

JULIE & SARAS
CLOSED RESERVE

Faculty of Nursing Handbook 1996



U | T | S

Faculty of Nursing Handbook **1996**

The University attempts to ensure that the information contained in the handbook is correct as at 6 November 1995. The University reserves the right to vary any matter described in the handbook at any time without notice.



Equal opportunity

It is the policy of the University of Technology, Sydney to provide equal opportunity for all persons regardless of sex, race, marital status, family responsibilities, disability, sexual preference, age, political conviction or religious belief.

Free speech

The University supports the right to freedom of speech and the rights of its members to contribute to the diversity of views presented in our society.

Non-discriminatory language

UTS has adopted the use of non-discriminatory language as a key strategy in providing equal opportunity for all staff and students. Guidelines for the use of non-discriminatory language have been developed and all members of the University community are encouraged to use them.

Editorial and production:

Corporate Responsibilities Unit
University Secretary's Division

Design:

UTS News and Design Services

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ADDRESSES AND TELEPHONE NUMBERS

POSTAL ADDRESS

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Broadway
New South Wales 2007 Australia

TELEPHONE

(02) 330 1990
International: +61 2 330 1990
Fax: (02) 330 1551

From July 1996
(02) 9514 2000
International: +61 2 9514 2000
Fax: (02) 9514 1551

All other numbers listed in this publication with a prefix of 330 will have a new prefix of 9514 e.g. 330 5555 will become 9514 5555.

STREET ADDRESSES

City campus

- Broadway
No. 1 Broadway, Ultimo
- Harris Street, Ultimo
Building 6
702–730 Harris Street
Bon Marche Building
755 Harris Street
645 Harris Street
- 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
- Bulga Ngurra
23–27 Mountain Street, Ultimo
- 82–84 Ivy Street, Chippendale

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
- Gore Hill Research Laboratories
Royal North Shore Hospital

Yarrawood conference and research centre

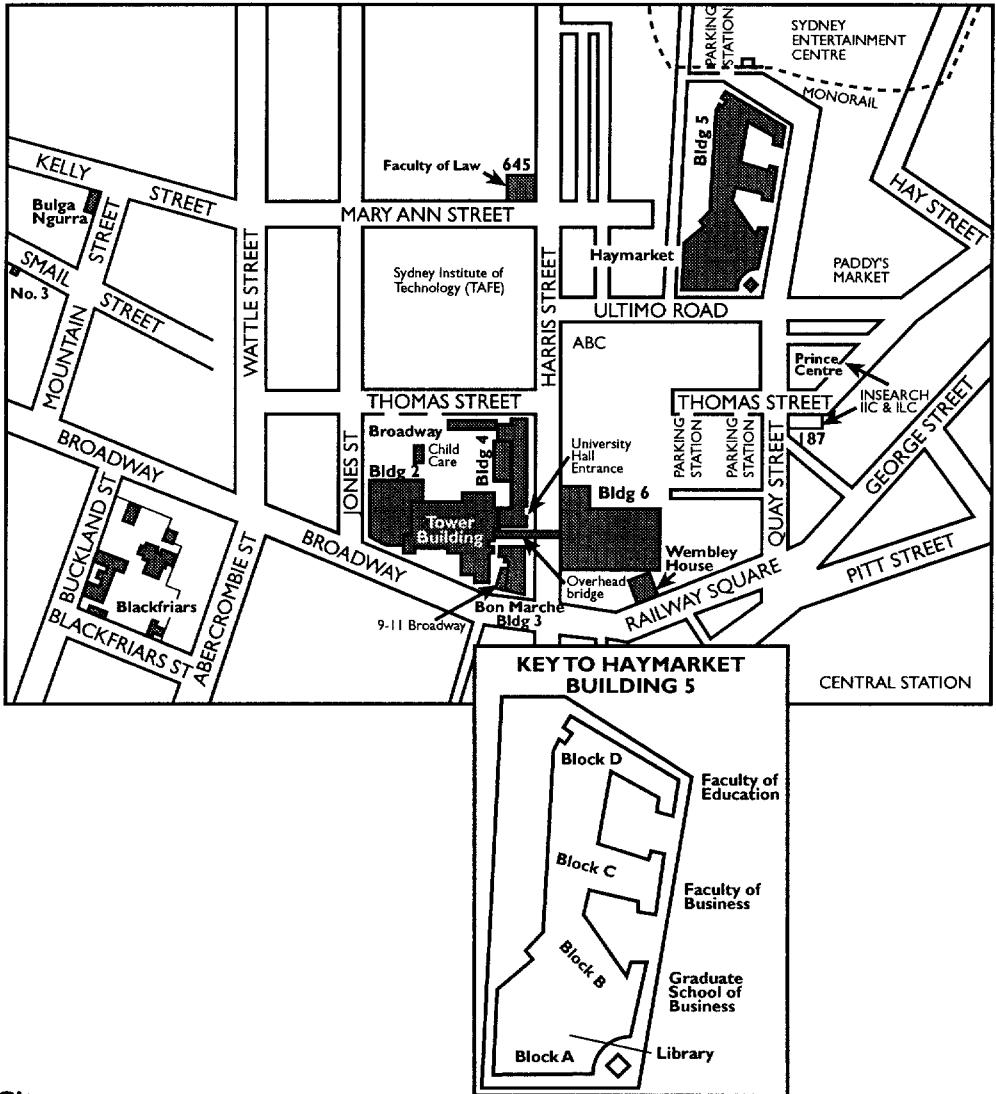
Hawkesbury Road
Yarramundi 2753

Stroud

Lot AFP 161894
The Bucketts Way
Booral 2425

CAMPUS MAPS

CITY CAMPUS



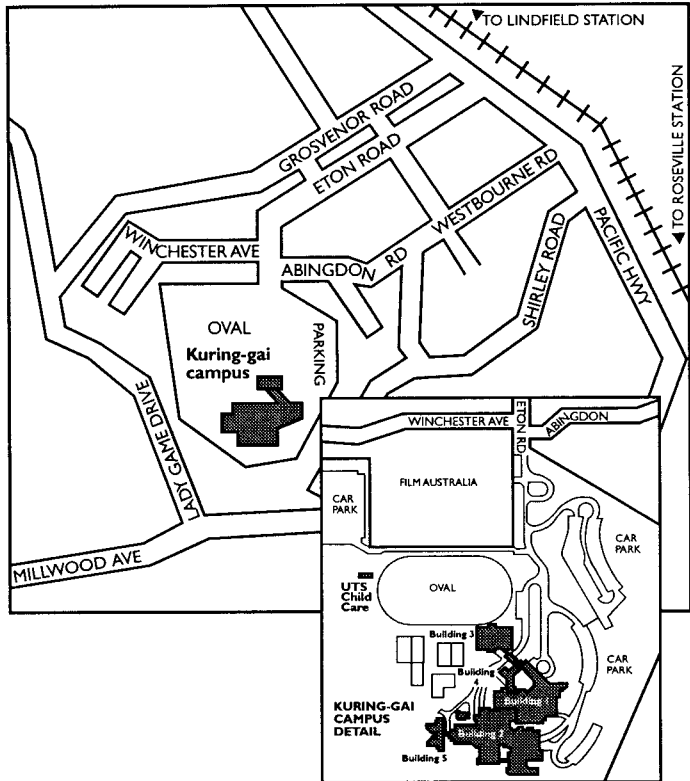
City campus

- Broadway
No. 1 Broadway, Ultimo
- Harris Street, Ultimo
Building 6
702–730 Harris Street
Bon Marche Building
755 Harris Street
645 Harris Street
- 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
- Bulga Ngurra
23–27 Mountain Street, Ultimo
- 82–84 Ivy Street, Chippendale

Kuring-gai campus

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

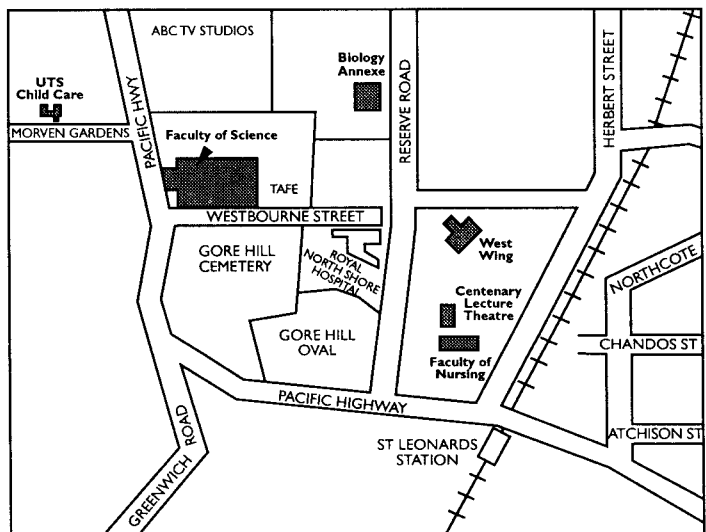
KURING-GAI CAMPUS



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
- Gore Hill Research
Laboratories
Royal North Shore
Hospital

ST LEONARDS CAMPUS



PRINCIPAL DATES FOR 1996¹

AUTUMN SEMESTER

January

- 9 Release of HSC results
- 12 Formal supplementary examinations for 1995 Spring semester students
- 12 Closing date for changes of preference to the Universities Admissions Centre (UAC) from 1995 NSW HSC applicants (by 6.00 p.m.)
- 15–30 Enrolment of students at City campus
- 26 Australia Day – public holiday
- 26 Public school holidays end
- 31 Enrolment of new undergraduate students at City campus including UAC and direct applicants (and 1–5 February)

February

- 1–5 Enrolment of new undergraduate students at City campus including UAC and direct applicants (and 31 January)
- 6–23 Enrolment of students at City campus

March

- 4 Classes begin
- 15 Last day to enrol in a course or add subjects
- 29 Last day to change to 'pay now / up-front' HECS payment
- 29 Last day to apply for leave of absence without incurring student fees/charges²
- 29 Last day to withdraw from a subject without financial penalty²
- 31 HECS census date

April

- 1 Public school holidays begin
- 5 Good Friday – public holiday
- 8 Easter Monday – public holiday
- 9 Graduation period begins
- 12 Last day to withdraw from a course or subject without academic penalty²
- 8–12 Vice-Chancellors' Week (non-teaching)

- 12 Public school holidays end
- 25 Anzac Day – public holiday
- 26 Provisional examination timetable available
- 30 Last day to apply to graduate in Spring semester 1996

May

- 1 Applications available for selected undergraduate courses for Spring semester
- 7 Graduation period ends
- 13 Applications available for postgraduate courses
- 17 Examination Masters due
- 31 Final examination timetable available
- 31 Closing date for selected undergraduate applications for Spring semester

June

- 10 Queen's Birthday – public holiday
- 14 Last teaching day of Autumn semester
- 14 Closing date for postgraduate applications for Spring semester
- 15–28 Formal examination period (and 1–5 July)

July

- 1 Public school holidays begin
- 1–5 Formal examination period (and 15–28 June)
- 5 Autumn semester ends
- 8–12 Vice-Chancellors' Week (non-teaching)
- 12 Public school holidays end
- 15–19 Formal alternative examination period for Autumn semester students
- 19 Release of Autumn semester examination results
- 22 Formal supplementary examinations for Autumn semester students
- 22–26 Confirmation of Spring semester programs
- 25–26 Enrolment of new and readmitted students and students returning from leave/concurrent study

SPRING SEMESTER

July

29 Classes begin

August

- 1 Applications available for undergraduate courses
- 2 Last day to withdraw from full-year subjects without academic penalty²
- 5 Applications available for postgraduate courses
- 9 Last day to enrol in a course or add subjects
- 23 Last day to apply for leave of absence without incurring student fees/charges² (Spring enrolments only)
- 30 Last day to change to 'pay now/up-front' HECS payment
- 30 Last day to withdraw from a subject without financial penalty²
- 30 Last day to apply to graduate in Autumn semester 1997
- 31 HECS census date

September

- 6 Last day to withdraw from a course or subject without academic penalty²
- 20 Provisional examination timetable available
- 27 Closing date for undergraduate applications via UAC (without late fee)
- 27 Closing date for inpUTS Special Admission Scheme applications
- 30 Public school holidays begin
- 30 Graduation period begins
- 30 Vice-Chancellors' Week (non-teaching) begins
- 30 Closing date for postgraduate applications (in some faculties)

October

- 4 Vice-Chancellors' Week (non-teaching) ends
- 4 Graduation period ends
- 7 Labour Day – public holiday
- 11 Public school holidays end
- 11 Examination Masters due
- 25 Final examination timetable available
- 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

- 8 Last teaching day of Spring semester
- 9–29 Formal examination period
- 29 Spring semester ends

December

- 9–13 Formal alternative examination period for Spring semester students
- 20 Release of Spring semester examination results
- 23 Public school holidays begin

¹ Information is correct as at 15 November 1995. The University reserves the right to vary any information described in Principal Dates for 1996 without notice.

² HECS/Postgraduate course fees will apply after the HECS census date.

PREFACE

This handbook is one of 10 faculty/institute handbooks: Business; Design, Architecture and Building; Education; Engineering; Humanities and Social Sciences; International Studies; Law; Mathematical and Computing Sciences; Nursing; and Science. Each handbook provides general information about the faculty/institute as well as detailed information on the courses and subjects offered.

The handbooks are part of a suite of 13 publications which also comprise the University *Calendar* and the undergraduate and postgraduate student handbooks. The *Calendar* contains the University By-law, which all students should read. It also includes 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 faculty offices, and may be purchased at the Co-op Bookshop.

The student handbooks provide information on the rights and responsibilities of students and on the services and facilities available to them. They 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. You should make sure that you read the student rules published in these handbooks. Copies of the student handbooks are provided free to students at enrolment.

Other publications providing information of a general nature are the *UAC Guide* and the *UTS Undergraduate Studies Guide* which are available from the UTS Information Service.

For information not provided in any of the publications mentioned e.g. additional information on courses, methods of assessment and book lists, you should contact the UTS Information Service or your faculty office. If in doubt, don't hesitate to ask.

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

MESSAGE FROM THE DEAN

Welcome to the Faculty of Nursing. I hope that your time with us will be rewarding and fulfilling.

In 1996 the Faculty will offer a new combined degree, the Bachelor of Nursing/Bachelor of Arts in International Studies. This program is run in collaboration with the Institute for International Studies here at UTS. It is an exciting program and ushers in a new era in nursing education at UTS.

In many respects the Faculty of Nursing at UTS is a leader in the field. This handbook testifies to some of our achievements at this University. The Faculty offers a range of courses such as the Bachelor of Nursing course, an Honours degree course, and various Graduate Certificate, Graduate Diploma and Master's courses in 17 different specialty areas. The Faculty also offers research degrees at Master's and Doctoral levels.

In Autumn 1995 our first Master of Nursing (by thesis) student graduated, followed by our first Doctoral student who graduated in Spring. It is anticipated that our first Honours students will graduate in 1996. The Faculty currently has four PhD students who have won scholarships, two under the Australian Postgraduate Award Scheme and two from the Cooperative Research Centre under the Cardiac Technology Project.

The Faculty is looking to expand its international activities and is planning staff and student exchange programs with some overseas institutions. I hope that you will be able to participate in these activities when they become available. They will provide wonderful opportunities to learn and experience health care in other cultures.

In 1995 the Faculty hosted the first Fulbright Scholar in Nursing, Professor Kathleen Dracup, who gave approximately 34 guest lectures for students in the Faculty as well as some seminars for staff. Professor Dracup is from the University of California, Los Angeles. The Faculty had a

staff exchange program with the University of Stockholm, Sweden during 1995. Dr Kim Lutzen visited the Faculty to plan the exchange. We hope to be able to continue and strengthen these overseas links to provide our students with guest lecturers who have wide-ranging experience in nursing and an international perspective.

In addition, the Faculty has worked hard to develop and expand its research activities and increase its capacity to be awarded competitive research grants. The Faculty has continually strengthened links with health services. There are currently five professorial positions sponsored by the Southern Sydney Area Health Service, the Northern Sydney Area Health Service and the Royal North Shore Hospital.

These professors play an important role in linking the Faculty with the health service sector and providing opportunities for collaboration in teaching and research.

Staff of the Faculty are committed to excellence in teaching, scholarship and research, and continue to enhance the support for students at all levels. I trust you will enjoy your time with us and find that members of the Faculty will guide you through your chosen course. You are an important member of the Faculty and I hope you will also become a proud member as we continue to develop our professional roles.

I look forward to an enjoyable year of continued productivity and academic growth for all staff and students in the Faculty of Nursing.

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, to contribute to the enhancement of health for all Australians and to support the goals of the World Health Organisation.

THE FACULTY OF NURSING

The Faculty operates on two campuses, the Kuring-gai campus and the St Leonards campus, and offers undergraduate and postgraduate programs.

Information for students

ELIGIBILITY FOR AUSTUDY

Austudy provides financial help to full-time students who meet its income and assets requirements. Application forms and information about Austudy eligibility are available from offices of the Student Services Unit at the City and Kuring-gai campuses. **Students who receive Austudy and decide to drop subjects during the semester need to be aware that to remain eligible for Austudy they must be enrolled in a minimum of 18 credit points or have a HECS liability for the semester of .375.** The only exceptions made are for students with disabilities which interfere with their studies, students who are single supporting parents or those who have been directed by the University to reduce their study load. Student Welfare Officers in the Student Services Unit can assist students who wish to apply for exceptions on these grounds.

CONDUCT OF STUDENTS

Rule 2.4.2 of the University states: 'Whilst on the premises of the University or engaged in any activity related to their study at the University, students shall comply with any reasonable directive given to them by an officer of the University, and shall maintain an acceptable standard of conduct.'

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 1995 Bachelor of Nursing program

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 or black)
Stockings
Navy jumper/vest/cardigan (optional, but must conform to clinical agency requirements).

or

Navy blue trousers (UTS design)
White shirt (UTS design)
Shoes (navy or black)
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) Students are permitted to wear a wedding ring and one pair of small, plain studs in the ear lobes. No other jewellery is acceptable.
- (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 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 e.g. fob watch, stethoscope, scissors.
- (g) Students are responsible for laundering their own uniforms.
- (h) Students are responsible for ensuring that they are aware of any special requirements before proceeding on clinical practice.
- (i) Students must be in uniform from their first clinical placement in Autumn semester, and should make sure that their uniforms are available by this time.

ID badges

Students undertaking clinical activities off campus must always wear the approved UTS name badge and carry their student ID card.

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

Rule 2.4.4 of the University states: 'Where the Associate Dean, in consultation with the appropriate Clinical Educator, considers that a student so assessed is not ready to proceed with or is unsuitable to continue any part of the required clinical

education program on its scheduled commencement, the Associate Dean may defer or re-schedule the student's participation.'

'Where the deferral of a student's participation in any part of the required clinical education program would have the effect of preventing the student from continuing his/her course, the Associate Dean may refer the matter, with an appropriate recommendation, to the Vice-Chancellor, who shall take such action as he/she deems appropriate.'

STUDENT HEALTH AND INSURANCE

Students who have health problems that might foreseeably render them unsafe during Nursing Practice placement for supervised nursing experience are expected to advise either the Associate Dean or Dean accordingly.

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

Students who have HIV or Hepatitis infection must be aware of their Duty of Care to staff, other students and patients (while on clinical practice).

Information on Environmental Health and Safety which is received from the NSW Health Department is maintained in a file in the Nursing Laboratories.

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).'

The guidelines of the Department in relation to hepatitis B and health care workers and health care students indicate the need for hepatitis B immunisation prior to contact with blood/body fluids and that it is their obligation to know their current hepatitis B status.

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.

Varisella (chicken pox) and rubella (german measles)

Students are asked to establish whether they have had varisella (chicken pox) and/or rubella (german measles). This is important particularly when undertaking paediatric clinical experience.

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.

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, field work and Nursing Practice.

