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Faculty of Nursing Handbook



University of Technology, Sydney



University of Technology,
Sydney. Faculty of Nursing
Handbook
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Sydney Library

***Faculty of
Nursing
Handbook
1997***

**UNIVERSITY OF TECHNOLOGY, SYDNEY
(KURING-GAI CAMPUS)
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The University attempts to ensure that the information contained in this handbook is correct as at 2 December 1996. The University reserves the right to vary any matter described in the handbook at any time without notice.



University of Technology, Sydney

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:

Publications Branch,
Corporate Responsibilities Unit

Cover design:

External Relations Unit

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General University information

PREFACE

Welcome to the University of Technology, Sydney (UTS), the fourth largest university in New South Wales. UTS has a reputation for delivering quality higher education that meets the needs of the professions, the technologies and the community. It is a multicampus university operating at three major locations in the Sydney metropolitan area – Broadway, Kuring-gai and St Leonards – and offering over 80 undergraduate and 200 postgraduate courses to nearly 22,000 students.

The main work of course development and delivery at UTS is carried out by the Faculties of Business; Design, Architecture and Building; Education; Engineering; Humanities and Social Sciences; Law; Mathematical and Computing Sciences; Nursing; and Science; and the Institute for International Studies. Each of these is responsible for a range of programs across a number of key disciplines.

Every year UTS produces 10 faculty/institute handbooks containing information about all the courses and subjects offered at UTS, and including details of course content, attendance patterns, credit point requirements and combined degrees, plus important faculty and student information.

These handbooks are part of a suite of publications which includes the *UTS Calendar* and the postgraduate and undergraduate student handbooks. The *UTS Calendar* contains the University Act, By-law and Rules, a list of courses offered at the University, and other useful University information. Copies are held in the University's libraries and faculty offices, and may be purchased at the Co-op Bookshop. The student handbooks contain general information about application procedures, academic progression, assistance schemes, and services and facilities offered to students. You will be given a free copy of one of these when you enrol.

If you need more information about the University or its courses, you can contact the UTS Information Service or your faculty office. The University provides a whole range of services for students, and there are plenty of qualified people here to give you help and advice.

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

ADDRESSES AND TELEPHONE NUMBERS

University of Technology, Sydney

Postal address

PO Box 123
Broadway
NSW 2007 Australia

Telephone

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

World Wide Web

<http://www.uts.edu.au>

City campus

Broadway

- Building 1 (Tower Building)
1 Broadway, Ultimo
- Building 2
1 Broadway, Ultimo
- Building 3 (Bon Marche Building)
Cnr Harris St and Broadway, Ultimo
- Building 4
Cnr Thomas St and Harris St, Ultimo
- Building 6
702–730 Harris St, Ultimo
- Broadway Terraces
9, 11 and 13 Broadway, Ultimo
- Magic Pudding Childcare Centre
Thomas St, Ultimo

Haymarket

- Building 5
Cnr Quay St and Ultimo Rd, Ultimo

Blackfriars

- Cnr Blackfriars St and Buckland St,
Chippendale
- Blackfriars Childrens Centre
Buckland St, Chippendale

Smail Street

- 3 Smail St, Ultimo

Wembley House

- 839–847 George St, Sydney

Harris Street

- 645 Harris St, Ultimo

Student housing

- Bulga Ngurra
23–27 Mountain St, Ultimo
- Geegal
82–84 Ivy St, Ultimo

Kuring-gai campus

- Eton Rd, Lindfield
(PO Box 222, Lindfield NSW 2070)

St Leonards campus

- Dunbar Building
Cnr Pacific Highway and
Westbourne St, Gore Hill
- Clinical Studies, Centenary Lecture
Theatre and West Wing
Reserve Rd, Royal North Shore Hospital
- Gore Hill Research Laboratories
Royal North Shore Hospital

Yarrawood conference and research centre

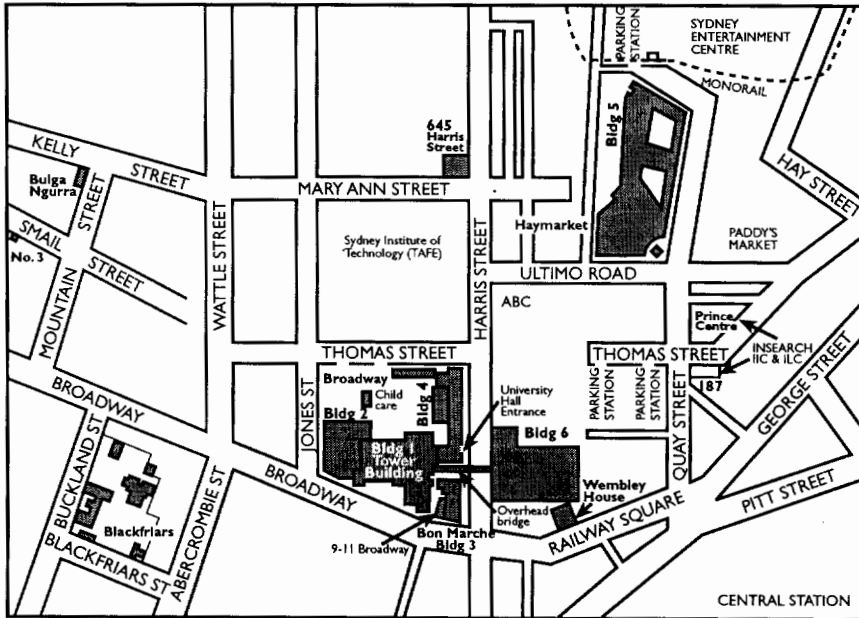
- Hawkesbury Rd
Yarramundi NSW 2753

Stroud Field Station

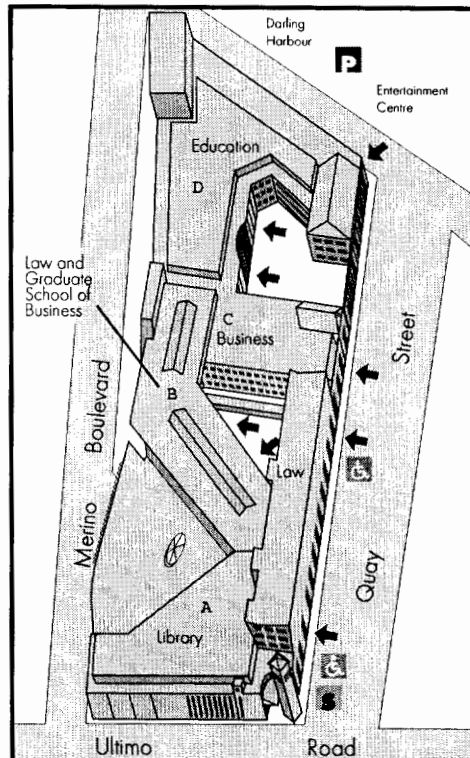
- Lot AFP 161894
The Bucketts Way
Booral NSW 2425

CAMPUS MAPS

City campus

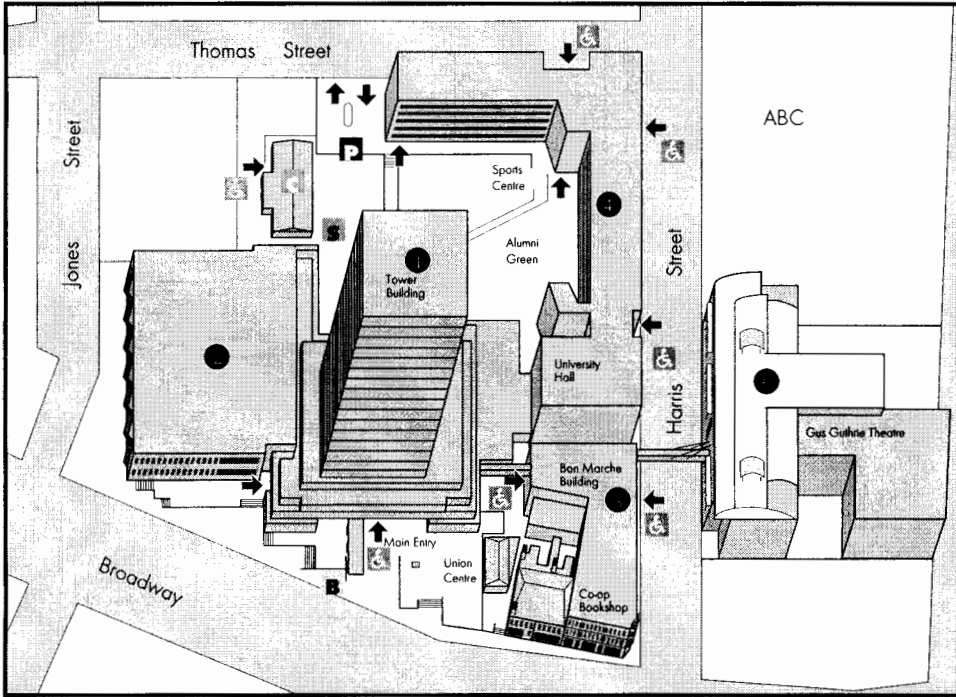


Haymarket

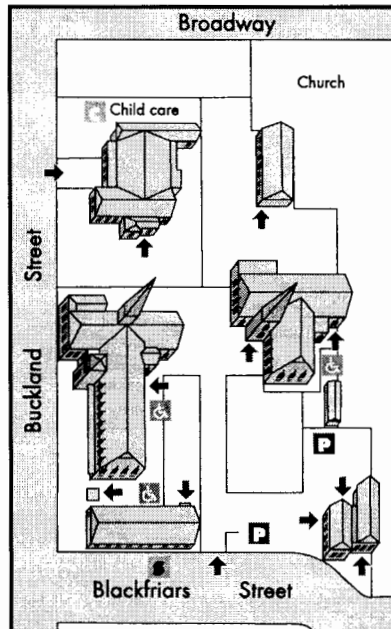


KEY	
➔	Entry/Exit
♿	Disabled access
🚏	Main bus stop
🚎	UTS shuttle bus
🅇	Parking
①	Building numbers
👶	Child care

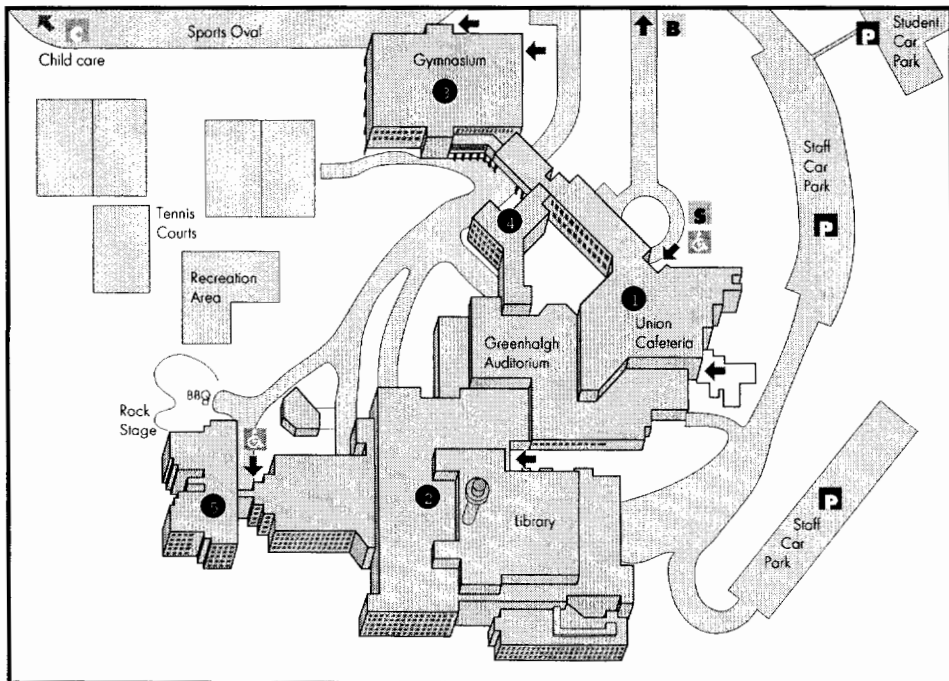
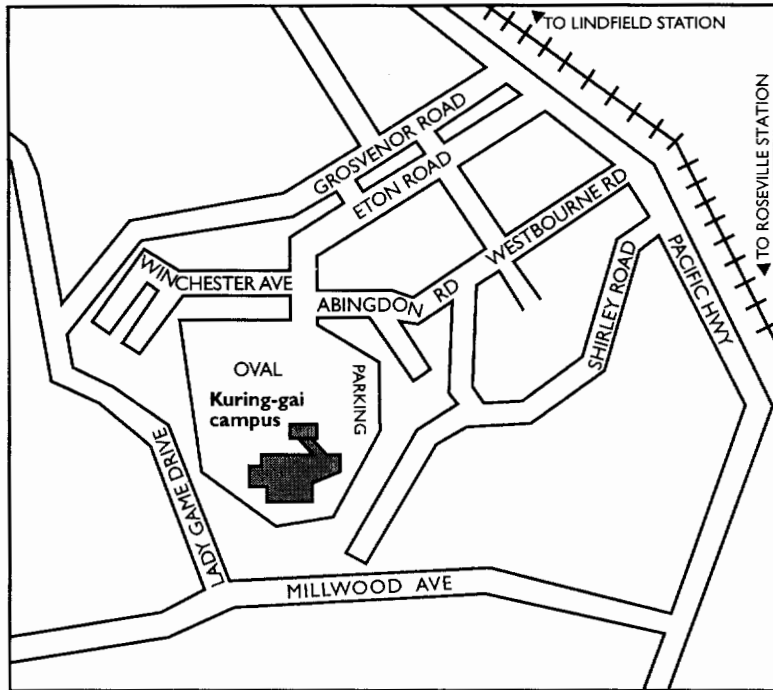
Broadway



