



Faculty of  
**Nursing**  
Handbook



University of Technology, Sydney

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**1998**

***UTS Faculty of  
Nursing  
Handbook  
1998***

The University attempts to ensure that the information contained in this handbook is correct as at 28 November 1997. 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,  
Registrar's Division

**Cover**

*UTS – The Global Classroom*  
*UTS congratulates our first group of International Studies students who will spend 1998 studying overseas in the country of their choice.*

External Relations Unit

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# **General University information**

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## **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 and Harris Streets, 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 and Buckland Steets,  
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

#### Australian Technology Park Sydney Ltd

##### Institute for Sustainable Futures

- Suite 213  
National Innovation Centre  
Cnr Garden, Cornwallis and Boundary  
Streets  
Eveleigh NSW 1430  
Telephone: (02) 9209 4350  
Fax: (02) 9209 4351

#### 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 Building, Centenary  
Lecture Theatre and West Wing  
Reserve Rd, Royal North Shore Hospital
- Gore Hill Research Laboratories  
Royal North Shore Hospital

#### Yarrowood conference and research centre

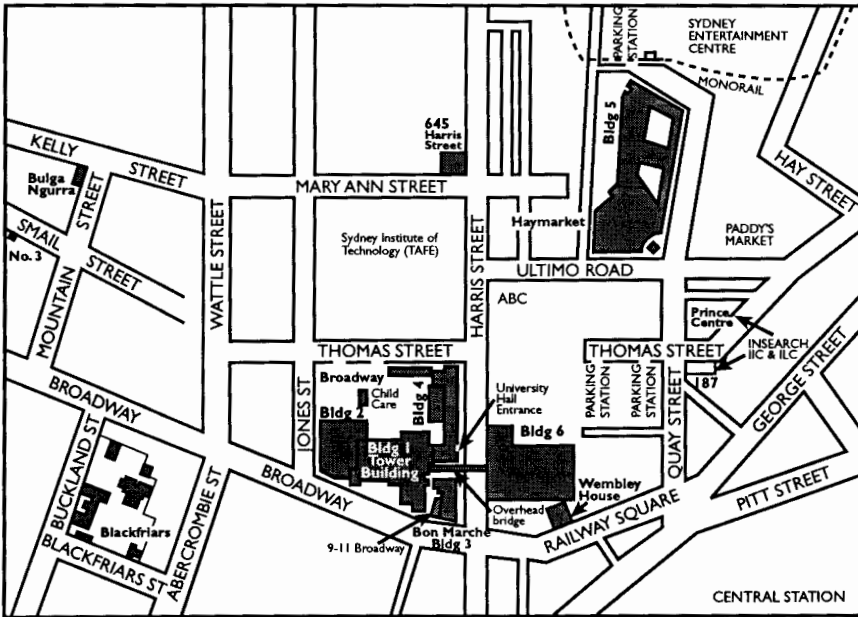
- 689 Springwood Rd  
Yarramundi NSW 2753

#### Stroud Field Station

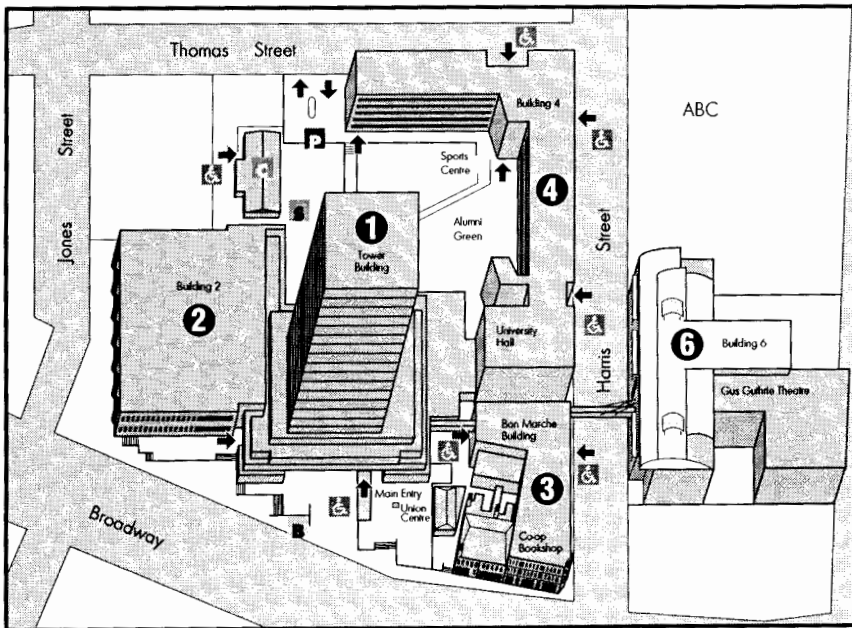
- 2605 The Bucketts Way  
Booral NSW 2425

# CAMPUS MAPS

## City campus

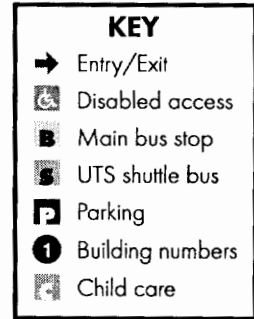
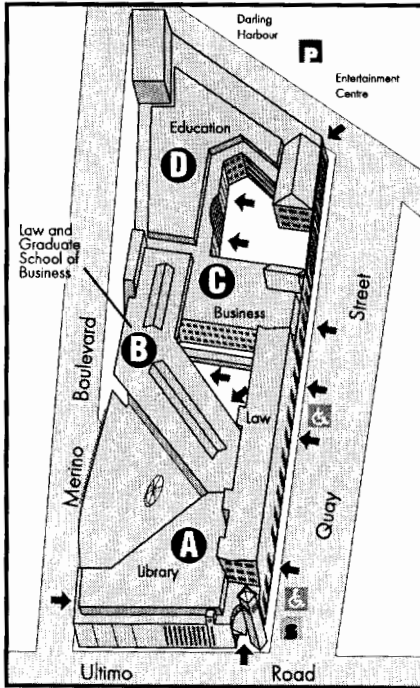


## Broadway

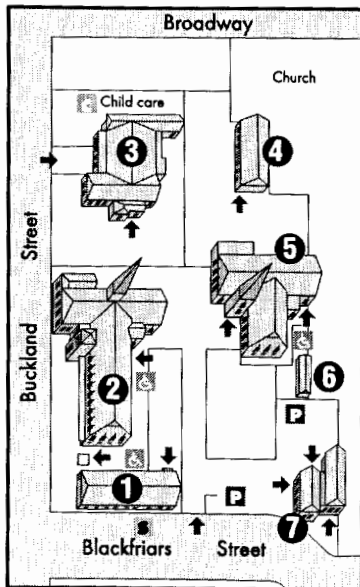




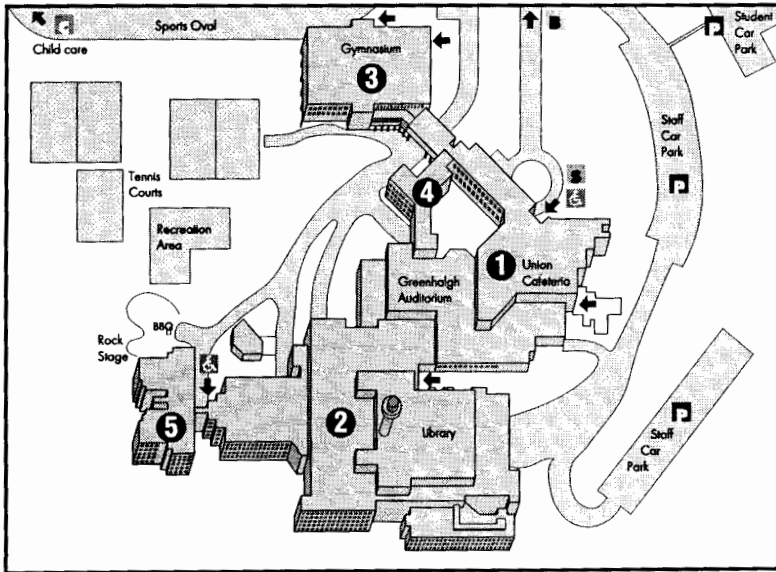
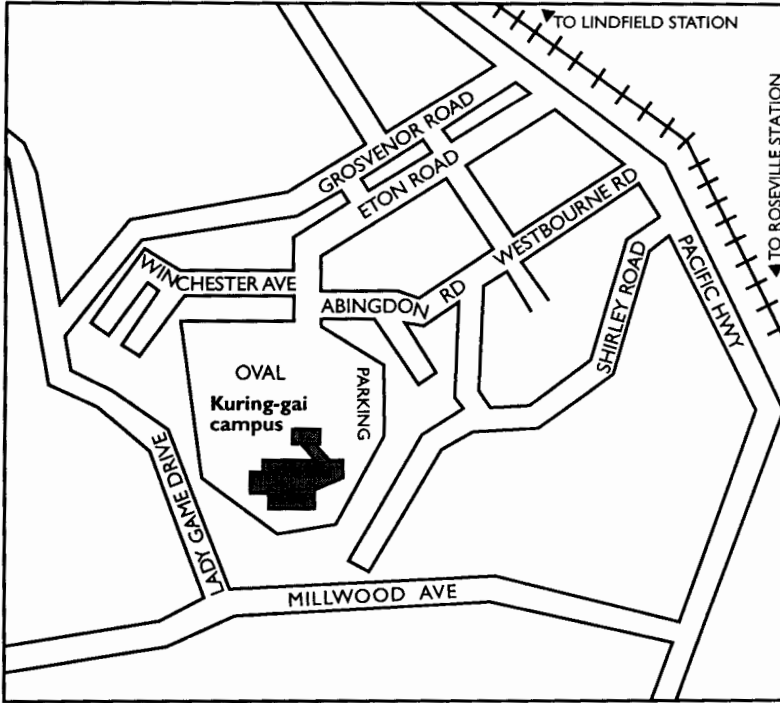
**Haymarket**



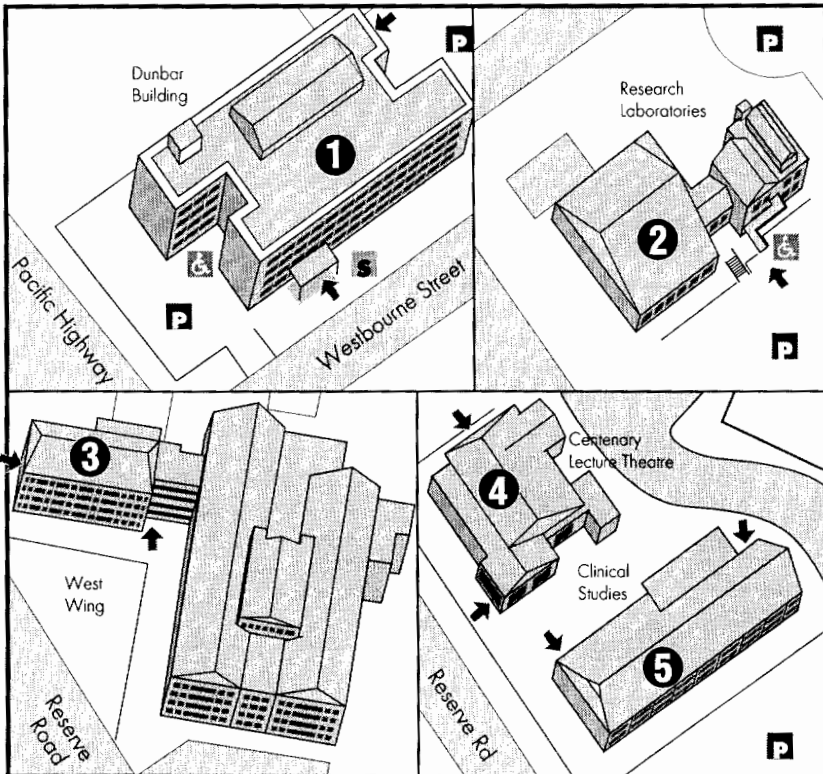
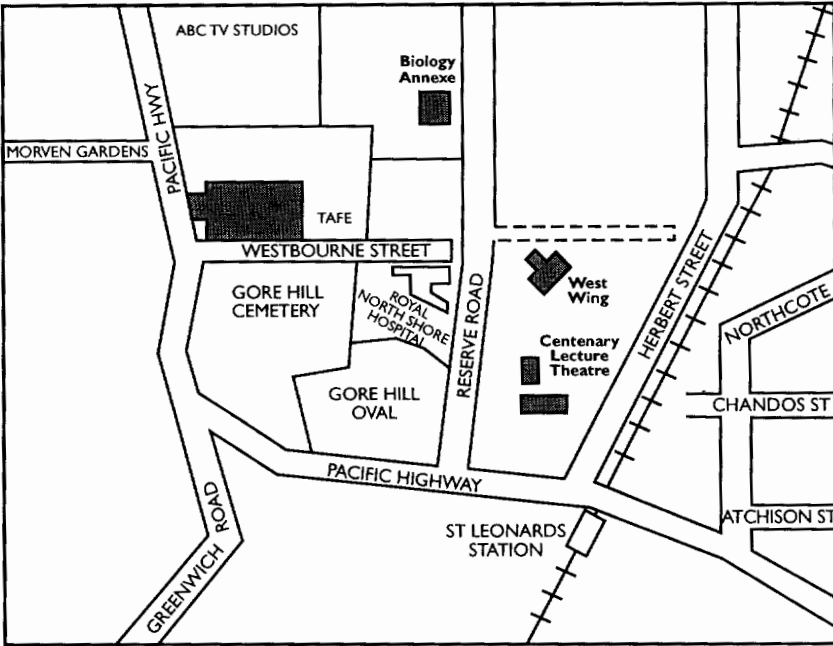
**Blackfriars**