Apart from exemptions granted by the Academic Registrar, a student will be required to complete alternative arrangements for laboratory sessions, field work and Nursing Practice deemed equivalent by the Associate Dean.

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

NURSING PRACTICE (POLICY ON ATTENDANCE)

Attendance at all Nursing Practice experiences 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 Associate Dean. 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 Associate Dean 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 Associate Dean. 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 Associate Dean advises all students that they must comply with the Faculty's policy on the times of attendance at 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 1996/1997 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

Associate Dean 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 1996 and students must comply with them at all times. Students will be given the complete policy in preparation for Nursing Practice 1. 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 Associate Dean.

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 first, second or third year).

POLICY ON UNDERGRADUATE RESEARCH

The Faculty of Nursing must approve all undergraduate research e.g. any collection of data that is not part of professional Nursing Practice. The full guidelines and policy are printed in 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.

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 that may result in penalties.

Referencing

The preferred method of referencing is the Harvard, or Intext system, and 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 Faculty 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 Faculty of Nursing's 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.

VENUE OF HEALTH AREAS 1996

Central Coast Area Health Services

Public Hospitals
Birrilee (Wyoming)
Gosford District
The Entrance/Long Jetty
Woy Woy
Wyong

Central Sydney Area Health Services

Public Hospital and Nursing Homes
Balmain
Balmain — Glebe Annex

Concord Repatriation General
Rachel Forster
Royal Prince Alfred
Rozelle
Western Suburbs

Third Schedule Hospitals
Eversleigh Home of Peace
Our Lady of Loreto
Tresillian Family Care Centres

Northern Sydney Area Health Service

Public Hospitals
Gladesville Macquarie
Hornsby Kuring-gai
Manly
Mona Vale
Royal North Shore
Ryde

Third Schedule Hospitals
Centre for Bone and Joint Diseases
Greenwich
Neringah
Royal Rehabilitation Centre, Sydney

Public Nursing Homes
St Catherines Villa
Graythwaite Nursing Home

South Eastern Sydney Area Health Service

Public Hospitals
Canterbury
Garrawarra Centre for the Aged
Prince Henry
Prince of Wales
Prince of Wales Children
Royal Hospital for Women
Royal South Sydney
St George
Sutherland
Sydney (including the Eye Hospital)
The Langton Clinic

Third Schedule Hospitals
Calvary
Sacred Heart Hospice
St Vincents
Scarba Family Centre
The Karitane Mothercraft Society
War Memorial

South-Western Sydney Area Health Services

Public Hospitals
Bankstown-Lidcombe
Bowral and District

Camden District
Campbelltown
Fairfield District
Liverpool
Queen Victoria Memorial (Picton)

Third Schedule Hospitals
Carrington Centennial

Western Sydney Area Health Services

Public Hospitals
Auburn
Blacktown
Cumberland
Mt Druitt
Westmead

Third Schedule Hospitals
Lottie Stewart
St Josephs

Wentworth Area Health Services

Public Hospitals
Blue Mountains District ANZAC Memorial
Governor Phillip Special
Hawkesbury
Nepean
Queen Victoria Memorial (Wentworth Falls)
Springwood

Third Schedule Hospitals
Bodington Red Cross, Wentworth Falls
Tresillian Wentworth

Other affiliated hospitals and health services

Annandale Nursing Home
Audrey Hawkins Memorial Nursing Home
Bankstown Lidcombe Hospital
Bowden Brae Nursing Home
Caroline Chisholm Nursing Home
Independent Community Living Association
James Milson Nursing Home
Liverpool Health Service
Lynton Private Hospital
Lady Gowrie Nursing Home
McQuione Park Nursing Home
Mayflower Retirement Village
Parkdale Nursing Home
Shalom
St John of God Hospital
Strathdale Nursing Home
Sydney Adventist Hospital

Sydney Private Clinic
 The Northside Clinic
 The Scottish Hospital
 The War Veterans' Home
 Thomas U Agst Nursing Home
 Waldoch Nursing Home
 Wesley Gardens
 Wesley Heights Nursing Home
 Wesley Private Hospital
 William Booth Institute
 Wyllie Lodge Nursing Home
 Yallambi Nursing Home

INTERNATIONAL STUDIES ELECTIVES

The Institute for International Studies offers electives in language studies and in the study of contemporary societies in parts of the non-English-speaking world. All subjects last for one semester and are worth eight credit points.

LANGUAGE STUDIES

All UTS students wishing to engage in language studies as a credited part of their degree are required to enrol through the Institute for International Studies, whether the language studies are undertaken on a UTS campus or elsewhere. The Institute offers some language programs at UTS, has made arrangements with other universities for languages to be taught to UTS students, and can make special arrangements for individual students to attend specific language programs where academic needs demand.

The individual student's level of language proficiency before entry to the UTS program decides their level of language study. There is a range of entry levels to the various programs available. Most are available at beginners' and post-HSC levels, and some at more advanced levels.

In 1996, the following programs will be available at UTS as part of the International Studies program and open to students in all faculties: Cantonese, Chinese, Indonesian, Japanese, Modern Standard Chinese and Spanish. (Modern Standard Chinese is a program for students who are either complete beginners or who first learnt Chinese at school in Australia.) In addition, arrangements are in place for French, German, Hindi,

Italian, Korean and Thai to be taught to students.

There are no prerequisites for entry to any language program. The following subjects are available to all UTS students:

971121	Cantonese Language and Culture 1
972121	Cantonese Language and Culture 2
973121	Cantonese Language and Culture 3
974121	Cantonese Language and Culture 4
971111	Chinese Language and Culture 1
972111	Chinese Language and Culture 2
973111	Chinese Language and Culture 3
974111	Chinese Language and Culture 4
971414	French 1 (SU) ¹
972414	French 2 (SU)
973414	French 3 (SU)
974414	French 4 (SU)
971415	French 1 (MU) ²
972415	French 2 (MU)
973415	French 3 (MU)
974415	French 4 (MU)
971424	German 1 (SU) ¹
972424	German 2 (SU)
973424	German 3 (SU)
974424	German 4 (SU)
971425	German 1 (MU) ²
972425	German 2 (MU)
973425	German 3 (MU)
974425	German 4 (MU)
971710	Greek 1
972710	Greek 2
973710	Greek 3
974710	Greek 4
971615	Hindi 1
972615	Hindi 2
973615	Hindi 3
974615	Hindi 4
971311	Indonesian Language and Culture 1
972311	Indonesian Language and Culture 2
973311	Indonesian Language and Culture 3
974311	Indonesian Language and Culture 4
971434	Italian 1 (SU) ¹
972434	Italian 2 (SU)
973434	Italian 3 (SU)
974434	Italian 4 (SU)

971435	Italian 1 (MU) ²
972435	Italian 2 (MU)
973435	Italian 3 (MU)
974435	Italian 4 (MU)
971211	Japanese Language and Culture 1
972211	Japanese Language and Culture 2
973211	Japanese Language and Culture 3
974211	Japanese Language and Culture 4
971225	Korean 1
972225	Korean 2
973225	Korean 3
974225	Korean 4
971101	Modern Standard Chinese Language and Culture 1
972101	Modern Standard Chinese Language and Culture 2
973101	Modern Standard Chinese Language and Culture 3
974101	Modern Standard Chinese Language and Culture 4
971734	Russian 1
972734	Russian 2
973734	Russian 3
974734	Russian 4
971724	Serbian 1
972724	Serbian 2
973724	Serbian 3
974724	Serbian 4
971501	Spanish Language and Culture 1
972501	Spanish Language and Culture 2
973501	Spanish Language and Culture 3
974501	Spanish Language and Culture 4
971320	Thai 1
972320	Thai 2
973320	Thai 3
974320	Thai 4

Arrangements can also be made for students to undertake other language studies. Further information may be obtained from the Academic Administrator, Institute for International Studies, UTS, 9 Broadway, Sydney, NSW 2007; telephone 330 1574, fax 330 1578.

1 SU is an abbreviation for Sydney University.

2 MU is an abbreviation for Macquarie University.

CONTEMPORARY SOCIETY

The Institute for International Studies offers a series of subjects that provide an introduction to the contemporary societies, politics, economics and cultures of the

countries of East Asia and South-East Asia, Latin America and Western Europe that are the Institute's areas of specialisation.

In 1996, introductory subjects on the contemporary societies of China, Japan, South-East Asia, Hong Kong, Taiwan, Latin America, and Western Europe will be available.

There are no prerequisites for any of the Contemporary Society subjects in the International Studies program. All of the following subjects are taught in English and may be undertaken as electives by all UTS students with permission of the faculty in which their degree is based:

976101	Chinese East Asia
976111	Contemporary China
976211	Contemporary Japan
976501	Contemporary Latin America
976301	Contemporary South-East Asia
976401	Contemporary Western Europe

Prizes

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 awarded to a student enrolled in the undergraduate program (pre-registration) who graduates with the highest degree of clinical excellence. Clinical excellence is determined as a consistently high level in clinical education based on scores attained in the Contexts of Nursing Care subjects and outstanding achievement in the Nursing Practice subjects, across three years of the course. 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 (pre-registration) 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 (post-registration) and obtains the highest cumulative weighted average mark in all subjects. The prize has a cash value of \$150.

List of courses

The Faculty of Nursing offers the following courses:

- KN08 Bachelor of Nursing (3 years full time)
- KN09 Bachelor of Nursing (Honours) (1 year full time or equivalent)
- 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)
- KN10 Bachelor of Nursing and Bachelor of Arts (International Studies)
- SKATE program
- KN74 Graduate Certificate in Bioethics¹
- KN73 Graduate Certificate in Child and Family Health¹
- KN92 Graduate Certificate in Diabetes Education and Management (1 year part time) (Offered jointly with the Faculty of Education)
- KN71 Graduate Certificate in Medical Surgical Nursing¹
- KN72 Graduate Certificate in Nursing Management¹
- KN91 Graduate Certificate in the Management of Lactation and Infant Feeding (1 year part time)
- KN61 Graduate Diploma in Acute Care Nursing (2 years part time)
- KN68 Graduate Diploma in Aged Care Nursing (2 years part time)
- KN75 Graduate Diploma in Cardiothoracic Nursing (2 years part time)
- KN66 Graduate Diploma in Child Health Nursing (2 years part time)
- KN76 Graduate Diploma in Intensive Care Nursing (2 years part time)
- KN67 Graduate Diploma in Mental Health Nursing (2 years part time)
- KN65 Graduate Diploma in Neonatal 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)
- KN64 Graduate Diploma in Nursing in Midwifery (2 years part time)
- KN62 Graduate Diploma in Nursing Management (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)
- KN69 Graduate Diploma in Palliative Care Nursing (2 years part time)
- KN60 Graduate Diploma in Bioethics (2 years part time)
- KN56 Master of Bioethics (by coursework) (3 years part time)
- KN53 Master of Nursing (by coursework) (3 years part time)
- KN52 Master of Nursing (by thesis) (2 years full time, 3 years part time)
- KN51 Doctor of Philosophy (3 years full time, 4 years part time)

¹ Not offered in 1996.

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 judgment.

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, two-week blocks within each 14-week semester. In addition, clinical skills development will be facilitated in simulated nursing practice. This clinical preparation will supplement clinical field work 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 1995, 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 as at 1 March in the year of admission.

Specific information about the admission requirements is described in the Universities Admission Centre 1996 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.

ADVANCED STANDING AND SUBJECT EXEMPTIONS

Students enrolling in the Bachelor of Nursing course who have previously undertaken a course of study at a University or at some other recognised tertiary education institution may be eligible for exemption if subjects previously studied are deemed by the Faculty to be equivalent to those specified for their course.

Students who have completed the Advanced Certificate – Enrolled Nurse course through the New South Wales Department of Technical and Further Education (TAFE) or through the Hospital-Based Nurse Training Schools may be entitled to exemptions. Students receiving exemptions based on the Enrolled Nurse qualifications are advised of exemptions with their letter of offer.

Students applying for exemptions on the basis of subjects completed at institutions other than Enrolled Nurses should apply, after receiving their letter of offer, as follows:

- Select subjects equivalent to those already studied (See the subject descriptions in this handbook);
- Complete all details on the Application for Subject Exemption form. Students must also supply a copy of the official academic transcript and the relevant section of the other institution's handbook or syllabus as

requested on the form. All documents should be returned to:

Undergraduate Studies Officer
Faculty of Nursing
UTS
PO Box 222
Lindfield NSW 2070

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; this includes overseas registered nurses, who may be eligible for some advanced standing. Applicants are assessed on a case-by-case basis. Special categories of advanced standing are outlined above.

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)¹

Spring semester

- 92136 Reasoning and Judgment 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) ¹

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) ¹

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) ¹

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) ¹ plus elective subject of at least 3cp ²

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) ¹

* Asterisk denotes pass/fail subject.

¹ The Nursing Practice units are offered in two blocks of two weeks each, over each semester.

² 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: 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
50717	Magic and Healing	4	Hum and Soc Sci

Code	Title	Credit Points	Teaching Faculty
51014	Health, Technology and Society	3	Hum and Soc Sci
51203	Sociology of Community	4	Hum and Soc Sci
51610	Australian Social History	4	Hum and Soc Sci
54113	Aboriginal Cultures and Philosophies	8	Hum and Soc Sci
54230	Aboriginal Social and Political History	8	Hum and Soc Sci
59326	Professional Communication	4	Hum and Soc Sci
79001	Legal Issues and Disadvantaged Groups	3	Law
79002	Legal Aspects of Human Reproduction and Child Protection	3	Law
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 their elective subjects on the basis of limited student preference and subject availability.

Bachelor of Nursing (KN06)

In 1996 the Faculty of Nursing offers 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 judgment.

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.

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, part-time)**

Registered nurses with a hospital certificate study the following subjects. Full-time students study six subjects each semester. Part-time students study three of the six subjects offered over four semesters.

Year 1

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 subjects of at least 6cp¹

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 6cp¹

Category 2 (part-time)**Year 1**

Autumn semester

- 92425 Introduction to Nursing Research (RN) (4cp)
- 92426 Advanced Nursing Practice (RN) (4cp)
plus elective subject of at least 3cp¹

Spring semester

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

¹ 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 extend 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 graduate nurses to conduct research relevant to nursing in any of its dimensions.

The general aim is to develop the students' skills in using research designs and methodologies, and to 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

Before 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 two years of part-time study. 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 has a value of 48 credit points (2 x 14-week semesters at 24 credit points per semester) of full-time study or the part-time equivalent.

COURSE STRUCTURE

Stage 1

Autumn semester

- 92798 The Evolution of Nursing Knowledge¹ (6cp)
 92803 Quantitative Methods in Nursing Research¹ (6cp)

or

- 92802 Qualitative Methods in Nursing Research¹ (6cp)

Spring semester

- 92803 Quantitative Methods in Nursing Research¹ (6cp)

or

- 92802 Qualitative Methods in Nursing Research¹ (6cp)
 92180 Nursing Honours Dissertation (Part 1) (6cp)

Stage 2

Autumn and Spring semesters

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

¹ Subject shared with Master of Nursing (by coursework) and described in the 'Postgraduate subject descriptions' section.

Bachelor of Nursing/ Bachelor of Arts in International Studies (KNI0)

The combined degree program in Nursing and International Studies provides nursing students with a knowledge and understanding of another language and culture. Apart from its wider educational goals, there are two practical consequences of the program. The first is that it provides graduate nurses with specific skills in their chosen language and culture. The second, and possibly more important, consequence is that it makes nurses more aware of the need for intercultural sensitivities, not only through studying another language and culture, but also by living in another society for a period of time. As Australia's awareness of multiculturalism increases, this is an important consideration in the health and welfare sectors.

The Bachelor of Nursing and Bachelor of Arts in International Studies is a five-year degree program in which the study of Nursing is integrated with a major in the language and culture of another country. Students spend the fourth year of study at a university overseas. All existing arrangements for both the Bachelor of Nursing and the Bachelor of Arts in International Studies apply equally to the combined degree program in Nursing and International Studies.

To graduate, a student is required to have completed 240 credit points of study: 144 credit points in Nursing and 96 credit points in International Studies.

The Nursing component of the combined degree program 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 reflections 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 includes both theoretical input and practical experience that 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 nursing practice throughout the entire course.

As an initial qualification, the combined degree in Nursing and International Studies includes extensive nursing practice, which is a compulsory component of the course. Nursing practice (a total of 760 hours) will take place in two two-week blocks in each semester of Years 1 and 5, in the first semester of Year 2 and in the second semester of Year 3. In addition, clinical skills 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.

Graduates from the combined degree program in Nursing and International Studies meet the academic and practical requirements for registration with the NSW Nurses Registration Board.

The International Studies program requires undergraduates to study one major—a country or region of specialisation—over a minimum of three years. Students study language and culture for at least two years in Sydney, and this is followed by a period of study overseas. In 1996, the following majors will be offered: China, Indonesia, Japan, Latin America (Chile and Argentina), South China (Hong Kong and Guangdong), Taiwan, Thailand and Western Europe (France, Germany and Italy).

Students are admitted to the International Studies program with no guarantee of entry to a specific major, although students' preferences are taken into consideration. The Institute reserves the right to allocate student majors according to its

resources and arrangements with overseas universities.

In general, the International Studies program has no prior language requirement, except for some specific majors. Students wishing to do the Western Europe major are required to have successfully completed French, German or Italian at HSC level or equivalent.

Each student's choice of major and subjects to study in the International Studies program requires the approval of the Board of Studies of the Institute for International Studies.

In exceptional circumstances, students may, with the approval of the Board of Studies of the Institute for International Studies, vary the designated subjects in their International Studies major. A list of approved substitute subjects may be found in the *Institute for International Studies Handbook*.

Each of the majors within the International Studies program has a value of 96 credit points, and includes 32 credit points (four subjects) of instruction in an appropriate Language and Culture; 16 credit points (two subjects) of the study of Contemporary Society; and 48 credit points (two semesters) of study at a university or institution of higher education in a country of the major.

Students do not need to have previously studied a language and culture other than English to be able to successfully complete the program. All students are required to complete four consecutive semesters of study of Language and Culture before proceeding to In-country Study. There are different classes available for students with different levels of language proficiency.

The Institute for International Studies makes the arrangements for students to spend two semesters of In-country Study at an institution of higher education in a country of their major. The costs of tuition and travel are borne by UTS. In most cases there will be no additional costs for students. However, those studying in countries or regions where the cost of living is high—e.g. Japan, Taiwan, Hong Kong or Western Europe—should be prepared to pay additional costs for accommodation and maintenance.