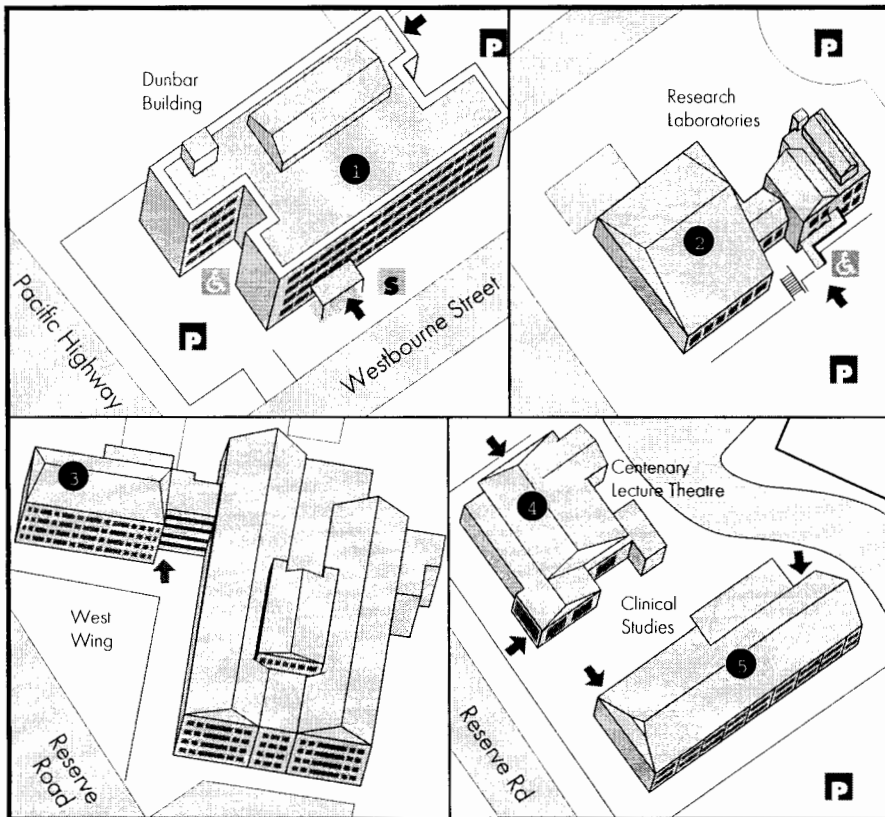
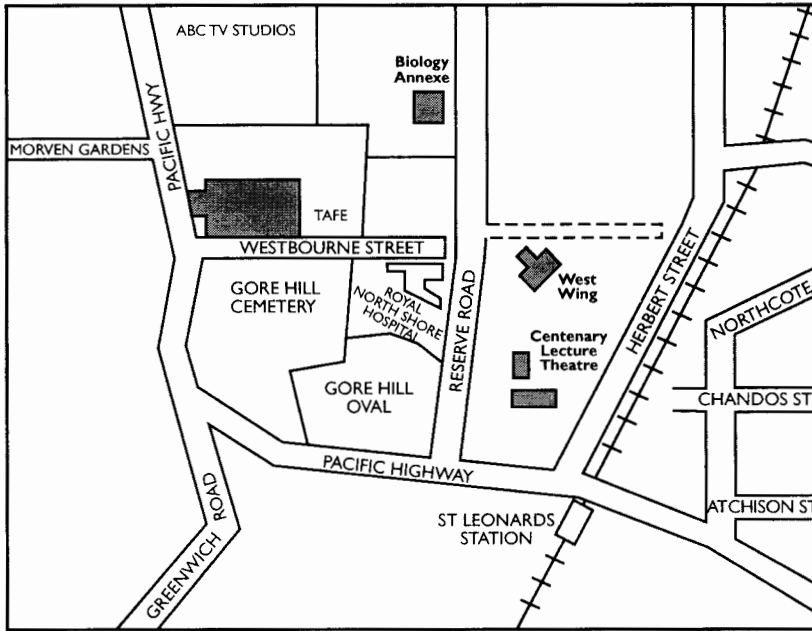
Blackfriars



Kuring-gai campus



St Leonards campus



APPLYING FOR UTS COURSES

Undergraduate

Applications for the majority of those undergraduate courses which start at the beginning of each year must be lodged through the NSW and ACT Universities Admissions Centre (UAC) between August and October. Please check the application requirements in the *UAC Guide*, as some of these courses close for applications at the end of September. Some courses are also available by direct application to UTS. These are usually courses that are not available to school leavers.

A small number of UTS courses also start in the middle of the year. Applications for these should be made direct to UTS in May.

Contact the UTS Information Centres for more information.

Postgraduate

Applications for postgraduate courses should be made direct to UTS. For courses starting at the beginning of the year, most applications are open from August to October, but some may have earlier closing dates. For courses

starting in the middle of the year, applications close in May.

Contact the UTS Information Centres for more information.

Non-award and External Award study

Non-award and External Award study allows individuals and students from other universities to study single subjects at UTS. There are four application periods, and closing dates are different for each of the semesters. Some faculties may have special application procedures which will vary depending on the subjects chosen.

Contact the UTS Information Centres for more information.

International students

International students need to satisfy the normal UTS entry requirements and be proficient in English. For details on courses, fees and application procedures, contact International Programs.

UTS INFORMATION CENTRES

Street address	Postal address	Telephone/Fax
<i>City campus</i>		
Foyer, Tower Building 1 Broadway	UTS Information Service PO Box 123 Broadway NSW 2007	Telephone: (02) 9514 1222 Fax: (02) 9514 1200
<i>Kuring-gai campus</i>		
Level 5 or 6, Main Building Eton Road Lindfield	Kuring-gai Student Centre PO Box 222 Lindfield NSW 2070	Telephone: (02) 9514 5555 Fax: (02) 9514 5032
<i>International Programs</i>		
Level 5, Tower Building 1 Broadway	International Programs PO Box 123 Broadway NSW 2007	Telephone: (02) 9514 1531 Fax: (02) 9514 1530

E-mail inquiries

Within Australia – info.office@uts.edu.au

International – intlprograms@uts.edu.au

PRINCIPAL DATES FOR 1997

Autumn semester

January

- 7 Release of HSC results
- 10 Formal supplementary examinations for 1996 Spring semester students
- 10 Closing date for changes of preference to the Universities Admissions Centre (UAC) from 1996 NSW and ACT HSC applicants
- 21–28 Enrolment of students at City campus
- 24 Main Round of offers to UAC applicants
- 27 Australia Day – public holiday
- 29–31 Enrolment of new undergraduate students at City campus (and 3 February till noon)
- 31 Public school holidays end

February

- 3 Enrolment of new undergraduate students at City campus till noon (and 29–31 January)
- 3–26 Enrolment of students at City campus

March

- 3 Classes begin
- 14 Last day to enrol in a course or add subjects
- 27 Last day to apply for leave of absence without incurring student fees/charges¹
- 27 Last day to withdraw from a subject without financial penalty¹
- 28 Public school holidays begin
- 28 Good Friday – public holiday
- 31 HECS census date
- 31 Easter Monday – public holiday
- 31 Vice-Chancellors' Week (non-teaching) begins

April

- 1 Graduation period begins
- 4 Public school holidays end
- 4 Vice-Chancellors' Week (non-teaching) ends
- 11 Last day to withdraw from a course or subject without academic penalty¹
- 24 Provisional examination timetable available

- 25 Anzac Day – public holiday
- 30 Last day to apply to graduate in Spring semester 1997

May

- 1 Applications available for undergraduate courses
- 6 Applications available for postgraduate courses
- 9 Graduation period ends
- 16 Examination Masters due
- 30 Final examination timetable available
- 30 Closing date for undergraduate and postgraduate applications for Spring semester

June

- 9 Queen's Birthday – public holiday
- 13 Last teaching day of Autumn semester
- 14–30 Formal examination period (and 1–4 July)
- 30 Public school holidays begin

July

- 1–4 Formal examination period (and 14–30 June)
- 4 Autumn semester ends
- 7–11 Vice-Chancellors' Week (non-teaching)
- 11 Public school holidays end
- 14–18 Formal alternative examination period for Autumn semester students
- 25 Release of Autumn semester examination results
- 28 Formal supplementary examinations for Autumn semester students
- 30–31 Enrolment of new and readmitted students and students returning from leave/concurrent study (and 1 August)

August

- 1 Enrolment of new and readmitted students and students returning from leave/concurrent study (and 30–31 July)
- 1 Applications available for undergraduate and postgraduate courses for Autumn semester 1998

Spring semester

August

- 4 Classes begin
- 8 Last day to withdraw from full year subjects without academic penalty¹
- 15 Last day to enrol in a course or add subjects
- 29 Last day to apply for leave of absence without incurring student fees/charges (Spring enrolments only)¹
- 29 Last day to withdraw from a subject without financial penalty¹
- 29 Last day to apply to graduate in Autumn semester 1998
- 31 HECS census date

September

- 12 Last day to withdraw from a course or subject without academic penalty¹
- 26 Provisional examination timetable available
- 29 Public school holidays begin
- 29 Graduation period begins
- 29 Vice-Chancellors' Week (non-teaching) begins
- 30 Closing date for undergraduate applications via UAC (without late fee)
- 30 Closing date for postgraduate applications (some courses may have a later closing date)
- 30 Closing date for inpUTS Special Admission Scheme applications

October

- 3 Graduation period ends
- 3 Vice-Chancellors' Week (non-teaching) ends
- 6 Labour Day – public holiday
- 10 Public school holidays end
- 17 Examination Masters due
- 31 Final examination timetable available
- 31 Closing date for undergraduate applications via UAC (with late fee)
- 31 Closing date for undergraduate applications direct to UTS (without late fee)

- 31 Closing date for Australian Postgraduate Award (research & coursework), the R L Werner and University Doctoral Research Scholarships

November

- 14 Last teaching day of Spring semester
- 15–28 Formal examination period (and 1–5 December)

December

- 1–5 Formal examination period (and 15–28 November)
- 5 Spring semester ends
- 15–19 Formal alternative examination period for Spring semester students
- 19 Release of Spring semester examination results
- 22 Public school holidays begin

¹ HECS/postgraduate course fees will apply after the HECS census dates (31 March and 31 August or last working day before).

Note: Information is correct as at 28 October 1996. The University reserves the right to vary any information described in Principal Dates for 1997 without notice.

Faculty information

MESSAGE FROM THE DEAN

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

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.

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.

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 its 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.

INFORMATION FOR STUDENTS

The Faculty operates on the Kuring-gai campus and offers undergraduate and postgraduate programs.

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 that 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 1997 Bachelor of Nursing program

The uniform for female students consists of:

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

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 Responsible Academic Officer, 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 Responsible Academic Officer 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 Responsible Academic Officer 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 Department of Health 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 students indicate the need for hepatitis B immunisation prior to contact with blood/body fluids and state 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.

Varicella (chicken pox) and rubella (German measles)

Students are asked to establish whether they have had varicella (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 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 also 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 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)

One hundred per cent attendance at all Nursing Practice experiences is compulsory. Absences from the Practice must be made up. Students must not attend a day shift of Nursing Practice directly following employment on night duty. 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 where 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 for clinical absences. Students wishing to pre-book 1996/1997 travel tickets etc. should ascertain the School's academic/clinical schedules with the Clinical Administrative Officer before doing so.

All people engaged in professional nursing activities, including nursing academic staff and students of the University and the staff of affiliated hospitals and health agencies, owe a duty of care to patients. 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 or she would be failing to exercise his or her duty of care:

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

Nursing Practice attendance policies will be administered strictly in 1997 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, the Clinical Coordinator or the Clinical Administrative 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 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's 'Guidelines for Preparation and Presentation of Essays, Other Written Assignments and Examinations in the Faculty of Nursing', available from the Faculty Information Office.

Faculty referencing guidelines

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 and research findings that they use 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 Harbord, or Intext system, and candidates are advised to obtain a copy of the Faculty of Nursing's 'Guidelines for Preparation and Presentation of Essays, Other Written Assignments and Examinations in the Faculty of Nursing', available from the Faculty Information Office.

Location

Staff of the Faculty will teach various core subjects at the Kuring-gai campus. 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.

Venues in health areas for 1997

Central Coast Area Health Service

Public hospitals
Birrilee (Wyoming)
The Entrance/Long Jetty
Gosford District
Woy Woy
Wyang

Central Sydney Area Health Service

Public hospitals and nursing homes
Balmain (incorporating Glebe Annex)
Canterbury
Concord Repatriation General
Rachel Forster
Royal Prince Alfred
Rozelle

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

South Eastern Sydney Area Health Service

Public hospitals
Eastern Suburbs Mental Health Service
Garrawarra Centre for the Aged
The Langton Clinic
Prince Henry
Prince of Wales
Royal Hospital for Women
Royal South Sydney
St George
Sutherland
Sydney (including the Eye Hospital)
The Sydney Children's Hospital

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

South Western Sydney Area Health Service

Public hospitals
Bankstown-Lidcombe
Bowral and District
Camden District
Campbelltown
Fairfield District
Liverpool
Queen Victoria Memorial (Picton)
Third Schedule hospital
Carrington Centennial

Western Sydney Area Health Service

Public hospitals
Auburn
Blacktown

Cumberland
Mt Druitt
Westmead
Third Schedule hospitals
Lottie Stewart
St Josephs

Wentworth Area Health Service

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

Allowah Babies Hospital
Aminya Nursing Home
Annandale Nursing Home
Audrey Hawkins Memorial Nursing Home
Autistic Association of NSW
Bowden Brae Nursing Home
Brisbane Waters Private Hospital
Caroline Chisholm Nursing Home
Chalmers Road Special School
Clarke Rd Special School
Collaroy Plateau Community Kindergarten
Dalcross Private Hospital
Dalwood Children's Centre
Department of Community Services – Inner West
East Willoughby Early Childhood Preschool
Eastern Sydney Developmental Disabilities Service
Elanora Heights Community Centre
Kindergarten
Glenwood Nursing Home
Grosvenor Centre
Hunters Hill Private Hospital
Independent Community Living Association
James Milson Nursing Home
John Hunter Hospital
Kariong Community Preschool
Karonga House Special School
Kids Campus Child Care
Lady Gowrie Nursing Home
Lane Cove Community Aid Service
Liverpool Health Service
Lynton Private Hospital
Magic Pudding Child Care Centre
Mater Misericordiae Hospital
Maybanke Kindergarten
Mayflower Retirement Village

McQuione Parke Nursing Home
Mosman Private Hospital
New Horizon Enterprises
North Gosford Private Hospital
Parkdale Nursing Home
Peakhurst Community Health and Welfare Centre
Peat Island Centre
Peter Rabbit Kindergarten
Sacred Heart Hospice
St Anthony's Preschool
St George Private Hospital
St John of God Hospital
Shalom
The Sometimes Care
South Pacific Private Hospital
Strathdale Nursing Home
Sydney Adventist Hospital
Sydney Home Nursing Service
Trentham Nursing Home
Wahroonga Preschool
Wairoa Special School
Woy Woy Peninsula Childcare Centre

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 his or her 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 1997 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

¹ SU is an abbreviation for Sydney University.

