

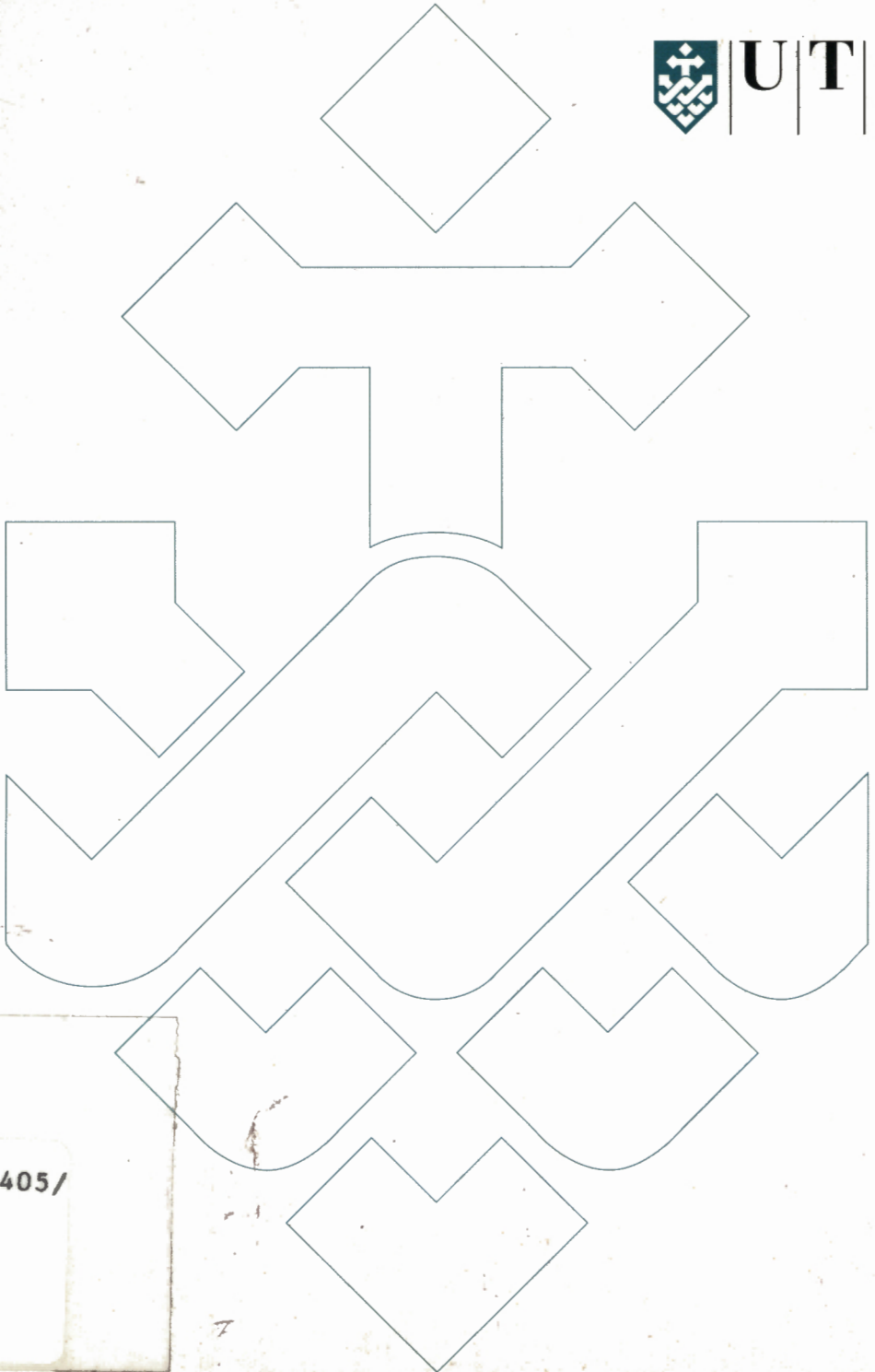
UNIVERSITY OF TECHNOLOGY, SYDNEY

Faculty of Nursing, Midwifery and Health HANDBOOK



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UNIVERSITY OF TECHNOLOGY, SYDNEY

Faculty of Nursing, Midwifery and Health HANDBOOK

2000

IMPORTANT YEAR 2000 NOTICE

The University of Technology, Sydney is taking all reasonable steps to identify and remedy any Year 2000 problems which might interfere with the courses and subjects it is proposing to offer during the Year 2000. Students and prospective students are advised that the University may still find it necessary in responding to any Year 2000 problem, to change the details of any course, subject, or class described in this or any other University publication. This could include not offering subjects in a particular teaching period, altering the mode of delivery for teaching, and changing assessment requirements. The University will endeavour:

- to confine such changes to the minimum necessary to address the Year 2000 problem
- to provide advance notice to students to the full extent possible, and
- where possible, to make other reasonable arrangements to minimise any disadvantage to students.

Students and prospective students should make appropriate inquiries to determine whether a course or subject has been affected by a Year 2000 problem by contacting the relevant Faculty Office.

DISCLAIMER

This publication contains information which was current at 20 August 1999. Changes in circumstances after this date may impact upon the accuracy or currency of the information. The University takes all due care to ensure that the information contained here is accurate, but reserves the right to vary any information described in this publication without notice. Readers are responsible for verifying information which pertains to them by contacting the Faculty or the UTS Information Service.

University of Technology,
Sydney. Faculty of Nursing,
Midwifery and Health.
Handbook
Received on: 05-11-99
CITY CAMPUS
University of Technology,

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.

ACCESS UTS ON THE WEB

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

Faculty Handbooks and Calendar

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

UTS Rules and Policies

<http://www.uts.edu.au/div/publications/policies/>

EDITORIAL AND PRODUCTION

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GENERAL INFORMATION

WELCOME

Welcome to the University of Technology, Sydney (UTS), one of the largest universities in New South Wales – a university with an international reputation for quality programs and flexible learning. UTS develops, and regularly revises its programs of study in partnership with industry, government and professional bodies, so that its degrees are based on the latest professional standards and current practices. As a result, UTS produces graduates who are ready for work, and this is demonstrated in the high numbers of its students who enter the workforce within four months of finishing their degree.

UTS offers its students a lively, supportive and diverse learning environment across three campuses, and a range of social, cultural and sporting facilities to enrich each student's experience. UTS regards learning as a lifelong experience, and offers a range of programs to cater for the educational needs of people at a variety of stages in their lives, and from diverse backgrounds and cultures.

UTS offers a range of undergraduate and postgraduate degrees, which are developed by the Faculties of Business; Design, Architecture and Building; Education; Engineering; Humanities and Social Sciences; Law; Mathematical and Computing Sciences; Nursing, Midwifery and Health; and Science. Each of these faculties is responsible for a range of programs across a number of key disciplines, and many offer courses in conjunction with one another, or with the Institute for International Studies. Courses developed and delivered by these UTS faculties reflect the University's commitment to providing a relevant education to students through flexible and work-based modes of learning and through the ongoing internationalisation of the curriculum.

ABOUT THE UTS HANDBOOKS

Every year UTS produces 10 faculty/institute handbooks which provide the latest information on approved courses and subjects to be offered in the following year. These handbooks include comprehensive details about course content and structure, subject and elective choices, attendance patterns, credit point requirements, and important faculty and student information. Many of them also contain faculty policies and guidelines for participation in specific courses. This provides students with the necessary information to meet the requirements of the course, complete a program of study, and receive a degree.

UTS also produces a companion volume to these handbooks every year. The *UTS Calendar* contains the University Act, By-law and Rules, a list of courses offered across the University, and other useful University information. Copies of the faculty/institute handbooks and the *UTS Calendar* are held in the University's libraries and faculty offices and can be purchased at the Co-op Bookshop.

The information contained in the UTS Handbooks and Calendar is correct at the time of printing. However, UTS is continuously updating and reviewing courses and services to ensure that they meet the needs of students and industry, and as a result information contained in these publications may be subject to change.

For the latest information check with the information service, or on the website at:

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

STUDENT INQUIRIES

City campus

UTS Information Service

Foyer, Tower Building
1 Broadway

Postal address

PO Box 123
Broadway NSW 2007
telephone: (02) 9514 1222
fax: (02) 9514 1200

Email inquiries

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

Kuring-gai campus

Kuring-gai Student Centre

Level 6, Main Building
Eton Road
Lindfield

Postal Address

PO Box 222
Lindfield NSW 2070
telephone: (02) 9514 1222
fax: (02) 9514 5032

International Programs

10 Quay Street, Sydney

Postal Address

PO Box 123
Broadway NSW 2007
telephone: (02) 9514 1531
fax: (02) 9514 1530

Email inquiries

International – intlprograms@uts.edu.au

World wide web address

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

APPLICATIONS

Undergraduate

The NSW and ACT Universities Admissions Centre (UAC) processes most applications for undergraduate courses which start at the beginning of the year. Students are required to lodge these UAC application forms between August and October. To find out more about these courses and the application procedures, check the *UAC Guide*, or the UAC website at: www.uac.edu.au

Students can also apply for entry to some UTS courses by lodging a UTS application form directly with the University. These are usually courses that are not available to recent school leavers.

Postgraduate

Applications for postgraduate courses should be made directly 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.

For more information about applying to study at UTS, contact the UTS Information Service.

International students

International students' applications for both postgraduate and undergraduate courses can be made either directly to the International Programs Office or through one of the University's registered agents. For courses starting at the beginning of the year, applications should be received by 31 December of the previous year. For courses starting in the middle of the year, applications should be received by 31 May of that year. For more information contact the International Programs Office.

Non-award and external award study

Students who want to study a single subject at UTS which is not part of a UTS degree or qualification, must apply for non-award or external award study. There are four application periods, and closing dates vary for each semester. Some faculties may have special application procedures which will depend on the subjects chosen. For more information contact the appropriate faculty office or the UTS Information Service.

FEES AND COSTS

Service Fees

Service Fees are charged to students to contribute to the cost of a range of facilities and services which are generally available to all students during the course of their study.

Variations and exemptions

Fees and charges may vary from year to year. In certain circumstances, students may not be required to pay all or part of one or more of the different components of the Service Fees.

For full details of variations and exemptions to the fees listed below, contact the UTS Information Service.

Fee Components

Union Entrance Fee a once-only charge for new students	\$20
Union Fee a semester-based charge for currently enrolled students	\$100 per semester
Students' Association Fee a yearly charge for currently enrolled students	\$48 per year
Student Accommodation Levy a yearly charge for currently enrolled students	\$56 per year
Student Identification Card Charge a yearly charge for students enrolled on a tuition fee basis	\$15 per year

Course Fees

Some courses (not local undergraduate courses) at UTS attract a course fee. This is charged to students for the course itself, in addition to the Service Fees outlined above. The level of such fees is calculated by individual faculties on a course by course basis. Payment of course fees may vary depending on a student's status, and on conditions laid down by the faculty. Please contact your faculty office for full details.

Details of course fees are outlined under each course entry in this Handbook, but are subject to change. Always check with the faculty for the latest information.

Course Fees for International Students

Annual Course Fees for undergraduate international students range from A\$11,500 to A\$16,500, and for postgraduate international students from A\$12,000 to A\$16,500. For more information contact the International Programs Office.

Other costs

Students may incur other costs while they study at UTS. These may include books, photocopying, equipment hire, the purchase of computer software and hardware, and email and internet services.

The University's recommended internet service provider currently charges \$20 per month for 30 hours access or \$30 per month for \$70 hours access. These prices are subject to change.

HECS

(Higher Education Contribution Scheme)

HECS is a financial contribution paid to the Commonwealth Government by tertiary students towards the cost of their education. It is payable each teaching period and the amount paid will vary according to the number of credit points undertaken and the method of payment nominated by the student.

Most students have three choices in the way they pay HECS:

1. Paying all of the HECS up front and receiving a 25% discount
2. Deferring all payment until a student's income reaches a certain level, or
3. Paying at least \$500 of the HECS contribution up front and deferring the remainder.

Note: these options may not apply to New Zealand citizens and Permanent Residents.

Commonwealth legislation sets strict conditions for HECS over which the University has no control. HECS charges are based on the subjects in which students are enrolled on the HECS census date. It is important for students to realise that any reductions in their academic workload after the census date for a particular semester will not reduce their HECS liability.

Students who defer their HECS payments become liable to commence repayment once their taxable income reaches the repayment threshold. This does not necessarily mean at the conclusion of their studies – a student's income may reach this threshold before then.

New students, students returning from leave and students who are commencing a new or second course, must complete a Payment Options Declaration Form. This form must be lodged with the University by the census date and should show a valid Tax File Number.

For Autumn Semester the HECS census date is 31 March, and for Spring Semester the HECS census date is 31 August. HECS census dates for other teaching periods can be obtained from the UTS Information Service.

There are a number of variations to these guidelines. It is the responsibility of each student to find out which HECS conditions apply to them. Information can be obtained from the booklet *HECS Your Questions Answered*, which is available from the HECS office on 1800 020 108 or the UTS Information Service.

FINANCIAL HELP

Austudy/Youth Allowance

Students under 25 years old, may be eligible to receive financial assistance in the form of the Youth Allowance.

Full-time students over 25 years old may be eligible to receive Austudy which provides financial help to students who meet its income and assets requirements. Application forms and information about eligibility for Austudy are available from Student Services at Kuring-gai or City campuses.

Commonwealth legislation sets strict requirements over which the University has no control. It is important for the students concerned to understand these requirements.

Students who receive Austudy and decide to drop subjects during the semester, need to be aware that to remain eligible for Austudy they must be enrolled in a minimum of 18 credit points, or have a HECS liability for the semester of .375. The only exceptions made are for students with disabilities which interfere with their studies, students who are single supporting parents or, in some exceptional cases, those who have been directed by the University to reduce their study load.

For more information, talk to a student welfare officer in the Student Services Unit.

telephone: (02) 9514 1177 (City)
or (02) 9514 5342 (Kuring-gai)

Application forms for both schemes should be lodged as soon as possible with any Centrelink office, or:

Centrelink Student Services
Parker Street, Haymarket
Locked Bag K710
Haymarket NSW 2000

Abstudy

Abstudy assists Aboriginal and Torres Strait Islander tertiary students by providing income support and other assistance. For more information about Abstudy, contact the staff at Jumbunna Centre for Australian Indigenous Studies, Education and Research.

Level 17, Tower Building
telephone (02) 9514 1905

UTS LIBRARY

The University Library collections are housed in three campus libraries which contain over 650,000 books, journals and audiovisual materials as well as a large range of electronic citation and full-text databases. Services for students include assistance in finding information through Inquiry and Research Help Desks and training programs, loans, reservations, reciprocal borrowing and copying. The Library provides as much information as possible electronically so that users can also access it remotely. More information about the Library can be found at:

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

City Campus Library

Corner Quay Street and Ultimo Road,
Haymarket
telephone (02) 9514 3388

Kuring-gai Campus Library

Eton Road, Lindfield
telephone (02) 9514 5234

Gore Hill Library

Corner Pacific Highway and Westbourne
Street, Gore Hill
telephone (02) 9514 4088

RESEARCH OFFICE

The Research Office is responsible for ensuring that the University develops its research potential. It provides a broad range of services aimed at meeting the research goals of the University and its staff.

The main objectives of the Research Office include ensuring that a deep understanding of the research priorities, interests and capacity of the University, its research teams, centres and individual academics is maintained. It is involved in formulating policy and monitoring national trends in research policy and funding to position the University so that it can react to opportunities and challenges in key fields of research.

Research Office
Level 7, Tower Building
telephone (02) 9514 1252/1264/1419
<http://www.uts.edu.au/research/ro/resoff.html>

UNIVERSITY GRADUATE SCHOOL

The University Graduate School is a pan-university organisation which enhances the quality of graduate courses and supports research degree students, providing leadership in framing policy for postgraduate development in partnership with the faculties. It provides a contact point for postgraduate students and supports them in their studies.

The University Graduate School is located in Building B2, Blackfriars, City campus.

telephone (02) 9514 1336

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

SUPPORT FOR STUDENT LEARNING

The following services and facilities are available to all UTS students.

Student Services

Transition to university programs

UTS offers a free 'Study Success' program of integrated lectures and activities before semester begins, to help new students manage the transition to university study. Students are informed of academic expectations, the skills needed to be an independent learner, and learning strategies which can help them successfully manage the work load. They are also provided with valuable information about how the university and its faculties operate, and the services provided.

For more information contact Student Services Unit.

telephone (02) 9514 1177 (City)
or (02) 9514 5342 (Kuring-gai)

Careers Service

The Careers Service offers career guidance, and assists with job placement for students seeking permanent or casual employment.

telephone (02) 9514 1471 (City campus)

Counselling

Counsellors are available at the City and Kuring-gai campuses for individual consultation, and group programs are also held throughout the year.

telephone (02) 9514 1471 (City campus)
or (02) 9514 5342 (Kuring-gai campus)

Health

The Health Service offers a bulk billing practice to students at two locations:

telephone (02) 9514 1166 (City campus)
or (02) 9514 5342 (Kuring-gai campus)

Housing

University Housing provides assistance to students in locating private accommodation. A limited amount of UTS-owned housing is also available.

telephone (02) 9514 1509 (listings)
or (02) 9514 1199 (UTS accommodation)

Special Needs Coordinator

Support is also available for students with special needs. Students with a physical, sensory or learning disability can contact the Special Needs Coordinator for information and advice.

telephone (02) 9514 1177

Welfare

Welfare officers assist students with personal financial matters, including loan and financial counselling, Youth Allowance, Austudy and other Social Security claims and appeals advice.

telephone (02) 9514 1177

Chemistry Learning Resources Centre

Room 211, Building 4, City campus.

Rosemary Ward

telephone (02) 9514 1729

email rosemary.ward@uts.edu.au

<http://www.science.uts.edu.au/depts/chem/clrc/index.html>

English Language Study Skills Assistance (ELSSA) Centre

ELSSA Centre provides free English language and study skills courses for all UTS students.

ELSSA Centre

Alex Barthel (Director)

Level 19, Tower Building

telephone (02) 9514 2325

email alex.barthel@uts.edu.au

or

Room 2-522

Kuring-gai campus

telephone (02) 9514 5160

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

Physics Learning Centre

Level 11, Tower Building (with an adjoining computer laboratory).

Peter Logan
telephone (02) 9514 2194
email peter@phys.uts.edu.au

Mathematics Study Centre

Level 16, Tower Building; and at Kuring-gai campus, Room 2-522.

City campus
Leigh Wood (Director)
telephone (02) 9514 2268
email leigh@maths.uts.edu.au
Kuring-gai campus
Dr Jules Harnett
telephone (02) 9514 5186
email jules@maths.uts.edu.au

Computer laboratories

Computer laboratories are located throughout the University and are available for all students and staff to use. Details of locations and availability of the computer laboratories may be obtained from the Information Technology Division Resource Centre.

telephone (02) 9514 2118

Computer training

In general, where computer training is necessary as part of a course that attracts HECS, it is provided.

Jumbunna Centre for Australian Indigenous Studies, Education and Research (CAISER)

Jumbunna CAISER is run by a predominantly Australian indigenous staff who provide specialist advice and a range of services to assist Aboriginal and Torres Strait Islander students.

Jumbunna CAISER
Level 17, Tower Building
telephone (02) 9514 1902

EQUITY AND DIVERSITY

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. UTS has a strong commitment to ensure that the diverse nature of the Australian society is reflected in all aspects of its employment and education.

The Equity and Diversity Unit provides a range of services for students and prospective students. These include community outreach programs to support the participation of disadvantaged students/under-represented groups; coordination of the inpUTS Educational Access Scheme for students who have experienced long-term educational disadvantage; coordination of financial scholarships and awards for commencing low-income students; and the provision of confidential advice and assistance with the resolution of equity-related student grievances, including complaints about racism, sexism, sex-based harassment, homophobia, pregnancy/family responsibilities, or other equity issues.

Equity and Diversity Unit
Level 17, Tower Building
telephone (02) 9514 1084

OTHER SERVICES

UTS Union

The UTS Union is the community centre for the University. It provides food and drink services, lounges and recreational areas, comprehensive social and cultural programs, sports facilities and programs, stationery shops, a newsagency and resource centres. Off campus the Union provides access to a ski lodge, rowing club, sailing club, athletics club and basketball stadium.

Union Office (02) 9514 1444
Haymarket (02) 9514 3369
Kuring-gai (02) 9514 5011

Union Sports Centre

The centre contains multi-purpose spaces, squash courts, weights rooms, circuit training room and climbing wall.

Lower ground floor, Building 4
telephone (02) 9514 2444

UTS Rowing Club

Dobroyd Parade, Haberfield
telephone (02) 9797 9523

Child care

UTS Child Care Inc. (UTSCC) coordinates all child care services at UTS. Child care is available from 8.00 a.m. to 10.00 a.m. at both City and Kuring-gai campuses.

Students and staff of UTS receive priority access and a small rebate on fees. Normal Government assistance is available to low and middle income families.

telephone (02) 9514 1456 (City)
or (02) 9514 2960 (Blackfriars)
or (02) 9514 5105 (Kuring-gai)

Co-op Bookshop

The Co-op Bookshop stocks the books on student's reading lists, and a variety of general titles and computer software. It has branches at the City and Kuring-gai campuses (Room 2.401), and, at the start of semester, at Haymarket and Gore Hill.

City campus
telephone (02) 9212 3078
email uts@mail.coop-bookshop.com.au

Kuring-gai campus
telephone (02) 9514 5318
email kuringgai@mail.coop-bookshop.com.au
<http://www.coop-bookshop.com.au>

Students' Association

The Students' Association (SA) is the elected representative body of students at UTS: it is an organisation run by students for students. UTS students have the right to stand for election of the SA and to vote in the annual elections.

City campus office:
Level 3 of the Tower Building
telephone (02) 9514 1155

Kuring-gai campus office:
(next to the cashier service)
telephone (02) 9514 5237

Freedom of Information

Under the *Freedom of Information Act 1989* (NSW), students have the right to apply for access to information held by the University.

