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UNIVERSITY OF
TECHNOLOGY SYDNEY

2001

UTS: NURSING,

MIDWIFERY
& HEALTH
HANDBOOK

University of Technology,
Sydney. Faculty of Nursing,
Midwifery and Health.

Handbook

Received on: 31-10-00

CITY CAMPUS

University of Technology,



UTS:NURSING,

MIDWIFERY & HEALTH HANDBOOK 2001

DISCLAIMER

This publication contains information which was current at 1 September 2000. 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 Student Info & Admin Centre.

EQUAL OPPORTUNITY

It is the policy of UTS to provide equal opportunity for all persons regardless of race, colour, descent, national or ethnic origin, ethno-religious background; sex; marital status, pregnancy; potential pregnancy; family responsibilities, disability, age; homosexuality; transgender status; political conviction; and religious belief.

FREE SPEECH

UTS 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

www.uts.edu.au

Faculty Handbooks and Calendar

www.uts.edu.au/div/publications/

UTS Rules and Policies

www.uts.edu.au/div/publications/policies/

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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 are members of the workforce within a few 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 undergraduate and postgraduate degrees, developed by the Faculties of Business; Design, Architecture and Building; Education; Engineering; Humanities and Social Sciences; Information Technology; Law; Nursing, Midwifery and Health; and Science. Each of these faculties is responsible for 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 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 2001* 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 2001* are held in the University's libraries and faculty offices and can be purchased at the Co-op Bookshop.

Every effort is made to ensure that the information contained in the handbooks and the Calendar is correct at the time of printing. However, UTS is continuously updating and reviewing courses and services to ensure that they meet needs, current and emerging, and as a result information contained in these publications may be subject to change.

For the latest information, see the University's website at:

www.uts.edu.au

STUDENT INQUIRIES

UTS Student Info & Admin Centre

telephone (02) 9514 1222
email info.office@uts.edu.au
www.uts.edu.au

City campus

Level 4 foyer, Building 1 (Tower Building)
1 Broadway, Ultimo

Kuring-gai campus

Level 6, Building K1
Eton Road, Lindfield

Postal address

PO Box 123, Broadway NSW 2007

International Programs Office

10 Quay Street, Haymarket
telephone +61 2 9514 1531
fax +61 2 9514 1530
email intlprograms@uts.edu.au

Faculty student offices

Business

Undergraduate inquiries

Level 1, Building 5
Haymarket, City campus
telephone (02) 9514 3500

Level 5, Building K1
Kuring-gai campus
telephone (02) 9514 5355

email undergraduate.business@uts.edu.au

Postgraduate inquiries

Level 5, Building 5
Haymarket, City campus
telephone (02) 9514 3660
email graduate.business@uts.edu.au

Design, Architecture and Building

Level 5, Building 6 (Peter Johnston Building)
City campus
telephone (02) 9514 8913
email dab.info@uts.edu.au

Education

Room D101, Building 5
Haymarket, City campus
telephone (02) 9514 3900
email education@uts.edu.au

Room 333, Building K2
Kuring-gai campus
telephone (02) 9514 5621
email teached.office@uts.edu.au

Engineering

Level 7, Building 2
City campus
telephone (02) 9514 2666
email upo@eng.uts.edu.au

Humanities and Social Sciences

Faculty Student Centre

Level 2, Building 3 (Bon Marche Building)
City campus
telephone (02) 9514 2300
email fhss.student-centre@uts.edu.au

Faculty Research Office

Level 7, Building 2
City campus
telephone (02) 9514 1959
email research.degrees.hss@uts.edu.au

Information Technology

Level 3, Building 4
City campus
telephone (02) 9514 1803
email info@it.uts.edu.au

Law

Room B303, Building 5
Haymarket, City Campus
telephone (02) 9514 3444
email admingen@law.uts.edu.au

Nursing, Midwifery and Health

Room 397, Building K5
Kuring-gai campus
telephone (02) 9514 5202
email nmh@uts.edu.au

Science

Level 3, Building 4
City campus
Level 2, Dunbar Building
St Leonards campus
telephone (02) 9514 1756
email information@science.uts.edu.au

Institute for International Studies

10 Quay Street
Haymarket, City campus
telephone (02) 9514 1574
email iisinfo@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 December; early closing dates may apply to some courses. 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 and do not have a UAC code.

Postgraduate

Applications for postgraduate courses should be made directly to UTS. For courses starting at the beginning of the year, most applications open in August with a first round closing date of 31 October. For courses starting in the middle of the year, applications open in May. For more information about applying to study at UTS, contact the UTS Student Info & Admin Centre.