COURSE STRUCTURE

Year 1

Stage 1

- 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)

Stage 2

- 92136 Reasoning and Judgment 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)

Year 2

Stage 3

- 971xx Language and Culture 1 (8cp)
- 91520 Pathophysiology 1 (6cp)
- 92212 Contexts of Nursing Care 3 (9cp)
- 92214 Nursing Practice 3 (5cp)

Stage 4

- 51010 Politics, Power and Health (3cp)
- 92137 Professional Responsibilities in Nursing (3cp)
- 972xx Language and Culture 2 (8cp)
- 59341 Modernisation and Globalisation (8cp)

Year 3

Stage 5

- 51009 Culture, Health and Society (3cp)
- 92209 Introduction to Nursing Research (3cp)
- 976xxx Contemporary Society 2 (8cp)
- 973xx Language and Culture 3 (8cp)

Stage 6

- 974xx Language and Culture 4 (8cp)
- 91521 Pathophysiology 2 (6cp)
- 92213 Contexts of Nursing Care 4 (9cp)
- 92215 Nursing Practice 4 (5cp)

Year 4

Stage 7

- 977xx In-country Study 1 (24cp)

Stage 8

978xx In-country Study 2 (24cp)

Year 5

Stage 9

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)
Elective subject (minimum 3cp)*Stage 10*

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)

Total 240cp**INTERNATIONAL STUDIES
MAJORS****CHINA**

971111 Chinese Language and Culture 1 (8cp)

or

971101 Modern Standard Chinese Language and Culture 1 (8cp)

972111 Chinese Language and Culture 2 (8cp)

or

972101 Modern Standard Chinese Language and Culture 2 (8cp)

973111 Chinese Language and Culture 3 (8cp)

or

973101 Modern Standard Chinese Language and Culture 3 (8cp)

974111 Chinese Language and Culture 4 (8cp)

or

974101 Modern Standard Chinese Language and Culture 4 (8cp)

59341 Modernisation and Globalisation (8cp)

976111 Contemporary Society 2: Contemporary China (8cp)

977110 In-country Study 1: Semester in China (24cp)

978110 In-country Study 2: Semester in China (24cp)

INDONESIA

971311 Indonesian Language and Culture 1 (8cp)

972311 Indonesian Language and Culture 2 (8cp)

973311 Indonesian Language and Culture 3 (8cp)

974311 Indonesian Language and Culture 4 (8cp)

59341 Modernisation and Globalisation (8cp)

976301 Contemporary Society 2: Contemporary South-East Asia (8cp)

977310 In-country Study 1: Semester in Indonesia (24cp)

978310 In-country Study 2: Semester in Indonesia (24cp)

JAPAN

971211 Japanese Language and Culture 1 (8cp)

972211 Japanese Language and Culture 2 (8cp)

973211 Japanese Language and Culture 3 (8cp)

974211 Japanese Language and Culture 4 (8cp)

59341 Modernisation and Globalisation (8cp)

976211 Contemporary Society 2: Contemporary Japan (8cp)

977210 In-country Study 1: Semester in Japan (24cp)

978210 In-country Study 2: Semester in Japan (24cp)

LATIN AMERICA

971501 Spanish Language and Culture 1 (8cp)

972501 Spanish Language and Culture 2 (8cp)

973501 Spanish Language and Culture 3 (8cp)

974501 Spanish Language and Culture 4 (8cp)

- 59341 Modernisation and Globalisation (8cp)
 976501 Contemporary Society 2: Contemporary Latin America (8cp)
 977500 In-country Study 1: Semester in Chile or Argentina (24cp)
 978500 In-country Study 2: Semester in Chile or Argentina (24cp)

SOUTH CHINA

- 971121 Cantonese Language and Culture 1 (8cp)
or
 971111 Chinese Language and Culture 1 (8cp)
or
 971101 Modern Standard Chinese Language and Culture 1 (8cp)
- 972121 Cantonese Language and Culture 2 (8cp)
or
 972111 Chinese Language and Culture 2 (8cp)
or
 972101 Modern Standard Chinese Language and Culture 2 (8cp)
- 973121 Cantonese Language and Culture 3 (8cp)
or
 973111 Chinese Language and Culture 3 (8cp)
or
 973101 Modern Standard Chinese Language and Culture 3 (8cp)
- 974121 Cantonese Language and Culture 4 (8cp)
or
 974111 Chinese Language and Culture 4 (8cp)
or
 974101 Modern Standard Chinese Language and Culture 4 (8cp)
- 59341 Modernisation and Globalisation (8cp)
 976101 Contemporary Society 2: Chinese East Asia (8cp)
 977120 In-country Study 1: Semester in Guangdong, Hong Kong or Hainan (24cp)

- 978120 In-country Study 2: Semester in Guangdong, Hong Kong or Hainan (24cp)

TAIWAN

- 971111 Chinese Language and Culture 1 (8cp)
or
 971101 Modern Standard Chinese Language and Culture 1 (8cp)
- 972111 Chinese Language and Culture 2 (8cp)
or
 972101 Modern Standard Chinese Language and Culture 2 (8cp)
- 973111 Chinese Language and Culture 3 (8cp)
or
 973101 Modern Standard Chinese Language and Culture 3 (8cp)
- 974111 Chinese Language and Culture 4 (8cp)
or
 974101 Modern Standard Chinese Language and Culture 4 (8cp)
- 59341 Modernisation and Globalisation (8cp)
 976101 Contemporary Society 2: Chinese East Asia (8cp)
 977130 In-country Study 1: Semester in Taiwan (24cp)
 978130 In-country Study 2: Semester in Taiwan (24cp)

THAILAND

- 971320 Thai Language and Culture 1 (8cp)
 972320 Thai Language and Culture 2 (8cp)
 973320 Thai Language and Culture 3 (8cp)
 974320 Thai Language and Culture 4 (8cp)
- 59341 Modernisation and Globalisation (8cp)
 976301 Contemporary Society 2: Contemporary South-East Asia (8cp)
 977320 In-country Study 1: Semester in Thailand (24cp)
 978320 In-country Study 2: Semester in Thailand (24cp)

WESTERN EUROPE

- 971414/5 French 1 (8cp)
or
 971424/5 German 1 (8cp)
or
 971434/5 Italian 1 (8cp)
- 972414/5 French 2 (8cp)
or
 972424/5 German 2 (8cp)
or
 972434/5 Italian 2 (8cp)
- 973414/5 French 3 (8cp)
or
 973424/5 German 3 (8cp)
or
 973434/5 Italian 3 (8cp)
- 974414/5 French 4 (8cp)
or
 974424/5 German 4 (8cp)
or
 974434/5 Italian 4 (8cp)
- 59341 Modernisation and Globalisation (8cp)
 976401 Contemporary Society 2: Contemporary Western Europe (8cp)
 977400 In-country Study 1: Semester in France, Germany or Italy (24cp)
 978400 In-country Study 2: Semester in France, Germany or Italy (24cp)

Further details of International Studies subjects may be found in the *Institute for International Studies Handbook*.

Combined degree students are required to confirm, during the University enrolment period, the subjects they intend to take for the year with the Institute at 9 Broadway (next door to the Co-op Bookshop).

The Language and Contemporary Society subjects in the International Studies program are also available as electives.

For more information on the International Studies program, telephone 330 1574, fax 330 1578 or e-mail iisinfo@uts.edu.au.

SKATE (STOP KIDDING AROUND TRY EDUCATION)

The Faculty of Nursing runs a program called SKATE which is an enabling course for young people who wish to change their lifestyle through education. It especially provides an opportunity for people from a disadvantaged background who have not had access to an educational environment.

The course assists students in gaining fundamental skills and developing potential in academic disciplines. The scheme also assists students to apply for positions to study at tertiary level in a field and institution of their choice.

The subject offered include:

- 85109 English and Communication Skills
- 85110 Law in Society
- 85111 Education for Civic Life
- 85112 Visual Art and Art Theory
- 85113 Mathematics and Science
- 85114 Computing Studies

(Subject descriptions can be obtained from the SKATE Office.)

Further information about the course, including the admission criteria and procedures can be obtained from the SKATE Office on (02) 330 5337.

UNDERGRADUATE SUBJECT DESCRIPTIONS

GUIDE TO SUBJECT DESCRIPTIONS

The subject descriptions shown below indicate the subject code and name, the number of credit points for the subject (e.g. 3cp), the duration of the subject, indicated as semester weeks, if applicable, and the number of formal contact hours each week (e.g. 4hpw); 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 that 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.

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 Humanities and 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 Humanities and 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 Humanities and 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 Humanities and 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 Humanities and 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 Humanities and Social Sciences)

54113

ABORIGINAL CULTURES AND PHILOSOPHIES

8cp; 14 weeks, 3hpw

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.

(Offered by the Faculty of Humanities and Social Sciences)

54230

ABORIGINAL SOCIAL AND POLITICAL HISTORY

8cp; 14 weeks, 3hpw

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 investigates 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 Humanities and Social Sciences)

59326

PROFESSIONAL COMMUNICATION

4cp; 7 lecture hours, 14 tutorial hours

Develops in students a range of communication competencies that would be valuable 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 résumé 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 Humanities and Social Sciences)

79001

LEGAL ISSUES AND DISADVANTAGED GROUPS

3cp; 10 weeks, 3hpw

prerequisites: 92125 Values in Nursing Practice; 92136 Reasoning and Judgment 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)

79002

LEGAL ASPECTS OF HUMAN REPRODUCTION AND CHILD PROTECTION

3cp; 10 weeks, 3hpw

prerequisites: 92125 Values in Nursing Practice; 92136 Reasoning and Judgment 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)

91509**PHARMACOLOGY***3cp; 10 weeks, 3hpw*

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 4hpw, Physical Science component 2hpw*

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 4hpw, Physical Science component 2hpw*

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, 6hpw*

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, 6hpw*

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, 3hpw*

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***12cp; 240 hours total*

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.

92112**HEALTH CARE IN AUSTRALIA***6cp; 14 weeks, 3hpw*

Examines the Australian health care system and its history. Discusses federal and State responsibilities, how health policy is made and enacted, political ideologies and health care provision, and the relationship between policy and power in health service provision. Considers the organisation and the delivery of health care services at a macro level, conflicts in resource allocation and the public vs. private debate.

92113**TRENDS IN HEALTH CARE***6cp; 14 weeks, 3hpw*

Explores trends in both health policy and health service provision. Considers the demographic and epidemiological characteristics of the Australian population and the influence these have on health service provision; current federal and State initiatives directed at meeting the needs of identified population groups; and the role and the impact of technology.

92114**HEALTH SERVICES MANAGEMENT***6cp; 14 weeks, 3phw*

Explores organisational structures in health care. Considers the nature of interprofessional relationships in health care; changes in the role and function of health care managers; the nature of hospitals, their structure, funding and service provision; government policy in health service funding; and the relationship between health outcomes, bureaucracy and professional socialisation.

92115**HEALTH PLANNING AND EVALUATION***6cp; 14 weeks, 3hpw*

Discusses a range of issues relating to planning and evaluating health care services including workforce planning, outcome measures in health, best practice, peer review, professional associations, disciplinary bodies and procedures.

92125**VALUES IN NURSING PRACTICE***3cp; 10 weeks, 3hpw*

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 in conjunction with the Faculty of Law).

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 students 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 JUDGMENT IN NURSING PRACTICE***3cp; 10 weeks, 3hpw*

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 in conjunction with the Faculty of Law)

92137**PROFESSIONAL RESPONSIBILITIES IN NURSING***3cp; 10 weeks, 3hpw*

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, 3hpw**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 (Context 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.

92139**NURSING KNOWLEDGE AND PRACTICE***3cp; 10 weeks, 3hpw*

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, 3hpw*

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 'judgment' and 'action' will be examined.

92146**HEALTH CARE ETHICS***3cp; 10 weeks, 3hpw*

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, 3hpw*

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, 3hpw*

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, 3hpw*

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, 3hpw*

Students 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, 3hpw*

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, 3hpw

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, 3hpw

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, 3hpw

This subject further develops students' knowledge of the factors that 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, bias, prejudice and inflicting pain will be examined and strategies for helping the helper will be investigated.

92157

HUMAN SEXUALITY IN HEALTH AND ILLNESS

3cp; 10 weeks, 3hpw

The aim of this elective is to equip students 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 include providing limited sex information and education, including information about sexual feelings, behaviours and myths.

92158

NURSING KNOWLEDGE AND PRACTICE (RN)

5cp; 14 weeks, 3hpw

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, 3hpw

This subject further develops students' knowledge of the factors that 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, bias, prejudice and inflicting pain will be examined and strategies for helping the helper will be investigated.

92160

PROFESSIONAL RELATIONSHIPS IN NURSING (RN)

5cp; 14 weeks, 3hpw

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, 3hpw

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 history, philosophy and anthropology to develop students' understanding of professional medical, health care, nursing knowledge and practices, and folk knowledge and practices as integrated aspects of the socio-cultural 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, 3hpw

This subject provides students with a comparative public health and nursing perspective on the health and wellbeing 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, 6hpw

corequisites: 92128 Nursing Practice 1; 92164 Contexts of Nursing Care 1B

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 judgment 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, 3hpw

corequisites: 92128 Nursing Practice 1; 92163 Contexts of Nursing Care 1A

This subject explores the nature of nurse-client relationships with specific reference to their formation, promoting 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). The subject 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 their health status.

92165

CONTEXTS OF NURSING CARE 2A

6cp; 10 weeks, 6hpw

prerequisites: 92164 *Contexts of Nursing Care 1B*; 92163 *Contexts of Nursing Care 1A*, 92128 *Nursing Practice 1*

corequisites: 92129 *Nursing Practice 2*; 92166 *Contexts of Nursing Care 2B*

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

92166

CONTEXTS OF NURSING CARE 2B

3cp; 10 weeks, 3hpw

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, 3hpw

Promotes students' 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.

92180

NURSING HONOURS DISSERTATION (PART 1)

6cp; 14 weeks, 3hpw

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, 6hpw

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).

92198

NURSING AND LITERATURE

3cp; 10 weeks, 3hpw

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, 3hpw

prerequisite: 92218 *Nursing Practice 5*

corequisite: 92219 *Nursing Practice 6*

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, 3hpw

An introduction to the concepts, processes and procedures involved in the formal process of inquiry 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, 9hpw

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 judgment 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, 9hpw

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 students the opportunity to express and apply theoretical principles and clinical skills learnt in all subjects presented during the semester. It provides 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 students 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, 9hpw

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 judgment, 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, 9hpw

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

Utilises the knowledge and experience gained through the course to increase student 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 students the 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 students will consult their clients 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 students 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, 3hpw

Extends students' 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, 3hpw

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, 3hpw

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, 3hpw

prerequisite: 2 years of pre-registration program or equivalent

The aim of this subject is to provide students 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, 3hpw

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, 3hpw

Explores the dimensions of current paediatric nursing and the development of specific practice areas within an established nursing specialty.

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

4cp; 14 weeks, 3hpw

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 students' ability to evaluate nursing research objectively and critically.

92426**ADVANCED NURSING PRACTICE (RN)**

4cp; 14 weeks, 3hpw

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

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

4cp; 14 weeks, 3hpw

This subject will extend the students' 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, 3hpw

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, 3hpw

Develops the student's ability to critically analyse 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.

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

5cp; 14 weeks, 2hpw

for Graduate Diploma in Music Therapy students

It is essential that students of music therapy have a foundation knowledge of

the growth and development of persons across their lifespan, within complex environments including health care settings. This subject will enable the student to understand the person from a 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, 1hpw

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, 1hpw

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.

**SUBJECTS OFFERED FOR THE
BACHELOR OF NURSING/
BACHELOR OF ARTS IN
INTERNATIONAL STUDIES**

59341

**MODERNISATION AND
GLOBALISATION**

*(Faculty of Humanities and Social Sciences)
8cp; 4hpw*

The importance of the comparative analysis of social change has been emphasised since the late 1980s with the end of the Cold War and the rapid social, economic and political changes that have taken place in Eastern Europe, East Asia and South-East Asia. There have been various claims that the homogenising influences of capitalism and democracy have triumphed, amid a renewed emphasis on cultural determinism and a questioning of the eurocentricity of the social sciences. Through an examination of key elements of modernisation and globalisation, this subject provides an overview of the social changes in Western Europe, Latin America, East Asia and South-East Asia, and deals with academic discussions on the processes of social change.

There are no prerequisites for this subject. It is intended primarily for students in the International Studies program, but can be taken by any student interested in the comparative analysis of social change.

971111, 972111, 973111, 974111

CHINESE 1

*8cp; 1st semester, 4hpw
prerequisite: a working knowledge of one of the
Chinese languages*

Chinese 1 is the first unit in a series of four units of the Chinese Language and Culture program, which is for students who have a working knowledge of at least one Chinese language. Its aim is to prepare students for a year of study in China.

This unit aims at developing oral communicative competence to meet students' needs in social and professional interactions where Modern Standard Chinese (also known as Mandarin, *Putonghua* or *Guoyu*) is spoken. Simplified characters, pronunciation and intonation, and

situational Chinese usages are the focus of class instruction. This unit also provides an introduction to Chinese word-processing using *Pinyin*.

CHINESE 2

*8cp; 2nd semester, 4hpw
prerequisite: Chinese 1 or HSC Chinese (for
background speakers) or equivalent*

Chinese 2 is the second unit in a series of four units of the Chinese Language and Culture program, which is for students who have a working knowledge of at least one Chinese language. Its aim is to prepare students for a year of study in China. This is also the usual entry point for those who have completed HSC-level Chinese (for background speakers).

This unit primarily aims at developing communicative competence in reading and writing to meet students' needs in social and professional interactions where Modern Standard Chinese (also known as Mandarin, *Putonghua* or *Guoyu*) is used. Students are exposed to a range of Chinese texts in varied genres so that they may master written Chinese for different purposes, and are provided with opportunities to maintain their speaking and listening skills through discussions of the texts.

CHINESE 3

*8cp; 1st semester, 4hpw
prerequisite: Chinese 2*

Chinese 3 is the third unit in a series of four units of the Chinese Language and Culture program, which is for students who have a working knowledge of at least one Chinese language. Its aim is to prepare students for a year of study in China.

This unit aims at developing in students the high level of communicative competence that is required to be able to understand various electronic and published media texts, contemporary literature, and texts relating to contemporary society where Modern Standard Chinese (also known as Mandarin, *Putonghua* or *Guoyu*) is used. Students are exposed to a range of Chinese texts in varied genres so that they may master Chinese for different purposes, and are provided with opportunities to maintain their speaking and listening skills through discussions of the texts.

Students interested in studying classical Chinese are advised to make inquiries at the Institute regarding the possibility of undertaking relevant subjects at Sydney University.

CHINESE 4

8cp; 2nd semester, 4hpw
prerequisite: Chinese 3

Chinese 4 is the fourth unit in a series of four units of the Chinese Language and Culture program, which is for students who have a working knowledge of at least one Chinese language. Its aim is to prepare students for a year of study in China.

This unit aims at developing in students a high level of communicative competence to enable them to examine a variety of texts such as articles, correspondence and texts related to their particular field of study, and to make cross-cultural comparisons. Students are provided with opportunities to maintain their speaking and listening skills through discussions of the texts. In this unit, there is also a greater focus on the development of translation skills than there is in previous units.

971101, 972101, 973101, 974101

MODERN STANDARD CHINESE 1

8cp; 1st semester, 6hpw
prerequisite: nil

Modern Standard Chinese 1 is the first unit in the Modern Standard Chinese program. It is designed to provide students who have no prior knowledge of Chinese with basic survival skills in language and culture, and the ability to undertake In-country Study in China.

Modern Standard Chinese 1 aims at developing in students a survival communicative ability in basic social interactions. It teaches students *Pinyin*, the official transcription system, as a guide to the pronunciation of the Chinese language, and some basic structures and devices of the language. Students are expected to know about 300 Chinese characters by the end of this unit.

MODERN STANDARD CHINESE 2

8cp; 2nd semester, 6hpw
prerequisite: Modern Standard Chinese 1

Modern Standard Chinese 2 is the second unit in the Modern Standard Chinese

program. It is designed to provide students who have no prior knowledge of Chinese with basic survival skills and the ability to undertake In-country Study in China.

Modern Standard Chinese 2 aims at developing in students a survival communicative ability in basic social interactions. It also introduces students to some of the basic structures and devices of the language. Students are expected to know about 600–800 Chinese characters by the end of this unit.

MODERN STANDARD CHINESE 3

8cp; 1st semester, 6hpw
prerequisite: Modern Standard Chinese 2 or HSC Chinese

Modern Standard Chinese 3 is the third unit in the Modern Standard Chinese program. It is designed to provide students who have no prior knowledge of Chinese with basic communicative skills and the ability to undertake In-country Study in China. This is also the entry point for students who have completed HSC-level Chinese and who first learnt Chinese at school in Australia.

Modern Standard Chinese 3 aims at further developing students' oral communicative competence in basic social interactions. More written texts will be gradually introduced to enhance the ability of students to use Chinese characters. The basic structures and devices of the language will be reinforced. Students are expected to know about 1,200 Chinese characters by the end of this unit.