George Bibicos
FOI Coordinator
Level 4A, Tower Building
telephone (02) 9514 1280
email George.Bibicos@uts.edu.au

Student Ombud

Enrolled or registered students with a complaint against decisions of University staff may seek assistance from the Student Ombud.

All matters are treated in the strictest confidence and in accord with proper processes.

Room 402, Building 2
City campus, Broadway
telephone (02) 9514 2575
email ombuds@uts.edu.au

Radio Station 2SER (107.3 FM)

2SER-FM is a community radio station run by hundreds of volunteers who are involved in producing and presenting a smorgasbord of programs focusing on education, information, public affairs and specialist music. Students interested in community media, are welcome to visit the 2SER studios or to attend a volunteer recruitment meeting. Contact the station for more details.

Level 26, Tower Building
telephone (02) 9514 9514

UTS Gallery and Art Collection

The UTS Gallery is a dedicated public gallery located on Level 4, Building 6, City campus, 702 Harris Street, Ultimo. The UTS Gallery presents regularly changing exhibitions of art and design from local, interstate and international sources.

The UTS Art Collection comprises a diverse range of paintings, prints, photographs and sculptures which are displayed throughout the University and, at times, in the UTS Gallery.

telephone (02) 9514 1284
fax (02) 9514 1228
<http://www.utsgallery.uts.edu.au>

PRINCIPAL DATES FOR 2000

January

- 6 UTS Advisory Day
- 7 Closing date for changes of preference to the Universities Admissions Centre (UAC), by mail or in person
- 8 Closing date (midnight) for changes of preference UAC Infoline
- 10 Formal supplementary examinations for 1999 Spring semester students
- 14 Final examination timetable for Summer session
- 14 Last day to submit appeal against exclusion from Spring 1999
- 21 Main Round of offers to UAC applicants
- 21 Last day to submit 'Show Cause' appeal for Spring 1999
- 24-29 Enrolment of new main round UAC Undergraduate students at City campus
- 25 Closing date for changes of preference to Universities Admissions Centre (UAC) for final round offers
- 26 Australia Day – public holiday
- 27 Public school holidays end
- 28 Last day to submit application for Postgraduate Equity Scholarships for Autumn semester 2000
- 28 Summer session ends (commenced 29 November 1999) for subjects with formal exams
- 31 Summer session examinations commence (to 11 February)

February

- 3-16 Enrolment of new Undergraduate students at City campus (and 24-29 January)
- 1-11 Formal examinations for Summer session
- 4 Final round of offers (UAC)
- 4 Last day to lodge a Stage 2 appeal against assessment for Spring semester 1999

- 7 Closing date third round, Postgraduate courses for Autumn 2000 (except Faculty of Business – closing date 11 February)
- 14 Welcome and Registration for International Students – International Student Orientation programs commences and runs until 25 February
- 17 Official welcome and Study Success (Learning Skills) Program for all students studying on the Kuring-gai campus
- 17-18 Enrolment for International students
- 21-25 Orientation week for new students
- 21 Release of results for Summer session
- 21 Official Vice-Chancellor's welcome for all UTS students and commencement of Orientation 2000 (includes campus tours, student workshops, and the Study Success Program).
- 23 Union 'O' Day – Clubs and activities day
- 24 Late enrolment day
- 24/25 Faculty welcomes will be held on 24 or 25 February unless otherwise advised
- 28 Autumn semester classes commence

March

- 10 Last day to enrol in a course or add subjects
- 17 Last day to pay upfront HECS or Postgraduate Course fees for Autumn semester 2000
- 31 Last day to apply to graduate in Spring semester 2000
- 31 Last day to apply for leave of absence without incurring student fees/charges¹
- 31 Last day to withdraw from a subject without financial penalty¹
- 31 HECS census date

April

- 7 Last day to withdraw from a course or subject without academic penalty¹
- 17 Public School holidays commence
- 20 Provisional examination timetable available
- 21 Good Friday – public holiday
- 24-28 Vice-Chancellors' Week (non-teaching)
- 24 Easter Monday – public holiday
- 25 Anzac Day – public holiday
- 27-28 Graduation ceremonies (Kuring-gai)
- 28 Public School holidays end

May

- 1 Applications open for undergraduate courses, where applicable, and postgraduate courses for Spring semester 2000
- 15-26 Graduation ceremonies (City)
- 31 Closing date for undergraduate and first round postgraduate applications for Spring semester

June

- 2 Final examination timetable available
- 9 Last teaching day of Autumn semester
- 10-26 Formal examinations
- 12 Queen's Birthday – public holiday
- 29 Last day to submit application for Postgraduate Equity Scholarships for Spring semester 2000
- 30 Closing date second round Postgraduate applications for Spring semester

July

- 3 Public School holidays commence
- 3-7 Vice-Chancellors' Week (non-teaching)
- 3-7 Formal alternative examination period for Autumn semester students
- 4-13 Enrolments for Spring semester
- 10-14 International Students' Orientation Program
- 13 Study Success Learning Skills Program

- 13 Release of Autumn semester examination results
- 14 Public School holidays end
- 14 Formal supplementary examinations for Autumn semester students
- 17 Spring semester classes commence
- 21 Last day to withdraw from full year subjects without academic penalty
- 28 Last day to enrol in a course or add subjects
- 28 Last day to submit 'Show Cause' appeal for Autumn semester 2000

August

- 1 Applications available for undergraduate and postgraduate courses for Autumn semester 2001
- 18 Last day to pay upfront HECS or Postgraduate Course Fees for Spring semester 2000
- 31 Last day to withdraw from a course, a subject, or apply for leave of absence without academic or financial penalty¹
- 31 Last day to apply to graduate in Autumn semester 2001
- 31 HECS census date (to be confirmed)

September

- 1 Applications for Postgraduate Scholarships available
- 8 Provisional examination timetable available
- 8 Last day of teaching before AVCC week/Olympics break
- 11 AVCC week/Olympics break (to 6 October)
- 11 Public School Holidays commence (to 2 October)
- 29 Closing date for undergraduate applications via UAC (without late fee)
- 29 Closing date for inPUTS Equity Access Scheme via UAC

14 General information

October

- 2 Labour Day – public holiday
- 2 Public school holidays end
- 8 Provisional examination timetable available
- 9 Spring semester classes recommence
- 30 Graduation ceremonies (City) (to 3 November)
- 31 Closing date for undergraduate applications via UAC (with late fee)
- 31 Closing date for undergraduate applications direct to UTS (without late fee)
- 31 Closing date for most postgraduate courses for Autumn 2000 (some courses may have earlier closing dates in September)
- 31 Closing date for Australian Postgraduate Awards, the R. L. Werner and University Doctoral scholarships
- 31 Last day to submit application for Postgraduate Equity Scholarships for Summer semester 2001

November

- 1-3 Graduation ceremonies (City)
- 3 Final examination timetable available
- 17 Last teaching day of Spring semester
- 18-30 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 13-30 November)
- 4 Summer session commences (ends 2 February 2001)
- 11-15 Formal alternative examination period for Spring semester students
- 20 Release of Spring semester examination results
- 20 Public School holidays commence
- 25 Christmas Day – public holiday
- 26 Boxing Day – public holiday

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

Note: Information is correct as at 24 August 1999. The University reserves the right to vary any information described in Principal Dates for 2000 without notice.

FACULTY INFORMATION

MESSAGE FROM THE DEAN

A warm welcome to you to the Faculty of Nursing, Midwifery and Health at UTS. I hope that your time with us is wonderfully rewarding and fulfilling.

In many respects, the Faculty of Nursing, Midwifery and Health at UTS is a leader in its field. We have extensive integrated links with the health care industry including professors of the Faculty who work and research in the clinical area.

The Faculty offers a range of courses such as the Bachelor of Nursing and Graduate Certificates, 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 including PhD, Master's by Theses Professional and Doctorates in Nursing and Midwifery.

I hope you enjoy your time with us and find that members of the Faculty guide you through your chosen course. You are an important member of the Faculty. We are interested in you and your response to our programs. We encourage you to become actively engaged within the Faculty.

FACULTY MISSION STATEMENT

The Faculty provides higher education aimed at enhancing professional practice, and contributing to the creation, application and extension of knowledge for the enhancement of the health of local and international communities.

The Faculty is student focused in its processes, and values exemplary teaching and clinical practice within a learning environment that is culturally inclusive and supportive.

The Faculty is committed to collaboration with the professions, health care providers, government and the wider community in the provision of health related scholarship, research, continuing professional education and consultancy.



Professor Jill White
Dean

FACULTY STUDENT OFFICE

Location: Level 3, Building 5
 Open: 9.00 a.m. – 4.30 p.m.
 Postal Address: PO Box 222
 Lindfield NSW 2070

The Faculty Student Office is both the initial and primary point of contact for all students. Students should deal with the Student Office in all matters affecting their studies. This includes enrolment, exemptions, timetable matters, examination and assessment as well as a wide range of student administration procedures.

The Faculty Student Office is staffed by two Student Advisers who are available to provide information and advice to students on administrative and related matters.

Kathy Townsend
 telephone (02) 9514 5021

Vacant
 telephone (02) 9514 5202
 fax (02) 9514 5513

FACULTY NOTICEBOARDS

Faculty Noticeboards are used to keep students informed about important matters. Students should familiarise themselves with the locations of the noticeboards and should continually check them for new information.

1st year

General	Level 3, Outside Lab 2.346
Nursing Practice	Level 3, Outside Lab 2.346

2nd year

General	Level 2, Outside Rm 5.201
Nursing Practice	Level 2, Outside Lab 2.256

3rd year

General	Level 3, Outside Lab 2.356
Nursing Practice	Level 3, Outside Lab 2.360
Uniform Pool	Level 2, Outside Lab 2.262

Postgraduate

General	Level 3, Outside Lab 2.349
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ADVICE TO STUDENTS ON GOOD ACADEMIC PRACTICE

Students come to university for a variety of reasons, such as to gain a specific qualification, to pursue their interest in a particular field and to broaden their education. Whatever your reasons for being at UTS, you will gain more from your studies if you follow some basic principles of good academic practice.

Academic integrity

Academic integrity involves a good measure of trust between students, and between students and academic staff and thesis examiners. Cheating, whether in the form of plagiarism, bringing unauthorised material into exams, submitting false requests for alternative exams or special consideration, or any other form, is a breach of this trust. Cheating also subverts the aims and value of students' studies. In certain courses, this may have serious consequences for public health and safety.

Students should also be aware that cheating helps to diminish the good reputation of the University. The continuing value of a UTS award in the opinions of potential employers and other institutions depends on UTS maintaining its reputation as a university that has utterly reliable credentials.

Good academic practice demands personal integrity and respect for scholarship. These include the fulfilment of mutual obligations. For example, academic staff and thesis examiners are obliged to mark your work fairly and consistently, and you are obliged to submit work that represents your own efforts to meet the stated requirements.

In order to assess your understanding of a subject, rather than merely reward a good memory or quick mind, some forms of assessment (such as essays, theses and projects) require extended independent research. To do this research, you will have to refer to the work of various scholars who are authorities in the field. This is normal academic practice because all scholarship depends in some way on building on the work of others. You must ensure that you acknowledge the original authors of the ideas, facts, results etc. to which you refer. In doing so, you both respect the intellectual property rights of those authors and enable your own efforts to be recognised and properly evaluated.

If you don't acknowledge your sources you will be committing an act of plagiarism (which is the attempt to pass off/use somebody else's work as one's own). Plagiarism equates to attempting to deceive the marker or examiner and is academic fraud. It is also an act of academic misconduct for which students will be penalised as described in the Rules Relating to Discipline and Appeals for Students 5.1 to 5.50.

The source of the material must be clearly acknowledged otherwise any of the following is plagiarism: copying, paraphrasing or summarising all or part of any document (including written, audio, visual and computer-based material); using somebody else's ideas, results or conclusions as your own; or presenting another person's work as your own.

(Of course, none of the above is applicable to quite legitimate forms of cooperation such as discussing your work with other students, exchanging ideas with them, or seeking help from your tutor or lecturer.)

The following guidelines will help you to avoid plagiarism:

- Make sure that you are familiar with the style of acknowledgment that is recommended for use in the particular subject you are studying (usually either the Harvard or Chicago style).
- Write the source on any notes or copies you make from any document or electronic sources such as the internet. Keep a detailed list of your sources throughout the course of your research.
- Sources that must be acknowledged include those containing the concepts, experiments or results from which you have extracted or developed your ideas, even if you put those ideas into your own words.
- Always use quotation marks or some other acceptable form of acknowledgment when quoting directly from a work. It is not enough merely to acknowledge the source.
- Avoid excessive paraphrasing, even where you acknowledge the source. Use a different form of words to show that you have thought about the material and understood it.

Self-motivation and commitment to learning

If you have come to university from school or TAFE, you may find that you have to review your approach to study. In general, there is more emphasis at university on students developing independent learning skills and understanding ideas. There is less emphasis on memorising the material that you are studying and more on interacting critically with it and raising questions about it.

It is worth remembering that there is no 'spoonfed' learning at university and nobody to make sure that your motivation doesn't flag, so the onus is on you to complete the requirements of each subject. This demands reasonably high levels of personal discipline, self-motivation and organisation of your time. It is a challenge to balance these demands with the apparent freedom of university life.

Awareness of requirements

It is vital that you are aware of what is required in each of your subjects. These requirements are provided in subject outlines that are given to you at the beginning of each semester (or summer/winter teaching session). If you are not clear about any requirement, or feel that you need additional information, your lecturer or tutor can help you.

Different subjects may have quite different requirements. These might include preparation for classes, participation in tutorials or online discussions, completing an independent learning task or working with other students on a collaborative project.

Participation

All students are encouraged to participate in those classes which are set aside for discussion. Listening to and considering other views, and framing and expressing your own opinion about a topic are of benefit to your studies because they help to develop critical and analytical skills.

If you find it difficult to participate you should remember that your views are just as important to the discussion as those of more outspoken students. Moreover, once you are a bit more comfortable with making a contribution, you will find that class discussions are among the most satisfying and valuable of your learning activities.

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It is acknowledged that student participation may on occasion be constrained by the resources available.

Staff responsibilities

You may expect UTS staff to undertake their responsibilities as academics in accordance with the UTS Code of Conduct.

Respecting the rights of others

All students have the right to:

- express their views and have those views respected;
- attend classes that are free from harassment, intimidation or unnecessary interruption; and
- expect that academic resources such as computing and library facilities will not be abused or monopolised by other students.

Your rights at UTS are always qualified by the rights of your fellow students.

Note: The above information was endorsed by the Academic Board of the University in October 1998 (Resolution AB98/86), and is a direct extract from the University Calendar.

ACADEMIC MISCONDUCT

Both the University and the Faculty view the academic conduct of students very seriously. Students must ensure they conduct themselves in a professional manner, and observe the various rules and policies at all times.

In those instances where a student breaches academic conduct, the Rules relating to academic misconduct will be strictly observed. Breaches can include cheating in an examination or a class test and not acknowledging the work of others (plagiarism).

Plagiarism

Plagiarism refers to the practice of using someone else's ideas or work and presenting them as your own without acknowledgment. Plagiarism is literary or intellectual theft. It can take a number of forms, including:

- Copying the work of another student, whether that student is in the same class, from a latter year of the same course, or from another tertiary institution.

- Copying any section, no matter how brief from a book, journal article, the Internet, or other written source, without duly acknowledging it as a quotation.
- Copying any diagram, illustration or chart without duly acknowledging the source.
- Paraphrasing or otherwise using the ideas of another author without duly acknowledging the source.
- Presenting assignments written by other students as your own work.

Whatever the form, plagiarism is unacceptable both academically and professionally. By plagiarising you are both stealing the work of another person and cheating by representing it as your own. Any incident of plagiarism can therefore be expected to attract severe penalties.

Students who condone plagiarism by allowing their work to be copied will also be subject to disciplinary action.

Students should familiarise themselves with the Faculty's 'Guidelines for Preparation and Presentation of Assignments', which explains the various referencing methods. If students are in any doubt about plagiarism they should discuss the matter with the subject examiner or their tutor.

(The above provisions are drawn in part from the Faculty of Business Guidelines for the Preparation and Presentation of Assessed Work, February 1998.)

Misconduct provisions

The provisions relating to academic misconduct are detailed in the University Calendar and are designed to ensure fairness in the process, as well as allowing such issues to be investigated effectively. One of the main provisions that may be used as a penalty of academic misconduct is the award of a zero grade, where a subject examiner believes the work of a student or students is not their own. In more serious cases stronger penalties will apply.

The Rules relating to academic misconduct, discipline and appeals for students can be found in the University Calendar under Rules 2.23 and 5.1–5.50.

SUBMISSION OF ASSIGNMENTS

All assignments should be submitted through the Assignment Box around the corner from the Faculty Student Office on Level 3 and must be accompanied by an assignment cover sheet which is available there.

Postgraduate students should consult their Subject Outlines for details of any alternative arrangements made by Examiners for the submission of assignments.

The assignment submission date is recorded by the Faculty Student Office.

Please do not use plastic folders or sleeves when lodging assignments.

Extensions

Applications for an extension of time for the completion of assignments must be made in writing on the appropriate form available from outside the Assignment Box or from the Faculty Student Office. Extensions can only be granted by Subject Examiners or their nominee. Generally, an extension is only granted in the case of verifiable medical grounds or other serious matters.

STUDENT ADMINISTRATION MATTERS

There are a range of student administration matters that affect the progress of students through their studies. These are formally handled by the Student Administration Unit of the University, however the Faculty Student Office can be used as a first point of contact or inquiry. A range of forms for various student administration matters can be obtained from the Faculty Student Office on Level 3.

The following are the key student administration matters that students are likely to encounter during their study.

Attendance (Rule 2.5)

Regular attendance at classes is a requirement of both the Faculty and the University. This includes lectures, tutorials, laboratory sessions and nursing practice. Students will be issued with a subject outline for each of their subjects which includes further details on specific attendance requirements.

Change of address (Rule 2.8)

Students who change their address must notify the University or Faculty promptly. All official mail (e.g. Semester Assessment Notices, Student Statements) will only be sent to the student's current registered address. The University will not take responsibility for lost mail if students have failed to notify their address change.

Conduct of students (Rule 2.4.2)

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.

Exemptions (Rule 2.28)

Students who have previously undertaken study at a university or other recognised tertiary education institution (i.e. TAFE), may be eligible for exemption if subjects previously studied are deemed to be equivalent to those undertaken as part of their current study.

Students applying for exemptions should contact the Faculty Student Office for the relevant form, which includes details on applying and the necessary supporting documentation.

Leave of absence (Rule 2.11)

Students may take Leave of Absence from the University when their personal circumstances make it difficult to continue studying. Alternatively students may wish to take a break from their study.

Variations in study program (Rule 2.10)

It is the student's responsibility to ensure that their enrolment is correct. If a student stops attending a subject this does not constitute formal withdrawal, or if a student starts to attend a subject this does not constitute formal enrolment. Please note that if a lecturer notes a student's name to a class list this does not mean they have been formally enrolled.

Students are permitted to vary their program up until the HECS census date in any given semester (31 March or 31 August) without academic or financial penalty. Students may withdraw from a subject up until the end of week 6 in each semester without incurring academic penalty. However, after the HECS census date, financial penalty will apply.

PROFESSORIAL RESEARCH UNITS

The Faculty of Nursing, Midwifery and Health has formal arrangements with the South Eastern Sydney Area Health Service and Northern Sydney Health which involve the appointment of five sponsored Professors within the Faculty. The Research Units are a crucial component of the Faculty's research profile as each unit contributes towards an identified established or developing research strength of the Faculty. The units aim to develop knowledge, innovation, clinical excellence and accountability in nursing practice through collaborative research, education, policy development and fostering evidence-based practice. Many of the Faculty's postgraduate students work on projects connected with these units.

Family Health Research Unit

Director

Professor Lesley Barclay
St George Hospital, Kogarah

The unit incorporates the National Health and Medical Research Council (NHMRC) Centre of Clinical Excellence in Hospital-Based Research: *The Midwifery Practice and Research Unit*. This centre is a collaboration between the Family Health Research Unit and the Division of Women's and Children's Health at St George Hospital. Research activities include the STOMP study, a randomised controlled trial comparing a new model of community-based maternity care with the standard model which has involved 1,100 women. Other research includes a study of the use of language in neonatal nurseries. This study aims to improve the quality of care provided in these nurseries. We are also working with the Royal Hospital for Women and The Sutherland Hospital developing research to examine the outcomes of postnatal women in the first year and comparing the effects of early discharge midwifery care with care provided in a hospital. Our most recent achievement has been the award of an ARC Strategic Partnerships in Industry – Research and Training Grant for three years, which will enable a national review of midwifery education, legislation, policy and regulation and develop a framework for the future.

Acute Care Nursing Research Unit

Director

Professor Judith Donoghue
St George Hospital, Kogarah

The unit provides support and guidance for area nurses undertaking research into patient safety, health outcomes and evidence-based practice. Ongoing projects include action research collaborations with ward staff to introduce strategic changes to practice in the areas of diabetic blood glucose monitoring and medication administration, an ICU staff investigation of occupational stress, evaluation of an instrument to measure nursing workload, evaluation of the effectiveness of pain control and an assessment of the postoperative information needs of women newly diagnosed with breast cancer. Recognising that nurses' domain of caring extends beyond the hospital walls, the unit is undertaking research involving patients and families in the community. Development of an intervention to prevent patient falls includes training family and friends in risk identification; investigations of quality of life with surgically-implanted access devices include nursing home visits and periodic surveys; research into wound healing incorporates regular telephone contact with participants, sometimes for months. A recently commenced study, in collaboration with researchers at the University of California at San Diego, will train older women to become community breast health advocates and will evaluate the effectiveness of their health promotion activities.