² MU is an abbreviation for Macquarie University.

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 9514 1574, fax 9514 1578.

Contemporary Society

The Institute for International Studies offers a series of subjects that provide an introduction to the contemporary societies, politics, economies and cultures of the countries of East Asia and South-East Asia, Latin America and Western Europe, which are the Institute's areas of specialisation.

In 1997 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

Telephone prefix: 9514-	Ext	Room
Kilstoff, Kathy	5143	5-008
Lock, Linette	5153	5-001
McGee, Jennie	5714	5-214
McKinley, Sharon (at RNSH, telephone 9926 8281, fax 9439 8418)	5710	5-003
Pelletier, Diane	5760	5-208
Pinnock, Kate	5716	5-217
Rochester, Suzanne	5154	5-005
Rogan, Frances	5581	5-409
Short, Peter	5717	5-216
Stein-Parbury, Jane	5260	5-407
Van Vorst, Steve	5715	5-215
Walsh, Michael	5137	5-406
Waters, Cheryl	5741	5-497
Wyllie, Aileen	5204	5-413

Support staff, Undergraduate Programs and Technical Services

Cannane, Carol	5128	5-304
Freshwater, Judy	5125	5-308
Hanley, Paul	5135	5-307
Hann, Judy	5337	2-442
Iglesia, Molin	5132	5-309
Larnach, Brad	5704	2-258
Lobo, Ophelia	5024	5-303
Mangan, Kathy	5126	5-394
Martin, Sue	5181/ 5187	2-351
Nops, Lisa	5141	5-305
Stephenson, Alison	5073	5-396
Fax	5513	

Telephone prefix: 9514-	Ext	Room
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Support staff, Postgraduate Programs and CPE

Froment, Elaine	5725	5-385
Kranz, Anna	5728	5-385
Kwong, Mary	5722	5-386
Harvey, Beth	5727	5-313
Stephens, Margaret	5730	5-389

Research Assistants

Cooke, Lorelie	5745	5-209
Mitten-Lewis, Suzanne	5735	5-219
Torres, Maria	5736	5-297

Post-Doctoral Fellow

Gietzelt, Dale	5046	5-417
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Northern Sydney Area Health Service

Abbenbroek,		
Athina - Neuro	5736	
Gray, Robin - Cardio	5736	
Hamlin, Lois - Op Suite	5737	
Jason, Kasia - Cardio	5736	
Monypenny, Frances - ICU	5737	
Peake, Jacqueline - Nephro	5736	
(all at Professional Development Centre, Block 5, RNSH)		

South Eastern Sydney Area Health Service

	Telephone	Fax
Benson, J (Calvary)	9587 8333	9588 1635
Dillon, Michelle	9583 1077	9583 1120
Hanson, Sue (Garrawarra)	9548 4715 ext 218	9520 9448

LIST OF COURSES AND CODES

Course title	Code	Course title	Code
Bachelor of Nursing (3 years full time/6 years part time)	KN08	Graduate Diploma in Community Health Nursing (1 year full time)	KN82
Bachelor of Nursing (post- registration) (1 year part time diplomates, 1 year full time/ 2 years part time RN Certificate)	KN06	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/Bachelor of Arts in International Studies (5 years full time)	KN10	Graduate Diploma in Neonatal Nursing (2 years part time)	KN65
SKATE ¹		Graduate Diploma in Nephrology Nursing (2 years part time)	KN77
Graduate Certificate in Bioethics ²	KN74	Graduate Diploma in Neuroscience Nursing (2 years part time)	KN78
Graduate Certificate in Child and Family Health ²	KN73	Graduate Diploma in Nursing in Midwifery (2 years part time)	KN64
Graduate Certificate in Diabetes Education and Management (1 year part time)	KN92	Graduate Diploma in Nursing Management (2 years part time)	KN62
Graduate Certificate in the Management of Lactation and Infant Feeding (1 year part time)	KN91	Graduate Diploma in Operating Suite Nursing (2 years part time)	KN79
Graduate Certificate in Medical Surgical Nursing ²	KN71	Graduate Diploma in Paediatric Nursing (2 years part time)	KN80
Graduate Certificate in Nursing Management ²	KN72	Graduate Diploma in Palliative Care Nursing (2 years part time)	KN69
Graduate Diploma in Acute Care Nursing (2 years part time)	KN61	Master of Bioethics (by coursework) (3 years part time)	KN56
Graduate Diploma in Acute Care Nursing (sponsored)	KN81	Master of Nursing (by coursework) (3 years part time)	KN53
Graduate Diploma in Aged Care Nursing (2 years part time)	KN68	Master of Nursing (by thesis) (2 years full time, 3 years part time)	KN52
Graduate Diploma in Bioethics (2 years part time)	KN60	Master of Nursing in Clinical Practice (3 years part time)	KN54
Graduate Diploma in Cardiothoracic Nursing (2 years part time)	KN75	Doctor of Philosophy (3 years full time, 4 years part time)	KN51
Graduate Diploma in Child Health Nursing (2 years part time)	KN66		

¹ Not offered in 1997.

² For information contact the SKATE Office on ext 5337.

Undergraduate courses

Bachelor of Nursing

Course code: KN08

The 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 788 hours over the course) 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 1996 entry to the course with a Higher School Certificate was on the basis of a Tertiary Entrance Rank of 50.05. Other applicants will be eligible for entry on the basis of their educational background, work experience and motivation to successfully complete the course. Applicants who are non-recent school leavers must be at least 20 years of age as at 1 March in the year of admission.

Specific information about the admission requirements is given in the UAC 1997 *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 NSW 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 these exemptions with their letter of offer.

Students other than Enrolled Nurses applying for exemptions on the basis of subjects completed at other institutions 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 their 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, or on a part-time basis over 12 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 formal study for 14 weeks each semester. This will include Nursing Practice.

Course structure

Students must complete a minimum of 144 credit points within the structure shown below. Credit point values are shown in brackets.

Note: There may be some variations to the course structure that appears below for existing students due to curriculum changes. The course structure for part-time study is not yet finalised.

Year 1

Autumn semester

92177	Contemporary Nursing	4cp
91518	Physiological Foundations of Health 1	6cp
92163	Contexts of Nursing Care 1	8cp
92164	Nursing Interactions	3cp
92128	Nursing Practice 1 ¹ (48 hours)	4cp

Spring semester

92178	Nursing Ethics 1	4cp
91519	Physiological Foundations of Health 2	6cp
92165	Contexts of Nursing Care 2	6cp
92116	Nursing and Life Changes	3cp
92129	Nursing Practice 2 ¹ (100 hours)	4cp

Year 2

Autumn semester

92117	Nursing Research	4cp
91520	Pathophysiology 1	6cp
92212	Contexts of Nursing Care 3	9cp
92214	Nursing Practice 3 ¹ (120 hours)	5cp

Spring semester

92118	Nursing as a Practice Discipline	4cp
91521	Pathophysiology 2	6cp
92213	Contexts of Nursing Care 4	9cp
92215	Nursing Practice 4 ¹ (120 hours)	5cp

Year 3

Autumn semester

92154	Human Responses in Nursing Practice	3cp
92168	Nursing Ethics 2	3cp
92216	Contexts of Nursing Care 5	9cp
92218	Nursing Practice 5 ¹ (160 hours)	6cp
92169	Primary Health Care	3cp

Spring semester

92138	Professional Relationships in Nursing	3cp
92170	Health Care Law	3cp
xxxxx	Clinical Nursing Electives ¹	3cp
92217	Contexts of Nursing Care 6	9cp
92219	Nursing Practice 6 ¹ (160 hours)	6cp

¹ Denotes pass/fail subject.

Clinical nursing electives: Year 3 Bachelor of Nursing

Code	Title	Credit points	Teaching faculty
92196	Community Health Nursing	3	Nursing
92171	Intensive Care Nursing	3	Nursing
92173	Mental Health	3	Nursing
92174	Operating Suite	3	Nursing
92175	Paediatric Nursing	3	Nursing
92176	Palliative Care	3	Nursing
92183	Women's Health	3	Nursing
92172	Maternal and Infant Care	3	Nursing
92182	Transcultural Nursing	3	Nursing

Bachelor of Nursing

Course code: KN06

This course is currently under review. A few minor changes are intended in 1997 in both content and structure.

In 1997 the Faculty of Nursing is offering 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 non-recent school leaver 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

Diploma students – full time

Autumn semester

92158	Nursing Praxis	6cp
92425	Nursing Research (RN)	6cp
	Elective ¹	6cp
	Elective ¹	6cp

Diploma students – part time

Autumn semester

92158	Nursing Praxis	6cp
	Elective subject ¹	6cp

Spring semester

92425	Nursing Research (RN)	6cp
	Elective subject ¹	6cp

Certificate students – full time

Autumn semester

92158	Nursing Praxis	6cp
	Elective ¹	6cp
	Elective ¹	6cp
	Elective ¹	6cp

Spring semester

92427	Nursing Research (RN)	6cp
	Elective ¹	6cp
	Elective ¹	6cp
	Elective ¹	6cp

Certificate students – part time

Autumn semester

92158	Nursing Praxis	6cp
	Elective ¹	6cp

Spring semester

92425	Nursing Research (RN)	6cp
	Elective ¹	6cp

Autumn semester

Elective ¹	6cp
Elective ¹	6cp

Spring semester

Elective ¹	6cp
Elective ¹	6cp

¹ A full list of electives is available from the Faculty.

Bachelor of Nursing (Honours)

Course code: 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.

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 of 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 (two 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 Knowledge ¹	6cp
92803	Quantitative Methods in Nursing Research ¹	6cp
<i>or</i>		
92802	Qualitative Methods in Nursing Research ¹	6cp

Spring semester

92803	Quantitative Methods in Nursing Research ¹	6cp
<i>or</i>		
92802	Qualitative Methods in Nursing Research ¹	6cp
92180	Nursing Honours Dissertation (Part 1)	6cp

Stage 2

Autumn and Spring semesters

92181	Nursing Honours Dissertation (Part 2)	24cp
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¹ Subject shared with Master of Nursing (by coursework) and described in the 'Subject descriptions' section of this handbook.

Bachelor of Nursing/ Bachelor of Arts in International Studies

Course code: KN10

Introduction

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.

Purpose of course

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.

Structure of curriculum

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.

Nursing Practice

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 788 hours) will take place 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.

Professional accreditation

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.

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 1996 entry to the course with a Higher School Certificate was on the basis of a Tertiary Entrance Rank of 60.07. Other applicants will be eligible for entry on the basis of their educational background, work experience and motivation to successfully complete the course. Applicants who are non-recent school leavers must be at least 20 years of age as at 1 March in the year of admission.

Specific information about the admission requirements is given in the *UAC 1997 Guide*.

Institute for International Studies requirements

The BA in International Studies 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 1997 the following majors will be offered: Argentina, Chile, China, Croatia, France, Germany, Greece, Indonesia, Italy, Japan, Latin America, Malaysia, Poland, Russia, Serbia, Slovenia, South China, Spain, Taiwan, Thailand and Ukraine.

Students are admitted to the International Studies program with no guarantee of entry to a specific major, although every effort is made in trying to meet students' preferences. The Institute reserves the right to allocate places in majors according to its resources and arrangements with overseas universities.

In general, there are no prior language requirements for the International Studies component of this combined degree, however some majors within the International Studies program do have specific admission requirements. The France, Germany and Italy majors are restricted to students who have successfully completed French, German or Italian at HSC level (excluding Z courses) or equivalent as appropriate to their specialisation. The Greece, Poland, Russia, Serbia, Slovenia and Ukraine majors are restricted to students with a sound working knowledge of the language of their specialisation.

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; 8 credit points (one subject) on

Modernisation and Globalisation; 8 credit points (one subject) on 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. However, those studying in countries or regions where the cost of living is high – e.g. Argentina, Japan, Taiwan, Hong Kong, France or Germany – should be prepared to pay additional costs for accommodation and maintenance.

Course structure

Year 1

Stage 1

92177	Contemporary Nursing	4cp
91518	Physiological Foundations of Health 1	6cp
92163	Contexts of Nursing Care 1	8cp
92164	Nursing Interactions	3cp
92128	Nursing Practice 1 ¹ (48 hours)	4cp

Stage 2

92178	Nursing Ethics 1	4cp
91519	Physiological Foundations of Health 2	6cp
92165	Contexts of Nursing Care 2	6cp
92116	Nursing and Life Changes	3cp
92129	Nursing Practice 2 ¹ (100 hours)	4cp

Note: The Nursing component of Stages 3 to 10 is presently being reviewed.

Year 2

Stage 3

971xxx	Language and Culture 1	8cp
91520	Pathophysiology 1	6cp
92212	Contexts of Nursing Care 3	9cp
92214	Nursing Practice 3 ¹ (120 hours)	5cp

Stage 4

51010	Politics, Power and Health	3cp
92137	Professional Responsibilities in Nursing	3cp
972xxx	Language and Culture 2	8cp
976xxx	Contemporary Society	8cp

Year 3

Stage 5

51009	Culture, Health and Society	3cp
92209	Introduction to Nursing Research	3cp
59341	Modernisation and Globalisation	8cp
973xxx	Language and Culture 3	8cp

Stage 6

974xxx	Language and Culture 4	8cp
91521	Pathophysiology 2	6cp
92213	Contexts of Nursing Care 4	9cp
92215	Nursing Practice 4 ¹ (120 hours)	5cp

Year 4

Stage 7

977xxx	In-country Study 1	24cp
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Stage 8

978xxx	In-country Study 2	24cp
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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 ¹ (160 hours)	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 ¹ (160 hours)	6cp

Total 240cp

¹ Denotes pass/fail subject.