MODERN STANDARD CHINESE 4

8cp; 2nd semester, 6hpw
prerequisite: Modern Standard Chinese 3

Modern Standard Chinese 4 is the fourth unit in the Modern Standard Chinese program. It is designed to provide students who have no prior knowledge of Chinese with basic communicative skills and the ability to undertake In-country Study in China. This is also the second unit for students who have completed HSC-level Chinese and who first learnt Chinese at school in Australia.

Modern Standard Chinese 4 aims at further developing students' communicative competence in basic social interactions. More written texts are introduced to

enhance the ability of students to use Chinese characters. The basic structures and devices of the language are also reinforced. Students are expected to know about 1,600 Chinese characters by the end of this unit.

MODERN STANDARD CHINESE 5

8cp; 1st semester, 6hpw

prerequisite: Modern Standard Chinese 4

Modern Standard Chinese 5 is the third unit for students who first learnt Chinese at school in Australia and obtained HSC-level Chinese. It is designed to provide the students with basic cultural and communicative skills, and the ability to undertake In-country Study in China.

Modern Standard Chinese 5 aims at further developing students' communicative competence in general social interactions. While reinforcing the basic structures and devices of the language, this unit will also teach students practical writing skills. Students are expected to know about 2,000 Chinese characters by the end of this unit.

MODERN STANDARD CHINESE 6

8cp; 2nd semester, 6hpw

prerequisite: Modern Standard Chinese 5

Modern Standard Chinese 6 is the fourth unit of the second entry point in the Modern Standard Chinese program designed to provide students who first learned Chinese at school and obtained HSC Chinese with basic communicative skills and the ability to undertake In-country Study in China.

Modern Standard Chinese 6 aims at further developing students' communicative competence in general social interactions. While reinforcing basic structures and devices of the language, this unit will also teach practical writing. Students are expected to know about 2,500 Chinese characters by the end of this unit.

976111

CONTEMPORARY SOCIETY 2: CONTEMPORARY CHINA

8cp; 2nd semester, 4hpw

This subject examines the contours and dynamics of social, political and economic change in the People's Republic of China since the death of Mao Zedong and the start of the reform era. A central theme is

the emerging relationship between state and society in a state socialist system in the process of change and reform. It is an introductory subject that requires no prior knowledge of the People's Republic of China or of any Chinese language.

977110

IN-COUNTRY STUDY 1: SEMESTER IN CHINA

24cp

prerequisite: completion of four semesters of study in the International Studies program

978110

IN-COUNTRY STUDY 2: SEMESTER IN CHINA

24cp

prerequisite: In-country Study 1

971311, 972311, 973311, 974311

INDONESIAN 1

8cp; 1st semester, 6hpw

prerequisite: nil

Indonesian 1 is the first in a series of four units for students with no prior knowledge of Indonesian. By the end of the subject, students are expected to have achieved elementary proficiency and be able to satisfy immediate needs using learnt utterances and phrases relating to the following 10 themes: self and family, direction and location, time, food and drink, buying and selling, description, archipelago and continent, travel and transport, media and the press, and love and sex.

Students are expected to develop a vocabulary of about 800–1,000 words, a knowledge of basic word-order patterns, and a familiarity with the alphabet and pronunciation patterns. This subject prepares people to exchange basic personal information using spelling and numeracy skills for names, addresses and time references etc.; engage in brief conversations within the range of themes covered; and express immediate needs with socially appropriate phrases. Students should be able to understand a limited amount of everyday written language e.g. on signs and in menus.

INDONESIAN 2*8cp; 2nd semester, 6hpw**prerequisite: Indonesian 1*

Indonesian 2 is the second in a series of four units for students with no prior knowledge of Indonesian. By the end of the subject, students are expected to have achieved minimum survival proficiency, and be able to satisfy basic survival needs and minimum courtesy requirements relating to the following 10 themes: health, house and home, contacts and appointments, education and study, career and occupations, city and village, religion and beliefs, personalities and biography, letters, and Australia–Indonesia relations.

Students are expected to develop a vocabulary of about 1,600–2,000 words, a knowledge of common word-order patterns and the ability to recognise common affixational patterns. This subject prepares students to make simple appointments and arrangements with people, exchange personal background information, engage in five- to ten-minute conversations on the themes covered, and express feelings, likes and dislikes. Students should be able to understand short, practical pieces of written information, such as familiar signs, commands and timetables, and develop skills for reading longer, less familiar written forms.

INDONESIAN 3*8cp; 1st semester, 6hpw**prerequisite: Indonesian 2 or HSC Indonesian*

Indonesian 3 is the third in a series of four units for students with no prior knowledge of Indonesian, or first in a series of four units for students who have successfully completed HSC-level Indonesian. By the end of the subject, students are expected to have achieved survival proficiency, and be able to satisfy survival needs and limited social demands relating to the following themes: personal relations, education—young generation, students, politics, ‘pop’ culture, religion and beliefs, tourism and its influences, trade, economics and business.

Students are expected to develop a vocabulary of about 3,000 words by the end of the subject, a knowledge of common word-order patterns, and the ability to recognise, predict and use common affixational patterns. This subject prepares

students to engage in short conversations on familiar issues without undue hesitation and with an ability to express opinions. Students should also be able to comprehend simple texts, such as messages, instructions and directions, and write simple formulaic letters.

INDONESIAN 4*8cp; 2nd semester, 6hpw**prerequisite: Indonesian 3*

Indonesian 4 is the fourth in a series of four units for students with no prior knowledge of Indonesian, or second in a series of four units for students who have successfully completed HSC-level Indonesian. By the end of the subject, students are expected to have begun to develop minimum social proficiency, and be able to satisfy limited routine social and work demands. The subject covers the following themes: the role of women, employment–labour, employers, mainstream–marginal cultures, literature, unity and diversity (multiculturalism), the environment and Australia–Indonesia relations.

Students are expected to have developed a vocabulary of about 4,000 words by the end of the subject. They should also have developed an ability to recognise, predict and use common word-order and affixational patterns, and to participate in a limited range of social situations with appropriate language. This subject prepares students to be able to discuss familiar events and topics, and give opinions without undue hesitation and with an ability to justify themselves. Students should also be able to deal with short texts and correspond with Indonesians on familiar topics.

INDONESIAN 5*8cp; 1st semester, 6hpw**prerequisite: Indonesian 4*

Indonesian 5 is the third in a series of four units for students who have successfully completed HSC-level Indonesian. By the end of the subject, students are expected to have developed minimum social proficiency, and be able to satisfy routine social and limited work demands. The subject covers the following themes: perceptions of the past, the origin of the New Order, aspirations, achievements, problems, political culture and participation, class and social stratification, and gender.

Students completing the subject should have a vocabulary of about 5,000 words. They should have the ability to recognise and reflect on ways in which vocabulary and grammatical patterns vary in different situational contexts, and how choices in grammar and vocabulary can convey the point of view of the writer and speaker beyond the basic transmission of information. This subject prepares students to discuss a range of social topics and a limited range of work topics, and present rudimentary arguments or points of view expressed with socially appropriate phrases to limit possible misunderstanding or offence. Students should also be able to understand the general thread of articles and documents on familiar topics, and write short texts, such as letters and instructions.

INDONESIAN 6

8cp; 2nd semester, 6hpw
prerequisite: Indonesian 5

Indonesian 6 is the fourth in a series of four units for students who have successfully completed HSC-level Indonesian. By the end of the subject, students are expected to have begun to develop a minimum vocational language proficiency, and be able to satisfy all routine social and a significant range of work demands. The subject covers the following themes: social and cultural pluralism, national and economic development, science, technical and scientific development, religion and popular culture, and internationalisation.

Students should have a vocabulary of about 6,000 words by the end of the subject. They should also have the ability to vary their language appropriately in accordance with a range of social and work situations, and be able to recognise and manipulate vocabulary and grammatical patterns. This subject prepares students to be able to present arguments or points of view, with the ability to frame them in a style that is appropriate to the social, cultural and interpersonal factors present. Students should also be able to understand articles and documents on familiar topics, and write short texts, such as letters, descriptions and simple explanations.

976301

CONTEMPORARY SOCIETY 2: CONTEMPORARY SOUTH-EAST ASIA

8cp; 2nd semester, 4hpw

Australia's political, social and economic interaction with the countries of South-East Asia has increased dramatically over the last 30 years, and South-East Asia has consequently become a region of crucial significance for Australia. Its relations with individual countries and with regional bodies such as ASEAN and APEC are now at least as important as its relations with England and Europe. This subject presents an introduction to the cultures and societies of South-East Asia. No prior knowledge of South-East Asia or any South-East Asian language is required. All classes are taught in English.

977310

IN-COUNTRY STUDY 1: SEMESTER IN INDONESIA

24cp

prerequisite: completion of four semesters of study in the International Studies program

978310

IN-COUNTRY STUDY 2: SEMESTER IN INDONESIA

24cp

prerequisite: In-country Study 1

971211, 972211, 973211, 974211

JAPANESE 1

8cp; 1st semester, 6hpw
prerequisite: nil

This is the first subject in the Japanese Language and Culture program. It is designed as the first step in providing students with no prior knowledge of Japanese with the basic survival language skills and socio-cultural awareness to enable them to undertake In-country Study in Japan.

While focusing primarily on the development of speaking and listening skills, this subject also provides a working knowledge of the *hiragana* and *katakana* scripts and approximately 30 *kanji*. Socio-cultural aspects are integrated into the program as they relate to the need for students to learn to use the language appropriately in various social and cultural contexts.

JAPANESE 2*8cp; 2nd semester, 6hpw**prerequisite: Japanese 1*

This is the second in a series of four units for students with no prior knowledge of the Japanese language. By the completion of this subject, students should be able to demonstrate the language and socio-cultural skills required to establish and maintain relationships in social or work-related spheres, and fulfil basic survival needs in a Japanese-speaking environment.

Emphasis is given to the development of speaking and listening skills, but students will also further develop their reading and writing skills. Besides kana they will know approximately 100 *kanji* by the end of the unit. Socio-cultural aspects are introduced into the program as they relate to the need for students to learn to use the language appropriately in various social and cultural contexts.

JAPANESE 3*8cp; 1st semester, 6hpw**prerequisite: Japanese 2 or HSC Japanese*

Japanese 3 is the third in a series of four units for students with no prior knowledge of the Japanese language, or first in a series of four units for students who have successfully completed HSC-level Japanese. By the end of the subject, students are expected to have achieved survival proficiency, and be able to satisfy survival needs and limited social demands relating to topics and situations covered.

At the end of the subject, students are expected to have developed their listening, speaking, reading and writing skills in order to be able to communicate in everyday situations, and be able to demonstrate an awareness of the social implications of language and behaviour.

It is expected that students will know approximately 170 *kanji* by the end of the unit.

JAPANESE 4*8cp; 2nd semester, 6hpw**prerequisite: Japanese 3*

Japanese 4 is the fourth in a series of four units for beginners. It is also the second in a series of four units for those who have successfully completed the 2-unit HSC

course or its equivalent and aim to further develop Japanese listening, speaking, reading and writing skills. By the end of the subject, students are expected to have achieved limited social proficiency, and be able to interact in limited social, study and work contexts with Japanese speakers in Japan or Australia. They will also have learnt approximately 250 *kanji*.

JAPANESE 5*8cp; 1st semester, 6hpw**prerequisite: Japanese 4*

Japanese 5 is the third in a series of four units in the post-HSC series, and is for those who have successfully completed either Japanese 4 or its equivalent and aim to further develop listening, speaking, reading, writing and cultural skills. By the end of the subject, students are expected to have achieved limited social proficiency, and be able to satisfy routine social and limited work demands. The emphasis is on the development of the language and cultural sensitivity required in both formal and informal situations. By the end of the subject, students are expected to be able to read and write approximately 350 *kanji*.

JAPANESE 6*8cp; 2nd semester, 6hpw**prerequisite: Japanese 5*

Japanese 6 is the final subject in a series of four units in the post-HSC series and is for those who have successfully completed either Japanese 5 or its equivalent. By the end of this subject, students are expected to have achieved minimal vocational proficiency, and be able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in many formal and informal conversations on practical, social and limited vocational topics. The emphasis is on the development of the language and cultural sensitivity required in both formal and informal situations. By the end of the subject, students should be able to read simple prose and read and write approximately 500 *kanji*.

976211**CONTEMPORARY SOCIETY 2:
CONTEMPORARY JAPAN***8cp; 2nd semester, 4hpw*

This subject provides an introduction to the political, social and economic contexts of Japan's emergence as an economic superpower. It focuses on the political process and social change, and examines conventional wisdom about a whole range of topics, such as Japan's collectivism, social welfare provision and political stability. In the process, it offers an introduction to Japan's culture generally, and the causes and consequences of social change. It is an introductory subject that requires no prior knowledge of Japan or of Japanese.

977210**IN-COUNTRY STUDY 1:
SEMESTER IN JAPAN***24cp**prerequisite: completion of four semesters of study in the International Studies program***978210****IN-COUNTRY STUDY 2:
SEMESTER IN JAPAN***24cp**prerequisite: In-country Study 1***971501, 972501, 973501, 974501****SPANISH 1***8cp; 1st semester, 6hpw**prerequisite: nil*

Spanish 1 is the first in a series of four units designed to provide students who have prior knowledge of the Spanish language with basic survival skills in language and culture, and the ability to undertake In-country Study in Latin America.

By the end of the subject, students would be expected to have achieved 'elementary proficiency' and be able to satisfy immediate communication needs using expressions and phrases they have learnt that are required in basic social interaction. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the socio-cultural contexts in which the language is used. Students gain, in particular, an

awareness of the background of Hispanic countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways of expressing new meanings.

Spanish 1 consists of 78 hours of classroom instruction. The approach adopted is 'communicative' and provides students with many opportunities to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

SPANISH 2*8cp; 2nd semester, 6hpw**prerequisite: Spanish 1*

Spanish 2 is the second in a series of four units designed to provide students who have no prior knowledge of the Spanish language with basic survival skills in language and culture, and the ability to undertake In-country Study in Latin America.

By the end of the subject, students would be expected to have achieved 'minimum survival proficiency' in speaking, listening, reading and writing, and be able to satisfy immediate communication needs and minimum courtesy requirements for basic social interaction. Students will also develop an understanding of the socio-cultural contexts in which the language is used and further communication strategies.

Spanish 2 consists of 78 hours of classroom instruction. The approach adopted is 'communicative' and provides many opportunities for the students to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

SPANISH 3*8cp; 1st semester, 6hpw**prerequisite: Spanish 2 or HSC Spanish*

Spanish 3 is the third in a series of four units for students with no prior knowledge of the Spanish language, or first in a series of four units for students who have successfully completed HSC-level Spanish or its equivalent. It provides students with basic survival skills in language and culture, and the ability to undertake In-country Study in Latin America.

By the end of the subject, students would be expected to have achieved a communicative competence in speaking, listening, reading and writing skills in order to be able to satisfy all 'survival' needs and limited social needs. They would also be expected to have developed an awareness of the various social and cultural contexts in which the language is used. In this subject, students develop the ability to understand the general content of magazine and newspaper articles.

Spanish 3 consists of 78 hours of classroom instruction. The approach adopted is 'communicative' and provides many opportunities for the students to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

SPANISH 4

8cp; 2nd semester, 6hpw
prerequisite: Spanish 3

Spanish 4 is the fourth in a series of four units for students with no prior knowledge of the Spanish language, or second in a series of four units for students who have successfully completed Spanish 3 and HSC-level Spanish or its equivalent. It provides students with basic survival skills in language and culture, and the ability to undertake In-country Study in Latin America.

By the end of the subject, students would be expected to have begun to develop the communication skills required to satisfy limited routine social and work demands. They would also be expected to have developed an awareness of the various social and cultural contexts in which the language is used. In this subject, students learn to express opinions, discuss education, entertainment and travel, and develop the language skills and background knowledge required to find accommodation

Spanish 4 consist of 78 hours of classroom instruction. The approach adopted is 'communicative' and provides may opportunities for the students to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

SPANISH 5

8cp; 1st semester, 6hpw
prerequisite: Spanish 4

Spanish 5 is the third in a series of four units designed to provide students who have successfully completed Spanish 4 and HSC-level Spanish or its equivalent with the ability to consolidate and extend their knowledge during a period of In-country Study in Latin America.

By the end of the subject, students would be expected to have achieved the communicative competence in speaking, listening, reading and writing required to be able to satisfy routine social demands and limited work requirements. They would have developed an awareness of the various social and cultural contexts in which the language is used. Students learn to communicate in Spanish to compare lifestyles, university life and education, and practise interview techniques in preparation for In-country Study.

Spanish 5 consists of 78 hours of classroom instruction. The approach adopted is 'communicative' and provides many opportunities for the students to interact and use the language in a meaningful way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers will be used to facilitate learning.

SPANISH 6

8cp; 2nd semester, 6hpw
prerequisite: Spanish 5

Spanish 6 is the fourth in a series of four units designed to provide students who have successfully completed Spanish 5 and HSC-level Spanish or its equivalent with the ability to consolidate and extend their knowledge during a period of In-country Study in Latin America.

By the end of the subject, students would be expected to have achieved the communicative competence required to speak the language with sufficient accuracy, and be able to participate in limited formal and informal conversations on practical and social topics. Students would also be expected to be able to read and write with sufficient accuracy to meet a limited range of social and work needs. Language focuses on topics such as the economy, class and social stratification, gender roles,

religion and beliefs, literature, and the arts.

Spanish 6 consists of 78 hours of classroom instruction. The approach adopted is 'communicative' and provides many opportunities for the students to interact and use the language in a meaningful way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers will be used to facilitate learning.

976501

CONTEMPORARY SOCIETY 2: CONTEMPORARY LATIN AMERICA

8cp; 2nd semester, 4hpw

Latin America has been a crucible for social, political and economic change in the 19th and 20th centuries. The struggles for nationalism, democracy, modernisation and secularisation have all resonated in the countries of Latin America. In the last half of the 20th century, Latin America's primary concerns have focused on the political economy of neo-colonialism and underdevelopment. Coming out from behind the shadow of the USA, there has been greater awareness of community and identity at both national levels and in the international arena. This subject examines three of the countries of Latin America—Chile, Mexico and Argentina—and their interaction against this background.

The subject requires no prior knowledge of Latin America, or of Spanish or Portuguese.

977500

IN-COUNTRY STUDY 1: SEMESTER IN CHILE OR ARGENTINA

24cp

prerequisite: completion of four semesters of study in the International Studies program

978500

IN-COUNTRY STUDY 2: SEMESTER IN CHILE OR ARGENTINA

24cp

prerequisite: In-country Study 1

971121, 972121, 973121, 974121

CANTONESE A-1

8cp; 1st semester, 6hpw

prerequisite: nil

Cantonese A-1 is the first subject in the Cantonese A program. It is designed to provide students who have no prior knowledge of Cantonese with basic survival skills in language and culture, and the ability to undertake In-country Study in South China.

This subject aims at developing in students a survival communicative ability in basic social interactions. It also deals with the basic language structures and devices of Cantonese. Students will be taught the basic structures of Chinese writing and are expected to know about 150 Chinese characters by the end of the subject.

Cantonese A-1 consists of 78 hours of classroom instruction, involving many interactive group and pair-work activities. Audiovisual equipment and computers will be used to facilitate teaching and learning. A communicative approach is adopted for classroom instruction and students are expected to participate actively in all classroom activities in the process of acquiring language skills. The teaching incorporates an introduction to Cantonese culture and helps students to appreciate the wider cultural ramifications of Cantonese in various contexts.

CANTONESE A-2

8cp; 2nd semester, 6hpw

prerequisite: Cantonese A-1

Cantonese A-2 is the second subject in the Cantonese A program. It is designed to provide students who have no prior knowledge of Cantonese with basic survival skills in language and culture, and the ability to undertake In-country Study in South China.

This subject aims at developing in students a communicative and linguistic competence in basic social interactions. It also deals with some of the basic structures and devices of Cantonese. Students will be taught the basic structures of Chinese writing and are expected to know about 300 Chinese characters by the end of the subject.