Mental Health Nursing Research Unit

Director

Professor Cynthia Stuhlmiller
7 Chapel Street, Kogarah, NSW 2217

In February 1997, the Academic Department of Mental Health Nursing was established under the direction of Professor Cynthia M. Stuhlmiller. As a joint venture between the University of Technology, Sydney and South Eastern Sydney Area Health Service, the aim of the department is to develop, coordinate, and promote education and research activities related to mental health nursing practice within an academic framework. The goals for the department include: consolidating mental health nursing leadership, directing and supporting mental health initiatives throughout all areas of nursing, and enthusing nurses

to embrace the importance of their work. Current research projects include: area-wide clinical supervision, new graduate transition into mental health nursing, care of people with mental illness and substance abuse problems, and psychosocial outcomes of disaster.

Health and Ageing Research Unit

Acting Director
Professor Christine Duffield
War Memorial Hospital, Waverley

The Health and Ageing Research Unit undertakes research into a variety of aspects of aged care. Currently a study into the wandering behaviour of elderly patients is being undertaken at Garrawarra Centre for Aged Care. This is the first international extension of Professor Algate's (University of Michigan) work. In addition, staff from War Memorial Hospital in conjunction with UTS staff, are about to commence a study looking at the documentation and transfer of clinical information in aged care settings given current legislative and funding requirements. Other projects focus on topics related to aged care policy, health service delivery and the management of aged care facilities and services and the use of complementary therapies.

Critical Care Research Unit

Director
Professor Sharon McKinley
Royal North Shore Hospital, St. Leonards

The research of the unit is part of a program of research which studies the relationship between cognitive, emotional and social factors and recovery from acute illness. The University has recognised the research program 'SocioPsychological aspects of recovery from acute illness' as a Faculty Designated Research Strength for 1998-2001. Projects concerning intensive care patients include measurement of anxiety and promotion of sleep while in ICU. Projects with cardiac patients include investigation of the relationship between anxiety after acute myocardial infarction and subsequent complications, and promotion of early response to symptoms of acute myocardial infarction.

PRIZES AND SCHOLARSHIPS

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 Bachelor of Nursing program 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.

The Royal North Shore Hospital Prizes

The Royal North Shore Hospital currently sponsors four prizes. The Undergraduate prize was established in 1986. It is awarded annually to the nursing student who completes the requirements for the Bachelor of Nursing program and obtains the highest cumulative Weighted Average Mark in all subjects. The prize consists of a suitably inscribed certificate, together with a cash award of \$150.

The Royal North Shore Hospital also awards a \$200 prize for Graduate Diploma subjects which are run as part of the Clinical Accreditation Program. These Postgraduate prizes were established in 1998. The Award will be allocated to candidates who achieve the highest results in academic and clinical achievement.

Royal College of Nursing, Australia High Achiever Award

The Royal College of Nursing created the High Achiever Award in 1993. The award is presented annually to a graduating nursing student of a pre-registration course from each School of Nursing Australia wide. The Award consists of a certificate and One Year's free membership to the Royal College of Nursing, Australia. The Award gives the recipient full privileges to membership products and services for a year.

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 Evidence-Based Practice 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 consists of a suitably inscribed certificate, a brief history of the 2/5 Australian General Hospital and a cash award of \$250.

Yakult Student Award

This prize was established in 1996. It is awarded to the student who has completed the Bachelor of Nursing (Honours) program and deemed to have submitted the best Honours research dissertation in the year for which the award is made. The prize consists of a suitably inscribed certificate and 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 Perioperative Suite Nursing specialty subjects, and has demonstrated outstanding clinical performance across the years of the course. The prize consists of a suitably inscribed certificate, an overview of the life of Anne Caradus and a cash award of \$250.

Faculty of Nursing, Midwifery and Health HECS Scholarships

The Faculty of Nursing, Midwifery and Health awards two HECS Scholarships annually to full-time students in the Bachelor of Nursing or Bachelor of Nursing/Bachelor of Arts in International Studies programs. The scholarships are awarded to:

- The most outstanding student who commences the Bachelor of Nursing or Bachelor of Nursing/Bachelor of Arts in International Studies with the highest UAI score. The scholarship is awarded for one year and is made available in the final year of the program.

- The highest academic performance by a student in the first year of study in the Bachelor of Nursing or Bachelor of Nursing/Bachelor of Arts in International Studies programs. It is awarded to the student with the highest cumulative Weighted Average Mark after the first year of study. The scholarship is awarded for one year and is made available in the final year of the program.

Scholarship recipients are presented with inscribed certificates and will have their HECS for the final year of their program met by the Faculty.

Aboriginal or Torres Strait Islander Postgraduate Scholarship

The Faculty of Nursing, Midwifery and Health will award a Scholarship annually to an Aboriginal or Torres Strait Islander postgraduate student. The recipient will have either their HECS or Course Fees met for the third year of a Masters program in the Faculty.

Recipients will be either:

- Enrolled in any three year Masters program in the Faculty of Nursing, Midwifery and Health. The scholarship is awarded for one year and will be made available in the final year of their program. The recipient will have their HECS met by the Faculty; or
- Enrolled in any Masters Conversion program in the Faculty of Nursing, Midwifery and Health. The scholarship is awarded for one year. The recipient will have their Course Fees paid by the Faculty.

FACULTY CONTACTS

Name	Title	Position	Ext (prefix: 9514)	Room
Faculty office				
White, Jill	Professor	Dean	5045	5.314
Brown, Diane	Dr	Associate Dean, Teaching and Learning	5712	5.388
Crisp, Jackie	Dr	Associate Dean, Research and Development	5129	5.383
Weller, Stephen	Mr	Faculty Manager	5047	5.315
Academic staff				
Adams, Anne	Ms	Senior Lecturer	5720	5.292
Baker, Jacqueline	Ms	Senior Lecturer	5072	5.203
Barclay, Lesley	Professor	Professor of Family Health St George Hospital	5719, 9350 2789	5.008
Ben-Sefer, Ellen	Ms	Lecturer	5742	5.211
Briggs, Carolyn	Ms	Senior Lecturer	5136	5.408
Carey, Michael	Dr	Lecturer	5138	5.406
Chiarella, Mary	Associate Professor		5023	5.290
Dean, Sue	Ms	Lecturer	5124	5.218
Donoghue, Judith	Professor	Professor of Acute Care Nursing, St George Hospital	5723, 9350 2184	5.005
Duffield, Christine	Professor	Professor of Nursing	5729, 9369 0288	5.204
Farrar, Trish	Ms	Lecturer	5747	5.496
Forbes, Jan	Ms	Lecturer	5123	5.209
Frazer, Neil	Mr	Lecturer	5134	5.217
Gallagher, Robyn	Ms	Lecturer	5746	5.220
Garman, Callista	Ms	Lecturer	5120	5.205
Green, Janet	Ms	Lecturer	5740	5.494
Hamlin, Lois	Ms	Senior Lecturer	5766, 9926 6476	2.440
Hyde, Sandra	Ms	Lecturer	5718	5.221
Jones, Linda	Ms	Senior Lecturer	5713	5.210
Kellehear, Kevin	Mr	Lecturer	5050	5.207
Kilstoff, Kathleen	Ms	Lecturer	5143	5.407
Lock, Linette	Ms	Lecturer	5153	5.206
McKinley, Sharon	Professor	Professor of Critical Care Nursing, Royal North Shore Hospital	5710, 9926 8281	5.001
Pelletier, Dianne	Mrs	Senior Lecturer	5760	5.208
Rochester, Suzanne	Miss	Lecturer	5154	5.495
Rogan, Frances	Ms	Lecturer	5581	5.409
Stein-Parbury, Jane	Associate Professor		5260	5.219
Stuhlmiller, Cynthia	Professor	Professor of Mental Health Nursing, St George Hospital	5486, 9350 2035	5.006
Van Vorst, Stephen	Mr	Lecturer	5715	5.215
Waters, Cheryl	Dr	Senior Lecturer	5741	5.497
Wyllie, Aileen	Ms	Lecturer	5204	5.404

24 Faculty information

Name	Title	Position	Ext (prefix: 9514)	Room
Support staff				
Blair, Kerry	Ms	Team Leader, Student and Course Support	5024	5.306
Burnett, Katie	Ms	Student Officer (Clinical)	5141	5.309
Cannane, Carol	Mrs	Administrative Assistant	5043	5.385
Cooksley, Coral	Ms	External Relations Officer	5745	5.394
Dunlop, Peter	Mr	Computer Services Officer (ITD)	5135	2.350
Freshwater, Judy	Ms	Student Adviser (Clinical)	5125	5.308
Froment, Elaine	Mrs	Administrative Assistant	5725	5.389
Vacant		Student Adviser	5202	5.397
Kwong, Mary	Ms	Student Officer (Postgraduate)	5722	5.305
Lanning, Jan	Ms	Student Officer (Undergraduate)	5073	5.307
Lobo, Ophelia	Mrs	Administrative Secretary	5126	5.387
Martin, Sue	Ms	Technical Officer	5187	2.351
McFarland, Kathy	Ms	Research and Development Officer	5727	5.396
Neill, Amanda	Ms	Educational Development Officer	5128	5.395
Nettleton, Cath	Ms	Executive Assistant	5044	5.313
Stephens, Margaret	Ms	Team Leader, Academic and Administration Support	5730	5.386
Townsend, Kathy	Ms	Student Adviser	5021	5.397
Yuille, Denise	Mrs	Committee Officer	5181	5.317
General contacts				
Faculty Office			5043	
Student Office			5202, 5021	

LIST OF COURSES AND CODES

Course title	Code
Undergraduate courses	
Bachelor of Nursing (3 years full time/6 years part time)	KN08
Bachelor of Nursing (Honours) (1 year full time/2 years part time)	KN09
Bachelor of Nursing/Bachelor of Arts in International Studies (5 years full time)	KN10
Postgraduate courses	
Graduate Certificate in Anaesthetics and Recovery Room Nursing (1 year part time)	KN94
Graduate Certificate in Diabetes Education and Management (1 year part time)	KN92
Graduate Certificate in Gastroenterological Nursing (1 year part time)	KN90
Graduate Certificate in Perioperative Nursing (1 year part time)	KN93
Graduate Diploma in Clinical Practice (2 years part time)	KN84/KN85
Graduate Diploma in Community Health Nursing (1 year full time/2 years part time)	KN82
Graduate Diploma in Midwifery (2 years part time)	KN64
Graduate Diploma in Nursing (2 years part time)	KN83
Master of Nursing in Professional Studies (by coursework) (3 years part time)	KN55
Master of Nursing in Professional Studies (conversion) (1 year part time)	KN95
Master of Nursing in Clinical Practice (by coursework) (3 years part time)	KN54/KN58
Master of Nursing in Clinical Practice (conversion) (1 year part time)	KN59
Master of Nursing (by coursework) (conversion) (1 year part time)	KN57
Master of Nursing (by thesis) (2 years full time, 3 years part time)	KN52
Doctor of Nursing (3 years full time, 4 years part time)	KN96
Doctor of Midwifery (3 years full time, 4 years part time)	KN97
Doctor of Philosophy (3 years full time, 4 years part time)	KN51

UNDERGRADUATE COURSES

Key Undergraduate contacts

Student Officer (Undergraduate)

Provides advice to students experiencing more complex difficulties with their program. The Faculty Student Office will refer students if necessary to:

Jan Lanning
Room 5.307; telephone (02) 9514 5073

Student Adviser (Clinical)

Allocates the Nursing Practice placements. Any requests or problems in relation to Nursing Practice should be directed to:

Judy Freshwater
Room 5.308; telephone (02) 9514 5125

Team Leader, Student and Course Support

Manages the Student and Course Support team. Major concerns or problems regarding administrative and academic services should be referred to:

Kerry Blair
Room 5.306; telephone (02) 9514 5024

Technical Officer

Maintains the Faculty's laboratories and other student technical resources. Bookings for and queries about the laboratories and resources, as well as safety issues, should be directed to:

Sue Martin
Room 5.351; telephone (02) 9514 5187

Undergraduate Programs Coordinator

Provides academic advice to students on their program, or other assistance such as students experiencing difficulties coping with their academic work:

Callista Garman
Room 5.204; telephone (02) 9514 5120

Academic Liaison Officer (ALO)

Provides advice to students with short or long term disabilities and with English language difficulties on alternative assessment.

Kevin Kellehear
Room 5.207; telephone (02) 9514 5050

Associate Dean, Teaching and Learning

Responsible for the oversight and quality of academic activities and the coursework programs:

Diane Brown
Room 5.388; telephone (02) 9514 5126

Location

Most subjects are taught at the Kuring-gai campus, however, students will also be required to attend the City campus for some subjects. The normal timetable does not require attendance at more than one campus in a day.

Professional accreditation

Graduates from the Bachelor of Nursing and Bachelor of Nursing/Bachelor of Arts in International Studies courses meet the academic and practical requirements for registration with the NSW Nurses Registration Board.

Admission requirements

All applicants for the Bachelor of Nursing and Bachelor of Nursing/Bachelor of Arts in International Studies courses should apply through the Universities Admissions Centre (UAC). Late direct applications may also be considered. The Faculty may have a mid-year intake for applicants who possess an Advanced Certificate in Enrolled Nursing. Interested applicants should contact the Faculty in April to confirm mid-year arrangements.

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 *2000 UAC Guide*.

HECS and fees

Undergraduate courses attract HECS (Higher Education Contribution Scheme) and can be paid upfront with a 25% discount or deferred. In 2000 the annual full-time HECS for nursing subjects is \$3,463 (1 EFTSU or 48 credit points). HECS is not tax deductible. Students who are not Australian citizens should refer to the HECS Guide.

Student Service fees/charges

Compulsory annual fees and charges are payable to the University Union and Students' Association. This includes the annual Union general fee, which is collected on a semester basis. All fees and charges may vary from year to year. In 1999, the annual Student Service Fees for NEW students were \$336. Continuing students do not pay the University Union Entrance Fee.

Student Association Fee	48.00
University Union Fee	
Entrance Fee (non refundable)	20.00
Semester Fee (\$99 per semester)	198.00
Student Accommodation Levy	55.00
Student Identification Card Charge	15.00

International Fees

Undergraduate programs undertaken by International students will attract an annual fee in 2000 of \$A12,000.

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.

Advanced standing and subject exemptions

Students enrolling in the Bachelor of Nursing and Bachelor of Nursing/Bachelor of Arts in International Studies courses, who have previously undertaken a course of study at a university or 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 2 years (96 credit points) (certificate

holders) or up to 2.5 years (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 1 semester (31 credit points) advanced standing in the Bachelor of Nursing. Further exemption may be granted by the method outlined below.

Enrolled nurses who do not hold the Advanced Certificate will be given internal exemption from nursing practice in Semester 1.

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 presented at enrolment or may be forwarded to the Faculty Student Office.

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.

Class allocation

Students are allocated to particular groups or 'classes' within a subject. This class determines when they attend laboratory sessions as well as tutorial times. Students remain in the same class for the semester, however, students with non-standard programs may alter their classes for each subject according to their specific needs.

At the commencement of the academic year, students are required to submit their preferences for their classes for each semester. The Faculty endeavours to allocate students their preferred classes, whilst taking into account the preferences of the entire student body. If a student does not receive their first

preference in one semester, every effort is made to ensure they receive their first preference in the following semester.

Changes to classes can be requested by completing a 'Change of Class Allocation' form available from the Faculty Student Office.

Nursing Practice policy

As part of their studies, students are required to undertake nursing practice in a variety of Health Facilities. This involves students being placed in a clinical environment in accordance with the Nursing Practice Ladder. Students are accompanied by a Clinical Facilitator, who supports their clinical learning and undertakes their assessment.

The Faculty makes every effort to place students in a Health Facility in close proximity to their home and close to public transport. However, this is often very difficult to achieve given the limited number of student placements, and students are asked to take this into consideration when they receive notification of their placement.

Accident and incident reporting

Any student or staff member involved in an accident, injury or incident while on clinical experience shall complete a standard form (Accident/Incident Form), available from their Clinical Facilitator. Completed forms should be forwarded to Judy Freshwater. This form is to be completed in addition to any forms which the Health Facility requires.

The Subject Examiner should be notified immediately of any injury, accident or incident which requires or required medical attention.

If an injury sustained by a student raises doubts about the student's ability to attend subsequent nursing practice experiences, then the matter should be referred to the Undergraduate Programs Coordinator.

Attendance

The NSW Nurses Registration Board requires students to undertake a specified number of nursing practice hours. One hundred per cent attendance on nursing practice is expected. Should a student miss some component of nursing practice, they may be required to make up the hours at the discretion of the subject examiner, in accordance with the provisions below.

Only cases of documented illness or misadventure will be accepted as a reason for not undertaking all nursing practice hours. In the event of illness or misadventure, students must

notify their Clinical Facilitator and the relevant Health Facility. If students are unable to contact their Clinical Facilitator, they should contact Judy Freshwater, Student Adviser (Clinical), on 9514 5125. Should students fail to complete all nursing practice hours for any other reason, including work commitments, they may not be offered the opportunity to complete their nursing practice hours, and run the risk of failing the subject.

Completion of Nursing Practice

When assessing whether students are required to undertake additional hours to complete their nursing practice, the Faculty examines a student's nursing practice history, taking into account past attendance as well as the NSW Nurses Registration Board's requirements. Therefore it is in the interest of students to ensure they maintain as complete an attendance record as possible.

As indicated above, students will not be given the opportunity to complete missed nursing practice hours, and may fail the subject if they have a pattern of absences. Documented illness or misadventure are the only legitimate reasons for missing nursing practice hours.

Criminal Records checks

The New South Wales Department of Health has implemented policies and procedures whereby all health care workers who may be engaged in positions within Departmental organisations must undergo a criminal record check. All Nursing students must undergo a criminal record check prior to placement. Checks are conducted by the NSW Police Service and coordinated by the Department. A consent form must be completed, signed and lodged with the Faculty authorising checks in each year of study.

Conduct

Students undertaking supervised nursing practice 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.

NSW Department of Health Advice

All people engaged in professional nursing activities, including students of the University, have a duty of care to the people for whom they care. In many areas, especially paediatrics and oncology, it is necessary for students to be aware of their own health disease status so as not to jeopardise the health of patients and to protect themselves. Students are therefore

asked to complete an Infectious Diseases Questionnaire available from the Faculty Student Office, or at enrolment prior to their first nursing practice placement. Students can choose not to answer some of the questions, but this can preclude them from being placed in certain institutions.

The NSW Department of Health has offered the following advice. *'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 and Mantoux testing will be available through Student Health Services early in each semester at both the Kuring-gai and City campuses.

Requesting Nursing Practice placements

Students may make a request to be placed in a particular Health Facility. Every effort is made to accommodate these requests, however, the limited availability of placements may not make this possible. To make such a request, students must complete and lodge a 'Request for Nursing Practice Placement' form available from the Faculty Student Office.

Safety

All students will review lifting techniques and Universal Precautions prior to the commencement of each nursing practice placement. Students must also comply with the policies and procedures of the relevant Health Facility.

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.

Uniform

Students are required to wear the official uniform of the Faculty of Nursing, Midwifery and Health during all nursing practice placements. Academic staff will indicate any other occasions when students must wear their uniform. Some nursing practice placements, e.g. mental health, do not require uniform. Students will be notified of this when they receive their nursing practice placements.

The uniform consists of:

- White dress or Navy blue culottes/skirt or Navy blue trousers (all UTS design) [women]
- Navy blue trousers (UTS design) [men]
- White shirt (UTS design)
- Shoes (navy or black)
- Stockings [women]
- Navy jumper/vest/cardigan (optional, but must conform to clinical agency requirements)

Other requirements are:

- Fingernails must be short and clean. Only clear nail varnish is acceptable.
- Hair must be worn off collars. Students with long hair must wear it up; long pony-tails are not acceptable.
- Students are permitted to wear a wedding ring and one pair of small, plain studs in the ear lobes. No other jewellery is acceptable.
- Watches should be either digital or with a second hand and have no sharp edges, fancy watchbands or large buckles. A multicoloured ball-point pen and small notepad are essential requirements. A small pocket calculator is advisable.
- Students may wear cardigans in the approved colour (navy) when undertaking a formal nursing practice placement or field visit. No other colour is acceptable.
- Academic staff provide advice to students on other items which need to be purchased, e.g. fob watch, stethoscope, scissors.
- Students must wear the uniform from their first nursing practice placement in Autumn Semester and should ensure that their uniform is available by this time.

30 Undergraduate courses

- All students must wear a UTS approved name badge during nursing practice placements, available from Judy Freshwater for a nominal fee.

Unsafe Nursing Practice performance

A student is deemed unsafe if they place patients, clients, staff members, and fellow students at risk, and is unable or unwilling to perceive that risk. The judgment that a student is unsafe is usually made on the basis of more than one incident, however can be made on the basis of one episode.

Students deemed unsafe will be removed from the Health Facility as soon as the judgment is made and be referred to the subject examiner who will determine the appropriate course of action. Students may receive a fail grade for the subject, or be given an opportunity to demonstrate improvement in an alternative clinical environment such as the laboratory. If satisfactory, students will be given another opportunity to complete their nursing practice in a clinical environment.

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.

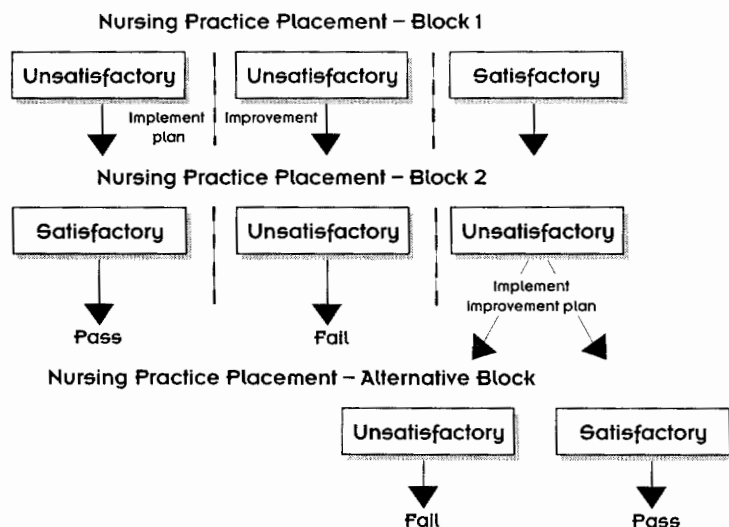
The Vice-Chancellor must advise the student in writing of any decision of the Responsible Academic Officer or the Vice-Chancellor.

