

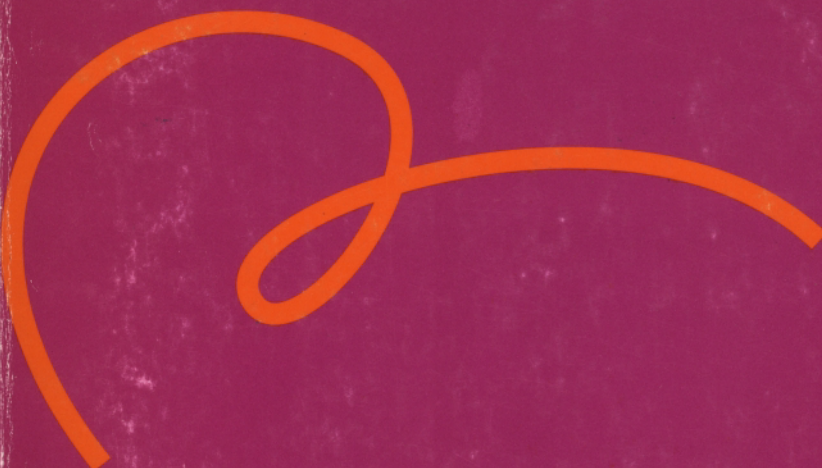
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# UTS

## Nursing Faculty Handbook 1994



U | T | S

# Nursing Faculty Handbook 1994

This handbook should be read in conjunction with the UTS Calendar and Student Information Guide. The University attempts to ensure that the information contained in the handbook is correct as at 22 September 1993. The University reserves the right to vary any matter described in the handbook at any time without notice.



# UNIVERSITY OF TECHNOLOGY, SYDNEY

## ADDRESSES AND TELEPHONE NUMBERS

### POSTAL ADDRESS

PO Box 123  
Broadway  
New South Wales 2007 Australia

Telephone – all campuses except School of  
Legal Practice: (02) 330 1990  
International: +61 2 330 1990  
Fax: (02) 330 1551  
Telex: AA 75004

### STREET ADDRESSES

#### City Campus

- Broadway  
No. 1 Broadway, Ultimo
- Haymarket  
Corner Quay Street and Ultimo Road,  
Haymarket, Sydney
- Blackfriars  
Blackfriars Street, Chippendale
- Smail Street  
3 Smail Street, Ultimo
- Wembley House  
839-847 George Street, Sydney

#### Balmain Campus

(Being replaced by a new building in  
Harris Street, Ultimo, end 1994)  
Corner Mansfield and Batty Streets  
Balmain

#### Kuring-gai Campus

Eton Road  
Lindfield  
(PO Box 222, Lindfield, NSW, 2070)

#### St Leonards Campus

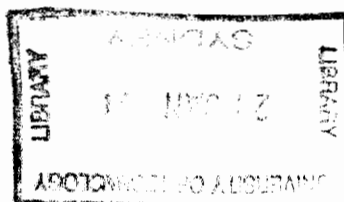
- Dunbar Building  
Corner Pacific Highway and Westbourne  
Street, Gore Hill
- Clinical Studies, Centenary Lecture  
Theatre and West Wing  
Reserve Road, Royal North Shore Hospital  
Telephone: (02) 330 4315
- Gore Hill Research Laboratories  
Royal North Shore Hospital
- School of Legal Practice (College of Law)  
Corner Chandos and Christie Streets  
St Leonards  
Telephone: (02) 965 7000

#### Yarrawood Conference and Research Centre

Hawkesbury Road  
Yarramundi 2753

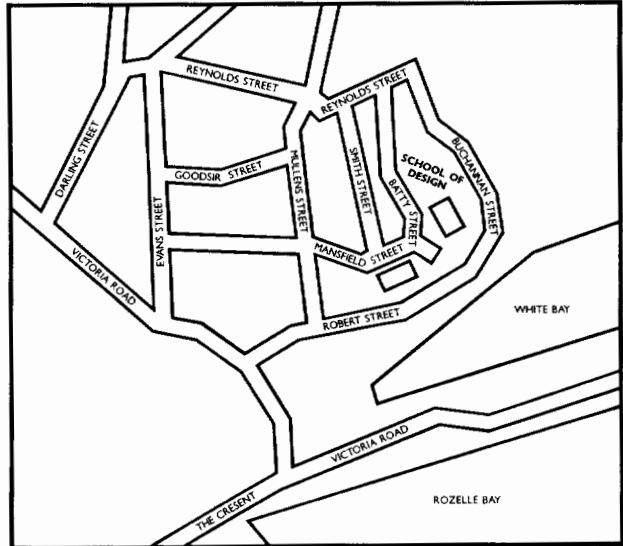
#### Stroud

Lot AFP 161894  
The Bucketts Way  
Booral 2425



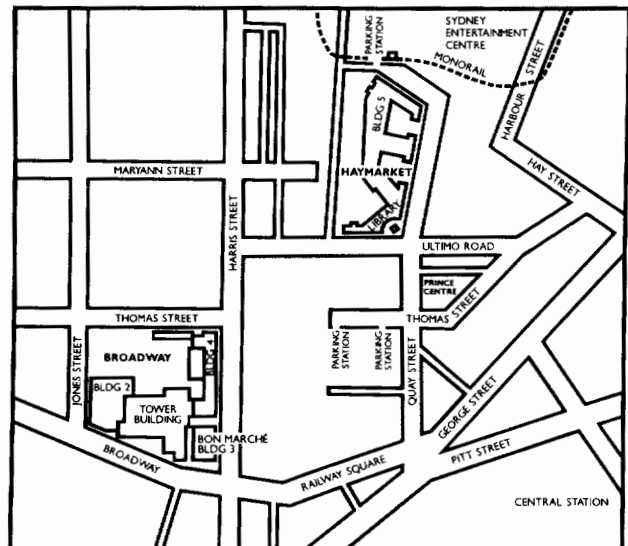
## CAMPUS MAPS

**Balmain Campus**  
 Corner Mansfield and  
 Batty Streets  
 Balmain



**City Campus**

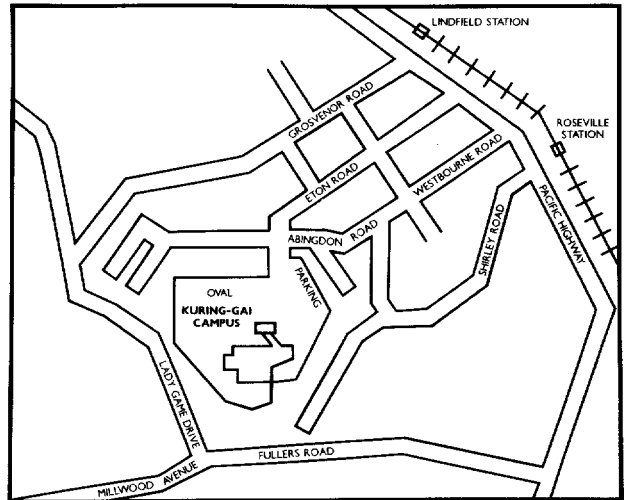
- Broadway  
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- Haymarket  
 Corner Quay Street and  
 Ultimo Road  
 Haymarket, Sydney
- Smail Street  
 3 Smail Street, Ultimo
- Wembley House  
 839-847 George Street  
 Sydney



## CAMPUS MAPS

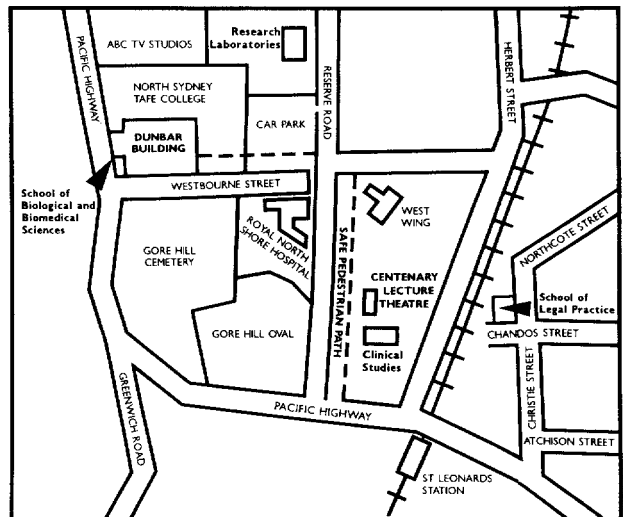
### Kuring-gai Campus

Eton Road  
Lindfield



### St Leonards Campus

- School of Biological and Biomedical Sciences  
Dunbar Building  
Corner Pacific Highway and Westbourne Street  
Gore Hill
- Clinical Studies,  
Centenary Lecture Theatre and West Wing  
Reserve Road, Royal North Shore Hospital
- Gore Hill Research Laboratories  
Royal North Shore Hospital
- School of Legal Practice (College of Law)  
Corner Chandos and Christie Streets  
St Leonards



# CONTENTS

CAMPUS MAPS	iv
PREFACE	1
MESSAGE FROM THE DEAN	1
FACULTY MISSION STATEMENT	2
PRINCIPAL DATES	2
THE FACULTY OF NURSING	4
Information for students	4
Prizes	7
The courses	8
UNDERGRADUATE COURSES	8
<b>Bachelor of Nursing (KN08)</b>	8
Purpose of the course	8
Structure of the curriculum	8
Professional accreditation	9
Admission requirements	9
Assumed knowledge	9
Pre-entry occupational requirements	9
Special categories of entry to the Bachelor of Nursing (KN08)	9
Duration of the course	10
Course equivalents	10
Attendance pattern	10
Course structure	10
<b>Bachelor of Nursing (KN06)</b>	11
Purpose of the course	11
Admission requirements	11
Duration of the course	12
Course structure	12
<b>Bachelor of Nursing (Honours) (KN09)</b>	12
Purpose of the course	12
Admission requirements	13
Other special admission criteria	13
Assumed knowledge	13
Pre-entry occupational requirements	13
Duration of the course	13
Course structure	13
UNDERGRADUATE SUBJECT DESCRIPTIONS	14
POSTGRADUATE COURSES	24
The Centre for Graduate Nursing Studies	24
Admission requirements	25
Structure of postgraduate courses	26
<b>Graduate Diploma in Acute Care Nursing (KN61)</b>	26
<b>Graduate Diploma in Nursing Management (KN62)</b>	26
<b>Graduate Diploma in Nursing in Midwifery (KN64)</b>	27

<b>Graduate Diploma in Neonatal Nursing (KN65)</b>	28
<b>Graduate Diploma in Child Health Nursing (KN66)</b>	28
<b>Graduate Diploma in Mental Health Nursing (KN67)</b>	28
<b>Graduate Diploma in Aged Care Nursing (KN68)</b>	29
<b>Graduate Diploma in Palliative Care Nursing (KN69)</b>	29
<b>Graduate Diploma in Cardiothoracic Nursing (KN75)</b>	30
<b>Graduate Diploma in Intensive Care Nursing (KN76)</b>	30
<b>Graduate Diploma in Nephrology Nursing (KN77)</b>	31
<b>Graduate Diploma in Neuroscience Nursing (KN78)</b>	31
<b>Graduate Diploma in Operating Suite Nursing (KN79)</b>	32
<b>Graduate Diploma in Paediatric Nursing (KN80)</b>	32
<b>Master of Nursing (by coursework) (KN53)</b>	32
<b>Master of Nursing (by thesis) (KN52)</b>	33
<b>Doctor of Philosophy (KN51)</b>	33
<b>Graduate Diploma in Bioethics (KN60)</b>	33
<b>Master of Bioethics (by coursework) (KN56)</b>	33
<b>POSTGRADUATE SUBJECT DESCRIPTIONS</b>	34
<b>LIST OF COURSES AND CODES</b>	55
<b>SUBJECT NAMES IN ALPHABETICAL ORDER</b>	56
<b>RESEARCH INTERESTS OF STAFF</b>	59
<b>FACULTY BOARD IN NURSING</b>	62
<b>BOARD OF POSTGRADUATE STUDIES</b>	63
<b>BOARD OF UNDERGRADUATE STUDIES</b>	63
<b>FACULTY ADVISORY COMMITTEE</b>	63
<b>STAFF DIRECTORY</b>	64
<b>STAFF LIST</b>	66
<b>NURSING PRACTICE LADDER 1994 (UNDERGRADUATE)</b>	69
<b>INDEX</b>	70

## PREFACE

This handbook is one of a suite of ten publications comprising the University *Calendar* and nine faculty handbooks: Business; Design, Architecture and Building; Education; Engineering; Law and Legal Practice; Mathematical and Computing Sciences; Nursing; Science; and Social Sciences. Each handbook provides general information about the faculty as well as detailed information on the courses and subjects offered.

The *Calendar* contains the University By-law, which all students should read. It also contains a list of the University's courses, giving the name, abbreviation and title as indicated on the testamur. Copies of the *Calendar* are held in the University Library and in faculty offices, and may be purchased at the Co-op Bookshop.

The University also publishes a *Student Information Guide*, copies of which are provided free to students at enrolment. You should make sure that you read the student rules published in the guide. Information on the rights and responsibilities of students and on the services and facilities available is also given. The guide will assist you in your dealings with the University's administration and tell you whom to contact if you have a problem or need advice. Other publications providing information of a general nature are the *UAC Guide*, and the *UTS Undergraduate and Postgraduate Studies Guides*, all of which are available from the UTS Information Service.

For further information not provided in any of the publications mentioned, you should contact the UTS Information Service or your Faculty office. The latter will provide additional information on courses, methods of assessment, book lists and other faculty-specific information. If in doubt, don't hesitate to ask.

It is University policy to provide equal opportunity for all, regardless of race, sex, marital status, physical ability, sexual preference, age, political conviction or religious belief. The University also has an ethnic affairs policy to ensure that the University community is sensitive to the multicultural nature of Australian society and the cultural diversity within the University.

We hope you will enjoy your time as a student at UTS and wish you well in your studies.

## MESSAGE FROM THE DEAN

During 1993 the Faculty reviewed a number of its courses. As a result, major changes were made to one undergraduate course and seven postgraduate courses, and four new courses were introduced.

Course changes were made to:

- Bachelor of Nursing (post-registration)
- Graduate Diploma in Acute Care Nursing (formerly Graduate Diploma in Medical-Surgical Nursing)
- Graduate Diploma in Nursing Management
- Graduate Diploma in Nursing in Midwifery
- Graduate Diploma in Child Health Nursing
- Graduate Diploma in Neonatal Nursing (formerly Graduate Diploma in Neonatal Intensive Care Nursing)
- Graduate Diploma in Mental Health Nursing
- Master of Nursing (by coursework).

The new courses to be offered in 1994 are:

- Bachelor of Nursing (Honours)
- Graduate Diploma in Paediatric Nursing
- Graduate Diploma in Bioethics
- Master of Bioethics

The Faculty continues to strengthen its links with hospitals and health services in the Sydney suburban area with two more professorial appointments. Professor Heather Gibb was appointed to the Chair of Nursing in Aged and Extended Care, funded by the Southern Sydney Area Health Service. Professor Sharon McKinley was appointed to the Chair of Nursing in Critical Care, funded by the Royal North Shore Hospital and the Northern Sydney Area Health Service.

The growth of the Faculty's research profile has been assisted greatly by an Australian Research Council Infrastructure Mechanism B Grant, with a number of staff obtaining grants for a wide variety of nursing research projects.

In 1994 the Faculty will continue to interact with the health care industry and the nursing profession, and to consolidate its teaching, research and scholarship activities. We will aim for excellence in all we undertake. I look forward to an enjoyable year of continued productivity and academic growth.

Professor E Cameron-Traub  
Professor of Nursing and Dean



## FACULTY MISSION STATEMENT

The mission of the Faculty of Nursing, University of Technology, Sydney (UTS) is to enhance professional nursing practice through the provision of quality higher education at undergraduate and graduate levels and through continuing professional education. The Faculty is committed to promoting excellence in teaching, practice, research and scholarship in nursing, contributing to the enhancement of nursing as a practice discipline and fulfilling the goals, functions and responsibilities, as outlined in the University Mission Statement.

The Faculty seeks to interact continually and closely with the health care industry and the nursing profession, to be dynamic in both its contributions and its responses to professional and public developments, and to contribute to the enhancement of health for all Australians and to support the goals of the World Health Organisation.

## PRINCIPAL DATES FOR 1994'

### AUTUMN SEMESTER

#### January

- 5 School of Legal Practice enrolment day at St Leonards campus
- 10 Release of HSC results
- 14 Formal supplementary examinations for 1993 Spring semester students
- 17 Closing date for changes of preference to the Universities Admissions Centre (UAC) from 1993 NSW HSC applicants (by 4.30 pm)
- 20-31 Enrolment of students at City campus
- 26 Australia Day
- 28 Public school holidays end

#### February

- 1-17 Enrolment of students at City campus
- 2-7 Enrolment of new undergraduate students at City campus – includes UAC and direct applicants
- 7 Enrolment of all Teacher Education students at Kuring-gai campus
- 21 Enrolment of School of Biological and Biomedical Sciences students at St Leonards campus
- 28 Classes begin

#### March

- 11 Last day to enrol in a course or add subjects
- 11 Last day to change to upfront HECS payment
- 25 Last day to apply for leave of absence without incurring student fees/charges
- 31 HECS Census Date
- 31 Last day to withdraw from a subject without financial penalty

#### April

- 1 Public school holidays begin
- 1 Good Friday
- 4 Easter Monday
- 5-8 Vice-Chancellors' Week (non-teaching)
- 6 Graduation period begins
- 8 Public school holidays end
- 8 Last day to withdraw from a subject without academic penalty<sup>2</sup>

- 8 Last day to withdraw from a course without academic penalty<sup>2</sup>
- 22 Graduation period ends
- 25 Anzac Day
- 30 Last day to apply to graduate in Spring semester 1994

## May

- 31 Closing date for undergraduate/postgraduate applications for Spring semester

## June

- 13 Formal examination period begins
- 27 Public school holidays begin

## SPRING SEMESTER

### July

- 1 Formal examination period ends
- 4 School of Legal Practice enrolment day at St Leonards campus
- 4-8 Vice-Chancellors' Week (non-teaching)
- 8 Public school holidays end
- 22 Release of Autumn semester examination results
- 22 Formal supplementary examinations for Autumn semester students
- 25-29 Confirmation of Spring semester programs
- 26-27 Enrolment of new and readmitted students and students returning from leave/concurrent study

### August

- 1 Applications available for undergraduate and postgraduate courses
- 1 Classes begin
- 4 Last day to withdraw from full-year subjects without academic penalty<sup>2</sup>
- 12 Last day to enrol in a course or add subjects
- 12 Last day to change to upfront HECS payment
- 26 Last day to apply for leave of absence without incurring student fees/charges (Spring enrolments only)
- 31 HECS Census Date
- 31 Last day to withdraw from a subject without financial penalty
- 31 Last day to apply to graduate in Autumn semester 1995

## September

- 9 Last day to withdraw from a subject without academic penalty<sup>2</sup>
- 9 Last day to withdraw from a course without academic penalty<sup>2</sup>
- 26 Public school holidays begin
- 26 Graduation period begins
- 26-30 Vice-Chancellors' Week (non-teaching)
- 30 Closing date for undergraduate applications via UAC (without late fee)
- 30 Closing date for inpUTS Special Admission Scheme applications
- 30 Closing date for postgraduate applications (*to be confirmed*)
- 30 Graduation period ends

## October

- 7 Public school holidays end
- 31 Closing date for postgraduate research and course award applications
- 31 Closing date for undergraduate applications via UAC (with late fee)
- 31 Closing date for undergraduate applications direct to UTS (without late fee)

## November

- 14 Formal examinations begin

## December

- 2 Formal examinations end
- 19 Public school holidays begin
- 23 Release of Spring semester examination results

<sup>1</sup> Information is correct as at 5 November 1993. The University reserves the right to vary any information described in Principal Dates for 1994 without notice.

<sup>2</sup> HECS/postgraduate course fees will apply after the HECS Census Date.

## THE FACULTY OF NURSING

The Faculty consists of the Centre for Graduate Nursing Studies and two Schools of Nursing. The School of Nursing Therapeutics and the Centre for Graduate Nursing Studies are located at the St Leonards campus. The School of Nursing Health Studies is located at the Kuring-gai campus. Both schools contribute to the teaching of the undergraduate nursing courses. The Centre offers postgraduate courses for registered nurses including Graduate Diplomas, Master's degrees and Doctoral studies.

### INFORMATION FOR STUDENTS

#### STUDENT UNIFORMS

Students are required to wear the uniform of the Faculty of Nursing during most clinical placements at health and community service facilities. Academic staff will indicate any other occasions when students must wear uniform and those occasions where uniform may not be appropriate.

Uniforms should be purchased **as soon as possible** after initial enrolment in the course and definitely before nursing practice commences. Information regarding the purchase of uniforms will be available on orientation day.

#### UNIFORM FOR THE 1994 BACHELOR OF NURSING PROGRAM (KN08)

The uniform for female students consists of:

White dress (UTS design)  
 Shoes (navy or black)  
 Stockings (optional, but must conform to clinical agency requirements)  
**or**  
 Navy blue culottes (UTS design)  
 White shirt (UTS design)  
 Shoes (navy)  
 Stockings  
 Navy jumper/vest/cardigan (optional, but must conform to clinical agency requirements).

The uniform for male students consists of:

Navy blue trousers (UTS design)  
 White shirt (UTS design)  
 Shoes (navy or black).

#### DRESS AND APPEARANCE DURING NURSING PRACTICE

- (a) Fingernails must be short and clean. Only clear nail varnish is acceptable.
- (b) Hair must be worn off collars. Students with long hair must wear it up; long ponytails are not acceptable.
- (c) Wedding rings and plain studs/sleeper earrings are the only jewellery permitted.
- (d) Watches should be either digital or with a second hand and have no sharp edges, fancy watchbands or large buckles. A multicoloured ballpoint pen and small notepad are essential requirements. A small pocket calculator is advisable.
- (e) Students must wear cardigans, blazers or jackets in the approved colour (navy) when undertaking a formal clinical placement or field visit. No other colour is acceptable.
- (f) Academic staff will provide advice to students on other items which need to be purchased, eg, fob watch, stethoscope, scissors.
- (g) Students are responsible for laundering their own uniforms.
- (h) Students will be notified of any changes in hospital student dress policy.
- (i) Students must be in uniform from their first clinical placement in Autumn semester, and should make sure that their uniform is available by this time.

#### ID BADGES

All students must wear an approved name badge during Nursing Practice placements. Details will be advised on Orientation Day.

#### BEHAVIOUR DURING NURSING PRACTICE

Students undertaking supervised nursing practice experience must follow directions given to them by their Clinical Facilitator or, in the absence of the Facilitator, the staff of the hospital or agency concerned.

#### PARTICIPATION IN NURSING PRACTICE

The Head of School responsible for the undergraduate program may prohibit or limit a student's participation in a Nursing Practice if his/her behaviour or attitude is unsatisfactory or if the student's progress is assessed as unsatisfactory.

## **STUDENT HEALTH**

Students who have health problems which might foreseeably render them unsafe during nursing practice placement for supervised nursing experience are expected to advise either the Head of School or Dean accordingly.

Students who have a health problem which they believe might be affected adversely by undertaking Nursing Practice should seek medical advice before undertaking a placement and advise the Head of School or Dean. Failure to do so may result in the Faculty accepting no responsibility for the consequences.

## **ADVICE FROM THE NSW DEPARTMENT OF HEALTH**

The NSW Department of Health has offered the following advice to universities offering nursing courses:

*The Department, bearing in mind its recommendations to the general community, would hope that all students were adequately immunised against poliomyelitis, diphtheria and tetanus in childhood. They should have had a booster of Sabine vaccine against poliomyelitis and a booster of Adult Diphtheria Tetanus Toxoid (ADT) at about 15 years of age. In addition, persons particularly involved in health services would be wise to have had a Mantoux test and, if seronegative, to have had BCG vaccination (for tuberculosis).*

## **HEPATITIS B INOCULATION**

Hepatitis B inoculation will be available through Student Health Services at the Kuring-gai and City campuses early in the semester, at a minimal cost to the student.

## **MANTOUX TESTING**

Information regarding Mantoux testing is available from Student Health Services at the Kuring-gai and City campuses.

## **OFFERING HEALTH ADVICE**

Students are warned not to attempt to provide advice on health matters to patients or clients during Nursing Practice visits and placements.

## **VISITING CLIENTS AT HOME**

Students visiting clients in their private homes are required to go in pairs and to carry their University identification cards.

Students are not permitted to undertake physical care, health or personal counselling while visiting clients in non-hospital settings without direct supervision.

## **ATTENDANCE AT CLASSES**

Regular attendance at classes is a requirement of the University.

In cases of illness or unavoidable cause, a student may be excused from attendance at classes on application to the Academic Registrar. The granting of an exemption from attendance at classes does not carry with it exemption from payment of fees. The granting of an exemption from classes does not imply exemption from, or concessions relating to, examinations.

The definition of classes includes lectures, tutorials, laboratory sessions, fieldwork and Nursing Practice.

Apart from exemptions granted by the Academic Registrar a student will be required to complete alternative arrangements for laboratory sessions, fieldwork and Nursing Practice deemed equivalent by the Head of School.

The Head of School requires lecturers to take student attendance into account in the determination of overall assessment grades.

## **NURSING PRACTICE (POLICY ON ATTENDANCE)**

Attendance at Nursing Practice is compulsory. As a general rule absences from the practice must be made up; however, the requirement to make up time is determined on an individual basis. The final decision rests with the Nursing Practice Subject Coordinating Examiner in consultation with the Head of School. Students who fail to attend scheduled make-up sessions without documented evidence of reasons for non-attendance may fail the relevant Nursing Practice subject as a result. The Head of School may exercise discretion in certain instances of non-attendance when there are extenuating circumstances. Even so, there is a general requirement that clinical work be carried out to the satisfaction of the Head of School. Students must notify their Clinical Facilitator of any absence from the clinical setting. Failure to notify may result in unsatisfactory assessment in the relevant Nursing Practice subject.