Cantonese A-2 consists of 78 hours of classroom instruction, involving many interactive group and pair-work activities. Audiovisual equipment and computers will be used to facilitate teaching and learning. A communicative approach is adopted for classroom instruction and students are expected to participate actively in all classroom activities in the process of acquiring language skills. The teaching incorporates an introduction to Cantonese culture and helps students to appreciate the wider cultural ramifications of Cantonese in various contexts.

CANTONESE A-3

8cp; 1st semester, 6hpw

prerequisite: Cantonese A-2

Cantonese A-3 is the third subject in the Cantonese A program. It is designed to provide students who have no prior knowledge of Cantonese with basic survival skills in language and culture, and the ability to undertake In-country Study in South China.

This subject aims at developing in students a communicative and linguistic competence in general social interactions. It also deals with the language structures and devices of Cantonese. Discourse features such as registers and polite forms will be discussed. More Cantonese vocabulary and idiomatic expressions will be introduced. Students are expected to know about 500 Chinese characters by the end of the subject.

Cantonese A-3 consists of 78 hours of classroom instruction, involving many interactive group and pair-work activities. Audiovisual equipment and computers will be used to facilitate teaching and learning. A communicative approach is adopted for classroom instruction and students are expected to participate actively in all classroom activities in the process of acquiring language skills. The teaching incorporates an introduction to Cantonese culture and helps students to appreciate the wider cultural ramifications of Cantonese in various contexts.

CANTONESE A-4

8cp; 2nd semester, 6hpw

prerequisite: Cantonese A-3

Cantonese A-4 is the last subject in the Cantonese A program. It is designed to

provide students who have no prior knowledge of Cantonese with basic survival skills in language and culture, and the ability to undertake In-country Study in South China.

This subject aims at developing in students a communicative and linguistic competence in general social interactions. It deals with the more complex language structures and devices of Cantonese. A number of Cantonese discourse features will be discussed. More Cantonese vocabulary and idiomatic expressions will be introduced. Students are expected to know about 800 Chinese characters by the end of the subject.

Cantonese A-4 consists of 78 hours of classroom instruction, involving many interactive group and pair-work activities. Audiovisual equipment and computers will be used to facilitate teaching and learning. A communicative approach is adopted for classroom instruction and students are expected to participate actively in all classroom activities in the process of acquiring language skills. The teaching incorporates an introduction to Cantonese culture and helps students to appreciate the wider cultural ramifications of Cantonese in various contexts.

CANTONESE B-1

8cp; 1st semester, 4hpw

prerequisite: a working knowledge of one of the Chinese languages

Cantonese B-1 is the first of a two-subject language program for students who have a working knowledge of at least one Chinese language to prepare them for a year of In-country Study in South China.

This subject aims at developing the students' communicative and linguistic competence in general social interactions where Cantonese is used. The Yale romanisation for transcribing Cantonese and pronunciation will be discussed in class. Situational Cantonese usages in different contexts are the main focus of class instruction. The teaching incorporates an introduction to Cantonese culture and helps students to appreciate the wider cultural ramifications of Cantonese in various contexts.

Cantonese B-1 consists of 52 contact hours of classroom instruction, involving many

interactive group and pair-work activities. Audiovisual equipment and computers will be used to facilitate teaching and learning. The teaching approach adopted is 'communicative' and students are expected to participate actively in all classroom activities in the process of acquiring language skills.

CANTONESE B-2

8cp; 2nd semester, 4hpw
prerequisite: Cantonese B-1

Cantonese B-2 is the second of a two-subject language program for students who have a working knowledge of at least one Chinese language to prepare them for a year of In-country Study in South China.

This subject aims at further developing the students' communicative and linguistic competence in general social interactions where Cantonese is used. Situational Cantonese usages and vocabulary in different contexts are the main focus of class instruction. Discourse features of Cantonese will also be discussed. The teaching incorporates an introduction to Cantonese culture and helps students to appreciate the wider cultural ramifications of Cantonese in various contexts.

This subject consists of 52 contact hours of classroom instruction, involving many interactive group and pair-work activities. Audiovisual equipment and computers will be used to facilitate teaching and learning. The teaching approach adopted is 'communicative' and students are expected to participate actively in all classroom activities in the process of acquiring language skills.

976101

CONTEMPORARY SOCIETY 2: CHINESE EAST ASIA

8cp; 2nd semester, 4hpw

South China—Hong Kong, Taiwan and the Southern Chinese provinces of Fujian and Guangdong—is a region of global importance. It is a dynamo of economic growth for the East Asia region that has grown out of the economic integration of Hong Kong, Taiwan and South China, and which is now expanding to include East China. Yet its constituent parts have developed separately in different and often inimical political systems. As a result

of all of these factors, South China is likely to be of increasing importance strategically and politically, as well as economically. This subject examines the development of Hong Kong, Taiwan and South China and their interaction. It is an introductory subject that requires no prior knowledge of the region or of any Chinese language.

977120

IN-COUNTRY STUDY 1: SEMESTER IN GUANGDONG, HONG KONG OR HAINAN

24cp

prerequisite: completion of four semesters of study in the International Studies program

978120

IN-COUNTRY STUDY 2: SEMESTER IN GUANGDONG, HONG KONG OR HAINAN

24cp

prerequisite: In-country Study 1

977130

IN-COUNTRY STUDY 1: SEMESTER IN TAIWAN

24cp

prerequisite: completion of four semesters of study in the International Studies program

978130

IN-COUNTRY STUDY 2: SEMESTER IN TAIWAN

24cp

prerequisite: In-country Study 1

971320, 972320, 973320, 974320

THAI LANGUAGE AND CULTURE

A Thai language program is made available to UTS students through the Languages Consortium established by universities in the Sydney metropolitan area. The Thai language program is taught by staff at the University of Sydney and Macquarie University. The Thai language program is geared to the needs of complete beginners in Thai, although students with some previous knowledge of Thai may also be accommodated.

977320**IN-COUNTRY STUDY 1:
SEMESTER IN THAILAND**

24cp

*prerequisite: completion of four semesters of study in the International Studies program***978130****IN-COUNTRY STUDY 2:
SEMESTER IN THAILAND**

24cp

*prerequisite: In-country Study 1***971414/5, 972414/5, 973414/5,
974414/5****FRENCH**

French language studies are offered to UTS students through arrangements with the University of Sydney and Macquarie University. Combined degree students wishing to study French must have a minimum of HSC-level proficiency. Students are placed in classes appropriate to their level of competence and further develop their communicative skills in listening, speaking, reading and writing. Some study of literary texts is involved for more advanced students. Students also learn about French culture and contemporary society.

**971424/5, 972424/5, 973424/5,
974424/5****GERMAN**

German language studies are offered to UTS students through arrangements with the University of Sydney and Macquarie University. Combined degree students wishing to study German must have a minimum of HSC-level proficiency. Students are placed in classes appropriate to their level of competence and further develop their communicative skills in listening, speaking, reading and writing. Some study of literary texts is involved for more advanced students. Students also learn about German culture and contemporary society.

**971434/5, 972434/5, 973434/5,
974434/5****ITALIAN**

Italian language studies are offered to UTS students through arrangements with the University of Sydney. Combined degree students wishing to study Italian must have a minimum of HSC-level proficiency. Students are placed in classes appropriate to their level of competence and further develop their communicative skills in listening, speaking, reading and writing. Some study of literary texts is involved for more advanced students. Students also learn about Italian culture and contemporary society.

976401**CONTEMPORARY SOCIETY 2:
CONTEMPORARY WESTERN EUROPE**

8cp; 2nd semester, 5hpw

Despite their common history and the creation of a European Community in the post-War world, it has only been in the 1990s that France, Germany and Italy have started to build a wider European unity and existence. Through providing an introduction to the politics, society, economy and culture of each of these countries, this unit aims to explain and analyse that process. After a brief overview of the European heritage, the unit examines France, Germany and Italy in turn, highlighting both the similarities and differences in their institutions and structures.

This is an introductory course that requires no prior knowledge of Western Europe or of any European language.

977400**IN-COUNTRY STUDY 1:
SEMESTER IN FRANCE, GERMANY
OR ITALY**

24cp

*prerequisite: completion of four semesters of study in the International Studies program***978400****IN-COUNTRY STUDY 2:
SEMESTER IN FRANCE, GERMANY
OR ITALY**

24cp

prerequisite: In-country Study 1

POSTGRADUATE COURSES

The Faculty of Nursing, postgraduate programs aims to ensure that opportunities are provided for nurses to study at the graduate level whether they were educated in hospitals or the higher education sector. Enrolment in a postgraduate program provides an opportunity to study within a challenging and stimulating environment. Postgraduate nursing programs provide the scope for nurses to strengthen and expand their knowledge in the nursing discipline, while also encouraging study and research in specialised areas of nursing.

The majority of postgraduate classes will be held at the Kuring-gai campus.

Two categories of postgraduate courses are offered—those by coursework and those by research. Coursework programs offered are the various Graduate Certificates and Graduate Diplomas, the Master of Nursing (by coursework) and the Master of Bioethics (by coursework). Research courses offered are the Master of Nursing (by thesis) and the Doctor of Philosophy.

ADMISSION REQUIREMENTS

Where large numbers of applicants are eligible for admission to any of our courses and places are limited, preference will be given on the basis of:

- (a) general educational qualifications
- (b) previous academic grades
- (c) professional experience and activities e.g. post-registration certificates and scholarly activities such as research and publications

Graduate Certificates

Graduate Certificate in the Management of Lactation and Infant Feeding

- An undergraduate diploma or degree in Nursing or equivalent tertiary certificate deemed acceptable by the Faculty. In addition to being a (NSW) registered nurse, applicants must have certification as a midwife or equivalent qualifications/experience in child and family health nursing.

Graduate Certificate in Diabetes Education and Management

- Applicants for admission are required to have an undergraduate degree or three-year diploma at tertiary level in a relevant field, such as education, nursing, medicine or equivalent tertiary qualification deemed acceptable by the Faculty.
- As practitioners in the field, it will be assumed that applicants have basic knowledge of the practice of diabetes education and management.

Graduate Diplomas

Entry requirements are as follows:

- An undergraduate diploma or degree in Nursing or equivalent tertiary certificate deemed acceptable by the Faculty. However, registered nurses with an undergraduate award in a discipline other than nursing will be considered on an individual basis.
- At least one year's full-time professional employment in nursing is preferred.
- Registered nurses who do not have an undergraduate diploma or degree but have three nursing certificates and three years' full-time experience will be considered as equivalent for the purposes of graduate entry. Some provision also exists for entry where registered nurses have had at least three years' full-time professional employment and have obtained one or more hospital post-basic certificates (e.g. midwifery, intensive care) and/or experience in the selected area of study.

While applicants need not be employed at the time of application, it may be difficult to complete course requirements without access to the relevant clinical environment. Preference will be given to applicants with experience in the chosen area of study.

Master of Nursing (by coursework)

Entry to this degree requires 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 are expected to have had at least one year full-time professional employment in nursing. Preference will be given to applicants who have experience in the chosen area of study.

While applicants need not be employed at the time of application, it may be difficult to complete course requirements without access to the relevant clinical environment.

Master of Nursing (by thesis) and Doctor of Philosophy

Applicants for the Master of Nursing (by thesis) are required to hold a Bachelor's degree or equivalent. Applicants for the Doctor of Philosophy are required to hold a Bachelor's degree with First or Second Class Honours Division 1 or a Master's degree.

Applicants for both research degrees will be asked to demonstrate their ability to undertake research, both academically and professionally at the higher degree level, as part of the application procedure.

Applicants for the Master of Nursing (by thesis) who do not meet the above requirements for admission may be required to undertake a formal qualifying program before being admitted to the course.

Further information about admission requirements for the Master of Nursing (by thesis) and Doctor of Philosophy may be obtained by contacting the Graduate Studies Officer — Research and Higher Degrees on 330 4312.

Graduate Diploma/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 have the equivalent of 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.

Further information about admission requirements may be obtained by contacting Dr Michael Walsh on 330 5137.

STRUCTURE OF THE GRADUATE PROGRAMS

Graduate Certificates

Graduate Certificates are offered on a part-time basis over one year and involve attendance at tutorials and workshops as well as clinical practicum. There are two semesters a year, each consisting of 14 teaching weeks. Graduate Certificates are available in the Management of Lactation and Infant Feeding and in Diabetes Education and Management.

Graduate Diplomas in Nursing

Graduate Diplomas in Nursing are offered over two years part time. In most circumstances the courses would involve class attendance of six hours per week, although attendance patterns vary according to the student's timetable preferences, with both day and evening classes available. There are two semesters a year each consisting of 14 teaching weeks.

Across the two years of study all students enrol in four core subjects which are shared by each of the Graduate Diplomas in Nursing, and four major subjects which focus on their chosen specialty. Areas of study include the following:

- Acute Care Nursing
- Aged Care Nursing
- Cardiothoracic Nursing
- Child Health Nursing
- Intensive Care Nursing
- Mental Health Nursing
- Neonatal Nursing

Nephrology Nursing
 Neuroscience Nursing
 Nursing in Midwifery
 Nursing Management
 Operating Suite Nursing
 Paediatric Nursing
 Palliative Care Nursing

Several of the above mentioned courses are sponsored, which means that they are offered by the University in conjunction with the relevant Area Health Service and therefore may require concurrent employment.

UTS/South Eastern Sydney Area Health Service:

Graduate Diploma in Acute Care Nursing
 Graduate Diploma in Nursing in Midwifery
 Graduate Diploma in Aged Care Nursing
 Graduate Diploma in Palliative Care Nursing

Some students in the Graduate Diploma in Acute Care Nursing are sponsored by the South Eastern Sydney Area Health Service which will provide concurrent employment in designated clinical areas at one of its hospitals. Interested applicants should contact the South Eastern Sydney Area Health Service on 583-1077.

Students in the Graduate Diploma in Nursing in Midwifery require twelve months concurrent placement with the South Eastern Sydney Area Health Service in Year 2 of the program. This placement is organised after the course has commenced.

UTS/Northern Sydney Area Health Service:

Graduate Diploma in Cardiothoracic Nursing
 Graduate Diploma in Intensive Care Nursing
 Graduate Diploma in Nephrology Nursing
 Graduate Diploma in Neuroscience Nursing

Graduate Diploma in Operating Suite Nursing

Students of these courses require concurrent employment in their chosen specialty within the Northern Sydney Area Health Service for the duration of the course. Students should contact the Northern Sydney Area Health Service on 926-7459 for information on employment and placement.

Master of Nursing

The Master of Nursing can be completed in two ways—by coursework or by thesis.

• The Master of Nursing (by coursework)

The Master of Nursing (by coursework) is offered over three years of part-time study. The Graduate Diplomas and the Master of Nursing (by coursework) have been designed in such a way that study is progressive. The Graduate Diplomas, each of which requires two years' part-time study, comprise the first two years of the Master of Nursing (by coursework) program. To obtain the Master's degree students then complete another one year (the third year) of part-time study. In most circumstances the course would involve class attendance of six hours per week for the first two years. This will vary in the final year depending upon the subjects taken. Attendance patterns will also vary depending on the students' timetable preferences with day and evening classes available. There are two semesters a year, each consisting of 14 teaching weeks.

There are two study routes available:

1. Students enrol in the Master of Nursing (by coursework) in the first year, choosing one of the following specialties:

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

Generally, the four core subjects shared with students in the Graduate Diplomas in Nursing and four major

subjects which focus on their chosen specialty are studied during the first two years. Alternatively, students may elect to plan their own program undertaking the four core subjects and at least four other nursing subjects at the postgraduate level. This option requires discussion with the appropriate course coordinators before enrolment to ensure that the necessary prerequisites are undertaken where appropriate.

2. Students enter the Master of Nursing (by coursework) via completion of a Graduate Diploma in Nursing (at UTS or elsewhere) at a satisfactory level then transfer to the Master's program in their third year

- **The Master of Nursing (by thesis)**

The Master of Nursing (by thesis) is offered on a full-time or part-time basis. It is usually completed over two years full time or three years part time. Students undertake research under the supervision of two people, at least one of whom must be an academic staff member of the Faculty of Nursing.

- **Doctor of Philosophy**

The Doctor of Philosophy is offered on a full-time or part-time basis. It is usually completed over three years full time or four-and-a-half years part time. Students undertake research under the supervision of two people, at least one of whom must be an academic staff member of the Faculty of Nursing.

PROGRESSION RULE

Graduate Certificate

There are common rules for students enrolled in Graduate Certificate and Graduate Diploma courses.

Graduate Diploma

A student shall have his/her registration discontinued in accordance with University Rule 3.2.6.2 if he/she:

- (i) fails in any one subject twice;
- (ii) fails in any three subjects in any two consecutive semesters of study;
- (iii) fails to meet any concurrent experience or other requirement prescribed by the course over a two-year period.

Master of Nursing (by coursework)

A student shall have his/her registration discontinued in accordance with University Rule 3.3.7.2 if he/she:

- (i) fails in any one subject twice;
- (ii) fails in any three subjects in any two consecutive semesters of study;
- (iii) fails to meet any concurrent experience or other requirement prescribed by the course over a two-year period.

Nursing programs

Graduate Certificate in the Management of Lactation and Infant Feeding (KN91)

This course is offered for experienced midwives and early childhood nurses who wish to advance their skills in lactation and infant feeding. It aims to meet the needs of these midwives/nurses, working in hospital and community settings, who require the knowledge and practical experience to provide expert care in lactation and assist with problems of infant feeding. During the course, students will work closely with lactation consultants.

In Application to Practice 1 and Application to Practice 2 participants will be required to undertake 40 hours of clinical practicum. This can be organised in various ways and is open to negotiation between student and supervisor. Supervisors, considered experts by their peers, will provide organised supervision for students and contribute to the evaluation of their performance in each clinical subject. Clinical learning will be supported by workshops during the semester which combine various ways and is open to negotiation between student and supervisor.

Year 1 (part-time)

Autumn semester

- 92823 Applied Sciences in Lactation and Infant Feeding (6cp)
92824 Application to Practice 1 (6cp)

Spring semester

- 92825 Context of Practice (6cp)
92826 Application to Practice 2 (6cp)

Graduate Diploma in Acute Care Nursing (KN61)

This course is designed for those nurses who hope to specialise in acute care medical-surgical nursing. The course enables registered nurses to broaden their understanding of the pathophysiological bases of acute health breakdown resulting in clinical nursing problems. It also assists them to deepen their understanding of critical processes of assessment and management.

Students' 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.

Some students are sponsored by the South Eastern Sydney Area Health Service which will provide concurrent employment in designated special clinical areas at one of its hospitals.

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 Haemodynamic 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)

Graduate Diploma in Nursing Management (KN62)

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.

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.

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)

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 (6cp)¹

¹ Offered by the Faculty of Business.

Graduate Diploma in Nursing in Midwifery (KN64)

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. It also includes professional, sociopolitical and ethico-legal issues related to the family and 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 South Eastern Sydney Area Health Service whereby students offered places in the Graduate Diploma in Nursing in Midwifery are given a 12-month placement with South Eastern Sydney Area Health Service in Year 2 of the program. This placement is organised after the course has commenced, in conjunction with the Course Coordinator.

Year 1 (part-time)

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)

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)

Graduate Diploma in Neonatal Nursing (KN65)

This course is designed to advance the knowledge and conceptual understanding of graduate nurse clinicians wishing to practise in the area of neonatal nursing. This course provides specialist study of the sick neonate and the neonate at risk, highlighting the nurse's role across all levels of hospital care.

Year 1 (part-time)

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)

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)

Graduate Diploma in Child Health Nursing (KN66)

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.

Year 1 (part-time)

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)

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)

Graduate Diploma in Mental Health Nursing (KN67)

This course is designed for registered nurses to further develop and extend their basic knowledge of mental health nursing practice. The course aims to extend students' understanding of the meaning of mental health and illness from biological, historical, cultural, social, political, psychological and philosophical perspectives. 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 the role of primary therapist role through the development of therapeutic counselling and case management skills.