International Studies majors**Argentina**

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 Latin America	8cp
97751x In-country Study 1: Argentina	24cp
97851x In-country Study 2: Argentina	24cp

Chile

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 Latin America	8cp
97752x In-country Study 1: Chile	24cp
97852x In-country Study 2: Chile	24cp

China

971111 Chinese Language and Culture 1	8cp
<i>or</i>	
971101 Modern Standard Chinese Language and Culture 1	8cp
972111 Chinese Language and Culture 2	8cp
<i>or</i>	
972101 Modern Standard Chinese Language and Culture 2	8cp
973111 Chinese Language and Culture 3	8cp
<i>or</i>	
973101 Modern Standard Chinese Language and Culture 3	8cp
974111 Chinese Language and Culture 4	8cp
<i>or</i>	
974101 Modern Standard Chinese Language and Culture 4	8cp
59341 Modernisation and Globalisation	8cp
976111 Contemporary China	8cp
977111 In-country Study 1: China	24cp
978111 In-country Study 2: China	24cp

Croatia

971744 Croatian 1	8cp
972744 Croatian 2	8cp
973744 Croatian 3	8cp
974744 Croatian 4	8cp
59341 Modernisation and Globalisation	8cp
976401 Contemporary Europe	8cp
977741 In-country Study 1: Croatia	24cp
978741 In-country Study 2: Croatia	24cp

France

971414/5 French 1	8cp
972414/5 French 2	8cp
973414/5 French 3	8cp
974414/5 French 4	8cp
59341 Modernisation and Globalisation	8cp
976401 Contemporary Europe	8cp
97741x In-country Study 1: France	24cp
97841x In-country Study 2: France	24cp

Germany

971424/5 German 1	8cp
972424/5 German 2	8cp
973424/5 German 3	8cp
974424/5 German 4	8cp
59341 Modernisation and Globalisation	8cp
976401 Contemporary Europe	8cp
97742x In-country Study 1: Germany	24cp
97842x In-country Study 2: Germany	24cp

Greece

971710 Greek 1	8cp
972710 Greek 2	8cp
973710 Greek 3	8cp
974710 Greek 4	8cp
59341 Modernisation and Globalisation	8cp
976401 Contemporary Europe	8cp
977710 In-country Study 1: Greece	24cp
978710 In-country Study 2: Greece	24cp

Indonesia

971311 Indonesian 1	8cp
972311 Indonesian 2	8cp
973311 Indonesian 3	8cp
974311 Indonesian 4	8cp
59341 Modernisation and Globalisation	8cp
976301 Contemporary South-East Asia	8cp
977311 In-country Study 1: Indonesia	24cp
978311 In-country Study 2: Indonesia	24cp

Italy

971434/5 Italian 1	8cp
972434/5 Italian 2	8cp
973434/5 Italian 3	8cp
974434/5 Italian 4	8cp
59341 Modernisation and Globalisation	8cp
976401 Contemporary Europe	8cp
977431 In-country Study 1: Italy	24cp
978431 In-country Study 2: Italy	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 Japan	8cp

97721x In-country Study 1: Japan	24cp
97821x In-country Study 2: 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 Latin America	8cp
97751x In-country Study 1: Argentina	24cp
97852x In-country Study 2: Chile	24cp

or

97752x In-country Study 1: Chile	24cp
97851x In-country Study 2: Argentina	24cp

Malaysia

971331 Malaysian Language and Culture 1	8cp
972331 Malaysian Language and Culture 2	8cp
973331 Malaysian Language and Culture 3	8cp
974331 Malaysian Language and Culture 4	8cp
59341 Modernisation and Globalisation	8cp
976301 Contemporary South-East Asia	8cp
977331 In-country Study 1: Malaysia	24cp
978331 In-country Study 2: Malaysia	24cp

Poland

971764 Polish 1	8cp
972764 Polish 2	8cp
973764 Polish 3	8cp
974764 Polish 4	8cp
59341 Modernisation and Globalisation	8cp
976401 Contemporary Europe	8cp
977760 In-country Study 1: Poland	24cp
978760 In-country Study 2: Poland	24cp

Russia

971734 Russian 1	8cp
972734 Russian 2	8cp
973734 Russian 3	8cp
974734 Russian 4	8cp
59341 Modernisation and Globalisation	8cp
976401 Contemporary Europe	8cp
977730 In-country Study 1: Russia	24cp
978730 In-country Study 2: Russia	24cp

Serbia

971724 Serbian 1	8cp
972724 Serbian 2	8cp
973724 Serbian 3	8cp
974724 Serbian 4	8cp
59341 Modernisation and Globalisation	8cp
976401 Contemporary Europe	8cp
977720 In-country Study 1: Serbia	24cp
978720 In-country Study 2: Serbia	24cp

Slovenia

971754 Slovenian 1	8cp
972754 Slovenian 2	8cp
973754 Slovenian 3	8cp
974754 Slovenian 4	8cp
59341 Modernisation and Globalisation	8cp
976401 Contemporary Europe	8cp
977750 In-country Study 1: Slovenia	24cp
978750 In-country Study 2: Slovenia	24cp

South China

971121 Cantonese Language and Culture 1	8cp
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or

971111 Chinese Language and Culture 1	8cp
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or

971101 Modern Standard Chinese Language and Culture 1	8cp
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972121 Cantonese Language and Culture 2	8cp
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or

972111 Chinese Language and Culture 2	8cp
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or

972101 Modern Standard Chinese Language and Culture 2	8cp
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973121 Cantonese Language and Culture 3	8cp
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or

973111 Chinese Language and Culture 3	8cp
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or

973101 Modern Standard Chinese Language and Culture 3	8cp
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974121 Cantonese Language and Culture 4	8cp
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or

974111 Chinese Language and Culture 4	8cp
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or

974101 Modern Standard Chinese Language and Culture 4	8cp
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59341 Modernisation and Globalisation	8cp
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976101 Chinese East Asia	8cp
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97712x In-country Study 1: Guangdong, Hong Kong	24cp
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97812x In-country Study 2: Guangdong, Hong Kong	24cp
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Spain

971501 Spanish Language and Culture 1	8cp
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972501 Spanish Language and Culture 2	8cp
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973501 Spanish Language and Culture 3	8cp
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974501 Spanish Language and Culture 4	8cp
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59341 Modernisation and Globalisation	8cp
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976401 Contemporary Europe	8cp
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97745i In-country Study 1: Spain	24cp
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97845i In-country Study 2: Spain	24cp
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Taiwan

971111	Chinese Language and Culture 1	8cp
	<i>or</i>	
971101	Modern Standard Chinese Language and Culture 1	8cp
972111	Chinese Language and Culture 2	8cp
	<i>or</i>	
972101	Modern Standard Chinese Language and Culture 2	8cp
973111	Chinese Language and Culture 3	8cp
	<i>or</i>	
973101	Modern Standard Chinese Language and Culture 3	8cp
974111	Chinese Language and Culture 4	8cp
	<i>or</i>	
974101	Modern Standard Chinese Language and Culture 4	8cp
59341	Modernisation and Globalisation	8cp
976101	Chinese East Asia	8cp
97713x	In-country Study 1: Taiwan	24cp
97813x	In-country Study 2: Taiwan	24cp

Thailand

971320	Thai 1	8cp
972320	Thai 2	8cp
973320	Thai 3	8cp
974320	Thai 4	8cp
59341	Modernisation and Globalisation	8cp
976301	Contemporary South-East Asia	8cp
977322	In-country Study 1: Thailand	24cp
978322	In-country Study 2: Thailand	24cp

Ukraine

971774	Ukranian 1	8cp
972774	Ukranian 2	8cp
973774	Ukranian 3	8cp
974774	Ukranian 4	8cp
59341	Modernisation and Globalisation	8cp
976401	Contemporary Europe	8cp
977770	In-country Study 1: Ukraine	24cp
978770	In-country Study 2: Ukraine	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 9514 1574, fax 9514 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 disadvantaged backgrounds 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 helps students apply for study at tertiary level in a field and at an institution of their choice.

The subjects 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 9514 5337.

Postgraduate courses

The Faculty of Nursing's postgraduate programs aim 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), the Master of Nursing in Clinical Practice (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 the Faculty's 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

- Applicants are required to hold 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 a 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 who have three nursing certificates and three years' full-time experience will be considered as eligible 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 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 of 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 in Clinical Practice

Entry to this degree requires an undergraduate degree in nursing with an introductory subject in research or an equivalent tertiary qualification deemed acceptable by the Faculty.

Applicants should have completed two years' full-time professional employment in nursing and have continuing employment in or access to the clinical area of choice over the period of the course.

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 9514 5727.

Graduate Diploma/Master of Bioethics (by coursework)

Applicants must hold a degree or diploma for entry to these courses, or have 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 9514 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, except the Graduate Diploma in Community Health Nursing, are offered over two years part time. The Graduate Diploma in Community Health Nursing is offered over one year full time. In most circumstances, the courses 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
- Community 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 9382 9818.

Students in the Graduate Diploma in Nursing in Midwifery require 12 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 9926 7047 for information on employment and placement.

Master of Nursing

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

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 at least another 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 student's timetable preferences with day, evening and intensive 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.

Master of Nursing in Clinical Practice

This course aims to provide registered nurses who are clinicians with learning experiences that will extend their theoretical and professional knowledge, advance their clinical practice and expertise, and enable them to function as advanced practitioners of nursing.

The course is offered over three years of part-time study. An accelerated study program is available in which clinical subjects are undertaken over non-semester periods.

There are three strands of study in the course, each of which is composed of four subjects:

Clinical strand

Advanced Assessment and Clinical Decision Making in Nursing

Advanced Clinical Specialty Practice

Advanced Professional Specialty Practice

Advanced Practice Nursing

Major specialty strand

Four subjects from any one of the major strands offered in the Master of Nursing (by coursework) are undertaken. Majors are available in the following specialty areas:

Acute Care Nursing

Child Health Nursing

Mental Health Nursing

Midwifery (applicants must be certified midwives)

Neonatal Nursing

Nursing Management

Paediatric Nursing

Master of Nursing core subjects

Contemporary Issues in Health Care

The Evolution of Nursing Knowledge

Negotiating Nursing

Qualitative Methods in Nursing Research

or

Quantitative Methods in Nursing Research

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 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 or her registration discontinued in accordance with University Rule 3.2.6.2 if he or 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 or her registration discontinued in accordance with University Rule 3.3.7.2 if he or 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.

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.

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 9514 5727. 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 9514 5745.

By the completion of a full-time PhD candidate's first year of study he or she will be required to undertake a Doctoral Assessment. A part-time PhD candidate will be required to undertake a Doctoral Assessment by the completion of three semesters of study. 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. Research students are not required to present a seminar in their first semester of candidature.

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 9514 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 degrees 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 or her supervisor detailing his or 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 or 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 or 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 or 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 a full-time student's first year of study and by or at the end of a part-time student's third semester of study, candidature will be assessed. Consistent with the Doctoral Rule of the University, the Faculty of Nursing must provide for a Doctoral Assessment of candidature within those time frames 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 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 or 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 usually a 15- and no more than 20-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 the University Rules 2.17, 2.23 and 2.24.

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 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 thermofacsimile 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 1997.
 - (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 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 or 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), published 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

Associate Dean (Postgraduate Programs)

Professor Christine Duffield,
RN, BScN (W Ontario), DipNEd (Armidale),
MHP (UNSW), PhD (UNSW), FCHSE, FCN
(NSW)
Telephone 9514 5729

Higher Degrees Coordinator

Dr Jackie Crisp, RN, BA (Hons) (Macq), PhD
(Macq), MCN (NSW)
Telephone 9514 5749

Graduate Studies Officer – Research and Higher Degrees

Telephone 9514 5727

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’s 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 or 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 in the case of a full-time student and before or at the end of three semesters in the case of a part-time student, 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.

Doctor of Philosophy

Course code: 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.

Master of Nursing (by thesis)

Course code: 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.

Master of Nursing (by coursework)

Course code: 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 the course outline for the corresponding 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. This option requires discussion with the Associate Dean and appropriate program coordinators prior to enrolment to ensure that the necessary prerequisites are undertaken 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 Research¹
or
 92803 Quantitative Methods in Nursing Research¹
 92786 Negotiating Nursing 6cp
 92798 The Evolution of Nursing Knowledge 6cp

Students would then complete the third year of the Master's program. In the final year (part time) of the program, 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 project² of
 12,500–15,000 words 12cp
 Option 3: Thesis³ 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 by the Faculty of Nursing or other schools/faculties.

¹ At least one undergraduate research subject is required to replace Research for Nursing Practice with Qualitative or Quantitative Methods in Nursing Research.

² 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.

³ 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.

Master of Nursing in Clinical Practice

Course code: KN54

This course aims to provide registered nurses who are clinicians with learning experiences that will extend their theoretical and professional knowledge, advance their clinical practice and expertise, and enable them to function as advanced practitioners of nursing.

The course is offered over three years of part-time study. An accelerated study program is available in which clinical subjects are undertaken over non-semester periods.

There are three strands of study in the course, each of which is composed of four subjects:

Clinical strand

- 92855 Advanced Assessment and Clinical
 Decision Making in Nursing 6cp
 92856 Advanced Clinical Specialty Practice 6cp
 92857 Advanced Professional
 Specialty Practice 6cp
 92858 Advanced Practice Nursing 6cp

Major specialty strand

Four subjects from any one of the major strands offered in the Master of Nursing (by coursework) are undertaken. Majors are available in the following specialty areas:

- Acute Care Nursing
 Child Health Nursing
 Mental Health Nursing
 Midwifery (Applicants must be certified midwives)
 Neonatal Nursing
 Nursing Management
 Paediatric Nursing

Master of Nursing core subjects

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

Graduate Certificate in the Management of Lactation and Infant Feeding

Course code: KN91

This one-year part-time course aims to meet the needs of midwives/early childhood 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 both 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 the student and supervisor. Clinical learning will be supported by workshops during the semester which combine theoretical input and structured opportunities for learning such as role play and counselling exercises.

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

Course code: KN61

This course is designed for nurses whose career aspirations are in the specialisation of 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 in 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. (See Graduate Diploma in Acute Care Nursing (sponsored) (KN81) for further information.)

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 Acute Care Nursing (sponsored)

Course code: KN81

This course is designed for nurses whose career aspirations are in the specialisation of 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 the critical processes of assessment and management.