### 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

### Email inquiries

Within Australia – [info.office@uts.edu.au](mailto:info.office@uts.edu.au)

International – [intlprograms@uts.edu.au](mailto:intlprograms@uts.edu.au)

## PRINCIPAL DATES FOR 1998

### Autumn semester

#### January

- 2 Release of HSC results
- 9 Formal supplementary examinations for 1997 Spring semester students
- 9 Closing date for changes of preference to UAC from 1997 NSW and ACT HSC applicants
- 16 Final examination timetable for Summer session
- 23 Main round of offers to UAC applicants
- 26 Australia Day – public holiday
- 26 Public school holidays end
- 28 Closing date for changes of preference to UAC for final round offers
- 28-30 Enrolment of new undergraduate students at City campus (and 2–4 February)

#### February

- 2 Last day for continuing students to pay their 1998 service fees
- 2-4 Enrolment of new undergraduate students at City campus (and 28–30 January)
- 6 Final round of offers (UAC)
- 2-13 Formal examinations for Summer session
- 23 Release of results for Summer session
- 5-26 Enrolment of students at City campus

#### March

- 2 Classes begin
- 4-5 Enrolment (External award, Non-award and Exchange students)
- 13 Last day to enrol in a course or add subjects
- 20 Last day to pay HECS
- 30 Last day to apply to graduate in Spring semester 1998
- 31 Last day to apply for leave of absence without incurring student fees/charges<sup>1</sup>
- 31 Last day to withdraw from a subject without financial penalty<sup>1</sup>
- 31 HECS census date

#### April

- 9 Last day to withdraw from a course or subject without academic penalty<sup>1</sup>
- 9 Public school holidays begin
- 10 Good Friday
- 13-17 Vice-Chancellors' Week (non-teaching)
- 14-17 Graduation (Kuring-gai)
- 24 Provisional examination timetable available
- 25 Anzac Day – public holiday
- 27 Public school holidays end

#### May

- 1 Applications available for undergraduate courses where applicable
- 1 Applications open for available postgraduate courses for Spring semester 1998
- 4-15 Graduation (City)
- 15 Examination masters due
- 29 Closing date for undergraduate and postgraduate applications for Spring semester
- 29 Final examination timetable

#### June

- 8 Queen's Birthday – public holiday
- 12 Last teaching day of Autumn semester
- 13-30 Formal examination period (and 1–3 July)

#### July

- 1-3 Formal examination period (and 13–30 June)
- 3 Autumn semester ends
- 3 Public school holidays begin
- 6-10 Vice-Chancellors' Week (non-teaching)
- 13-17 Formal alternative examination period for Autumn semester students
- 20 Public school holidays end
- 24 Release of Autumn semester examination results; two days earlier via UniPhone™
- 27 Formal supplementary examinations for Autumn semester students

## Spring semester

### August

- 3 Classes begin
- 3 Applications available for undergraduate and postgraduate courses for Autumn semester 1999
- 7 Last day to withdraw from full year subjects without academic penalty<sup>1</sup>
- 14 Last day to enrol in a course or add subjects
- 31 Last day to apply for leave of absence without incurring student fees/charges (Spring enrolments only)<sup>1</sup>
- 31 Last day to withdraw from a subject without financial penalty<sup>1</sup>
- 31 Last day to apply to graduate in Autumn semester 1999
- 31 HECS census date

### September

- 11 Last day to withdraw from a course or subject without academic penalty<sup>1</sup>
- 25 Provisional examination timetable available
- 25 Public school holidays begin
- 28 Vice-Chancellors' Week (non-teaching) begins
- 28-30 Graduation (City)
- 30 Closing date for undergraduate applications via UAC (without late fee)
- 30 Closing date for inpUTS Special Admission Scheme applications

### October

- 1-2 Graduation (City)
- 2 Vice-Chancellors' Week (non-teaching) ends
- 5 Labour Day – public holiday
- 12 Public school holidays end
- 16 Examination masters due
- 30 Final examination timetable available
- 30 Closing date for undergraduate applications via UAC (with late fee)

- 30 Closing date for undergraduate applications direct to UTS (without late fee)
- 30 Closing date for most postgraduate courses for Autumn semester 1999 (some courses may have earlier closing dates in September)
- 30 Closing date for Australian Postgraduate Awards, the R L Werner and University Doctoral scholarships

### November

- 13 Last teaching day of Spring semester
- 14-30 Formal examination period (and 1-4 December)
- 30 Closing date for Undergraduate applications via UAC (with late fee)

### December

- 1-4 Formal examination period (and 14-30 November)
- 4 Spring semester ends
- 14-18 Formal alternative examination period for Spring semester students
- 18 Public school holidays begin
- 21 Release of Spring semester examination results; two days earlier via UniPhone™

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<sup>1</sup> HECS/Postgraduate course fees will apply after the HECS census date (31 March and 31 August or last working day before).

**Note:** Information is correct as at 6 November 1997. The University reserves the right to vary any information described in Principal Dates for 1998 without notice.

# ***Faculty information***

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## **MESSAGE FROM THE DEAN**

A warm welcome to you to the Faculty of Nursing at UTS. I hope that your time with us will be wonderfully rewarding and fulfilling. In many respects, the Faculty of Nursing at UTS is a leader in its field. The Faculty offers a range of courses including the Bachelor of Nursing, an Honours degree, and Graduate Diplomas and Master's degrees in professional nursing or clinical practice including most clinical specialty areas. We pride ourselves on our flexibility and the 'design your own' nature of our graduate programs. 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 at 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, and doing this in a student-focused, flexible manner.

The Faculty is well integrated with the health care industry and the nursing profession; is dynamic in both its contributions and its responses to professional and public developments; contributes to the enhancement of health for all Australians; and supports 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 in the Bachelor of Nursing program 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 Bachelor of Nursing program and definitely before nursing practice commences. Information regarding the purchase of uniforms will be available on orientation day.

### Uniform for the 1998 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.



## 16 FACULTY INFORMATION

- (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 External Supervisor (if any), considers that a student so assessed is not ready to proceed with or is unsuitable to continue any part of the required professional experience on its scheduled commencement, the Responsible Academic Officer may defer or re-schedule the student's participation.

The Responsible Academic Officer must advise the students, in writing, of the decision within three business days of making it.

'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.

The Vice-Chancellor must advise the student in writing if any decision of the Responsible Academic Officer or the Vice-Chancellor.'

### **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 should 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.

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. The definition of classes includes lectures, tutorials, laboratory sessions, field work and Nursing Practice. Student attendance is taken into account in the determination of overall assessment grades.

Rules 2.5.2 and 2.5.3 of the University state: 'In cases of illness, or other circumstances beyond their reasonable control, students may be excused from attendance at classes on application in writing lodged with the Registrar.

'The granting of an exemption from attendance at classes does not carry with it exemption from payment of any fees or charges, nor does it imply exemption from or concessions relating to assessment or examinations.'

Even if granted such an exemption, students will still be required to fulfil their course requirements and, in the case of laboratory sessions, field work and Nursing Practice, will be required to complete alternative arrangements deemed equivalent by the Associate Dean.

### **Nursing Practice (policy on attendance)**

One hundred per cent attendance at all Nursing Practice experiences is a requirement. Absences from the Practice must be made up. Students must not attend a day shift of Nursing Practice directly following employment on night duty. 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 are allocated for making up for clinical absences. Students wishing to pre-book travel tickets etc. should ascertain the Faculty'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 1998 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).

## **Criminal record checks – prior to clinical practice**

Successful completion of a clinical placement is a compulsory course requirement.

Nursing students should note that the NSW Department of Health currently requires criminal record checks to be conducted by the NSW Police Service on all students before clinical placement in the NSW health system. As students with a criminal record will be denied a placement within the health system, the outcome of these checks may affect students' career and future employment prospects. Criminal record checks will be carried out only with a students' consent. Each student will be given a form to fill which authorises a criminal record check to be undertaken in his or her case.

Students should note that any refusal to undergo the check may result in the relevant student being unable to complete course requirements.

## **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.

## **Policy concerning plagiarism**

Virtually all research requires the use of the works of other writers. It is essential that students 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 outlined in the document 'Guidelines for Preparation and Presentation of Essays and other Written Assignments 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 may also be 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.

## **Non-nursing electives**

Students in the Faculty of Nursing may, with the permission of their course coordinator or supervisor, take electives offered by other faculties or by the Institute for International Studies. Full details are available in the relevant faculty handbook and in the 1998 *Institute for International Studies Handbook*.

The Institute for International Studies offers electives in language studies (currently some 12 languages are available at different levels ranging from beginners to advanced) and in the study of contemporary societies in parts of the non-English-speaking world. All these subjects last for one semester and are worth eight credit points. Further information can be obtained from the Academic Administrator, Institute for International Studies, UTS, 9-11 Broadway, Sydney, NSW 2007; telephone 9514 1574, fax 9514 1578.

## **Venues in health areas for 1998**

### **Central Coast Area Health Service**

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

### **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**

Aboriginal Medical Service  
 Allambie Special School  
 Allowah Babies Hospital  
 Aminya Nursing Home  
 Annandale Nursing Home  
 Audrey Hawkins Memorial House  
 Autistic Association of NSW  
 Baulkham Hills Private Hospital  
 Bligh Park Preschool  
 Bowden Brae Retirement Village  
 Brisbane Waters Private Hospital  
 Centacare – Fairfield  
 Central Coast Area Health Service  
 Central Coast Community Care Association Ltd  
 Central Sydney Area Health Service  
 Centre for Bone and Joints Diseases  
 Chalmers Road Special School  
 Clarke Road Special School  
 Collaroy Plateau Community Kindergarten  
 Community Services, NSW Department of, Ryde Centre  
 Community Services, NSW Department of, Warringah Area  
 Corrections Health Service  
 Cromehurst Special School  
 Dalcross Private Hospital  
 Dalwood Children's Centre  
 Disability Specialist Unit  
 Dubbo Base Hospital and Health Service  
 East Willoughby Early Childhood Preschool  
 Eastern Suburbs Private Hospital  
 Eastern Sydney Developmental Disabilities Service  
 Elanora Heights Community Centre  
 Kindergarten Cooperative Society Limited  
 Epilepsy Association, The  
 Evesham Clinic  
 Frederick Street Kindergarten  
 Garrawarra Centre for Aged Care  
 Glenwood Nursing Home  
 Gordon Preschool  
 Gowrie Village  
 Grosvenor Centre  
 Hills Special School  
 Hornsby Kuring-gai Developmental Disability Service  
 Hunters Hill Private Hospital  
 Independent Community Living Association  
 James Milson Nursing Home  
 James Mitchell Child Care  
 John Hunter Hospital  
 Kanangar Centre  
 Kariong Community PreSchool  
 Kindergarten Inc