The Head of School advises all students that they must comply with the Faculty's policy on the times of attendance at the Nursing Practice and the times of making up any absences. Students are cautioned not to pre-book holidays, travel or other personal activities at the times which must be allocated for making up clinical absences. Students wishing to pre-book 1994/1995 travel tickets etc should ascertain the School's academic/clinical schedules with the Clinical Program Officer before doing so.

All people engaged in professional nursing activities, including nursing academic staff and students of the University and the staff of our affiliated hospitals and health agencies owe a duty of care to the people for whom they care. If the Head of School was not to have a requirement that all aspects of laboratory, field and Nursing Practice studies be completed satisfactorily by students, he/she would be failing to exercise his/her duty of care:

- (a) to the patients who allow themselves to be cared for by students and staff using the Nursing Practice, and
- (b) to the patients for whom the students will care on graduating from the course.

Nursing Practice attendance policies will be administered strictly in 1994, and students must comply with them at all times. Students with serious personal problems should consult with a Student Counsellor or the Clinical Coordinator or the Clinical Program Officer, and an appointment may then be made with the Head of School.

### **SUBMISSION OF MEDICAL CERTIFICATES**

When required, medical certificates are to be submitted to the Academic Registrar. They must be clearly marked with the student's name, number and year (whether 1st, 2nd or 3rd).

### **REFERENCING GUIDELINES FOR THE FACULTY OF NURSING**

#### **Policy concerning plagiarism**

Virtually all research requires the use of the works of other writers. It is essential that candidates keep a record of where the various ideas, theories, research findings etc came from.

Plagiarism, the unacknowledged use of the work of others, is an unacceptable practice which may result in penalties.

#### **Referencing**

No single method of referencing is required, but it is essential that candidates be consistent and thoroughly familiar with the method selected, preferably in consultation with their supervisor.

If the preferred method chosen is the Harvard or Intext system, candidates are advised to obtain a copy of the Faculty of Nursing Guidelines for Preparation and Presentation of Essays, Other Written Assignments and Examinations in the Faculty of Nursing, available from either campus office.

#### **LOCATION**

Staff of the Schools of Nursing Health Studies and Nursing Therapeutics will teach various core subjects at the Kuring-gai and St Leonards campuses. Students are also required to attend the City campus for some subjects. However, the normal timetable does not require attendance at more than one campus in a day, or more than two campuses in a semester.

#### **THE ROYAL NORTH SHORE HOSPITAL**

The School of Nursing Therapeutics' location within the grounds of the Royal North Shore Hospital places a responsibility on University staff and students to respect the policies, regulations and standards relating to the hospital's buildings, grounds and parking. Any queries about aspects of the hospital's regulations etc must be taken directly to the Dean of the Faculty of Nursing; no approach, oral or written, should be made to the hospital. For safety reasons students are advised not to walk through the graveyard located in the hospital grounds.

#### **LIST OF AFFILIATED HOSPITALS AND OTHER HEALTH SERVICES**

Allowah Babies Home  
 Aminya Hospital and Nursing Home for the Aged  
 Annandale Nursing Home  
 Auburn District Hospital  
 Audrey Hawkins  
 Bayview Village Nursing Home  
 Berkeley Vale Private Hospital  
 Blacktown Hospital  
 Bowden Brae Retirement Home

Caroline Chisholm Nursing Home  
 Central Coast Area Health Service  
 Central Coast Community Care Association  
 Ltd  
 Central Sydney Health Service  
 Clarke Road Special School  
 Cooma District Hospital  
 Dubbo Base Hospital  
 Eastern Sydney Area Health Service  
 Glenwood Nursing Home  
 Greenwich Hospital  
 Grosvenor Hospital  
 Hornsby Challenge  
 Hornsby-Kuring-gai Developmental  
 Disability Service  
 Hunter Area Health Service  
 Inner Western Sydney Developmental  
 Disability Service  
 Lady Gowrie Nursing Home  
 Langton Centre  
 Lynton Private Hospital  
 Lynvale Nursing Home  
 Mater Misericordiae Hospital  
 Mayflower Nursing Home (Uniting Church  
 in Australia)  
 Mercy Family Centre  
 Metropolitan Eye Hospital  
 Mosman Private Hospital  
 Mowll Memorial Nursing Home  
 Neringah Hospital  
 North Gosford Private Hospital  
 Northern Sydney Area Health Service  
 Parkdale Nursing Home  
 Peat Island Hospital  
 Prince of Wales Hospital  
 Rachel Forster Hospital  
 Repatriation General Hospital, Concord  
 Riverglades Centre  
 Rotorua, Bondi  
 Royal Rehabilitation Centre Sydney  
 Royal South Sydney Hospital  
 Shalom Nursing Home  
 Sir Eric Woodward Memorial Home  
 Southern Sydney Area Health Service  
 South Western Sydney Area Health Service  
 St Basil's Homes  
 St Luke's Private Hospital  
 St Margaret's Hospital  
 Strathdale Nursing Home  
 Sydney Adventist Hospital (private)  
 Sydney Home Nursing Service  
 Sylvanvale Training Centre  
 Terrey Hills Nursing Home Pty Ltd  
 The Children's Hospital, Camperdown  
 The Epilepsy Association  
 The James Milson Village  
 The Northside Clinic  
 The Prince Henry Hospital

The Scottish Hospital  
 The Sydney Clinic  
 The Sydney Hospital  
 The United Protestant Association of NSW  
 Trentham Nursing Home  
 Tumut Area Health Service  
 United Protestant Association  
 Wagga Base Hospital  
 Waldoch Nursing Home  
 War Veterans Nursing Home  
 Wauchope District Memorial Hospital  
 Wesley Gardens Aged Persons Centre  
 Wesley Heights Manly  
 Wesley Private Hospital  
 Woy Woy Community Nursing Home Ltd  
 Wyllie Lodge Nursing Home  
 Yallambi Nursing Home

## PRIZES

The Faculty of Nursing is presently undertaking a review of all prizes offered within the Faculty. The prizes, as described hereunder, may differ in 1994 subsequent to this review.

### **Gretel Joy Wolfgang Memorial Prize for Clinical Excellence**

This prize was established in 1987 by the family of the late Gretel Joy Wolfgang who had been enrolled in the Diploma of Health Science (Nursing) course. The prize is an annual prize for the final-year nursing student who attains the highest degree of clinical excellence. The prize has a cash value of \$200.

### **Johnson and Johnson Prize for Nursing**

This prize was established in 1990. It is awarded to a student enrolled in the undergraduate program who graduates with the best overall pass and who obtains the University Medal. The prize has a cash value of \$300.

### **The Royal North Shore Hospital Prize**

This prize was established in 1986 by the Royal North Shore Hospital. It is an annual prize to the nursing student who completes the requirements for the undergraduate program and obtains the highest aggregate mark in Stages 5 and 6. The prize has a cash value of \$150.

## THE COURSES

The Faculty of Nursing offers the following courses:

KN06 Bachelor of Nursing (post registration), (1 year part-time for diplomates; 1 year full-time or 2 years part-time for hospital trained RNs)

KN08 Bachelor of Nursing (3 years full-time)

KN09 Bachelor of Nursing (Honours) (1 year full-time or equivalent)

KN61 Graduate Diploma in Acute Care Nursing (2 years part-time)

KN62 Graduate Diploma in Nursing Management (2 years part-time)

KN64 Graduate Diploma in Nursing in Midwifery (2 years part-time)

KN65 Graduate Diploma in Neonatal Nursing (2 years part-time)

KN66 Graduate Diploma in Child Health Nursing (2 years part-time)

KN67 Graduate Diploma in Mental Health Nursing (2 years part-time)

KN68 Graduate Diploma in Aged Care Nursing (2 years part-time)

KN69 Graduate Diploma in Palliative Care Nursing (2 years part-time)

KN75 Graduate Diploma in Cardiothoracic Nursing (2 years part-time)

KN76 Graduate Diploma in Intensive Care Nursing (2 years part-time)

KN77 Graduate Diploma in Nephrology Nursing (2 years part-time)

KN78 Graduate Diploma in Neuroscience Nursing (2 years part-time)

KN79 Graduate Diploma in Operating Suite Nursing (2 years part-time)

KN80 Graduate Diploma in Paediatric Nursing (2 years part-time)

KN52 Master of Nursing (by thesis)

KN53 Master of Nursing (by coursework) (3 years part-time)

KN60 Graduate Diploma in Bioethics (2 years part-time)

KN56 Master of Bioethics (by coursework) (3 years part-time)

KN51 Doctor of Philosophy

## UNDERGRADUATE COURSES

### Bachelor of Nursing (KN08)

The three-year course for an initial undergraduate nursing qualification is designed to produce beginning practitioners who are capable of providing a high standard of safe, effective and acceptable nursing care based on informed, responsible and sensitive nursing practice in a variety of nursing contexts. The course provides a scientific and humanistic foundation for nursing practice through knowledge and skills related to the process of nursing inquiry, nursing relationships and clinical nursing. Relevant information from philosophical, ethical and legal studies and biological, social and physical sciences is integrated with nursing theory and applied to clinical nursing practice throughout the course. Graduates who have successfully completed this course are eligible for registration in NSW.

### PURPOSE OF THE COURSE

The purpose of the course is to produce an informed, reflective, caring and compassionate nursing practitioner who will demonstrate competencies related to professional responsibility, interpersonal processes and the exercise of clinical judgement.

### STRUCTURE OF THE CURRICULUM

The course is structured around three strands: Nursing Inquiry, Nursing Relationships and Clinical Nursing.

Subjects in the Nursing Inquiry strand introduce students to ethical and humanistic theory, reasoning processes, and reflection on practice and research. Subjects focus on the complexity of nursing practice and its professional requirements including responsibility, accountability, professional development and processes in nursing research.

The Nursing Relationships strand incorporates the study of interpersonal processes, psychological theory, sociopolitical factors influencing health care and, finally, processes for enhancing professional practice as a member of a health care team.

The Clinical Nursing strand enables students to apply theoretical perspectives from the various subjects to the practice of nursing care in a variety of contexts. Students are encouraged to reflect on practice throughout the three years.

The Bachelor of Nursing as an initial qualification includes extensive nursing practice which is a compulsory component of the course. Nursing practice (a total of 760 hours over the three years) will take place in two-week blocks within each 14-week semester. In addition, clinical skill development will be facilitated in simulated nursing practice. This clinical preparation will supplement clinical fieldwork and will be an essential component of the contact hours for each clinical nursing subject.

### PROFESSIONAL ACCREDITATION

Graduates from the Bachelor of Nursing meet the academic and practical requirements for registration with the NSW Nurses Registration Board.

### ADMISSION REQUIREMENTS

All applicants for the Bachelor of Nursing course should apply through the Universities Admissions Centre (UAC). Late direct applications may also be considered.

To be eligible to apply for admission to an undergraduate course at UTS, applicants may be first required to meet the University's general matriculation requirements.

In 1993, entry to the course with a Higher School Certificate was on the basis of a tertiary entrance rank of 50. Other applicants will be eligible for entry on the basis of their educational background, work experience and motivation to successfully complete the course. Mature-age applicants must be at least 20 years of age.

Specific information about the admission requirements is described in the Universities Admission Centre Guide.

### ASSUMED KNOWLEDGE

There are no specific areas of assumed knowledge for entry to the Bachelor of Nursing. Applicants should note that all students are expected to be proficient in English comprehension and expression. Some foundation studies in biological science subjects and/or mathematics may be an advantage.

### PRE-ENTRY OCCUPATIONAL REQUIREMENTS

There are no pre-entry occupational requirements for entry to the Bachelor of Nursing. Students who have a previous nursing qualification may enter the course under a number of special categories. These categories of entry are described below.

### SPECIAL CATEGORIES OF ENTRY TO THE BACHELOR OF NURSING (KN08)

#### Advanced standing and subject exemption

Abridged courses of study for categories of students entering the Bachelor of Nursing with advanced standing are available. Progression in the Bachelor of Nursing for registered nurses holding diploma-level nursing qualifications is listed separately.

#### The categories of applicants are as follows:

*Category 1:* Certificated registered nurses wishing to change their area of practice or registered nurses wishing to gain registration in NSW will complete a minimum of 70 credit points over a period of three 14-week semesters.

*Category 2:* Nurses who have successfully completed a three-year hospital-based program, but who do not have registration with the NSW Nurses Registration Board, will complete the second and third years of the Bachelor of Nursing program including the Nursing Practice subjects, ie, a minimum of 100 credit points.

*Category 3:* Students transferring from other tertiary nursing programs would normally complete a minimum of 96 credit points at UTS to qualify for an award from UTS. This group of students will receive advanced standing for a maximum of 48 credit points. Students eligible for advanced standing/subject exemption in excess of 96 credit points would normally be enrolled as an **external award** student.

*Category 4:* Graduates from a university degree program whose studies are in areas other than nursing would normally undertake a minimum of 112 credit points including the full second and third year of the course and Nursing Practice 1A. This subject consists of 240 hours of Nursing Practice and nursing laboratory work. Depending on the relevance of previous studies, students may be granted a further nine credit points (minimum requirement 103 credit points). This is necessary in order to meet the NSW Nurses Registration Board requirement of clinical hours.



## DURATION OF THE COURSE

The Bachelor of Nursing will normally be offered on a full-time basis over six academic semesters. Advanced standing may be offered to students who can demonstrate prerequisite knowledge or experience. Special categories of advanced standing are outlined above.

## COURSE EQUIVALENTS

Subject equivalence between the old Kuring-gai College of Advanced Education Diploma of Applied Science (Nursing), the former UTS Diploma of Health Science (Nursing), the Diploma of Nursing and the Bachelor of Nursing has been determined. This will facilitate the progress of students through the program, where subjects which have been previously attempted or not completed will no longer be offered.

## ATTENDANCE PATTERN

Students will be required to undertake full-time formal study for 14 weeks each semester. This includes Nursing Practice periods. The Bachelor of Nursing has varied contact hours: Semesters 1, 2, 5 and 6 have 18 contact hours, while Semesters 3 and 4 have 21 contact hours each non-clinical week (10 weeks). Nursing practice periods will be of four weeks' duration within each semester (100-160 hours of Nursing Practice each semester). Students must complete a minimum of 144 credit points within the structure shown below. Credit point values are shown in brackets.

## COURSE STRUCTURE

### Year 1

#### Autumn semester

- 92125 Values in Nursing Practice (3cp)  
 91518 Physiological Foundations of Health 1 (6cp)  
 92163 Contexts of Nursing Care 1A (6cp)  
 92164 Contexts of Nursing Care 1B (3cp)  
 92128 Nursing Practice 1\* (4cp) (100 hours)<sup>1</sup>

#### Spring semester

- 92136 Reasoning and Judgement in Nursing Practice (3cp)  
 91519 Physiological Foundations of Health 2 (6cp)  
 92165 Contexts of Nursing Care 2A (6cp)  
 92166 Contexts of Nursing Care 2B (3cp)  
 92129 Nursing Practice 2\* (4cp) (100 hours)<sup>1</sup>

### Year 2

#### Autumn semester

- 51009 Culture, Health and Society (3cp)  
 92209 Introduction to Nursing Research (3cp)  
 91520 Pathophysiology 1 (6cp)  
 92212 Contexts of Nursing Care 3 (9cp)  
 92214 Nursing Practice 3\* (5cp) (120 hours)<sup>1</sup>

#### Spring semester

- 51010 Politics, Power and Health (3cp)  
 92137 Professional Responsibilities in Nursing (3cp)  
 91521 Pathophysiology 2 (6cp)  
 92213 Contexts of Nursing Care 4 (9cp)  
 92215 Nursing Practice 4\* (5cp) (120 hours)<sup>1</sup>

### Year 3

#### Autumn semester

- 92154 Human Responses in Nursing Practice (3cp)  
 92139 Nursing Knowledge and Practice (3cp)  
 92216 Contexts of Nursing Care 5 (9cp)  
 92218 Nursing Practice 5\* (6cp) (160 hours)<sup>1</sup>  
 plus elective subject of at least 3cp<sup>2</sup>

#### Spring semester

- 92138 Professional Relationships in Nursing (3cp)  
 92223 Nursing Research in Action (3cp)  
 92217 Contexts of Nursing Care 6 (9cp)  
 92199 Clinical Nursing Option (3cp)  
 92219 Nursing Practice 6\* (6cp) (160 hours)<sup>1</sup>

\*Asterisk denotes pass/fail subject

<sup>1</sup> The Nursing Practice units are offered in two blocks of two weeks each over each semester.

<sup>2</sup> Students must take one elective during the Autumn semester of the third year of study.

## ELECTIVE SUBJECTS: YEAR 3 BACHELOR OF NURSING

Code	Title	Credit Points	Teaching Faculty
92145	Moral Philosophy and Health Care Nursing	3	Nursing
92146	Health Care Ethics	3	Nursing
92147	Human Suffering—Meanings and Responses	3	Nursing
92148	Social Justice and Health Care Nursing	3	Nursing

92149	Nursing and the Arts	3	Nursing
92150	Physiological Psychology	3	Nursing
92151	Images of Nursing (Film)	3	Nursing
92152	Primary Health Care Nursing	3	Nursing
92153	Women's Health Issues	3	Nursing
92157	Human Sexuality in Health and Illness	3	Nursing
92161	Transcultural Nursing:3 Health Care Systems	3	Nursing
92162	Aboriginal Health Care	3	Nursing
92179	Computers in Hospital-based and Community Nursing	3	Nursing
92198	Nursing and Literature	3	Nursing
92228	Neuroscience Nursing	3	Nursing
92229	The Nurse as Manager	3	Nursing
92233	Pain: the Nurse's Role in its Assessment and Management	3	Nursing
92234	Issues in Child Health	3	Nursing
92235	Directions in Paediatric Nursing	3	Nursing
54113	Aboriginal Cultures and Philosophies	8	Social Sciences
54230	Aboriginal Social and Political History	8	Social Sciences
50717	Magic and Healing	4	Social Sciences
51014	Health, Technology and Society	3	Social Sciences
51203	Sociology of Community	4	Social Sciences
51610	Australian Social History	4	Social Sciences
59362	Writing for Health Sciences	4	Social Sciences
59326	Professional Communication	4	Social Sciences
79001	Legal Issues and Disadvantaged Groups	3	Law and Legal Practice
79002	Foetuses, Babies, Children and the Law	3	Law and Legal Practice
91509	Pharmacology	3	Science
91522	Neuroscience	3	Science

Other subjects may be available from time to time. Elective subjects are offered primarily on the basis of staff availability and student numbers. However, a pre-registration and pre-enrolment exercise is conducted each year to determine student preferences and to allocate students to their elective subjects on the basis of limited student preference and subject availability.

### **Bachelor of Nursing (KNO6)**

In 1994 the Faculty of Nursing will offer a post-registration Bachelor of Nursing.

The focus of the course is on nursing as a practice- and research-based discipline and a significant health care service to the community. Classes will be held at the Kuring-gai campus.

#### **PURPOSE OF THE COURSE**

The purpose of the degree course is to produce an informed, reflective, caring and compassionate nurse practitioner who will demonstrate competencies related to professional responsibility, interpersonal processes and the exercise of clinical judgement.

The general aim of the course is to strengthen, extend and deepen the registered nurse's knowledge and understanding of the discipline of nursing and its professional application to nursing practice. The course will build on existing theoretical and practical nursing knowledge, in order to enhance informed, reflective and responsible nursing practice in multidisciplinary and culturally diverse contexts of care.

Registered nurses will enter the course already possessing a range of skills, knowledge and attitudes relating to professional nursing practice. The design and duration of the course gives recognition to prior nursing qualifications.

#### **ADMISSION REQUIREMENTS**

All applicants must produce evidence of current registration with an Australian Nursing Registration Authority.

Selection of candidates will be in accordance with the mature age admission regulations of the University. Where there is competition for places in the course, preference will be given to applicants on the basis of general educational qualifications; post-registration professional experience; and pre-registration academic grades.

Admission to this course in 1994 is open to certificated, registered nurses who wish to gain a Bachelor of Nursing.

### DURATION OF THE COURSE

Nurses who do not hold a diploma qualification (Category 1) and wish to enrol in a full-time program of study will be required to complete the course in two 14-week semesters. Part-time students will be required to complete the course in four 14-week semesters over two years. All students must complete a minimum of 48 credit points within the course structure shown.

Nurses who hold a diploma qualification (Category 2) will be required to complete the course in two 14-week semesters of part-time study. Students must complete a minimum of 24 credit points within the course structure shown. Credit point values are shown in brackets.

### COURSE STRUCTURE

#### Category 1 (full-time)

##### Year 1

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##### Autumn semester

- 92425 Introduction to Nursing Research (RN) (4cp)
- 92426 Advanced Nursing Practice (RN) (4cp)
- 92158 Nursing Knowledge and Practice (RN) (5cp)
- 92159 Human Responses in Nursing Practice (RN) (5cp)
- plus elective<sup>1</sup> subjects of at least 6cp

##### Spring semester

- 92427 Nursing Research in Action (RN) (4cp)
- 92428 Professional Responsibilities in Nursing (RN) (4cp)
- 92429 Reflection on Nursing Practice (5cp)
- 92160 Professional Relationships in Nursing (RN) (5cp)
- plus elective subjects of at least 6cp<sup>1</sup>

#### Category 1 (part-time)

##### Year 1

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##### Autumn semester

- 92425 Introduction to Nursing Research (RN)(4cp)
- 92426 Advanced Nursing Practice (RN) (4cp)
- plus elective subject of at least 3cp<sup>1</sup>

##### Spring semester

- 92427 Nursing Research in Action (RN) (4cp)
- 92428 Professional Responsibilities in Nursing (RN) (4cp)
- 92429 Reflection on Nursing Practice (RN) (5cp)

##### Year 2

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##### Autumn semester

- 92158 Nursing Knowledge and Practice (RN) (5cp)
- 92159 Human Responses in Nursing Practice (RN) (5cp)
- plus elective subject of at least 3cp<sup>1</sup>

##### Spring semester

- 92160 Professional Relationships in Nursing (RN) (5cp)
- plus elective subjects of at least 6cp<sup>1</sup>

#### Category 2 (part-time)

##### Year 1

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##### Autumn semester

- 92425 Introduction to Nursing Research (RN)(4cp)
- 92426 Advanced Nursing Practice (RN) (4cp)
- plus elective subject of at least 3cp<sup>1</sup>

##### Spring semester

- 92427 Nursing Research in Action (RN) (4cp)
- 92160 Professional Relationships in Nursing (RN) (5cp)
- 92429 Reflection on Nursing Practice (RN) (5cp)

<sup>1</sup> Electives are as listed for KN08 Bachelor of Nursing.

### Bachelor of Nursing (Honours) (KN09)

This course provides the opportunity for selected graduates of the Bachelor of Nursing program to deepen their skills and understanding of the research process. The course emphasises the reciprocal relationship between nursing research and the professional, philosophical, historical, social, cultural and political contexts of nursing practice.

#### PURPOSE OF THE COURSE

The purpose of the course is to enable the graduate nurses to conduct research relevant to nursing in any of its dimensions.

The general aim is to further develop the students' skills in research designs and methodologies, and reinforce their understanding of the crucial role of research in the evolution of the discipline of nursing.

The exploration of the relationship between everyday inquiry, clinically focused research and research-based practice should deepen the students' understanding of the importance of research in the clinical practice setting.

### ADMISSION REQUIREMENTS

All applicants must hold the Bachelor of Nursing with a distinction average (or equivalent) in the final two semesters of their undergraduate course.

### OTHER SPECIAL ADMISSION CRITERIA

Prior to admission to this course, students will be required to have negotiated for supervision with appropriate members of staff. A necessary outcome of the preliminary discussions will be the identification of the required first-year research subject appropriate to their area of research.

### ASSUMED KNOWLEDGE

All applicants are expected to have one full year of theoretical grounding in research (or equivalent) as approved by the Selection Committee for the Bachelor of Nursing (Honours).

### PRE-ENTRY OCCUPATIONAL REQUIREMENTS

Normally, all applicants should have one-year full-time equivalent experience in clinical nursing practice. The applicant must be a registered nurse, eligible for registration with the NSW Nurses Registration Board.

### DURATION OF THE COURSE

Students who satisfy requirements for entry to an Honours degree in nursing will be required to undertake one year of full-time study (or part-time equivalent). Part-time students may be able to complete the requirements for an Honours degree in a minimum of three semesters of study, subject to the offering of a summer school.

The course will be equal to 48 credit points (2 x 14-week semesters at 24 credit points per semester) full-time study or part-time equivalent.

## COURSE STRUCTURE

### Stage 1

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#### Autumn semester

92798 The Evolution of Nursing Knowledge<sup>1</sup> (6cp)

92803 Quantitative Methods in Nursing Research<sup>1</sup> (6cp)

or

92802 Qualitative Methods in Nursing Research<sup>1</sup> (6cp)

#### Spring semester

92786 Negotiating Nursing<sup>1</sup> (6cp)

92180 Nursing Honours Dissertation (Part 1) (6cp)

### Stage 2

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#### Autumn and Spring semesters

92181 Nursing Honours Dissertation (Part 2) (24cp)

<sup>1</sup> Subject shared with Master of Nursing (by coursework) and described in the Postgraduate Subjects section.

## **UNDERGRADUATE SUBJECT DESCRIPTIONS (KN08, KN06 AND KN09)**

### **Guide to subject descriptions**

The subject descriptions shown below indicate the subject code and name, the number of credit points for the subject (eg, 3cp), the duration of the subject, indicated as semester weeks, if applicable, and the number of formal contact hours each week (eg, 4 hpw); for some subjects, there may also be practical components off-campus, and this is indicated in the text. Also shown are the prerequisites or corequisites, if any, and a brief outline of the content.