Unsatisfactory Nursing Practice performance

A student is deemed unsatisfactory due to failure to meet the objectives and assessment of a given nursing practice experience.

As soon as the risk of an unsatisfactory grade is identified, the Clinical Facilitator will notify the student and identify a plan of action. This includes major areas of improvement and specific aims to be met to achieve satisfactory performance. If the student and/or the Clinical Facilitator have reason to believe they cannot work together to implement the improvement plan, a request can be made by either person to the subject examiner for alternative arrangements. On return to the University, students must make arrangements to see the subject examiner to review their progress and plan their next nursing practice placement.

The following diagram demonstrates the process by which unsatisfactory grades are resolved.



Laboratory policy

Faculty laboratories

The Faculty Laboratories are coordinated by Sue Martin. Laboratory staff are based in Room 2.351, but can often be located in the laboratories.

First year laboratories

Rooms 2.346 and 2.349

Second year laboratories

Rooms 2.253, 2.256 and 2.262

Third year laboratories

Rooms 2.356 and 2.360

Additional services

- Equipment and posters may be borrowed for presentations or tutorials.
- Videos can be viewed in the laboratory area.
- Text books are available for quick referencing.

Laboratory access and opening hours

Laboratories are generally open from 9.00 a.m. to 5.00 p.m. Monday to Friday, however, some exceptions may apply. Laboratories are not available without supervision and are closed during non-teaching periods.

The laboratories are available for skill practice, provided bookings are made through laboratory staff or by completing a bookings sheet available in each laboratory.

Laboratory rules and safety

Students have a duty of care to themselves and to others and must cooperate and observe the following points when in the laboratories:

- Needles and other sharp objects must be handled with extreme care
- Glucometer testing must not be performed on other students due to contamination risks
- All accidents must be reported to laboratory or academic staff
- Keeping the laboratories tidy and recycling equipment as directed
- Food or drink must not be consumed in the laboratories
- Children are not permitted in the laboratories
- Covered shoes must be worn at all times
- Faulty equipment and hazards must be reported to laboratory or academic staff.

Bachelor of Nursing

- ◆ *Course code:* KN08
- ◆ *Testamur title:* Bachelor of Nursing
- ◆ *Abbreviation:* BN
- ◆ *Course fee:* HECS

New curriculum

The Faculty has revised the Bachelor of Nursing (BN) curriculum in 1999, and a new course structure will be introduced from 2000 and fully implemented from 2001.

The major purposes in revising the Bachelor of Nursing course are as follows:

- Retain, maintain and build upon the best aspects of the existing BN.
- Shift the focus of curriculum development from achieving professional status and autonomy to meeting the health care needs of an identified population (Northern Sydney Health and South Eastern Area Health Services) in relation to national and international health care trends.
- Develop a program that meets professional needs for more and better qualified registered nurses, and sets professional trends in nursing education.
- Develop new models for clinical education that enable undergraduate students of Nursing to become an integrated part of the health care delivery environment.
- Increase collaboration with health care service sector.
- Increase the standing of the UTS Faculty of Nursing, Midwifery and Health as a provider of clinically relevant programs.

Aims of the course

The Bachelor of Nursing course aims to produce an informed, reflective, caring and compassionate nurse who will demonstrate competencies related to professional responsibility, interpersonal processes and the exercise of clinical judgment. Graduates will be capable of delivering a high standard of safe and therapeutic nursing care in a variety of contexts. They will demonstrate nursing care that is informed, responsible and respectful. In addition, graduates at degree level will be prepared to foster the development of nursing as a practice discipline and a significant health profession within the community.

Specific objectives

As a result of engaging in the course, students will:

1. Exhibit a sound knowledge of nursing practice that is informed by knowledge drawn from nursing and other disciplines such as biomedicine, physical, social and behavioural sciences, law, and ethics.
2. Demonstrate sound clinical judgment that is based on evidence and reflects appropriate reasoning within ethical, legal and resource frameworks.
3. Embody compassion, trust and respect for the dignity and integrity of all people in order to respond with compassion and understanding to values and beliefs in a pluralistic society.
4. Demonstrate therapeutic nursing care competence at a beginning level of skill, particularly in order to maintain/promote a physical and psychological environment which promotes safety, security and optimal health in relation to medicating safely, maintaining clinical asepsis, communicating clearly and relating effectively.
5. Appreciate the centrality of interpersonal processes to the practice of Nursing and the utility of professional agency as a therapeutic intervention.
6. Participate effectively as a member of a multi-disciplinary health care team in order to achieve common therapeutic goals.
7. Fulfil professional responsibilities and commitments of a registered nurse with responsiveness to social and environmental concerns.
8. Contribute to nursing knowledge development through reflective and research-based practice.
9. Understand and value the professional imperative to base nursing practice on evidence in order to: access trustworthy evidence, recognise when evidence is less than adequate to fully inform care, and identify areas of practice that require further evidence.
10. Demonstrate a lively, questioning perspective that enables active contribution to the development of nursing as a discipline.

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.

Attendance pattern

Students will be required to undertake formal study for 14 weeks each semester. This will include Nursing Practice.

Structure of the curriculum

The framework is based on the proposed interaction between three distinct themes: the processes of nursing inquiry, the centrality of the nursing relationship and the complex processes of clinical nursing. Nursing is a discipline informed by practice in which there is a continual interplay between theory and application, experience and understanding, and interpretation and reflection, leading to theory refinement and transformation resulting from reflection in and on experience.

Underpinning the person's entry into the nursing relationship is an actual, perceived or potential imbalance of health care demands and resources associated with actual or potential alterations in functional health status and processes or patterns of functional health status. The person brings to the relationship a complex organisation of physical, emotional and spiritual elements in relation to health care needs and well being.

Within the relationship the nurse contributes professional and personal knowledge, experiences and attributes which enable informed, capable and caring nursing practice. Dynamics of the nursing relationship require the nurse to respond with respect and compassion, given the differing values and beliefs of individuals and groups in contemporary society. The nurse offers care for the person in a given socio-cultural and politico-economic climate. Such contextual influences include those that exist locally as well as those that emerge globally as a result of environmental change.

Through the processes of nursing inquiry and clinical judgment the nursing relationship takes the form of an intimate therapeutic interchange. Diverse nursing knowledge and skills are required in the delivery of nursing

care, including varied reasoning skills, well developed interpersonal interaction skills and high standards of clinical ability in various contexts of care.

The Bachelor of Nursing as an initial qualification includes extensive Nursing Practice, which is a compulsory component of the course. This clinical preparation will supplement clinical field work and is an essential component of the contact hours for each clinical nursing subject.

Course structure

Students must gain a minimum of 144 credit points to complete the Bachelor of Nursing. Credit point values are shown for each subject. Please note only the first year of the new curriculum is to be implemented in 2000, the remainder in 2001.

Note: There may be some variations to the course structure that appears below for existing students due to curriculum changes.

34 Undergraduate courses

Bachelor of Nursing 2000

Full-time course program

Subject no.	Subject name	Credit points	Prerequisite / Corequisite
Year 1 (from 2000)			
Autumn semester			
92190	The Discipline of Nursing	6cp	Nil
92191	Adult Nursing: Cardiovascular	6cp	Nil
92192	Adult Nursing: Respiratory	6cp	Nil
91523	Fundamentals of Pathophysiology 1	6cp	Nil
Spring semester			
92193	Nursing Relationships	6cp	Nil
92194	Adult Nursing: Renal and Reproductive	6cp	Nil
92195	Adult Nursing: GIT and Orthopaedic	6cp	Nil
91524	Fundamentals of Pathophysiology 2	6cp	Nil
Year 2 (from 2001)			
Autumn semester			
—	Fundamentals of Pathophysiology 3	6cp	Prerequisite: 91523 or 91524
—	Adult Nursing: Neuro-endocrine	6cp	TBA
—	Foundations of Mental Health Nursing ¹	8cp	Nil
—	Primary Health Care and the Aged ¹	4cp	Nil
Spring semester			
—	Fundamentals of Pathophysiology 4	6cp	Prerequisite: 91523 or 91524
—	Adult Nursing: Cellular Alterations	6cp	TBA
—	Foundations of Paediatric Nursing ¹	8cp	Nil
—	The Family in Health and Illness ¹	4cp	Nil
Year 3 (from 2001)			
Autumn semester			
—	Inquiry in Nursing Practice	6cp	Nil
—	Practice Interactions	6cp	Nil
—	Practice Development 1	6cp	TBA
	either		
—	Clinical elective ²	6cp	TBA
	or		
—	Practice Development 2	6cp	TBA
Spring semester			
—	Comprehensive Health Assessment	6cp	TBA
—	Nursing in Organisations	6cp	Nil
—	Practice Development 3	6cp	TBA
	either		
—	Practice Development 2	6cp	TBA
	or		
—	Clinical elective ²	6cp	TBA

¹ These subjects must be completed in either Autumn or Spring. They must be completed at a rate of 12 credit points per semester.

² Elective offerings are subject to numbers and include:

Community Health Nursing
Critical Care (Adult or Paediatric)
Drug and Alcohol Nursing

Emergency Room Nursing
Maternal and Infant Care
Mental Health Nursing

Neonatal Intensive Care Nursing
Operating Theatre Nursing
Paediatric Nursing

Palliative Care
Rural and Remote Nursing
Women's Health

Bachelor of Nursing 2000

Part-time course program

Subject no.	Subject name	Credit points	Prerequisite / Corequisite
Year 1 (from 2000)			
Autumn semester			
92190	The Discipline of Nursing	6cp	Nil
91523	Fundamentals of Pathophysiology 1	6cp	Nil
Spring semester			
92193	Nursing Relationships	6cp	Nil
91524	Fundamentals of Pathophysiology 2	6cp	Nil
Year 2 (from 2000)			
Autumn semester			
92191	Adult Nursing: Cardiovascular	6cp	Nil
92192	Adult Nursing: Respiratory	6cp	Nil
Spring semester			
92195	Adult Nursing: GIT and Orthopaedic	6cp	Nil
92194	Adult Nursing: Renal and Reproductive	6cp	Nil
Years 3 and 4 (from 2000)			
Autumn semester			
—	Fundamentals of Pathophysiology 3	6cp	Prerequisite: 91523 or 91524
—	Adult Nursing: Neuro-endocrine	6cp	TBA
—	Foundations of Mental Health Nursing ¹	8cp	Nil
—	Primary Health Care and the Aged ¹	4cp	Nil
Spring semester			
—	Fundamentals of Pathophysiology 4	6cp	Prerequisite: 91523 or 91524
—	Adult Nursing: Cellular Alterations	6cp	TBA
—	Foundations of Paediatric Nursing ¹	8cp	Nil
—	The Family in Health and Illness ¹	4cp	Nil
Years 5 and 6 (from 2000)			
Autumn semester			
—	Inquiry in Nursing Practice	6cp	Nil
—	Practice Interactions	6cp	Nil
—	Practice Development 1	6cp	TBA
	either		
—	Clinical elective ²	6cp	TBA
	or		
—	Practice Development 2	6cp	TBA
Spring semester			
—	Comprehensive Health Assessment	6cp	TBA
—	Nursing in Organisations	6cp	Nil
—	Practice Development 3	6cp	TBA
	either		
—	Practice Development 2	6cp	TBA
	or		
—	Clinical elective ²	6cp	TBA

¹ These subjects must be completed in either Autumn or Spring. They must be completed at a rate of 12 credit points per semester.

² Elective offerings are subject to numbers and include:

Community Health Nursing
Critical Care (Adult or Paediatric)
Drug and Alcohol Nursing

Emergency Room Nursing
Maternal and Infant Care
Mental Health Nursing

Neonatal Intensive Care Nursing
Operating Theatre Nursing
Paediatric Nursing

Palliative Care
Rural and Remote Nursing
Women's Health

Bachelor of Nursing pre-2000

Full-time course program

Subject no.	Subject name	Credit points	Prerequisite / Corequisite
Year 1			
From 2000, only the first year of the new curriculum will be offered. Students who have not completed 1 st year subjects should refer to transition arrangements available from the Faculty Student Office.			
Year 2			
Autumn semester			
92117	Nursing Research	4cp	Nil
91520	Pathophysiology 1	6cp	Nil
92212	Contexts of Nursing Care 3	9cp	Prerequisite: 92165; Corequisite: 92214
92214	Nursing Practice 3 ¹	5cp	Prerequisite: 92129; Corequisite: 92212
Spring semester			
92118	Nursing as a Practice Discipline	4cp	Nil
91521	Pathophysiology 2	6cp	Nil
92213	Contexts of Nursing Care 4	9cp	Prerequisite: 92212; Corequisite: 92215
92215	Nursing Practice 4 ¹	5cp	Prerequisite: 92214; Corequisite: 92213
Year 3			
Autumn semester			
92154	Human Responses in Nursing Practice	3cp	Nil
92168	Nursing Ethics 2	3cp	Nil
92169	Primary Health Care	3cp	Nil
92216	Contexts of Nursing Care 5	9cp	Prerequisite: 92213; Corequisite: 92218
92218	Nursing Practice 5 ¹	6cp	Prerequisite: 92215; Corequisite: 92216
Spring semester			
92138	Professional Relationships in Nursing	3cp	Nil
79003	Health Care Law	3cp	Nil
92217	Contexts of Nursing Care 6	9cp	Prerequisite: 92216; Corequisite: 92219
92219	Nursing Practice 6 ¹	6cp	Prerequisite: 92218; Corequisite: 92217
921xx	Clinical Nursing elective ²	3cp	Prerequisite: 92218; Corequisite: 92219
Total		144cp	

1 Pass/fail subject.

2 Year 3 Bachelor of Nursing, Clinical Nursing electives:

92126 Community Health Nursing
92171 Intensive Care Nursing

92172 Maternal and Infant Care
92173 Mental Health

92174 Operating Suite
92175 Paediatric Nursing

92176 Palliative Care
92183 Women's Health

Bachelor of Nursing pre-2000

Part-time course program

Subject no.	Subject name	Credit points	Prerequisite Corequisite
Year 1 and 2			
From 2000, only the first year of the new curriculum will be offered. Students who have not completed 1 st year subjects should refer to transition arrangements available from the Faculty Student Office.			
Year 3			
Autumn semester			
91520	Pathophysiology 1	6cp	Nil
92117	Nursing Research	4cp	Nil
Spring semester			
92118	Nursing as a Practice Discipline	4cp	Nil
91521	Pathophysiology 2	6cp	Nil
Year 4			
Autumn semester			
92212	Contexts of Nursing Care 3	9cp	Prerequisite: 92165; Corequisite: 92214
92214	Nursing Practice 3 ¹	5cp	Prerequisite: 92129; Corequisite: 92212
Spring semester			
92213	Contexts of Nursing Care 4	9cp	Prerequisite: 92212; Corequisite: 92215
92215	Nursing Practice 4 ¹	5cp	Prerequisite: 92214; Corequisite: 92213
Year 5			
Autumn semester			
92154	Human Responses in Nursing Practice	3cp	Nil
92168	Nursing Ethics 2	3cp	Nil
92169	Primary Health Care	3cp	Nil
Spring semester			
92138	Professional Relationships in Nursing	3cp	Nil
79003	Health Care Law	3cp	Nil
Year 6			
Autumn semester			
92216	Contexts of Nursing Care 5	9cp	Prerequisite: 92213; Corequisite: 92218
92218	Nursing Practice 5 ¹	6cp	Prerequisite: 92215; Corequisite: 92216
Spring semester			
92217	Contexts of Nursing Care 6	9cp	Prerequisite: 92216; Corequisite: 92219
92219	Nursing Practice 6 ¹	6cp	Prerequisite: 92218; Corequisite: 92217
921xx	Clinical Nursing elective ²	3cp	Prerequisite: 92218; Corequisite: 92219
Total		144cp	

1 Pass/fail subject.

2 Year 3 Bachelor of Nursing, Clinical Nursing electives:

92126 Community Health Nursing
92171 Intensive Care Nursing

92172 Maternal and Infant Care
92173 Mental Health

92174 Operating Suite
92175 Paediatric Nursing

92176 Palliative Care
92183 Women's Health

Bachelor of Nursing (Honours)

- ◆ *Course code:* KN09
- ◆ *Testamur title:* Bachelor of Nursing (Honours)
- ◆ *Abbreviation:* BN(Hons)
- ◆ *Course fee:* HECS

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.

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. Applicants must have registered nurse status and be eligible for registration with the NSW Nurses Registration Board.

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).

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.

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

Autumn semester

92867	Frameworks for Nursing Inquiry	6cp
92886	Qualitative Research Processes	6cp

Spring semester

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

Stage 2

Autumn and Spring semesters

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

- ◆ *Course code:* KN10
- ◆ *Testamur title:* Bachelor of Nursing Bachelor of Arts in International Studies
- ◆ *Abbreviation:* BN BA
- ◆ *Course fee:* HECS

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 the Bachelor of Nursing apply to the combined degree program.

Purpose of the 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 (as per Bachelor of Nursing) and 96 credit points in International Studies.

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 that will take place in each semester in Years 1, 2, 3 and 5. At the time of print, nursing practice arrangements for the KN10 program were not finalised due to the introduction of the new curriculum. Further details can be obtained from the Faculty Student Office.

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, France, Germany, Greece, Indonesia, Italy, Japan, Malaysia, Mexico, Russia, South China, Spain, Taiwan, Thailand and Vietnam. Students are admitted to the International Studies Program with no guarantee of entry to a specific major, although every effort is made 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 and Vietnam 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 Comparative 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.

40 Undergraduate courses

Bachelor of Nursing / Bachelor of Nursing in International Studies

Subject no.	Subject name	Credit points	Prerequisite / Corequisite
Year 1			
From 2000, only the first year of the new curriculum will be offered. Students who have not completed 1 st year subjects should refer to transition arrangements available from the Faculty Student Office.			
Year 2			
Stage 3			
971xxx	Language and Culture 1	8cp	Nil
91520	Pathophysiology 1	6cp	Nil
92212	Contexts of Nursing Care 3	9cp	Prerequisite: 92165; Corequisite: 92214
92214	Nursing Practice 3 ¹	5cp	Prerequisite: 92129; Corequisite: 92212
Stage 4			
972xxx	Language and Culture 2	8cp	Prerequisite: Language and Culture 1
976xxx	Contemporary Society	8cp	Nil
92118	Nursing as a Practice Discipline	4cp	Nil
Year 3			
Stage 5			
973xxx	Language and Culture 3	8cp	Prerequisite: Language and Culture 2
50140	Comparative Social Change	8cp	Nil
92117	Nursing Research	4cp	Nil
Stage 6			
974xxx	Language and Culture 4	8cp	Prerequisite: Language and Culture 3
91521	Pathophysiology 2	6cp	Nil
92213	Contexts of Nursing Care 4	9cp	Prerequisite: 92212; Corequisite: 92215
92215	Nursing Practice 4 ¹	5cp	Prerequisite: 92214; Corequisite: 92213
Year 4			
Stage 7			
977xxx	In-country Study 1	24cp	Prerequisite: Completion of all prior semesters of study
Stage 8			
978xxx	In-country Study 2	24cp	Prerequisite: In-country Study 1
Year 5			
Stage 9			
92154	Human Responses in Nursing Practice	3cp	Nil
92168	Nursing Ethics 2	3cp	Nil
92169	Primary Health Care	3cp	Nil
92216	Contexts of Nursing Care 5	9cp	Prerequisite: 92213; Corequisite: 92218
92218	Nursing Practice 5 ¹	6cp	Prerequisite: 92215; Corequisite: 92216
Stage 10			
92138	Professional Relationships in Nursing	3cp	Nil
79003	Health Care Law	3cp	Nil
92217	Contexts of Nursing Care 6	9cp	Prerequisite: 92216; Corequisite: 92219
92219	Nursing Practice 6 ¹	6cp	Prerequisite: 92218; Corequisite: 92217
921xx	Clinical Nursing elective	3cp	Prerequisite: 92218; Corequisite: 92219
Total		240cp	

¹ 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	Comparative 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	Comparative 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	Comparative Social Change	8cp
976111	Contemporary China	8cp
977111	In-country Study 1: China	24cp
978111	In-country Study 2: China	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	Comparative Social Change	8cp
976401	Contemporary Europe	8cp
97741x	In-country Study 1: France	24cp
97841x	In-country Study 2: France	24cp

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	Comparative 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	Comparative 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	Comparative Social Change	8cp
976301	Contemporary South-East Asia	8cp
977311	In-country Study 1: Indonesia	24cp
978311	In-country Study 2: Indonesia	24cp

Italy

971434/5	Italian 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	Comparative 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	Comparative Social Change	8cp
976211	Contemporary Japan	8cp
97721x	In-country Study 1: Japan	24cp
97821x	In-country Study 2: Japan	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	Comparative Social Change	8cp
976301	Contemporary South-East 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	Comparative Social Change	8cp
976501	Contemporary Latin America	8cp
977530	In-country Study 1: Mexico	24cp
978530	In-country Study 2: Mexico	24cp

42 Undergraduate courses

Russia

971734	Russian 1	8cp
972734	Russian 2	8cp
973734	Russian 3	8cp
974734	Russian 4	8cp
50140	Comparative Social Change	8cp
976401	Contemporary Europe	8cp
977730	In-country Study 1: Russia	24cp
978730	In-country Study 2: Russia	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	Comparative 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

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	Comparative 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	Comparative 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	Comparative Social Change	8cp
976301	Contemporary South-East Asia	8cp
977322	In-country Study 1: Thailand	24cp
978322	In-country Study 2: Thailand	24cp

Vietnam

971121	Cantonese Language and Culture 1	8cp
972121	Cantonese Language and Culture 2	8cp
973121	Cantonese Language and Culture 3	8cp
974121	Cantonese Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976301	Contemporary South-East Asia	8cp
977xxx	In-country Study 1: Vietnam	24cp
978xxx	In-country Study 2: Vietnam	24cp

Further details of International Studies subjects may be found in the *2000 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.

