and provides training in data collection methods and analysis. The subject is conducted as a seminar in which students actively participate, and students work on a research project of their choice throughout the semester. This subject is usually offered on Wednesdays 4-7 pm.

**10574 Survey Research Methods***Semester 2-8units*

Contact: Dr G Sullivan (Ph: 9 351 9588)

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

**10575 Developing a Research Project***Semester 1 - 8 units*

Contact: Dr G Sullivan (Ph: 9 351 9588)

*Pre-requisite Research Methods I and II or equivalent:*

This subject is for post-graduate students who have previously studied research methods at the undergraduate level and who are in the initial stages of developing a research project. The subject will provide an overview of the research process and focus on the formulation of a research proposal. It will provide students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues will be considered. Various methods of data collection will be examined together with their suitability for investigating different types of research questions. Students will explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis. Emphasis will be placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures will be briefly reviewed and applications such as epidemiology and evaluation research will be introduced. This subject is usually offered on Mondays from 5-8pm.

**10576 Group and Single Case Experimental****Research in Clinical Settings***Semester - 8 units*

Contact: Dr Lynn Harris (Ph: 9 351 9162)

This subject concerns experimental designs and analyses suitable for evaluating the effectiveness of clinical interventions. Applications for evaluating data obtained from single cases and groups of clients will be considered.

**15501 Single System Research Design and****Evaluation Methods***Semester 2 - 8 units*

Contact: Ms Judy Ranka (Ph: 9 351 9207)

The purpose of this unit is to explore the application of systematic research and evaluation methods through single system design. Students will have the opportunity to design a single system project which is appropriate to their work setting. In doing this, the following will be covered: comparison of traditional and single system research methods; measurement and recording procedures associated with single system designs; basic and advanced designs for single system evaluation and research; and visual and statistical analysis of single system data.

**15502 Research Design and Methods for****Therapists***Semester 1 - 8 units*

Contact: Ms Judy Ranka (Ph: 9 351 9207)

The purpose of this subject is to explore a variety of research designs, research methods, and related issues appropriate to applied research. The exploration will be accomplished through student led seminar discussions of selected research and each student will develop a research proposal on a topic of their choice content will include such things as: an overview of appropriate research designs, strengths and weaknesses of a broad selection of designs and methods, reliability and validity, selection of a study population, research ethics, development of research statements and questions, proposal writing, and the use of computers and other technology in research.

**16505 Research Elective Independent Study***Semester - 8 units*

Contact: Dr Sharon Kilbreath (Ph: 9 351 9272)

*(For Physiotherapy Research students only)*

This subject will function as an independent study program. As with other research elective subjects, it allows students to pursue an area of study related to the development of knowledge and skills in a specific area of research methods in preparation for their thesis.

**164D8 Scientific Investigation C**

Contact: Dr Sharon Kilbreath (Ph: 9 351 9272)

*Semesters 1 and 2 - 8 units*

Scientific Investigation C is intended for students enrolled in the Master of Applied Science (Physiotherapy) degree and requires the student to complete 42 hours of content from within the subjects 16508 Scientific Investigation I and 16512 Scientific Investigation II as negotiated with the Masters Coursework Programs Coordinator.

**22519\* Biological Measurement and Analysis**

*Semester 2 - 8 units*

**Contact: Dr R Smith (Ph: 9 351 9462)**

This subject is a study in measurement, recording and analysis of biological signals. Concepts in the nature of biological signals, their transduction, storage and display, are presented and worked on within the students; own specific research application.

\* subject code to be confirmed.



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