## 20 FACULTY INFORMATION

Karonga House School  
Kids Campus Child Care  
Koala Kindergarten  
Lachlan Centre, The  
Lady Gowrie Child Care Centre  
Lane Cove Community Aid Service  
Langton Centre  
Leichhardt Preschool  
Lynton Private Hospital  
McQuoin Park Nursing Home  
Magic Pudding Child Care Centre  
Mater Misericordiae Hospital  
Maybanke Kindergarten  
Mercy Family Centre  
Morriset Hospital  
Mosman Private Hospital  
New Horizon Enterprises  
North Gosford Private Hospital  
North Ryde Kindergarten  
The Northside Clinic  
Northern Sydney Area Health Service  
Parkdale Nursing Home  
Peakhurst Community Health and Welfare Centre  
Peat Island Centre  
Pennant Hills War Memorial Child Care  
Peninsula Private Hospital  
Peter Rabbit Kindergarten Inc  
Pymble Turramurra Preschool  
Riverglades Centre  
Royal Alexandra Hospital for Children  
Royal South Sydney Community Health Complex  
Sacred Heart Hospice  
St Anthony's Special Preschool  
St Basils Homes  
St George Private Hospital and Medical Centre  
St Ives Preschool  
St John of God Hospitals  
St Josephs Hospital Limited  
St Lukes Hospital  
St Margarets Hospital  
St Vincents Hospital  
St Vincents Private Hospital  
Scottish Hospital, The  
Shalmon Hostel and Nursing Home  
Shalom Nursing Home  
Sometimes Care, The  
South Eastern Sydney Area Health Service  
South Pacific Private Hospital  
South Western Sydney Area Health Service  
Sutherland Community Health Centre  
Sydney Adventist Hospital  
Sydney Private Clinic, The  
Sydney Home Nursing Service  
Trentham Nursing Home  
United Protestant Association of NSW, The  
Uniting Church in Australia Property Trust (NSW) – Wesley Hospital  
Wahroonga Preschool  
Wairoa Special School  
Waldock Nursing Home  
Wangee Park School  
War Veterans Nursing Home, The  
Wesley Gardens  
Wesley Gardens Aged Persons Centre  
Wesley Heights Manly  
Wesley Private Hospital  
Western Sydney Area Health Service  
Western Sydney Developmental Services  
West Merrylands Child Care Centre  
William Booth Institute  
Woy Woy Peninsula Childcare Centre  
Wyllie Lodge Nursing Home  
Wyoming Adult Training Centre  
Yallambi Nursing Home

## PRIZES

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

This prize was established in 1987 by the family of the late Gretel Joy Wolfgang who had been enrolled in the Diploma of Health Science (Nursing) course. The prize is awarded to a student enrolled in the undergraduate program (pre-registration) who graduates with the highest degree of clinical excellence. Clinical excellence is determined as a consistently high level in clinical education based on scores attained in the Contexts of Nursing Care subjects, and outstanding achievement in the Nursing Practice subjects, across three years of the course. The prize shall be in the form of a suitably inscribed certificate, including an overview of the life of Gretel Wolfgang, together with a cash award of \$200.

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

This prize was established in 1990. It is awarded to a student enrolled in the undergraduate program (pre-registration) who graduates with the best overall pass and who obtains the University Medal. The prize shall be in the form of a suitably inscribed certificate, together with a cash award of \$300.

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

This prize was established in 1986 by the Royal North Shore Hospital. It is an annual prize to the nursing student who completes the requirements for the undergraduate program (post-registration) and obtains the highest cumulative Weighted Average Mark in all subjects. The prize shall be in the form of a suitably inscribed certificate, together with a cash award of \$150.

### **The 2/5 Australian General Hospital Prize**

This prize was established in 1996. It is awarded to a student in a postgraduate course who has been the most outstanding student in the subject Evolution of Nursing Knowledge for the year in which the award is made. The most outstanding student in the subject is determined through consistent contribution and the attainment of the highest overall mark. The prize shall be in the form of a suitably inscribed certificate, and including the brief history of the Hospital, together with a cash award of \$250.

### **Yakult Student Award**

This prize was established in 1996. It is awarded to a student who is deemed to have submitted the best Honours Research Project and has completed the Bachelor of Nursing (Honours) program in the year for which the award is made. The prize shall be in the form of a suitably inscribed certificate, together with a cash award of \$250.

### **Anne Caradus Memorial Prize**

This prize was established in 1997. It is awarded to a student who has demonstrated a consistently high level of clinical education based on the scores attained in the Operating Suite Nursing specialty subject, and has demonstrated outstanding clinical performance across the years of the course. The prize shall be in the form of a suitably inscribed certificate, and including an overview of the life of Anne Caradus, together with a cash award of \$250.

**FACULTY CONTACTS**

Name	Title	Position	Ext (prefix: 9514-)	Room
<b>Office of the Dean</b>				
White, Jill	Professor	Dean	5045	5.315
Crisp, Jackie	Dr	Acting Associate Dean, Undergraduate Programs and Technical Services	5129	5.395
Duffield, Christine	Professor	Associate Dean, Postgraduate Programs and CPE	5729	5.388
Weller, Stephen		Faculty Manager	5047	5.314
<b>Academic Staff</b>				
Adams, Anne	Ms		5720	5.292
Baker, Jacqueline	Ms		5072	5.203
Barclay, Lesley	Professor	Professor in Family Health Nursing, St George Hospital	5719, 9350-2789	5.008
Ben-Sefer, Ellen	Ms		5742	5.211
Briggs, Carolyn	Ms		5136	5.408
Brown, Diane	Ms		5712	5.204
Carey, Michael	Dr		5137	5.406
Dean, Sue	Ms		5124	5.218
Donoghue, Judith	Associate Professor	Professor in Acute Care Nursing, St George Hospital	5723, 9350-2184	5.004
Farrar, Trish	Ms		5747	5.496
Forbes, Jan	Ms		5123	5.306
Frazer, Neil	Mr		5134	5.217
Gallagher, Robyn	Ms		5746	5.220
Garman, Callista	Ms		5120	5.205
Gibb, Heather	Professor	Professor in Aged and Extended Care Nursing, Garrawarra Centre	5739, 9548-4715	5.002
Green, Janet	Ms		5740	5.494
Hyde, Sandra	Ms		5718	5.221
Jones, Linda	Ms		5713	5.210
Kellehear, Kevin	Mr		5050	5.207
Kilstoff, Kathleen	Ms		5143	5.407
Lock, Linette	Ms		5153	5.206
McGee, Jennie	Ms		5714	5.214
McKinley, Sharon	Professor	Professor in Critical Care Nursing, Royal North Shore Hospital	5710, 9926-8281	5.001
Pelletier, Dianne	Mrs		5760	5.208
Rochester, Suzanne	Miss		5154	5.495
Rogan, Frances	Ms		5581	5.409
Short, Peter	Mr		5717	5.216
Stein-Parbury, Jane	Associate Professor		5260	5.219
Stuhlmiller, Cynthia	Professor	Professor in Mental Health Nursing, St George Hospital	5486, 9587-3449	5.006
Van Vorst, Stephen	Mr		5715	5.215
Waters, Cheryl	Dr		5741, 9350-2540	5.497
Wyllie, Aileen	Ms		5204	5.404

Name	Title	Position	Ext (prefix: 9514-)	Room
<b>Support Staff</b>				
Burnett, Katie	Ms		5141	5.305
Cannane, Carol	Mrs		5128	5.304
Foxon, Liz	Ms		5181	2.351
Freshwater, Judy	Ms		5125	5.308
Froment, Elaine	Mrs		5725	5.385
Hann, Judy	Ms		5337	2.350
Iglesia, Molin	Mr		5132	5.309
Kranz, Anna	Ms		5043	5.318
Kwong, Mary	Ms		5722	5.386
Lobo, Ophelia	Mrs		5024	5.303
Mangan, Kathy	Mrs		5126	5.389
Martin, Sue	Ms		5187	2.351
Stephens, Margaret	Mrs		5730	5.389
Stephenson, Alison	Ms		5073	5.396
<b>Clinical Associates</b>				
<i>South Eastern Sydney Area Health Service</i>				
Dulhunty, Geoff	Mr		5737, 9548-4745	5.449
Hanson, Sue	Ms		5737, 9548-4715	2.449
<i>Northern Sydney Area Health Service</i>				
Gray, Robyn	Ms		5766, 9926-7459	2.447
Hamlin, Lois	Ms		5737, 9926-6476	2.449
Monypenny, Frances	Ms		5737, 9926-7459	2.449
Peake, Jacqueline	Ms		5766, 9926-7459	2.447
<b>Research Staff</b>				
Gietzelt, Dale	Dr		5046	5.297
Mitten-Lewis, Suzanne	Ms		5735	5.001
Morris, Clare	Ms		5738	5.004
Torres, Chabella	Ms		5736	5.004
<b>General contacts</b>				
Faculty Office			5044	
Student Office			5202	



## LIST OF COURSES AND CODES

Course title	Code	Course title	Code
<b>Undergraduate courses</b>			
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 (Honours) (1 year full time/2 years part time)	KN09	Graduate Diploma in Midwifery (2 years part time)	KN64
Bachelor of Nursing/Bachelor of Arts in International Studies (5 years full time)	KN10	Graduate Diploma in Nursing (2 years part time)	KN83
<b>Postgraduate courses</b>		Graduate Diploma in Music Therapy (2 years part time)	TE59
Graduate Certificate in Diabetes Education and Management (1 year part time)	KN92	Master of Bioethics (by coursework) (3 years part time)	KN56
Graduate Certificate in the Management of Lactation and Infant Feeding (1 year part time)	KN91	Master of Nursing, Professional Studies (by coursework) (3 years part time)	KN55
Graduate Diploma in Bioethics (2 years part time)	KN60	Master of Nursing (by thesis) (2 years full time, 3 years part time)	KN52
Graduate Diploma in Clinical Practice (2 years part time)	KN84	Master of Nursing in Clinical Practice (by coursework) (3 years part time)	KN54
		Doctor of Philosophy (3 years full time, 4 years part time)	KN51

# Undergraduate courses

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## Bachelor of Nursing

### Course code: KN08

The course for an initial undergraduate nursing qualification is designed to produce beginning practitioners who can provide 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 scientific and humanistic foundations for nursing practice through knowledge and skills related to the processes of nursing inquiry, nursing relationships and clinical nursing. Relevant material from philosophical, ethical and legal studies, and from biological, social and physical sciences is integrated with nursing theory and applied to clinical nursing practice throughout the course.

In addition, registered nurses with either a hospital certificate in nursing or a Diploma in Nursing (or equivalent) are able to convert their qualification to a Bachelor of Nursing. This includes overseas registered nurses.

### Purpose of the course

The purpose of the course is to produce an informed, reflective, caring and compassionate nursing practitioner, a practitioner who demonstrates competencies related to professional responsibility, who displays advanced interpersonal processes and who exercises sound clinical judgement.

### Structure of the curriculum

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

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

enhancing professional practice as a member of a health care team.

The Clinical Nursing strand provides students with both theory and practice in clinical nursing. It enables students to apply theoretical perspectives from the various subjects to the practice of nursing care in a variety of contexts.

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 approximately 800 hours over the whole course) will take place in a variety of attendance patterns, mainly in two-week or four-week blocks during each semester. In addition, clinical skills development will be facilitated in simulated nursing practice. This clinical preparation will supplement clinical field work and is an essential component of the contact hours for each clinical nursing subject.

### Professional accreditation

Graduates from the Bachelor of Nursing program 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 must first meet the University's general matriculation requirements.

Mature age applicants (those who will be at least 20 years of age on 1 March in the year of admission) may also be eligible for entry on the basis of their educational background, work experience and motivation to successfully complete the course. Such students are strongly encouraged to provide all relevant information on a Personal Statement form at the time of application.

Specific information about the admission requirements is given in the *1998 UAC 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.

### **Duration of the course**

The Bachelor of Nursing is normally offered on a full-time basis over six semesters, or on a part-time basis over 12 semesters. Advanced standing may be offered to students who can demonstrate relevant prior knowledge or experience.

Qualified nurses already registered (or eligible for registration) in Australia may complete the course in one semester of full-time study (for those holding a diploma from a tertiary education institution) or in two semesters of full-time study (for those holding a hospital certificate). Applicants are assessed on an individual basis.

Special categories of advanced standing are outlined below.

### **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.

Qualified nurses already registered (or eligible for registration) in Australia will be granted up to 96 credit points (certificate holders) or up to 120 credit points (diploma holders) of advanced standing. For students who have gained their registration overseas and who are not eligible for registration in Australia, an individual program will be developed that allows for recognition of prior learning and experience.

Students who have completed the Advanced Certificate – Enrolled Nurse course through the NSW Department of Technical and Further Education (TAFE) are granted up to 27 credit points advanced standing in the Bachelor of Nursing. Enrolled Nurses who do not hold an Advanced Certificate will be offered exemption from the subject Nursing Practice 1. Further exemption may be granted by the method outlined below.

Students applying for exemptions on the basis of subjects completed at other institutions or on the basis of recognition of prior learning 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 or other supporting documentation. All documents should be returned to:-

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

Students who have degrees in other disciplines are encouraged to apply. Under normal circumstances such students are able to complete the Bachelor of Nursing in two calendar years.

### **Attendance pattern**

Students will be required to undertake formal study for 14 weeks each semester. This will include Nursing Practice (pre-registration students only).

## Course structure

Students must gain a minimum of 144 credit points to complete the Bachelor of Nursing. Credit point values are shown below for each subject.