POSTGRADUATE COURSES

The Faculty of Nursing, Midwifery and Health'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.

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 in Professional Studies (by coursework) and the Master of Nursing in Clinical Practice (by coursework). Research courses offered are the Master of Nursing (by thesis) and the Doctor of Philosophy and two Professional Doctorates, the Doctor of Nursing and the Doctor of Midwifery.

COURSEWORK PROGRAMS

Key Faculty staff

Student Officer (Postgraduate)

Provides advice to students experiencing more complex difficulties with their program. The Faculty Student Office will refer students if necessary to:

Mary Kwong
Room 5.305; telephone (02) 9514 5722

Team Leader, Student and Course Support

Manages the Student and Course Support team. Major concerns or problems regarding administrative and academic services should be referred to:

Kerry Blair
Room 5.306; telephone (02) 9514 5024

Postgraduate Program Coordinators and Advisers

Provides academic advice to students on their program, or other assistance such as students experiencing difficulties coping with their academic work:

Postgraduate Program Coordinator

Lin Lock
Room 5.206; telephone (02) 9514 5153

Master/Graduate Diploma in Clinical Practice Adviser

Vacant

Master/Graduate Diploma in Professional Studies Adviser

Jacqueline Baker
Room 5.203; telephone (02) 9514 5072

Graduate Diploma in Community Health Nursing Adviser

Carolyn Briggs
Room 5.408; telephone (02) 9514 5136

Graduate Diploma in Midwifery Coordinator

Linda Jones
Room 5.210; telephone (02) 9514 5713

Graduate Certificate in Diabetes Education and Management Adviser

Sue Dean
Room 5.218; telephone (02) 9514 5124

Graduate Certificate in Gastroenterological Nursing

Linda Soars; telephone (02) 9544 2821

Graduate Certificate in Anaesthetics and Recovery Room Nursing, and Graduate Certificate in Perioperative Nursing

Lois Hamlin
Room 5.205; telephone (02) 9514 5717

Associate Dean, Teaching and Learning

Responsible for the oversight and quality of academic activities and all coursework programs:

Diane Brown
Room 5.388; telephone (02) 9514 5126

Fees

Students who have not paid all due fees and charges by the published final date for payment will have their registration in the course terminated. Terminated students will not receive any examination results for the semester and must apply for readmission in a later semester. Readmission is not automatic.

Course fees

Course Name	Course Code	Standard Annual Part-time Load	Charge per subject (6cp each)
Master of Nursing in Clinical Practice	KN54	HECS	HECS
Master of Nursing in Clinical Practice – sponsored	KN58	\$2,000	\$500
Master of Nursing in Clinical Practice – conversion	KN59	\$3,000	\$750
Master of Nursing in Professional Studies	KN55	HECS	HECS
Master of Nursing in Professional Studies – conversion	KN95	\$3,000	\$750
Master of Nursing (by Coursework) – conversion	KN57	\$3,000	\$750
Graduate Diploma in Midwifery – sponsored	KN64	\$2,000	\$500
Graduate Diploma in Community Health Nursing	KN82	HECS	HECS
Graduate Diploma in Nursing	KN83	HECS	HECS
Graduate Diploma in Clinical Practice	KN84	HECS	HECS
Graduate Diploma in Clinical Practice – sponsored	KN85	\$2,000	\$500
Graduate Certificate in Anaesthetics and Recovery Room Nursing	KN94	\$3,500	\$875
Graduate Certificate in Diabetes Education and Management	KN92	\$3,500	\$875
Graduate Certificate in Gastroenterological Nursing	KN90	\$3,500	\$875
Graduate Certificate in Perioperative Nursing	KN93	\$3,500	\$875

HECS (Higher Education Contribution Scheme) can be paid upfront with a 25% discount or deferred. In 2000 the annual full-time HECS for nursing subjects is \$3,463 (1 EFTSU or 48 credit points). HECS is not tax deductible. Students who are not Australian citizens should refer to the HECS Guide.

Postgraduate Course Fees must be paid upfront and may be tax deductible.

HECS and Postgraduate Course Fees are payable on a semester basis.

International Fees

Postgraduate coursework programs undertaken by international students will attract an annual fee in 2000 of \$A12,000. Contact International Programs for further information.

Student Service fees/charges

Compulsory annual fees and charges are payable to the University Union and Students' Association. This includes the annual Union general fee, which is collected on a semester basis. All fees and charges may vary from year to year. In 1999, the annual Student Service Fees for NEW students were \$336. Continuing students do not pay the University Union Entrance Fee.

Student Association Fee	48.00
University Union Fee	
Entrance Fee (non refundable)	20.00
Semester Fee (\$99 per semester)	198.00
Student Accommodation Levy	55.00
Student Identification Card Charge	15.00

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:

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

Graduate Certificates

Graduate Certificate in Anaesthetics and Recovery Room Nursing, and Graduate Certificate in Perioperative Nursing:

- Applicants are required to be a Registered Nurse with a Bachelor of Nursing/ Diploma of Applied Science (Nursing) (or their equivalent), or hold a relevant graduate certificate/graduate diploma (or their equivalent) from a recognised university or other higher education institution.
- Applicants will usually have a minimum of one year's work experience.
- Applicants must be employed by HCoA.

Graduate Certificate in Diabetes Education and Management:

- Applicants 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 Certificate in Gastroenterological Nursing:

- Applicants are required to be a Registered Nurse with a Bachelor of Nursing/ Diploma of Applied Science (Nursing) (or their equivalent), or hold a relevant graduate certificate/graduate diploma (or their equivalent) from a recognised university or other higher education institution.
- Applicants will usually have a minimum of one year's work experience.

Graduate Diplomas

- Applicants will have 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.
- Applicants will have at least one year's full-time professional employment in nursing is preferred.
- Applicants who are 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 Professional Studies.

Master of Nursing (by coursework)

- Applicants will have an undergraduate degree in Nursing or an equivalent tertiary qualification deemed acceptable by the Faculty. However, 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.

Articulation

The Specialty Graduate Certificates articulate into the Graduate Diploma/Master's in Clinical Practice.

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, Midwifery and Health. Students who undertake a management or education major will have this indicated on their transcript. Alternatively students can design their own program. Students who have not completed a Graduate Diploma in Nursing or equivalent can articulate into the Master of Nursing in Professional Studies, however they may be required to undertake additional subjects.

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 who have not completed a Graduate Diploma in Clinical Practice or equivalent can articulate into the Master of Nursing in Clinical Practice, however they may be required to undertake additional subjects.

Discontinuation of registration**Graduate Certificate/Diploma Students**

A Graduate Certificate/Diploma student shall have his/her registration discontinued in accordance with Rule 3.2.6 below.

3.2.6 Discontinuation of registration

3.2.6.1 A Graduate Certificate/Diploma student who fails to complete all the work prescribed for the Graduate Certificate/Diploma course:

- (a) in the case of a full-time student, within four semesters from initial registration in the Graduate Diploma; or two semesters from initial registration in the Graduate Certificate; or
- (b) in the case of a part-time student, within eight semesters from initial registration in the Graduate Diploma; or three semesters from initial registration in the Graduate Certificate, will only be permitted to continue with the approval of the Faculty Board. Maximum time allowed to complete a course shall not include periods of approved leave of absence.

3.2.6.2 Notwithstanding the provisions of Rule 3.2.6.1, the Faculty Board may discontinue the registration of a Graduate Certificate/Diploma candidate in less than the maximum time allowed, if the Faculty Board is dissatisfied with his/her progress.

Master's Degree by Coursework students

A Master's degree student shall have his/her registration discontinued in accordance with Rule 3.3.7 below.

3.3.7 Discontinuation of registration

3.3.7.1 A student who fails to complete all the work prescribed for the higher degree:

- (a) in the case of a full-time student, within six semesters from the time of his/her registration as a Master's degree candidate; or

- (b) in the case of a part-time student, within nine semesters from the time of his/her registration as a Master's degree candidate, will only be permitted to continue with the approval of the University Graduate School Board. Maximum time allowed to complete a course shall not include periods of approved leave of absence.

3.3.7.2 Notwithstanding the provisions of Rule 3.3.7.1, the University Graduate School Board may discontinue the registration of a Master's degree candidate in less than the maximum time allowed, if the Faculty Board is dissatisfied with his/her progress.

Progression Rules

A student shall have their registration discontinued in accordance with Rule 3.2.6.2 and 3.3.7.2 above if they gain any two failures in a course, or fail to meet any concurrent experience or other requirement prescribed by the course over a two-year period.

Master of Nursing in Clinical Practice

-
- ◆ *Course code: KN54 (HECS)/KN58 (Sponsored)*
 - ◆ *Testamur title: Master of Nursing in Clinical Practice*
 - ◆ *Abbreviation: MN*
 - ◆ *Course fee: HECS (KN54); \$2,000 (KN58)*
-

Graduate Diploma in Nursing in Clinical Practice

-
- ◆ *Course code: KN84 (HECS)/KN85 (Sponsored)*
 - ◆ *Testamur title: Graduate Diploma in Nursing in Clinical Practice*
 - ◆ *Abbreviation: GradDipN*
 - ◆ *Course fee: HECS (KN84); \$2,000 (KN85)*
-

The purpose of these courses is to provide Registered Nurses with the knowledge, expertise and competencies for advanced practice in nursing. It aims to equip students for the increasing demands of clinical practice. Students wanting to undertake a major which is identified on their transcripts must follow a prescribed pattern of subjects. If not, however, students can design their own program.

Master of Nursing in Clinical Practice

Course requirements

(Total 72 credit points) 3 years part-time

First 48 credit points will be undertaken in the same way as the Graduate Diploma in Clinical Practice. The final 24 credit points can be completed in one of the following three ways:

1. Four subjects – Advanced Clinical Practice plus one Clinical Studies and two Electives; or
2. MN Project plus two Electives – prerequisites apply; or
3. MN Dissertation – prerequisites apply.

Graduate Diploma in Clinical Practice

Course requirements

(Total 48 credit points) 2 years part-time

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

Major areas of study

Students can design their own program undertaking an appropriate number of subjects in the categories prescribed (graduate diploma and masters level). Alternatively, if students wish to have a major identified on their transcript, they are required to undertake a number of prescribed subjects to satisfy a major area of study. Tables describing these majors follow.

- Acute Care Nursing
- Aged Care Nursing
- Anaesthetics and Recovery Room Nursing
- Cardiac-Respiratory Nursing
- Critical Care Nursing
- Mental Health Nursing
- Neonatal Nursing
- Nephrology Nursing
- Paediatric Nursing
- Palliative Care Nursing
- Perioperative Nursing

48 Postgraduate courses

Acute Care Nursing major		
Subject no.	Subject name	Credit points
92900	two of the following Clinical Studies subjects: Advanced Nursing: Cardio-Respiratory and Renal Disruptions	Total 12
92773	or Advanced Nursing: Metabolic and Neuroendocrine Disruptions	
92901	or Advanced Nursing: Immune Response and Haematological Disruptions	
92868	Advanced Assessment in Nursing Practice	6
92869	Specialty Clinical Practice	6
	(One) Professional Studies subject	6
	(One) Research subject	6
	(Two) Elective subjects	12

Aged Care Nursing major		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92701	The Aged in Society	6
92827	Nursing Practice with the Aged	6
92869	Specialty Clinical Practice	6
	(One) Professional Studies subject	6
	(One) Research subject	6
	(Two) Elective subjects	12

Anaesthetics and Recovery Room Nursing major		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92906	Contexts of Recovery Room Nursing	6
92905	Dimensions of Anaesthetic Nursing	6
92869	Specialty Clinical Practice	6
	(One) Professional Studies subject	6
	(One) Research subject	6
	(Two) Elective subjects <i>(recommended elective: Health Breakdown)</i>	12

Cardiac-Respiratory Nursing major		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92883	Cardiac Respiratory Nursing: The Critical Perspective <i>(prerequisite: Dynamics of Cardiac Respiratory Nursing)</i>	6
92909	Dynamics of Cardiac Respiratory Nursing <i>(prerequisite: Health Breakdown)</i>	6
92869	Specialty Clinical Practice	6
	(One) Professional Studies subject	6
	(One) Research subject	6
	(Two) Elective subjects <i>(recommended elective: Health Breakdown)</i>	12

Critical Care Nursing major		
Subject no.	Subject name	Credit points
92903	Acute Critical Care Nursing (prerequisite: Health Breakdown)	6
92868	Advanced Assessment in Nursing Practice	6
92880	Advanced Critical Care Nursing (prerequisite: Acute Critical Care Nursing)	6
92869	Specialty Clinical Practice	6
	(One) Professional Studies subject	6
	(One) Research subject	6
	(Two) Elective subjects (recommended electives: Health Breakdown and Critical Care Nursing – Crisis Interventions)	12

Mental Health Nursing major		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92875	two of the following Clinical Studies subjects: Frameworks for Mental Health Nursing or Therapeutic Interventions in Mental Health Care or Personal and Professional Development in Mental Health Nursing	Total 12
92876		
92877		
92869	Specialty Clinical Practice	6
	(One) Professional Studies subject	6
	(One) Research subject	6
	(Two) Elective subjects	12

Neonatal Nursing major		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92895	Issues in Neonatal Care	6
92871	Perinatal Development	6
92869	Specialty Clinical Practice	6
	(One) Professional Studies subject	6
	(One) Research subject	6
	(Two) Elective subjects	12

50 Postgraduate courses

Nephrology Nursing major		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92836	Advanced Nephrology Nursing (prerequisite: Foundations of Nephrology Nursing)	6
92835	Foundations of Nephrology Nursing (prerequisite: Health Breakdown)	6
92869	Specialty Clinical Practice	6
	(One) Professional Studies subject	6
	(One) Research subject	6
	(Two) Elective subjects (recommended elective: Health Breakdown)	12

Paediatric Nursing major		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92902	Care of the Acutely Ill Child	6
92878	Care of the Child in Illness and Disability	6
92869	Specialty Clinical Practice	6
	(One) Professional Studies subject	6
	(One) Research subject	6
	(Two) Elective subjects	12

Palliative Nursing major		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92707	Palliative Care Nursing Practice	6
92869	Specialty Clinical Practice	6
92706	The Societal Contexts of Palliative Care	6
	(One) Professional Studies subject	6
	(One) Research subject	6
	(Two) Elective subjects	12

Perioperative Nursing major		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92881	Foundations of Perioperative Nursing	6
92869	Specialty Clinical Practice	6
92882	Techniques in Perioperative Nursing	6
	(One) Professional Studies subject	6
	(One) Research subject	6
	(Two) Elective subjects (recommended elective: Advanced Perioperative Nursing)	12

Clinical Accreditation program

Students who complete the Clinical Accreditation Program (CAP) with the Northern Sydney Health (NSH) or South-Eastern Sydney Health (SESH) will be eligible to apply for advanced standing up to two clinical practice subjects (Advanced Assessment in Nursing Practice and Specialty Clinical Practice).

Professional Studies subjects

- 92848 Clinical Teaching in the Health Care Setting
- 92775 Contemporary Issues in Health Care
- 21739 Health Funding Policy and Resource Management
- 92721 Health Promotion and Health Education
- 92885 Leadership and Change in Health Care
- 92786 Negotiating Nursing
- 92887 Organisational Management in Health Care
- 92847 Planning and Evaluating Health Services
- 92794 Politics, Power and Policies in Health Care

Research subjects

- 92790 Evidence-Based Practice¹
- 92867 Frameworks for Nursing Inquiry
- 92813 MN Dissertation²
- 92817 MN Project (2 sem)³
- 92812 MN Project (1 sem)
- 92866 Qualitative Research Processes
- 92889 Quantitative Research Design

1 Evidence-Based Practice:

Students who have not previously done any Research subjects must undertake 'Evidence-Based Practice'.

2 MN Dissertation:

- usually a Distinction Average in previous 48 credit points
- approved Thesis proposal and supervisor prior to anticipated commencement
- have completed a research elective in the methodology intended to be used for your thesis.

3 MN Project:

- usually a Credit Average in previous 48 credit points
- approved Project topic and supervisor prior to anticipated commencement of the subject.

Elective subjects

Students may choose their electives from either the faculty or up to two subjects from other Faculties with approval. Subjects must be offered at graduate level.

Master of Nursing in Clinical Practice – Conversion

-
- ◆ *Course code: KN59*
 - ◆ *Testamur title: Master of Nursing in Clinical Practice*
 - ◆ *Abbreviation: MN*
 - ◆ *Course fee: \$3,000*
-

This course is designed for students who hold an existing Graduate Diploma, and who wish to undertake further study to convert this to a Master's degree.

Course requirements

(Minimum 24 credit points) 1 year part-time

This course can be completed in one of the following three ways:

1. Four Subjects – Advanced Clinical Practice plus one Clinical Studies and two Electives; or
2. MN Project¹ plus two Electives – prerequisites apply; or
3. MN Dissertation² – prerequisites apply.

Students will be assessed on an individual basis and may need to undertake additional subjects.

Notes:

Students wanting to take out the Master's Conversion in Clinical Practice who do not hold a Graduate Diploma in this area will need to graduate with a total of three Clinical Practice subjects and three Clinical Studies subjects, which may include relevant subjects completed in their graduate diplomas. Students may need to complete additional subjects in their conversion year to fulfil this requirement.

Students who have not previously completed a Research subject in their graduate diplomas must undertake the Research subject 'Evidence-Based Practice'.

Prerequisites:

1 MN Project:

- usually a Credit Average in previous Graduate Diploma
- approved Project topic and supervisor prior to anticipated commencement of the subject.

2 MN Dissertation:

- usually a Distinction Average in previous Graduate Diploma
- approved Thesis proposal and supervisor prior to anticipated commencement
- have completed a research elective in the methodology intended to be used for your thesis.

Master of Nursing in Professional Studies

- ◆ *Course code: KN55*
- ◆ *Testamur title: Master of Nursing in Professional Studies*
- ◆ *Abbreviation: MN*
- ◆ *Course fee: HECS*

Graduate Diploma in Nursing

- ◆ *Course code: KN83*
- ◆ *Testamur title: Graduate Diploma in Nursing*
- ◆ *Abbreviation: GradDipN*
- ◆ *Course fee: HECS*

This course is designed for nurses who do not wish to specialise in a clinical area. A sub-major 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.

Master of Nursing in Professional Studies

Course requirements

(Total 72 credit points) 3 years part-time

First 48 credit points will be undertaken in the same way as the Graduate Diploma in Nursing. The final 24 credit points can be completed in one of the following three ways:

1. Four subjects – two Professional Studies subjects plus two Electives; or
2. MN Project plus two Electives – prerequisites apply; or
3. MN Dissertation – prerequisites apply.

Graduate Diploma in Nursing

Course requirements

(Total 48 credit points) 2 years part-time

- (four) Professional Studies subjects
- (one) Research subject
- (three) Elective subjects

Education major		
Subject no.	Subject name	Credit points
92848	Clinical Teaching in the Health Care Setting	6
92721	Health Promotion and Health Education	6
	(Two) Education subjects offered by the Faculty of Education	12
	(One) Research subject	6
	(Three) Elective subjects	18

Management major		
Subject no.	Subject name	Credit points
21739	Health Funding Policy and Resource Management (<i>Business subject</i>)	6
92887	Organisational Management in Health Care	6
92847	Planning and Evaluation Health Services	6
92794	Politics, Power and Policies in Health Care	6
	(One) Research subject	6
	(Three) Elective subjects	18

Major areas of study

Students can design their own program undertaking an appropriate number of subjects in the categories prescribed (graduate diploma and Master's level). Alternatively, if students wish to have a major identified on their transcript, they are required to undertake a number of prescribed subjects to satisfy a major area of study.

Professional Studies subjects

- 92848 Clinical Teaching in the Health Care Setting
- 92775 Contemporary Issues in Health Care
- 21739 Health Funding Policy and Resource Management
- 92721 Health Promotion and Health Education
- 92885 Leadership and Change in Health Care
- 92786 Negotiating Nursing
- 92887 Organisational Management in Health Care
- 92847 Planning and Evaluating Health Services
- 92794 Politics, Power and Policies in Health Care

Research subjects

- 92790 Evidence-Based Practice¹
- 92867 Frameworks for Nursing Inquiry
- 92813 MN Dissertation²
- 92817 MN Project (2 sem)³
- 92812 MN Project (1 sem)
- 92866 Qualitative Research Processes
- 92889 Quantitative Research Design

1 Evidence-Based Practice:

Students who have not previously done any Research subjects must undertake 'Evidence-Based Practice'.

2 MN Dissertation:

- usually a Distinction Average in previous 48 credit points
- approved Thesis proposal and supervisor prior to anticipated commencement
- have completed a research elective in the methodology intended to be used for your thesis.

3 MN Project:

- usually a Credit Average in previous 48 credit points
- approved Project topic and supervisor prior to anticipated commencement of the subject.

Elective subjects

Students may choose their electives from either the faculty or up to two subjects from other faculties with approval. Subjects must be offered at graduate level.

Master of Nursing in Professional Studies – Conversion

- ◆ *Course code: KN95*
- ◆ *Testamur title: Master of Nursing in Professional Studies*
- ◆ *Abbreviation: MN*
- ◆ *Course fee: \$3,000*

This course is designed for students who hold an existing Graduate Diploma, and who wish to undertake further study to convert this to a Master's degree.