Prerequisites are subjects which must be completed before taking the subject to which they refer. Corequisites may be completed before or be taken concurrently with the subject to which they refer.

### **92180 NURSING HONOURS DISSERTATION (PART 1)**

(6cp); 14 weeks, 3 hpw

The aim of this subject is to facilitate an effective learning contract between the student and appointed supervisor. This learning contract will form the basis of the student's framework of study as he/she plans the Honours dissertation to be undertaken.

### **92181 NURSING HONOURS DISSERTATION (PART 2)**

(24cp); 28 weeks, 6 hpw  
prerequisite 92180 Nursing Honours Dissertation (Part 1)

The aim of this subject is for the student to undertake the proposed research as developed in the Nursing Honours Dissertation (Part 1).

### **92814 CLINICAL STUDIES 1: PEOPLE AND HEALTH CARE**

(5cp); 14 weeks, 2 hpw  
for Graduate Diploma in Music Therapy students

It is essential that students of music therapy have foundation knowledge of the growth and development of the person across the lifespan, within complex environments including the health care settings. This subject will enable the student to understand the person from an holistic perspective by examining human growth and development, and to analyse health care systems.

### **92815 CLINICAL STUDIES 2: HEALTH, ILLNESS AND DISABILITY**

(3cp); 14 weeks, 1 hpw  
prerequisite 92814 Clinical Studies 1: People and Health Care  
for Graduate Diploma in Music Therapy students

This subject will enable students to understand patterns of health, illness and disability in the community. It will enable students to understand the aetiology, clinical features, therapeutic interventions and management programs for people with selected disorders.

### **92816 CLINICAL STUDIES 3: INTERVENTION IN HEALTH CARE**

(3cp); 14 weeks, 1 hpw  
prerequisite 92815 Clinical Studies 2: Health, Illness and Disability  
for Graduate Diploma in Music Therapy students

This subject is concerned with the range and scope of interventions and management strategies available for clients requiring health care. It aims to develop skills in loss and grief counselling and specific skills for clients with mental health problems and psychiatric disorders; to analyse group dynamics and develop skills in group techniques and therapies; to review skills in human communication in health care; to examine the effects of touch in the therapeutic interaction; and to evaluate self awareness and self growth. The subject will also evaluate the legal and ethical rights and responsibilities of clients and therapists.

### **54113 ABORIGINAL CULTURES AND PHILOSOPHIES**

(8cp); 14 weeks, 3 hpw

This subject aims to develop an appreciation of Aboriginal culture in both local and global contexts, emphasising its continuity into the present day and the modern relevance of its value system. This subject provides the underpinnings of an understanding of Aboriginal culture and sets it in both a local and global context.

(Offered by the Faculty of Social Sciences)

**54230 ABORIGINAL SOCIAL AND POLITICAL HISTORY**

(8cp); 14 weeks, 3 hpw

Provides a critical analysis of Aboriginal relationships with non-Aboriginal peoples. This subject will lead students to a clear understanding of Aboriginal people's perception of relationships with non-Aboriginal people. It takes students into an investigation of the effects of key 'institutions' such as the law and religion on Aboriginal people, rather than using a 'chronological' approach or an approach using a theme such as 'oppression'.

(Offered by the Faculty of Social Sciences)

**50717 MAGIC AND HEALING**

(4cp); 7 lecture hours, 14 tutorial hours

Commences by exploring the epistemological status of various conceptions of 'science' and 'magic'. The remainder of the course examines magical, ritualised and symbolic aspects of 'healing' processes, including processes concerned with birth and death.

(Offered by the Faculty of Social Sciences)

**51014 HEALTH, TECHNOLOGY AND SOCIETY**

(3cp); 7 lecture hours, 14 tutorial hours

This unit is concerned with the changing face of medicine. As knowledge increases, technology changes and new skills are required. It deals with dilemmas in health care, social impacts and ethical issues in relating to the individual, the family and society at large. Topics include artificial insemination and in vitro fertilisation; handicaps, haemodialysis and transplantation, AIDS, iatrogenesis (physician-caused illness) and euthanasia. Students are encouraged to undertake projects in areas of particular interest.

(Offered by the Faculty of Social Sciences)

**51203 SOCIOLOGY OF COMMUNITY**

(4cp); 7 lecture hours, 14 tutorial hours

Examines the nature of community relationships in Australian society and investigates the social and historical forces that have produced present-day community organisation and the spatial pattern. There is a particular focus on working in the community and the community health sector.

(Offered by the Faculty of Social Sciences)

**51610 AUSTRALIAN SOCIAL HISTORY**

(4cp); 7 lecture hours, 14 tutorial hours

A survey of Australian social, economic and political history up to the present. Topics covered may include the dispossession of the Aborigines; the convict era; the gold rushes; bushrangers; the conflicts between selectors and squatters; Catholics and Protestants; the Anzac legend; the 1930s depression; the two World Wars; the post-war economic boom; immigration; the changing role of women; and the Cold War.

(Offered by the Faculty of Social Sciences)

**59362 WRITING FOR HEALTH SCIENCES**

(4cp); 7 lecture hours, 14 tutorial hours

This course aims to prepare students for a variety of writing situations that relate to the health sciences and to draw upon students' current professional studies to initiate writing topics. Students will reflect upon the nature of scientific discourses and practice writing approaches and techniques in workshop activities. The unit will examine sources of publication for various writing projects.

(Offered by the Faculty of Social Sciences)

**51009 CULTURE, HEALTH AND SOCIETY**

(3cp); 7 lecture hours, 14 tutorial hours

Introduces key sociological concepts and modes of analysis pertinent to the practice and development of the nursing profession. The subject will develop students' understanding of the social and cultural processes that shape health status and patterns of illness and that influence service delivery.

(Offered by the Faculty of Social Sciences)

**51010 POLITICS, POWER AND HEALTH**

(3cp); 7 lecture hours, 14 tutorial hours

This subject will focus on political processes in the provision of health care in Australia. It will develop an understanding of politics as an inescapable dimension of collective human behaviour and offer an outline and analysis of the major political institutions in Australian society.

(Offered by the Faculty of Social Sciences)

### 59326 PROFESSIONAL COMMUNICATION

(4cp); 7 lecture hours, 14 tutorial hours  
Develops in students a range of communication competencies of value in their professional workplaces and in society. Builds on students' knowledge of group and interpersonal communication, and provides specific skills in written and oral presentation, including resume presentation and employment interviews. Students are encouraged to practise writing appropriately for particular purposes and audiences and to prepare short speeches designed to explain and persuade.

(Offered by the Faculty of Social Sciences)

### 79001 LEGAL ISSUES AND DISADVANTAGED GROUPS

(3cp); 10 weeks, 3 hpw  
prerequisites 92125 Values in Nursing Practice, 92136 Reasoning and Judgement in Nursing Practice

This subject aims to assist nurses working with disadvantaged groups to act as advocates for their clients by giving them a sound understanding of the legal framework which supports and protects these groups in the community and in hospitals. Particular reference will be made to mental health and anti-discrimination legislation.

(Offered by the Faculty of Law and Legal Practice)

### 79002 FOETUSES, BABIES, CHILDREN AND THE LAW

(3cp); 10 weeks, 3 hpw  
prerequisites 92125 Values in Nursing Practice, 92136 Reasoning and Judgement in Nursing Practice

This subject deals with some of society's most contentious topics and the attempt to introduce laws to deal with the dilemmas associated with them. Topics covered include abortion, surrogacy, in vitro fertilisation, euthanasia, child abuse and adoptive legislation.

(Offered by the Faculty of Law and Legal Practice)

### 91509 PHARMACOLOGY

(3cp); 10 weeks, 3 hpw

Principles of absorption, metabolism, distribution and excretion of drugs and how they relate to onset and duration of action. Mechanisms of action and side effects of therapeutic groups of drugs that affect organ systems. Principles of anaesthesia and analgesia. Interactions of drugs both beneficial and adverse. Problems of toxicity, tolerance and addiction. Clinical toxicology and antidotal therapy.

(Offered by the Faculty of Science)

### 91518 PHYSIOLOGICAL FOUNDATIONS OF HEALTH 1

(6cp); 10 weeks, Bioscience component 4 hpw, Physical Science component 2 hpw

Introduction to anatomy and physiology, levels of organisation, homeostasis. Endocrine system – the major endocrine glands and their hormones; feedback control of hormones, hormone disorders. Integumentary system – skin structure and function, specific and non-specific defence mechanisms, wound healing. Musculoskeletal system – bone structure, organisation of the axial and appendicular skeleton, joints, muscular system, muscle tissues, principal skeletal muscles, muscles and movement. Reproductive systems and development – anatomy of male and female reproductive systems, mitosis and meiosis, formation of gametes and fertilisation, hormones and the female reproductive cycle, pregnancy, an overview of embryonic and foetal development including development of major organ systems. Measurement – scientific notation and basic mathematics. Electricity – static electricity, electric currents, magnetism, applications of electricity in the hospital and electrical safety. Heat and temperature, heat transfer and temperature regulation of the body. The building blocks of life – molecular and ionic compounds. Ions in the body – electrolytes, acids, bases and salts. How atoms join together to form molecules – obeying the rules of valence, polar and non-polar bonds, forces of attraction between molecules. Hydrocarbons and lipids, the structure of lipid bilayers.

(Offered by the Faculty of Science)

**91519 PHYSIOLOGICAL  
FOUNDATIONS OF HEALTH 2**

(6cp); 10 weeks, Bioscience component 4 hpw, Physical Science component 2 hpw

The nerve cell. The nerve impulse and its propagation. Synaptic transmission. Nervous system organisation – the peripheral and autonomic nervous system. The segmental nature of the spinal cord. Spinal and autonomic reflexes. The cranial nerves.

Introduction to main functional areas of the brain. Voluntary movement – the neural pathway. Light and sound. Biologically important families of carbon compounds.

Chemical reactions in digestion and excretion. Gastrointestinal system – anatomy and histology of the gastrointestinal tract.

Digestion and its control. Absorption of nutrients. The hepatic portal system. The structure of the liver and its role in metabolism. Fluids. Quantities of chemical substance – moles, solutions and their concentrations, osmosis. Fluid balance in the body tissues. Cardiovascular system – structure of blood vessels and their distribution, heart function, blood pressure. The chemical basis for respiration and acid/base balance – chemical equilibrium, with acids and bases, pH and buffers, acidosis and alkalosis. Gases. Respiratory system – gross and fine anatomy, mechanism of breathing, gas exchange and gas transport, role of haemoglobin, oxygen dissociation curves.

Renal system - gross anatomy and histology of the kidney. Waste product elimination. Ultrafiltration and urine production. Water and electrolyte balance.

Principles of absorption, metabolism, distribution and excretion of drugs and how they relate to onset and duration of action. Mechanisms of action and side effects of therapeutic groups of drugs that affect organ systems. Principles of anaesthesia and analgesia. Interactions of drugs both beneficial and adverse. Problems of toxicity, tolerance and addiction. Clinical toxicology and antidotal therapy.

(Offered by the Faculty of Science)

**91520 PATHOPHYSIOLOGY 1**

(6cp); 10 weeks, 6 hpw

Cellular homeostasis and normal cellular growth and development; diseases of blood; the immune system and its role in resistance to disease; the main groups of micro-organisms which affect humans, their epidemiology and methods of limiting their spread and controlling infection; alterations in nutrition and metabolism.

(Offered by the Faculty of Science)

**91521 PATHOPHYSIOLOGY 2**

(6cp); 10 weeks, 6 hpw

The major classes of cardiovascular disorders and their evolution from normal control mechanisms. The major respiratory disease processes and their relationship to normal respiratory function and defence mechanisms. The major renal disorders including acute and chronic renal failure. The major types of fluid and electrolyte disturbances and their contribution to altered homeostasis. Alterations in nervous system function. Basic principles of pharmacology with specific emphasis on drugs used in the treatment of cardiovascular, respiratory, renal and nervous system disorders.

(Offered by the Faculty of Science)

**91522 NEUROSCIENCE**

(3cp); 10 weeks, 3 hpw

Congenital neurological disorders associated with pre-natal infection (rubella, toxoplasmosis), environmental toxicants (Hg), drugs, alcohol and smoking in pregnancy. Peripheral nerve injury and peripheral neuropathy. Autonomic dysfunction. Spinal cord injury and the Brown-Séquard syndrome. Spinal shock. Spinal cord disease including poliomyelitis, syringomyelia. The reticular activation system and consciousness. Pain pathways, endorphins and enkephalins. Symptoms of brain stem lesions. The significance of the pyramidal and extra-pyramidal systems in the cortical control of motor function. Control of movement and disturbances of motor function. Head injury, epilepsy, organic brain syndrome (Alzheimer's and degenerative disorders). Multiple sclerosis. Ageing



and the nervous system. Electromyography (EMG), electroencephalography (EEG) and evoked potentials. Imaging techniques including magnetic resonance imaging (MRI), and computerised axial tomography (CAT) scanning and positron emission tomography (PET).

(Offered by the Faculty of Science)

#### **92109 NURSING PRACTICE 1A\***

(9cp); 240 hours

Students will complete 200 hours of supervised clinical nursing practice in the areas of adult and maternal, medical and surgical nursing. Students will be required to complete 40 hours of supervised laboratory skills and undertake self-directed learning packages within adult and child communities.

#### **92125 VALUES IN NURSING PRACTICE**

(3cp); 10 weeks, 3 hpw

This subject aims to provide an understanding of the legal framework within which the nursing profession exists. Specifically, it aims to demonstrate some points of interaction between the legal and ethical worlds as they relate to nursing. Topics also include an overview of the meaning of negligence, the notion of professional misconduct, industrial law and the mutual responsibilities of employers and employees.

(Offered by the Faculty of Law and Legal Practice)

#### **92128 NURSING PRACTICE 1\***

(4cp); 5 hours per day x 4 weeks per semester

corequisites 92163 Contexts of Nursing Care 1A, 92164 Contexts of Nursing Care 1B

In the context of experiential learning, this subject will offer the student the opportunity to express and apply theoretical principles and clinical skills learnt in all subjects, in the clinical context. The focus of this subject is the healthy person from the psychosocial, spiritual and physical aspects. The aim of the subject is to support the student's developing concept of health by assessing the health status of a variety of people including self.

#### **92129 NURSING PRACTICE 2\***

(4cp); 5 hours per day x 4 weeks per semester

prerequisite 92128 Nursing Practice 1; corequisites 92165 Contexts of Nursing Care 2A, 92166 Contexts of Nursing Care 2B

In the context of an experiential learning situation of wellness this subject will allow the student the opportunity to express and apply theoretical principles and clinical skills learnt in all subjects presented during the semester for the family and newborn, the elderly person and the person with developmental disability.

#### **92136 REASONING AND JUDGEMENT IN NURSING PRACTICE**

(3cp); 10 weeks, 3 hpw

This subject focuses on legal issues relevant to nursing practice, such as the duty of care, breach of duty, the tort of negligence, trespass to the person, informed consent, circumstances where medical treatment intervenes between injury and death.

(Offered by the Faculty of Law and Legal Practice)

#### **92137 PROFESSIONAL RESPONSIBILITIES IN NURSING**

(3cp); 10 weeks, 3 hpw

Examines areas of professional and personal responsibility impinging on nursing practice and the nurse as a member of the health care team, a health teacher, an advocate and an agent of change.

#### **92138 PROFESSIONAL RELATIONSHIPS IN NURSING**

(3cp); 10 weeks, 3 hpw

prerequisites 92163 Contexts of Nursing Care 1A, 92164 Contexts of Nursing Care 1B; corequisite 92214 Nursing Practice 3 or 92215 Nursing Practice 4 or 92218 Nursing Practice 5

Aims to broaden and deepen the understanding and appreciation of interpersonal processes in professional nursing practice. It extends the foundation of establishing relationships with clients (Contexts of Nursing Care 1A and 1B) by focusing on the unique manner in which interpersonal processes are used in nursing interventions, with particular emphasis on the development of the nurse as a therapeutic agent.

\* Pass/fail subject

**92139 NURSING KNOWLEDGE AND PRACTICE**

(3cp); 10 weeks, 3 hpw

Explores nursing as a practice-based discipline. Students will trace the development of nursing through analysis of nursing concepts, models and theories. They will be encouraged to explore personal and professional knowledge through reading and critical reflection which will provide a link between the two research subjects and encourage inquiry into nursing phenomena.

**92145 MORAL PHILOSOPHY AND HEALTH CARE NURSING**

(3cp); 10 weeks, 3 hpw

Provides an opportunity to study moral philosophy and its relationship to health care as it touches patient, practitioner, corporate institutions and government. The presuppositions underlying 'judgement' and 'action' will be examined.

**92146 HEALTH CARE ETHICS**

(3cp); 10 weeks, 3 hpw

The purpose of this subject is to explore further issues in health care, medical science and technology, and the implications for health professionals working in a pluralistic society. Beliefs, values and underlying presuppositions will be examined.

**92147 HUMAN SUFFERING – MEANINGS AND RESPONSES**

(3cp); 10 weeks, 3 hpw

The aim of this subject is to explore the issue of human suffering and to see what sense may be made of it, and how the nursing profession might respond when faced with the suffering of patients.

**92148 SOCIAL JUSTICE AND HEALTH CARE NURSING**

(3cp); 10 weeks, 3 hpw

Provides students with a sound understanding of the philosophies underlying various approaches to social justice. After some historical treatment, it will concentrate on major contemporary theories, and see how in practice these theories may find application in the debates about health care policy.

**92149 NURSING AND THE ARTS**

(3cp); 10 weeks, 3 hpw

Students will have the opportunity to choose works from at least two areas of the arts and to study those works in terms of their portrayal and explorations of the human condition.

**92150 PHYSIOLOGICAL PSYCHOLOGY**

(3cp); 10 weeks, 3 hpw

The student will be introduced to the relationship between human behaviour and the underlying physiological mechanisms. Areas such as memory, emotion, anxiety and motivation as well as higher order functioning such as language, awareness, sleep and reasoning will be explored.

**92151 IMAGES OF NURSING (FILM)**

(3cp); 10 weeks, 3 hpw

Encourages students to develop skills in critical analysis of nursing images in the medium of film. Students will explore issues to do with the power of the image, and the media of film in the context of media generally.

**92152 PRIMARY HEALTH CARE NURSING**

(3cp); 10 weeks, 3 hpw

Extends nursing knowledge and practice as applied to individuals and groups in community contexts. Processes and strategies of a primary health care approach are explored, especially in relation to defined vulnerable communities.

**92153 WOMEN'S HEALTH ISSUES**

(3cp); 10 weeks, 3 hpw

Provides an opportunity to explore issues related to women's health from several perspectives. Women's health has traditionally been examined from a utero-centric perspective. However, women's health issues are broader than this, and should be studied in the context of women's place in a patriarchal society at a local, national and global level.

**92154 HUMAN RESPONSES IN NURSING PRACTICE**

(3cp); 10 weeks, 3 hpw

This subject further develops the student's knowledge of the factors which determine coping responses related to adjustment to altered lifestyles. It will appraise the

phenomena of human responses to health and illness from the perspective of both practitioner and recipient of health services. The importance of actual and perceived change by the person, and emotional, cognitive and perceptual changes will be discussed. This understanding will determine effective caring practice. Issues of adherence and relapse will be presented, and the complex interaction of social, psychological, behavioural and cultural factors which contribute to human responses in the major societal/lifestyle diseases will be critically appraised. The experience and meaning of illness, and contemporary multidisciplinary strategies and approaches for reducing risks of such diseases will be presented. The nursing practitioner's response to stress, conflict, inflicting pain, bias and prejudice will be examined and strategies for helping the helper will be investigated.

#### **92157 HUMAN SEXUALITY IN HEALTH AND ILLNESS**

(3cp); 10 weeks, 3 hpw

The aim of this elective is to prepare the student with sufficient knowledge in sexual development, health and behaviours, to feel comfortable as a Level 1 therapist, according to the PLISSIT Sexual Health Model. The therapeutic interventions of the professional nurse at Level 1 includes providing limited sex information and education, including information about sexual feelings, behaviours and myths.

#### **92158 NURSING KNOWLEDGE AND PRACTICE (RN)**

(5cp); 14 weeks, 3 hpw

This subject explores nursing as a practice-based discipline. Students will trace the development of nursing through analysis of nursing concepts, models and theories. They will be encouraged to explore personal professional knowledge through reading and critical reflection which will provide a link between the two research subjects and encourage inquiry into nursing phenomena.

#### **92159 HUMAN RESPONSES IN NURSING PRACTICE (RN)**

(5cp); 14 weeks, 3 hpw

This subject further develops the student's knowledge of the factors which determine coping responses related to adjustment to

altered lifestyles. It will appraise the phenomena of human responses to health and illness from the perspective of both practitioner and recipient of health services. The importance of actual and perceived change by the person, and emotional, cognitive and perceptual changes will be discussed. This understanding will determine effective caring practice. Issues of adherence and relapse will be presented, and the complex interaction of social, psychological, behavioural and cultural factors which contribute to human responses in the major societal/lifestyle diseases will be critically appraised. The experience and meaning of illness, and contemporary multidisciplinary strategies and approaches for reducing risks of such diseases will be presented. The nursing practitioner's response to stress, conflict, inflicting pain, bias and prejudice will be examined and strategies for helping the helper will be investigated.

#### **92160 PROFESSIONAL RELATIONSHIPS IN NURSING (RN)**

(5cp); 14 weeks, 3 hpw

This subject aims to broaden and deepen the understanding and appreciation of interpersonal processes in professional nursing practice. It extends the foundation of establishing relationships with clients by focusing on the unique manner in which interpersonal processes are used in nursing interventions, with particular emphasis on the development of the nurse as a therapeutic agent.

#### **92161 TRANSCULTURAL NURSING: HEALTH CARE SYSTEMS**

(3cp); 10 weeks, 3 hpw

This subject introduces students to the complexity of human nature and the diverse ways in which different populations have responded to illness and suffering over time and space. It draws upon anthropology, philosophy and history to develop students' understanding of professional medical, health care and nursing knowledge and practices, and folk knowledge and practices as integrated aspects of the sociocultural system of a people, before examining the contribution of transcultural nursing literature in developing culturally sensitive nursing care.

**92162 ABORIGINAL HEALTH CARE**

(3cp); 10 weeks, 3 hpw

This subject provides students with a comparative, public health and nursing perspective on the health and well-being of the Australian Aboriginal and Torres Strait Islander populations, within the context of the various historical, social and cultural factors which have determined the present health of the population. It explores the range of nursing and multisectoral health care measures, including public and health care policies and related health care programs and strategies, which can be utilised in response to the health care needs of Aboriginal people and communities.

**92163 CONTEXTS OF NURSING CARE 1A**

(6cp); 10 weeks, 6 hpw

corequisites 92128 Nursing Practice I and 92164 Contexts of Nursing Care IB

In the context of a Primary Health Care approach, this subject explores the influence of lifestyle on health status, and provides a knowledge base for the development of nursing assessment and intervention skills. Students are introduced to the exercise of clinical judgement in nursing practice. This subject focuses primarily on the nursing assessment of the individual, family and community in areas related to patterns of health perception and health management, self-perception and self-concept, value and belief, nutritional-metabolic, elimination, and activity and exercise.

**92164 CONTEXTS OF NURSING CARE 1B**

(3cp); 10 weeks, 3 hpw

corequisites 92128 Nursing Practice I, 92163 Contexts of Nursing Care IA

This subject explores the nature of nurse-client relationships with specific reference to their formation. It promotes an awareness and appreciation of nursing care as an interpersonal activity. It challenges participants to view nursing health assessment in an interactive light, with the person who is the nurse being as important as the person who is the identified client (individual, family, community). It encourages participants to view themselves in terms of their relationship with clients in order to increase their awareness of how they interact with

clients. The focus is on the interpersonal skills needed to establish contact with clients, to provide safety and security for clients to share their experiences of health, and to encourage clients to express themselves. These skills are fundamental in establishing relationships with clients in order to effectively assess the client's health status.

**92165 CONTEXTS OF NURSING CARE 2A**

(6cp); 10 weeks, 6 hpw

corequisites 92129 Nursing Practice 2, 92166 Contexts of Nursing Care 2B

This subject extends the student's knowledge and skills in relation to promotion of both physical and mental health and well-being for individuals, families and groups of all ages and abilities. Processes of nursing health assessment are further developed with particular emphasis on ages and stages of human development.

**92166 CONTEXTS OF NURSING CARE 2B**

(3cp); 10 weeks, 3 hpw

corequisites 92129 Nursing Practice 2, 92165 Contexts of Nursing Care 2A

This subject explores theories of human growth and development and their relevance to the development of nursing practice. The identification of developmental needs and concerns of people and the incorporation of these needs into nursing care is an integral component of this subject.

**92179 COMPUTERS IN HOSPITAL-BASED AND COMMUNITY NURSING**

(3cp); 10 weeks, 3 hpw

Promotes the student's awareness of the range of current computer applications to health care delivery and develops basic computer literacy skills in the use of a variety of applications: word processing, database and spreadsheet.

**92198 NURSING AND LITERATURE**

(3cp); 10 weeks, 3 hpw

This elective will provide an opportunity for students to explore the human condition as it is expressed through literature.

**92199 CLINICAL NURSING OPTION**

(3cp); 10 weeks, 3 hpw  
prerequisite Nursing Practice subject from previous semester

Enables students to extend their knowledge in a chosen area of nursing. In order to complete the learning activities it is necessary for each student to have access to an appropriate clinical setting.

**92209 INTRODUCTION TO NURSING RESEARCH**

(3cp); 10 weeks, 3 hpw

An introduction to the concepts, processes and procedures involved in the formal process of enquiry within nursing. The subject seeks to provide students with knowledge and skills that are required to review and use research literature. The overall aim is to develop the student's ability to evaluate nursing research objectively and critically.