Registered Nurses with certificate qualifications must complete a minimum of 48 credit points and those with diploma qualifications a minimum of 24 credit points. Registered Nurses will, in consultation with the Course Coordinator, select subjects of their choice from the following structure and from other courses offered by the Faculty. There is also some opportunity to undertake electives subjects outside the Faculty of Nursing.

**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 available on request. It is suggested that students who wish to undertake part-time study discuss their proposed program with the Course Coordinator.

### 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 <sup>1</sup> (55 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 <sup>1</sup> (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 <sup>1</sup> (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 <sup>1</sup> (120 hours)	5cp

### Year 3

#### Autumn Semester

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

#### Spring Semester

92138	Professional Relationships in Nursing	3cp
79003	Health Care Law	3cp
xxxxx	Clinical Nursing Electives <sup>1</sup>	3cp
92217	Contexts of Nursing Care 6	9cp
92219	Nursing Practice 6 <sup>1</sup> (160 hours)	6cp

<sup>1</sup> Denotes pass/fail subject

### Clinical Nursing electives:Year 3 Bachelor of Nursing

92196	Community Health Nursing	3cp
92171	Intensive Care Nursing	3cp
92173	Mental Health	3cp
92174	Operating Suite	3cp
92175	Paediatric Nursing	3cp
92176	Palliative Care	3cp
92183	Women's Health	3cp
92172	Maternal and Infant Care	3cp
92182	Transcultural Nursing	3cp

## Bachelor of Nursing (Honours)

**Course code:** KN09

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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 semester of theoretical grounding in research (or equivalent) as approved by the Selection Committee for the Bachelor of Nursing (Honours).

### Pre-entry occupational requirements

Applicants must have registered nurse status and be 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 two years of part-time study or in exceptional cases one year of full-time study.

The course has a value of 48 credit points (four 14-week semesters at 12 credit points per semester) of part-time study.

### Course structure

#### Stage 1

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##### Autumn semester

92867	Frameworks for Nursing Inquiry	6cp
92866	Qualitative Research Processes	6cp

##### Spring semester

92889	Quantitative Research Design	6cp
92180	Nursing Honours Dissertation (Part 1)	6cp

#### Stage 2

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##### Autumn and Spring semesters

92181	Nursing Honours Dissertation (Part 2)	24cp
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# Bachelor of Nursing/ Bachelor of Arts in International Studies

**Course code: KN10**

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## Introduction

The Bachelor of Nursing/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 reflection on practice and research. Subjects focus on the complexity of nursing practice and its professional requirements including responsibilities, 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 processes for enhancing professional practice as a member of a health care team.

The Clinical Nursing strand provides students with both theory and practice in clinical nursing. It enables students to apply theoretical perspectives from the various subjects to the practice of nursing care in a variety of contexts.

## 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 (approximately 800 hours in total) 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 must first meet the University's general matriculation requirements.

Mature age applicants (those who will be at least 20 years of age on 1 March in the year of admission) may also be eligible for entry on the basis of their educational background, work experience and motivation to successfully complete the course. Such students are strongly encouraged to provide all relevant information on a Personal Statement form at the time of application.

Specific information about the admission requirements is given in the *1998 UAC 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. The following majors are offered: Argentina, Australia and the Asia–Pacific Region, Chile, China, Croatia, France, Germany, Greece, Indonesia, Italy, Japan, Latin America, Malaysia, Mexico, Poland, Russia, Slovenia, South China, South-East Asia, 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. Entry to the Greece, Poland, Slovenia and Ukraine majors is restricted to students who have a sound working knowledge of the language of their selected 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 Social Change; 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 in host institutions overseas and travel between Sydney and the designated host institutions are borne by UTS except in cases where a scholarship has been awarded to the student with provision for these costs. Under those circumstances, the funds that would have otherwise been allocated towards the student's tuition and travel will be redirected to support the In-country Study program in general. In most cases the cost of living for the period of In-country Study will not exceed the cost of living away from home in Sydney. However, students should be aware that the cost of living in some countries – notably Argentina, France, Germany, Hong Kong, Japan and Taiwan – may be higher than in Sydney.

## 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 <sup>1</sup>	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 <sup>1</sup>	4cp

### 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 <sup>1</sup>	5cp

**Stage 4**

92118	Nursing as a Practice Discipline	4cp
972xxx	Language and Culture 2	8cp
976xxx	Contemporary Society	8cp

**Year 3**

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**Stage 5**

92117	Nursing Research	4cp
50140	Modernisation and Social Change	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 <sup>1</sup>	5cp

**Year 4**

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**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**

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**Stage 9**

92154	Human Responses in Nursing Practice	3cp
92168	Nursing Ethics 2	3cp
92169	Primary Health Care	3cp
92216	Contexts of Nursing Care 5	9cp
92218	Nursing Practice 5 <sup>1</sup>	6cp

**Stage 10**

92138	Professional Relationships in Nursing	3cp
79003	Health Care Law	3cp
92217	Contexts of Nursing Care 6	9cp
92219	Nursing Practice 6 <sup>1</sup>	6cp
921xx	Clinical Nursing Elective <sup>1</sup>	3cp

<sup>1</sup> 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
50140	Modernisation and Social Change	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
50140	Modernisation and Social Change	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
972111	Chinese Language and Culture 2	8cp
973111	Chinese Language and Culture 3	8cp
974111	Chinese Language and Culture 4	8cp
50140	Modernisation and Social Change	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
50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
977741	In-country Study 1: Croatia	24cp
978741	In-country Study 2: Croatia	24cp

**France**

971414/5	French Language and Culture 1	8cp
972414/5	French Language and Culture 2	8cp
973414/5	French Language and Culture 3	8cp
974414/5	French Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
97741x	In-country Study 1: France	24cp
97841x	In-country Study 2: France	24cp



## 32 UNDERGRADUATE COURSES

### Germany

971424/5	German Language and Culture 1	8cp
972424/5	German Language and Culture 2	8cp
973424/5	German Language and Culture 3	8cp
974424/5	German Language and Culture 4	8cp
50140	Modernisation and Social Change	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
50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
977710	In-country Study 1: Greece	24cp
978710	In-country Study 2: Greece	24cp

### Indonesia

971311	Indonesian Language and Culture 1	8cp
972311	Indonesian Language and Culture 2	8cp
973311	Indonesian Language and Culture 3	8cp
974311	Indonesian Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976301	Contemporary Southeast Asia	8cp
977311	In-country Study 1: Indonesia	24cp
978311	In-country Study 2: Indonesia	24cp

### Italy

971434/5	Italian Language and Culture 1	8cp
972434/5	Italian Language and Culture 2	8cp
973434/5	Italian Language and Culture 3	8cp
974434/5	Italian Language and Culture 4	8cp
50140	Modernisation and Social Change	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
50140	Modernisation and Social Change	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
50140	Modernisation and Social Change	8cp
976501	Contemporary Latin America	8cp

97753x	In-country Study 1: Mexico	24cp
97852x	In-country Study 2: Chile	24cp

or

97753x	In-country Study 1: Mexico	24cp
97851x	In-country Study 2: Argentina	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
50140	Modernisation and Social Change	8cp
976301	Contemporary Southeast Asia	8cp
977331	In-country Study 1: Malaysia	24cp
978331	In-country Study 2: Malaysia	24cp

### Mexico

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
50140	Modernisation and Social Change	8cp
976501	Contemporary Latin America	8cp
977530	In-country Study 1: Mexico	24cp
978530	In-country Study 2: Mexico	24cp

### Poland

971764	Polish 1	8cp
972764	Polish 2	8cp
973764	Polish 3	8cp
974764	Polish 4	8cp
50140	Modernisation and Social Change	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
50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
977730	In-country Study 1: Russia	24cp
978730	In-country Study 2: Russia	24cp

### Slovenia

971754	Slovenian 1	8cp
972754	Slovenian 2	8cp
973754	Slovenian 3	8cp
974754	Slovenian 4	8cp
50140	Modernisation and Social Change	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
	<i>or</i>	
971111	Chinese Language and Culture 1	8cp
972121	Cantonese Language and Culture 2	8cp
	<i>or</i>	
972111	Chinese Language and Culture 2	8cp
973121	Cantonese Language and Culture 3	8cp
	<i>or</i>	
973111	Chinese Language and Culture 3	8cp
974121	Cantonese Language and Culture 4	8cp
	<i>or</i>	
974111	Chinese Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976101	Chinese East Asia	8cp
97712x	In-country Study 1: Guangdong, Hong Kong	24cp
97812x	In-country Study 2: Guangdong, Hong Kong	24cp

**South-East Asia**

971311	Indonesian Language and Culture 1	8cp
	<i>or</i>	
971331	Malaysian Language and Culture 1	8cp
972311	Indonesian Language and Culture 2	8cp
	<i>or</i>	
972331	Malaysian Language and Culture 2	8cp
973311	Indonesian Language and Culture 3	8cp
	<i>or</i>	
973331	Malaysian Language and Culture 3	8cp
974311	Indonesian Language and Culture 4	8cp
	<i>or</i>	
974331	Malaysian Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976301	Contemporary Southeast Asia	8cp
977311	In-country Study 1: Indonesia	24cp
978331	In-country Study 2: Malaysia	24cp
	<i>or</i>	
977331	In-country Study 1: Malaysia	24cp
978311	In-country Study 2: Indonesia	24cp

**Spain**

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
50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
977451	In-country Study 1: Spain	24cp
978451	In-country Study 2: Spain	24cp

**Taiwan**

971111	Chinese Language and Culture 1	8cp
972111	Chinese Language and Culture 2	8cp
973111	Chinese Language and Culture 3	8cp
974111	Chinese Language and Culture 4	8cp
50140	Modernisation and Social Change	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
50140	Modernisation and Social Change	8cp
976301	Contemporary Southeast Asia	8cp
977322	In-country Study 1: Thailand	24cp
978322	In-country Study 2: Thailand	24cp

**Ukraine**

971774	Ukrainian 1	8cp
972774	Ukrainian 2	8cp
973774	Ukrainian 3	8cp
974774	Ukrainian 4	8cp
50140	Modernisation and Social Change	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 1998 *Institute for International Studies Handbook*.

For more information on the International Studies program, telephone 9514 1574, fax 9514 1578 or email [iisinfo@uts.edu.au](mailto:iisinfo@uts.edu.au)

# 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.

During 1997, the Faculty of Nursing reviewed its postgraduate curriculum with the overall aim of offering a more flexible mode of study and also ensuring that its courses provide professional development in a range of specialty areas, enabling graduates to become leaders in their chosen field of practice. The courses aim to meet the needs of both practitioners and the health services. Qualified and experienced nurse clinicians and leaders are required to practise at advanced levels of knowledge and expertise. The advances in technology, the expectations for professional performance and the changing demands in the health care services for highly skilled and autonomous practitioners have placed demands on nurses and created the need for further education specifically directed to these demands. In addition, there is an expectation that the new role and functions of the highly qualified, expert nurse practitioner will be endorsed and, in keeping with the changing directions in health care delivery, become a feature of health care and nursing services. The courses have therefore been designed to meet the educational needs of such nurses as they, in turn, are increasingly required to meet the challenges in the changing health services in which they practise.

Students joining the Faculty of Nursing in 1998 should refer to the comprehensive outline of new programs in this chapter. Some 1997 subjects are still offered to ensure that continuing students are not disadvantaged.

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 in Clinical Practice and Master of Nursing in Progressional Studies.

### **Masters of Nursing (by coursework)**

Entry to the Master of Nursing in Clinical Practice and Master of Nursing in Professional Studies, 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 (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 Carey.

## **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 12 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 four hours per week, although attendance patterns vary according to the student's timetable preferences, with both day, evening and some intensive mode classes available. There are two semesters a year, each consisting of 12 teaching weeks.

Several of the abovementioned 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 Midwifery

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 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 Specialising in Anaesthetics and Recovery Room Nursing

Graduate Diploma Specialising in Intensive Care Nursing

Graduate Diploma Specialising in Cardiac Respiratory Nursing

Graduate Diploma Specialising in Perioperative 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)

There are two coursework master level programs on offer, the Master of Nursing in Professional Studies and Master of Nursing in Clinical Practice.

These courses aim to provide opportunities for registered nurses to strengthen and deepen their knowledge of the discipline of nursing in a variety of practice areas, to develop skills to enable them as graduates to conduct research into practice, and foster the development of nursing scholarship and leadership.

The two Masters of Nursing (by coursework) courses are offered over three years of part-time study. The Graduate Diplomas and the two Masters 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 in Professional Studies and the Master in Clinical Practice (by coursework) programs. 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 four 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 12 teaching weeks.