The students' professional growth will be enhanced through opportunities to learn collaboratively with students from other discipline sub-specialities. Opportunities are provided for students to pursue areas of interest in their particular sub-specialty.

South Eastern Sydney Area Health Service (SESAHS) has undertaken the responsibility to accredit nurses who are simultaneously participating in the Graduate Diploma in Acute Care Nursing conducted at UTS. Clinical accreditation is achieved through the provision of a planned, structured, clinical program, which is conducted over a two-year period.

A number of specialty streams are already involved in the credentialling process:

Medical Nursing

Surgical Nursing

Critical Care

Oncology/Haematology

Accident and Emergency

The SESAHS will provide concurrent employment in designated specialty clinical areas at one of its hospitals. Interested applicants should contact the SESAHS on 9382 9818.

Graduate Diploma in Aged Care Nursing

Course code: KN68

This course is designed for nurses working in a variety of aged care settings. Students will utilise the experiences gained from clinical practice to investigate more fully the structures which shape aged care in Australia, and identify strategies to enhance the care of elderly people. The outcome of this learning will focus on reconceptualising the parameters and practices of aged care nursing.

Clinical experience is an essential feature of this course. UTS 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 Cardiothoracic Nursing

Course code: KN75

Clinical experience is an essential feature of this course. UTS 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. Successful applicants for the course may contact the

Northern Sydney Area Health Service on 9926 7047. It is anticipated that graduates will develop advanced knowledge and conceptual understanding in their chosen specialty, while also gaining extensive clinical experience that 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 Practice	6cp

Spring semester

92786	Negotiating Nursing	6cp
92831	Rehabilitative Processes in Cardiothoracic Nursing	6cp

Graduate Diploma in Child Health Nursing

Course code: KN66

This course is designed for nurse clinicians wishing to practise in the clinical specialty of child health nursing. It provides specialist study in the theory and practice of child and family health nursing, primary health care and community health nursing. The course includes a clinical experience program for students preparing for entry into child and family health nursing practice.

This course is also of interest to nurses working in related nursing fields such as paediatrics and midwifery. The emphasis on health and caring for well children and families provides complementary studies for these clinical specialties.

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 Community Health Nursing

Course code: KN82

This course is designed as a preparation for practice for new graduates who wish to enter into the field of community health nursing – no post-registration experience is necessary. The course will build on the knowledge and skills gained from the undergraduate program and extend them to provide the new practitioner with the beginning competencies necessary to manage the acutely ill in a community setting.

The course places great emphasis on providing clinical experience in the field. Students will be placed in community health venues involving two rotations, choosing an area to gain practical experience in while pursuing their theoretical studies.

The skills required for community nursing such as interpersonal and counselling skills, advanced assessment skills and learning to work in a team, can be effectively developed by the student working in clinical contexts. Consequently, 60 per cent of the course will be based on learning in the community.

The course is conducted on a one-year full-time basis of 28 weeks of study. Students will spend two days on campus per week and three days in a community placement.

Applicants for admission are required to have a Bachelor of Nursing degree or equivalent.

Year 1 (full time)

Autumn semester

92849	Client Assessment in the Community	8cp
92850	Health Promotion, Health Teaching and Epidemiology	8cp
92851	Nursing Practice in the Community	8cp

Spring semester

92852	Management of Clients in the Community	8cp
92853	Nursing Interaction Processes	8cp
92854	Management Issues in Community Health Nursing	8cp

Graduate Diploma in Intensive Care Nursing

Course code: KN76

Clinical experience is an essential feature of this course. UTS 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. Successful applicants for the course may contact the Northern Sydney Area Health Service on 9926 7047. It is anticipated that graduates will develop advanced knowledge and conceptual understanding in their chosen specialty, while also gaining extensive clinical experience that 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 Mental Health Nursing

Course code: 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 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 Neonatal Nursing

Course code: KN65

This course is designed to advance the knowledge and conceptual understanding of graduate nurse clinicians practising in the area of neonatal nursing. The course provides specialist study of the sick and at-risk neonate across all levels of hospital care. The role of the nurse and family are major considerations.

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 Nephrology Nursing

Course code: KN77

Clinical experience is an essential feature of this course. UTS 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. Successful applicants for the course may contact the Northern Sydney Area Health Service on 9926 7047. It is anticipated that graduates will develop advanced knowledge and conceptual understanding in their chosen specialty, while also gaining extensive clinical experience that 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

Course code: KN78

Clinical experience is an essential feature of this course. UTS 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. Successful applicants for the course may contact the Northern Sydney Area Health Service on 9926 7047. It is anticipated that graduates will develop advanced knowledge and conceptual understanding in their chosen specialty, while also gaining extensive clinical experience that 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 Nursing in Midwifery

Course code: KN64

This course is designed to meet the graduate needs of nurse clinicians wishing to practise in the area of midwifery. The course provides a broad theoretical and clinical study of the area of midwifery. It includes a discussion of 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 so that students can gain midwifery

certification with the NSW Nurses' Registration Board. UTS has therefore formed an agreement with the South Eastern Sydney Area Health Service, whereby students in their second year of study are automatically employed in the area. This placement is organised after the course has commenced, in collaboration 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 Nursing Management

Course code: KN62

This 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 needed 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 ¹	6cp

¹ Offered by the Faculty of Business.

Graduate Diploma in Operating Suite Nursing

Course code: KN79

Clinical experience is an essential feature of this course. UTS 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. Successful applicants for the course may contact the Northern Sydney Area Health Service on 9926 7047. It is anticipated that graduates will develop advanced knowledge and conceptual understanding in their chosen specialty, while also gaining extensive clinical experience that 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

Course code: 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. 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

Graduate Diploma in Palliative Care Nursing

Course code: KN69

This course is designed for nurses working in palliative care settings and for nurses who practise palliative care in a variety of health care arrangements. Students will draw on the experiences arising out of clinical practice to learn more about the social, political, economic and cultural factors that shape palliative care practice. The course also focuses on the theory and practice of palliative care nursing.

Clinical experience is an essential feature of this course. UTS 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 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

HEALTH-RELATED PROGRAMS

Graduate Certificate in Diabetes Education and Management

Course code: KN92

This course is studied through two residential workshops and four distance education modules.

As specialists in diabetes education, the graduates will be able to function 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

Course code: KN60

Master of Bioethics (by coursework)

Course code: KN56

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 between 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, and to attend Saturday sessions on at least three occasions each semester.

For further information on this course, please contact Dr Michael Walsh on 9514 5137.

Year 1 (part time)

Autumn semester

92859 Ethical Theory 1 6cp
92805 Professional-Client Relationships 6cp

Spring semester

92860 Ethical Theory 2 6cp
92861 Technology and Ethics 6cp

Year 2 (part time)

Autumn semester

92862 Life and Death 1 6cp
92808 Resource Allocation 6cp

Spring semester

92863 Life and Death 2 6cp
92864 Research Ethics 6cp

Year 3 (part time)

92865 Dissertation 24cp

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.

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 for the teaching and learning process; then to improve their professional performance in the design, delivery and evaluation of diabetes education learning sessions in both group and one-to-one contexts. Also, the skills necessary for effective self-directed professional learning are developed and used to guide participants' own development as diabetes educators.

(Offered by the Faculty of Education)

015343

Programming for Diabetes Education

6cp; 14 weeks, 3hpw; prerequisite: 015342 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.

(Offered by the Faculty of Education)

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 to give them a familiarity with the major pressures for change operating on the current health finance system.

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 1930's 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 people. This subject will lead students to a clear understanding of Aboriginal people's perceptions 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*

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 that 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*

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*

This subject covers the 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; the principles of anaesthesia and analgesia; beneficial and adverse interactions of drugs; problems associated with toxicity, tolerance and addiction; and clinical toxicology and antidotal therapy.

(Offered by the Faculty of Science)

91518**Physiological Foundations of Health 1***6cp; 12 weeks, 6hpw*

This subject is designed to develop knowledge of the organisation of the human body and an understanding of the way it carries out its life processes in the healthy state. It introduces the fundamental physical and chemical principles required for the understanding of physiological processes as they underpin the practice of nursing.

(Offered by the Faculty of Science)

91519**Physiological Foundations of Health 2***6cp; 10 weeks, 6hpw*

This subject is designed to complete the survey of the major body systems and further develop knowledge of the structure and function of the human body by introducing the concept of biochemical regulatory processes on nervous control systems important in health. It introduces further physical and organic chemistry principles to support the understanding of physiological processes

which underpin nursing practice. The subject examines the anatomy of the male and female reproductive systems, including an overview of embryonic and foetal development.

(Offered by the Faculty of Science)

91520**Pathophysiology 1***6cp; 10 weeks, 6hpw*

This subject aims to develop an understanding of the physiological and pathophysiological phenomena associated with cellular growth and development, the immune system, blood, and nutritional and metabolic processes. Also included is an overview of the pathogenesis, treatment and control of infectious diseases.

(Offered by the Faculty of Science)

91521**Pathophysiology 2***6cp; 10 weeks, 6hpw*

Students should gain an integrated understanding of the pathophysiological processes that affect the cardiovascular, respiratory, renal and nervous systems. Students will relate these primary pathological processes to the development of clinical symptoms and signs. In addition, students should gain a knowledge of fluid and electrolyte disturbances. Students will also gain a knowledge of the principles of pharmacotherapy, with specific emphasis on drugs that affect the cardiovascular, respiratory, renal and nervous systems.

(Offered by the Faculty of Science)

91522**Neuroscience***3cp; 10 weeks, 3hpw*

Congenital neurological disorders associated with prenatal 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 delivery of health care services at a macro level, conflicts in resource allocation, and the public versus 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 impact of technology.

92114

Health Services Management

6cp; 14 weeks, 3hpw

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 related to planning and evaluating health care services including workforce planning, outcome measures in health, best practice, peer review, professional associations, and disciplinary bodies and procedures.

92116

Nursing and Life Changes

3cp; 10 weeks, 3hpw

This subject is seen as providing foundational knowledge for subsequent subjects and clinical practice. It extends students' knowledge of the repertoire of human behaviours and responses, particularly in relation to psychosocial and physical development. Major theories in psychology, learning, cognition, personality, psychomotor development and psychosocial health are introduced.

92117

Nursing Research

4cp; 10 weeks, 4hpw

This subject introduces the processes and procedures involved in nursing research. It seeks to provide students with the knowledge and skills necessary for appropriate research design, methodology, data collection strategies and analysis techniques. The overall aim is to develop the student's ability to evaluate nursing research objectively and critically for the purpose of utilising research findings in practice.

92118**Nursing as a Practice Discipline***4cp; 10 weeks, 3hpw*

This subject explores the nature of nursing, its uniqueness as a practice discipline, and its relationship to other disciplines. It encourages a thoughtful examination of nursing phenomena and nursing practice by enhancing the intellectual processes leading to critical thinking and inquiry.

It further intends to provide students with a basis to define their own position as a beginning nurse practitioner and lay the foundations for conduct in professional life.

92128**Nursing Practice 1***4cp; 4hrs per day x 1 day per week x 7 weeks; 5hrs x 1 week; corequisite: 92163 Contexts of Nursing Care 1*

In the context of experiential learning, this subject will offer students the opportunity to express and apply in the clinical context theoretical principles and clinical skills learnt in all subjects. 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 themselves.

92129**Nursing Practice 2***4cp; 5hrs per day x 5 days per week x 4 weeks per semester; prerequisite: 92128 Nursing Practice 1; corequisite: 92165 Contexts of Nursing Care 2*

In the context of an experiential learning situation, this subject will allow the student the opportunity to express and apply theoretical principles of health assessment using the functional health patterns and clinical skills learnt in all subjects presented during the semester. Particular emphasis is directed to the nursing care and management of the pregnant woman, infant, child and adult.

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, health teacher, advocate and agent of change.

92138**Professional Relationships in Nursing***3cp; 10 weeks, 3hpw; prerequisite: 92213 Contexts of Nursing Care 4*

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.

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 these works in terms of their portrayal and exploration 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 medium 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 uterocentric 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 that 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 Praxis***6cp; 14 weeks, 4hpw*

This subject explores the foundations of nursing praxis, that is knowledge, research and practice, through two phenomena with which nurses are constantly in touch: power and caring.

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 and 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 I***8cp; 13 weeks, 6hpw for 6 weeks, 5hpw for 7 weeks; corequisite: 92128 Nursing Practice I*

The central focus of this subject is nursing health assessment, as both a process and a skilled activity carried out by professional nurses. It explores the theoretical base required for nursing health assessment by providing a conceptual framework. This framework, which assesses functional health patterns, assists students in exploring 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 and family in areas related to patterns of health perception and health management, self perception and self concept, sleep and rest, nutritional and metabolic, elimination, and activity and exercise.

92164**Nursing Interactions***3cp; 13 weeks, 3hpw*

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 2**

*6cp; 10 weeks, 6hpw; prerequisite: 92163
Contexts of Nursing Care 1; corequisite: 92129
Nursing Practice 2*

This subject explores the influence of lifestyle on health status and provides a knowledge base for the development of nursing assessment and intervention skills in relation to caring for the pregnant woman, infant and hospitalised child. The emphasis in this subject places on the life-cycle stages will promote students' understanding of assessment and nursing management strategies. The learning processes will enable students to develop an initial understanding of nursing activities related to alterations in functional health patterns of children in hospital.

92168**Nursing Ethics 2**

3cp; 10 weeks, 3hpw

Nursing Practice involves ethically important issues by virtue of the nature of its work, its occupational status, and its relationship to broader social matters. This subject addresses a range of these issues with a view to encouraging students to develop an understanding of their ethical significance and a sense of how occupational and institutional factors can contribute to shaping these problems and approaches to them. The subject also invites students to examine ways in which nursing might have a responsible concern for matters of social importance beyond the immediate requirements of everyday practice.

92169**Primary Health Care**

*Undergraduate
3cp; 10 weeks, 3hpw*

Inherent in a primary health care model is an attitude shift which moves the nurse away from a medical model of health towards an egalitarian model. The nurse within this model is a proactive and reactive carer who appreciates the interplay of the many factors which affect health and wellbeing. The nurse's knowledge of health, skills that facilitate human relationships and intervention strategies are broadened by this subject, especially in relation to a selected population group.