**92212 CONTEXTS OF NURSING CARE 3**

(9cp); 10 weeks, 9 hpw  
prerequisites 92165 Contexts of Nursing Care 2A, 92166 Contexts of Nursing Care 2B; corequisite 92214 Nursing Practice 3

Uses the organisers of functional health patterns, resources and environment as a base from which to examine the effects of pathology and the resultant altered health status. Students will have the opportunity to develop in the exercise of clinical judgement and to increase their awareness of the way nurses utilise this knowledge in clinical practice. The interaction between the nurse and the client looks beyond the situation and the assessment of explicit problems and resources, to the anticipation of possible problems and the nurse's role in maintaining health.

**92213 CONTEXTS OF NURSING CARE 4**

(9cp); 10 weeks, 9 hpw  
prerequisite 92212 Contexts of Nursing Care 3; corequisite 92215 Nursing Practice 4

Continues the presentation of nursing contexts commenced in the prerequisite subject. The subject is concerned with the effects of altered health status on functional health patterns and on the interaction between the nurse and the client with physical and mental health problems. It is expected that students will continue to

develop a problem-based reasoning process and increasing quality in interpersonal skills while they incorporate the knowledge of physical and mental pathology into their care of clients.

**92214 NURSING PRACTICE 3\***

(5cp); 6 hours per day x 4 weeks per semester  
prerequisite 92129 Nursing Practice 2; corequisite 92212 Contexts of Nursing Care 3

In an experiential learning situation this subject allows the student the opportunity to express and apply theoretical principles and clinical skills learnt in all subjects presented during the semester and to provide practical experience in the nursing care of the child and adult with altered health patterns relating to nutrition, elimination, stress and sensory input.

**92215 NURSING PRACTICE 4\***

(5cp); 6 hours per day x 4 weeks per semester  
prerequisite 92214 Nursing Practice 3; corequisite 92213 Contexts of Nursing Care 4

In an experiential learning situation this subject allows the student the opportunity to express and apply theoretical principles and clinical skills learnt in all subjects, and will provide practical experience in the nursing care of children and adults with altered health patterns relating to mobility and exercise, respiratory, genito-urinary elimination and mental health status.

**92216 CONTEXTS OF NURSING CARE 5**

(9cp); 10 weeks, 9 hpw  
prerequisite 92213 Contexts of Nursing Care 4; corequisite 92218 Nursing Practice 5

Extends the process and knowledge of nursing begun in Contexts of Nursing Care 3 and 4 by continuing to foster students' exercise of clinical judgement, using case study analyses. An emphasis will be placed on advanced assessment of increasingly complex alterations in health status and nursing management of functional health patterns, resources and the client's environment. Students will develop an increased awareness of the way nurses approach their work by examining multiple pieces of data related to a client and prioritising specific nursing management in consultation with the client and/or family.

**92217 CONTEXTS OF NURSING CARE 6**

(9cp); 10 weeks, 9 hpw (five weeks on campus)

prerequisite 92216 Contexts of Nursing Care 5; corequisite 92219 Nursing Practice 6

Utilises the knowledge and experience gained through the course to increase the student's confidence in a personal synthesis of nursing practice. The presentation of isolated health pattern alterations in Semesters 3 and 4 is now replaced with a client who has complex interactive pathologies that require long-term nursing management from the acute phase of illness through to rehabilitation.

**92218 NURSING PRACTICE 5\***

(6cp); 8 hours per day x 4 weeks per semester, 5 days/week

prerequisite 92215 Nursing Practice 4; corequisite 92216 Contexts of Nursing Care 5

In an experiential learning situation this subject allows the student opportunity to express and apply theoretical principles and clinical skills with clients who have complex and interactive alterations to their health pattern. When it is possible the student will consult the client to set priorities of care as well as prophylactically monitor potential complications.

**92219 NURSING PRACTICE 6\***

(6cp); 8 hours per day x 4 weeks per semester

prerequisite 92218 Nursing Practice 5; corequisite 92217 Contexts of Nursing Care 6

In an experiential learning situation this subject allows the student the opportunity to express and apply theoretical principles and clinical skills with clients from all contexts of care experienced in the undergraduate nursing program. In this semester students are in the transition phase to professional practice and will be expected to identify their specific learning needs. Students have practice options in which they have the opportunity to carry out comprehensive care of clients.

**92223 NURSING RESEARCH IN ACTION**

(3cp); 10 weeks, 3 hpw

Extends the student's knowledge of the principles and practice of research in nursing, its place in nursing practice and the means by which research findings can be generated and utilised.

**92228 NEUROSCIENCE NURSING**

(3cp); 10 weeks, 3 hpw

Develops an understanding of and competencies in the nursing care of the client with dysfunctions of the nervous system. The subject is also intended to develop understanding and skills useful in a range of contexts.

**92229 THE NURSE AS MANAGER**

(3cp); 10 weeks, 3 hpw

Introduces students to the principles and theories of management and leadership, to provide a foundation for the beginning nurse practitioner.

**92233 PAIN: THE NURSE'S ROLE IN ITS ASSESSMENT AND MANAGEMENT**

(3cp); 10 weeks, 3 hpw

prerequisite 2 years of pre-registration program or equivalent

The aim of this subject is to provide the student with a sound understanding of the assessment and management of different types of pain across a number of settings. This involves not only an understanding of the nature of pain, but its meaning for individuals, families, health care workers and society as a whole.

**92234 ISSUES IN CHILD HEALTH**

(3cp); 10 weeks, 3 hpw

Introduces the student to a range of contemporary issues related to the health of infants, children and adolescents. Influences and their effects, present problems and the contribution of nursing to child health are considered.

**92235 DIRECTIONS IN PAEDIATRIC NURSING**

(3cp); 10 weeks, 3 hpw

Explores the dimensions of present-day paediatric nursing and the development of specific practice areas within an established nursing speciality.

\* Pass/fail subject

**92425 INTRODUCTION TO NURSING RESEARCH (RN)**

(4cp); 14 weeks, 3 hpw

An introduction to processes and procedures involved in nursing research. The subject seeks to provide students with knowledge and skills necessary for appropriate research design, methodology selection, data collection strategies and analysis techniques. The overall aim is to develop the student's ability to evaluate nursing research, objectively and critically.

**92426 ADVANCED NURSING PRACTICE (RN)**

(4cp); 14 weeks, 3 hpw

Extends the student's knowledge of nursing practice by an examination and analysis of comprehensive health breakdown situations.

**92427 NURSING RESEARCH IN ACTION (RN)**

(4cp); 14 weeks, 3 hpw

This subject will extend the student's knowledge of the principles and practice of research in nursing, its place in nursing practice and the means by which it can be generated and utilised.

**92428 PROFESSIONAL RESPONSIBILITIES IN NURSING (RN)**

(4cp); 14 weeks, 3 hpw

Examines areas of professional and personal responsibility impinging on nursing practice and the nurse as a member of the health care team, a health teacher, an advocate and an agent of change.

**92429 REFLECTION ON NURSING PRACTICE (RN)**

(5cp); 14 weeks, 3 hpw

Develops the student's ability to analyse critically and evaluate nursing practice by reflecting on previous nursing experience and by reference to nursing literature. This aim will be achieved through the development of a learning contract in consultation with a member of the academic staff.

**POSTGRADUATE COURSES****THE CENTRE FOR GRADUATE NURSING STUDIES**

The Centre for Graduate Nursing Studies is located at the St Leonards campus of the University with the majority of postgraduate classes currently conducted at this campus. Classes for the third year of the Master of Nursing (by coursework) are held at the Kuring-gai campus.

Within the Faculty of Nursing the Centre for Graduate Nursing Studies offers two categories of postgraduate courses – those by research and those by coursework. Research courses offered are the Master of Nursing (by thesis) and the Doctor of Philosophy. Coursework programs offered are the various Graduate Diplomas, the Master of Nursing (by coursework) and the Master of Bioethics.

Responsibilities of the Centre focus on the development of postgraduate nursing education and the fostering of nursing research. The Centre aims to provide a dynamic environment for teaching, learning and research in nursing and to achieve standards of excellence in professional preparation and continuing education. The Centre embodies the Faculty's commitment to ensuring opportunities for nurses educated in either the hospital or higher education sectors to study at graduate level.

Postgraduate nursing programs provide the scope for nurses to strengthen and expand their knowledge in the nursing discipline generally, while also encouraging study and research in specialised areas of nursing. Advanced graduate study in the discipline of nursing involves the application of learning to the students' professional domain. Enrolment in a postgraduate program provides an opportunity to study within a challenging and stimulating environment.

Since its establishment the Centre for Graduate Nursing Studies has continued to refine and expand its teaching activities, particularly through links with health agencies. In 1991 the University of Technology, Sydney and the Southern Sydney Area Health Service jointly appointed Australia's first externally funded Chair of Nursing, the Professor of Nursing in Family Health.

Since this time, two more externally funded Chairs of Nursing have been established: the Professor of Nursing in Aged and Extended Care, again a joint appointment with the Southern Sydney Area Health Service; and the Professor of Nursing in Critical Care, a joint appointment with the Royal North Shore Hospital and the Northern Sydney Area Health Service. These positions are situated in the Centre. Their responsibilities include the development of strong links between clinical facilities providing a mechanism to facilitate research and education in nursing practice.

### ADMISSION REQUIREMENTS

Where large numbers of applicants are eligible for admission to the post-registration courses offered by the Centre for Graduate Nursing Studies and places are limited, preference will be given to applicants on the basis of:

- (a) general educational qualifications;
- (b) pre-registration academic grades;
- (c) post-registration professional experience.

### Graduate Diplomas

The educational qualification normally required is an undergraduate degree in nursing. Graduates from a pre-registration nursing program who have a diploma will be admitted to the course subject to the pre-entry occupational requirements. Registered nurses with an undergraduate degree or diploma in a discipline other than nursing will be considered on an individual basis.

Registered nurses who do not have an undergraduate degree or diploma but have three nursing certificates and three years' full-time professional experience may be deemed to have a status equivalent to graduate status for the purpose of entry to the course. In addition, some provision also exists for non-graduate entry on the basis of completion of some relevant post-registration study and substantial work experience.

In all but exceptional situations, applicants who have an undergraduate degree in nursing, a Diploma of Health Science (Nursing), Diploma of Applied Science (Nursing), Diploma of Nursing or its equivalent, would normally be expected to have at least one year's full-time pro-

fessional employment in nursing. Preference will be given to applicants with experience in the chosen area of study.

Applicants seeking entry as certificated registered nurses must have a minimum of three years' post-registration experience. A longer period of professional employment, which could include the attainment of one or more hospital post-basic certificates (eg, psychiatric nursing, intensive care) and/or experience in the selected area of study, would be regarded favourably by the Faculty.

Completion of a Graduate Diploma at a satisfactory level may allow progression into the Master of Nursing (by coursework). Applicants may be required to undertake appropriate prerequisite subjects.

A student who fails in any subject twice, or having failed one subject fails any other shall be deemed to be making unsatisfactory progress and shall have his/her registration discontinued in accordance with University Rule 3.2.6. The student may appeal against the discontinuation of registration as explained in Rule 3.2.7.

### Master of Nursing (by coursework)

The educational qualification normally required is an undergraduate degree in nursing or an equivalent tertiary qualification deemed acceptable by the Faculty. Registered nurses with an undergraduate degree in a discipline other than nursing will be considered on an individual basis.

In all but exceptional situations, applicants would normally be expected to have at least one year's full-time professional employment in nursing. While applicants need not be employed at the time of application, it will be difficult in some instances to complete course requirements without access to a relevant clinical environment. Preference will be given to applicants for the Master of Nursing who have experience in the chosen area of study.

Students who have completed a UTS Graduate Diploma in any of the nursing sub-specialties at the level of credit or above may apply to transfer/enrol in the final fee-paying year of the Master of Nursing.

Applicants who have completed a Graduate Diploma in a nursing sub-specialty from another university will be assessed on an



individual basis for entry to the fee-paying final year of the Master of Nursing. Additional coursework may be prescribed in some instances.

A student who fails in any subject twice, or having failed one subject fails any other, shall be deemed to be making unsatisfactory progress and shall have his/her registration discontinued in accordance with University Rule 3.3.7. The student may appeal against the discontinuation of registration as explained in Rule 3.3.8.

### **Graduate Diploma in Bioethics and Master of Bioethics (by coursework)**

The educational qualifications for entry will be at degree or diploma level or equivalent qualifications or experience particularly in the area of study.

Health care professionals and the general public will be encouraged to apply for entry. Applications for admission will be assessed individually according to background and experience related to involvement in committees and courses in the area of Bioethics.

Registered nurses who have three nursing certificates and two years' experience may be deemed to be equivalent to graduate status for the purpose of entry to the course. Some provision also exists for non-graduate entry on the basis of completion of relevant post-registration or professional study and substantial work experience.

A student who fails in any subject twice, or having failed one subject fails any other, shall be deemed to be making unsatisfactory progress and shall have his/her registration discontinued in accordance with University Rule 3.3.7. The student may appeal against the discontinuation of registration as explained in Rule 3.3.8.

### **STRUCTURE OF POSTGRADUATE COURSES**

#### **Graduate Diploma in Acute Care Nursing (KN61)**

##### Year 1 (part-time)

###### *Autumn semester*

- 92775 Contemporary Issues in Health Care (6cp)  
92779 Dimensions of Acute Care Nursing (6cp)

##### *Spring semester*

- 92797 Research for Nursing Practice (6cp)  
92774 Advanced Nursing: Oxygenation and Hemodynamic Disruption (6cp)

##### Year 2 (part-time)

###### *Autumn semester*

- 92798 The Evolution of Nursing Knowledge (6cp)  
92773 Advanced Nursing: Metabolic and Neuroendocrine Disruption (6cp)

###### *Spring semester*

- 92786 Negotiating Nursing (6cp)  
92772 Advanced Nursing: Immune Response Disruption (6cp)

### **Note**

Students in the Graduate Diploma in Medical-Surgical Nursing who enrolled in 1993 will complete the course as outlined in the 1993 Faculty Handbook.

The course is designed to meet the graduate study needs of nurse clinicians whose career aspirations are in the area of acute care nursing specialisation. The course enables registered nurses to broaden their understanding of the pathophysiological bases of acute health breakdown resulting in clinical nursing problems and deepen their understanding of critical processes of assessment and management.

Professional growth is fostered through exploration of contemporary issues in health care, research processes and the development of nursing as a discipline in a dynamic health care environment. The student's professional growth will be enhanced through opportunities to learn collaboratively with students from other discipline sub-specialties. Opportunities are provided for students to pursue areas of interest to their particular sub-specialty.

#### **Graduate Diploma in Nursing Management (KN62)**

##### Year 1 (part-time)

###### *Autumn semester*

- 92775 Contemporary Issues in Health Care (6cp)  
92794 Politics, Power and Policies in Health Care (6cp)

*Spring semester*

- 92797 Research for Nursing Practice (6cp)  
 92739 The Context of Nursing Management (6cp)

*Year 2 (part-time)*

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*Autumn semester*

- 92798 The Evolution of Nursing Knowledge (6cp)  
 92796 Processes of Nursing Management (6cp)

*Spring semester*

- 92786 Negotiating Nursing (6cp)  
 21783 Health Resources Management<sup>1</sup> (6cp)

<sup>1</sup> Offered by the Faculty of Business

**Note**

Students who enrolled in 1993 will complete the course as outlined in the 1993 Faculty Handbook.

The graduate program in Nursing Management has been designed to prepare graduates to function at a sophisticated level in the rapidly changing health care system of the 1990s. The increasing complexity and variety of the Australian health care system demands graduates who are proficient, competent and effective. This course is designed to meet these needs.

The course is suitable for nurses aspiring to management positions, as well as those already holding such positions, who wish to enhance their professional practice through formal study. (The course has been accredited by the Australian College of Health Service Executives.)

During the course the students will have the opportunity to explore the social and political context of nurse management. Thorough exploration of politics and power relationships and legal and ethical issues will enhance the students' ability to effectively assess and manage the health care environment in which they find themselves.

The broad aims of the course are for students to be able to explore and analyse the effects of changes in health care on their work role and environment; effectively manage a nursing unit or division and its staff; provide quality nursing care and staff leadership; enhance interpersonal and organisational skills; analyse the range of revenue sources available (to governments) for health care and develop the skills and ability to promote an organisational culture that plans effectively for change.

**Graduate Diploma in Nursing in Midwifery (KN64)***Year 1 (part-time)*

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*Autumn semester*

- 92775 Contemporary Issues in Health Care (6cp)  
 92715 Family Studies (6cp)

*Spring semester*

- 92797 Research for Nursing Practice (6cp)  
 92781 Foundations in Midwifery (6cp)

*Year 2 (part-time)*

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*Autumn semester*

- 92798 The Evolution of Nursing Knowledge (6cp)  
 92785 Midwifery in Complexity (6cp)

*Spring semester*

- 92786 Negotiating Nursing (6cp)  
 92777 Contexts of Midwifery Practice (6cp)

**Note**

Students who enrolled in 1993 will complete the course as outlined in the 1993 Faculty Handbook.

The course is designed to meet the graduate needs of nurse clinicians wishing to practise in the area of midwifery. This course provides a broad theoretical and clinical study in the area of midwifery and also includes studies on the family; professional, sociopolitical and ethico-legal issues related to the family; research skills that will enhance midwifery practice; and interpersonal processes.

The course requires 12 months' concurrent employment in an accredited midwifery unit in order that students gain midwifery certification with the NSW Nurses Registration Board. The University of Technology, Sydney, has therefore formed an agreement with the Southern Sydney Area Health Service whereby students seeking to enrol in the Graduate Diploma in Nursing in Midwifery simultaneously apply to the Southern Sydney Area Health Service for employment and placement.

## Graduate Diploma in Neonatal Nursing (KN65)

### Year 1 (part-time)

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#### Autumn semester

- 92775 Contemporary Issues in Health Care (6cp)  
92715 Family Studies (6cp)

#### Spring semester

- 92797 Research for Nursing Practice (6cp)  
92792 Perinatal Development: Organisation, Adaptation and Outcome (6cp)

### Year 2 (part-time)

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#### Autumn semester

- 92798 The Evolution of Nursing Knowledge (6cp)  
92789 Neonatal Health Status: Sequela and Management (6cp)

#### Spring semester

- 92786 Negotiating Nursing (6cp)  
92791 Neonatal Interaction: Environmental Influences and Behaviour (6cp)

This course is designed to advance the knowledge and conceptual understanding of graduate nurse clinicians wishing to practise in the area of neonatal nursing. As well as providing specialty study of the sick neonate and the neonate at risk across all levels of hospital and community care, specifically highlighting the nurse's role, this course also includes studies in the evolution of nursing, the family, research and practice, and negotiating nursing. It is anticipated that the synthesis of these areas of study will enhance professional nursing practice in the specialty of neonatal nursing.

## Graduate Diploma in Child Health Nursing (KN66)

### Year 1 (part-time)

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#### Autumn semester

- 92775 Contemporary Issues in Health Care (6cp)  
92715 Family Studies (6cp)

#### Spring semester

- 92797 Research for Nursing Practice (6cp)  
92783 Maintaining Family Health in the Community (6cp)

### Year 2 (part-time)

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#### Autumn semester

- 92798 The Evolution of Nursing Knowledge (6cp)  
92784 Management of Complex Health Problems (6cp)

#### Spring semester

- 92786 Negotiating Nursing (6cp)  
92776 Contexts of Child and Family Health Nursing Practice (6cp)

#### Note

Students who enrolled in 1993 will complete the course as outlined in the 1993 Faculty Handbook.

This course is designed to meet the graduate needs of nurse clinicians wishing to practise in the area of child health nursing. As well as providing specialist study in this area the course includes studies in professional, sociopolitical and ethico-legal issues related to the family, the maintenance and promotion of health for children and families, management in the home setting of common and complex health problems and the organisation and delivery of appropriate health services to children and families in the community. It is anticipated that graduates will develop the advanced knowledge and conceptual understanding to facilitate professional nursing practice in the specialty of child health nursing.

## Graduate Diploma in Mental Health Nursing (KN67)

### Year 1 (part-time)

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#### Autumn semester

- 92775 Contemporary Issues in Health Care (6cp)  
92793 Perspectives on the Person (6cp)

#### Spring semester

- 92797 Research for Nursing Practice (6cp)  
92801 Therapeutic Approaches (6cp)

### Year 2 (part-time)

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#### Autumn semester

- 92798 The Evolution of Nursing Knowledge (6cp)  
92800 Therapeutic Alliance (6cp)

#### Spring semester

- 92786 Negotiating Nursing (6cp)  
92795 Practice Dimensions (6cp)

**Note**

Students who enrolled in 1993 will complete the course as outlined in the 1993 Faculty Handbook.

This course is designed to enable registered nurses to further develop and extend their basic knowledge of mental health nursing practice. The course aims to deepen the students' understanding of the meaning of mental health and illness from a biological, historical, cultural, social, political and psychological perspective. This understanding is applied to a variety of mental health nursing care settings (hospital and community) and therapeutic processes.

The course will enable graduates to assume a primary therapist role through the development of therapeutic counselling and case management skills. Graduates of this course will be able to assume clinical leadership roles and the delivery of mental health nursing care by increasing their ability to move out of institutional settings.

### **Graduate Diploma in Aged Care Nursing (KN68)**

#### Year 1 (part-time)

##### *Autumn semester*

- 92700 Nursing Practice in a Multicultural Community (6cp)  
92729 Professional Issues in Nursing (6cp)

##### *Spring semester*

- 92723 Advanced Nursing Assessment (6cp)  
92701 The Aged in Society (6cp)

#### Year 2 (part-time)

##### *Autumn semester*

- 92702 Nursing Strategies for Health Care (6cp)  
92703 Nursing Practice with the Aged 1 (6cp)

##### *Spring semester*

- 92704 Nursing Practice with the Aged 2 (6cp)  
92705 Focused Specialty Practice (6cp)

This course is designed to enable registered nurses to critically evaluate current aged care practices, with a view to creating optimal life experiences for elderly people in Australian society. Throughout the course students will be involved in identifying the needs of elderly people in a

variety of contexts, in identifying particular nursing interventions and support within the context of the elderly person's psychosocial world and exploring the theoretical frameworks which support older people's experiences in a changing society. The course will prepare graduates for leadership, research and scholarship in aged care, within a variety of health care settings and in the community.

### **Graduate Diploma in Palliative Care Nursing (KN69)**

#### Year 1 (part-time)

##### *Autumn semester*

- 92700 Nursing Practice in a Multicultural Community (6cp)  
92729 Professional Issues in Nursing (6cp)

##### *Spring semester*

- 92723 Advanced Nursing Assessment (6cp)  
92706 The Societal Context of Palliative Care (6cp)

#### Year 2 (part-time)

##### *Autumn semester*

- 92702 Nursing Strategies for Health Care (6cp)  
92707 Palliative Care Nursing Practice (6cp)

##### *Spring semester*

- 92705 Focused Specialty Practice (6cp)  
Nursing Elective<sup>1</sup> (6cp)

<sup>1</sup> Elective subjects may be selected from those subjects available in the postgraduate courses offered through the Faculty of Nursing, provided that prerequisites are satisfied.

This course has been designed to enable registered nurses to research and critically evaluate the principles of palliative care as they apply to the whole lived experiences of dying people. Through this investigation, students will come to view the nursing process as an integral thread woven into all care experiences, within a variety of life-style situations for dying people and their supports. The course will encourage graduates to assume principal roles in research and management of palliative care for people who seek their services in a variety of social settings.

## Graduate Diploma in Cardiothoracic Nursing (KN75)

### Year 1 (part-time)

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#### Autumn semester

- 92729 Professional Issues in Nursing (6cp)  
 92713 Health Breakdown (6cp)

#### Spring semester

- 92723 Advanced Nursing Assessment (6cp)  
 92708 Cardiothoracic Nursing Specialty 1 (6cp)

### Year 2 (part-time)

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#### Autumn semester

- 92722 Advanced Technology in Patient Care (6cp)  
 92709 Cardiothoracic Nursing Specialty 2 (6cp)

#### Spring semester

- 92735 Interpersonal Processes in Advanced Nursing Practice (6cp)  
 92717 Cardiothoracic Clinical Nursing Specialty (6cp)

The course is designed to meet the graduate study needs of nurse clinicians whose career aspirations are within the selected areas of high dependency critical care specialisation. Core studies in nursing examine sociopolitical, legal and ethical aspects of professional practice, advanced clinical assessment and patient management, the application of technology in patient care and counselling in nursing practice. Core studies of selected key pathophysiological processes provide clinical perspectives for in-depth consideration of the diagnostic and therapeutic management of selected medical-surgical patients. The course provides opportunities for students to pursue studies in chosen sub-specialties of an intensive nature.

As clinical experience is an essential feature of the course, the University of Technology, Sydney has formed an agreement with the Northern Sydney Area Health Service whereby students wishing to enrol in this course must simultaneously apply to the Northern Sydney Area Health Service for employment and placement.

## Graduate Diploma in Intensive Care Nursing (KN76)

### Year 1 (part-time)

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#### Autumn semester

- 92729 Professional Issues in Nursing (6cp)  
 92713 Health Breakdown (6cp)

#### Spring semester

- 92723 Advanced Nursing Assessment (6cp)  
 92718 Intensive Care Nursing Specialty 1 (6cp)

### Year 2 (part-time)

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#### Autumn semester

- 92722 Advanced Technology in Patient Care (6cp)  
 92719 Intensive Care Nursing Specialty 2 (6cp)

#### Spring semester

- 92735 Interpersonal Processes in Advanced Nursing Practice (6cp)  
 92747 Intensive Care Clinical Nursing Specialty (6cp)

The course is designed to meet the graduate study needs of nurse clinicians whose career aspirations are within the selected areas of high dependency critical care specialisation. Core studies in nursing examine sociopolitical, legal and ethical aspects of professional practice, advanced clinical assessment and patient management, the application of technology in patient care and counselling in nursing practice. Core studies of selected key pathophysiological processes provide clinical perspectives for in-depth consideration of the diagnostic and therapeutic management of selected medical-surgical patients. The course provides opportunities for students to pursue studies in chosen sub-specialties of an intensive nature.