Course requirements

(Minimum 24 credit points) 1 year part-time

This course can be completed in one of the following three ways:

1. Four Subjects – two Professional Studies Subjects plus two Electives; or
2. MN Project¹ plus two Electives – prerequisites apply; or
3. MN Dissertation² – prerequisites apply

Students will be assessed on an individual basis and may need to undertake additional subjects.

Notes:

Students wanting to take out the Master's Conversion in Professional Studies who do not hold a Graduate Diploma in this area will need to graduate with a total of six Professional Studies subjects, which may include relevant subjects completed in their graduate diplomas. Students may need to complete additional subjects in their conversion year to fulfil this requirement.

Students who have not previously completed a Research subject in their graduate diplomas must undertake the Research subject 'Evidence-Based Practice'.

Prerequisites:

1 MN Project:

- usually a Credit Average in previous Graduate Diploma
- approved Project topic and supervisor prior to anticipated commencement of the subject.

2 MN Dissertation:

- usually a Distinction Average in previous Graduate Diploma
- approved Thesis proposal and supervisor prior to anticipated commencement
- have completed a research elective in the methodology intended to be used for your thesis.

Master of Nursing (by coursework) – Conversion

- ◆ *Course code: KN57*
- ◆ *Testamur title: Master of Nursing*
- ◆ *Abbreviation: MN*
- ◆ *Course fee: \$3,000*

This course is designed for students who hold an existing Graduate Diploma, and who wish to undertake further study to convert this to a Master's degree.

Course requirements

(Total 24 credit points) 1 year part-time

This course can be completed in one of the following three ways:

1. Four Elective Subjects; or
2. MN Project¹ plus two Electives – prerequisites apply; or
3. MN Dissertation² – prerequisites apply.

Notes: Students who have not previously completed a Research subject must undertake the Research subject 'Evidence-Based Practice'.

Prerequisites:

- 1 MN Project:
 - usually a Credit Average in previous Graduate Diploma
 - approved Project topic and supervisor prior to anticipated commencement of the subject.
- 2 MN Dissertation:
 - usually a Distinction Average in previous Graduate Diploma
 - approved Thesis proposal and supervisor prior to anticipated commencement
 - have completed a research elective in the methodology intended to be used for your thesis.

Graduate Diploma in Community Health Nursing

- ◆ *Course code: KN82*
- ◆ *Testamur title: Graduate Diploma in Community Health Nursing*
- ◆ *Abbreviation: GradDipN*
- ◆ *Course fee: HECS*

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

Students are required to undertake a number of prescribed subjects.

Graduate Diploma in Community Health Nursing (KN82)		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92884	Community Health Nursing	6
92892	Community Practice	6
92910	Counselling and Group Skills	6
92721	Health Promotion and Health Education	6
	(One) Research subject	6
	(One) Professional Studies subject	6
	(One) Elective subject	6

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.

Course requirements

*(Total 48 credit points) 2 years part-time/
1 year full-time*

- (two) specified Clinical Studies subjects
- (two) specified Clinical Practice subjects
- (one) specified Education subject
- (one) Professional Studies subject
- (one) Research subject
- (one) Elective subject

Graduate Diploma in Midwifery

- ◆ *Course code: KN64*
- ◆ *Testamur title: Graduate Diploma in Midwifery*
- ◆ *Abbreviation: GradDipMid*
- ◆ *Course fee: \$2,000*

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 South East Sydney Health, 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.

Course requirements

(Total 48 credit points) 2 years part-time

- (three) specified Clinical Studies subjects
- (three) specified Clinical Practice subjects
- (one) Professional Studies subject
- (one) Research subject

Students are required to undertake a number of prescribed subjects. A table describing these follows.

Professional Studies subjects

- 92848 Clinical Teaching in the Health Care Setting
- 92775 Contemporary Issues in Health Care
- 21739 Health Funding Policy and Resource Management
- 92721 Health Promotion and Health Education
- 92885 Leadership and Change in Health Care
- 92786 Negotiating Nursing
- 92887 Organisational Management in Health Care
- 92847 Planning and Evaluating Health Services
- 92794 Politics, Power and Policies in Health Care

Research subjects

- 92790 Evidence-Based Practice
- 92867 Frameworks for Nursing Inquiry
- 92866 Qualitative Research Processes
- 92889 Quantitative Research Design

Note: Evidence-Based Practice – students who have not previously done any Research subjects must undertake 'Evidence-Based Practice'.

Graduate Diploma in Midwifery (KN64)		
Subject no.	Subject name	Credit points
92892	Community Practice	6
92781	Foundations in Midwifery	6
92785	Midwifery in Complexity <i>(prerequisite: Foundations in Midwifery)</i>	6
92893	Midwifery Practice	6
92869	Specialty Clinical Practice	6
92870	Working with Families	6
	(One) Research subject	6
	(One) Professional Studies subject	6

Elective subjects

Students may choose their electives from either the faculty or up to two subjects from other faculties with approval. Subjects must be offered at graduate level.

Graduate Certificate in Anaesthetics and Recovery Room Nursing

- ◆ *Course code: KN94*
- ◆ *Testamur title: Graduate Certificate in Anaesthetics and Recovery Room Nursing*
- ◆ *Abbreviation: none*
- ◆ *Course fee: \$3,500*

This course aims to prepare Registered Nurses to function as specialty anaesthetics and recovery room nurses in a variety of settings. The course will promote a deep understanding of complex anaesthetics and recovery room issues as they relate to patient outcomes. The course is designed to encourage the development of an anaesthetics and recovery room nurse who is able to provide holistic patient-centred care during anaesthesia and recovery.

This course is offered in conjunction with Health Care of Australia (HCoA). The course is studied through structured work-based learning opportunities (Clinical Accreditation Program) and two subjects which will be offered using flexible learning approaches, such as intensive workshops, distance means or mixed modes. Students must be an employee of HCoA.

Course requirements

(Total 24 credit points) 1 year part-time

The prescribed subjects are as follows:

Graduate Certificate in Diabetes Education and Management

- ◆ *Course code: KN92*
- ◆ *Testamur title: Graduate Certificate in Diabetes Education and Management*
- ◆ *Abbreviation: none*
- ◆ *Course fee: \$3,500*

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, Midwifery and Health 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.

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

Course requirements

(Total 24 credit points) 1 year part-time

This course is studied through four distance education modules which includes two residential workshops. The four prescribed subjects are as follows:

Graduate Certificate in Anaesthetics and Recovery Room Nursing (KN94)		
Subject no.	Subject name	Credit points
92872	Clinical Practice Accreditation	12
92790	Evidence-Based Practice	6
92888	Foundations of Peri-Anaesthesia Nursing	6

Graduate Certificate in Diabetes Education and Management (KN92)		
Subject no.	Subject name	Credit points
92844	Clinical Management of Diabetes	6
92845	Primary Health Care	6
015343	Programming for Diabetes Education	6
015342	Teaching and Learning in Diabetes Education	6

Graduate Certificate in Gastroenterological Nursing

- ◆ *Course code: KN90*
- ◆ *Testamur title: Graduate Certificate in Gastroenterological Nursing*
- ◆ *Abbreviation: none*
- ◆ *Course fee: \$3,500*

The overall aim of this course is to prepare Registered Nurses to function as specialty Gastroenterological Nurses in a variety of health care settings.

This course is offered in conjunction with Gastroenterological Nurses Society of Australia (GENSA). The course will be offered in a mixed model of delivery using on-campus sessions, as well as flexible and work-based strategies. The four prescribed subjects are as follows:

Graduate Certificate in Perioperative Nursing

- ◆ *Course code: KN93*
- ◆ *Testamur title: Graduate Certificate in Perioperative Nursing*
- ◆ *Abbreviation: none*
- ◆ *Course fee: \$3,500*

The overall aim of this course is to prepare Registered Nurses to function as specialty perioperative nurses in a variety of settings. The course will promote a deep understanding of complex perioperative issues as they relate to patient outcomes. The course is designed to encourage the development of a perioperative nurse who is able to provide holistic patient-centred care during anaesthesia, surgery and recovery.

This course is offered in conjunction with Health Care of Australia (HCoA). The course is studied through structured work-based learning opportunities (Clinical Accreditation Program) and two subjects which will be offered using flexible learning approaches, such as intensive workshops, distance means or mixed modes. Students must be an employee of HCoA.

Course requirements

(Total 24 credit points) 1 year part-time

The prescribed subjects are as follows:

Graduate Certificate in Gastroenterological Nursing (KN90)		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92790	Evidence-Based Practice	6
92702	Gastroenterological Nursing 1	6
92713	Health Breakdown	6

Graduate Certificate in Perioperative Nursing (KN93)		
Subject no.	Subject name	Credit points
92872	Clinical Practice Accreditation	12
92790	Evidence-Based Practice	6
92881	Foundations of Perioperative Nursing	6

RESEARCH PROGRAMS

Key research contacts

Research and Development Officer

The first point of contact for research candidates for administrative matters.

Kathy McFarland
Room 5.396; telephone (02) 9514 5727

Thesis Coordinator

Responsible for the coordination of the Thesis within the Master of Nursing (by Thesis) and the Doctor of Philosophy.

Cheryl Waters
Room 5.497; telephone (02) 9514 5741

Professional Doctorate Coordinator (Coursework)

Responsible for the coordination of the coursework component of the Professional Doctorates.

Mary Chiarella
Room 5.290; telephone (02) 9514 5023

Professional Doctorate Coordinator (Research)

Responsible for the coordination of the research component of the Professional Doctorates.

Jane Stein-Parbury
Room 5.219; telephone (02) 9514 5260

Associate Dean, Research and Development

Responsible for the oversight and quality of the research programs and Chair of the Faculty Research Committee.

Jackie Crisp
Room 5.383; telephone (02) 9514 5129

Entry requirements

Master of Nursing (by thesis) and Doctor of Philosophy

Applicants for the Master of Nursing (by thesis) are required to be Registered Nurses who 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 Faculty's Research and Development Officer.

Doctor of Nursing and Doctor of Midwifery

Candidates should normally have recognised Nursing Registration/Authority to Practice Midwifery; substantial relevant professional/administrative experience as evidenced by their professional portfolio (this would usually be at least five years); usually a Master of Nursing (by coursework) or equivalent; and relevant industry access sufficient to undertake a program of practice focussed research.

There is an expectation that the Master's (by coursework) would include research subjects, and that applicants will display evidence of research understandings at postgraduate level. Experience with empirical research and data analysis is desirable, but not essential. Familiarity with a range of research approaches is assumed.

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.

International fees

Research programs undertaken by International students will attract an annual fee in 2000 of \$A14,000.

Doctor of Philosophy

- ◆ *Course code: KN51*
- ◆ *Testamur title: Doctor of Philosophy*
- ◆ *Abbreviation: PhD*
- ◆ *Course fee: HECS¹*

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, Midwifery and Health. This degree prepares nurses for leadership positions in teaching, administration and research.

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.

Master of Nursing (by thesis)

- ◆ *Course code: KN52*
- ◆ *Testamur title: Master of Nursing (by thesis)*
- ◆ *Abbreviation: MN*
- ◆ *Course fee: HECS¹*

The Master of Nursing (by thesis) enables graduates to extend and deepen their knowledge of a specialised area in nursing by undertaking research with the supervision of two people, at least one of whom must be an academic staff member of the Faculty of Nursing, Midwifery and Health.

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.

Doctor of Nursing

- ◆ *Course code: KN96*
- ◆ *Testamur title: Doctor of Nursing*
- ◆ *Abbreviation: DNurs*
- ◆ *Course fee: HECS¹*

Doctor of Midwifery

- ◆ *Course code: KN97*
- ◆ *Testamur title: Doctor of Midwifery*
- ◆ *Abbreviation: DMid*
- ◆ *Course fee: HECS¹*

These are structured programs of study and research related to the development and extension of professional practice. They include an emphasis on the extension and leadership development of both practice and practitioners in local, national and international contexts. Mandatory coursework provides opportunities for students to integrate their research focus within frameworks of policy development, leadership and international practice. Candidates work under the supervision of two people, at least one of whom must be an academic staff member of the Faculty of Nursing, Midwifery and Health.

The Doctor of Nursing and Doctor of Midwifery are offered on a full-time or part-time basis. They are usually completed over three years full time or four years part time.

Course requirements

1. Coursework: five core subjects:
 - Health Care Policy
 - International Frame of Professional Practice
 - Leadership and Practice
 - Research in Practical Action 1
 - Research in Practical Action 2
2. Supervised research.

¹ Research programs are currently HECS exempt. Students are however liable for normal University service fees. (Refer to page 45).

General information for research degree candidates

The purpose of this information is to assist research candidates within the Faculty of Nursing, Midwifery and Health's Doctor of Philosophy, Master of Nursing (by thesis), Doctor of Nursing and Doctor of Midwifery programs to understand clearly their rights and responsibilities once they enter such 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 Research Development Officer 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 appropriate Thesis Coordinator.

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'.

By the completion of a full-time Master of Nursing (by thesis) candidate's first year of study, he or she will be required to undertake a Master's degree by thesis Assessment. A part-time Master of Nursing (by thesis) candidate will be required to undertake a Master's Assessment by the completion of three semesters of study.

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 candidate's supervisor can provide this. Any such application must, except in extraordinary conditions, have the strong written support of the candidate's supervisor for the Master of Nursing (by thesis).

At the completion of either a Master of Nursing (by thesis) or Doctoral program, candidates 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, Midwifery and Health are set out in the section titled 'Intellectual property'.

Induction workshops

The Faculty of Nursing, Midwifery and Health and the University Graduate School may organise induction workshops throughout the year for newly enrolled Master of Nursing (by thesis) and PhD candidates. These workshops are an excellent opportunity to learn about research degree administrative procedures and supports, roles and responsibilities of supervisors and candidates and research methodologies. Newly enrolled candidates are welcome to attend these workshops.

Graduate seminars

All research candidates are required to present a Graduate Seminar each semester for full-time candidates, or yearly for part-time candidates. Seminars are held each semester. Research candidates are not required to present a seminar in their first semester of candidature.

In addition to presenting a seminar each semester, it is recommended that candidates attend any research seminars scheduled 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. Candidates are advised to consult with their supervisors and/or liaison librarians for information about generic aspects of research work and thesis preparation.

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 candidates** 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 online at: <http://www.uts.edu.au/div/publications/policies/rules/contents.html>.

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, Midwifery and Health 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[a]).

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[a]).
- Under the Faculty of Nursing, Midwifery and Health guidelines (in conjunction with 3.5.6.1[b]) candidates are required to

present a seminar to their peers and academic staff each semester for full-time candidates, or yearly for part-time candidates. 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 fourth semester of study, candidature will be assessed. Consistent with the Doctoral Rule of the University, the Faculty of Nursing, Midwifery and Health must provide for a Doctoral Assessment of the candidate's progression within those time frames regardless of the mode of entry to the Doctoral program.

The objectives of the Doctoral Assessment (Progression) are to ensure the following:

1. The candidate has knowledge and skills to enable successful and timely completion of the research program.
2. Candidates 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 (Progression) are the following:

1. Satisfactory progress during the first year of candidature.
2. A written document (not exceeding 10,000 words) 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 and interested members of the public 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 Faculty funds.
5. Completion of prescribed coursework prior to Doctoral Assessment.

Criteria for Doctoral Assessment (Progression)

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[c]).

The Doctoral Assessment Panel consists of the Chair, Faculty Research Committee, the appropriate Research 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 Research 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, Midwifery and Health 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 online at:

<http://www.uts.edu.au/div/publications/policies/rules/contents.html>.

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 Research and Development Officer, Faculty of Nursing, Midwifery and Health at Kuring-gai, or from the University Graduate School, 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 1999.
 - (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) Four weeks prior to submission, candidates should advise the University Graduate School of their intention to submit by completing the Intention to Submit Thesis form.
 - (b) 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.
 - (c) 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.
 - (d) 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* and online at: <http://www.uts.edu.au/div/publications/policies/rules/contents.html>.

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, Midwifery and Health or the UTS Information Service. A specific lodgment 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, Midwifery and Health is Fuchsia, PMS 247.

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, Midwifery and Health 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 Research 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 are normally from the staff of the research student’s employer and should have professional/academic qualifications to provide guidance to the student at a site external to the University.

Functions of supervisor and co-supervisor

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

The principal supervisor should regularly draw the attention of the candidate to pertinent aspects of the Rules and other information provided.

2. The principal supervisor should keep up with current developments in the field of the candidate’s research project.
3. The principal supervisor should, in particular,
 - ensure that the candidate has relevant information regarding his or her own research and professional plans for the period of the candidate’s project;
 - inform the candidate as soon as possible, when the case arises, of any expected absence and the alternative arrangements for supervision;
 - ensure that adequate resources are available to support the project;

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

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

12. Supervisors should give prompt feedback to candidates on any written work. In the final stages of the research a supervisor should advise a candidate on the presentation of the thesis, review all sections of it as it is being written and comment critically on each draft before the final version is made ready for submission. It is important that work submitted by the candidates to the supervisor be dealt with as promptly as possible and that the supervisor inform the candidate when the work will be returned.
13. The supervisor must provide feedback on the candidate's progress twice a year on the prescribed form and within the required time.
14. The candidate should not be required to undertake research or training duties not connected to their thesis work.
15. Any difficulties during the candidature should be discussed with the Associate Dean before the University Graduate School Board or Faculty Research 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 Research 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 Research 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 Blackfriars, 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 Research 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 Research 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 Research 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 candidates 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.

SUBJECT DESCRIPTIONS

Guide to subject descriptions

The subject descriptions 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.

UNDERGRADUATE SUBJECTS

92190

The Discipline of Nursing

6cp; 12 weeks, 3hpw

This subject introduces students to the Bachelor of Nursing program by providing an overview of each year of the program and by highlighting the integration between subject content and yearly student profiles. As the intention of the Bachelor of Nursing is to prepare students for practice, articulation of the program defines the discipline of nursing and illustrates present and future nursing roles in society. This subject explores the forces that have shaped, and continue to shape, the practice and image of nursing, and introduces students to the organisation and structure of the Australian health care system and nursing work within this system. Beginning understandings of social equity and health care, and the meaning of health, illness, hospitalisation and/or institutionalisation for the individual in a culturally diverse society are introduced. This subject traces the rich history of nursing to the present day where nurses are now positioned at the forefront of health care delivery. The fundamental literacy and cognitive skills that underpin clinical judgment and professionalism are developed concurrently with other subject content.

92191

Adult Nursing: Cardiovascular

6cp; 6 weeks, 5hpw theoretical hours, 25 clinical hours

This subject contributes to overall course aims by introducing students to nursing as a process and a skilled activity carried out by professional nurses. It focuses on adults experiencing alterations in cardiovascular function. Transition towards recovery and through rehabilitation are explored, from this understanding, issues of preventative care are developed. Relevant psychomotor skills and skill in the exercise of clinical judgement are introduced through the use of guided clinical experiences. Case studies based on epidemiological trends in cardiovascular health and illness form the basis of the subject. The development of the relationship between the nurse and the patient include transitions through health and illness, respect for cultural identity, ethical considerations and resource availability.

92192

Adult Nursing: Respiratory

6cp; 6 weeks, 5hpw theoretical hours, 25 clinical hours

This subject contributes to overall course aims by continuing the development of students' knowledge and skills in adult nursing care. The subject provides the opportunity for students to continue to develop generic nursing skills using clinical exemplars from the respiratory system which reflect current epidemiological trends in health care. The theoretical basis incorporates skills development in patient assessment, data collection; and relevant psychomotor skills necessary for the provision of nursing care based on current best nursing practice. The development of the relationship between the nurse and the patient will include transitions through health and illness, respect for cultural identity, ethical considerations and resource availability. The concept of clinical judgement within acute care settings will be developed in both the theory component and in clinical settings.

91523**Fundamentals of Pathophysiology 1***6cp; 12 weeks, 5hpw*

This subject contributes to the overall course objectives by enabling the students to master the concepts of the structure and function of the healthy human body and relate these concepts to the pathophysiology in disease states. This knowledge underpins professional nursing practice. The subject has been designed to develop knowledge of the levels of organisation and homeostasis in the human body and to develop an understanding of the anatomy, physiology, microbiology and pathophysiology of the cardiovascular and respiratory systems. Students also study the basic principles of pharmacology with specific emphasis on drugs used in the treatment of the systems studied. The principles of infection control are discussed. The musculo-skeletal system is introduced.

92193**Nursing Relationships***6cp; 12 weeks, 3hpw*

This subject contributes to the objectives of the Bachelor of Nursing by recognising the centrality of interpersonal processes to the practice of nursing. Two curriculum themes are developed: becoming and being a nurse, and the interrelationships between law, ethics and resources in nursing practice. The process of critical reflection is developed and utilised to foster a beginning nursing identity, effective relationship skills and therapeutic agency. Aspects of law and ethics are introduced to students as frameworks within which nursing relationships are conducted. This subject enables students to broaden their understanding of nursing as a relationship-based profession that is enhanced by the thoughtful and therapeutic application of 'self'.

92194**Adult Nursing: Renal and Reproductive***6cp; 6 weeks, 5hpw x 5 weeks theoretical hours, 40 clinical hours*

This subject contributes to overall course aims by continuing the development of students' knowledge and skills for the provision of adult nursing care. The subject focuses on adults experiencing alterations in renal and/or reproductive function and provides students the opportunity to continue to develop generic

nursing competency. The theoretical basis includes relevant data collection techniques, patient assessment and the development of relevant psychomotor skills based on current best nursing practice. Clinical judgement skills are developed to enable safe practice in clinical settings. The development of the relationship between the nurse and the patient includes transitions through health and illness, respect for cultural identity, ethical considerations and resource availability.