### Articulation

The new structure has four graduate diplomas which articulate with the master level programs. The Graduate Diploma in Nursing articulates with the Master of Nursing in Professional Studies which has been designed for those students who wish to pursue management or education interests. Students in the course will be able to undertake subjects in other faculties to supplement those on offer within the Faculty of Nursing. Students who undertake a management or education major will have this indicated on their transcript. Alternatively students can design their own program.

The other graduate diplomas: Graduate Diploma in Clinical Practice, Graduate Diploma in Midwifery and Graduate Diploma in Community Health Nursing articulate with the Master of Nursing in Clinical Practice. The first of these, the Graduate Diploma in Clinical Practice, has a variety of major clinical areas of study which can be identified on the student transcripts. Major areas of study can be added or deleted from the faculty profile as service delivery needs change. Students can also design their own program.

Students are advised to refer to the Subject Categories List appearing below when designing their program.

### **Subjects in Categories**

#### ***Clinical Practice subjects***

Advanced Assessment in Nursing Practice  
Specialty Clinical Practice  
Advanced Clinical Practice  
Community Practice  
Midwifery Practice

#### ***Clinical Studies subjects***

Working with Families  
Issues in Neonatal Care  
Perinatal Development  
Foundations in Midwifery  
Midwifery in Complexity  
Interventions in Mental Health Care  
Mental Health Care – Constructions, Contexts and Critiques  
Nursing Practice with the Aged  
The Aged in Society  
The Societal Contexts of Palliative Care  
Palliative Care Nursing Practice  
Advanced Nursing: Metabolic & Neuroendocrine Disruption  
Advanced Nursing: Cardio-Respiratory & Renal Disruption  
Advanced Nursing: Immune Response & Haematological Disruption  
Care of the Child in Illness and Disability  
Care of the Acutely Ill Child  
Health Breakdown  
Acute Intensive Care Nursing  
Advanced Intensive Care Nursing

Intensive Care Nursing – Crisis Interventions  
Contexts of Recovery Room Nursing  
Dimensions of Anaesthetic Nursing  
Foundations of Perioperative Nursing  
Techniques in Perioperative Nursing  
Advanced Perioperative Nursing  
Cardiac Respiratory Nursing: The Critical Perspective  
Dynamics of Cardiac Respiratory Nursing  
Counselling and Group Skills  
Community Health Nursing

#### ***Research subjects***

Evidence-Based Practice  
Quantitative Research Design  
Qualitative Research Processes  
Frameworks for Nursing Enquiry  
Project  
Dissertation

#### ***Elective subjects***

Ethical Theory 1  
Professional/Client Relationships  
Applied Sciences in Lactation and Infant Feeding  
Therapeutic Alliance

#### ***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 in Clinical Practice and Master of Nursing in Professional Studies (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. 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
  - the 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. persons 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 5.31(f).

### 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 material 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 2.25), 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) and Higher Degrees Coordinator*

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

Telephone 9514 5729

*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;
4. The co-supervisor should
  - 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; and
  - keep regular contact with any co-supervisor and/or industrial supervisor.
5. The industrial 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; and
  - 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.
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

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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

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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.

## Master of Nursing (by coursework)

There are two coursework master level programs on offer, the Master of Nursing in Professional Studies and Master of Nursing in Clinical Practice.

## Master of Nursing in Professional Studies

### Course Code: KN55

This course is designed for nurses who do not wish to specialise in a clinical. A submajor in management or education is available. This course will develop the participant's career as a manager or educator; extend and enhance existing skills; help build confidence and leadership skills; attain academic experience and qualification; and enhance career prospects. Students can customise their program to meet personal learning needs or workplace requirements.

Students can select from the following subjects for their Professional Studies program:

- Leadership and Change in Health Care
- Contemporary Issues in Health Care
- Politics, Power and Policies in Health Care
- Planning and Evaluating Health Services
- Health Resource Management (offered by the Faculty of Business)
- Organisational Management in Health Care
- Health Promotion and Health Education
- Clinical Teaching in the Health Care Setting

Students may also select subjects from other faculties such as Business and Education.

Following completion of eight subjects over two years part-time or one year full-time study will require a further four subjects or a Project *plus* two elective subjects or a Dissertation to complete their Master of Nursing in Professional Studies.

## Graduate Diploma in Nursing

### Course code: KN83

This course comprises the first two years of the Master of Nursing in Professional Studies. Students are required to complete eight subjects from the selection below in either two years part-time or one year full-time:

- four (4) Professional Studies subjects, with the option of majoring in management or education
- three (3) Elective subjects
- one (1) Research subject

## Master of Nursing in Clinical Practice

### Course code: KN54

During the first two years, students will usually undertake their major area of study in either Clinical Practice or Clinical Studies and choose one of the following specialties:

### Mental Health Nursing

Interventions in Mental Health Care  
Mental Health Care – Constructions,  
Contexts and Critiques  
Advanced Assessment in Nursing Practice  
Specialty Clinical Practice

### Aged Care Nursing

Nursing Practice with the Aged  
The Aged in Society  
Advanced Assessment in Nursing Practice  
Specialty Clinical Practice

### Palliative Care Nursing

The Societal Contexts of Palliative Care  
Palliative Care Nursing Practice Advanced  
Assessment in Nursing Practice  
Specialty Clinical Practice

### Anaesthetics and Recovery Room Nursing

Dimensions of Anaesthetic Nursing  
Contexts of Recovery Room Nursing  
Advanced Assessment in Nursing Practice  
Specialty Clinical Practice

### Acute Care Nursing

Advanced Nursing: Metabolic and  
Neuroendocrine Disruption<sup>1</sup>  
Advanced Nursing: Cardiothoracic Respiratory  
and Renal Disruptions<sup>1</sup>

Advanced Nursing: Immune Response and Haematological Disruptions<sup>1</sup>  
 Advanced Assessment in Nursing Practice  
 Specialty Clinical Practice

<sup>1</sup> Students must undertake two of these three subjects.

### Paediatric Nursing

Care of the Child in Illness and Disability  
 Care of the Acutely Ill Child  
 Advanced Assessment in Nursing Practice  
 Specialty Clinical Practice

### Intensive Care Nursing

Acute Intensive Care Nursing  
 Advanced Intensive Care Nursing  
 Advanced Assessment in Nursing Practice  
 Specialty Clinical Practice

### Perioperative Nursing

Foundations of Perioperative Nursing  
 Techniques in Perioperative Nursing  
 Advanced Assessment in Nursing Practice  
 Specialty Clinical Practice

### Neonatal Nursing

Perinatal Development  
 Issues in Neonatal Nursing  
 Advanced Assessment in Nursing Practice  
 Specialty Clinical Practice

### Cardiac Respiratory Nursing

Dynamics of Cardiac Respiratory Nursing  
 Cardiac Respiratory Nursing:  
 The Critical Perspective  
 Advanced Assessment in Nursing Practice  
 Specialty Clinical Practice

In addition, students will undertake at the graduate diploma level one Research subject, one Professional subject and two electives. In the final year (part-time) of the Master of Nursing in Clinical Practice, students have three choices:

1. Dissertation
2. Project and two elective subjects
3. Four subjects (1 from Clinical Studies, 1 from Clinical Practice plus 2 Electives)

The subjects within these specialties are carefully selected to include the following categories for study:

- Clinical Practice (subjects which are practice-based)
- Clinical Studies (theoretical underpinning of nursing subspecialties)
- Research (enquiry strand)
- Professional Studies (subjects which relate to nursing management, education or contemporary nursing issues)

## Graduate Diploma in Clinical Practice

**Course code: KN84**

This course comprises the first two years of the Master of Nursing in Clinical Practice. Students are required to complete eight subjects from the selection below in either two years part-time or one year full-time:

- two (2) Clinical Studies subjects
- two (2) Clinical Practice subjects
- one (1) Research subject
- one (1) Professional Studies subject
- two (2) Elective subjects

Students can also transfer from the Graduate Diploma in Nursing, Graduate Diploma in Midwifery and Graduate Diploma in Community Health Nursing.

## 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.

The graduate certificate requires the completion of four subjects:

- Applied Sciences in Lactation and Infant Feeding
- Specialty Clinical Practice
- Context of Practice
- Community Practice

## Graduate Diploma in Community Health Nursing

**Course code: KN82**

The overall aim of the Graduate Diploma in Community Health is to prepare nurses for practice in primary health care services and also to provide them with advanced nursing skills and knowledge to care for clients in the community. Many community services require nursing staff to qualify in a specialty community nursing practice area. To meet these requirements, the course is structured so that the students complete comprehensive studies in community health nursing and also choose a major study emphasis in a specialty area of community practice, such as child health, aged care, extended care, or community mental health. In this way, students are prepared for the broad range of roles and functions which come under the generic name of community nursing. A professional practice dossier will be maintained which will enable those students who require recognition for the specialty nature of their study, such as Child Health and Family Health Nursing, to be acknowledged for industry purposes.

This course is aimed at preparing new practitioners and is also attractive to existing practitioners in the community who wish to attain a formal qualification in their chosen area of practice. The course is offered in two modes: either as a one year full-time course or as a two year part-time course in Community Health Nursing. Both cohorts will undertake a formal clinical practice component, which is reflected in the clinical practice subjects, and which requires attendance at a community health service/centre for a specified practice time.

This Graduate Diploma requires the completion of eight subjects:

- the following five Community Health subjects:
  - Advanced Assessment in Nursing Practice
  - Community Health Nursing
  - Health Promotion and Health Education
  - Counselling and Group skills
  - Community Practice
- one (1) Research subject
- one (1) Professional Studies subject
- one (1) Elective subject

Students can transfer to the Master of Nursing in Clinical Practice upon completion of this graduate diploma.

## Graduate Diploma 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 can be employed in the Area. This placement is organised after the course has commenced, in collaboration with the Course Coordinator.

This graduate diploma requires the completion of eight subjects:

- six (6) Midwifery related subjects:
  - Working with Families
  - Foundations in Midwifery
  - Specialty Clinical Practice
  - Midwifery in Complexity
  - Midwifery Practice
  - Community Practice
- one (1) Research subject **plus**
- one (1) Professional Studies subject

## 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. 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 Education

#### Spring semester

015343 Programming for Diabetes Education  
92845 Primary Health Care

### Graduate Diploma in Bioethics

**Course code: KN60**

The Graduate Diploma is normally offered over two years part-time, and is by coursework only. The coursework requires successful completion of eight subjects. Four subjects are offered in each of the years. Subject offerings follow an alternate pattern, described as Year 1 and Year 2, as for the program in the Master of Bioethics, as detailed below.

### 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 two hours, and to attend Saturday sessions on at least three occasions each semester.

For further information on this course, please contact Dr Michael Carey 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
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## Graduate Diploma in Music Therapy

### Course code: TE59

The Graduate Diploma in Music Therapy provides the opportunity for suitably qualified people to acquire knowledge, develop specialist skills and gain required basic experience in preparation for a career as a music therapist.

Some subjects in the Graduate Diploma are provided by the Faculty of Education.

Applicants require a degree or equivalent in music, music education, nursing or another relevant field from a recognised tertiary institution. Should the applicant hold a degree in an area other than music, competencies in music must be of an advanced standard. Preference will be given to students who have also completed courses in Orff method, Dalcroze method, Nordoff-Robbins method or psychology which included cognition, perception, theories of learning and memory, neuropsychology, social psychology and statistics.

This course is a thorough study of the theory and practice of music therapy designed for students who wish to enter, or change to, a career in this profession. Graduates will be eligible for registration as music therapists with the Australian Music Therapy Association.

This course does not attract HECS charges and students are required to pay course fees. Course fee information is available during each application period. Further information can be obtained from the course coordinator.

### Course aims

The course aims to develop skills in the design, implementation and evaluation of music therapy programs in a wide range of clinical and special education settings. It aims to develop a knowledge of clinical conditions and an understanding of how music can be applied in a therapeutic and special education modality. The course aims to develop musicianship skills to a level at which the applicant will be able to confidently devise and lead therapeutic music activities for select clients. The course aims to develop research interests in all aspects of music therapy.

### Assessment

The result of assessment is either 'pass' or 'fail'.

### Attendance

Attendance at lectures for a minimum of four hours each week is required.

Clinical practicum in institutions under supervision runs for 28/29 days per semester. Times for the clinical practicum can be negotiated.

### Course structure

The course is offered over two years of part-time study.

#### Semester 1

026901	Music Therapy Practice 1 (includes Practicum 1)	5cp
026911	Music Skills 1	3cp
92814	Clinical Studies 1: People and Health Care	5cp

#### Semester 2

026902	Music Therapy Practice 2 (includes Practicum 2)	6cp
026912	Music Skills 2	3cp
92815	Clinical Studies 2: Health, Illness and Disability	3cp

#### Semester 3

026903	Music Therapy Practice 3 (includes Practicum 3)	7cp
026913	Music Skills 3	3cp
92816	Clinical Studies 3: Interventions in Health Care	3cp

#### Semester 4

026904	Music Therapy Practice 4 (includes Practicum 4)	7cp
026914	Music Skills and Application 4	3cp

Further details of Education subjects may be found in the *1998 Faculty of Education Handbook*.