Year 1 (part-time)

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)

Autumn semester

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

Spring semester

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

Graduate Diploma in Aged Care Nursing (KN68)

This course is designed for the nurse clinician wishing to practise within the clinical specialty of aged care. It is anticipated that graduates will develop advanced knowledge and conceptual understanding, while also gaining extensive clinical experience which will facilitate professional nursing practice in their chosen specialty.

Clinical experience is an essential feature of the course. The University of Technology, Sydney has a close liaison with the South Eastern Sydney Area Health Service. Students may be required to have concurrent employment in their chosen specialty, with preference given to those working in the South Eastern Sydney Area Health Service.

Year 1 (part-time)

Autumn semester

- 92775 Contemporary Issues in Health Care (6cp)
 92701 The Aged in Society (6cp)

Spring semester

- 92797 Research for Nursing Practice (6cp)
 92827 Nursing Practice with the Aged (6cp)

Year 2 (part-time)

Autumn semester

- 92798 The Evolution of Nursing Knowledge (6cp)
 92828 Frameworks of Professional Caring (6cp)

Spring semester

- 92786 Negotiating Nursing (6cp)
 92705 Focused Specialty Practice (6cp)

Graduate Diploma in Palliative Care Nursing (KN69)

This course has been designed to meet the graduate needs of the nurse clinician wishing to practise within the clinical speciality of palliative care. It is anticipated that graduates will develop advanced knowledge and conceptual understanding, while also gaining extensive clinical experience which will facilitate professional nursing practice in their chosen speciality.

Clinical experience is an essential feature of the course. The University of Technology, Sydney has a close liaison with the South Eastern Sydney Area Health Service. Students may be required to have concurrent employment in their chosen speciality, with preference given to those who work in the South Eastern Sydney Area Health Service.

Year 1 (part-time)

Autumn semester

- 92775 Contemporary Issues in Health Care (6cp)
 92706 The Societal Context of Palliative Care (6cp)

Spring semester

- 92797 Research for Nursing Practice (6cp)
 92707 Palliative Care Nursing Practice (6cp)

Year 2 (part-time)

Autumn semester

- 92798 The Evolution of Nursing Knowledge (6cp)
 92828 Frameworks of Professional Caring (6cp)

Spring semester

- 92786 Negotiating Nursing (6cp)
 92705 Focused Specialty Practice (6cp)

Graduate Diploma in Cardiothoracic Nursing (KN75)

Clinical experience is an essential feature of the course. The University of Technology, Sydney, has a close liaison with the Northern Sydney Area Health Service. Students will be required to have concurrent employment in their chosen speciality within the Northern Sydney Area Health Service for the duration of the course. It is anticipated that graduates will develop advanced knowledge and conceptual understanding in their chosen speciality, while also gaining extensive clinical experience which will facilitate professional nursing practice.

Year 1 (part-time)

Autumn semester

- 92775 Contemporary Issues in Health Care (6cp)
 92713 Health Breakdown (6cp)

Spring semester

- 92797 Research for Nursing Practice (6cp)
 92829 Foundations of Cardiothoracic Nursing (6cp)

Year 2 (part-time)

Autumn semester

- 92798 The Evolution of Nursing Knowledge (6cp)
 92830 Advanced Cardiothoracic Nursing Practise (6cp)

Spring semester

- 92786 Negotiating Nursing (6cp)
 92831 Rehabilitative Processes in Cardiothoracic Nursing (6cp)

Graduate Diploma in Intensive Care Nursing (KN76)

Clinical experience is an essential feature of the course. The University of Technology, Sydney has a close liaison with the Northern Sydney Area Health Service. Students will be required to have concurrent employment in their chosen specialty within the Northern Sydney Area Health Service for the duration of the course. It is anticipated that graduates will develop advanced knowledge and conceptual understanding in their chosen specialty, while also gaining extensive clinical experience which will facilitate professional nursing practice.

Year 1 (part-time)

Autumn semester

- 92775 Contemporary Issues in Health Care (6cp)
92713 Health Breakdown (6cp)

Spring semester

- 92797 Research for Nursing Practice (6cp)
92832 Acute Intensive Care Nursing (6cp)

Year 2 (part-time)

Autumn semester

- 92798 The Evolution of Nursing Knowledge (6cp)
92833 Advanced Intensive Care Nursing (6cp)

Spring semester

- 92786 Negotiating Nursing (6cp)
92834 Crisis Interventions in Intensive Care Nursing (6cp)

Graduate Diploma in Nephrology Nursing (KN77)

Clinical experience is an essential feature of the course. The University of Technology, Sydney has a close liaison with the Northern Sydney Area Health Service. Students will be required to have concurrent employment in their chosen specialty within the Northern Sydney Area Health Service for the duration of the course. It is anticipated that graduates will develop advanced knowledge and conceptual understanding in their chosen specialty, while also gaining extensive clinical experience which will facilitate professional nursing practice.

Year 1 (part-time)

Autumn semester

- 92775 Contemporary Issues in Health Care (6cp)
92713 Health Breakdown (6cp)

Spring semester

- 92797 Research for Nursing Practice (6cp)
92835 Foundations of Nephrology Nursing (6cp)

Year 2 (part-time)

Autumn semester

- 92798 The Evolution of Nursing Knowledge (6cp)
92836 Transplantation and Peritoneal Dialysis Nursing (6cp)

Spring semester

- 92786 Negotiating Nursing (6cp)
92837 Advanced Nephrology Nursing: Haemodialysis (6cp)

Graduate Diploma in Neuroscience Nursing (KN78)

Clinical experience is an essential feature of the course. The University of Technology, Sydney has a close liaison with the Northern Sydney Area Health Service. Students will be required to have concurrent employment in their chosen specialty within the Northern Sydney Area Health Service for the duration of the course. It is anticipated that graduates will develop advanced knowledge and conceptual understanding in their chosen specialty, while also gaining extensive clinical experience which will facilitate professional nursing practice.

Year 1 (part-time)

Autumn semester

- 92775 Contemporary Issues in Health Care (6cp)
 92713 Health Breakdown (6cp)

Spring semester

- 92797 Research for Nursing Practice (6cp)
 92838 Foundations of Neuroscience Nursing (6cp)

Year 2 (part-time)

Autumn semester

- 92798 The Evolution of Nursing Knowledge (6cp)
 92839 Advanced Neuroscience Nursing (6cp)

Spring semester

- 92786 Negotiating Nursing (6cp)
 92840 Complex Neuroscience Nursing (6cp)

Graduate Diploma in Operating Suite Nursing (KN79)

Clinical experience is an essential feature of the course. The University of Technology, Sydney has a close liaison with the Northern Sydney Area Health Service. Students will be required to have concurrent employment in their chosen specialty within the Northern Sydney Area Health Service for the duration of the course. It is anticipated that graduates will develop advanced knowledge and conceptual understanding in their chosen specialty, while also gaining extensive clinical experience which will facilitate professional nursing practice.

Year 1 (part-time)

Autumn semester

- 92775 Contemporary Issues in Health Care (6cp)
 92713 Health Breakdown (6cp)

Spring semester

- 92797 Research for Nursing Practice (6cp)
 92841 Foundations for Perioperative Nursing (6cp)

Year 2 (part-time)

Autumn semester

- 92798 The Evolution of Nursing Knowledge (6cp)
 92842 Clinical Management in Perioperative Nursing (6cp)

Spring semester

- 92786 Negotiating Nursing (6cp)
 92843 Advanced Perioperative Nursing (6cp)

Graduate Diploma in Paediatric Nursing (KN80)

This course is designed to enable registered nurses to extend their knowledge of paediatric nursing practice. The course aims to increase students' understanding of the paediatric nurse's role in the context of health and health breakdown in infants, children and adolescents. Studies focus on 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.

Year 1 (part-time)

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)

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)

Master of Nursing (by coursework) (KN53)

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.

During the first two years, students will usually undertake a specialty area of study in one of the following (refer to course outlines in relevant graduate diploma):

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

Alternatively, students may elect 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 Associate Dean, Postgraduate Programs and appropriate course coordinators before enrolment to ensure they undertake the necessary prerequisites where appropriate.

The four core subjects are:

- 92775 Contemporary Issues in Health Care (6cp)
92797 Research for Nursing Practice (6cp)
or
92802 Qualitative Methods in Nursing Research
or
92803 Quantitative Methods in Nursing Research
92786 Negotiating Nursing (6cp)
92798 The Evolution of Nursing Knowledge (6cp)

Students would then complete the third year of the Master's program. On the final year (part-time) of the course students can select one of three routes of study:

- Option 1: Four elective subjects (6cp each; total 24cp)

Option 2: Two elective subjects (6cp each; total 12cp) plus a project¹ of 10,000–15,000 words (12cp)

Option 3: Minor thesis² of 20,000–25,000 words (24cp)

The elective subjects may include those subjects that appear as majors in other strands (excluding those requiring prerequisites), or other subjects offered in the Faculty of Nursing or other schools/faculties.

¹ Students who wish to undertake the project option will only be permitted to do so if they have a credit average in the previous 48cp.

² Students who wish to undertake the minor thesis option will only be permitted to do so if they have a distinction average in the previous 48cp and have completed a research elective in the methodology which they will use for their thesis. Minor thesis students are required to present for half an hour at the twice yearly Graduate Seminars (see pages 79 and 80).

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 two people, at least one of whom must be an academic staff member of the Faculty of Nursing. This degree prepares nurses for positions in teaching, administration and research.

Doctor of Philosophy (KN51)

This is a research degree requiring an original and significant contribution to knowledge in an approved area. Candidates work under the supervision of two people, at least one of whom must be an academic staff member of the Faculty of Nursing. This degree prepares nurses for leadership positions in teaching, administration and research.

Health-related programs

Graduate Certificate in Diabetes Education and Management (KN92)

This course aims to enable appropriately qualified students to develop the knowledge, skills, ideals and attitudes necessary to perform as competent health professionals working in the area of diabetes education and management. As specialists in diabetes education, the graduates will be able to perform as specialist clinicians, leaders and informed users of research. This course is offered jointly by the Faculty of Nursing and the School of Adult Education, Faculty of Education and in collaboration with the Australian Diabetes Education Association. This course is studied through two residential workshops and four distance education modules. Students require access to a relevant clinical setting.

Year 1 (part-time)

Autumn semester

92844 Clinical Management of Diabetes
015342 Teaching and Learning in Diabetes Education¹

Spring semester

92845 Primary Health Care
015343 Programming for Diabetes Education¹

¹ Offered by the Faculty of Education.

Graduate Diploma in Bioethics (KN60)

2 years part-time

Master of Bioethics (by coursework) (KN56)

3 years part-time

This course provides a much needed graduate course in the area of bioethics, in particular for individuals involved in this area 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 is structured as an interactive adult learning experience and will therefore be offered through intensive workshop sessions as well as weekly tutorials in order to best achieve the objectives. It will involve coursework and a project. 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.

The duration of the course is two years part-time for the Graduate Diploma and three years part-time for the Master's degree. Students will be required to attend classes one evening per week for three hours duration, and to attend Saturday sessions on at least three occasions each semester.

For further information on this course please contact Dr Michael Walsh on 330 5137.

Year 1 (part-time)

Autumn semester

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

Spring semester

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

Year 2 (part-time)

Autumn semester

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

Spring semester

- 92807 Life and Death Issues (4cp) (cont.)

Year 3 (part-time)

Autumn semester

- 92810 Research Seminar and Review (8cp)

Spring semester

- 92811 Bioethics Project (16cp)

POSTGRADUATE SUBJECT DESCRIPTIONS

015342

TEACHING AND LEARNING IN DIABETES EDUCATION

6cp; 14 weeks, 3hpw

corequisite: 92844 Clinical Management of Diabetes

This subject aims to help participants identify and critique an overall framework which links the many elements that make up the teaching and learning process; use this framework to improve their professional performance in the design, delivery and evaluation of diabetes education learning sessions in both group and one-to-one contexts; identify various assumptions about what constitutes 'effective' teaching and learning and evaluate their own levels of performance against these indicators; identify and develop the skills necessary for effective self-directed professional learning and use these to guide their own development as diabetes educators.

015343

PROGRAMMING FOR DIABETES EDUCATION

6cp; 14 weeks, 3hpw

prerequisite: T5342 Teaching and Learning in Diabetes Education

This subject aims to help participants develop their understanding of the theory and practice related to developing, implementing, supporting and evaluating a variety of diabetes education programs in response to the needs, demands, capabilities and interests of diabetes education clients and providers.

21783

HEALTH RESOURCES MANAGEMENT

6cp; 14 weeks, 3hpw

This subject has three broad aims: to provide nurse managers with a capacity to develop budgets for units within hospitals and other sections of the health industry; 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.

92701

THE AGED IN SOCIETY

6cp; 14 weeks, 3hpw

This subject extends students' knowledge of ageing within Australian society by considering the sociopolitical and cultural factors which impact on the optimal functioning and wellbeing of the aged person. In this way, students will reflect on the meaning of ageing within particular societies, the varied experiences of ageing and the opportunities for a fulfilling life in old age.

92705

FOCUSED SPECIALTY PRACTICE

6cp; 14 weeks, 3hpw

This subject provides opportunities for students to build on the foundational specialist studies in the course, so as to develop greater independence and self-direction in their learning. The subject aims therefore, to promote deeper understanding and skill within a personally selected area of clinical practice.

92706

THE SOCIETAL CONTEXT OF PALLIATIVE CARE

6cp; 14 weeks, 3hpw

This subject has two broad aims. It encourages students to understand the historical and philosophical evolution of palliative care nursing, as both a social movement and as integral part of health care provision. It also allows students to explore varying patterns of care for dying people within different health care systems, while encouraging personal reflection on the meanings of palliative care and challenging students to reflect on current nursing intervention for dying people and their families.

92707

PALLIATIVE CARE NURSING PRACTICE

6cp; 14 weeks, 3hpw

This subject aims to explore and understand the problems and issues confronting terminally ill patients and their families

within the context of their individual lives through ongoing interaction between students, teachers and expert clinicians.

92713

HEALTH BREAKDOWN

6cp; 14 weeks, 3hpw

This subject will contribute to the overall course aims by extending the nurse's knowledge and understanding of physiological and pathophysiological processes in order to facilitate clinical judgment in the practice of nursing.

92715

FAMILY STUDIES

6cp; 14 weeks, 3hpw

Family Studies explores the importance of the family in human experience and in the wider social and political context. The challenges related to family structures, functions and roles are addressed together with the ways the family accommodates change, stress and crisis. Increased knowledge and understanding of the family provides students with the resources for accurate interpretation of family processes and the implementation of care.

92739

THE CONTEXT OF NURSING MANAGEMENT

6cp; 14 weeks, 3hpw

This subject provides students with an opportunity to examine, at a micro-level, the structure of health care organisations and contexts in which nursing management takes place. Students will evaluate the impact of the sociopolitical, legal and economic environment and the ways in which nurse managers function. Individual and group behaviour within different organisational structures, theories of leadership and management are also discussed.

92772

ADVANCED NURSING: IMMUNE RESPONSE DISRUPTION

6cp; 14 weeks, 3hpw

This subject will explore alterations to the processes of immunology, coagulation and maintenance of the integument. Students

will complete a learning contract based on a limited number of comprehensive learning objectives defined by the student in consultation with the subject coordinator.

92773

ADVANCED NURSING: METABOLIC AND NEUROENDOCRINE DISRUPTION

6cp; 14 weeks, 3hpw

This subject will explore alterations to the processes of metabolism and energy maintenance, neuroendocrine controls and motor activity. Approaches to the nursing assessment and management of clients with those disorders will be discussed.

92774

ADVANCED NURSING: OXYGENATION AND HAEMODYNAMIC DISRUPTION

6cp; 14 weeks, 3hpw

This subject will explore alterations to the processes of ventilation, circulation and maintenance of fluid and electrolyte status. The nursing assessment and management of clients with associated disorders will be discussed.

92775

CONTEMPORARY ISSUES IN HEALTH CARE

6cp; 14 weeks, 3hpw

This subject aims to expand students' awareness and understanding of current issues and their impact within the health care system. Issues addressed include a state, national and international focus. It is anticipated that the topical issues discussed will provoke inquiry 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, 3hpw

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, 3hpw

This subject expands students' awareness and understanding of current issues and the contexts in which midwifery practice is undertaken.

92778

CONTEXTS OF PAEDIATRIC NURSING PRACTICE

6cp; 14 weeks, 3hpw

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, 3hpw

This subject assists students to appreciate the potential for the advanced clinical practitioner to contribute to quality care and provide clinical leadership in the current context of health care delivery.

92781

FOUNDATIONS IN MIDWIFERY

6cp; 14 weeks, 3hpw

This subject aims to expand students' knowledge and understanding of the physiological and psycho-social 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, 3hpw

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, 3hpw

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, 3hpw

This subject will enable students to undertake appropriate nursing management of complex health problems in infants and children in the community and to 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, 3hpw

prerequisite: 92781 Foundations in Midwifery

This subject expands students' knowledge and understanding of the physiological and psycho-social processes that the child-bearing family experiences 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, 3hpw*

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.

92787**THESIS (NURSING P/T)****92788****THESIS (NURSING F/T)****92789****NEONATAL HEALTH STATUS:
SEQUELA AND MANAGEMENT***6cp; 14 weeks, 3hpw*

The aim of this subject is to enhance students' ability to manage clinical situations involving the neonate with health dysfunction. Pathophysiology of disease processes, rationales for nursing diagnosis and intervention are discussed. 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, 3hpw*

This subject aims to increase students' 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 specialist nurse in the neonatal arena.

Current issues in neonatal research and their impact on the neonatal environment are explored.

92792**PERINATAL DEVELOPMENT:
ORGANISATION, ADAPTATION AND
OUTCOME***6cp; 14 weeks, 3hpw*

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, 3hpw*

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, 3hpw*

Students will be given the opportunity to explore policies that affect health care from a number of perspectives. The influence of the various interest groups, the effect of the various interest groups and the effect of differing ideologies on the process of policy making will be analysed.

92795**PRACTICE DIMENSIONS***6cp; 14 weeks, 3hpw*

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, 3hpw*

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, 3hpw*

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, 3hpw*

This subject guides students in the formulation of frameworks for the exposition and critical evaluation of the 'taken for granted' premises inherent in the construction of nursing knowledge. Nursing literature is examined to uncover the

foundation in ideologies, philosophies and values external to nursing and hence the subtle influence in informing and shaping current theory and practice.

92799**THE MAINTENANCE OF HEALTH IN CHILDREN AND FAMILIES***6cp; 14 weeks, 3hpw*

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, 3hpw*

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, 3hpw*

Through discussion of the variety of therapeutic practices used in 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, 3hpw*

prerequisite: 92797 Research for Nursing Practice or equivalent

The aim of this subject is to further develop students' 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, 3hpw

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, 1.5hpw

This subject aims to develop students' understanding of reasoning methods and various approaches to the problems of ethical decision making. It will examine major contemporary theories and suggest a form of practical reasoning and judgment as a suitable structure for dealing with bioethics. It aims to help students draw on their experience of methods of clinical judgment 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. This subject is a year-long subject, thereby giving students adequate time to come to grips with different ways of thinking and arguing.

92805

PROFESSIONAL-CLIENT RELATIONSHIPS

8cp; 14 weeks, 3hpw

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, 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, 3hpw

This subject aims to assist students to investigate and understand the ethical implications of technological advances affecting health care. New technologies for diagnosis and treatment have brought about great changes in dealing with health and illness. At the same time, 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, 1.5hpw

This subject aims to help students focus attention on particular bioethical issues associated with life and death. It helps them gain a deeper understanding of the ethical and philosophical 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, this subject extends across the whole year.