92195**Adult Nursing: GIT and Orthopaedic***6cp; 6 weeks, 5hpw x 5 weeks theoretical hours, 40 clinical hours*

This subject contributes to the overall course aims by integrating knowledge drawn from other course subjects and by continuing the development of students' knowledge and skills in the provision of adult nursing care. This subject provides the opportunity for students to develop generic nursing skills using clinical exemplars from the gastrointestinal and/or musculo-skeletal systems which reflect current epidemiological trends in health care. The theoretical basis incorporates psychomotor skills development, patient assessment and the provision of nursing care based on current best nursing practice. The development of the relationship between the nurse and the patient will include transitions through health and illness, respect for cultural identity, ethical considerations and resource availability. The concept of clinical judgement in acute care settings continues to be developed in both the theory component and in clinical settings.

91524**Fundamentals of Pathophysiology 2***6cp; 12 weeks, 5hpw*

This subject contributes to the overall course objectives by enabling the students to master the concepts of the structure and function of the healthy human body and relate these concepts to the pathophysiology in disease states. This knowledge underpins professional nursing practice. This subject has been designed to develop an understanding of the anatomy, physiology, microbiology and pathophysiology of the renal, reproductive, gastrointestinal and musculo-skeletal systems. Students will also study the drugs used in the treatment of the systems studied.

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.

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; 140 hours total*

Students will complete 100 hours of supervised clinical nursing practice in the areas of adult medical/surgical and maternal 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.

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.

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.

92168**Nursing Ethics 2**

Undergraduate
3cp; 10 weeks, 3hpw

Nursing practice involves ethically important issues by virtue of the nature of its work, occupational status, and relationship to broader social matters. This subject addresses these issues with a view to encouraging students to gain an understanding of their ethical significance, and a sense of how occupational and institutional factors can contribute to shaping these problems and the available approaches. The subject also invites students to examine how 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, the 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 theoretical knowledge to support the two weeks of clinical nursing practice in a critical care setting. Through this experience, students will have the opportunity to further develop their expertise in complex nursing skills and clinical decision making which will support their future nursing practice across a range of acute care settings from A & E to high dependency ICU or general wards.

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 the 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 /adjuvant therapies. It enables students to apply the philosophy and principles to the practice of palliative care nursing.

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).

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.

92212**Contexts of Nursing Care 3**

Undergraduate
9cp; 10 weeks, 9hpw; prerequisite: 92165
Contexts of Nursing Care 2; corequisite: 92214
Nursing Practice 3

Using the organisers of functional health patterns, resources and environment as a base, the effects of pathology and the resultant altered health status are examined. Students will have the opportunity to develop 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.

POSTGRADUATE SUBJECTS

015342

Teaching and Learning in Diabetes Education

6cp; intensive mode; corequisite: 92844 Clinical Management of Diabetes

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

(Offered by the Faculty of Education.)

015343

Programming for Diabetes Education

6cp; intensive mode; 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.)

21739

Health Funding Policy and Resource Management

6cp; weekly mode; (Business subject)

This subject aims to provide a non-specialist foundation in the management of non-human resources in health management. The development of basic skills in accounting and finance; an analysis of constraints upon revenue sources and budgetary processes in government agencies; and an examination of Budget papers, annual reports, Parliamentary scrutiny, Auditors-General, and internal auditors. Students will be expected to demonstrate competence in budgeting, cash management, cost minimisation, cost-volume-profit analysis, and financial statement analysis. Topics include basic accounting concepts; economic theories and concepts; policies, expenditure and issues in public health; allocation of

resources; preparation of a unit budget; accountability for public resources; casemix and related concepts; funding issues – privatisation, managed care; financing health care, insurance, contracts, managed care, reform of health insurance policy; performance review and reporting.

77869

Health Care Law 1

6cp; intensive mode; lectures, assignments, class presentation

This subject deals in depth with the areas of law that interact with the practice and administration of health services. It aims to focus on the day to day legal issues that confront health care workers within their clinical areas of practice. The content of the subject includes medical negligence, consent, legal capacity, documentation and issues relating to discreet areas of practice like midwifery, supervision, medical/surgical, community, mental health and intellectual disabilities (etc).

92701

The Aged in Society

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 interdependent relationships between older people, their families, health care providers and Government instrumentalities and how these relationships shape the lives of older people.

92702

Gastroenterological Nursing 1

6cp; mixed mode

This subject allows students to gain knowledge of the specialty practice of gastroenterological nurses. Case studies exploring the role of gastroenterological nurse as care provider, team member and coordinator of collaborative care provided to an individual will be explored.

92706

The Societal Contexts of Palliative Care

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

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

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 judgments and decision-making in the management of patients with complex changes in health status.

92721

Health Promotion and Health Education

6cp; weekly or intensive mode; prerequisites: 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.

92775

Contemporary Issues in Health Care

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.

92773

Advanced Nursing: Metabolic and Neuroendocrine Disruptions

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.

92781**Foundations in Midwifery***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 women and their families. 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.

92785**Midwifery in Complexity***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; intensive mode*

This subject aims to provide registered nurses with the theoretical background necessary for the development of negotiation skills both for themselves and on behalf of those for whom they care in order to meet the challenges of current and future health care systems. This subject develops participants' leadership ability by encouraging them to respond to the philosophical, practical and social dilemmas of nursing in a way which has congruence for their practice.

92790**Evidence-Based Practice***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***6cp; intensive mode*

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

92805**Professional-Client Relationships***6cp; weekly mode*

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; weekly mode*

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 (1 semester)

92817 (2 semester)

MN Project

12cp; work with project consultant; prerequisite: Graduate Diploma or equivalent (48cp). Usually a credit average grade in previous 48cps. 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.

92813

MN Dissertation

24cp; work with Supervisor; prerequisite: Graduate Diploma or equivalent (48cp). 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.

92827

Nursing Practice with the Aged

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 well-being and to protect older people from unwanted complications arising out of health care treatments, changed life experiences and deteriorating health.

92835

Foundations of Nephrology Nursing

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

This subject aims to establish foundational concepts of holistic care of children and adults in the specialty area of nephrology nursing. The concepts presented reflect the nursing assessment and decision-making interventions required in the management of individuals with acute, chronic and end stage renal disease.

92836

Advanced Nephrology Nursing

6cp; weekly or intensive mode; 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, psychosocial and technological aspects of adults receiving dialysis and renal transplantation through the critical examination and application of research based practice. The broader ethical and legal issues associated with nephrology nursing are also examined.

92844

Clinical Management of Diabetes

6cp; intensive mode

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

6cp; intensive mode

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.

92847**Planning and Evaluating Health Services***6cp; weekly or intensive mode*

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***6cp; weekly or intensive mode*

The aim of this subject is to assist students in developing knowledge and skills in clinical teaching. Students will develop a clinical learning project to implement and evaluate the project. Adult learning principles will be used to support students' learning throughout the subject.

92861**Technology and Ethics***6cp; weekly mode*

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.

92866**Qualitative Research Processes***6cp; lecture/tutorial/group work*

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.

92867**Frameworks for Nursing Inquiry***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 worldviews and the

implication of these worldviews 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***6cp; lecture/practical demonstration/clinical contract*

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***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 program 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, inquiry and investigation.

92870**Working with Families***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

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 team's 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.

92872

Clinical Practice Accreditation

12cp; not offered as a formal subject to students

This subject allows postgraduate nursing students to gain academic acknowledgment and validation for clinical achievements and experiences by undertaking approved Clinical Accreditation Programs (or the equivalent) established in the Area Health Services. Upon successful completion of the approved specialty programs, students should apply for advanced standing in the Graduate Diploma/Master of Nursing in Clinical Practice.

92873

Midwifery Clinical Practice

6cp; intensive mode

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.

92875

Frameworks for Mental Health Nursing

6cp; intensive mode

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. An examination and analysis of holistic care embraces biological, psychological, sociological, cultural and spiritual domains. Philosophical and ethical considerations will also be examined. Students will have the opportunity to explore their own theoretical bases of practice.

92876

Therapeutic Interventions in Mental Health Care

6cp; intensive mode

This subject has two primary purposes. The first is to expand knowledge and understanding of somatic therapies in mental health care, primarily psychotropic medications. To achieve this students will review findings regarding the biological understandings of mental distress and associated treatments. These approaches will be integrated into other social, cultural and psychological understandings about mental distress. The second purpose is to give participants a hands-on experience of various interpersonal therapeutic modalities currently practised in mental health settings and of relevance to mental health nurses. This will involve individual, group and family approaches. Where possible participants will be encouraged to link with groups engaged in therapies of interest in their clinical settings to enrich their understanding of and competence in these approaches.

92877

Personal and Professional Development in Mental Health Nursing

6cp; Intensive mode

This subject enables the student to develop an understanding of how the experience of mental health care may impact on self, consumers and other health care workers. Through the exploration of a variety of reflective practices, this subject provides the student with the opportunity to critically evaluate their practice and to develop personally and professionally as a mental health nurse.

92878**Care of the Child in Illness and Disability***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 specialty are explored.

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

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***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***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***6cp; intensive mode*

This subject develops an understanding of the role of clinicians and managers as leaders in the change process. There are two components – a knowledge of 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

Graduate Writing Skills

6cp; weekly mode

This subject aims to develop and enhance the understanding, style and variety of written expression for academic and professional use by graduate students. Individual strategies will be designed by participants to improve their use of written expression according to their current level of need.

92887

Organisational Management in Health Care

6cp; intensive mode

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.

92888

Foundations of Peri-Anaesthesia Nursing

6cp; mixed mode

This subject aims to expand the student's awareness and understanding of the peri-anaesthesia nursing role. It also develops the students' foundational knowledge of the physiological and psychosocial needs of the surgical patient during anaesthesia and in the immediate postoperative period.

92889

Quantitative Research Design

6cp; lecture/tutorial/group work/computer laboratories

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.

92890

Research in Practical Action 1

6cp; full-year subject, intensive mode

This subject provides an opportunity for in-depth discussion of research in practical action. It calls for students to draw upon previous understandings of research methodology, literature analysis and synthesis, and the skills of drawing questions from practice and citing the practical understanding within the extant knowledge of nursing, nursing and allied disciplines. It enhances the critical nature of the student's previous research understandings, increasing the rigour and scholarship of the research. It is an opportunity for students to be challenged to explore their practice concerns from a multitude of research perspectives looking at the ethical, practical, economic and temporal aspects of each.

92891

Research in Practical Action 2

6cp; full-year subject, intensive mode

This subject provides an opportunity for in-depth discussion of research in practical action. It calls for students to draw upon previous understandings of research methodology, literature analysis and synthesis, and the skills of drawing questions from practice and citing the practical understanding within the extant knowledge of nursing, and its allied disciplines. It enhances the critical nature of the student's previous research understandings, increasing the rigour and scholarship of the research. It is an opportunity for students to be challenged to explore their practice concerns from a multitude of research perspectives looking at the ethical, practical, economic and temporal aspects of each.

92892

Community Practice

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**

6cp; tutorial and laboratory sessions/clinical placement

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**

6cp; attendance at sessions or workplace learning; prerequisite: 92869 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**

6cp; 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 the nurse specialist's role in neonatal nursing will emphasise leadership and innovative practice.

92897**Health Care Policy**

6cp; full-year subject, intensive mode

This subject provides an opportunity for candidates to extend and make more sophisticated their understanding of professional and practitioner influence on Health Care Policy. There will be an expectation that candidates

situate their own practice issues and concerns within local, state and national policy understandings and explore the international influences that allow these concerns to vary from context to context. The subject, through these explorations, will surface political processes in policy making generally. Politicians and senior health department members will engage in debate and discussion in 'Master Class' format. Lobbying techniques and processes for influence in policy determination will be developed. The subject will be facilitated by international experts and candidates will be assisted to take active roles in relevant international conferences.

92898**Leadership and Practice**

6cp; full-year subject, intensive mode

This subject provides an opportunity for candidates to explore in detail the leadership aspects of changing and extending professional practice, building on Master's level theoretical frameworks and challenging the application of theoretical perspectives to the complexities of practice realities. It looks at resistance and facilitation of change. It provides a community of scholars with whom to discuss implications of plans for the research projects – e.g. human resource, physical, information technology and economic ramifications. The subject enables the candidate to specifically focus on local, national and international studies of practice issues and concerns akin to those identified by the candidate and to explore the leadership aspects of solving these practice problems. It therefore extends the candidates' notions of practice leadership into the skills and expertise of leadership through consultancy and articulation of practice improvement/refinement.

92899**The International Frame of Professional Practice**

6cp; full-year subject, intensive mode

The subject provides an opportunity for candidates to explore in detail the international comparative positioning of their research interests. An opportunity exists to locate their interest within the international debates e.g. public versus private health care, managed care, business process management, public health versus individual health care.

92900

Advanced Nursing: Cardio-Respiratory and Renal Disruption

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

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

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 Critical Care Nursing

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

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

Critical Care Nursing – Crisis Interventions

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

6cp; weekly or intensive mode

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***6cp; weekly or intensive mode*

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***6cp; weekly or intensive mode*

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***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; disfunctions 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***6cp; lecture/seminar/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.

**INTERNATIONAL STUDIES
SUBJECTS****50140****Comparative Social Change (U/G)***8cp; 4hpw**Offered by the Faculty Humanities and Social Sciences*

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 1*

Chinese 2 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 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 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 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 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 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 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 where Modern Standard Chinese (also known as Mandarin, Putonghua or Guoyu) is used. Students are exposed to a range of 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 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 where Modern Standard Chinese (also known as Mandarin, Putonghua 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.

971121, 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 3

Malaysian 4 is the fourth in a series of four units for students with no prior knowledge of Malaysian, or second in a series of four units for students who have prior knowledge or experience of Malaysian. By the end of the subject, students are expected to have begun to develop ‘minimum social proficiency’ and be able to satisfy limited routine social and work demands demonstrating the following themes: role of women; employment/labour; employers;

mainstream/marginal cultures; literature; unity and diversity (multi-culturalism); the environment; and Australia–Malaysia relations.

Students are expected to have developed a vocabulary of about 4,000 words and an ability to recognise, predict and use common word order and affixational patterns and recognise and respond to a limited range of social situations. This subject prepares students to discuss familiar events and topics and give opinions without undue hesitation and with a limited ability to justify these opinions. Students should also be able to deal with short texts and correspond with Malaysians on familiar topics.

Malaysian Language and Culture 5

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

Malaysian 5 is the third in a series of four units for students who have had prior experience of Malaysian. By the end of the subject, students are expected to have developed minimum social proficiency and be able to satisfy routine social and limited work demands. The subject covers the following themes: perceptions of the past; aspirations, achievements, problems; political culture and participation; class and social stratification; and gender.

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

Malaysian Language and Culture 6

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

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

the following themes: social and cultural pluralism; national and economic development; science; technical and scientific development; religion and popular culture; and internationalisation.

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

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

French 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 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 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 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 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 5

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

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

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

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

Spanish Language and Culture 6

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

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

By the end of the subject, students would be expected to be able to speak the language with sufficient accuracy 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.

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, Australia and the Asia-Pacific Region, Chile, China, France, Germany, Greece, Indonesia, Italy, Japan, Malaysia, Mexico, Russia, South China, Spain, Taiwan, Thailand and Vietnam.

978xxx

In-country Study 2

24cp; prerequisites: 977xxx In-country Study 1; 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, Australia and the Asia-Pacific Region, Chile, China, France, Germany, Greece, Indonesia, Italy, Japan, Malaysia, Mexico, Russia, South China, Spain, Taiwan, Thailand and Vietnam.

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Adult Nursing: Renal and Reproductive	92194	Fundamentals of Pathophysiology 2	91524
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Advanced Nursing: Immune Response and Haematological Disruptions	92901	Health Care Law 1	77869
Advanced Nursing: Metabolic and Neuroendocrine Disruptions	92773	Health Care Law	79003
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Care of the Child in Illness and Disability	92878	Human Responses in Nursing Practice	92154
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Ms J Baker

Ms P Farrar

Ms J Forbes

Mr N Frazer

Ms C Garman

Ms J Green

Ms S Hyde

Ms L Jones

Mr K Kellehear

Ms D Pelletier

Mr S Van Vorst

Dr C Waters

Ms A Wyllie

Two support staff member from the Faculty

Ms K Blair

Vacant

Four student members from the Faculty

Ms P Carew

Ms J Hopkins

Ms K Jensen

One vacancy

FACULTY COURSES COMMITTEE

Ex officio members

Associate Dean (Teaching and Learning) (Chair)

Dr D Brown

Team Leader, Student and Course Support (Secretary)

Ms K Blair

Nominated members

Coordinator, Undergraduate Programs

Ms C Garman

Coordinator, Postgraduate Programs

Ms L Lock

Clinical Studies Adviser

Ms R Gallagher

Professional Studies Adviser

Ms J Baker

Midwifery Coordinator

Ms L Jones

Elected members

Four members of the academic staff

Ms C Briggs

Mr K Kellehear

Ms K Kilstoff

Ms S Rochester

FACULTY RESEARCH COMMITTEE

Ex officio members

*Associate Dean (Research and Development)
(Chair)*

Dr J Crisp

Research and Development Officer (Secretary)

Vacant

Nominated members

Professional Doctorate Coordinators

Dr J Stein-Parbury

Ms M Chiarella

Thesis Coordinator

Dr C Waters

Elected members

*One member of the Professoriate elected by
the Professoriate*

Professor J Donoghue

Two members of the academic staff

Ms L Jones

Ms L Lock

One research student

Ms M Cruickshank

DEAN'S ADVISORY COMMITTEE

Ex officio members

Dean (Chair)

Professor J White

Faculty Manager (Secretary)

Mr Stephen Weller

Associate Dean Teaching and Learning

Dr D Brown

Associate Dean Research and Development

Dr J Crisp

Professor of Acute Care Nursing

Professor J Donoghue

Professor of Aged Care Nursing

Vacant

Professor of Critical Care Nursing

Professor S McKinley

Professor of Family Health Nursing

Professor L Barclay

Professor of Mental Health Nursing

Professor C Stuhlmiller

Professor of Nursing

Professor C Duffield

Associate Professors

Dr J Stein-Parbury

Ms M Chiarella

Elected representatives

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

Ms C Garman

Mr K Kellehear

Ms D Pelletier

Ms S Rochester

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

Ms J Freshwater

Dean's Advisory Committee has two principal sub-committees; Information Technology Committee and Library Committee.

Faculty Information Technology Committee

Ex officio members

Faculty Manager (Chair)

Mr S Weller

Nominated members

Computer Services Officer (ITD)

Ms P Dunlop

Technical Officer

Ms S Martin

*Representative of the Director of the Information
Technology Division (ITD)*

Mr C Cahill

*Representative of the Director of Instructional
Technology Services (ITS)*

Ms E Cooper

University Flexible Learning Coordinator

Mr R Trembath

Faculty Flexible Learning Coordinator

Ms M Uyeda

Elected members

Two members of the academic staff

Ms D Pelletier

Dr C Waters

Faculty Library Committee

Elected members

Four members of the academic staff

Ms J Forbes

Mr N Frazer

Ms L Lock

Ms D Pelletier (Chair)

Nominated members

Faculty Liaison Librarian

Ms C Cotton

STAFF LIST

Academic Staff

Dean of Nursing, Midwifery and Health

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

Associate Dean Teaching and Learning

D Brown, RN, BAppSc (UC), GradDipHEd (UNSW), PhD (UWS), MCN (NSW), MRCNA, MNSWCM, AFACHSE

Associate Dean Research and Development

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

Professor of Acute Care Nursing

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

Professor of Aged Care Nursing

Vacant

Professor of Critical Care Nursing

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

Professor of Family Health

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

Professor of Mental Health Nursing

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

Professor of Nursing

C M Duffield, RN, BSCN (WOnt), DipNEd (Armidale), MHP, PhD (UNSW), FCHSE, FCN (NSW)

Associate Professors

J Stein-Parbury, RN, BSN, MEd (Pittsburgh), FRCNA, MCN (NSW), PhD (Adelaide)
M Chiarella, RN, CM, DipNEd (Armidale), LLB (Hons) (CNA)

Senior Lecturers

A P Adams, RN, BA (Mitchell), MA (Macq), DipNEd (Armidale), FCN (NSW), FRCNA
J Baker, RN, DipNEd (Cumb), DipTeach (Nurs), BEd (Nurs) (Armidale), MAppSc (Nurs) (Syd), FCN (NSW)
C Briggs, RN, CM, DipCHNsg (Cumb), BA, MA (Macq), FCN (NSW)

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

L Hamlin, RN, BN (UTS), MN (NEd), (Syd), FCN (NSW), FRCNA

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

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

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

Lecturers

E Ben-Sefer, RN, BS (Boston), MN (UWS), MCN

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

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

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

N D Frazer, RN, BA (ANU), BA (Hons) (Macq), MA (N'cle), MCN (NSW), FANZCMHN

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

C Garman, RN, CM, BA (Macq), MN (UTS), MPH (Syd), MCN (NSW)

J Green, RN, CM, DipAppSc (Nurs), BHSC (Nurs), MN (NEd) (Syd), MBioethics (UTS)

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

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

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

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

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

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

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

A Wyllie, RN, CM, BA (UNE), MHPED (UNSW), MBioethics (UTS), MCN (NSW)

Course coordinators

Undergraduate

C Garman, RN, CM, BA (Macq), MN (UTS), MPH (Syd), MCN (NSW)

Postgraduate

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

Research Degree Coordinators

M Chiarella, RN, CM, DipNEd (Armidale),

LLB (Hons) (CNAAB)

J Stein-Parbury, RN, BSN, MEd (Pittsburgh),

FRCNA, MCN (NSW), PhD

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

MCN (NSW)

Administrative staff

Faculty Manager

S Weller, BA (Syd), MCom (UWS), MBA (UTS)

Computer Support Officer (ITD)

P Dunlop

External Relations Officer

C Cooksley, BA (UNE)

Research and Development Officer

K McFarland, RN, CM, BHlthSc (Nsg)

(CSturt)

International Development Officer

A Neill, BSc (N'cle) MIntSocDev (UNSW)

Student and Course Support

Team Leader, Student and Course Support

K Blair, BA (UNE)

Student Officers

K Burnett

M Kwong

J Lanning, Dip Teach(PE) (ACPE)