92170**Health Care Law**

3cp; 10 weeks, 3hpw; prerequisite: nil

This is a law subject which has been designed for students in the Bachelor of Nursing program to enable them to understand the legal framework within which the nursing profession exists. Specifically, the subject will focus on professional responsibilities, the concept of negligence and issues relating to misconduct. Other areas to be covered include AIDS-related issues, drug laws, employment issues, mental health and euthanasia.

92171**Intensive Care Nursing**

3cp; 10 weeks, 3hrs

This clinical nursing elective has been designed to enable students to gain two weeks of clinical nursing practice in a complex nursing care setting. Through this experience, students will have the opportunity to further develop their expertise in intensive care nursing, which they may be considering as a potential area in which to specialise or begin their nursing career.

92172**Maternal and Infant Care**

3cp; 10 weeks, 3hpw

This clinical elective provides students with the opportunity to extend their theoretical knowledge and nursing care practice experiences in the care of the mother and infant. Students will integrate theory and practice in the specialty practice of maternal nursing through specifically planned learning experiences.

92173**Mental Health**

3cp; professional experiential learning situation

This subject provides students with the opportunity to focus their theoretical learning and nursing practice experiences in the mental health area. The theoretical component addresses the range of areas, knowledge and practices associated with the mental health field, while the clinical practice component enables students to focus their activities on a particular area of mental health nursing. It enables students to develop their understanding of the discipline and the profession of mental health nursing in general, and develop their knowledge and practice in

a particular area of mental health nursing of interest to them.

92174

Operating Suite

3cp; 10 weeks, 3hpw

This clinical elective is designed to further students' knowledge and expertise in the complex nursing management of adults and/or children undergoing surgery, and will provide students with a unique opportunity to understand the individual needs of patients within a highly specialised and technical area of nursing practice.

92175

Paediatric Nursing

3cp; 10 weeks, 3hpw

This subject has been designed to enable students in their final semester of their undergraduate degree to gain two weeks of clinical nursing practice in an area of interest to them. Through this experience, students will have the opportunity to develop their expertise in paediatric nursing and to understand the experience of illness and hospitalisation from the perspective of the child. This clinical experience extends the paediatric knowledge and experience obtained in Contexts of Nursing Care 2, and gives students the opportunity to determine their preference for the specialty of paediatric nursing. It also has the potential to assist them in their quest for future employment.

92176

Palliative Care

3cp; 10 weeks, 3hpw

This subject looks at the history and development of palliative care, the structure and organisation of palliative care nursing services within Australia, and introduces the student to a range of therapies drawn upon by nurses working in the area, including complementary/adjvant therapies. It enables students to apply the philosophy and principles of palliative care nursing.

92177

Contemporary Nursing

4cp; 13 weeks, 3hpw

This subject introduces students to the discipline of nursing and explores the societal influences that shape both nursing as a

profession and the environments in which nursing is practised. It will assist students in understanding the Australian health care system, the social and cultural contexts of health and illness, and the place of nursing as a profession within the health care sector. Nursing is seen as existing in an environment where reciprocal influence is constantly occurring between itself and society. The content covered in this subject is foundational to both later relationship theme subjects and social awareness, and it is presented as an essential element and basis of effective nursing relationships and practice.

92178

Nursing Ethics I

4cp; 10 weeks, 4hpw

This subject introduces students to the role of ethics in society generally and in professional practice contexts more specifically. It does this by examining ethically significant features of our social arrangements and their implications for health care work. It explores aspects of the relationships between society and individuals, and draws out ethically important matters implicit in them. It also addresses basic elements in relations between nurses and patients in order to illustrate the idea of professional ethics pertaining to nursing practice. Throughout the subject, there is an ongoing emphasis on the development of an informed, reflective and critical approach to ethics.

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 I)

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 or 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).

92182**Transcultural Nursing**

3cp; 10 weeks, 3hpw

This clinical elective will enable students to extend their knowledge and practice in the discipline and profession of transcultural nursing. Students will be provided with the opportunity of choosing a clinical nursing placement for their practice from a range of facilities which address the nursing and health care needs of specific population groups.

92183**Women's Health**

3cp; 10 weeks, 3hpw

This clinical nursing elective has been designed to enable students in the final semester of their undergraduate program to gain experience in a specialised area of practice that is of interest to them. Students will develop their understanding of the health needs of women in vulnerable groups, including adolescents, women with unplanned pregnancies, victims of abuse and violence, women who are experiencing difficulties as a result of alcohol and other drug use, and sex workers. Students will have opportunities in practice in which to use nursing interventions in order to help these women regain/maintain their health and also to negotiate the health system.

92196**Community Health Nursing**

3cp; 10 weeks, 3hpw

In order to clarify their understanding of community health nursing, senior students in the Bachelor of Nursing will have the opportunity to choose a clinical placement in a community nursing service. This subject prepares students by examining the theory and practice of community health nursing and its application in the clinical setting.

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 the knowledge and skills that are required to review and use research literature. The overall aim is to develop students' ability to evaluate nursing research objectively and critically.

92212**Contexts of Nursing Care 3**

*9cp; 10 weeks, 9hpw; prerequisite: 92165
Contexts of Nursing Care 2; 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 earlier subjects. The subject is concerned with the effects of altered health status on functional health patterns, and on the interactions 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 quality in interpersonal skills while they incorporate the knowledge of physical and mental pathology into their care of clients.

92214**Nursing Practice 3**

*5cp; 6hrs per day x 5 days per week x 4 weeks
per semester; prerequisite: 92129 Nursing
Practice 2; corequisite: 92212 Contexts of Nursing
Care 3*

In an experiential learning situation, this subject gives 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 clients with altered health status in relation to nutrition-metabolism, elimination, activity-exercise and the cognitive-perceptual pattern.

92215**Nursing Practice 4**

*5cp; 6hrs per day x 4 weeks per semester;
prerequisite: 92214 Nursing Practice 3; corequisite:
92213 Contexts of Nursing Care 4*

This subject gives students the opportunity to express and apply, in an experiential learning situation, theoretical principles and clinical skills learnt in all other subjects. It seeks to provide practical experience in the nursing care of adults with a focus on altered health patterns related to cardiac and respiratory function, genito-urinary 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 commenced in earlier Contexts of Nursing Care subjects 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/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, 4 and 5 is now replaced with clients who have complex interactive pathologies that require long-term nursing management from the acute phase of illness through to rehabilitation.

92218**Nursing Practice 5**

*6cp; 8hrs per day x 5 days per week x 4 weeks
per semester; prerequisite: 92215 Nursing
Practice 4; corequisite: 92216 Contexts of Nursing
Care 5*

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

92219**Nursing Practice 6**

6cp; 8hrs per day x 5 days per week x 4 weeks per semester; prerequisite: 92218 Nursing Practice 5; corequisite: 92217 Contexts of Nursing Care 6

In an experiential learning situation, this subject gives 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. A four-week block of Practice Partners allows the opportunity to practise with a Registered Nurse, providing continuity of patient care and reality in preparation for professional practice. Students have practice electives 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 that are 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 students 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**Nursing Research (RN)**

6cp; 14 weeks, 4hpw

This subject introduces the notion of evidence-based practice. It seeks to provide students with the knowledge and skills necessary for understanding published research and making decisions about its relevance to their own practice. The overall aim is to develop the student's ability to evaluate nursing research for the purpose of utilising research findings in practice. A secondary aim of the subject is to increase the student's computing skills and ability to access relevant information systems.

92701**The Aged in Society**

6cp; 14 weeks, 3hpw

This subject extends students' knowledge of ageing within Australian society by considering the sociopolitical, economic 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, in order to develop greater independence and self-direction in their learning. The subject aims therefore, to promote deeper personal understanding and nursing skill within a selected area of clinical practice, through the process of reflection on 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 and allows students to explore varying patterns of care for dying people across different human societies. The subject challenges students to reflect on current nursing intervention for dying people and their families.

92707

Palliative Care Nursing Practice

6cp; 14 weeks, 3hpw

Through ongoing interaction between students and teachers and expert clinicians, 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.

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 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 these 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 on the health care system. Issues addressed include a state, national and international focus. It is anticipated that the topical issues will provoke inquiry and encourage students to define their positions 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 students 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 psychosocial processes that the child-bearing family experience during antepartum, intrapartum, postpartum and neonatal periods. The subject will explore the role of the midwife in the care of the child-bearing family throughout the whole process.

92782

Health Breakdown in Infants, Children and Adolescents

6cp; 14 weeks, 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 psychosocial processes that the child-bearing family experiences which are at risk during antepartum, intrapartum, postpartum and neonatal periods. The subject will explore the role of the midwife in the care of the child-bearing family to detect deviations from normal and, as a consequence, when to implement timely and appropriate interventions.

92786**Negotiating Nursing**

6cp; 14 weeks, 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 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

This subject enables students to examine the ideological and economic values which have influenced health policy and practice in Australia. The influence of the various interest groups is examined as well as the ethical and legal dilemmas faced by health policy makers.

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 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.

92805**Professional–Client Relationships**

6cp; 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.

92808**Resource Allocation**

6cp; 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.

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 12,500–15,000 words in length.

92813**MN 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 I: People and Health Care**

5cp; 14 weeks, 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; 14 weeks, 1hpw; prerequisite: 92814 Clinical Studies I: People and Health Care

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; 14 weeks, 1hpw; prerequisite: 92815 Clinical Studies 2: Health, Illness and Disability

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.

92817**MN Project (2SEM)**

12cp; full-year 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 12,500 – 15,000 words in length.

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 I**

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 within which the promotion and support of breastfeeding can be accomplished. Students will also 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 I

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 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, as well as strategies to support the elderly in rehabilitation in primary, secondary and tertiary health environments.

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 and as expressed within a socially diverse and multicultural society. The subject also expands students' awareness of the use and implications of complementary therapies and encourages students to develop a critical perspective towards the assimilation of alternative health care strategies, taking into account the legal, professional and ethical aspects.

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 illnesses and their impact on individuals 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 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 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.

92841**Foundations of Perioperative Nursing**

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

This subject aims to expand students' awareness and understanding of the perioperative nursing role. It also aims to develop students' knowledge of the impact of the surgical experience on the individual and his or her significant others (e.g. partner, family, friends), 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 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 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**

Postgraduate; 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 individuals and communities health and wellbeing; 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.

92846**Education and the Health Care Setting***6cp; 14 weeks, 3hpw*

The aim of this subject is for students to establish an expanded knowledge base in the theory and processes of health education which can be applied to a range of health care settings. Students will extend their understanding of the educational role of the health care professional and further develop their skills in learning and teaching with individuals, families and groups.

92847**Planning and Evaluating Health Services***6cp; 14 weeks, 3hpw*

This subject aims to provide students with the necessary knowledge and skills to understand and apply the major concepts involved in health services planning and evaluation.

92848**Clinical Teaching in the Health Care Setting****92849****Client Assessment in the Community***8cp; 14 weeks, 4hpw*

This subject complements the experience gained in the clinical practice setting by providing theory and practice skills in health assessment of the physical, developmental and psychosocial health status of children, adolescents and adults and in the identification and interpretation of changes in health status required for the effective management of health problems.

92850**Health Promotion, Health Teaching and Epidemiology***8cp; 14 weeks, 4hpw*

The aim of this subject is for students to establish an expanded knowledge base in the theory and processes of health promotion, including health education, which can be applied in a range of health settings related to community nursing practice. Students will extend their understanding and application of the epidemiological process so they may participate in the planning process for health promotion programs.

92851**Nursing Practice in the Community***8cp; 14 weeks, 4hpw*

This subject introduces students to the practice of community health nursing within the context of the Australian health care system. It explores the diversity of roles and functions of the community health nurse and the practice and professional issues which accompany nursing work in the community setting.

92852**Management of Clients in the Community***8cp; 14 weeks, 4hpw*

Community health nurses provide nursing care to individuals, families and groups in the community. This subject intends to extend students' knowledge and skills in the assessment of health status and the management of health problems which they observe in clients, families and members of social groups during their clinical experience in the community. A case study approach will be used to complement experience gained in the clinical setting.

92853**Nursing Interaction Processes***8cp; 14 weeks, 4hpw*

This subject will utilise interactive techniques such as small groups, reflection and self examination, group process analysis and experiential learning in order to provide the environment in which students can consider personal and client interactions in the clinical setting.

92854**Management Issues in Community Health Programs***8cp; 14 weeks, 4hpw*

The issues which impact on health care service planning and management are canvassed in order to provide an understanding and appreciation of the complexities of providing quality health care services. The subject emphasises the role of the nurse as manager of care as well as provider of care, encouraging self-direction and leadership in nursing practice and supports the nurse as a participant in service management activities.

92855**Advanced Assessment and Clinical Decision Making in Nursing***6cp; 14 weeks, 3hpw*

This subject aims to provide the graduate nurse with advanced skills in assessment and clinical decision making. Students will be given the opportunity to explore these skills and apply them to the assessment of an adult, adolescent or child. This will enable the identification of issues for nursing intervention and nursing responses in the context of the client's overall physio-psychosocial needs. The subject will be taught using a problem-based learning approach. This will facilitate integration of the student's clinical experiences, as well as the complexity of actual clinical cases to be addressed. Emphasis is placed on the application of skills and knowledge to the student's practice area.

92856**Advanced Clinical Specialty Practice***6cp; 14 weeks, 3hpw*

In this subject students will achieve an advanced level of clinical competency in their chosen clinical specialty through a program of integrated and clinically based learning strategies. The subject requires students to expand their clinical knowledge and extend and refine their practice skills. Clinical learning is directed to the management of patient care and the clinical environment, professional responsibilities and collaboration.

92857**Advanced Professional Specialty Practice***6cp; 14 weeks, 3hpw*

In this subject students will achieve an advanced level of professional competency in their chosen clinical specialty through a program of integrated and clinically based learning strategies. The subject requires students to expand their professional knowledge and practice within the clinical setting. Learning experiences are directed to the management of care and services, leadership and collaboration, problem solving and evaluation, education strategies, and inquiry and investigation.

92858**Advanced Practice Nursing***6cp; 14 weeks, 3hpw*

In this subject students, who will be experienced nurse clinicians, will undertake learning experiences in advanced practice which will enable them to function as an advanced practitioner. The subject requires students to extend their knowledge, skills and performance to the level of an advanced practitioner. Learning experiences are based in the practice setting and require students to demonstrate clinical, management and professional expertise.