92808**RESOURCE ALLOCATION***8cp; 14 weeks, 3hpw*

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. 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, 3hpw*

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

92810**RESEARCH SEMINAR AND REVIEW***8cp; 14 weeks, 3hpw*

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, 3hpw*

prerequisite: satisfactory completion of preceding course subjects

This subject aims to provide the opportunity for students to give practical expression to what they have learnt 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**MN PROJECT***12cp; one semester subject*

prerequisite: credit average for previous 48cp

Students opting for coursework at 60 credit points plus project at 12 credit points will be required to complete a theoretical project report of 10,000–15,000 words in length.

92813**MN MINOR THESIS***24cp; full-year subject*

prerequisites: distinction average for previous 48cp and successful completion of a research elective (i.e. 92802 or 92803)

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.

92814**CLINICAL STUDIES 1: PEOPLE AND HEALTH CARE***5cp; 2hpw*

This subject aims to give students a foundation knowledge of the growth and development of persons across their life span, within complex environments including health care settings. It examines the contribution of theories of human growth and development to an understanding of people in health care. Students analyse the multiple factors that impact upon the delivery of health care.

92815**CLINICAL STUDIES 2: HEALTH, ILLNESS AND DISABILITY***3cp; 1hpw*

prerequisite: 92814 Clinical Studies 1

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

92816**CLINICAL STUDIES 3:
INTERVENTIONS IN HEALTH CARE***3cp; 1hpw**prerequisite: 92815 Clinical Studies 2*

This subject is concerned with the range and scope of interventions and management strategies available for clients requiring health care. It looks at intervention for clients with a range of mental health problems and psychiatric disorders, as well as therapeutic interventions using behavioural interventions and psychotherapeutic interventions. The subject is concerned with counselling skills and with loss and grief counselling. Legal and ethical rights and responsibilities of clients and therapists are addressed.

92823**APPLIED SCIENCES IN LACTATION
AND INFANT FEEDING***16cp; 42 hours*

This subject will provide the theoretical foundation for the clinical management of lactation and infant feeding which underpins the practice of a lactation consultant.

92824**APPLICATION TO PRACTICE 1***6cp; 20 hours clinical practicum, 30 hours theory*

This subject will enable nurses and midwives to extend existing skills in the management of lactation and breast-feeding through the application of knowledge to practice.

92825**CONTEXT OF PRACTICE***6cp; 42 hours*

This subject aims to allow participants to develop organisational strategies for the promotion and support of breastfeeding. It will enable them to assess lactation services provided for women and critique the contribution of national and international health policies in supporting breastfeeding.

92826**APPLICATION TO PRACTICE 2***6cp; 20 hours clinical practicum, 30 hours theory*
prerequisite: 92824 Application to Practice 1

This subject will provide supervised and support practice whereby skills in the management of lactation and infant feeding are developed and consolidated.

92827**NURSING PRACTICE WITH THE
AGED***6cp; 14 weeks, 3hpw*

This subject is based on a philosophy of aged care nursing which emphasises the value of the individual. The underlying premise is an acknowledgment of the uniqueness of personal health experiences and consequent needs. The aim is for students to advance their knowledge of aged care nursing practice emphasising disruptions to health status that impact on the normal ageing process. It will focus on aspects of health education as defined by the individual's goals.

92828**FRAMEWORKS OF PROFESSIONAL
CARING***6cp; 14 weeks, 3hpw*

The primary aims of this subject are to promote the valuing of alternative healing frameworks as they relate to the nursing care of people who are elderly or dying; to expand the awareness of the use and implications of complementary therapies; to encourage students to develop a critical perspective toward the assimilation of alternative health care strategies, taking into account the legal, professional and ethical aspects; and to encourage students to explore the use of narrative as a clinical assessment tool in aged and palliative care nursing.

92829**FOUNDATIONS OF
CARDIOTHORACIC NURSING***6cp; 14 weeks, 3hpw**prerequisite: 92713 Health Breakdown*

The concepts presented in this subject reflect the nursing assessment and decision-making interventions required as the

individual makes the transition to an altered state of health. It also examines the ethical, legal and cultural issues that may impinge upon cardiothoracic nursing practices.

92830

ADVANCED CARDIOTHORACIC NURSING PRACTICE

6cp; 14 weeks, 3hpw

prerequisite: 92829 Foundations of Cardiothoracic Nursing

This subject will focus on those patients whose cardiothoracic health-related problems have developed into a critical state which may now be potentially life threatening and/or may require urgent medical/surgical interventions.

92831

REHABILITATIVE PROCESSES IN CARDIOTHORACIC NURSING

6cp; 14 weeks, 3hpw

prerequisite: 92830 Advanced Cardiothoracic Nursing Practice

This subject will contribute to the overall course aims by encouraging nurses to challenge their knowledge and current clinical practice. Through reflection, the nurse will be able to identify the individual's immediate and long-term outcomes and predict appropriate nursing interventions to facilitate beneficial physical, social and behavioural wellbeing of the individual with good or poor outcomes predicted.

92832

ACUTE INTENSIVE CARE NURSING

6cp; 14 weeks, 3hpw

prerequisite: 92713 Health Breakdown

This subject aims to establish the foundation concepts of intensive care nursing. Common problems arising in an individual with a potentially reversible life-threatening illness requiring close observation, monitoring and appropriate intensive care therapeutic modalities will be explored.

92833

ADVANCED INTENSIVE CARE NURSING

6cp; 14 weeks, 3hpw

prerequisite: 92832 Acute Intensive Care Nursing

This subject expands on the concepts of intensive care nursing practice established in Acute Intensive Care Nursing. Interdependent problems in life-threatening illness and their impact on the individual and their families will be explored.

92834

CRISIS INTERVENTIONS IN INTENSIVE CARE NURSING

6cp; 14 weeks, 3hpw

prerequisite: 92833 Advanced Intensive Care Nursing

This subject aims to expand on the concepts of intensive care nursing practice established in Advanced Intensive Care Nursing through exploration of extreme life-threatening illness and the impact this crisis has on individuals, their families and nursing staff.

92835

FOUNDATIONS OF NEPHROLOGY NURSING

6cp; 14 weeks, 3hpw

prerequisite: 92713 Health Breakdown

This subject aims to establish the foundation concepts of holistic care of children and adults in the specialty area of nephrology nursing. It also aims to outline the role of the nurse in assisting individuals to adapt to alterations resulting from renal dysfunction and investigates legal and ethical obligations.

92836

TRANSPLANTATION AND PERITONEAL DIALYSIS NURSING

6cp; 14 weeks, 3hpw

prerequisite: 92835 Foundations of Nephrology Nursing

This subject aims to provide an in-depth exploration of nephrology nursing practice (in both hospital and community settings) in relation to the physical, social, behavioural and technological aspects of care for adults and children receiving peritoneal dialysis or a renal transplant.

As well, broader ethical and legal obligations associated with these sub-specialty areas of nephrology nursing practice will be discussed.

92837**ADVANCED NEPHROLOGY NURSING: HAEMODIALYSIS**

6cp; 14 weeks, 3hpw

prerequisite: 92836 Transplantation and Peritoneal Dialysis Nursing

This subject aims to provide an in-depth exploration of nephrology nursing practice (in hospital, satellite unit and community settings) in relation to the physical, social, behavioural and technological aspects of care for adults and children receiving haemodialysis and alternative maintenance therapies. Broader ethical and legal obligations associated with the sub-specialty of nephrology nursing are also discussed.

92838**FOUNDATIONS OF NEUROSCIENCE NURSING**

6cp; 14 weeks, 3hpw

prerequisite: 92713 Health Breakdown

This subject provides foundational concepts in neuroscience nursing. The concepts presented in Foundations of Neuroscience Nursing reflect the nursing assessment, decision making and interventions required as the individual makes the transition to an altered health state. It also examines the ethical, legal and cultural issues that may impinge upon neuroscience nursing practice.

92839**ADVANCED NEUROSCIENCE NURSING**

6cp; 14 weeks, 3hpw

prerequisite: 92838 Foundations of Neuroscience Nursing

In this subject nursing assessment and interventions will focus on those individuals whose neurological health-related problems have developed into a critical state which may be potentially life threatening and/or may require urgent medical/surgical interventions.

92840**COMPLEX NEUROSCIENCE NURSING**

6cp; 14 weeks, 3hpw

prerequisite: 92839 Advanced Neuroscience Nursing

This subject encourages the nurse to challenge her/his knowledge and current clinical practice. Through reflection the nurse will be able to identify the individual's immediate and long-term outcomes and predict appropriate nursing interventions to facilitate beneficial physical, social and behavioural wellbeing of the individual with good or poor outcomes predicted.

92841**FOUNDATIONS OF PERIOPERATIVE NURSING**

6cp; 14 weeks, 3hpw

prerequisite: 92713 Health Breakdown

This subject aims to expand the students' awareness and understanding of the perioperative nursing role. It also aims to develop the students' knowledge of the impact on the surgical experience for the individual and his/her significant others (e.g. partner, family, friend) and the legal obligations of the nurse in the operating suite environment.

92842**CLINICAL MANAGEMENT IN PERIOPERATIVE NURSING**

6cp; 14 weeks, 3hpw

prerequisite: 92841 Foundations of Perioperative Nursing

This subject aims to further develop the students' knowledge of the physiological, psychosocial and surgical needs of the patient (adult and child) undergoing common surgical procedures. Pre-, intra- and post-operative nursing assessment and care will be explored in depth, as well as the broader aspects of legal ethical and technological issues associated with the surgical environment.

92843**ADVANCED PERIOPERATIVE NURSING***6cp; 14 weeks, 3hpw**prerequisite: 92842 Clinical Management in Perioperative Nursing*

This subject aims to develop the students' knowledge and competencies to an advanced practitioner level in the provision of holistic care to meet the needs of patients undergoing complex major and/or multiple surgical procedures, and assessing the impact on post-operative care and outcomes.

92844**CLINICAL MANAGEMENT OF DIABETES***6cp; 14 weeks, 3hpw*

This subject aims to help participants base understanding of the clinical management of diabetes upon a sound theoretical foundation in the pathophysiology of the disease process; relate physiological processes of diet, exercise, foot care and medication to the clinical assessment and management of diabetes; appreciate the psychological, social and spiritual aspects of living with a chronic illness such as diabetes.

92845**PRIMARY HEALTH CARE***6cp; 14 weeks, 3hpw**prerequisite: 92844 Clinical Management of Diabetes*

This subject aims to help participants to understand the influence and impact of cultural, political and socioeconomic systems on the health and wellbeing of individuals and communities; examine ways of developing partnerships within a primary health care framework in relationship to diabetes education; and apply research principles in the investigation and examination of resources for the education and treatment of diabetes.

92987**PHD THESIS (NURSING P/T)****92988****PHD THESIS (NURSING F/T)**

GENERAL INFORMATION FOR RESEARCH DEGREE 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 *Postgraduate Student Handbook* — an essential source for helping candidates to become fully aware of the University Rules relating to their programs and 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 Graduate Studies Officer Research and Higher Degrees can be contacted on 330 4312. Any inquiries of a non-administrative 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 Higher Degrees Coordinator, on 330 5121.

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'.

INDUCTION WORKSHOPS

A series of induction workshops will be held throughout the year for newly enrolled Master of Nursing (by thesis) and PhD candidates. Topics covered in the workshops will include administrative procedures and supports, roles and responsibilities of supervisors and candidates and research methodologies. The workshops will be held during the day, the evening and/or on weekends. Attendance at the induction workshops is expected.

GRADUATE SEMINARS

All research students are required to present a Graduate Seminar each semester. Seminars are held concurrently over two days, each semester.

In addition to presenting a seminar each semester, candidates are required 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; to learn new methodologies being employed; and to 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 specific 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 University Graduate School 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 Postgraduate Student Handbook*.

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 University Graduate School Board (3.4.11.1).
- The minimum duration can be reduced only with the approval of the University Graduate School Board, and only in a situation where a candidate is 'specially qualified' in the relevant discipline (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 University Graduate School Board. Subsequently, the approval of the University Graduate School Board **must** be sought to change the topic (3.4.8.1).

Doctoral degree candidates

Duration of course

Minimum

If a candidate holds a Master's degree

Full-time = 4 semesters

Part-time = 6 semesters (3.5.6.2)

If a candidate holds a Bachelor's degree

Full-time = 6 semesters

Part-time = 8 semesters (3.5.6.2)

Maximum

Full-time = 10 semesters

Part-time = 15 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; the identification of criteria by which to judge the progress of the research being undertaken that semester; and may include the successful completion of coursework (where appropriate). 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 Faculty of Nursing 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 University Graduate School Board. Subsequently the approval

of the University Graduate School Board **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 the following:

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, 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 the following:

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 the following:

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 Chair, Higher Degree Committee, the Higher Degrees Coordinator, the candidate's supervisor(s) and two other relevant persons (i.e. knowledgeable in the field) appointed by the Dean on the recommendation of the Faculty Higher Degree Committee. Where the Dean is a supervisor 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 University Graduate School 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 and 3.4.13; and for Doctoral candidates: 3.5.13, 3.5.14 and 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. 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 2.17, 2.23 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.

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 *Postgraduate Student Handbook*. 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 previous 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 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 University Graduate School Board.
3. The thesis shall be written in English or in a language approved by the University Graduate School 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 University Graduate School) 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:
 - (i) allow the University to publish or to authorise the publication of the thesis; or
 - (ii) allow the University to publish the thesis under certain conditions; or
 - (iii) 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 40 mm on the left-hand side, 20 mm on the right-hand side, 30 mm at the top and 20 mm 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. that exceed A4 size shall be either:
 - (i) folded so as to read as right-hand pages when opened; or
 - (ii) 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:
 - (i) At the bottom and across, the letters UTS.
 - (ii) 90 mm from the bottom and across, the degree and year of submission, for example, MN 1993.
 - (iii) Evenly spaced between the statement in (ii) and the top of the spine, the initials and the surname of the author. No other lettering or decoration shall appear on the spine.
 - (iv) 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.
 - (v) The cover of the thesis shall be University blue (Master's) or dark red (Doctorate) and the lettering shall be gold.
 - (vi) An example of the above requirements is available for inspection at the University Graduate School.
9. Submission of thesis
- a. Theses are to be submitted to the Academic Registrar through the Associate Dean, 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 University Graduate School.
10. A list of bookbinders who are aware of the University's requirements is available in the University Graduate School. 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 University Graduate School Board. In the case of Master of Nursing (by thesis) candidates, at least one of the two examiners will be external to the University, whilst for Doctoral candidates two of the three examiners will be external to the University.

Any candidate from either program may be required to undertake an oral defence of his/her thesis under such conditions as determined by the University Graduate School Board.

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 Graduate Programs, Faculty of Nursing or the UTS Information Service. A specific lodgement date applies and candidates are encouraged to make early inquiries 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 criteria used to evaluate applications include research experience; quality of proposal; publications; and academic qualifications.

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
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Associate Dean (Postgraduate Programs)

Professor Christine Duffield,
RN, BScN (W Ontario), DipNEd
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Telephone: 330 4310

Higher Degrees Coordinator

Dr Jackie Crisp, RN, BA (Hons) (Macq),
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Graduate Studies Officer — Research and Higher Degrees

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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 have responsibilities as well in adhering to University Rules, in maintaining progress and in communicating

with their supervisor(s). The University Graduate School Board 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.

For Doctoral and Master's candidates there must be at least two supervisors, a principal supervisor and a co-supervisor. The principal supervisor must be a member of the academic staff of the Faculty of Nursing of the rank of lecturer or above, or its equivalent. The co-supervisor may be either a member of the academic staff of the University or a person employed outside the University of recognised standing in the field of the candidate's research. Supervisors of Doctoral candidates are appointed by the University Graduate School Board on the recommendation of the Associate Dean. Supervisors of Master of Nursing (by thesis) candidates are appointed by the Faculty Higher Degree Committee.

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 principal supervisor, for either Doctoral or Master's candidates, is within four years of retirement age a co-supervisor should 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 Associate Dean 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 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 not exceeding the prescribed period and leading 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 Associate Dean before the University Graduate School Board 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 Associate Dean, shall report to the University Graduate School Board or Faculty Higher Degree 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 candidates have 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 Associate Dean. 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 Associate Dean. If alternative supervision is considered the only solution, then a recommendation to this effect by the Associate Dean should be made to the University Graduate School Board/ 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 University Graduate School 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, candidates should propose and, after discussion, nominate an appropriate area of research.

Candidates 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 candidates and supervisors have an obligation to ensure that they confer on the progress of the research at agreed appropriate intervals.

Candidates have a responsibility to maintain the progress of work in

accordance with the stages agreed with their 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

Students have 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 candidates to take into account their 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 Faculty, candidates have the right to expect from the department adequate basic facilities and services as well as the equipment, funds and other support necessary to assist the degree program. Candidates should discuss the resources needed and available with the supervisor and Associate Dean 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 Associate Dean should be involved. Doctoral candidates have the right of access to any member of the University Graduate School Board or Faculty Higher Degree Committee who will be obliged to raise any complaint with that Committee.

8. Academic progress

Continuation of candidature is conditional upon candidates maintaining satisfactory progress. Supervisors may draw the attention of the University Graduate School Board or Faculty Higher Degree Committee to problems with progress of candidates at any time. Indeed, supervisors are required to report to the Committee any failure by candidates 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, students' 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 University Graduate School 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 candidates to complete the appropriate section, and to pass the form on to their supervisor by the due date.

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 Associate Dean, 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 University Graduate School by the nominated date. Progress reports where problems are revealed are discussed by the University Graduate School Board. 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 Board in support of the application.

Note that failure to provide the University Graduate School with a progress report will automatically be taken to constitute unsatisfactory progress.

For Doctoral candidates, if the University Graduate School Board 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 Board and appear before it. If, after considering all the evidence, the Board decides that progress is unsatisfactory, it can terminate candidature. All such decisions are reported to the Academic Board.

For Master's candidates, if the University Graduate School Board 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 Board and appear before it. If, after considering all the evidence, the Board decides that progress is unsatisfactory, it can terminate candidature. All such decisions are reported to the Academic Board.

LIST OF COURSES AND CODES

Course title	Code		
Bachelor of Nursing (3 years full-time)	KN08	Graduate Diploma in Intensive Care Nursing (2 years part-time)	KN76
Bachelor of Nursing (Honours) (1 year full-time/2 years part-time)	KN09	Graduate Diploma in Mental Health Nursing (2 years part-time)	KN67
Bachelor of Nursing (post registration) (1 year part-time diplomates, 1 year full-time/2 years part-time RN Certificate)	KN06	Graduate Diploma in Neonatal Nursing (2 years part-time)	KN65
Bachelor of Nursing and Bachelor of Arts (International Studies) (5 years full-time)	KN10	Graduate Diploma in Nephrology Nursing (2 years part-time)	KN77
SKATE ²		Graduate Diploma in Neuroscience Nursing (2 years part-time)	KN78
Graduate Certificate in Bioethics ¹	KN74	Graduate Diploma in Nursing in Midwifery (2 years part-time)	KN64
Graduate Certificate in Child and Family Health ¹	KN73	Graduate Diploma in Nursing Management (2 years part-time)	KN62
Graduate Certificate in Diabetes Education and Management (1 year part-time)	KN92	Graduate Diploma in Operating Suite Nursing (2 years part-time)	KN79
Graduate Certificate in the Management of Lactation and Infant Feeding (1 year part-time)	KN91	Graduate Diploma in Paediatric Nursing (2 years part-time)	KN80
Graduate Certificate in Medical Surgical Nursing ¹	KN71	Graduate Diploma in Palliative Care Nursing (2 years part-time)	KN69
Graduate Certificate in Nursing Management ¹	KN72	Graduate Diploma in Bioethics (2 years part-time)	KN60
Graduate Diploma in Acute Care Nursing (2 years part-time)	KN61	Master of Bioethics (by coursework) (3 years part-time)	KN56
Graduate Diploma in Aged Care Nursing (2 years part-time)	KN68	Master of Nursing (by coursework) (3 years part-time)	KN53
Graduate Diploma in Cardiothoracic Nursing (2 years part-time)	KN75	Master of Nursing (by thesis) (2 years full-time, 3 years part-time)	KN52
Graduate Diploma in Child Health Nursing (2 years part-time)	KN66	Doctor of Philosophy (3 years full-time, 4 years part-time)	KN51

¹ Not offered in 1996.