As clinical experience is an essential feature of the course, the University of Technology, Sydney has formed an agreement with the Northern Sydney Area Health Service whereby students wishing to enrol in this course must simultaneously apply to the Northern Sydney Area Health Service for employment and placement.

## Graduate Diploma in Nephrology Nursing (KN77)

### Year 1 (part-time)

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#### Autumn semester

- 92729 Professional Issues in Nursing (6cp)  
 92713 Health Breakdown (6cp)

#### Spring semester

- 92723 Advanced Nursing Assessment (6cp)  
 92748 Nephrology Nursing Specialty 1 (6cp)

### Year 2 (part-time)

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#### Autumn semester

- 92722 Advanced Technology in Patient Care (6cp)  
 92749 Nephrology Nursing Specialty 2 (6cp)

#### Spring semester

- 92735 Interpersonal Processes in Advanced Nursing Practice (6cp)  
 92763 Nephrology Clinical Nursing Specialty (6cp)

The course is designed to meet the graduate study needs of nurse clinicians whose career aspirations are within the selected areas of high dependency critical care specialisation. Core studies in nursing examine sociopolitical, legal and ethical aspects of professional practice, advanced clinical assessment and patient management, the application of technology in patient care and counselling in nursing practice. Core studies of selected key pathophysiological processes provide clinical perspectives for in-depth consideration of the diagnostic and therapeutic management of selected medical-surgical patients. The course provides opportunities for students to pursue studies in chosen sub-specialties of an intensive nature.

As clinical experience is an essential feature of the course, the University of Technology, Sydney has formed an agreement with the Northern Sydney Area Health Service whereby students wishing to enrol in this course must simultaneously apply to the Northern Sydney Area Health Service for employment and placement.

## Graduate Diploma in Neuroscience Nursing (KN78)

### Year 1 (part-time)

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#### Autumn semester

- 92729 Professional Issues in Nursing (6cp)  
 92713 Health Breakdown (6cp)

#### Spring semester

- 92723 Advanced Nursing Assessment (6cp)  
 92764 Neuroscience Nursing Specialty 1 (6cp)

### Year 2 (part-time)

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#### Autumn semester

- 92722 Advanced Technology in Patient Care (6cp)  
 92765 Neuroscience Nursing Specialty 2 (6cp)

#### Spring semester

- 92735 Interpersonal Processes in Advanced Nursing Practice (6cp)  
 92766 Neuroscience Clinical Nursing Specialty (6cp)

The course is designed to meet the graduate study needs of nurse clinicians whose career aspirations are within the selected areas of high dependency critical care specialisation. Core studies in nursing examine sociopolitical, legal and ethical aspects of professional practice, advanced clinical assessment and patient management, the application of technology in patient care and counselling in nursing practice. Core studies of selected key pathophysiological processes provide clinical perspectives for in-depth consideration of the diagnostic and therapeutic management of selected medical-surgical patients. The course provides opportunities for students to pursue studies in chosen sub-specialties of an intensive nature.

As clinical experience is an essential feature of the course, the University of Technology, Sydney has formed an agreement with the Northern Sydney Area Health Service whereby students wishing to enrol in this course must simultaneously apply to the Northern Sydney Area Health Service for employment and placement.

## Graduate Diploma in Operating Suite Nursing (KN79)

### Year 1 (part-time)

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#### Autumn semester

- 92729 Professional Issues in Nursing (6cp)  
92713 Health Breakdown (6cp)

#### Spring semester

- 92723 Advanced Nursing Assessment (6cp)  
92767 Operating Suite Nursing Specialty 1 (6cp)

### Year 2 (part-time)

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#### Autumn semester

- 92722 Advanced Technology in Patient Care (6cp)  
92768 Operating Suite Nursing Specialty 2 (6cp)

#### Spring semester

- 92735 Interpersonal Processes in Advanced Nursing Practice (6cp)  
92769 Operating Suite Clinical Nursing Specialty (6cp)

The course is designed to meet the graduate study needs of nurse clinicians whose career aspirations are within the selected areas of high dependency critical care specialisation. Core studies in nursing examine sociopolitical, legal and ethical aspects of professional practice, advanced clinical assessment and patient management, the application of technology in patient care and counselling in nursing practice. Core studies of selected key pathophysiological processes provide clinical perspectives for in-depth consideration of the diagnostic and therapeutic management of selected medical-surgical patients. The course provides opportunities for students to pursue studies in chosen sub-specialties of an intensive nature.

As clinical experience is an essential feature of the course, the University of Technology, Sydney has formed an agreement with the Northern Sydney Area Health Service whereby students wishing to enrol in this course must simultaneously apply to the Northern Sydney Area Health Service for employment and placement.

## Graduate Diploma in Paediatric Nursing (KN80)

### Year 1 (part-time)

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#### Autumn semester

- 92775 Contemporary Issues in Health Care (6cp)  
92715 Family Studies (6cp)

#### Spring semester

- 92797 Research for Nursing Practice (6cp)  
92799 The Maintenance of Health in Children and Family (6cp)

### Year 2 (part-time)

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#### Autumn semester

- 92798 The Evolution of Nursing Knowledge (6cp)  
92782 Health Breakdown in Infants, Children and Adolescents (6cp)

#### Spring semester

- 92786 Negotiating Nursing (6cp)  
92778 Contexts of Paediatric Nursing Practice (6cp)

This course is designed to enable registered nurses to extend their knowledge of paediatric nursing practice. The course aims to increase the student's understanding of the paediatric nurse's role in the context of health and health breakdown in infants, children and adolescents. This increase in knowledge and understanding will be gained through studies in the family, health in children and their families, altered health status in infants, children and adolescents and the professional and practice issues of paediatric nursing.

The course emphasises the holistic nature of paediatric nursing and the attainment of advanced and specialised knowledge for paediatric nursing practice. Graduates of this course will be able to draw on a broad knowledge base for interpretation and practice, articulate the role of the paediatric nurse and continue to develop enquiry and evaluation abilities.

## Master of Nursing (by coursework) (KN53)

The Master of Nursing (by coursework) usually takes three years of part-time study. This course aims to provide opportunities for registered nurses to strengthen and deepen their knowledge of the discipline of nursing, to develop skills to enable them as

graduates to conduct research into practice, and to foster the development of nursing scholarship and leadership. The structure of the third year will permit students to select their own level of development of research capacity to meet their needs. Presently there are four study patterns available for completion of the Master of Nursing (by coursework).

Students enrolled in the Master of Nursing (by coursework) from Year 1 are able to follow one of two study patterns.

- 1) Students may choose one of the study routes/specialties indicated under the heading 'Graduate Diploma'. As stated, students will complete four core subjects and four major subjects over their first two years of study. They would then complete the third year of the Master's program.

The majors currently available for study at the Master of Nursing level include:

Acute Care Nursing  
Child Health Nursing  
Mental Health Nursing  
Neonatal Nursing  
Nursing Management  
Paediatric Nursing.

- 2) Alternatively, students may elect not to enrol in one of these study routes/specialties but, rather, to plan their own program undertaking the four core subjects and at least four other nursing subjects at the postgraduate level. They will be advised to discuss their intentions with the Director of the Centre for Graduate Nursing Studies and appropriate course coordinators prior to enrolment to ensure they undertake the necessary prerequisites where appropriate. They would then complete the third year of the Master's program.

The four core subjects are:

92775	Contemporary Issues in Health Care (6cp)
92797	Research for Nursing Practice (6cp)
92798	The Evolution of Nursing Knowledge (6cp)
92786	Negotiating Nursing (6cp)

In addition, students who complete a Graduate Diploma in a nursing specialty (either at UTS or elsewhere), at a satisfactory level, may be eligible to transfer to the final year of the Master of Nursing (by coursework). These students will be required to pay a course fee for this final year.

Students may elect one of three study patterns in the final/third year of the Master's program.

1. 48 credit points - coursework <sup>1</sup>  
24 credit points - minor thesis (20,000-25,000 words)
2. 60 credit points - coursework <sup>1</sup>  
12 credit points - project (10,000-15,000 words)
3. 72 credit points - coursework <sup>1</sup>

<sup>1</sup> Coursework will involve undertaking electives which may include those subjects which appear as majors in other strands, excluding those requiring prerequisites, or elective subjects offered in the Faculty of Nursing or other schools/faculties.

#### Note

Students enrolled prior to 1994 will complete the course as outlined in the 1993 Faculty Handbook. Students transferring from a Graduate Diploma to the final year of the Master's program will complete the course structure outlined in the 1993 Faculty Handbook. The new final/third year Master's program will not be offered until 1996.

### Master of Nursing (by thesis) (KN52)

The Master of Nursing (by thesis) enables graduates to extend and deepen their knowledge of a specialised area in nursing by undertaking research under the supervision of a member of the academic staff. This degree is available on a full-time or part-time basis.

### Doctor of Philosophy (KN51)

This is a research degree requiring an original and significant contribution to knowledge in an approved topic. Candidates may be full-time or part-time. This program prepares nurses for leadership positions in teaching, administration and research.

### Graduate Diploma in Bioethics (KN60) and Master of Bioethics (by coursework) (KN56)

This course provides a much needed graduate course in the area of Bioethics, in particular for individuals involved in this through the nature of their work or position. It aims to meet the needs of people from a wide variety of backgrounds who



require the knowledge and practical experience of debate surrounding ethical concerns in our society and the ways in which policy decisions about such matters are made. The course will normally be offered on a part-time basis over three years. It will involve coursework and a project.

The course is structured as an interactive adult learning experience and will therefore be offered through intensive workshop sessions as well as the weekly tutorials in order to best achieve the objectives. The area of ethical decision making requires that participants spend periods of time in debate and reflection. It is therefore appropriate that attention is given to process as well as product in this course. Providing intensive workshops with scattered seminars allows the most appropriate interaction to occur among all participants who can attend well prepared through wide reading.

#### Year 1 (part-time)

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##### *Autumn semester*

- 92804 Theoretical Foundations of Bioethics (4cp)  
 92805 Professional-Client Relationships (8cp)

##### *Spring semester*

- 92804 Theoretical Foundations of Bioethics (4cp)  
 92806 Technological Developments and Ethics (8cp)

#### Year 2 (part-time)

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##### *Autumn semester*

- 92807 Life and Death Issues (4cp)  
 92808 Resource Allocation (8cp)

##### *Spring semester*

- 92807 Life and Death Issues (4cp)  
 92809 Research and Ethics (8cp)

#### Year 3 (part-time) Master's only

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##### *Autumn semester*

- 92810 Research Seminar and Review (8cp)

##### *Spring semester*

- 92811 Bioethics Project (16cp)

## POSTGRADUATE SUBJECT DESCRIPTIONS

### 21783 HEALTH RESOURCES MANAGEMENT

(6cp); 14 weeks, 3 hpw

This subject has three broad aims. It seeks to provide nurse managers with a capacity to develop budgets for units within hospitals and other sections of the health industry. It also seeks to provide them with an understanding of the various ways in which health services are financed and, finally, to give them a familiarity with the major pressures for change operating on the current health finance system.

### 92700 NURSING PRACTICE IN A MULTICULTURAL COMMUNITY

(6cp); 14 weeks, 3 hpw

This subject will extend the student's existing nursing knowledge and skills in relation to both individuals and groups, through exploration of the autonomous practitioner role in a variety of multicultural primary health nursing contexts.

### 92701 THE AGED IN SOCIETY

(6cp); 14 weeks, 3 hpw

This subject extends the student's knowledge of ageing and its implications for optimal functioning and well-being for the aged person in the Australian sociocultural context.

### 92702 NURSING STRATEGIES FOR HEALTH CARE

(6cp); 14 weeks, 3 hpw

This subject will enable students to examine the context of health care and influences on the development of strategies to improve health status in a variety of practice settings.

### 92703 NURSING PRACTICE WITH THE AGED 1

(6cp); 14 weeks, 3 hpw

This subject provides the student with advanced knowledge of aged care nursing practice with particular emphasis on disruptions to health status and corresponding implications for nursing care to promote health maintenance.

**92704 NURSING PRACTICE WITH THE AGED 2**

(6cp); 14 weeks, 3 hpw

This subject examines issues and processes pertinent to the provision of high quality continuing care for the aged person in multidisciplinary, multisectoral contexts.

**92705 FOCUSED SPECIALTY PRACTICE**

(6cp); 14 weeks, 3 hpw

This subject facilitates the student in developing knowledge, understanding and practice at an advanced level, in a selected area of specialty clinical practice.

**92706 THE SOCIETAL CONTEXT OF PALLIATIVE CARE**

(6cp); 14 weeks, 3 hpw

This subject explores palliative care nursing practice as it has developed in social, philosophical and historical contexts.

**92707 PALLIATIVE CARE NURSING PRACTICE**

(6cp); 14 weeks, 3 hpw

This subject provides the student with advanced knowledge of palliative care nursing practice with particular emphasis on the evaluation and control of symptoms in a variety of health care settings.

**92708 CARDIOTHORACIC NURSING SPECIALTY 1**

(6cp); 14 weeks, 3 hpw  
prerequisite 92713 Health Breakdown

This unit provides increased theoretical understanding of cardiac pathology. It is designed to promote student appreciation of the physiological and psychological implications of cardiovascular disorders and enable them to plan high quality nursing care.

**92709 CARDIOTHORACIC NURSING SPECIALTY 2**

(6cp); 14 weeks, 3 hpw  
prerequisite 92708 Cardiothoracic Nursing Specialty I

Building on the cardiological basis previously established, this unit introduces increased complexity in the management of cardiothoracic surgery and respiratory dysfunction, thereby developing the student's ability to plan, deliver and evaluate complex cardiothoracic nursing care.

**92713 HEALTH BREAKDOWN**

(6cp); 14 weeks, 3 hpw

This subject aims to increase the student's knowledge of a selected range of significant pathophysiological processes which contribute to health breakdown.

**92715 FAMILY STUDIES**

(6cp); 14 weeks, 3 hpw

This subject aims to increase the knowledge and understanding of the family as a construct within society and provide students with the resources for accurate interpretation and assessment of family processes and the implementation of care.

**92717 CARDIOTHORACIC CLINICAL NURSING SPECIALTY**

(6cp); 14 weeks, 3 hpw  
prerequisites 92708 Cardiothoracic Nursing Specialty I, 92709 Cardiothoracic Nursing Specialty 2

This clinical subject provides students with an opportunity to demonstrate their ability to apply their theoretical knowledge and clinical skills to the delivery of complex nursing care in a variety of acute care settings. This unit will enable students to not only increase their proficiency in the planning and delivery of quality care but to do so for a variety of potentially unstable and highly dependent patients across a range of acute cardiothoracic settings.

**92718 INTENSIVE CARE NURSING SPECIALTY 1**

(6cp); 14 weeks, 3 hpw  
prerequisite 92713 Health Breakdown

This subject aims to increase theoretical understanding of critical illness. It is designed to promote student appreciation of the physiological and psychological implications of life threatening disorders in the critically ill individual and enable them to plan high quality nursing care.

**92719 INTENSIVE CARE NURSING SPECIALTY 2**

(6cp); 14 weeks, 3 hpw  
prerequisite 92718 Intensive Care Nursing Specialty I

This subject builds on the pathophysiological concepts already established in order to increase theoretical understanding of critical illness. It is expected that

knowledge gained will promote student appreciation of the physiological and psychosocial implications of life-threatening disorders in the critically ill individual and enable them to plan high quality nursing care.

#### **92722 ADVANCED TECHNOLOGY IN PATIENT CARE**

(6cp); 14 weeks, 3 hpw

This subject aims to enhance the student's ability to undertake safe and effective nursing practice through a deeper understanding of health care technology and the principles associated with its application to the assessment and management of medical and surgical patients.

#### **92723 ADVANCED NURSING ASSESSMENT**

(6cp); 14 weeks, 3 hpw

This subject will increase the student's capability to assess acute and chronic deviations from health and the learning needs of both adults and children across a variety of health care settings.

#### **92729 PROFESSIONAL ISSUES IN NURSING**

(6cp); 14 weeks, 3 hpw

Achievement of the objectives of this core unit will contribute to the awareness of current professional issues and to the development of analytical skills and appreciation of nursing theory and research. These aspects are fundamental to the specialised professional nursing role.

#### **92735 INTERPERSONAL PROCESSES IN ADVANCED NURSING PRACTICE**

(6cp); 14 weeks, 3 hpw

Develops an understanding of the therapeutic interpersonal processes in specialised clinical nursing practice. Interpersonal skills and processes are needed in all aspects of nursing care management, including developing a valid and reliable database during assessment of patients, planning appropriate and individualised approaches to patients, using interpersonal strategies and skills as intervention strategies and evaluating the effectiveness of nursing through examining the quality of interactions and relationships with patients.

#### **92739 THE CONTEXT OF NURSING MANAGEMENT**

(6cp); 14 weeks, 3 hpw

This subject provides students with an opportunity to examine, at a micro-level, the contexts in which nursing management takes place. By exploring a number of theoretical viewpoints students will be given the opportunity to discuss the implications of these ideas for effective management practice.

#### **92747 INTENSIVE CARE CLINICAL NURSING SPECIALTY**

(6cp); 14 weeks, 3 hpw

prerequisites 92718 Intensive Care Nursing Specialty 1, 92719 Intensive Care Nursing Specialty 2

This clinical subject provides students with an opportunity to demonstrate their ability to apply their theoretical knowledge and clinical skills to the delivery of complex nursing care in a variety of acute care settings. This unit will enable students to not only increase their proficiency in the planning and delivery of quality care but to do so for a variety of labile critically ill patients across a range of intensive care settings.

#### **92748 NEPHROLOGY NURSING SPECIALTY 1**

(6cp); 14 weeks, 3 hpw

prerequisite 92713 Health Breakdown

This subject will establish the foundation concepts of nephrology nursing as a clinical specialty and the implications of renal dysfunction to the patient. It also establishes the principles of nephrology nursing in the adult and paediatric patient.

#### **92749 NEPHROLOGY NURSING SPECIALTY 2**

(6cp); 14 weeks, 3 hpw;

prerequisite 92748 Nephrology Nursing Specialty 1

This subject aims to increase the development of a sound practice base in the more technological and invasive therapeutic interventions, both short- and long-term, in adults and children.

**92763 NEPHROLOGY CLINICAL  
NURSING SPECIALTY**

(6cp); 14 weeks, 3 hpw  
prerequisites 92748 Nephrology Nursing  
Specialty 1, 92749 Nephrology Nursing  
Specialty 2

This subject allows students to demonstrate their understanding and ability to apply their foundation knowledge and skills through the planning and administration of care to a range of patients with renal disturbances across a variety of settings, acute and chronic. It also provides students with a structured opportunity to teach colleagues and patients and strengthen their professional confidence and quality of practice.

**92764 NEUROSCIENCE NURSING  
SPECIALTY 1**

(6cp); 14 weeks, 3 hpw  
prerequisite 92713 Health Breakdown

This subject will assist students to develop a sound theoretical basis of neuroscience nursing built upon an established foundation of nursing knowledge and experience.

**92765 NEUROSCIENCE NURSING  
SPECIALTY 2**

(6cp); 14 weeks, 3 hpw  
prerequisite 92764 Neuroscience Nursing  
Specialty 1

The objective of this subject is to enable the neuroscience nursing student to increase his/her ability to practise effectively with adults and children in the neuroscience domains both acute and chronic.

**92766 NEUROSCIENCE CLINICAL  
NURSING SPECIALTY**

(6cp); 14 weeks, 3 hpw  
prerequisites 92764 Neuroscience Nursing  
Specialty 1, 92765 Neuroscience Nursing  
Specialty 2

This subject provides a milieu for the student to further develop his/her ability to deliver nursing care in an evaluative and analytic framework.

**92767 OPERATING SUITE NURSING  
SPECIALTY 1**

(6cp); 14 weeks, 3 hpw  
prerequisite 92713 Health Breakdown

This subject establishes the foundation concepts of operating suite nursing practice

and its impact on patient safety, including a sound theoretical basis in applied microbiology and infection control.

**92768 OPERATING SUITE NURSING  
SPECIALTY 2**

(6cp); 14 weeks, 3 hpw  
prerequisite 92767 Operating Suite Nurs-  
ing Specialty 1

This unit augments students' foundation knowledge in relation to the physiological, psychological, anaesthetic and surgical needs of patients requiring abdominal and urogenital surgery.

**92769 OPERATING SUITE CLINICAL  
NURSING SPECIALTY**

(6cp); 14 weeks, 3 hpw  
prerequisites 92767 Operating Suite Nurs-  
ing Specialty 1, 92768 Operating Suite  
Nursing Specialty 2

This unit increases students' ability to practise in the management of patients' physiological, anaesthetic and surgical needs during cardiothoracic, orthopaedic and neurosurgery.

**92772 ADVANCED NURSING: IMMUNE  
RESPONSE DISRUPTION**

(6cp); 14 weeks, 3 hpw

This subject will contribute to the achievement of the overall course aim through an in-depth exploration of alterations to the processes of immunology, coagulation and maintenance of the integument and the fulfilment of learning contract based on a limited number of in-depth learning objectives defined by the student in consultation with the subject coordinator.

**92773 ADVANCED NURSING:  
METABOLIC AND  
NEUROENDOCRINE  
DISRUPTION**

(6cp); 14 weeks, 3 hpw

This subject will contribute to the achievement of the overall course aim through an in-depth exploration of alterations to the processes of metabolism and energy maintenance, neuroendocrine controls and motor activity.

**92774 ADVANCED NURSING:  
OXYGENATION AND  
HEMODYNAMIC DISRUPTION**

(6cp); 14 weeks, 3 hpw

This subject will contribute to the achievement of the overall course aim through an in-depth exploration of alterations to the processes of ventilation, circulation and maintenance of fluid and electrolyte status.

**92775 CONTEMPORARY ISSUES IN  
HEALTH CARE**

(6cp); 14 weeks, 3 hpw

This subject aims to expand students' awareness and understanding of current issues and their impact within the health care system or the nursing profession. It is anticipated that the topical issues discussed will provoke enquiry and encourage students to define their position and role as learner, practitioner, professional and leader. The subject provides scope for the inclusion of topical issues as they arise.

**92776 CONTEXTS OF CHILD AND  
FAMILY HEALTH NURSING  
PRACTICE**

(6cp); 14 weeks, 3 hpw

This subject will enable the student to gain a global perspective of the provision of nursing services to children, adolescents and families within the community and to provide leadership in the practice, management and evaluation of child and family health services.

**92777 CONTEXTS OF MIDWIFERY  
PRACTICE**

(6cp); 14 weeks, 3 hpw

This subject aims to expand the student's awareness and understanding of current issues and the contexts in which midwifery practice is undertaken.

**92778 CONTEXTS OF PAEDIATRIC  
NURSING PRACTICE**

(6cp); 14 weeks, 3 hpw

This subject aims to explore the philosophy and practice of paediatric nursing and to expand knowledge and understanding of the professional issues specifically related to paediatric nursing practice.

**92779 DIMENSIONS OF ACUTE CARE  
NURSING**

(6cp); 14 weeks, 3 hpw

This subject aims to assist the student to appreciate the potential for the role of the advanced clinical practitioner to contribute to quality care and clinical leadership in the current context of health care delivery.

**92781 FOUNDATIONS IN MIDWIFERY**

(6cp); 14 weeks, 3 hpw

This subject aims to expand students' knowledge and understanding of the physiological and psychosocial processes that the child-bearing family experience during antepartum, intrapartum, postpartum and neonatal periods. The subject will explore the role of the midwife in the care of the child-bearing family throughout the whole process.

**92782 HEALTH BREAKDOWN IN  
INFANTS, CHILDREN AND  
ADOLESCENTS**

(6cp); 14 weeks, 3 hpw

This subject aims to increase the specialised knowledge of the paediatric nurse in relation to the processes of health breakdown in infants, children and adolescents and the management of nursing care.

**92783 MAINTAINING FAMILY HEALTH  
IN THE COMMUNITY**

(6cp); 14 weeks, 3 hpw

This subject will enable students to apply the principles of promotion, maintenance and extension of health in their nursing practice with children and families in the community.

**92784 MANAGEMENT OF COMPLEX  
HEALTH PROBLEMS**

(6cp); 14 weeks, 3 hpw

This subject will enable students to undertake appropriate nursing management of complex health problems in infants and children in the community and understand the adaptive and maladaptive responses of the clients and their family members to health or social breakdown.

**92785 MIDWIFERY IN COMPLEXITY**

(6cp); 14 weeks, 3 hpw

This subject aims to expand students' knowledge and understanding of the physiological and psychosocial processes

that the child-bearing family experiences that are at risk/increased risk during antepartum, intrapartum, postpartum and neonatal periods. The subject will explore the role of the midwife in the care of the child-bearing family to detect deviations from normal and, as a consequence, when to implement timely and appropriate interventions.

#### **92786 NEGOTIATING NURSING**

(6cp); 14 weeks, 3 hpw

Nurses are increasingly challenged by the changing environments in which health care is delivered and often experience tensions emerging from competing ideologies. In meeting the challenges of change, nurses must be able to articulate their convictions both for themselves and on behalf of those for whom they care. This subject enhances their capabilities to do so by focusing on the development of insight, foresight and a sense of agency.

#### **92789 NEONATAL HEALTH STATUS: SEQUELA AND MANAGEMENT**

(6cp); 14 weeks, 3 hpw

The aim of this subject is to enhance the student's ability to manage clinical situations involving the neonate with health dysfunction. Pathophysiology of disease processes common to the neonatal period are utilised in conjunction with behavioural assessment as rationales for nursing diagnosis and intervention. Nursing management is critically evaluated in light of current research and practice. Consideration is given to the long-term health consequences associated with dysfunction during the neonatal period. The impact of neonatal health dysfunction on the family is a major focus throughout this subject.