# Subject descriptions

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## 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 should be taken concurrently with the subject to which they refer.

### 015342

#### Teaching and Learning in Diabetes Education

*Postgraduate*  
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

*Postgraduate*  
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

*Postgraduate*  
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.

### 21822

#### International Health Management

*Postgraduate*  
6cp; intensive mode; prerequisite: nil

Examines two main aspects of health management – trends and lessons from overseas that have relevance for Australian health managers and the potential marketing and transfer of Australian health management expertise to overseas countries. Topics include health funding policy and epidemiological considerations; health care models and management systems; the context of health management (prevailing conditions); management of health technology; ethical and legal dimensions of health management; and concepts of quality management.

### 79003

#### Health Care Law

*Undergraduate*  
3cp; 10 weeks, 3hpw

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.



**91518****Physiological Foundations of Health 1***Undergraduate**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***Undergraduate**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***Undergraduate**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***Undergraduate**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)

**92109****Nursing Practice 1A***Undergraduate**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***Undergraduate**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***Undergraduate**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**

*Undergraduate*  
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**

*Undergraduate*  
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**

*Undergraduate*  
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**

*Undergraduate*  
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**

*Undergraduate*  
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**

*Undergraduate*  
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**

*Undergraduate*  
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.

**92138****Professional Relationships in Nursing***Undergraduate**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.

**92154****Human Responses in Nursing Practice***Undergraduate**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.

**92163****Contexts of Nursing Care 1***Undergraduate**8cp; 13 weeks, 6hpw for 6 weeks, 5hpw for 7 weeks; corequisite: 92128 Nursing Practice 1*

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***Undergraduate**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***Undergraduate**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 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**

*Undergraduate*

*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.

## 92171

### **Intensive Care Nursing**

*Undergraduate*

*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**

*Undergraduate*

*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 experience.

## 92173

### **Mental Health**

*Undergraduate*

*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**

*Undergraduate*

*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**

*Undergraduate*

*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

*Undergraduate*

*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, introducing students to a range of therapies drawn upon by nurses working in the area, including complementary/adjunct therapies. It enables students to apply the philosophy and principles to the practice of palliative care nursing.

## 92177

### Contemporary Nursing

*Undergraduate*

*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 in and basis of effective nursing relationships and practice.

## 92178

### Nursing Ethics I

*Undergraduate*

*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.

## 92180

### Nursing Honours Dissertation (Part 1)

*Undergraduate*

*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)

*Undergraduate*

*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

*Undergraduate*

*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

*Undergraduate*

*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

*Undergraduate*

*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 for a possible career in this area by examining the theory and practice of community health nursing and its application in the clinical setting.

## 92199

### Clinical Nursing Option

*Undergraduate*

*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 involved in this area, it is necessary for each student to have access to an appropriate clinical setting.

## 92212

### Contexts of Nursing Care 3

*Undergraduate*

*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

*Undergraduate*

*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

*Undergraduate*

*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

*Undergraduate*

*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**

*Undergraduate*

*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**

*Undergraduate*

*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**

*Undergraduate*

*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**

*Undergraduate*

*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.

**92701**

**The Aged in Society**

*Postgraduate*

*6cp; intensive mode*

This subject focuses on the experiences of ageing in Australian society, by exploring the way that different social forces shape these experiences. The subject examines media influences, government and institutionally devised aged care policies, professional, ethical and legal issues, demographic trends, resource allocation and also considers specific issues like elder abuse and the needs of the non-English-speaking background elders and home carers. The subject will contribute to students' understanding of the inter-dependent relationships between older people, their families, health care providers and Government instrumentalities and how these relationships shape the lives of older people.

**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 Contexts of Palliative Care**

*Postgraduate  
6cp; intensive mode*

This subject has two broad aims. It seeks to encourage students to understand the historical and philosophical evolution of palliative care nursing, both as a social movement and as an integral part of general health care services. It also allows students to explore the various patterns of care for dying people across different human societies, encourages personal reflection on the meanings of palliative care and challenges students to reflect upon current nursing interventions for dying people and their families.

**92707****Palliative Care Nursing Practice**

*Postgraduate  
6cp; intensive mode*

The subject first seeks to explore and develop an understanding of the problems and clinical issues confronting terminally ill patients and their families and then to identify ways in which to optimise their quality of life through expert clinical management of symptoms. Through ongoing interaction between students and teachers and expert clinicians, this subject articulates with the Societal Contexts of Palliative Care. Students are offered the opportunity to extend their knowledge of the subject Nursing Practice in Palliative Care by exploring clinically related issues which impact on the patient, the family and the health care team.

**92713****Health Breakdown**

*Postgraduate  
6cp; weekly or intensive mode*

This subject focuses on the development of an in-depth understanding of selected pathophysiological concepts and processes, such as: stress response; altered consciousness; impaired immunocompetence and nutrition; disruption of fluid, electrolytes and acid-base balance; altered gas exchange; disruption of cardiac, renal and respiratory functions. The application of these processes and concepts provides a knowledge base for registered nurses to improve clinical judgements and decision making in the management of patients with complex changes in health status.

**92721****Health Promotion and Health Education**

*Postgraduate  
6cp; weekly or intensive mode; prerequisite: nil*

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. Students will extend their understanding so they may participate in the planning process for health promotion programs.

**92773****Advanced Nursing: Metabolic and Neuroendocrine Disruptions**

*Postgraduate  
6cp; weekly or intensive mode*

This subject is designed to enhance the clinical knowledge base and decision-making skills of the acute care clinical nurse. The in-depth critical analysis of complex and varied patient cases creates a dynamic learning environment for students to explore each case according to their own learning needs and their specialty area of practice. Not all students study every case. Cases currently cover acute ketodiabetic acidosis, neurological and orthopaedic trauma, cerebral carcinoma, myeloma, acute bleeding oesophageal varices, liver failure and carcinoma. Assessment tasks are clinically focused.

**92775****Contemporary Issues in Health Care**

*Postgraduate  
6cp; weekly or intensive mode*

This subject aims to expand the student's awareness and understanding of current health care issues, in particular, those issues that impact on their work practices and environment. Students will have the opportunity to explore relevant issues and critical inquiry will be encouraged in relation to the effects of these issues on the organisation and delivery of health care. Students may negotiate a program of study that permits an in-depth exploration of an issue which is critical to their area of practice or work.



**92776****Contexts of Child and Family Health Nursing Practice***Postgraduate**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.

**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.

**92781****Foundations in Midwifery***Postgraduate**6cp; weekly or intensive mode*

The aim of this subject is to increase the students' understanding and appreciation of childbearing as a normal healthy developmental experience in the life-cycle of a woman and her family. This childbearing experience encompasses the preconceptual period through to early parenting. The subject also aims to develop the students' understanding and appreciation of the role of the midwife as a health care professional, providing a critical contribution to the quality of the woman and her family's experience of childbearing. This subject will provide the students with a framework for midwifery practice, and develop their knowledge and skills in the care of the woman and her family experiencing normal pregnancy, childbirth and early parenting.

**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.

**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***Postgraduate**6cp; weekly or intensive mode; prerequisite: 92781 Foundations in Midwifery*

This subject examines the physiological and psychosocial processes that the childbearing woman and her family experience when a deviation from normal occurs during the antepartum, intrapartum, postpartum or neonatal periods. The subject will explore the role of the midwife in the care of the childbearing family to detect deviations from normal and as a consequence then, when to implement timely and appropriate interventions. This subject will also explore how the midwife can normalise the childbearing experience for these women and their families.

**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)**

**92790****Evidence-Based Practice***Postgraduate**6cp; weekly or intensive mode*

This subject aims to expand students' understanding of, and commitment to, the development of evidence-based nursing practice. Students will be given the opportunity to develop a broad understanding of quantitative approaches to nursing research without becoming preoccupied with statistical analysis. Having completed the subject, students will be able to evaluate research findings and extract their clinical relevance.

**92794****Politics, Power and Policies in Health Care***Postgraduate**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.

**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.

**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.

**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 Minor Thesis**

*24cp; full-year subject; prerequisites: distinction average for previous 48cp and successful completion of a research elective (i.e. 92802 or 92803)*

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

**92814****Clinical Studies 1: People and Health Care**

*5cp; 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 1: 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 1

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

**92827****Nursing Practice with the Aged**

Postgraduate

6cp; intensive mode

The subject focuses on ways in which gerontological nurses can develop high standards of care for the older person in acute, rehabilitation, extended and community health care settings. All learning will be directed towards strategies that nurses can employ to help older people maintain maximum function and independence, optimal health outcomes, satisfying social relationships, emotional and spiritual wellbeing and to protect older people from unwanted complications arising out of health care treatments, changed life experiences and deteriorating health.

**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.

**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.

**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.

**92844****Clinical Management of Diabetes**

6cp; 14 weeks, 3hpw

This subject aims to help participants base their 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 individual's 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**

*Postgraduate*

*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****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 articular 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

*Postgraduate*

*24cp; work with Supervisor; prerequisite: Graduate Diploma or equivalent. Usually a distinction average in previous 48cps. Thesis proposal and supervisor approved by Higher Degrees committee prior to anticipated commencement*

This project allows students to undertake a theoretical or empirical investigation of a topic of their choice under the guidance of an academic supervisor. Students may undertake the dissertation across two semesters. Acceptance into the dissertation is contingent on the identification of a suitable topic and an academic to act as supervisor. The completed dissertation is bound and 20,000 to 25,000 words in length.

### 92867

#### Frameworks for Nursing Inquiry

*Postgraduate*

*6cp; weekly or intensive mode*

This subject aims to develop critical skills through an examination of common beliefs about health, health care policy and funding, and nursing. It achieves this by exploring the

basis for various world views and the implication of these world views for nurses and those for whom they care. The subject focuses on how these belief systems exert a subtle influence in shaping current nursing theory and practice.

### 92868

#### Advanced Assessment in Nursing Practice

*Postgraduate*

*6cp; weekly or intensive mode*

This subject aims to provide the graduate nurse with advanced skills in assessment. Students will be given the opportunity to explore the skills of assessment and to apply them to the assessment of an adult or adolescent or child or newborn. This will enable the identification of issues for nursing intervention and nursing responses in the context of the client's overall physio-psychosocial needs. Such skills will support the graduate nurse functioning as an autonomous clinician. The subject will be taught in intensive mode. Students will select from a variety of modules, enabling them to study assessment related to their specialty areas of practice. Emphasis is placed on the application of skills and knowledge to the student's practice area.

### 92869

#### Specialty Clinical Practice

*Postgraduate*

*6cp; attendance at sessions or equivalent workplace learning*

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

For those students enrolled in the Graduate Diploma in Midwifery clinical experience will enable students to achieve the knowledge, skills and competency for midwifery practice through the attainment of a range of competencies and minimum requirements as elaborated on in the Professional Experience Record and required by the New South Wales Nurses' Registration Board.

**92870****Working with Families***Postgraduate**6cp; weekly or intensive mode*

This subject aims to increase the students' understanding of the family as a construct within society and provide students with the resources for interpretation and assessment of family processes. This subject explores the place of the family in Australian society through a nursing perspective emphasising practice implications. An increased understanding of family function, assessment, and stressors, especially related to transitional periods such as childbirth and early parenting, will facilitate appropriate nursing intervention and strengthen students' awareness that holistic practice is inclusive of the family. This subject will enhance the student's ability to practically support families during difficult situations and heighten the students' recognition of the role of the family in their clinical setting.

**92871****Perinatal Development***Postgraduate**6cp; intensive mode*

This subject aims to assist students in understanding the influence of prematurity and adverse perinatal factors on the adaptation of the neonate to the extrauterine environment. Consideration is given to the initial assessment and management of the compromised neonate and the neonate at risk. While this subject critically explores the health teams response to premature and adverse birth outcomes the nurse's role is highlighted. Throughout this subject the neonate is recognised as an individual and as a family member.

**92874****Interventions in Mental Health Care***Postgraduate**6cp; lectures/seminars/tutorials/case studies/ independent learning*

This subject presents students with the opportunity to examine and analyse a range of therapeutic approaches used in contemporary mental health care and the theoretical bases for interdisciplinary and mental health nursing care. Psychotherapeutic and psychosocial interventions and the philosophical bases of therapies in the context

of holistic care will be examined. Students will have the opportunity to explore their own theoretical bases of practice.