92859**Ethical Theory 1***6cp; 14 weeks, 30hrs*

This subject aims to develop students' understanding of methods of reasoning and various approaches to the problems of ethical decision making. It will examine major contemporary theories and suggest a form of practical reasoning and judgment as a suitable structure for dealing with bioethics. It aims to help students to 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.

92860**Ethical Theory 2***6cp; 14 weeks, 30hrs*

This subject builds on and continues work treated in the subject 92859 Ethical Theory 1. 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 to 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.

92861**Technology and Ethics***6cp; 14 weeks, 30hrs*

This subject aims to assist students to investigate and understand the ethical implications of technological advances as they affect health care. New technologies for

diagnosis and treatment have brought about great changes in dealing with health and illness. At the same time, however, these new technologies present people with a range of choices and possibilities that demand closer attention to ethical issues. Students will be helped to develop a critical evaluation of technology and its imperatives.

92862

Life and Death I

6cp; 14 weeks, 30hrs

In this subject students will focus attention on particular bioethical issues associated with life and death. The subject aims to help students gain a deeper understanding of the philosophical and ethical issues which surround the meaning of human life and death.

92863

Life and Death 2

6cp; 14 weeks, 30hrs

In this subject students will focus attention on particular bioethical issues associated with life and death. The subject aims to help students gain a deeper understanding of the philosophical and ethical issues which surround the meaning of human life and death. The discussions will continue the work begun in the subject 92862 Life and Death 1 and will aim to further develop advocacy skills.

92864

Research Ethics

6cp; 14 weeks, 30hrs

This subject aims to help students gain insight into the philosophical underpinnings and implications of different research methodologies. It also aims to help students develop a greater understanding of the ethical demands of human and animal research and experimentation.

92865

Dissertation

6cp; 14 weeks, 30hrs

Students will be required to produce an extended piece of work, either empirical or theoretical, which addresses substantive ethical issues relating to some specific problem or domain, which pursues the inquiry in an appropriately informed, critical and reflective fashion, and which reveals implications for professional practice where relevant.

92987

PhD Thesis (Nursing P/T)

92988

PhD Thesis (Nursing F/T)

INTERNATIONAL STUDIES SUBJECTS

59341

Modernisation and Globalisation

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, as well as rapid social, economic and political change in Eastern Europe, East and South-East Asia. There have been various claims for the inevitable triumph of the homogenising influences of capitalism and democracy; renewed emphasis on cultural determinism; and questioning of the Eurocentricity of the social sciences. Through an examination of key elements of modernisation and globalisation this subject provides an introduction to social change in Western Europe, Latin America, East and South-East Asia, as well as the academic discussions about 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.

(Offered by the Faculty of Humanities and Social Sciences)

971101, 972101, 973101, 974101

Modern Standard Chinese I

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 compet-

ence 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 learnt Chinese at school and obtained HSC-level 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.

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.

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.

971211, 972211, 973211, 974211

Japanese I

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*.

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; and 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 their opinion. 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 the 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.

971320, 972320, 973320, 974320

Thai Language and Culture

Thai is offered to UTS students through the language program offered jointly by the University of Sydney and Macquarie

University. The program is designed to allow complete beginners in Thai to reach a survival level that will allow them to continue their studies in Thailand. If student numbers permit, classes will be available on UTS campuses.

971331, 972331, 973331, 974331

Malaysian 1

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

Malaysian 1 is the first in a series of four units for students with no prior knowledge of the language. 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 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, to 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 range of everyday written language, such as signs and items and prices on menus.

Malaysian 2

8cp; 2nd semester, 6hpw; prerequisite: Malaysian 1

Malaysian 2 is the second in a series of four units for students with no prior knowledge of Malaysian. By the end of the subject, students are expected to have achieved minimum survival proficiency and to 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 belief; personalities and biography; letters; and Australia–Malaysia 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 limited feelings, likes and dislikes. Students should be able to understand short practical written information, such as familiar signs, commands and timetables and develop skills for reading longer, less familiar written forms.

Malaysian 3

8cp; 1st semester, 6hpw; prerequisite: Malaysian 2

Malaysian 3 is the third in a series of four units for students with no prior knowledge of Malaysian, or first in a series of four for students who have prior knowledge or experience in Malaysian. 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 belief; 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 a limited ability to express opinions. Students should also be able to comprehend simple texts, such as messages, instructions and directions and write simple formulaic letters.

Malaysian 4

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

Malaysian 4 is the fourth in a series of four units for students with no prior knowledge of Malaysian, or second in a series of four units for students who have prior knowledge or experience of Malaysian. 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 demonstrating the following themes: role of women; employment/labour; employers; mainstream/marginal cultures; literature; unity and diversity (multi-culturalism); the environment; and Australia–Malaysia relations.

Students are expected to have developed a vocabulary of about 4,000 words and an ability to recognise, predict and use common word order and affixational patterns and recognise and respond to a limited range of social

situations. This subject prepares students to discuss familiar events and topics and give opinions without undue hesitation and with a limited ability to justify these opinions. Students should also be able to deal with short texts and correspond with Malaysians on familiar topics.

Malaysian 5

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

Malaysian 5 is the third in a series of four units for students who have had prior experience of Malaysian. 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; 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, and the ability to recognise and reflect on ways in which vocabulary and grammatical patterns vary according to situation, and how choices in grammar and vocabulary can convey the point of view of the reader and speaker beyond the basic transmission of information. This subject prepares students to discuss a range of social topics and 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.

Malaysian 6

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

Malaysian 6 is the fourth in a series of four units for students who have had prior experience of Malaysian. By the end of the subject, students are expected to have begun to develop minimum vocational proficiency and to be able to satisfy all routine social and a significant range of work demands relating to 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, the ability to vary their language appropriately in accordance with a limited range of social and

work situations, be able to recognise and manipulate a choice of vocabulary and grammatical patterns on a limited level and to convey certain points of view. This subject prepares students to discuss a range of social topics and limited range of work topics, to present arguments or points of view, and to frame these in a style 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.

**971414/5, 972414/5, 973414/5,
974414/5**

French

The French language programs offered through the Institute for International Studies are those taught at the University of Sydney and Macquarie University. Both universities teach the language at various levels, accommodating different levels of proficiency. The French subjects develop communicative skills in listening, speaking, reading and writing, and introduce students to literary texts. Students also learn about French culture and contemporary society.

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

German

The German language programs offered through the Institute for International Studies are those taught at the University of Sydney and Macquarie University. Both universities teach the language at various levels, accommodating different levels of proficiency. The German subjects develop communicative skills in listening, speaking, reading and writing, and introduce students to literary texts. Students also learn about German culture and contemporary society.

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

Italian

The Italian language programs offered through the Institute for International Studies are those taught at the University of Sydney and Macquarie University. Both universities teach the language at various levels, accommodating different levels of proficiency. The Italian subjects develop communicative skills in listening, speaking, reading and writing, and

introduce students to literary texts. Students also learn about Italian culture and contemporary society.

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 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 or Spain.

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 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 or Spain.

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 in basic social interactions. 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 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 or Spain.

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 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 or Spain.

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 many opportunities for the students to interact and use the language 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 or Spain.

By the end of the subject, students would be expected to have achieved the communicative competence in speaking, listening, reading and writing, 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 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 or Spain.

By the end of the subject, students would be expected to be able to speak the language with sufficient accuracy, and 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 various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers will be used to facilitate learning.

971710, 972710, 973710, 974710

Greek

Greek is offered to UTS students through arrangements with other universities in Sydney. Combined degree students with a sound working knowledge of the language are admitted to study Greek. Students are placed in classes appropriate to their level of competence. The program focuses on furthering writing and oral skills in contemporary Greek and learning about literature, society and culture.

971724, 972724, 973724, 974724

Serbian

Serbian is offered to UTS students through an arrangement with Macquarie University. Combined degree students with a sound working knowledge of the language are admitted to study Serbian. Students are placed in classes appropriate to their level of competence. The aim of the Serbian language program is to provide students with a sound knowledge of the language to enable their independent exploration of Serbian language and literature.

971734, 972734, 973734, 974734

Russian

Russian is offered to UTS students through an arrangement with Macquarie University. Combined degree students with a sound working knowledge of the language are admitted to study Russian. Students are placed in classes appropriate to their level of competence. The aim of the Russian language program is to give students a good working knowledge of modern written and spoken Russian and to enable them to express themselves in the language correctly and with reasonable facility.

971744, 972744, 973744, 974744**Croatian**

Croatian language is offered to UTS students through an arrangement with Macquarie University. Combined degree students are admitted to study Croatian only at a minimum post-HSC level of language proficiency. Students are placed in classes appropriate to their level of competence with particular emphasis in furthering pronunciation and writing skills and learning about the history of the Croatian language.

971754, 972754, 973754, 974754**Slovenian**

Slovenian is offered to UTS students through an arrangement with Macquarie University. Combined degree students with a sound working knowledge of the language are admitted to study Slovenian. Students are placed in classes appropriate to their level of competence. The aim of the Slovenian language program is to provide students with a sound knowledge of the language to enable them communicate effectively with particular emphasis placed on broadening their vocabulary and grammar.

971764, 972764, 973764, 974764**Polish**

Polish is offered to UTS students through an arrangement with Macquarie University. Combined degree students with a sound working knowledge of the language are admitted to study Polish. Students are placed in classes appropriate to their level of competence. The Polish language program allows students to improve their linguistic competence through practice in speaking and writing skills while consolidating their previous knowledge of grammar.

971774, 972774, 973774, 974774**Ukrainian**

Ukrainian is offered to UTS students through an arrangement with Macquarie University. Combined degree students with a sound working knowledge of the language are admitted to study Ukrainian. Students are placed in classes appropriate to their level of competence. The Ukrainian language program allows students to improve their reading, writing and oral skills with particular emphasis placed on the study of grammar and syntax.

976101**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 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, economically and politically. 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.

976111**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.

976211**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 and the causes and consequences of social change. It is an introductory subject that requires no prior knowledge of Japan or of Japanese.

976301**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.

976401**Contemporary Europe***8cp; 2nd semester, 5hpw*

This unit is an introduction and an overview laying the groundwork for the study of contemporary Europe. It surveys present-day European Union institutions and sociopolitical developments and provides a comparative study of political and social developments in the countries of Western and Eastern Europe. It aims to provide students with an understanding of the historical background of the present-day Europe and enable them to identify major contemporary policy issues in this region of the world.

976501**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. In Latin America, as it has come 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.

977111**In-country Study 1: China***24cp; prerequisite: completion of 4 semesters of study in the International Studies program***97712x****In-country Study 1: Guangdong or Hong Kong***24cp; prerequisite: completion of 4 semesters of study in the International Studies program***97713x****In-country Study 1: Taiwan***24cp; prerequisite: completion of 4 semesters of study in the International Studies program***97721x****In-country Study 1: Japan***24cp; prerequisite: completion of 4 semesters of study in the International Studies program***977311****In-country Study 1: Indonesia***24cp; prerequisite: completion of 4 semesters of study in the International Studies program***977322****In-country Study 1: Thailand***24cp; prerequisite: completion of 4 semesters of study in the International Studies program***977331****In-country Study 1: Malaysia***24cp; prerequisite: completion of 4 semesters of study in the International Studies program***97741x****In-country Study 1: France***24cp; prerequisite: completion of 4 semesters of study in the International Studies program***97742x****In-country Study 1: Germany***24cp; prerequisite: completion of 4 semesters of study in the International Studies program***977431****In-country Study 1: Italy***24cp; prerequisite: completion of 4 semesters of study in the International Studies program*

977451

In-country Study 1: Spain

24cp; prerequisite: completion of 4 semesters of study in the International Studies program

97751x

In-country Study 1: Argentina

24cp; prerequisite: completion of 4 semesters of study in the International Studies program

97751x or 97752x

In-country Study 1: Argentina or Chile

24cp; prerequisite: completion of 4 semesters of study in the International Studies program

97752x

In-country Study 1: Chile

24cp; prerequisite: completion of 4 semesters of study in the International Studies program

977710

In-country Study 1: Greece

24cp; prerequisite: completion of 4 semesters of study in the International Studies program

977720

In-country Study 1: Serbia

24cp; prerequisite: completion of 4 semesters of study in the International Studies program

977730

In-country Study 1: Russia

24cp; prerequisite: completion of 4 semesters of study in the International Studies program

977741

In-country Study 1: Croatia

24cp; prerequisite: completion of 4 semesters of study in the International Studies program

977750

In-country Study 1: Slovenia

24cp; prerequisite: completion of 4 semesters of study in the International Studies program

977760

In-country Study 1: Poland

24cp; prerequisite: completion of 4 semesters of study in the International Studies program

977770

In-country Study 1: Ukraine

24cp; prerequisite: completion of 4 semesters of study in the International Studies program

978111

In-country Study 2: China

24cp; prerequisite: 977111

97812x

In-country Study 2: Guangdong or Hong Kong

24cp; prerequisite: 97712x

97813x

In-country Study 2: Taiwan

24cp; prerequisite: 97713x

97821x

In-country Study 2: Japan

24cp; prerequisite: 97721x

978311

In-country Study 2: Indonesia

24cp; prerequisite: 977311

978322

In-country Study 2: Thailand

24cp; prerequisite: 977322

978331

In-country Study 2: Malaysia

24cp; prerequisite: 977331

97841x

In-country Study 2: France

24cp; prerequisite: 97741x

97842x

In-country Study 2: Germany

24cp; prerequisite: 97742x

978431

In-country Study 2: Italy

24cp; prerequisite: 977431

978451

In-country Study 2: Spain

24cp; prerequisite: 977451

97851x**In-country Study 2: Argentina***24cp; prerequisite: 97751x***97851x or 97752x****In-country Study 2: Argentina or Chile***24cp; prerequisite: 97751x or 97752x***97852x****In-country Study 2: Chile***24cp; prerequisite: 97752x***978710****In-country Study 2: Greece***24cp; prerequisite: 977710***978720****In-country Study 2: Serbia***24cp; prerequisite: 977720***978730****In-country Study 2: Russia***24cp; prerequisite: 977730***978741****In-country Study 2: Croatia***24cp; prerequisite: 977741***978750****In-country Study 2: Slovenia***24cp; prerequisite: 977750***978760****In-country Study 2: Poland***24cp; prerequisite: 977760***978770****In-country Study 2: Ukraine***24cp; prerequisite: 977770*