² For information contact the SKATE Office on
ext 5337.

SUBJECT NAMES IN ALPHABETICAL ORDER

Aboriginal Cultures and Philosophies	54113	Context of Nursing Management, The	92739
Aboriginal Health Care	92162	Context of Practice	92825
Aboriginal Social and Political History	54230	Contexts of Child and Family Health Nursing Practice	92776
Acute Intensive Care Nursing	92832	Contexts of Midwifery Practice	92777
Advanced Cardiothoracic Nursing Practice	92830	Contexts of Nursing Care 1A	92163
Advanced Intensive Care Nursing	92833	Contexts of Nursing Care 1B	92164
Advanced Nephrology Nursing Haemodialysis	92837	Contexts of Nursing Care 2A	92165
Advanced Neuroscience Nursing	92839	Contexts of Nursing Care 2B	92166
Advanced Nursing: Immune Response Disruption	92772	Contexts of Nursing Care 3	92212
Advanced Nursing: Metabolic and Neuroendocrine Disruption	92773	Contexts of Nursing Care 4	92213
Advanced Nursing: Oxygenation and Hemodynamic Disruption	92774	Contexts of Nursing Care 5	92216
Advanced Nursing Practice (RN)	92426	Contexts of Nursing Care 6	92217
Advanced Perioperative Nursing	92843	Contexts of Paediatric Nursing Practice	92778
Aged in Society, The	92701	Crisis Interventions in Intensive Care Nursing	92834
Application to Practice 1	92824	Culture, Health and Society	51009
Application to Practice 2	92826	Dimensions of Acute Care Nursing	92779
Applied Sciences in Lactation and Infant Feeding	92823	Directions in Paediatric Nursing	92235
Australian Social History	51610	Evolution of Nursing Knowledge, The	92798
Bioethics Project	92811	Family Studies	92715
Clinical Management of Diabetes	92844	Focused Specialty Practice	92705
Clinical Management in Perioperative Nursing	92842	Foundations in Midwifery	92781
Clinical Nursing Option	92199	Foundations of Cardiothoracic Nursing	92829
Clinical Studies 1: People and Health Care	92814	Foundations of Nephrology Nursing	92835
Clinical Studies 2: Health Illness and Disability	92815	Foundations of Neuroscience Nursing	92838
Clinical Studies 3: Intervention in Health Care	92816	Foundations of Perioperative Nursing	92841
Complex Neuroscience Nursing	92840	Frameworks of Professional Caring	92828
Computers in Hospital-based and Community Nursing	92179	Health Breakdown	92713
Contemporary Issues in Health Care	92775	Health Breakdown in Infants, Children and Adolescents	92782
		Health Care Ethics	92146
		Health Care in Australia	92112
		Health Planning and Evaluation	92115

Health Resources Management	21783	Nursing Honours Dissertation (Part 1)	92180
Health Services Management	92114	Nursing Honours Dissertation (Part 2)	92181
Health, Technology and Society	51014	Nursing Knowledge and Practice	92139
Human Responses in Nursing Practice	92154	Nursing Knowledge and Practice (RN)	92158
Human Responses in Nursing Practice (RN)	92159	Nursing Practice 1	92128
Human Sexuality in Health and Illness	92157	Nursing Practice 1A	92109
Human Suffering — Meanings and Responses	92147	Nursing Practice 2	92129
Images of Nursing (Film)	92151	Nursing Practice 3	92214
Introduction to Nursing Research	92209	Nursing Practice 4	92215
Introduction to Nursing Research (RN)	92425	Nursing Practice 5	92218
Issues in Child Health	92234	Nursing Practice 6	92219
Legal Aspects of Human Reproduction and Child Protection	79002	Nursing Practice with the Aged	92827
Legal Issues and Disadvantaged Groups	79001	Nursing Research in Action	92223
Life and Death Issues	92807	Nursing Research in Action (RN)	92427
Magic and Healing	50717	Pain: the Nurse's Role in its Assessment and Management	92233
Maintaining Family Health in the Community	92783	Palliative Care Nursing Practice	92707
Maintenance of Health in Children and Family, The	92799	Pathophysiology 1	91520
Management of Complex Health Problems	92784	Pathophysiology 2	91521
Midwifery in Complexity	92785	Perinatal Development: Organisation, Adaptation and Outcome	92792
MN Minor Thesis	92813	Perspectives on the Person	92793
MN Project	92812	Pharmacology	91509
Moral Philosophy and Health Care Nursing	92145	PhD Thesis (Nursing P/T)	92987
Negotiating Nursing	92786	PhD Thesis (Nursing F/T)	92988
Neonatal Health Status: Sequela and Management	92789	Physiological Foundations of Health 1	91518
Neonatal Interaction: Environmental Influences and Behaviour	92791	Physiological Foundations of Health 2	91519
Neuroscience	91522	Physiological Psychology	92150
Neuroscience Nursing	92228	Politics, Power and Health	51010
Nurse as Manager, The	92229	Politics, Power and Policies in Health Care	92794
Nursing and Literature	92198	Practice Dimensions	92795
Nursing and the Arts	92149	Primary Health Care	92845
		Primary Health Care Nursing	92152
		Processes of Nursing Management	92796
		Professional-Client Relationships	92805
		Professional Communication	59326

Professional Relationships in Nursing	92138	Social Justice and Health Care Nursing	92148
Professional Relationships in Nursing (RN)	92160	Societal Context of Palliative Care, The	92706
Professional Responsibilities in Nursing	92137	Sociology of Community	51203
Professional Responsibilities in Nursing (RN)	92428	Teaching and Learning in Diabetes Education (offered by Faculty of Education)	T5342
Programming for Diabetes Education (offered by Faculty of Education)	T5343	Technological Developments and Ethics	92806
Qualitative Methods in Nursing Research	92802	Theoretical Foundations of Bioethics	92804
Quantitative Methods in Nursing Research	92803	Therapeutic Alliance	92800
Reasoning and Judgment in Nursing Practice	92136	Therapeutic Approaches	92801
Reflection on Nursing Practice (RN)	92429	Thesis (Nursing F/T)	92788
Rehabilitative Processes in Cardiothoracic Nursing	92831	Thesis (Nursing P/T)	92787
Research and Ethics	92809	Transcultural Nursing: Health Care Systems	92161
Research for Nursing Practice	92797	Transplantation and Peritoneal Dialysis Nursing	92836
Research Seminar and Review	92810	Trends in Health Care	92113
Resource Allocations	92808	Values in Nursing Practice	92125
		Women's Health Issues	92153

FACULTY BOARD IN NURSING

Ex officio members

Dean

Professor E Cameron-Traub (Chair)

*Associate Dean, Undergraduate Programs and
Technical Services*

Associate Professor J Donoghue

*Associate Dean, Postgraduate Programs and
CPE*

Professor C Duffield

Professor of Critical Care Nursing

Professor S McKinley

Professor of Family Health Nursing

Professor L Barclay

Professor of Aged and Extended Care Nursing

Professor H Gibb

Professor of Acute Care Nursing

Vacant

Professor of Mental Health Nursing

Vacant

Nominated members

Nominee, University Librarian

Mr P Adams

Nominee, Director, CLT

Mr S Sheely

*Nominee of the Dean from the Faculty Board
in Science*

Associate Professor P Miller

*Nominee of the Dean from the Faculty Board
in Business*

Ms T Taylor

*Nominee of the Dean from the Faculty Board
in Law*

Mr D Barker

*One member of Convocation nominated by
Convocation*

Mr H Kenny

Elected members

*Fourteen academic staff members from the
Faculty*

Ms J Baker

Ms S Candlin

Ms L Jones

Mr K Kellehear

Ms K Kilstoff

Ms S Rochester

Mr P Short

Mr S Van Vorst

Ms A Adams

Dr L Chenoweth

Ms J Forbes

Dr S Nagy

Ms J Stein-Parbury

Dr C Waters

One support staff member from the Faculty

Ms A Stephenson

Four student members from the Faculty

Ms I Tartu

Ms M Thomas

Ms A Wong

Ms A Angus

BOARD OF POSTGRADUATE STUDIES

Ex officio members

Associate Dean, Postgraduate Programs and CPE

Professor C Duffield

Chair, Postgraduate Curriculum Committee
Ms A Adams

Elected representatives

Six academic staff members each of whom is a Coordinator of a postgraduate course elected by and from all the Coordinators of postgraduate courses

Ms D Brown

Miss L Jones

Ms K Kilstoff

Ms J McGee (Chair)

Ms S Rochester

Dr C Waters

Six academic staff members who are not Course Coordinators and who teach in the postgraduate programs, elected by and from academic staff members who are not Course Coordinators and who teach in the postgraduate programs

Ms J Baker

Ms S Dean

Ms P Farrar

Ms J Green

Dr S Nagy

Mr P Short

Secretary

Administrative Officer Postgraduate Programs

Vacant

BOARD OF UNDERGRADUATE STUDIES

Ex officio members

Associate Dean, Undergraduate Programs and Technical Services

Associate Professor J Donoghue

Clinical Coordinator

Ms J Forbes

Course Coordinators

J Baker

C Garman

S Nagy

J Stein-Parbury (Chair)

J Zetler

Technical Manager, or Nominee

Mr P Hanley

Elected representatives

Seven academic staff members who are not Course Coordinators and who teach in the undergraduate programs, elected by and from academic staff members who are not Course Coordinators and who teach in the undergraduate programs

C Briggs

D Brown

S Hyde

K Kilstoff

D Pelletier

F Rogan

L Soars

One undergraduate student elected by and from the undergraduate students

L Justice

Secretary

Administrative Officer, Undergraduate Programs

Ms A Stephenson (acting)

FACULTY ADVISORY COMMITTEE

Chair

External member eminent in the field of nursing
Mrs J Cornell

Ex officio members

Dean
Professor E Cameron-Traub
Associate Dean, Undergraduate Programs and Technical Services
Associate Professor J Donoghue
Associate Dean, Postgraduate Programs and CPE
Professor C Duffield

Elected representatives

Two elected staff members of the Faculty of Nursing
Ms D Brown
Ms C Briggs
External nominated representatives
Sydney Area Nursing Officer, or nominee, from the Northern and South Eastern Areas
Ms J Becker
Ms J Phillips
Representative from private sector health agencies
Mr A Burns
Representative from the NSW College of Nursing
Ms M Chiarella
Representative from the NSW Nurses Association and the Australian Nurses Federation
Ms J Bean
Representative from the NSW Nurses Registration Board
Ms J Dent
Nursing practitioners, two of whom are graduates of the Faculty
Ms R Gray
Mr S Franker
Ms R Shaw

DEAN'S ADVISORY COMMITTEE

Ex officio members

Dean
Professor E Cameron-Traub
Associate Dean, Undergraduate Programs and Technical Services
Associate Professor J Donoghue
Associate Dean, Postgraduate Programs and CPE
Professor C Duffield
Faculty Administrator (Secretary)
Mr P Finneran
Administrative Officer, Undergraduate Programs
Ms A Stephenson
Administrative Officer, Postgraduate Programs
Ms J Parsons

Elected representatives

Four members of academic staff from the Faculty elected by and from the academic staff of the Faculty
Ms D Brown
Ms S McKinley
Dr S Nagy
Ms J McGee
One member of support staff from the Faculty elected by and from the support staff of the Faculty
Mr P Hanley

STAFF DIRECTORY

It should be noted that all staff of the Faculty are expected to move to the Kuring-gai Campus at the beginning of 1996. Therefore, extension and room numbers may change, particularly for staff listed under the St Leonards Campus.

KURING-GAI CAMPUS

Office of the Dean

Telephone prefix:

330-	Ext	Room
Cameron-Traub,		
Elizabeth	5045	5-415
Finneran, Peter	5047	5-413
Michaela McCafferty	5044	5-414
North, Vicky	5048	5-418
Vacant	5043	5-417
Vacant	5043	5-417
Hagon, Sue	4340	309
(St Leonards)		
Nagle, Amanda	5046	5.303a
Vacant	4350	403
Fax	5049	

SKATE (Stop Kidding Around Try Education)

Gray, Anne	5119	1.426
Hann, Judy	5337	1.425a

Undergraduate programs and technical services

Academic staff

Telephone prefix:

330-	Ext	Room
Baker, Jacqueline	5072	5-407
Bell, Kate	5485	5-004
Briggs, Carolyn	5136	5-409
Candlin, Sally	5144	5-306
Carey, Michael	5138	5-405
Crisp, Jackie	5050	5-303b
Curry, Graeme	5122	2-233
Dean, Suzanne	5124	5-304
Donoghue, Judith (Associate Dean)	5129	5-312b
Farrar, Trish	5120	5-307

Forbes, Jan	5123	5-308
Frazer, Neil	5134	5-408
Gray, Anne	5337/	SKATE
	5119	- Level 4
Hickey, Clare	5487	5-309
Kilstoff, Kathy	5486	5-008
Kyle, Rosemarie	5207	5-003
Lock, Linette	5153	5-001
Nagy, Sue	5121	5-303d
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

Telephone prefix:

330-	Ext	Room
Austen, Ina	5203	Foyer Level 3
Cannane, Carol	5128	5-313
Freshwater, Judy	5125	5-315
Hanley, Paul	5135	2-350
Harvey, Beth	5181/	2-351
	5187	
Iglesia, Molin	5181/	2-351
	5187	
Kenny, Howard	5081	2-357
Ledden, Carole	5132	5-314
Lobo, Ophelia	5024	Foyer Level 3
Mangan, Kathy	5126	5-312a
Martin, Sue	5181/	2-351
	5187	
Nops, Lisa	5141/	5-316
O'Halloran, Ros	5127	5-317
Stephenson, Alison	5073	5-312c
Fax	5513	

ST LEONARDS CAMPUS**Postgraduate programs and continuing professional education***Academic staff***Telephone prefix:**

330-	Ext	Room
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H Kenny

NURSING PRACTICE LADDER 1996

Date	Month	Year 1	Year 2	Year 3
4	March	Autumn Semester Commences		
11				CP:MS,DD,MH
18				CP:MS,DD,MH
25			CP:MS,PAEDS	
1	April		CP:MS,PAEDS	
8		AVCC Week		
15		CP:BASIC MS,ADL		
22		CP:BASIC MS,ADL		
29				CP:MS,DD,MH
6	May			CP:MS,DD,MH
13			CP:MS,PAEDS	
20			CP:MS,PAEDS	
27		CP:BASIC MS,ADL		
3	June	CP:BASIC MS,ADL		
10				
17		Examinations		
24		Examinations		
1	July	Examinations		
8		AVCC Week		
15		Vacation		CP:MS,PP
22		Vacation		CP:MS,PP
29		Spring Semester Commences		CP:MS,PP,CO
5	August			CP:MS,PP,CO
12				
19			CP:MS,MH	
26			CP:MS,MH	
2	September	CP:MS,MIC,DD		
9		CP:MS,MIC,DD		
16				CP:CO,MS
23				
30		AVCC Week		
7	October		CP:MS,MH,PAEDS	

Date	Month	Year 1	Year 2	Year 3
14			CP:MS,MH,PAEDS	
21				CP:CO,MS
28		CP:MS,MIC,DD		
4	November	CP:MS,MIC,DD		
11		Examinations		
18		Examinations		
25		Examinations		
2	December	Vacation Commences		

Acronyms

- ADL: Activities of Daily Living
 CH: Complex Health (Third Year MS)
 CO: Community Options
 CP: Clinical Practicum
 DD: Developmental Disability
 MH: Mental Health
 MIC: Maternal and Infant Care
 MS: Medical Surgical
 PP: Practice Partners

Public Holidays

- Good Friday – 5 April
 Easter Monday – 8 April
 Anzac Day – 25 April
 Labour Day – 7 October

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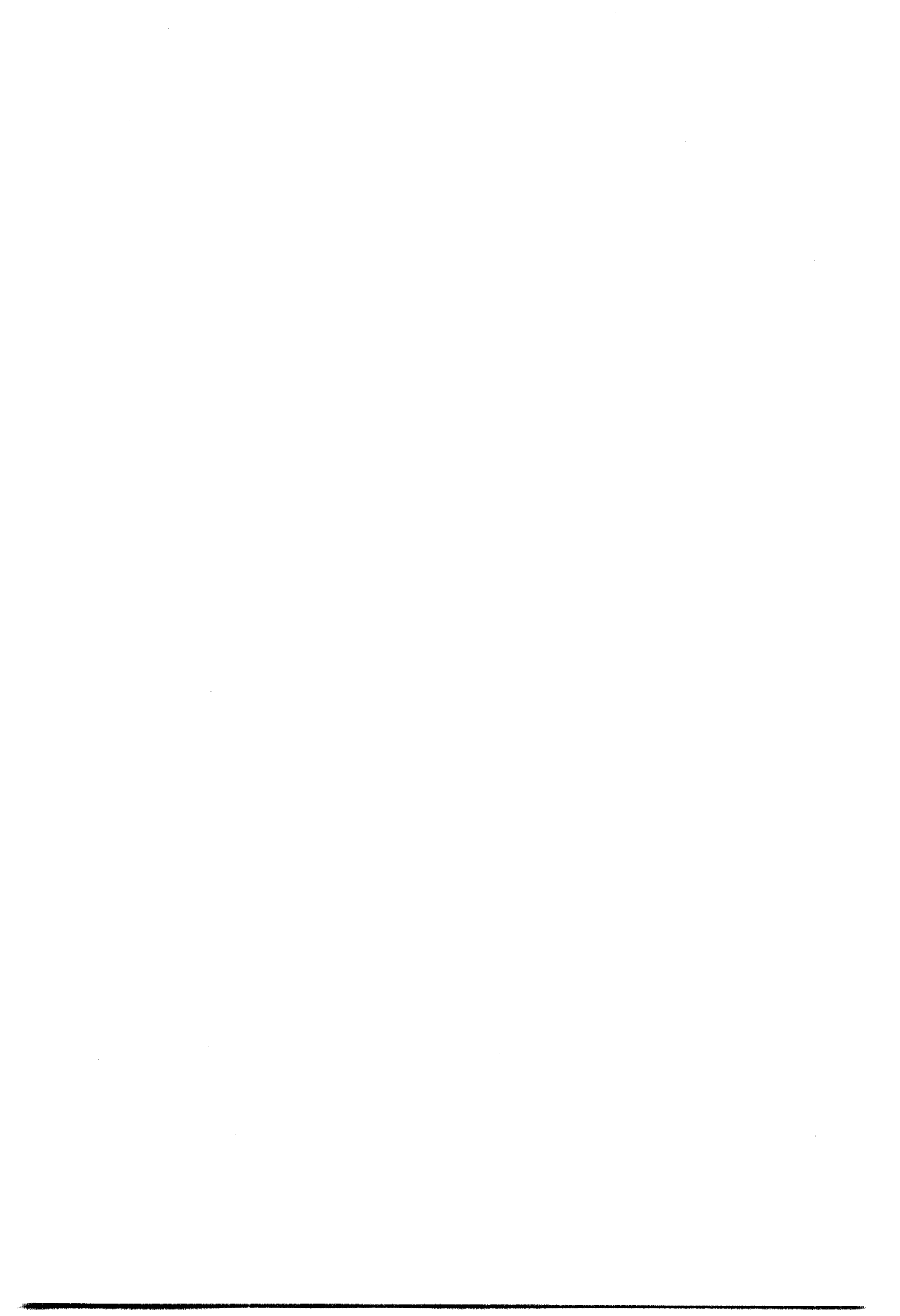
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