**92878****Care of the Child in Illness and Disability***Postgraduate**6cp; weekly or intensive mode*

This subject extends the students' theoretical knowledge for practice in paediatric nursing. The relationship between scientific and nursing knowledge and informed practice is emphasised. Health breakdown in infants, children and adolescents, related pathophysiology and epidemiology, assessment and diagnostics, and disability are examined. Therapeutic interventions and nursing management for infants, children and adolescents with health breakdown states and disability are evaluated. Issues related to growth and development, the care of families and the development of paediatric nursing as a speciality are explored.

**92880****Advanced Intensive Care Nursing***Postgraduate**6cp; weekly or intensive mode; prerequisite: 92903 Acute Intensive Care Nursing*

This subject expands the student's knowledge and understanding of intensive care nursing practice in relation to the management of individuals with critical illnesses which lead to increased intracranial pressure, acute cardiac instability, acute abdominal organ dysfunction, fluid and electrolyte imbalances and acute infections which require intensive care intervention. The educational and rehabilitation approaches will be explored.

**92881****Foundations of Perioperative Nursing***Postgraduate**6cp; weekly or intensive mode*

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

**92882****Techniques in Perioperative Nursing***Postgraduate**6cp; weekly or intensive mode; pre- or corequisite: 92881 Foundations of Perioperative Nursing*

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

**92883****Cardiac Respiratory Nursing: The Critical Perspective***Postgraduate**6cp; weekly or intensive mode; prerequisite: 92909 Dynamics of Cardiac Respiratory Nursing*

This subject will focus on patients whose cardiac respiratory health-related problems have developed into a critical state which may be potentially life threatening and/or may require urgent medical/surgical interventions. The emphasis is on advanced level specialist nursing practice and topics will include: haemodynamic monitoring; mechanical ventilation; pre- and post-operative management; and advanced life support.

**92884****Community Health Nursing***Postgraduate**6cp; lecture/seminar/workshop/learning package*

This subject introduces the student to the practice of community health nursing within the context of the Australian health care system. It discusses the principles of primary health care and the Ottawa Charter on health promotion, which form the basis of community health nursing practice, and 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.

**92885****Leadership and Change in Health Care***Postgraduate**6cp; seminar or equivalent*

This subject develops an understanding of the role of clinicians and managers as leaders in the change process. There are two components – a knowledge component and a skills component. The former will be presented through lectures and discussion. The skills component will be covered through individual or group involvement in effecting a change in their organisation. Results will be presented in a workshop at the end of the semester.

**92886****Qualitative Research Processes***Postgraduate**6cp; weekly or intensive mode*

The aim of this subject is to develop further the students' understanding of qualitative research. In order to do this, the subject explores issues related to the philosophical underpinnings of qualitative research; the various methodologies used; and congruence between methodology, method, analysis and dissemination of findings.

**92887****Organisational Management in Health Care***Postgraduate**6cp; lecture/seminar; prerequisite: nil*

This subject introduces students to the concept of management in an organisational context. Individual and group behaviour in organisations are discussed as are organisational issues such as culture, leadership power, communication, structure and design. Students are expected to draw on their experience in health care organisations.

**92889****Quantitative Research Design***Postgraduate**6cp; weekly or intensive mode*

The subject continues the development of research knowledge and skills for students interested in quantitative methods, focusing on the application of more complex experimental, quasi-experimental, and correlational designs in nursing research. Students will deepen their understanding of univariate and multivariate



research designs, the use of inferential statistics for data analyses and the interpretation of results.

### 92892

#### Community Practice

*Postgraduate*

*6cp; intensive modules and clinical contract*

This clinical subject provides community nurses and midwives with the opportunity to extend their knowledge and skills in the assessment of health status and management of health problems of individuals and families in the community setting. Students can plan their program of study by selecting clinically-focused learning modules which are relevant for their area of practice and developing a clinical contract.

### 92893

#### Midwifery Practice

*Postgraduate*

*6cp*

In this subject students will achieve a level of competency in the area of midwifery practice through a program of integrated and clinically based learning strategies. Students will be employed within a maternity unit to achieve the objectives and competencies of the New South Wales Nurses Registration Board.

### 92894

#### Advanced Clinical Practice

*Postgraduate*

*6cp; attendance at sessions or workplace learning; prerequisite: 9xxxx Specialty Clinical Practice or equivalent*

In this subject students, who are 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 practice levels of an advanced practitioner. Learning experiences are based in the practice setting and require students to demonstrate clinical, management and professional expertise.

### 92895

#### Issues in Neonatal Care

*Postgraduate*

*6cp; weekly or intensive mode*

This subject enables students to advance their knowledge of neonatal health dysfunction and its management through critical evaluation of

practice. The pathophysiology of disease processes common to the neonatal period is utilised in conjunction with behavioural assessment as rationales for nursing intervention. Consideration is given to the long term health consequences associated with health dysfunction during the neonatal period. The impact of neonatal health dysfunction on the family and society will be explored and nurse specialist's role in neonatal nursing will emphasise leadership and innovative practise.

### 92896

#### Mental Health Care – Constructions, Contexts and Critiques

*Postgraduate*

*6cp; lecture/seminar/case study*

This subject enables students to examine and critique ideas about mental health, mental illness and their own practice from a range of perspectives taken from sociology, anthropology, physiology, psychology and spirituality, in order to broaden and enrich their knowledge and practice. The impact of culture on the construction of diagnosis and care, social origins of mental illness as they relate to depression particularly, new biological findings and the loci of action of common psychotropic drugs and a review of common classical and contemporary psychological theories will be discussed. The subject will also provide concepts useful to the provision of personalised and sensitive client care.

### 92900

#### Advanced Nursing: Cardio-Respiratory and Renal Disruption

*Postgraduate*

*6cp; weekly or intensive mode*

This subject is designed to enhance the clinical knowledge base and decision making skills of acute care clinical nurses who work in a variety of settings such as the Emergency Department, Intensive Care Units, Haematology/Oncology, Neurosurgical, Cardiac, Respiratory or other wards. The in-depth critical analysis of complex and varied patient cases creates a dynamic learning environment for students to explore each case according to their own learning needs and their specialty area of practice. Students do not cover all cases. Cases currently cover acute CAL, ventilation, cardiac dysrhythmias, coronary artery disease and heart failure, carcinoma of the lung and kidney. Assessment tasks are clinically focused.

**92901****Advanced Nursing: Immune Response and Haematological Disruptions***Postgraduate**6cp; weekly or intensive mode*

This subject is designed to extend students' clinical knowledge base and nursing care management in relation to a broad range of clinical problems that are associated with alterations to the immune system, cellular proliferation or haematological processes. Included are problems such as HIV/AIDS, immunosuppression, multi-resistant infections, blood diseases and pharmacological interventions which are found across a range of clinical environments and are of considerable importance to acute care clinicians. Targeted in-depth presentations and self-determined practice focused learning contract objectives assist the student to explore these important aspects of acute care in the context of their own specialty areas.

**92902****Care of the Acutely Ill Child***Postgraduate**6cp; weekly or intensive mode*

This subject advances the students' theoretical knowledge to that required for specialist paediatric nursing practice when children with complex health breakdown states require nursing care. Nursing knowledge is applied to the management of infants, children and adolescents in complex health breakdown states. Children's pain and its management are examined and the place of technology in paediatric nursing practice is explored. The development of policy and standards of practice for acutely ill children are considered and nursing approaches to death and dying, loss and grief issues are evaluated.

**92903****Acute Intensive Care Nursing***Postgraduate**6cp; weekly or intensive mode*

This subject aims to develop the knowledge and understanding of students in intensive care nursing practice in relation to the management of critically ill individuals who are experiencing acute haemodynamic instability, acute respiratory impairment and altered gas exchange as a result of such critical illnesses such as adult respiratory distress syndrome, shock states and cardiac failure and

who require intensive care interventions. The impact of critical illness and the intensive care environment on seriously ill patients of all ages, their families and the staff will be explored.

**92904****Intensive Care Nursing – Crisis Interventions***Postgraduate**6cp; weekly or intensive mode; prerequisite: 92903 Acute Intensive Care Nursing*

Students undertaking this subject will be expected to have a sound foundational knowledge and understanding of intensive care nursing practice. This subject explores intensive care nursing practice in relation to the management of individuals following major trauma (spinal cord injury, burns, multiple trauma) or with extreme life threatening illness (status asthmaticus, diabetic ketoacidosis, multiple organ failure, brain death). Associated ethical, legal and professional issues will be explored.

**92905****Dimensions of Anaesthetic Nursing***Postgraduate**6cp; weekly or intensive mode; prerequisite: 92713 Health Breakdown*

This subject aims to expand the students' understanding of the anaesthetic nursing role. It develops their knowledge and awareness of the physiological and psychosocial needs of the patient experiencing anaesthesia, being ventilated or requiring pain management.

**92906****Contexts of Recovery Room Nursing***Postgraduate**6cp; weekly or intensive mode; prerequisite: 92905 Dimensions of Anaesthetic Nursing*

This subject aims to expand the students' awareness and understanding of the recovery room nursing role. It also develops their knowledge of the physiological and psychosocial needs of the surgical patient in the immediate post-operative period, and the legal obligations of the nurse in the recovery room.

**92908**

**Advanced Perioperative Nursing**

*Postgraduate*

*6cp; weekly or intensive mode; prerequisite: 92881*

*Foundations of Perioperative Nursing; pre- or corequisite: 9xxxx Techniques in Perioperative Nursing*

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

**92909**

**Dynamics of Cardiac Respiratory Nursing**

*Postgraduate*

*6cp; weekly or intensive mode; prerequisite or corequisite: 92713 Health Breakdown*

The concepts presented in this subject reflect the nursing assessment and decision-making interventions required in the management of individuals with altered cardiac and respiratory functions: including alterations to gas exchange; dysfunctions in restrictive and obstructive lung diseases; disruptions to cardiac function in angina, myocardial infarction and heart failure; and diagnostic procedures. It also examines pharmacological and technological management that will influence cardiac respiratory nursing practice.

**92910**

**Counselling and Group Skills**

*Postgraduate*

*6cp; lectures/seminars/case study/independent learning*

This subject introduces students to the theories and skills required for effective counselling and group interventions in the health care setting. Students will have the opportunity to plan, implement and evaluate their own counselling program and group involvements. Feedback on video and audio-taped interventions will ensure enhancement of skill development and the application of theory to practice.

**92987**

**PhD Thesis (Nursing P/T)**

**92988**

**PhD Thesis (Nursing F/T)**

**9xxxx**

**Project**

*Postgraduate*

*12cp; work with project consultant; prerequisite: Graduate Diploma or equivalent (48cp). Credit average grade. Project topic and project consultant prior to anticipated commencement of subject*

This project allows students to undertake a theoretical investigation of a topic of their choice under the guidance of an academic consultant. Students may undertake the project within one semester (12 credit points) or across two semesters (6 credit points per semester). Acceptance into the project is contingent on the identification of a suitable topic and an academic to act as consultant. The completed project is bound and 10,000 to 15,000 words in length.

## INTERNATIONAL STUDIES SUBJECTS

50140

### Modernisation and Social Change

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

The aim of this subject is to provide students with an understanding of the processes of modernisation and social change in a comparative context using case studies in countries of Western Europe, Latin America, East and South-East Asia. The lectures will highlight a number of key issues, for example whether the processes of social change are universal or specific; the consequences of modernisation in and for the economy, politics, society, culture and ideology of non-Western societies; and whether the established Eurocentric analytical models are still useful in understanding the modern world. It will be emphasised that differing interpretations of modernisation flow from various relations of power which lead to a multiplicity of views on its meanings and significance.

971111, 972111, 973111, 974111

### Chinese Language and Culture 1

8cp; 6hpw; prerequisite: nil

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.

### Chinese Language and Culture 2

8cp; 6hpw; prerequisite: Chinese Language and Culture 1

Chinese 2 aims continues to develop 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.

### Chinese Language and Culture 3

8cp; 6hpw; prerequisite: Chinese Language and Culture 2 or HSC Chinese

Chinese 3 is the entry point for students who have completed HSC 2/3 Unit Chinese and who first learnt Chinese at school in Australia.

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.

### Chinese Language and Culture 4

8cp; 2nd semester, 6hpw; prerequisite: Chinese Language and Culture 3

Chinese 4 is the second unit for students who have completed HSC 2/3 Unit Chinese.

Chinese 4 aims at further developing students' communicative competence in basic social interactions. More written texts are introduced to enhance the ability of students to use Chinese characters. The basic structures and devices of the language are also reinforced. Students are expected to know about 1,600 Chinese characters by the end of this unit.

### Chinese Language and Culture 5

8cp; 1st semester, 6hpw; prerequisite: Chinese Language and Culture 4

Chinese 5 is the third unit for students who first learnt Chinese at school in Australia and obtained HSC-level Chinese.