Student Advisers

J Freshwater

K Townsend

Vacant

Technical Officer

S Martin, EN

Academic and Administrative Support

Team Leader, Academic and Administrative Support

M Stephans

Executive Assistants

Cath Nettleton, BSocSc (N'cle)

Vacant

Committee and Project Officer

D Yuille, BA (CCAE)

Administrative Assistants

C Cannane

E Froment

O Lobo

Honorary Appointments

Adjunct Professors

K Baker, RN, CM, DNE, BHA, MEDA

R Creegan, RN, RM, RPN, DipNAdmin,

Badmin

S Mott, RN, RMHN, DipT(NEd), BAppSc

(Flin), Phd (Deakin)

P Stowers, RN, CM, DipAdvStu (Nurs)

Senior Clinical Fellows

P Brodie, CM, RN, BHSc (Nsg), MN

M English, RN, MN (UTS)

L Hamlin, RN, BN (UTS), MN (NEd) (Syd),

FCN (NSW), FRCNA

Clinical Fellows

S A England, CM, RN

L Everitt, CM, RN, Grad Dip Com Hltn

T Farrell, DipAppSc (Nursing), CM,

GradDip (Child and Family Health)

R Fox, RN, BA (UTS), BN (UTS), GradDip

(Op Suite Nursing)

M Hall, RN, DipHlthSc (Nursing), BHlthSc

(Nursing), GradDip (Op Suite Nursing)

H Hunter, RN, CM, FPA Cert, BappSc,

MEdAdmin

K Offner, RN, DipAppSc, BSc (Nsg),

GradDipHlthScEd

Senior Research Fellows

M Cook, RN, CM, BA (Hons) PhD

C Homer, RN, CM, MN

Dr K Walker, RN, PhD, MCN (NSW)

Research Fellows

J Fenwick, RN, CM, BN, MN

A Sheehan, RN, CM, BN, MN

E Raes, BA, GradDipComHlth (Syd)

NURSING PRACTICE LADDER 2000

AUTUMN SEMESTER

Autumn semester					
DATE	MONTH	KEY EVENTS	YEAR 1 (5 hour days)	YEAR 2 (6 hour days)	YEAR 3 (8 hour days)
31	January				
07	February			N.Practice 1A: MS	
14					
21				N.Practice 1A: MS	
28		Autumn semester commences			
06	March				
13			MS(CV), MS(RP) 1 day		CH, MH
20			MS(CV), MS(RP) 1 day		CH, MH
27			MS(CV), MS(RP) 1 day	MS, DD, PAEDS	
03	April		MS(CV), MS(RP) 1 day	MS, DD, PAEDS	
10			MS(CV), MS(RP) 1 day		
17					
24		VC's Week			
01	May		MS(CV), MS(RP) 1 day		
08			MS(CV), MS(RP) 1 day		CH, MH
15			MS(CV), MS(RP) 1 day		CH, MH
22			MS(CV), MS(RP) 1 day	MS, DD, PAEDS	
29			MS(CV), MS(RP) 1 day	MS, DD, PAEDS	
05	June				
12		Examinations			
19		Examinations			
26		Vacation	Completion of Nursing Practice		
03	July	VC's Week	Completion of	N.Practice 1A: MS, MIC	Nursing Practice

Acronyms:

CE: Clinical Elective	MS (CV): Medical Surgical (Cardiovascular)
CH: Complex Health (Third Year MS)	MS (GO): Medical Surgical (GIT & Orthopaedic)
DD: Development Disability	MS (RP): Medical Surgical (Respiratory)
MIC: Maternal and Infant Care	MS (RR): Medical Surgical (Renal & Reproductive)
MH: Mental Health	PAEDS: Paediatrics
MS: Medical Surgical	

Public Holidays

Good Friday	21 April
Easter Monday	24 April
ANZAC Day	25 April
Queen's Birthday	12 June
Labour Day	2 October

SPRING SEMESTER

Spring semester					
DATE	MONTH	KEY EVENTS	YEAR 1 (5 hour days)	YEAR 2 (6 hour days)	YEAR 3 (8 hour days)
17	July	Spring semester commences			Practice Partners
24					Practice Partners
31			MS (GO), MS (RR) 1 day		Practice Partners
07	August		MS (GO), MS (RR) 1 day		Practice Partners
14			MS (GO), MS (RR) 1 day	MS, MH, PAEDS	
21			MS (GO), MS (RR) 1 day	MS, MH, PAEDS	
28			MS (GO), MS (RR) 4 days		
04	September				
11		VC's Week			
18		VC's Week			
25		VC's Week			
02	October	VC's Week			
09					
16			MS (GO), MS (RR) 1 day	MS, MH, PAEDS	
23			MS (GO), MS (RR) 1 day	MS, MH, PAEDS	
30			MS (GO), MS (RR) 1 day		Clinical elective
06	November		MS (GO), MS (RR) 1 day		Clinical elective
13			MS (GO), MS (RR) 4 days		
20		Examinations			
27		Examinations			
04	December	Vacation	Completion of Nursing Practice		
11		Vacation	Completion of Nursing Practice		

Acronyms:

CE: Clinical Elective

CH: Complex Health (Third Year MS)

DD: Development Disability

MIC: Maternal and Infant Care

MH: Mental Health

MS: Medical Surgical

MS (CV): Medical Surgical (Cardiovascular)

MS (GO): Medical Surgical (GIT & Orthopaedic)

MS (RP): Medical Surgical (Respiratory)

MS (RR): Medical Surgical (Renal & Reproductive)

PAEDS: Paediatrics

Public Holidays

Good Friday 21 April

Easter Monday 24 April

ANZAC Day 25 April

Queen's Birthday 12 June

Labour Day 2 October

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Broadway,
New South Wales, 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 Street and Broadway, Ultimo
- Building 4
Cnr Thomas and Harris Streets, Ultimo
- Building 6 (Peter Johnson Building)
702–730 Harris Street, Ultimo
- Broadway Terraces
9, 11 and 13 Broadway, Ultimo
- Magic Pudding Childcare Centre,
Thomas Street, Ultimo

Haymarket

- Building 5
Cnr Quay Street and Ultimo Rd, Sydney

Blackfriars

- Cnr Blackfriars and Buckland Streets,
Chippendale
- Blackfriars Childrens Centre
Buckland Street, Chippendale

Smail Street

- 3 Smail Street, Ultimo

Quay Street

- 10 Quay Street, Sydney
- Prince Centre,
Cnr Quay and Thomas Streets

Wembley House

- 839–847 George Street, Sydney

Harris Street

- 645 Harris Street, Ultimo

Student housing

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

Institute for Sustainable Futures

- 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 Street, Gore Hill
- Clinical Studies Building, Centenary
Lecture Theatre and West Wing
Reserve Road, Royal North Shore Hospital
- Gore Hill Research Laboratories
Royal North Shore Hospital

Yarrowood conference and research centre

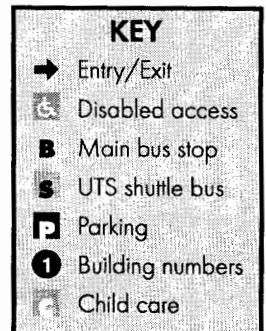
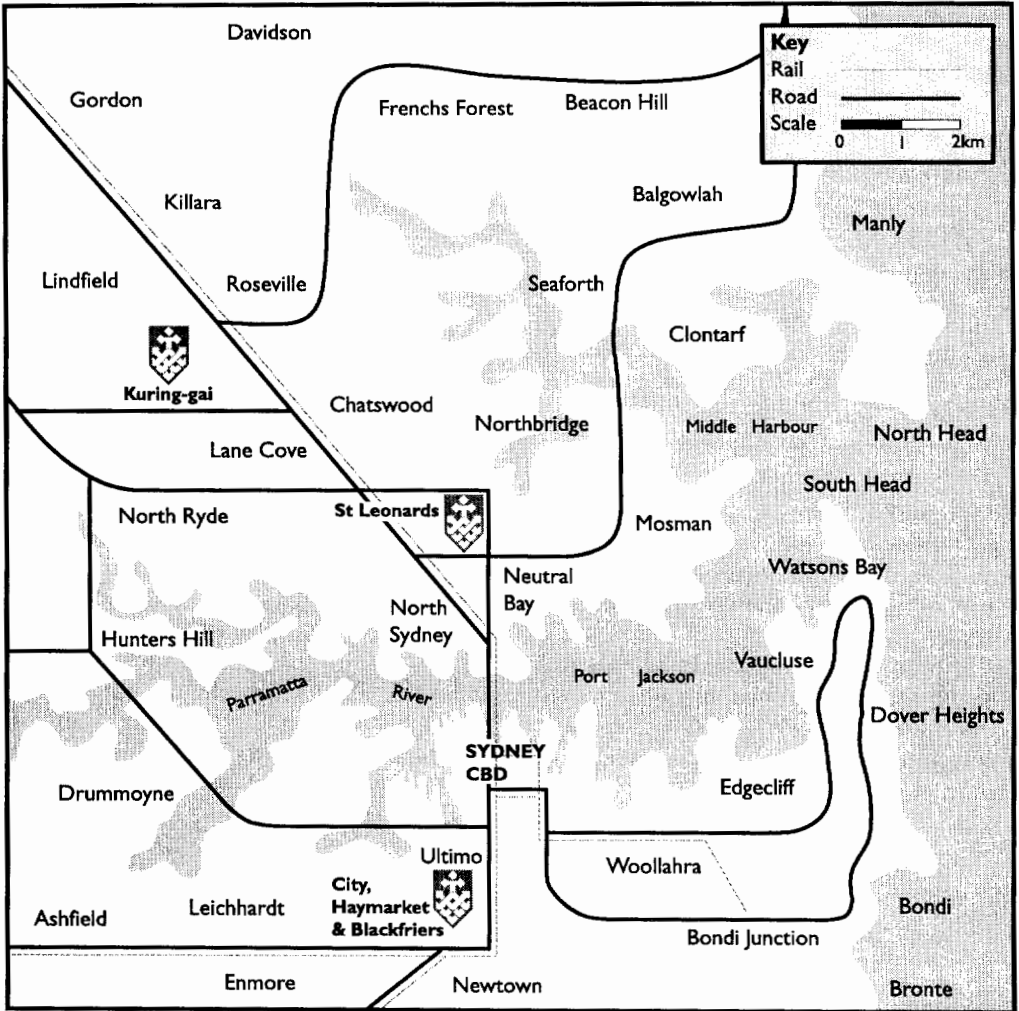
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Yarramundi, NSW, 2753

Stroud Field Station

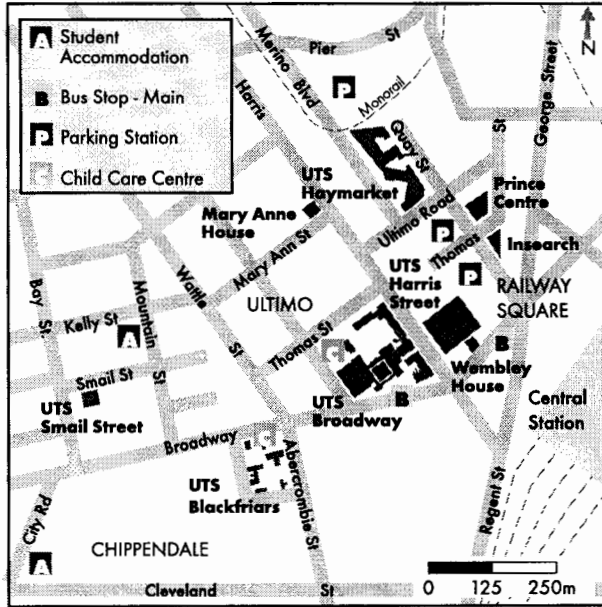
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MAPS

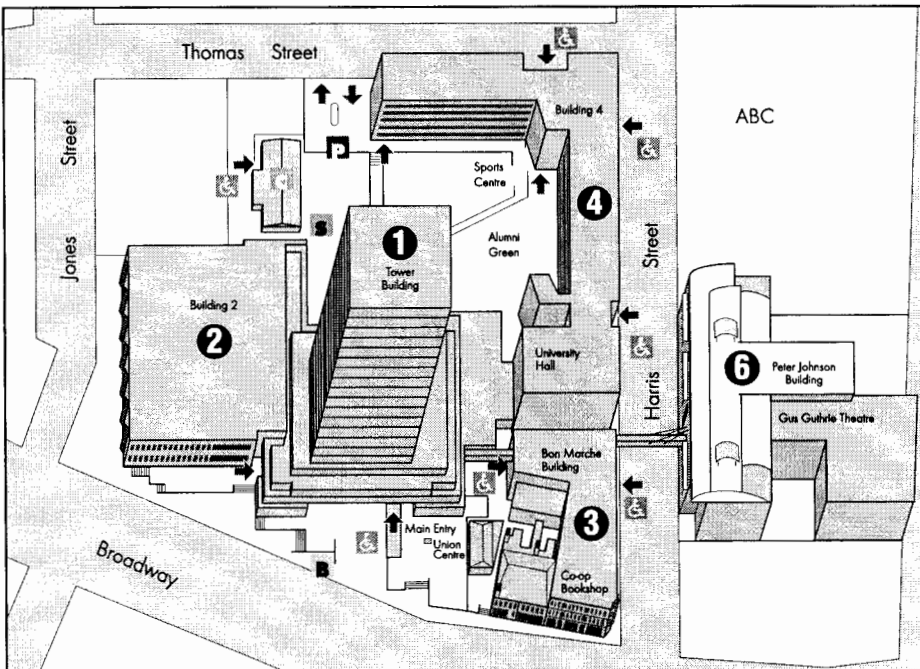
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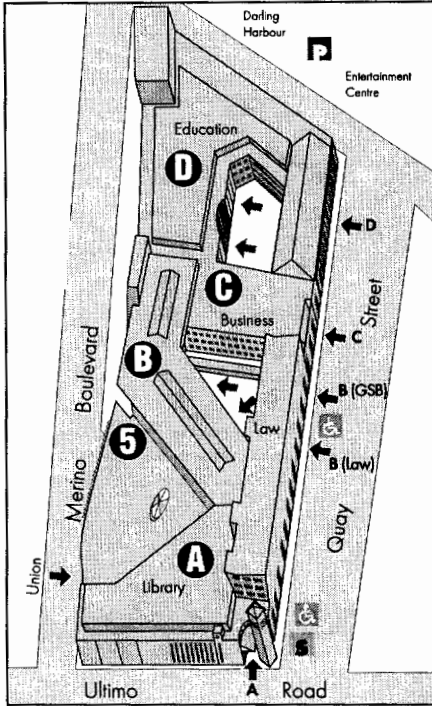
City campus



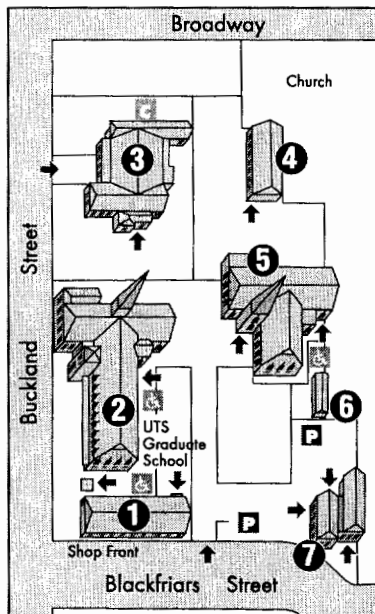
Broadway



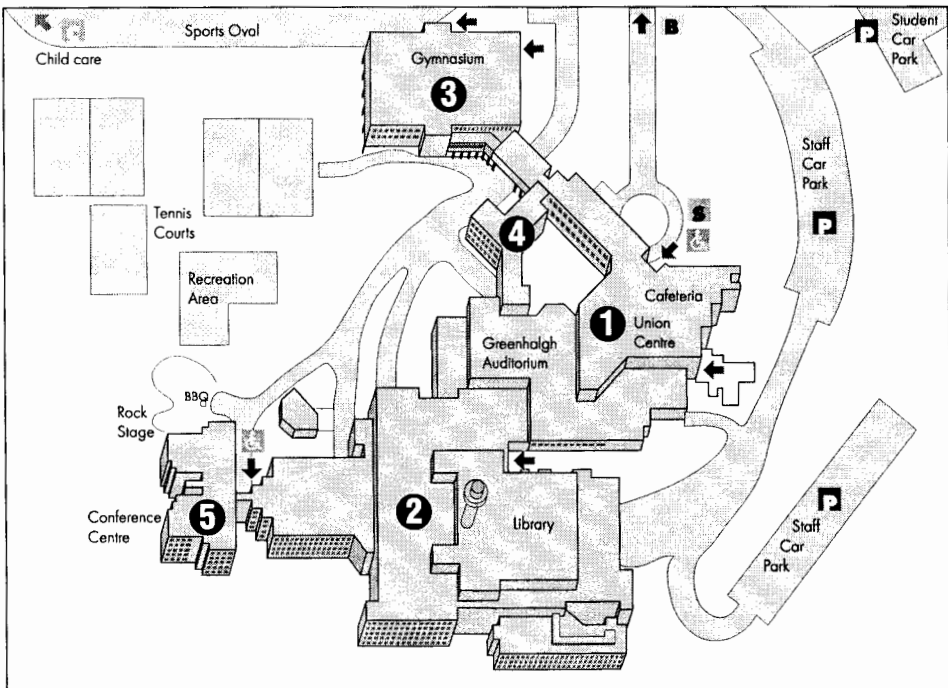
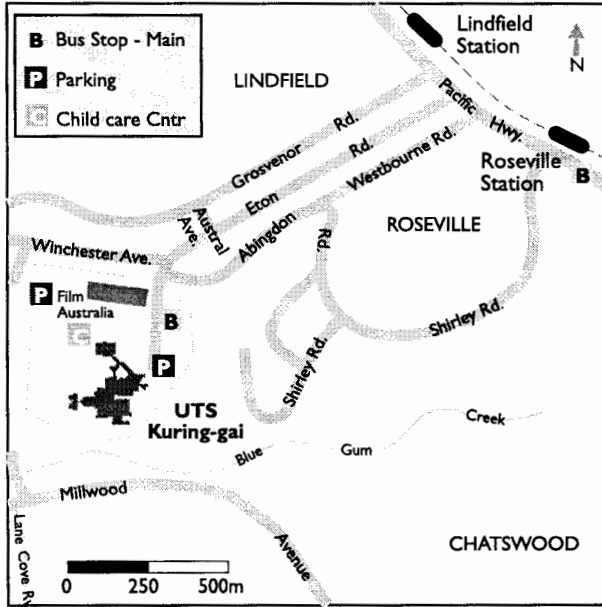
Haymarket



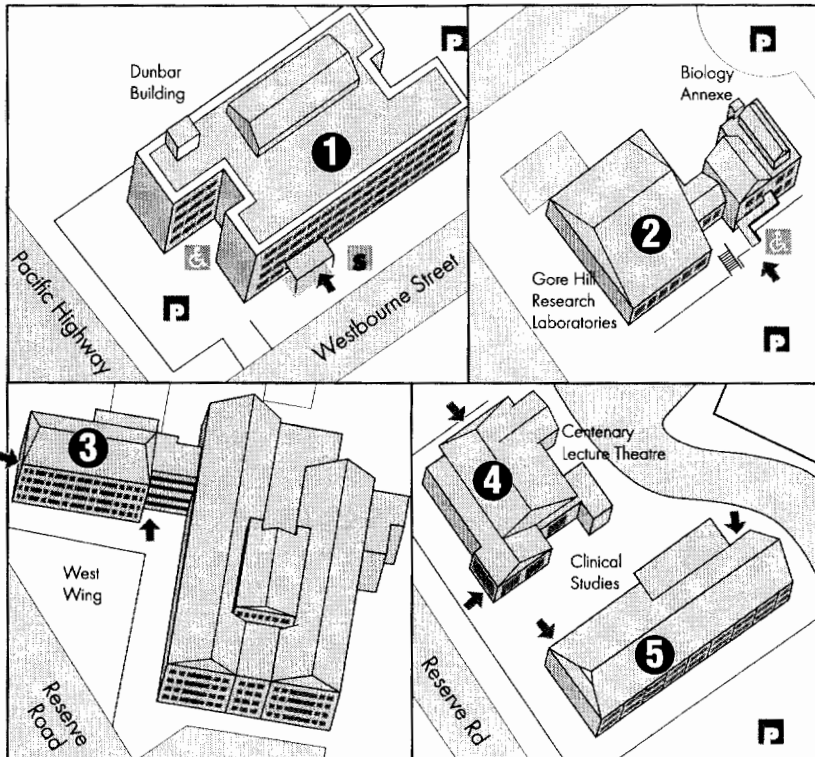
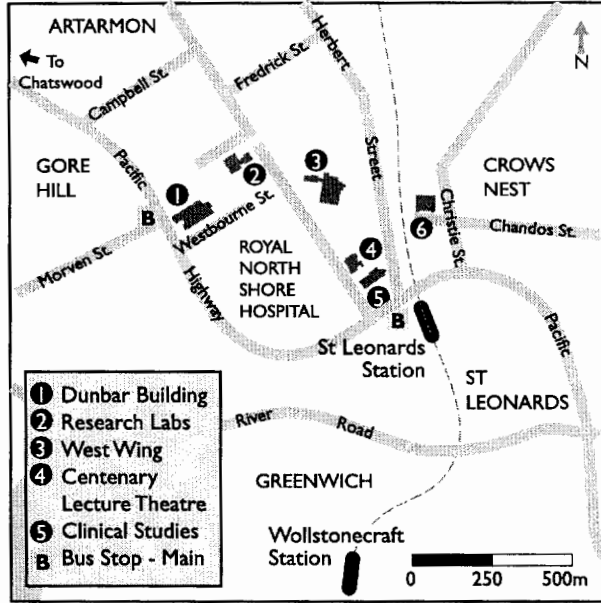
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