#### **92791 NEONATAL INTERACTION: ENVIRONMENTAL INFLUENCES AND BEHAVIOUR**

(6cp); 14 weeks, 3 hpw

This subject aims to increase the student's understanding of the neonatal environment. Stressors within nursery environments will be highlighted and the means by which the environment can be adapted to enhance neonatal potential and development will be investigated. A major focus of this subject is the role of the nurse specialist in the neonatal arena.

#### **92792 PERINATAL DEVELOPMENT: ORGANISATION, ADAPTATION AND OUTCOME**

(6cp); 14 weeks, 3 hpw

This subject aims to assist students in understanding the influence of maturity, prematurity and adverse perinatal factors on the adaptation of the neonate to the extrauterine environment. Life-span development in relation to these factors will be explored. Consideration is given to the initial assessment and management of the compromised neonate and the neonate at risk. Recognition of the neonate as an individual, determined by the behavioural organisation displayed, and as a family member will be highlighted throughout this subject.

#### **92793 PERSPECTIVES ON THE PERSON**

(6cp); 14 weeks, 3 hpw

The aim of this subject is to explore theories and concepts from the disciplines of physiology, psychology, anthropology and sociology in terms of the contributions they can make to our understanding of the person, the person's experience of mental disorder, and the development of the discipline of nursing and psychiatric/mental health nursing practice.

#### **92794 POLITICS, POWER AND POLICIES IN HEALTH CARE**

(6cp); 14 weeks, 3 hpw

This subject will enable students to explore and analyse issues which surround the development, implementation and outcomes of social policies at federal, State and local levels in Australia, with a particular emphasis on health care. The subject thus centres on the study of human welfare and the collective attempt to promote it, by highlighting the complex needs of people and analysing the policies and services which have evolved to meet them.

#### **92795 PRACTICE DIMENSIONS**

(6cp); 14 weeks, 3 hpw

This subject aims to uncover, expose, debate and discuss the 'phenomena of central concern' to mental health nurses. Many therapists integrate processes similar to those used by mental health nurses, however, the unique perspective of nursing dictates that the therapeutic processes will be characteristic of nursing care. This subject is designed to discover and explore this distinctive nursing perspective.

**92796 PROCESSES OF NURSING MANAGEMENT**

(6cp); 14 weeks, 3 hpw

This subject aims to further develop students' understanding of skills necessary to manage a service directed at nursing care provision. The processes referred to are those activities such as decision making, human resource management, staffing, the measurement of quality and nursing workloads in health care practice.

**92797 RESEARCH FOR NURSING PRACTICE**

(6cp); 14 weeks, 3 hpw

This subject aims to expand students' understanding of, and commitment to, the development of research-based nursing knowledge. Students will be given the opportunity to develop a broad understanding of common approaches to nursing research and the place of research in nursing practice. It also aims to extend students' ability to critically evaluate research reports.

**92798 THE EVOLUTION OF NURSING KNOWLEDGE**

(6cp); 14 weeks, 3 hpw

This subject aims to assist students to develop a framework for the critical evaluation of current thought and practice by identification of the values and belief systems informing and shaping practice and exposing the tensions inherent in policies and practices.

**92799 THE MAINTENANCE OF HEALTH IN CHILDREN AND FAMILIES**

(6cp); 14 weeks, 3 hpw

This subject aims to expand the students' knowledge and understanding of the influences on the health of children and families across settings and health states.

**92800 THERAPEUTIC ALLIANCE**

(6cp); 14 weeks, 3 hpw

Through participation in this subject students will extend knowledge, develop clinical skills and increase their capacity for reflection and critical self-evaluation regarding the dynamic processes involved in working in negotiated alliances with nursing clients in mental health.

**92801 THERAPEUTIC APPROACHES**

(6cp); 14 weeks, 3 hpw

Through discussion of the variety of therapeutic practices used mental health nursing participants in this subject will develop an understanding of their historical origins and philosophical foundation in relation to their implications for both nursing practice and society. Participants will be encouraged to reflect on ways in which mental health nursing practice might be reshaped in the light of a newly developed understanding.

**92802 QUALITATIVE METHODS IN NURSING RESEARCH**

(6cp); 14 weeks, 3 hpw

prerequisite 92797 Research for Nursing Practice or equivalent

The aim of this subject is to develop further the student's understanding of research methods which yield qualitative data. In order to do this, the subject explores issues related to common philosophical underpinnings of research, the various methodologies available, common approaches to data collection, forms of data analysis, and appropriate means of disseminating findings.

**92803 QUANTITATIVE METHODS IN NURSING RESEARCH**

(6cp); 14 weeks, 3 hpw

prerequisite one year of theoretical grounding in research or equivalent

This subject continues the development of research knowledge and skills for students interested in quantitative methods, focusing on the application of complex experimental and quasi-experimental designs in nursing. Students will deepen their understanding of the inferential handling of data, the concepts of validity and reliability, the assumptions of normal and non-normal distributions and the strategies for analysing non-parametric data. It is expected that students will extend their skills in the analyses and in the interpretation of univariate and multivariate research designs.

**92804 THEORETICAL FOUNDATIONS OF BIOETHICS**

(8cp); full-year subject, 28 weeks, 1.5 hpw

This subject aims to develop the student's understanding of methods of reasoning and various approaches to the problems of ethical decision making. It will examine

major contemporary theories and suggest a form of practical reasoning and judgement as a suitable structure for dealing with bioethics. It aims to help students to draw on their experience of methods of clinical judgement in order to gain greater facility in ethical decision making. Students will also be encouraged to be continually involved in the refinement of their own value systems. The nature of this subject indicates that it would be most suitably treated as a year-long subject, giving students adequate time to come to grips with different ways of thinking and arguing.

#### **92805 PROFESSIONAL-CLIENT RELATIONSHIPS**

(8cp); 14 weeks, 3 hpw

This subject aims to concentrate on general ethical issues raised by professional health care relationships. It will discuss the question of professionalism and professional ethics. It will then move on to a treatment of professional responsibility and discuss in detail the implications of professional-client relationships in areas such as autonomy, information exchange, consent, and confidentiality. In this unit students will be helped to apply the theoretical approaches developed in the first unit of the course.

#### **92806 TECHNOLOGICAL DEVELOPMENTS AND ETHICS**

(8cp); 14 weeks, 3 hpw

This subject aims to assist the students to investigate and understand the ethical implications of technological advances as they affect health care. New technologies for diagnosis and treatment have brought about great changes in dealing with health and illness. At the same time, however, these new technologies present people with a range of choices and possibilities which demand closer attention to ethical decisions. Students will be helped to develop a critical evaluation of technology and its imperatives.

#### **92807 LIFE AND DEATH ISSUES**

(8cp); full-year subject, 28 weeks, 1.5 hpw

This subject aims to help the students focus attention on particular bioethical issues associated with life and death. The subject aims to help students gain a deeper understanding of the philosophical and ethical issues which surround the meaning of human life and death. Because of the broad range of issues covered and the amount of

reading to be assimilated, it is considered more suitable if this subject extends across the whole year.

#### **92808 RESOURCE ALLOCATION**

(8cp); 14 weeks, 3 hpw

This subject aims to assist students to examine the question of justice in health care which is rapidly becoming one of the most important issues in the area of bioethics. The notions of justice, distributive justice and social justice provide basic frameworks within which to deal with the issues. But such discussion would be merely abstract without some analysis of the actual situation facing health care. This subject proposes to explore some of the major issues raised by questions of allocation of resources in health care.

#### **92809 RESEARCH AND ETHICS**

(8cp); 14 weeks, 3 hpw

The aim of this subject is to help the students develop an understanding of the ethical demands of human and animal research and experimentation.

#### **92810 RESEARCH SEMINAR AND REVIEW**

(8cp); 14 weeks, 3 hpw

prerequisite satisfactory completion of preceding course subjects

This subject aims to encourage students in the development of intellectual and procedural skills necessary for engaging in a reflective and critical written project in ethics.

#### **92811 BIOETHICS PROJECT**

(16cp); 14 weeks, 3 hpw;

prerequisite satisfactory completion of preceding course subjects

This subject aims to provide the opportunity for students to give practical expression to what they have learned throughout the course and to offer them the experience of producing, under supervision, a philosophically sound piece of work from the perspective of ethics.

#### **92812 MASTER OF NURSING PROJECT**

(12cp)

Students opting for coursework at 60 credit points plus project at 12 credit points will be required to complete a project report of 10,000-15,000 words in length. The report may be on either a theoretical or an empirical investigation in nursing.



### 92813 MASTER OF NURSING MINOR THESIS

(24cp)

Students opting for coursework at 48 credit points plus minor thesis at 24 credit points will be required to complete a thesis of 20,000-25,000 words in length. The minor thesis may be on an investigation of either a theoretical or empirical nature which makes a contribution to nursing.

### GENERAL INFORMATION FOR DOCTOR OF PHILOSOPHY (KN51) AND MASTER OF NURSING (BY THESIS) (KN52) CANDIDATES

The purpose of this information is to assist research candidates within the Faculty of Nursing's Doctor of Philosophy and Master of Nursing (by thesis) programs to understand clearly their rights and responsibilities once they enter such programs.

This handbook should be read in conjunction with the UTS *Student Information Guide* – an essential source for candidates to become fully aware of the University Rules relating to their programs; the services and staff available to assist them throughout their programs and so forth.

Candidates should attempt to remain abreast of changes and developments within the University and the Faculty by referring to departmental noticeboards, keeping in close contact with their supervisors and attending Graduate Seminar Days where information may be passed on to research candidates.

The Administrative Assistant for research degrees can be contacted on 330 4312. Any enquiries of a nonadministrative nature should, in the first instance, be directed through the candidate's supervisor(s). If this is not possible or is inappropriate these should be addressed to the Research Programs Coordinator, Ms Jackie Crisp, on 330 5050.

By the completion of a PhD candidate's first year of study he/she will be required to undertake a doctoral assessment. For full details of this requirement see the section titled '**Satisfactory progress**'.

Master of Nursing (by thesis) candidates may apply to convert their studies to a Doctoral program. Application follows the normal procedure for admission to a PhD course, with the normal competitive restrictions applying. The Faculty has a procedure

for students intending to convert to the Doctoral program. The student's supervisor can provide this. Any such application must, except in extraordinary conditions, have the strong written support of the student's supervisor for the Master of Nursing (by thesis).

At the completion of either a Master of Nursing (by thesis) or Doctoral program a candidate must submit a thesis. The guidelines for the format of the completed thesis are outlined in the section titled '**The thesis**'.

As with all UTS courses, research candidates must be extremely diligent in acknowledging all sources used. Plagiarism is, even at this level, sufficient cause for exclusion from the course. Guidelines regarding acceptable referencing techniques within the Faculty of Nursing are set out in the section titled '**Intellectual property**'.

### GRADUATE SEMINARS

All research students are required to present a Graduate Seminar each semester. During 1993 the Faculty introduced a new system for conducting Graduate Seminars. Under this system seminars are held concurrently over a Friday and Saturday each semester between 9.30 am and 5.00 pm.

In addition to presenting a seminar each semester, candidates are expected to attend all of the Graduate Seminar days throughout the year, as these provide an ideal opportunity to gain insight into other research being conducted; learn new methodologies being employed and form a network with peers and academic staff. The importance of these seminars to the academic development of research candidates should not be underestimated.

### READING LISTS

The nature of research study is such that each candidate will have distinct reading requirements. However, certain generic aspects of research work and thesis preparation have been the subject of some texts, and candidates are advised to consult with their supervisors and/or liaison librarians for information about such works.

Candidates should consult closely with their supervisor prior to submission of their thesis, as appropriate presentation is important. Guidelines regarding the submission of theses are available from the Postgraduate Studies and Scholarships Office at the City campus (telephone 330 1521).

## SATISFACTORY PROGRESS

The following are the guidelines adopted by the Faculty for the determination of satisfactory progress for research programs.

The following factors must be taken into account when assessing the progress of research candidates. These are guidelines relating to normal progression during the period of candidature only, and must be read in conjunction with the University Rules (cited in bold throughout). Other rules relate to admission, registration, the presentation of theses and eligibility for the award, etc and **all staff and students** should familiarise themselves with the relevant rules (3.4 for Master's by thesis and 3.5 for Doctoral programs). A copy of the 'Rules of the University Relating to Students' is published in both the *UTS Calendar* and the *UTS Student Information Guide*.

Master of Nursing  
(by thesis) candidates

### Duration of course

#### Minimum

- Full-time = 4 semesters
- Part-time = 6 semesters (3.4.5.2)

#### Maximum

- Full-time = 6 semesters
- Part-time = 9 semesters (3.4.11.1)

### Note

- These periods do not include periods of approved leave of absence (3.4.11.1).
- The maximum period may only be extended with the approval of the Faculty Board (3.4.11.1).
- Under exceptional circumstances the minimum period can be reduced to two semesters for full-time candidates and four semesters for part-time candidates ('exceptional circumstances' most usually apply to a situation where a student transfers from another institution or returns to complete a previously commenced degree) (3.4.5.3).

### Progress by semester

It is the responsibility of each candidate and supervisor to discuss, at the beginning of each semester, the progress anticipated throughout that semester. As indicated below, each candidate and supervisor will

submit a report detailing the progress made during each semester, and whilst there will be variations due to the nature of the research being undertaken, there are various measures of progress which will be common to all candidates.

The initial consultation between candidate and supervisor should include the establishment of a form of agreement, or contract, which identifies certain minimum requirements for that semester. These will of necessity include setting an agenda for regular contact; presenting a Graduate Seminar and attending others; and may include the successful completion of coursework (where appropriate) and the identification of criteria by which to judge the progress of the research being undertaken. It is important that there be explicit agreement reached at this point, as the criteria set during this consultation should be viewed as binding, and it must be realised that these criteria will form the basis of assessment at the end of the semester.

The following rules apply to the minimum progress required of all research candidates. Other criteria for assessing satisfactory progress should be established in consultation at the first meeting between candidates and supervisors in each semester:

- At the conclusion of each semester a candidate shall submit a report to his/her supervisor detailing his/her progress throughout the semester (3.4.7.1).
- Under the Faculty of Nursing guidelines (in conjunction with 3.4.5.1[c]) candidates are required to present a seminar each semester to their peers and academic staff. The seminar should relate to their research, area of study or methodology.
- Candidates are also expected to attend their peers' Graduate Seminars (3.4.5.1[c]).

### Thesis topic

- By no later than the end of the first semester of candidature the candidate will submit the subject of his/her thesis for approval by the Faculty Board. Subsequently, the approval of Faculty Board MUST be sought to change the topic (3.4.8.1).

## Doctoral degree candidates

### Duration of course

#### Minimum

If candidate holds Master's degree

- Full-time = 4 semesters
- Part-time = 6 semesters (3.5.6.2)

If candidate holds Bachelor's degree

- Full-time = 6 semesters
- Part-time = 8 semesters (3.5.6.2)

#### Maximum

- Full-time = 8 semesters
- Part-time = 12 semesters (3.5.13.1)

### Note

- These periods do not include periods of approved leave of absence (3.5.13.1).
- The maximum time may only be extended with the permission of the Academic Board (3.5.13.1).
- The minimum duration can be reduced only with the approval of the Academic Board, and only in a situation where a candidate is 'specially qualified' in the relevant discipline (3.5.6.2).

### Progress by semester

It is the responsibility of each candidate and supervisor to discuss, at the beginning of each semester, the progress anticipated throughout that semester. As indicated below, each candidate and supervisor will submit a report detailing the progress made during each semester, and whilst there will be variations due to the nature of the research being undertaken there are various measures of progress which will be common to all candidates.

The initial consultation between candidate and supervisor should include the establishment of a form of agreement, or contract, which identifies certain minimum requirements for that semester. These will of necessity include setting an agenda for regular contact; presenting a Graduate Seminar and attending others; and may include the successful completion of coursework (where appropriate); and the identification of criteria by which to judge the progress of the research being undertaken that semester. It is important that there be explicit agreement reached at this point, as the criteria set during this consultation should be viewed as binding, and it

must be realised that these criteria will form the basis of assessment at the end of the semester.

The following rules apply to the minimum progress required of all research candidates, other criteria for assessing satisfactory progress should be established in consultation at the first meeting between candidates and supervisors in each semester:

- At the conclusion of each semester a candidate shall submit a report to his/her supervisor detailing their progress throughout the semester (3.5.8.1).
- Under the Centre for Graduate Nursing Studies guidelines (in conjunction with 3.5.6.1[b]) candidates are required to present a seminar each semester to their peers and academic staff. The seminar should relate to their research, area of study or methodology.
- Candidates are also expected to attend their peers' Graduate Seminars (3.5.6.1[b]).

### Thesis topic

By no later than the end of the second semester of candidature the candidate will submit the subject of his/her thesis for approval by the Research Degrees Committee—subsequently the approval of the Research Degrees Committee **must** be sought to change the topic (3.5.9.1).

### Doctoral Assessment

By or at the end of the first year the student's candidature will be assessed. Consistent with the Doctoral Rule of the University the Faculty of Nursing must provide for a Doctoral Assessment of the candidate before or at the end of the first year of candidature, regardless of the mode of entry to the Doctoral program.

The objectives of the Doctoral Assessment are to ensure that:

1. the student has knowledge and skills to enable successful and timely completion of the research program;
2. students who are not suited/equipped to work towards a research degree are made aware of this fact before they have invested considerable time and money;

3. there is a commitment by the University, through the supervisor, School/Centre and Faculty for provision of sufficient human and physical resources to enable satisfactory completion of the research program.

The components for Doctoral Assessment are:

1. Satisfactory progress during the first year of candidature.
2. A written document substantiating the candidate's research proposal by reference to relevant literature, formulation of the research topic/questions/hypotheses of significance in the area of study, and an account of proposed framework and procedures and estimated resource implications for conduct of the project.
3. An oral seminar (with appropriate audiovisual materials) to the Doctoral Assessment Panel and members of the University community on the research topic and proposal.
4. Assessment of resource implications of the proposed research project and certification by the Principal Supervisor that these requirements can be met either from research funds or from School/Faculty/Centre funds.
5. Completion of prescribed coursework prior to Doctoral Assessment.

#### **Criteria for Doctoral Assessment**

The candidate must satisfy the Doctoral Assessment Panel on each of the following:

- an ability to select, analyse, synthesise and evaluate relevant material pertaining to the field of study;
- understanding of key concepts, problems and issues in relevant literature;
- critical acumen and capability for critical appraisal of relevant research;
- substantiation of the choice of research topic/questions and its significance as an original contribution to the advancement of knowledge in the discipline of nursing;
- justification of proposed research methods;

- understanding of resource implications;
- understanding of ethical implications; and
- a capacity to complete the proposed research project.

Further, the Doctoral Assessment Panel will take into account:

1. The Supervisor's assessment of:
  - the candidate's progress during the first year of candidature;
  - the candidate's written submission pertaining to the research proposal; and
  - resource implications of the proposed project.
2. The candidate's report of:
  - progress during the first year of candidature; and
  - estimation of resource implications of the proposed project.

Continuation of candidature will be subject to satisfactory completion of all components of the Doctoral Assessment procedure.

The student will normally present a seminar to the University on his/her thesis topic and methodology (3.5.7.1).

The Doctoral Assessment Panel consists of the Dean of the Faculty, the Head of School responsible for postgraduate studies, the candidate's supervisor(s) and one other relevant person (ie, knowledgeable in the field) appointed by the Dean on the recommendation of the Faculty Higher Degree Committee. Where either or both the Dean or relevant Head of School is/are supervisors of a candidate an alternate shall be appointed.

The format for Doctoral Assessment is normally a 10-15 minute oral presentation by the candidate followed by up to 30 minutes of questioning from the panel.

#### **Resolution of progress**

Students at Master's and Doctoral level may have their registration discontinued if they fail to complete all prescribed work within a given period of time or if the Faculty Board is dissatisfied with the candidate's progress.

The University Rules relating to these matters are, for Master of Nursing (by thesis) candidates: 3.4.11, 3.4.12 & 3.4.13; and for Doctoral candidates: 3.5.13, 3.5.14 & 3.5.15.

These rules relate to discontinuation of registration, appeal against discontinuation of registration and result of appeal.

### INTELLECTUAL PROPERTY

The Faculty of Nursing has explicit guidelines relating to academic misconduct, including plagiarism. These are stated in the Faculty Handbook, and all candidates should be aware of these. Candidates are advised to consult the section titled 'Referencing guidelines'.

In brief, plagiarism is defined as any attempt to use the work of another person without acknowledging the source. For the purposes of this rule 'work' is defined as written materials such as books, journals and magazine articles or other papers, and also includes films and computer programs.

At a research level candidates must exercise great care in acknowledging all material derived from any source; if in doubt candidates ought to consult their supervisor – remember, even paraphrasing another person's work is defined as 'using' that person's work and must be acknowledged.

The penalties relating to a candidate found to have committed plagiarism are outlined in Rules 2.13, 2.17 and 2.24 of the University Rules.

### THE THESIS

Both Master of Nursing (by thesis) and Doctoral candidates are required to submit theses to complete their programs. Whilst the length of these will vary, it is generally considered that the upper word limit for these is 40,000 words for Master's and 80,000 words for Doctoral candidates.

The University Rules relating to the thesis topic, the submission of theses and the examination of theses are in the *UTS Calendar* and in the *UTS Student Information Guide*. For Master of Nursing (by thesis) candidates the rules to consult, and be familiar with, are 3.4.8, 3.4.9 and 3.4.10. Doctoral candidates should also familiarise themselves with the appropriate rules, these being 3.5.9, 3.5.10, 3.5.11 and 3.5.12.

In addition to the above rules the following Guidelines for Presentation and Submission of Theses for Higher Degrees should be followed closely.

1. Each candidate for the degree of Master of Nursing (by thesis) or Doctor of Philosophy in Nursing who is required to submit a thesis shall give the Academic Registrar two months' written notice of intention. Appropriate forms are available from the Postgraduate Studies and Scholarships Office, Academic Office, Tower Building, Broadway.
2. It is recognised that a candidate's research may not always be most appropriately embodied in the form of a written thesis. Magnetic tapes, documentary film or engineering drawings, for example, may be acceptable alternatives. The following specifications refer primarily to written theses. Any departures from the requirements laid down should be discussed with the candidate's supervisors and approved by the Academic Board.
3. The thesis shall be written in English or in a language approved by the Academic Board.
4. Three copies of the thesis shall be submitted and will be retained by the University. Candidates who wish to retain a copy must arrange for an additional copy to be printed. In some circumstances a fourth copy of the thesis may be requested but, if so, will be returned to the student.
5. The copy of the thesis deposited in the University Library will normally be available for consultation or loan or photocopying within the terms of the Copyright Act. The University, however, recognises in special cases the need to protect the right of higher degree candidates to take advantage of their own research work and to restrict access to any material which may have been made available on a confidential basis. In such cases, on the application of the candidate, the University may determine that the University Library deposit copy shall not be available for consultation until after the expiry of a period not normally greater than one year.

6. All candidates shall complete a declaration form (obtainable from the Postgraduate Studies and Scholarships Office) which will:

- a. state that the main content of the thesis has not been previously submitted for a degree or similar award;
- b. indicate whether the candidate wishes to either
  - (1) allow the University to publish or to authorise the publication of the thesis; or
  - (2) allow the University to publish the thesis under certain conditions; or
  - (3) withhold the right of the University to publish the thesis.

7. Preparation of theses

- a. All copies of the thesis shall be in good quality typescript on one side of the paper only. In the main body of the thesis one and a half spacing of typescript is preferred, but double spacing is acceptable. Single spacing may be used only for appendices and footnotes. The paper shall be good quality, medium weight stock, sufficiently opaque for normal reading.
- b. The size of the paper shall be I.S.O. paper size A4 (297 mm x 210 mm), except for illustrative material such as drawings, maps and print-outs, on which no restriction is placed.
- c. The margins on each sheet shall not be less than 40mm on the left-hand side, 20mm on the right-hand side, 30mm at the top and 20mm at the bottom.
- d. The recommended structural sequence of a thesis is as follows:  
 Title page  
 Acknowledgments (if any)  
 Preface (if any)  
 Table of contents  
 List of illustrations and tables (if any)  
 Abstract  
 Introduction (if separate from Chapter One)

Chapters in sequence  
 Appendix or appendices (if any)  
 Bibliography.

- e. The title page shall contain the thesis title, author's name, degree and year of submission.
- f. The table of contents should be fairly comprehensive in a thesis, since an index is not included.
- g. Beginning with the first page of the Introduction (or Chapter One if there is no separate Introduction), pages shall be numbered consecutively using Arabic numerals. Preceding pages, except the title page, should normally be given lower-case Roman numerals.
- h. Each copy of the thesis shall have an abstract of not more than 400 words bound in. An additional three copies of the abstract shall be submitted. The abstract should indicate the problem investigated, the procedures followed, the general results obtained and the major conclusions reached. It should not contain any illustrative material or tables.
- i. Appendices contain supplementary material that the author considers necessary to the interpretation of the text itself. Long tables, raw or relatively unprocessed data, detailed reports or computer print-outs are generally more appropriately included in an appendix.
- j. Illustrations, charts, tables etc must not be submitted on the back of typed sheets. Except with the approval of the supervisor, they shall be bound with the text, immediately after the first reference to them, as right-hand pages with the caption at the bottom, or, if necessary, on the page facing the figure. Diagrams, maps, tables etc which exceed A4 size shall be either:
  - (1) folded so as to read as right-hand pages when opened; or
  - (2) clearly referred to in the text, numbered and folded for insertion in a pocket in the back inside cover of the thesis binding. All loose material shall be clearly marked

with the author's name, the thesis title and the degree for which it is submitted.

k. Bibliography and referencing

No single method of referencing is required, but it is essential that candidates be consistent and thoroughly familiar with the method selected, preferably in consultation with their supervisor.