Chinese 5 aims at further developing students' communicative competence in general social interactions. While reinforcing the macro-skills of reading, writing, listening and speaking, this unit will focus on practical writing skills. Students are expected to know about 2,000 Chinese characters by the end of this unit.

### Chinese Language and Culture 6

8cp; 6hpw; prerequisite: Chinese Language and Culture 5

Chinese 6 is the fourth subject for students who have obtained HSC 2/3 Chinese with basic communicative skills and the ability to undertake In-country Study in China.

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

further develop students writing skills. Students are expected to know about 2,500 Chinese characters by the end of this unit.

### **Chinese Language and Culture 7**

*8cp; 4hpw; prerequisite: a working knowledge of Chinese characters as well as communicative competence in a Chinese language other than Modern Standard Chinese.*

Chinese 7 is for students who have a working knowledge of Chinese characters as well as communicative competence in a Chinese language other than Modern Standard Chinese.

This unit aims at developing communicative competence to meet students' needs in social and professional interactions where Modern Standard Chinese (also known as Mandarin, *Putonghua* or *Guoyu*) is used. Simplified characters, pronunciation, intonation and situational Chinese usages are the focus of class instruction.

### **Chinese Language and Culture 8**

*8cp; 4hpw; prerequisite: Chinese Language and Culture 7 or equivalent*

This unit aims at developing a communicative competence at a more sophisticated level. Students are exposed to a range of Chinese texts in varied socio-cultural contexts to master Chinese for different purposes, and are provided with opportunities to further improve speaking and listening skills through discussions of the texts and making cross-cultural comparisons.

### **Chinese Language and Culture 9**

*8cp; 4hpw; prerequisite: Chinese Language and Culture 8 or equivalent*

This unit aims at developing in students a high level of communicative competence required for understanding various electronic and published media articles, correspondence and texts related to contemporary society Modern Standard Chinese (also known as Mandarin, *Putonghua* or *Guoyu*) is used. Students are exposed to a range Chinese texts to master Chinese for different purposes, and are provided with opportunities to maintain speaking and listening skills through discussion of texts.

### **Chinese Language and Culture 10**

*8cp; 4hpw; prerequisite: Chinese Language and Culture 9 or equivalent*

This unit aims at further developing in students a high level of communicative

competence in reading and writing to meet students' needs in social and professional interactions Modern Standard Chinese (also known as Mandarin, *Putongua* or *Guoyu*) is used. Students are exposed to a range of diverse texts of modern Chinese literature, history, language and culture to master written Chinese for different purposes, and are provided with further opportunities to maintain speaking and listening skills through discussion of the texts.

## **97121, 972121, 973121, 974121**

### **Cantonese Language and Culture 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 Language and Culture A-2**

*8cp; 2nd semester, 6hpw; prerequisite: Cantonese Language and Culture 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 Language and Culture A-3**

*8cp; 1st semester, 6hpw; prerequisite: Cantonese Language and Culture 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 Language and Culture A-4**

*8cp; 2nd semester, 6hpw; prerequisite: Cantonese Language and Culture 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 Language and Culture 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 Language and Culture B-2**

*8cp; 2nd semester, 4hpw; prerequisite: Cantonese Language and Culture 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 Language and Culture 1**

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

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

While focusing primarily on the development of speaking and listening skills, this subject also provides a working knowledge of the *hiragana* and *katakana* scripts and approximately 50 *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 Language and Culture 2**

*8cp; 2nd semester, 6hpw; prerequisite: Japanese Language and Culture 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 150 *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 Language and Culture 3**

*8cp; 1st semester, 6hpw; prerequisite: Japanese Language and Culture 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 250 *kanji* by the end of the unit.

**Japanese Language and Culture 4**

*8cp; 2nd semester, 6hpw; prerequisite: Japanese Language and Culture 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 350 *kanji*.

### Japanese Language and Culture 5

*8cp; 1st semester, 6hpw; prerequisite: Japanese Language and Culture 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 470 *kanji*.

### Japanese Language and Culture 6

*8cp; 2nd semester, 6hpw; prerequisite: Japanese Language and Culture 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 590 *kanji*.

## 971311, 972311, 973311, 974311

### Indonesian Language and Culture 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 Language and Culture 2

*8cp; 2nd semester, 6hpw; prerequisite: Indonesian Language and Culture 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 Language and Culture 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 Language and Culture 4**

*8cp; 2nd semester, 6hpw; prerequisite: Indonesian Language and Culture 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 Language and Culture 5**

*8cp; 1st semester, 6hpw; prerequisite: Indonesian Language and Culture 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 Language and Culture 6**

*8cp; 2nd semester, 6hpw; prerequisite: Indonesian Language and Culture 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**

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 Language and Culture 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 Language and Culture 2**

*8cp; 2nd semester, 6hpw; prerequisite: Malaysian Language and Culture 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 Language and Culture 3**

*8cp; 1st semester, 6hpw; prerequisite: Malaysian Language and Culture 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 Language and Culture 4**

*8cp; 2nd semester, 6hpw; prerequisite: Malaysian Language and Culture 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 word 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 Language and Culture 5**

*8cp; 1st semester, 6hpw; prerequisite: Malaysian Language and Culture 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 Language and Culture 6**

*8cp; 2nd semester, 6hpw; prerequisite: Malaysian Language and Culture 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 Language and Culture**

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 Language and Culture**

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 Language and Culture**

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 Language and Culture 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 Language and Culture 2**

*8cp; 2nd semester, 6hpw; prerequisite: Spanish Language and Culture 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 Language and Culture 3**

*8cp; 1st semester, 6hpw; prerequisite: Spanish Language and Culture 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 Language and Culture 4**

*8cp; 2nd semester, 6hpw; prerequisite: Spanish Language and Culture 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 Language and Culture 5**

*8cp; 1st semester, 6hpw; prerequisite: Spanish Language and Culture 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 Language and Culture 6**

*8cp; 2nd semester, 6hpw; prerequisite: Spanish Language and Culture 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 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. 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.

## **971734, 972734, 973734, 974734**

### **Russian**

Russian is offered to UTS students through an arrangement with Macquarie University. 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. 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. 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 to 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. 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 dynamics of political, social and economic systems in Modern Japan. Central themes are the causes and consequences of social change and continuity in the context of Japan's emergence as an economic superpower. In the process, it offers a general introduction to Japan's culture. This subject requires no prior knowledge of Japan or of Japanese.

**976301****Contemporary South-East Asia**

*8cp; 2nd semester, 4hpw*

This subject provides an introduction to the countries of Indonesia, Malaysia and Thailand. The themes of modernity and identity will be examined at a political-economic level and also at the individual level. Issues which will be explored include migration patterns in the context of regional interrelationships; increasing urbanisation; legacies of colonialism; the commodification of culture and the growing impact of tourism; new creative forms in visual literary and performing arts; the beliefs about and behaviour of women in the region; and ways in which religion and social practice intersect.

**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. Intense struggles for nationhood, democracy, economic modernisation, and secularisation, have all resonated in the countries of Latin America. During the middle of the 20th century Latin America's primary concerns were focused on national self-determination, inward industrialisation, and populist authoritarian efforts to legitimise elite rule. In the late 20th century the emphasis has shifted towards economic growth, internationalisation, and pressures to improve the capacity and accountability of governments. The unit aims to prepare students with the historical background, cultural awareness and analytic skills to interpret everyday social, political and economic reality during their period of In-country study. The subject requires no prior knowledge of Latin America or Spanish.

**977xxx****In-country Study 1***24cp; prerequisite: completion of 4 semesters of study in the International Studies program*

As part of the International Studies combined degrees, students spend two semesters of In-country Study at a university or institution of higher education overseas. This is determined by the student's International Studies major.

The following majors are available in the International Studies program: Argentina, Chile, China, Croatia, France, Germany, Greece, Indonesia, Italy, Japan, Latin America, Malaysia, Mexico, Poland, Russia, Slovenia, South China, South-East Asia, Spain, Taiwan, Thailand and Ukraine.

**978xxx****In-country Study 2***24cp; prerequisite: completion of 4 semesters of study in the International Studies program*

As part of the International Studies combined degrees, students spend two semesters of In-country Study at a university or institution of higher education overseas. This is determined by the student's International Studies major.

The following majors are available in the International Studies program: Argentina, Chile, China, Croatia, France, Germany, Greece, Indonesia, Italy, Japan, Latin America, Malaysia, Mexico, Poland, Russia, Slovenia, South China, South-East Asia, Spain, Taiwan, Thailand and Ukraine.

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# Boards and committees

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## FACULTY BOARD IN NURSING

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*Associate Dean, Postgraduate Programs and CPE*

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

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*One member of Convocation nominated by Convocation*

Vacant

### Elected members

*Fourteen academic staff members from the Faculty*

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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 K Kilstoff

Ms D Pelletier

Ms S Rochester

Mr P Short

Mr S Van Vorst

*One support staff member from the Faculty*

Vacant

*Four student members from the Faculty*

Ms M Thomas

Vacant

Vacant

Vacant

## BOARD OF POSTGRADUATE STUDIES

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*Chair, Postgraduate Curriculum Committee*

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

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Miss L Jones

Ms K Kilstoff

Ms J McGee (Chair)

Ms S Rochester

Dr C Waters

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Ms P Farrar

Ms C Garman

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Vacant

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

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Ms K Kilstoff

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Ms F Rogan

Two vacancies

*Two undergraduate students elected by and from the undergraduate students*

Two vacancies

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*Administrative Officer, Undergraduate Programs*

Ms A Stephenson

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**Chair**

*External member eminent in the field of nursing*  
Ms D Picone

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*Associate Dean, Undergraduate Programs and Technical Services*

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*Associate Dean, Postgraduate Programs and CPE*

Professor C Duffield

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*Two elected staff members of the Faculty of Nursing*

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Ms S Rochester

*External nominated representatives*

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

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Ms J Kingston

*Representative from private sector health agencies*

Vacant

*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

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*Acting Associate Dean, Undergraduate Programs and Technical Services*

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*Faculty Manager*

Mr S Weller

*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 Forbes

Ms C Garman

Ms J McGee

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

Ms M Stephens

## CLINICAL PLANNING COMMITTEE

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K Mangan, BA (Macq)

M Stephens

Vacant

*Technical Officers*

L Foxon

S Martin

*Administrative Assistants*

E Froment

O Lobo

*General Assistant*

M Iglesia

# Nursing practice ladder 1998

## AUTUMN SEMESTER

Date	Month	Key Events	Year 1	Year 2	Year 3
2	February				
9				Nursing Practice 1A	
16					
23				Nursing Practice 1A	
2	March	Autumn semester commences			
9					
16					
23					
30			CP: MS (1x5hr day)		CP: CH, MH, DD
6	April		CP: MS (1x5hr day)		CP: CH, MH, DD
13		AVCC Week			
20			CP: MS (1x5hr day)		CP: CH, MH, DD
27			CP: MS (1x5hr day)		CP: CH, MH, DD
4	May		CP: MS (1x5hr day)	CP: MS, DD, PAEDS	
11			CP: MS (1x5hr day)	CP: MS, DD, PAEDS	
18				CP: MS, DD, PAEDS	
25			CP (4x5hr days)	CP: MS, DD, PAEDS	
1	June				
8					
15		Examinations			
22		Examinations			
29		Examinations			
6	July	AVCC Week	Completion clin. prac.	Completion clin. prac.	Completion clin. prac.
13		Vacation	Completion clin. prac.	Completion clin. prac.	Completion clin. prac.
20		Vacation		Nursing Practice 1A	
27		Vacation		Nursing Practice 1A	

### 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 - 10 April
Easter Monday - 13 April
Anzac Day - 25 April
Queen's Birthday - 9 June

**SPRING SEMESTER**

Date	Month	Key Events	Year 1	Year 2	Year 3
3	August	Spring semester commences			CP: PP
10					CP: PP
17					CP: PP
24					CP: PP
31			CP: MS, MIC, PAEDS		
7	September		CP: MS, MIC, PAEDS		
14				CP: MS, MH, PAEDS	
21				CP: MS, MH, PAEDS	
28		AVCC Week			
5	October			CP: MS, MH, PAEDS	
12				CP: MS, MH, PAEDS	
19					CP: CE
26			CP: MS, MIC, PAEDS		CP: CE
2	November		CP: MS, MIC, PAEDS		
9					
16		Examinations			
23		Examinations			
30		Examinations	Completion clin. prac.	Completion clin. prac.	Completion clin. prac.
7	December	Vacation commences	Completion clin. prac.	Completion clin. prac.	Completion clin. prac.

**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**

Labour Day – 5 October



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