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Boards and committees

FACULTY BOARD IN NURSING

Ex officio members

Dean

Professor J White

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

Professor C Stuhlmiller

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

Associate Professor D Barker

One member of Convocation nominated by Convocation

Vacant

Elected members

Fourteen academic staff members from the Faculty

Ms A Adams

Dr J Crisp

Ms P Farrar

Ms J Forbes

Mr N Frazer

Ms R Gallagher

Ms J Green

Ms S Hyde

Ms L Jones

Mr K Kellehear

Ms D Pelletier

Ms S Rochester

Mr P Short

Associate Professor J Stein-Parbury

One support staff member from the Faculty

Ms A Stephenson

Four student members from the Faculty

Ms M Thomas

Vacant

Vacant

Vacant

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 C Garman

Ms J Green

Mr P Short

Secretary

Acting Administrative Officer, Postgraduate Programs

Ms A Kranz

BOARD OF UNDERGRADUATE STUDIES

Ex officio members

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Clinical Coordinator

Ms J Forbes

Course Coordinators

Ms J Baker

Ms D Brown (Chair)

Ms P Farrar

Ms C Garman

Dr C Waters

Technology Development Officer

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

Ms C Briggs

Ms D Brown

Ms S Hyde

Ms K Kilstoff

Ms D Pelletier

Ms F Rogan

Vacant

One undergraduate student elected by and from the undergraduate students

Ms R-M Nicolls

Ms M O'Hara

Secretary

Administrative Officer, Undergraduate Programs

Ms A Stephenson

FACULTY ADVISORY COMMITTEE

Chair

External member eminent in the field of nursing
Ms D Picone

Ex officio members

Dean

Professor J White

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 C Garman

Ms S Rochester

External nominated representatives

Sydney Area Nursing Officer, or nominee, from the Northern and South Eastern Areas

Ms J Becker

Ms J Kingston

Representative from private sector health agencies

Ms S Fenney

Representative from the NSW College of Nursing

Ms M Chiarella

Representative from the NSW Nurses Association and the Australian Nurses Federation

Ms L Donaldson

Representative from the NSW Nurses Registration Board

Ms J Dent

Nursing practitioners, two of whom are graduates of the Faculty

Ms J Rickard

Ms R Shaw

Mr G Wilson

DEAN'S ADVISORY COMMITTEE

Ex officio members

Dean

Professor J White

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 A Kranz

Elected representatives

Four members of academic staff from the Faculty elected by and from the academic staff of the Faculty

Ms D Brown

Ms J McGee

Ms S McKinley

Dr M Walsh

One member of support staff from the Faculty elected by and from the support staff of the Faculty

Mr P Hanley

CLINICAL PLANNING COMMITTEE

Ex officio members

Clinical Coordinator

Ms J Forbes

Coordinator for Special Categories

Ms C Garman

Examiners /Assessors for Nursing Practice 1 to 6

Mr R Gallagher

Ms S Hyde

Ms K Pinnock

Ms F Rogan

Administrative Officer, Clinical Unit

Ms Lisa Nops

Administrative Assistant, Clinical Unit

Ms J Freshwater

Student Representatives

Ms A Simpson (Year 1)

Mr G Hughes (Year 2)

Ms P Phrakhounheuang (Year 3)

Ms J Robson (Year 3)

Representative for part-time Clinical Facilitators

Ms J Cannon

Staff list

Dean of Nursing

Acting Dean (until 31 March)

Associate Professor J Stein-Parbury, RN, BSN, MEd (Pittsburgh), FRCNA, MCN (NSW)

(1 April to 15 June)

Professor M Browne, BA, DipPsych (NUI), Mlib (UNSW), PhD (Macq), FALIA, MInfSc, RSA

Dean Designate (from 16 June)

Professor J F White, RN, RGON (NZ), CM, AssocDipNEd (Cumb), BEd (SCAE), MEd (Syd), FRCNA, FCN (NSW), FCN (Aotearoa)

Chair in Family Health Nursing

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

Chair in Aged and Extended Care Nursing

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

Chair in Critical Care Nursing

S McKinley, RN, BAppSci (Lincoln), PhD (LaT)

Chair in Mental Health Nursing

C Stuhlmiller, BSN (D'Youville), MS (Russell Sage), DNSc (UCSF)

Chair in Acute Care Nursing

Vacant

Professor of Nursing and Associate Dean, Postgraduate Programs and Continuing Professional Education

C M Duffield, RN, BScN (WOntario), DipNEd (Armidale), MHP, PhD (UNSW), FCHSE, FCN (NSW)

Associate Professor and Associate Dean, Undergraduate Programs and Technical Services

J M Donoghue, RN, CM, BA (Hons) (Macq), DipNEd (UNSW), PhD (Syd), MCN (NSW)

Associate Professor

J Stein-Parbury, RN, BSN, MEd (Pittsburgh), FRCNA, MCN (NSW) (from Feb 1997)

Senior Lecturers

A P Adams, RN, BA (Mitchell), MA (Macq), DipNEd (Armidale), FCN (NSW), FRCNA

J Baker, RN, DipNEd (Cumb), DipTeach (Nurs), BEd (Nurs) (Armidale), MAppSc (Nurs) (Syd), FCN (NSW)

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

P D Farrar, RN, BA (UNE), DipNEd (Cumb), MA (Macq)

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

J E McGee, RN, BA, MHPEd (UNSW)

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

M Walsh, STL, SThD (Rome)

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

Lecturers

C Briggs, RN, CM, DipCHNsg (Cumb), BA, MA (Macq), FCN (NSW)

D Brown, RN, BAppSc (UC), MCN (NSW), MRCNA

M Carey, BA (Hons) (Macq), MA (LaT), PhD (Q'ld)

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

S Dean, RN, BA (RCAE), GradDipAdultEd (UNE), MA (UNSW), GradDipAppSc (SCAE), MCN (NSW)

J L Forbes, RN, CM, BSc (BiomedicalSc) (UTS), MCN (NSW), MRCNA

N D Frazer, RN, BA (ANU), BA (Hons) (Macq), MCN (NSW)

R Gallagher, RN, BA (Macq), MCN (NSW)

C Garman, RN, CM, BA (Macq), MN (UTS), MHPEd (UNSW), MCN (NSW)

S Hyde, RN, BAppSc (Cumb), MA (Macq)

K J Kellehear, RN, BA (Macq), MHPEd (UNSW), FANZCMHN, FCN (NSW), FRCNA

K Kilstoff, RN, BA, DipEd, MA (Macq), MCN (NSW)

L Lock, RN, CM, BA (Macq), DipNEd (NSW)

F Rogan, RN, CM, BAppScN (Curtin), AssocDipNEd (CCHP), MAComN (Syd), MCN (NSW)

S Rochester, RN, BA (Macq), MA (Syd)

P Short, RN, BA (VisArt) (SCAE),

GradDipArts (VisArt) (NSWIA), MPH (Syd)

S Van Vorst, RN, BAppSc (SCAE), MCN (NSW)

A Wyllie, RN, CM, BA (UNE), MHPEd (UNSW), MCN (NSW)

Associate Lecturers

E Ben-Sefer, RN, BS (Boston), MN (UWS),
MCN
J Green, RN, CM, DipAppSc (Nurs), BHSc
(Nurs), MN (NEd) (Syd)
C Pinnock, RN, DipAppSc, BHSc (Nurs)
(Syd)

Course Coordinators*Doctor of Philosophy**Master of Nursing (by thesis)**Master of Nursing (by coursework)*

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

Master of Nursing in Clinical Practice

A P Adams, RN, BA (Mitchell), MA (Macq),
DipNEd (Armidale), FCN (NSW), FRCNA

*Master of Bioethics**Graduate Diploma in Bioethics*

M Walsh, STL, SThD (Rome)

Graduate Diploma in Acute Care Nursing

S D Pelletier, RN, BScN (Tor), DipEd
(Nursing) (SCAE), BEdSt (Q'ld), MScSoc
(UNSW), MCN (NSW), FRCNA

Graduate Diploma in Nursing Management

J Baker, RN, DipNEd (Cumb), DipTeach
(Nurs), BEd (Nurs) (Armidale), MAppSc
(Nurs) (Syd), FCN (NSW)

Graduate Diploma in Nursing in Midwifery

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

Graduate Diploma in Neonatal Nursing

S Rochester, RN, BA (Macq), MA (Syd)

*Graduate Diploma in Child Health Nursing**Graduate Diploma in Community Health*

Nursing
C Briggs, RN, CM, DipCHNsg (Cumb), BA,
MA (Macq), MCN (NSW)

Graduate Diploma in Mental Health Nursing

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

*Graduate Diploma in Aged Care Nursing**Graduate Diploma in Palliative Care Nursing*

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

*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
J E McGee, RN, BA, MHPEd (UNSW)

Graduate Diploma in Paediatric Nursing

A P Adams, RN, BA (Mitchell), MA (Macq),
DipNEd (Armidale), FCN (NSW), FRCNA

Graduate Certificate in the Management of Lactation and Infant Feeding

A Wyllie, RN, CM, BA (UNE), MHPEd
(UNSW), MCN (NSW)

Graduate Certificate in Diabetes Education and Management

S Dean, RN, BA (RCAE), GradDipAdultEd
(UNE), MA (UNSW), GradDipAppSc
(SCAE), MCN (NSW)

Bachelor of Nursing (Course code KN08)

D Brown, RN, BAppSc (UC), GradDipAEd
(UNSW), MCN (NSW), MRCNA

Bachelor of Nursing (Course code KN06)

P D Farrar, RN, BA (UNE), DipNEd (Cumb),
MA (Macq)

Bachelor of Nursing (Honours) (Course code KN09)

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

*Bachelor of Nursing and Bachelor of Arts**(International Studies) (Course code KN10)*

J Baker, RN, DipNEd (Cumb), DipTeach
(Nurs), BEd (Nurs) (Armidale), MAppSc
(Nurs) (Syd), FCN (NSW)

Special Categories Coordinator

C Garman, RN, CM, BA (Macq), MN (UTS),
MHPEd (UNSW), MCN (NSW)

Clinical Coordinator

J Forbes RN, CM, BSc (BiomedicalSc) (UTS),
MCN (NSW), MRCNA

Clinical Associates

A Abbenbroek, RN, ICU Cert, BHSc (ACU)

J Benson, RN, BA (Macq), GradDipN (UTS)

L Everitt, RN, CM, GradDipSc (Community
Health) (W'gong)

R Gray, RN, DipNEd, MN (UTS)

L Hamlin, RN, BN (UTS), MCN (NSW),
MRCNA

S Hanson, RN, BAppSc (Syd), MSc (Flinders)

G Harris, RN, ADipAdEd (SCAE)

F Monypenny, RN, CM, BEd (Nurs) (UNE),
MCN (NSW)

J Peake, RN, DipAppSc (Nurs) (SCAE),

GradDipAdvClinNurs (Nephrology) (Syd)

J Reinhardt, RN, BA (Ed) (Macq)

M Taylor, RN, GradDipHP (W'gong),

ACHSE

Administrative and technical staff

Faculty Administrator

P J Finneran, BA (Syd)

UTS Post-Doctoral Research Fellow

D Gietzelt, BA (Hons), PhD (Syd), FAAS

Technology Development Officer

P Hanley

Administrative Officers

A Stephenson, BA (Syd)

A Kranz, RN, BA (Macq)

Graduate Studies Officer (Coursework Programs)

M Kwong

Graduate Studies Officer (Research and Higher Degree Programs)

E Harvey

Clinical Program Officer

L Nops, BSc (Hons) (Open)

Clinical Unit

J Freshwater

Executive Assistants

M McCafferty

K Mangan, BA (Macq)

M Stephens

Technical Officer (Scientific)

Vacant

Technical Officer

S Martin

Administrative Assistant

C Cannane

Word Processing Operators (Fractional)

E Froment

O Lobo

General Assistant

M Iglesia

Computer Support Technician

B Larnach

Nursing practice ladder 1997

AUTUMN SEMESTER

Date	Month	Year 1	Year 2	Year 3
3	March	Autumn semester commences		
11				
18				
25				
31		AVCC Week		
7	April	CP: MS (Thursday)		
14		CP: MS (Thursday)		CP: CH, MH, DD
21		CP: MS (Thursday)		CP: CH, MH, DD
28		CP: MS (Thursday)		CP: CH, MH, DD
5	May	CP: MS (Thursday)		CP: MS, DD, MH
12		CP: MS (Thursday)	CP: MS, PAEDS	
19		CP: MS (Thursday)	CP: MS, PAEDS	
26			CP: MS, PAEDS	
2	June	CP: 4x5hr days	CP: MS, PAEDS	
9				
16		Examinations		
23		Examinations		
30		Examinations		
7	July	AVCC Week		
14		Vacation		CP: PP
21		Vacation		CP: PP – Spring semester commences
28		Vacation		CP: PP

Acronyms

CE:	Clinical Elective
CH:	Complex Health (Third Year MS)
CP:	Clinical Practice
DD:	Developmental Disability
MH:	Mental Health
MIC:	Maternal and Infant Care
MS:	Medical Surgical
PAEDS:	Paediatrics
PP:	Practice Partners

Public holidays

Good Friday – 28 March
Easter Monday – 31 March
Anzac Day – 25 April
Queens Birthday – 9 June

SPRING SEMESTER

Date	Month	Year 1	Year 2	Year 3
4	August	Spring semester commences	Spring semester commences	CP: PP
11				CP: PP
18				
25				
1	September	CP: MS, MIC, PAEDS		
8		CP: MS, MIC, PAEDS		
15			CP: MS, MIC, PAEDS	
22			CP: MS, MH, PAEDS	
29		AVCC Week		
6	October		CP: MS, MH, PAEDS	
13			CP: MS, MH, PAEDS	CP: CE, CH
20				CP: CE, CH
27		CP: MS, MIC, PAEDS		
3	November	CP: MS, MIC, PAEDS		
10				
17		Examinations		
24		Examinations		
1	December	Examinations		
8		Vacation commences		

Acronyms

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