8. Presentation and binding of theses

- a. All copies shall be presented in a permanent and legible form, either in original typescript, printed offset copy, or high-grade dry xerographic copy on permanent or acid-free paper. Wet xerographic or thermofax copies are not acceptable.
- b. In the first instance, each copy of the thesis shall be submitted for examination in a loose-leaf form, in a temporary binder.
- c. On completion of the examination of the thesis, and once any recommended corrections or amendments have been satisfactorily undertaken, each copy of the thesis submitted shall be bound in boards, covered with blue buckram or similar and embossed on the spine as follows:
  - (1) At the bottom and across, the letters UTS
  - (2) 90 mm from the bottom and across: the degree and year of submission, for example:  
M.N. 1993
  - (3) Evenly spaced between the statement in (2) and the top of the spine; the initials and the surname of the author. No other lettering or decoration shall appear on the spine.
  - (4) Where the spine of the thesis is too thin to support lettering across, the wording shall be written along the spine reading from top to bottom in all cases.
  - (5) The cover of the thesis shall be University blue and the lettering shall be gold.

- (6) An example of the above requirements is available for inspection at the Postgraduate Studies and Scholarships Office.

9. Submission of thesis

- a. Theses are to be submitted to the Academic Registrar through the Head of School, with a certificate signed by the supervisor(s) stating that the candidate's work is ready for examination.
  - b. Theses shall be submitted at any time during the year provided the candidate will have completed the minimum period of registration before the next graduation. However, in order to allow reasonable time for conferring of the degree at the next graduation ceremony, theses should be submitted normally six months in advance of the expected graduation ceremony.
  - c. At the time of lodging theses, candidates shall also lodge a Submission of Thesis form, obtainable from the Postgraduate Studies and Scholarships Office.
10. A list of bookbinders who are aware of the University's requirements is available in the Postgraduate Studies and Scholarships Office. Other bookbinders may be used but candidates are advised to ensure that the University requirements are met.

**THE EXAMINATION PROCESS**

Theses are examined by examiners (not including supervisors) appointed by the Research Degrees Committee. In the case of Master of Nursing (by thesis) candidates at least one of these will be external to the University, whilst for Doctoral candidates neither examiner will be a staff member of this University.

Any candidate from either program may be required to undertake an oral defence of his/her thesis under such conditions as determined by either the Faculty Board (Master's) or the Academic Board (Doctoral).

For full details of the examination procedure candidates should refer to Rules 3.4.10 (Master's) or 3.5.12 (Doctoral).

## APPEALS

Where students are not satisfied with their assessment they may lodge an appeal of assessment at the UTS Information Service. In cases of appeal a Student Assessment Appeals Committee of the Faculty Board considers the appeal following the criteria and procedures approved by the Academic Board.

For more detailed explanation of the rights and procedures of appeals candidates should consult the University Rules (Rule 2.26), as detailed in the UTS *Calendar*.

## AWARDS AND GRADUATION

All students who believe they will qualify for an award at the end of their current semester must complete an Application for Award form, which is available from the Centre for Graduate Nursing Studies or the UTS Information Service. A specific lodgement date applies and candidates are encouraged to make early enquiries at the Information Service.

Research candidates should consult closely with their supervisor when anticipating graduation, as the assessment process for theses can be a time-consuming undertaking, and revisions are often required.

Graduation ceremonies are conducted during a specific period in April-May and September-October each year. Information regarding graduation will be forwarded to eligible candidates following the receipt of the Application for Award form.

Academic dress can be hired from the University. The Faculty colour for Nursing is Fuchsia, PMS 247.

## GUIDELINES FOR APPRAISAL OF RESEARCH DEGREE APPLICANTS

The Faculty uses a ranking system to assist in the selection of candidates for places within research degree programs.

Prior to ranking applications it must be ascertained that the minimum educational qualifications are met by the applicant and that supervision is likely to be available within the Faculty.

The following criteria and scores are used as a guide to evaluate applications:

1. Research background
  - research grant(s) (independent)
  - research grant(s) (shared)

2. Publications/papers
  - refereed journal(s)
  - non-refereed journal(s)
  - book in related area
  - monograph(s)
  - conference paper(s)
3. Extra qualifications
  - Master's by coursework
  - second degree in related area
  - Graduate Diploma
  - research subjects (units)
4. Quality of proposal
  - overall quality of proposal beneficial to the Faculty, profession and/or community.

## USEFUL PEOPLE FOR RESEARCH CANDIDATES TO KNOW IN THE FACULTY OF NURSING

### *Dean*

Professor Elizabeth Cameron-Traub, RN, BA (Hons) (Flinders), PhD (Flinders), GradDipNS (Ed) (Armidale), FRCNA, FCN (NSW), MAPsS  
tel. 330 5045

### *Head of School Responsible for Postgraduate Programs*

Assoc Prof Christine Duffield, RN, BScN (W Ontario), DipNEd (Armidale), MHP (UNSW), PhD (UNSW), FCHSE, FCN (NSW)  
tel. 330 4310

### *Course Coordinator, Doctor of Philosophy/ Master of Nursing (by thesis)*

Ms Jackie CRISP, RN, BA (Hons) (Macq), MCN (NSW)  
tel. 330 5050

## SUPERVISION – REGULATIONS AND RESPONSIBILITIES

The purpose of this section is to provide both supervisors and candidates with a framework in which they may negotiate the actual details of the research and research supervision. While the supervisor-student relationship is a flexible one, the University requires supervisors to ensure by their advice, guidance and expertise that a particular candidate maintains satisfactory progress within the prescribed term of the candidature, that the candidate receives adequate advice both on the substance of the thesis and on the form its presentation will ultimately take, and that the work being done on the thesis is reviewed critically on a continuing basis.



The University thus acknowledges that research students have a right to effective supervision and research training. However, students too have responsibilities in adhering to University rules, in maintaining progress and in communicating with their supervisor(s). The UTS Research Degrees Committee has produced a 'Code of Practice for Supervisors and Doctoral Candidates' and a 'Code of Practice for Supervisors and Master-By-Thesis Candidates' which can be referred to in addition to this section.

### SELECTION OF SUPERVISORS

Research for a Doctoral or Master's degree must lead to a distinct contribution to the knowledge of the subject by original investigation. Since the intellectual challenge and stimulation that should characterise such research depend to an extent on the relationship between candidate and supervisor, careful thought should be given by the candidate and proposed supervisor to the question of personal compatibility as well as common academic interest. It is essential that the project be of direct interest to the supervisor and candidate, and within the supervisor's area of expertise.

The Principal Supervisor must be a member of the academic staff of the University of the rank of lecturer or above, or its equivalent, and is, for Doctoral candidates, appointed by the Research Degrees Committee on the recommendation of the Head of School. Master of Nursing (by thesis) supervisor(s) are appointed by the Faculty Higher Degree Committee. The Principal Supervisor may be assisted by other members of the University staff or persons from industry, who may be appointed as co-supervisors or industrial supervisors.

Co-supervisors from outside the University must be persons of recognised standing in the field of the candidate's research.

A supervisor, but not necessarily a co-supervisor, should normally hold academic qualifications equivalent to the degree being supervised, or have published work which satisfies the relevant committee as being adequate for the purpose of thesis supervision.

If a (Doctoral) supervisor is within four years of retirement age a co-supervisor should also be appointed, who can take over on retirement of the Principal Supervisor. The latter may then continue as co-supervisor if desired.

A person who is a candidate for a higher degree cannot be a supervisor.

The Committee normally accepts the advice of the Head of School with regard to the maximum number of higher degree students any one supervisor should have.

Industrial supervisors normally are from the staff of the research student's employer and should have professional/academic qualifications to provide guidance to the student at a site external to the University.

### FUNCTIONS OF SUPERVISOR AND CO-SUPERVISOR

1) The supervisors should maintain throughout the candidature familiarity with the relevant degree rules and procedures, and with the procedure for progress reports.

The Principal Supervisor should regularly draw the attention of the candidate to pertinent aspects of the rules and other information provided.

2) The Principal Supervisor should keep up with current developments in the field of the candidate's research project.

3) The Principal Supervisor should, in particular,

- ensure that the candidate has relevant information regarding his/her own research and professional plans for the period of the candidate's project;
- inform the candidate as soon as possible, when the case arises, of any expected absence and the alternative arrangements for supervision;
- ensure that adequate resources are available to support the project;
- plan with the candidate an appropriate program of research and other studies;
- meet with the candidate at regular intervals to discuss, assess and guide the progress of the work;
- agree with the candidate at the outset of the project on authorship of articles arising from the research with due regard to the student's obligation to conduct independent research;

- read drafts of the major sections of the thesis as they are prepared and provide prompt written constructive and critical assessment;
  - assist the candidate to develop standards of achievement that will result in a thesis of merit;
  - comment critically on the draft of the completed thesis before it is submitted and prior to publication;
  - impress upon the candidate the necessity of care in proofreading the thesis, so as to reduce the need for minor amendments at a later stage;
  - ensure that, having regard to the nature of the topic, the thesis is not unnecessarily long;
  - liaise with the School's or Faculty's Higher Degree or similar committee;
  - keep regular contact with any co-supervisor and/or industrial supervisor.
- 4) The co-supervisor should
- act as the supervisor whenever the supervisor is unable to perform supervisory duties for any reason;
  - be involved in all stages of the planning of the candidate's research plan;
  - maintain a level of communication with the Principal Supervisor and the candidate so as to allow him or her to participate in the supervision or act as a substitute for the supervisor whenever this is necessary.
- 5) The industrial supervisor should
- provide on-site support for the candidate;
  - regularly discuss progress and assess any practical work undertaken on site;
  - liaise with the Principal Supervisor.
- 6) The Principal Supervisor should ensure, in consultation with the candidate, that the candidate is engaged on a program of research and study which might reasonably be expected to produce sufficient
- results within a time which does not exceed the prescribed period and will lead to a thesis with merit.
- The topic must have worth and be feasible both within time and resource constraints.
- 7) The Principal Supervisor should inform the candidate at an early date if there are any extra obligations by way of coursework or research over and above that required for the thesis. In particular the University and Faculty requirements for Doctoral Assessment, Graduate Seminars and so on ought to be discussed.
- 8) The supervisor should encourage and facilitate the candidate's participation in conferences where some of the results of the research may be presented.
- 9) Where appropriate, the supervisor should encourage candidates to publish from their research during their candidature.
- 10) In general, the supervisor should be in sufficiently close contact with the work at all times to know, and to be able to report, how the candidate is progressing and to judge when some intervention may be desirable. The contact will obviously vary between disciplines but, as a minimum in normal circumstances, supervisor and candidate should meet in person not less than once a month. When the candidate has not maintained adequate contact, the supervisor should take the initiative in arranging a meeting.
- Frequent contact between supervisor and candidate is particularly important during the first year. During this time candidates often need special help in determining an appropriate program of study, in defining the scope and focus of their thesis topic and in learning relevant experimental techniques. In the first year, supervisors should take the initiative in arranging frequent personal meetings to ensure that an effective start to candidature is made. In discussion, supervisors should encourage candidates to express their own point of view.
- 11) The supervisor needs to maintain a close enough professional and supportive relationship with the candidate, so that professional criticism is open and constructive and the candidate may feel free

to approach the supervisor with difficulties and problems. The supervisor should be sympathetic and supportive to candidates with non-academic aspects of supervision and, if it is considered necessary, encourage them to utilise support services offered by the University.

- 12) Supervisors should give prompt feedback to candidates on any written work. In the final stages of the research a supervisor should advise a candidate on the presentation of the thesis, review all sections of it as it is being written and comment critically on each draft before the final version is made ready for submission. It is important that work submitted by the candidates to the supervisor be dealt with as promptly as possible and that the supervisor inform the candidate when the work will be returned.
- 13) The supervisor must provide feedback on the candidate's progress twice a year on the prescribed form and within the required time.
- 14) The candidate should not be required to undertake research or training duties not connected to their thesis work.
- 15) Any difficulties during the candidature should be discussed with the Head of School before the Research Degrees Committee or Faculty Higher Degree Committee is informed, so that any remedial action can be taken as soon as problems arise.
- 16) The supervisor, having discussed the matter with the Head of School, shall report to the Research Degrees Committee or Faculty Higher Degrees Committee should he or she believe that the candidate's progress is so unsatisfactory as to require termination of candidature.
- 17) At the appropriate time during the degree candidature, when the selection of examiners is to be made, the supervisor should consult with the candidate concerning the names of persons about whose potential role as examiners the candidate may have some concern. Where possible these people should not be used as examiners.
- 18) The supervisor should discuss with the candidate the criteria by which the thesis will be examined.

## RESPONSIBILITIES AND RIGHTS OF CANDIDATES

### 1) Selection of supervisors

In both Master's and Doctoral studies the candidate has the primary responsibility for the formulation of the precise topic, the conduct of study and research, and the planning, writing and presentation of the thesis.

Candidates have the right to suggest a supervisor who should be an active researcher in the area in which they are proposing to work. In addition the proposed supervisor should have the time and willingness to supervise. In the first instance students new to the University should contact the academic course coordinator for nursing research programs to be guided toward appropriate staff members. As the Principal Supervisor will be the main source of advice and guidance, it is important for candidates to choose a supervisor whom they can respect professionally and to whom they can relate.

Candidates are able to negotiate a change in supervisor with their supervisor and Head of School. Where there are personality clashes which prevent fruitful cooperation between the candidate and supervisor, or any other problems they have not been able to resolve, steps should be taken as soon as possible to seek a resolution of the problems in discussion with the Head of School. If alternative supervision is considered the only solution, then a recommendation to this effect by the Head of School should be made to the Research Degrees Committee/ Faculty Higher Degree Committee as appropriate. If there is no other staff member at this University who is sufficiently expert in that particular field of research, efforts should be made to find a specialist at another university or institution who could be invited to act as an associate. Procedural guidance may be sought from the Postgraduate Studies and Scholarships Office at Broadway, City campus.

### 2) Selection of topic

Candidates have a right to negotiate their own topic, unless their candidature is part of a wider research project in which they are collaborating and/or on which they are employed.

Generally, the candidate should propose and, after discussion, nominate an appropriate area of research.

The candidate should formulate the specific problem for research in collaboration with the supervisor.

### 3) Contact with supervisor(s)

All research students have a right to receive adequate supervision. They should meet the Principal Supervisor and/or other supervisors, as appropriate, at regular intervals to discuss work and any problems associated with it.

Students can expect their supervisor to be accessible in person at appropriate times, when academic advice may be needed.

Both candidate and supervisor have an obligation to ensure that they confer on the progress of the research at agreed appropriate intervals.

The candidate has a responsibility to maintain the progress of work in accordance with the stages agreed with the supervisor, including, in particular, the presentation of written material as required in sufficient time to allow for comments and discussions before proceeding to the next stage.

### 4) Feedback

The student has a right to constructive and critical assessment of work submitted. In particular, students have a right to know when the supervisor assesses progress as inadequate or standards of work below that generally expected. The supervisor should specify the problems and suggest ways of addressing them.

While the supervisors should give feedback promptly, it is also incumbent on a candidate to take account of a supervisor's other commitments and not to place unreasonable demands on a supervisor with respect to time allowed to read a draft section.

### 5) Changes

Candidates should inform the supervisor of any significant factors which might affect the program of research, so that suspension arrangements can be made if necessary or changes in enrolment status arranged if required.

### 6) Resources

Subject to reasonable regard for the financial situation of the University and the relevant School/Faculty, a candidate has the right to expect from the department adequate basic facilities and services as well as the equipment, funds and other support necessary to support the degree program. The candidate should discuss the resources needed and available with the supervisor and Head of School at the time of enrolment, and, if necessary, again at the time of Doctoral Assessment.

### 7) Difficulties

Any difficulties arising from the research or with the supervision should be raised with the supervisor first. If the issue cannot be resolved, the Head of School should be involved. Doctoral candidates have the right of access to any member of the Research Degrees Committee who will be obliged to raise any complaint with that Committee.

### 8) Academic progress

Continuation of candidature is conditional upon a candidate maintaining satisfactory progress. A supervisor may draw the attention of the Committee (Research Degrees or Faculty Higher Degree) to problems with progress of a candidate at any time. Indeed, a supervisor is required to report to the Committee any failure by a candidate to make satisfactory progress or to abide by other requirements in the regulation.

### 9) Doctoral Assessment

Before or at the end of the first year the student's candidature will be assessed. Schools and faculties will specify the exact form the assessment will take to meet the objectives of this assessment (see section titled '**Satisfactory progress**').

### 10) Progress reports

All students are required to submit a progress report at the end of each semester. The Postgraduate Studies and Scholarships Office distributes a Progress Report form to each candidate. Candidates and supervisors should accurately and completely fill in the form, since these constitute the prime progress record in the event of any later queries.

It is the responsibility of the candidate to complete the appropriate section, and, in the case of Doctoral candidates, pass the form on to the supervisor by the due date (Master's candidates submit their report to the supervisor, who adds his/her report).

It is then the responsibility of the supervisor to fill in the appropriate section, discuss the report with the candidate, and pass on the form(s) to the Head of School, who completes the form and forwards it to the Faculty Higher Degree Committee for discussion and the signature of the Dean. The completed form is then forwarded to the Postgraduate Studies and Scholarships Office by the nominated date. Progress reports where problems are revealed are discussed by the Research Degrees Committee (Doctoral) or the Faculty Higher Degree Committee (Master's). Remedial action can be instigated at this stage in most cases.

All Master's students who wish to upgrade their candidature to PhD level must provide their supervisors with evidence of work of PhD standard before a case can be made to the Committee in support of the application.

Note that failure to provide the Postgraduate Studies and Scholarships Office with a progress report will automatically be taken to constitute unsatisfactory progress.

For Doctoral candidates, if the Research Degrees Committee decides, after investigation, that progress appears to be unsatisfactory, the candidate will be asked to 'show cause' why candidature should not be terminated. The candidate has the opportunity to write to the Committee and appear before it. If, after considering all the evidence, the Committee decides that progress is unsatisfactory, it can terminate candidature. All such decisions are reported to the Academic Board.

For Master's candidates the Faculty Higher Degree Committee may recommend that, in the event of an unsatisfactory progress report, the candidate be placed on a period of probation, normally one semester. An unsatisfactory report whilst on probation will also lead to the termination of candidature.

## LIST OF COURSES AND CODES

<b>Course title</b>	<b>Code</b>
Bachelor of Nursing (3 years full-time)	KN08
Bachelor of Nursing (Honours) (1 year full-time)	KN09
Bachelor of Nursing (post registration)	KN06
Graduate Certificate in Bioethics	KN74
Graduate Certificate in Child and Family Health	KN73
Graduate Certificate in Medical-Surgical Nursing	KN71
Graduate Certificate in Nursing Management	KN72
Graduate Diploma in Acute Care Nursing (2 years part-time)	KN61
Graduate Diploma in Aged Care Nursing (2 years part-time)	KN68
Graduate Diploma in Cardiothoracic Nursing (2 years part-time)	KN75
Graduate Diploma in Intensive Care Nursing (2 years part-time)	KN76
Graduate Diploma in Mental Health Nursing (2 years part-time)	KN67
Graduate Diploma in Neonatal Nursing (2 years part-time)	KN65
Graduate Diploma in Nephrology Nursing (2 years part-time)	KN77
Graduate Diploma in Neuroscience Nursing (2 years part-time)	KN78
Graduate Diploma in Child Health Nursing (2 years part-time)	KN66
Graduate Diploma in Nursing in Midwifery (2 years part-time)	KN64
Graduate Diploma in Nursing Management (2 years part-time)	KN62
Graduate Diploma in Operating Suite Nursing (2 years part-time)	KN79
Graduate Diploma in Paediatric Nursing (2 years part-time)	KN80
Graduate Diploma in Palliative Care Nursing (2 years part-time)	KN69
Graduate Diploma in Bioethics (2 years part-time)	KN60
Master of Bioethics (by coursework) (3 years part-time)	KN56
Master of Nursing (by coursework) (3 years part-time)	KN53
Master of Nursing (by thesis)	KN52
Doctor of Philosophy	KN51

**SUBJECT NAMES IN ALPHABETICAL ORDER**

Aboriginal Cultures and Philosophies	54113
Aboriginal Health Care	92162
Aboriginal Social and Political History	54230
Advanced Nursing Assessment	92723
Advanced Nursing Practice (RN)	92426
Advanced Nursing: Immune Response Disruption	92772
Advanced Nursing: Metabolic and Neuroendocrine Disruption	92773
Advanced Nursing: Oxygenation and Hemodynamic Disruption	92774
Advanced Technology in Patient Care	92722
Aged in Society, The	92701
Australian Social History	51610
Bioethics Project	92811
Cardiothoracic Clinical Nursing Specialty	92717
Cardiothoracic Nursing Specialty 1	92708
Cardiothoracic Nursing Specialty 2	92709
Clinical Nursing Option	92199
Clinical Studies 1: People and Health Care	92814
Clinical Studies 2: Health Illness and Disability	92815
Clinical Studies 3: Intervention in Health Care	92816
Computers in Hospital-based and Community Nursing	92179
Contemporary Issues in Health Care	92775
Context of Nursing Management, The	92739
Contexts of Child and Family Health Nursing Practice	92776
Contexts of Midwifery Practice	92777
Contexts of Nursing Care 1A	92163
Contexts of Nursing Care 1B	92164
Contexts of Nursing Care 2A	92165
Contexts of Nursing Care 2B	92166
Contexts of Nursing Care 3	92212
Contexts of Nursing Care 4	92213
Contexts of Nursing Care 5	92216
Contexts of Nursing Care 6	92217
Contexts of Paediatric Nursing Practice	92778
Culture, Health and Society	51009
Dimensions of Acute Care Nursing	92779
Directions in Paediatric Nursing	92235
Evolution of Nursing Knowledge, The	92798
Family Studies	92715
Focused Specialty Practice	92705
Foetuses, Babies, Children and the Law	79002
Foundations in Midwifery	92781
Health Breakdown	92713
Health Breakdown in Infants, Children and Adolescents	92782
Health Care Ethics	92146
Health Resources Management	21783

Health, Technology and Society	51014
Human Responses in Nursing Practice	92154
Human Responses in Nursing Practice (RN)	92159
Human Sexuality in Health and Illness	92157
Human Suffering—Meanings and Responses	92147
Images of Nursing (Film)	92151
Intensive Care Clinical Nursing Specialty	92747
Intensive Care Nursing Specialty 1	92718
Intensive Care Nursing Specialty 2	92719
Interpersonal Processes in Advanced Nursing Practice	92735
Introduction to Nursing Research	92209
Introduction to Nursing Research (RN)	92425
Issues in Child Health	92234
Legal Issues and Disadvantaged Groups	79001
Life and Death Issues	92807
Magic and Healing	50717
Maintaining Family Health in the Community	92783
Maintenance of Health in Children and Family, The	92799
Management of Complex Health Problems	92784
Midwifery in Complexity	92785
Master of Nursing Minor Thesis	92813
Master of Nursing Project	92812
Moral Philosophy and Health Care Nursing	92145
Negotiating Nursing	92786
Neonatal Health Status: Sequela and Management	92789
Neonatal Interaction: Environmental Influences and Behaviour	92791
Nephrology Clinical Nursing Specialty	92763
Nephrology Nursing Specialty 1	92748
Nephrology Nursing Specialty 2	92749
Neuroscience	91522
Neuroscience Clinical Nursing Specialty	92766
Neuroscience Nursing	92228
Neuroscience Nursing Specialty 1	92764
Neuroscience Nursing Specialty 2	92765
Nurse as Manager, The	92229
Nursing and Literature	92198
Nursing and the Arts	92149
Nursing Honours Dissertation (Part 1)	92180
Nursing Honours Dissertation (Part 2)	92181
Nursing Knowledge & Practice	92139
Nursing Knowledge & Practice (RN)	92158
Nursing Practice 1	92128
Nursing Practice 1A	92109
Nursing Practice 2	92129
Nursing Practice 3	92214
Nursing Practice 4	92215
Nursing Practice 5	92218
Nursing Practice 6	92219
Nursing Practice in a Multicultural Community	92700



Nursing Practice with the Aged 1	92703
Nursing Practice with the Aged 2	92704
Nursing Research in Action	92223
Nursing Research in Action (RN)	92427
Nursing Strategies for Health Care	92702
Operating Suite Clinical Nursing Specialty	92769
Operating Suite Nursing Specialty 1	92767
Operating Suite Nursing Specialty 2	92768
Pain: the Nurse's Role in its Assessment and Management	92233
Palliative Care Nursing Practice	92707
Pathophysiology 1	91520
Pathophysiology 2	91521
Perinatal Development: Organisation, Adaptation and Outcome	92792
Perspectives on the Person	92793
Pharmacology	91509
Physiological Foundations of Health 1	91518
Physiological Foundations of Health 2	91519
Physiological Psychology	92150
Politics, Power and Health	51010
Politics, Power and Policies in Health Care	92794
Practice Dimensions	92795
Primary Health Care Nursing	92152
Processes of Nursing Management	92796
Professional Communication	59362
Professional Issues in Nursing	92729
Professional Relationships in Nursing	92138
Professional Relationships in Nursing (RN)	92160
Professional Responsibilities in Nursing	92137
Professional Responsibilities in Nursing (RN)	92428
Professional-Client Relationships	92805
Qualitative Methods in Nursing Research	92802
Quantitative Methods in Nursing Research	92803
Reasoning and Judgement in Nursing Practice	92136
Reflection on Nursing Practice	92429
Research and Ethics	92809
Research for Nursing Practice	92797
Research Seminar and Review	92810
Resource Allocation	92808
Social Justice and Health Care Nursing	92148
Societal Context of Palliative Care, The	92706
Sociology of Community	51203
Technological Developments and Ethics	92806
Theoretical Foundations of Bioethics	92804
Therapeutic Alliance	92800
Therapeutic Approaches	92801
Transcultural Nursing: Health Care Systems	92161
Values in Nursing Practice	92125
Women's Health Issues	92153
Writing for Health Sciences	59326

## RESEARCH INTERESTS OF STAFF

Any intending candidate wishing to locate staff with particular interests, expertise or experience should first contact the course coordinator who will refer them to appropriate staff members. The Course Coordinator is Ms Jackie Crisp (tel 330 5050). Please do not contact academic staff before contacting Ms Crisp.

<b>Name</b>	<b>Topic Expertise</b>	<b>Methodology Expertise</b>
Adams, A	Parenting; Nursing history; graduate education	Qualitative methods
Baker, J	Nursing diagnosis; nursing process assessment; planning care; decision making & neuroscience nursing	Experimental interest in interpretative & exploring this
Barclay, L	Women's health; primary health care; midwifery; family health; sexuality	Experimental design; grounded theory; survey research
Bell, K	Midwifery nursing; education	
Briggs, C	Health care systems; national nursing organisations; family & child health; community health; child development; family studies; quality assurance/evaluation of health services	Experimental approach; survey design; evaluation studies
Brown, D	Nursing management; student learning; curriculum evaluation	Action research
Cameron-Traub, E	Nurse-person interaction; transcultural nursing; perceptions & expectations in nursing	Quantitative & qualitative methods; exploratory to experimental approaches
Candlin, S	Developmental psychology; palliative care; gerontology; family health; transcultural nursing; primary health care; nurse-patient communication	Qualitative research; linguistic analysis
Carey, M	Ethics, theory & issues; philosophy	Clear thinking
Chang, E	Nursing education; socialisation; role stress; job satisfaction; acute medical/surgical nursing; clinical focus; aged care	Delphi technique; surveys; quantitative & qualitative methods
Chenoweth, L	Plastic/reconstructive surgery; burn care; aged care; health/social policy	Qualitative research

Name	Topic Expertise	Methodology Expertise
Crisp, J	Paediatrics; pain; psychology in general (especially developmental); nurse/doctor relationship; preparation of children for painful procedures	Broad range; interested in most. Qualitative & quantitative
Curry, G	History of nursing; philosophical anthropology (including body & gender); philosophy & theories of nursing; nursing & the humanities; religion & spirituality; developmental disability nursing; psychiatric/mental health nursing, esp. acute, rehabilitation, forensic & adolescent	Qualitative methodologies including historical; philosophical; theological; hermeneutic; phenomenological; taxonomic/diagnostic; linguistic; literary (classical) & clinical
Dean, S	Primary health care; adolescent health; women's health; the elderly	
Donoghue, J	Clinical nurse teaching; oncology (clinical nursing women)	Quantitative methods including factor analysis; non-parametric statistics
Duffield, C	Nursing management; role delineation; quality measures	Delphi technique
Farrar, P	Women's health; adoption; education (experiential & curriculum); arts in nursing	Qualitative analysis; feminism; critical theory; hermeneutics
Forbes, J	Medical-surgical; pain management; palliative care	Scientific enquiry
Frazer, N	Primary health care; psych./mental health care; health service/program evaluation; culture & health care/nursing	Qualitative research; evaluation research; ethnography
Gallagher, R	Cardiothoracic ICU; psychology; wound care	Statistics; surveys
Garman, C	Medical/surgical nursing; HIV/AIDS; cardiothoracic; operating room nursing; immune system	Quantitative
Gibb, H	Aged care; service delivery (all aspects); complementary health models; older women's health	Feminist methodology; action research
Gray, A	Philosophy of nursing practice; health care ethics; health economics; adolescent health and welfare; social policies underlying health and welfare	Qualitative & quantitative
Hickey, C	Education: nursing (general); midwifery; palliative care	Occupational, quantitative; experiential

<b>Name</b>	<b>Topic Expertise</b>	<b>Methodology Expertise</b>
Horley, K	Health psychology	Observational; experimental
Hyde, S	AIDS; aged care	Quantitative
Jones, L	Midwifery; medical/surgical nursing; management	
Kellehear, K	Mental health nursing; transcultural nursing; international nursing; primary health care; consumers & health care; curriculum; psychology	General interest in most
Kilstoff, K	Graduate transition; reality shock; bicultural preparation program	Qualitative
Kyle, R	Mental health; counselling; sexuality; alternative therapies	
Lock, L	Experience of mothers taking early postnatal discharge	Heuristic methodology
Lumby, J	Women's experience of illness; organ donation & transplantation; nursing epistemology & ontology; deaf women & sexuality; philosophical paradigms underpinning nursing	Interpretative; critical; feminist
McGarry, D	Management; mental health	
McGee, J	Computer assisted learning	
McKinley, S	Critical care; technology; ethics; casemix; costing care; quality & outcomes of care	Positivist; experimental quantitative methods generally
Nagy, S	Pain; occupational stress; adaptation to illness in children & families; psychological development	Qualitative & quantitative techniques
Pelletier, D	Cardiothoracic nursing; technology in health care; health informatics (computers in health care)	
Roche, B	Neuroscience nursing; ethics & philosophy in nursing	Philosophical
Rochester, S	Neonates/neonatal pain; interpersonal processes; midwifery	
Rogan, F	Maternity nursing; women's health	Qualitative
Short, P	Epidemics, visual imagery of health; photography; art; public health	Interpretation & meaning of visual imagery; history of visual imagery
Soars, L	Critical care; issues involving science & nursing	Quantitative; limited use qualitative techniques

Name	Topic Expertise	Methodology Expertise
Stein-Parbury, J	Nurse-patient interaction; performance of new graduate nurses; nursing diagnosis – usefulness & critique; mental health nursing; counselling	
Van Vorst, S	Mental health/DD; psychosocial effects of nursing in these areas	
Walsh, M	Ethics; bioethics	
Waters, C	Mental health; drug & alcohol; immunology (also relates to oncology or haematology where an immunological focus is employed)	
Wyllie, A	Family studies (health education, midwifery/communication); midwifery (women's experience of antenatal & postnatal care)	
Zetler, J	Bioethics; legal issues; mental health; image of nursing	

## FACULTY BOARD IN NURSING

### Ex-officio members

*Dean*

Professor E Cameron-Traub (Chair)

*Nominee, Director, CLT*

Assoc Professor E Hazel

*Head, School of Nursing Health Studies*

Ms S Nagy

*Nominee of the Dean from the*

*Faculty Board in Science*

Assoc Professor P Miller

*Head, School of Nursing Therapeutics and  
Director, Centre for Graduate Nursing Studies*

Assoc Professor C Duffield

*Nominee of the Dean from the*

*Faculty Board in Business*

Vacant

*Professor of Nursing in Critical Care*

Professor S McKinley

*Nominee of the Dean from the*

*Faculty Board in Law and Legal Practice*

Mr D Barker

*Professor of Nursing in Family Health*

Professor L Barclay

*One member of Convocation*

*nominated by Convocation*

Ms L Holroyd

*Professor of Nursing in Aged and Extended  
Care*

Professor H Gibb

### Elected members

*Professor of Nursing*

Professor J Lumby

*Seven academic staff from the*

*School of Nursing Health Studies*

Ms C Briggs

Mr N Frazer

Ms C Hickey

Ms J Stein-Parbury

Dr M Walsh

Mr G Curry

Vacant

### Nominated members

*Nominee, University Librarian*

Mr P Adams

*Seven academic staff from the  
School of Nursing Therapeutics*

Ms D Brown  
Dr C Waters  
Ms L Soars  
Miss L Jones  
Mrs J Donoghue  
Mrs L Chenoweth  
Ms J Baker

*One support staff member from the  
Centre for Graduate Nursing Studies*  
Vacant

*One support staff member from the  
School of Nursing Health Studies*  
J Magee

*One support staff member from the  
School of Nursing Therapeutics*  
Vacant

*Two students from the  
School of Nursing Health Studies*  
Vacant  
Vacant

*Two students from the  
School of Nursing Therapeutics*  
Ms A Culey  
Ms A Lock

*One postgraduate student from the Faculty*  
Ms A Beagley

## **BOARD OF POSTGRADUATE STUDIES**

### **Ex-officio members**

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Assoc Professor C Duffield

### **Coordinators**

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Mrs L Chenoweth

*Bioethics*  
Dr M Walsh

*Child Health/Neonatal Nursing/Paediatric  
Nursing*  
Ms A Adams

*Critical Care*  
Ms E Chang

*Master of Nursing*  
Ms S Nagy

*Acute Care*  
Ms D Pelletier

*Mental Health*  
Dr C Waters

*Midwifery*  
Miss L Jones

*Nursing Management*  
Ms J Baker

*Thesis Program*  
Ms J Crisp

### **Elected representatives**

*Aged/Palliative Care*  
Professor H Gibb

*Bioethics*  
Dr M Carey

*Child Health/Neonatal Nursing/Paediatric  
Nursing*  
Ms C Briggs

*Critical Care*  
Professor S McKinley

*Master of Nursing*  
Vacant

*Acute Care*  
Ms R Gallagher

*Mental Health*  
Ms J Stein-Parbury

*Midwifery*  
Professor L Barclay

*Nursing Management*  
Ms D Brown

*Thesis Program*  
Mrs J Donoghue

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### **Ex-officio members**

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### **Chair**

*External member eminent in the field of  
nursing*  
Dr P Pilkington

### **Ex-officio members**

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Professor E Cameron-Traub

*Head of School of Nursing Health Studies*  
Ms S Nagy

*Director, Centre for Graduate Nursing Studies  
and Head of School of Nursing Therapeutics*  
Assoc Professor C Duffield

### **Elected representatives**

*Two staff members of the Faculty of Nursing*  
Ms J McGee  
Ms C Briggs

*External nominated representatives*  
Sydney Area Nursing Officer, or nominee,  
from the Northern and Southern Areas  
Adjunct Professor K Baker  
Mr A Burns

*Representative from private sector health  
agencies*  
Mr B McNair

*Representative from the NSW College of  
Nursing*  
Ms M Chiarella

*Representative from the NSW Nurses Associa-  
tion and the Australian Nurses Federation*  
Ms D Picone

*Representative from the NSW Nurses Registra-  
tion Board*  
Ms J Dent

*Nursing practitioners, two of whom are gradu-  
ates of the Faculty*  
Ms L Lovett  
Ms K Eaton  
Ms K Botos

## **STAFF DIRECTORY**

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Candlin, Sally	5144	5-306
Carey, Michael	5138	5-405
Chang, Esther	5143	5-008
Crisp, Jackie	5050	5-003

Curry, Graeme	5122	2-233
Dean, Suzanne	5124	5-304
Farrar, Trish	5120	5-307
Frazer, Neil	5134	5-408
Gray, Anne	5337, 5119	SKATE - Level 4
Hickey, Clare	5487	5-309
Horley, Kaye	5123	5-308
Kilstoff, Kathy	5486	5-002
Kyle, Rosemarie	5207	5-001
Lock, Linette	5207	5-001
Lumby, Judy	5074	5-303c
Nagy, Sue (Head)	5129	5-312
Rochester, Suzanne	5154	5-006
Rogan, Frances	5581	5-303a
Stein-Parbury, Jane	5260	5-005
Walsh, Michael	5137	5-406
Wyllie, Aileen	5204	5-305
Zetler, Julie	5139	5-404

##### *Support staff*

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Harvey, Beth	5181	2-348
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Mangan, Kathy	5126	5-312
O'Halloran, Ros	5127	5-316
Magee, Jeremy	5132	5-312
Rees, Ina	5202	5-303

#### **School of Nursing Therapeutics**

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Chenoweth, Lyn	4334	315
Donoghue, Judith	4323	208
Duffield, Christine (Head)	4322	111
Forbes, Jan	4321	208a
Gallagher, Robyn	4342	307
Garman, Callista	4335	314
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Hyde, Sandra	4324	206b
Jones, Linda	4302	206
Kellehear, Kevin	4336	313
McGarry, Denise	4358	311
McGee, Jennie	4327	320
McKinley, Sharon	4384	410
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Pelletier, Diane	4348	413
Roche, Brian	4356	318
Soars, Linda	4341	308
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Froment, Elaine	4355	107A
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A McKenzie

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## Centre for Graduate Nursing Studies

### *Associate Professor and Director*

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### *Professor of Nursing in Family Health*

L Barclay, RN, CM, BA (ANU) MED (Canberra), FRCNA

### *Professor of Nursing in Aged & Extended Care*

H Gibb, RN, BA(Hons) (Adelaide), PhD (Psych) (Melb)

### *Professor of Nursing in Critical Care*

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### *Course Coordinators*

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E M L Chang, RN, CM, MEdAdmin (UNSW), BAppSc (AN) (Cumb), DipNed (Cumb), PhD (UNSW), MCN (NSW)

L Chenoweth, RN, BA, AssocDipRec (UTS), MA (Hons), PhD (Syd)

J Crisp, RN, BA (Hons) (Macq), MCN (NSW)

L K Jones, RN, CM, BAppSc (Cumb), DipNed (SCAE), MNA (UNSW), MCN (NSW), FRCNA

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S D Pelletier, RN, BScN (Toronto), DipEd (Nursing) (SCAE), BEdSt (Qld), MScSoc (UNSW), MCN (NSW), FRCNA

M Walsh, STL, SThD (Rome)

C D Waters, RN, BSc (Hons), PhD (Syd), MCN (NSW)

### *Adjunct Professor*

K Baker, RN, MCN, DNE, BHA, MENA

### *Clinical Associates*

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(NSW)

*Administrative Officer*

J Bensley, BA, DipEd (UNSW),  
GradDipHRM (CSturt)

*Administrative Assistants*

M Kwong  
Vacant

*Administrative Secretary*

F Ronan

## NURSING PRACTICE LADDER 1994 (UNDERGRADUATE)

MONTH	DATE	YEAR 1	YEAR WK	YEAR 2	SEMESTER WK	YEAR 3
FEBRUARY	28	COMMENCE	10	COMMENCE	1	COMMENCE
MARCH	7		11	PRACTICUM	2	
	14		12	PRACTICUM	3	
	21		13	PRACTICUM	4	
	28		14	PRACTICUM	5	
APRIL	4	AVCC	15	AVCC	6	AVCC
	11	PRACTICUM	16		7	
	18	PRACTICUM	17		8	
	25		18	PRACTICUM	9	
MAY	2		19	PRACTICUM	10	
	9		20	PRACTICUM	11	
	16		21	PRACTICUM	12	
	23	PRACTICUM	22		13	
	30	PRACTICUM	23		14	
JUNE	6		24			
	13	EXAMS	25	EXAMS		EXAMS
	20	EXAMS	26	EXAMS		EXAMS
	27	EXAMS	27	EXAMS		EXAMS
JULY	4	AVCC	28	AVCC		AVCC
	11		29			
	18		30			
	25		31			
AUGUST	1	COMMENCE	32	COMMENCE	1	COMMENCE
	8		33		2	
	15		34		3	PRACTICUM
	22		35		4	PRACTICUM
	30		36	PRACTICUM	5	
SEPTEMBER	5		37	PRACTICUM	6	
	12	PRACTICUM	38		7	
	20	PRACTICUM	39		8	
	26	AVCC	40	AVCC	9	AVCC
OCTOBER	3		41		10	PRACTICUM
	10		42		11	PRACTICUM
	17		43	PRACTICUM	12	
	24		44	PRACTICUM	13	
	31	PRACTICUM	45		14	
NOVEMBER	8	PRACTICUM	46			
	14	EXAMS	47	EXAMS		EXAMS
	21	EXAMS	48	EXAMS		EXAMS
	28	EXAMS	49	EXAMS		EXAMS

### Notes

NSW Holidays	Easter	1-4 April
	Anzac Day	25 April
	Queen's Birthday	13 June
	Labour Day	3 October

## INDEX

- Aboriginal Cultures and Philosophies 14  
 Aboriginal Health Care 21  
 Aboriginal Social and Political History 15  
 Advanced Nursing Assessment 36  
 Advanced Nursing: Immune Response Disruption 37  
 Advanced Nursing: Metabolic and Neuroendocrine Disruption 37  
 Advanced Nursing: Oxygenation and Hemodynamic Disruption 38  
 Advanced Nursing Practice(RN) 24  
 Advanced Technology in Patient Care 36  
 Advice from the NSW Department of Health 5  
 Affiliated hospitals and other health services 6  
 Aged in Society, The 34  
 Appeals 49  
 Attendance at classes 5  
 Australian Social History 15  
 Awards and graduation 49
- Bachelor of Nursing (KN08) 8  
 Bachelor of Nursing (KNO6) 11  
 Bachelor of Nursing (Honours) (KN09) 12  
 Behaviour during nursing practice 4  
 Bioethics Project 41  
 Board of Postgraduate Studies 63  
 Board of Undergraduate Studies 63
- Cardiothoracic Clinical Nursing Specialty 35  
 Cardiothoracic Nursing Specialty 1 35  
 Cardiothoracic Nursing Specialty 2 35  
 Centre for Graduate Nursing Studies, The 24  
 Centre for Graduate Nursing Studies and School of Nursing Therapeutics 64  
 Clinical Nursing Option 22  
 Clinical Studies 1: People and Health Care 14  
 Clinical Studies 2: Health, Illness and Disability 14  
 Clinical Studies 3: Intervention in Health Care 14  
 Computers in Hospital-based and Community Learning 21  
 Contemporary Issues in Health Care 38  
 Context of Nursing Management, The 36  
 Contexts of Child and Family Health Nursing Practice 38  
 Contexts of Midwifery Practice 38  
 Contexts of Nursing Care 1A 21  
 Contexts of Nursing Care 1B 21  
 Contexts of Nursing Care 2A 21  
 Contexts of Nursing Care 2B 21  
 Contexts of Nursing Care 3 22
- Contexts of Nursing Care 4 22  
 Contexts of Nursing Care 5 22  
 Contexts of Nursing Care 6 23  
 Contexts of Paediatric Nursing Practice 38  
 Courses, The 8  
 Courses and codes 55  
 Culture, Health and Society 15
- Dean, office of 64  
 Dimensions of Acute Care Nursing 38  
 Directions in Paediatric Nursing 23  
 Doctor of Philosophy (KN51) 33  
 Dress and appearance during nursing practice 4
- Evolution of Nursing Knowledge, The 40  
 Examination process, The 48
- Faculty Advisory Committee 63  
 Faculty Board in Nursing 62  
 Faculty Committees 62  
 Faculty of Nursing, The 4  
 Faculty mission statement 2  
 Family Studies 35  
 Focused Specialty Practice 35  
 Foetuses, Babies, Children and the Law 16  
 Foundations in Midwifery 38  
 Functions of supervisor and co-supervisor 50
- General information for PhD and Master of Nursing (by thesis) candidates 42  
 Graduate Diploma in Acute Care Nursing (KN61) 26  
 Graduate Diploma in Aged Care Nursing (KN68) 29  
 Graduate Diploma in Bioethics (KN60) and Master of Bioethics (by coursework) (KN56) 26, 33  
 Graduate Diploma in Cardiothoracic Nursing (KN75) 30  
 Graduate Diploma in Child Health Nursing (KN66) 28  
 Graduate Diploma in Intensive Care Nursing (KN76) 30  
 Graduate Diploma in Mental Health Nursing (KN67) 28  
 Graduate Diploma in Neonatal Nursing (KN65) 28  
 Graduate Diploma in Nephrology Nursing (KN77) 31  
 Graduate Diploma in Neuroscience Nursing (KN78) 31  
 Graduate Diploma in Nursing in Midwifery (KN64) 27  
 Graduate Diploma in Nursing Management (KN62) 26

- Graduate Diploma in Operating Suite Nursing (KN79) 32  
 Graduate Diploma in Paediatric Nursing (KN80) 32  
 Graduate Diploma in Palliative Care Nursing (KN69) 29  
 Graduate Diplomas 25  
 Graduate Seminars 42  
 Gretel Joy Wolfgang Memorial Prize for Clinical Excellence 7  
 Guidelines for appraisal of research degree applicants 49
- Health Breakdown 35  
 Health Breakdown in Infants, Children and Adolescents 38  
 Health Care Ethics 19  
 Health Resources Management 34  
 Health, Technology and Society 15  
 Hepatitis B inoculation 5  
 Human Responses in Nursing Practice 19  
 Human Responses in Nursing Practice (RN) 20  
 Human Sexuality in Health and Illness 20  
 Human Suffering – Meanings and Responses 19
- ID badges 4  
 Images of Nursing (Film) 19  
 Information for students 4  
 Intellectual property 46  
 Intensive Care Clinical Nursing Specialty 36  
 Intensive Care Nursing Specialty 1 35  
 Intensive Care Nursing Specialty 2 35  
 Interpersonal Processes in Advanced Nursing Practice 36  
 Introduction to Nursing Research 22  
 Introduction to Nursing Research (RN) 24  
 Issues in Child Health 24
- Johnson and Johnson Prize for Nursing 7
- Legal Issues and Disadvantaged Groups 16  
 Life and Death Issues 41  
 Location 6
- Magic and Healing 15  
 Maintaining Family Health in the Community 38  
 Maintenance of Health in Children and Families, The 40  
 Management of Complex Health Problems 38  
 Mantoux testing 5
- Master of Bioethics (by coursework) (KN56) 33  
 Master of Nursing (by coursework) 25, 32  
 Master of Nursing (by thesis) (KN52) 33  
 Master of Nursing Minor Thesis 42  
 Master of Nursing Project 41  
 Message from the Dean 1  
 Midwifery in Complexity 38  
 Moral Philosophy and Health Care Nursing 19
- Negotiating Nursing 39  
 Neonatal Health Status: Sequela and Management 39  
 Neonatal Interaction: Environmental Influences and Behaviour 39  
 Nephrology Clinical Nursing Specialty 37  
 Nephrology Nursing Specialty 1 36  
 Nephrology Nursing Specialty 2 36  
 Neuroscience 17  
 Neuroscience Clinical Nursing Specialty 37  
 Neuroscience Nursing 23  
 Neuroscience Nursing Specialty 1 37  
 Neuroscience Nursing Specialty 2 37  
 Northern Sydney Area Health Service 65  
 Nurse as Manager, The 23  
 Nursing and Literature 21  
 Nursing and the Arts 19  
 Nursing Honours Dissertation (Part 1) 14  
 Nursing Honours Dissertation (Part 2) 14  
 Nursing Knowledge and Practice 19  
 Nursing Knowledge and Practice (RN) 20  
 Nursing practice (policy on attendance) 5  
 Nursing Practice 1 18  
 Nursing Practice 1A 18  
 Nursing Practice 2 18  
 Nursing Practice 3 22  
 Nursing Practice 4 22  
 Nursing Practice 5 23  
 Nursing Practice 6 23  
 Nursing Practice in a Multicultural Community 34  
 Nursing Practice Ladder 1994 69  
 Nursing Practice with the Aged 1 34  
 Nursing Practice with the Aged 2 35  
 Nursing Research in Action 23  
 Nursing Research in Action (RN) 24  
 Nursing Strategies for Health Care 34
- Offering health advice 5  
 Office of the Dean 64  
 Operating Suite Clinical Nursing Specialty 37  
 Operating Suite Nursing Specialty 1 37  
 Operating Suite Nursing Specialty 2 37

- Pain: The Nurse's Role in its Assessment and Management 23
- Palliative Care Nursing Practice 35
- Participation in nursing practice 4
- Pathophysiology 1 17
- Pathophysiology 2 17
- Perinatal Development; Organisation, Adaptation and Outcome 39
- Perspectives on the Person 39
- Pharmacology 16
- Physiological Foundations of Health 1 16
- Physiological Foundations of Health 2 17
- Physiological Psychology 19
- Policy concerning plagiarism 6
- Politics, Power and Health 15
- Politics, Power and Policies in Health Care 39
- Postgraduate courses 24
- Postgraduate subject descriptions 34
- Practice Dimensions 39
- Preface 1
- Primary Health Care Nursing 19
- Principal dates for 1994 2
- Prizes 7
- Processes of Nursing Management 40
- Professional Communication 16
- Professional Issues in Nursing 36
- Professional Relationships in Nursing 18
- Professional Relationships in Nursing (RN) 20
- Professional Responsibilities in Nursing 18
- Professional Responsibilities in Nursing (RN) 24
- Professional – Client Relationships 41
- Qualitative Methods in Nursing Research 40
- Quantitative Methods in Nursing Research 40
- Reading Lists 42
- Reasoning and Judgement in Nursing Practice 18
- Referencing 6
- Referencing guidelines for the Faculty of Nursing 6
- Reflection on Nursing Practice 24
- Research and Ethics 41
- Research for Nursing Practice 40
- Research interests of staff 59
- Research Seminar and Review 41
- Resource Allocation 41
- Responsibilities and rights of candidates 52
- Royal North Shore Hospital, The 6
- Royal North Shore Hospital Prize, The 7
- Satisfactory Progress 43
- School of Nursing Health Studies 64
- School of Nursing Therapeutics 64
- Selection of supervisors 50
- Social Justice and Health Care Nursing 19
- Societal Context of Palliative Care, The 35
- Sociology of Community 15
- Southern Sydney Area Health Service 65
- Staff directory 64
- Student health 5
- Student uniforms 4
- Subject descriptions (KN08, KN06 and KN09) 14
- Subject names in alphabetical order 56
- Submission of medical certificates 6
- Supervision - regulations and responsibilities 49
- Technological Developments and Ethics 41
- Theoretical Foundations of Bioethics 40
- Therapeutic Alliance 40
- Therapeutic Approaches 40
- Thesis, Master of Nursing and Doctoral Candidates, The 46
- Transcultural Nursing: Health Care Systems 20
- Undergraduate courses 8
- Undergraduate subject descriptions 14
- Uniform for the 1994 Bachelor of Nursing Program 4
- Useful people for research candidates to know in the Faculty of Nursing 49
- Values in Nursing Practice 18
- Visiting clients at home 5
- Women's Health Issues 19
- Writing for Health Sciences 15

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