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 30 November 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 cross-institutional 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 cross-institutional study. There are four application periods, and closing dates vary for each semester. For more information contact the appropriate faculty or the UTS Student Info & Admin Centre.

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, some students may be eligible for reduced service fees.

For full details of variations and exemptions to the fees listed below, contact the UTS Student Info & Admin Centre.

Fee components¹

Union Entrance Fee a once-only charge for new students	\$22
Union Fee a semester-based charge for currently enrolled students	\$113 per semester
Students' Association Fee a yearly charge for currently enrolled students	\$54.40 per year
Student Accommodation Levy a yearly charge for currently enrolled students	\$58 per year
Student Identification Card Charge a yearly charge for students enrolled on a tuition fee basis	\$15 per year

¹ Charges have been adjusted to reflect the University's liability for Goods and Services Tax (GST).

Course fees

No course fees are paid by local students undertaking undergraduate studies at UTS. Students are, however, liable for HECS charges (see following page). Many postgraduate courses attract a course fee. These course fees are calculated on a course by course basis and are charged in addition to the service fees outlined above. Payment of course fees may vary depending on a student's status, and on conditions laid down by the faculty. Please contact the relevant faculty for full details.

Details of course fees are outlined under each course entry in this handbook. Readers should note that fees quoted throughout the handbook are correct at the time of publication however they are subject to change and should be confirmed with the Student Info & Admin Centre.

Course fees for international students

At the time of publication, course fees for undergraduate international students range from A\$5,000 to A\$8,250 per semester, and for postgraduate international students from A\$4,000 to A\$8,250 per semester. These vary from time to time and the International Programs Office should be contacted for up-to-date information.

International students in Australia on a student visa are required to undertake full-time study as a condition of their visa.

For more information contact the International Programs Office.

Other costs

Students may incur other costs while they study at UTS. These may include books, printed sets of reading materials, photocopying, equipment hire, the purchase of computer software and hardware, and Internet services.

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 Australian 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 Student Info & Admin Centre.

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 (www.hecs.gov.au) or the UTS Student Info & Admin Centre.

FINANCIAL HELP

Austudy/Youth Allowance

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

Full-time students aged over 25 years 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 the Student Services Unit at Kuring-gai or City campuses.

Commonwealth legislation sets strict requirements for Austudy/Youth Allowance over which the University has no control. It is important that the students concerned understand these requirements.

Students who receive Austudy and decide to drop subjects during the semester, must 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 equivalent full-time student units. 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 financial assistance 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 at:

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, Building 1 (Tower Building)
telephone (02) 9514 1902

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 online reference assistance, training programs, Closed Reserve, loans, reciprocal borrowing and photocopying facilities. The Library's extensive range of electronic information resources, such as catalogues, databases and Electronic Reserve, and online services, such as research assistance, online training, loan renewal, reservations and inter-Library requests, can be accessed on campus and remotely 24 hours a day from the Library website.

The Library is open for extended opening hours. More information about the Library can be found at:

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 5313

Gore Hill Library (St Leonards campus)

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

UNIVERSITY GRADUATE SCHOOL

The University Graduate School is a pan-university organisation which enhances the quality of postgraduate research studies 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 research degree students and supports them in their studies.

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

telephone (02) 9514 1336
email ugs@uts.edu.au

www.gradschool.uts.edu.au

SUPPORT FOR STUDENT LEARNING

Student Services Unit

To ensure student success, the University provides a range of professional services to support different aspects of student life and learning at UTS.

These services include:

- orientation and University transition programs
- student housing and assistance in finding private rental accommodation
- workshops and individual counselling to enhance effective learning
- assistance for students with disabilities and other special needs
- student loans and financial assistance
- health services
- personal counselling
- assistance with administrative problems or complaints
- assistance when extenuating circumstances impact on study
- help with getting a job
- campus interview program.

10 General information

All these services are sensitive to the needs of students from diverse backgrounds and are available at City and Kuring-gai campuses with flexible hours for part-timers.

The Student Services Unit website offers a jobs database, 'where UTS graduates get jobs', virtual counselling and links to the 'student help' website:

www.uts.edu.au/div/ssu

Transition to university programs – Orientation 2001

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. There are specially tailored programs for part-time and international students as well as for recent school leavers. Students are informed of academic expectations, the skills needed to be an independent learner, and learning strategies which can help them successfully manage the workload. 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 can help students make the link between various UTS courses and the careers they can lead to. The Careers Service also offers general career guidance, and assists with job placement for students seeking industry experience or permanent or casual employment. Contact the Careers Service on:

telephone (02) 9514 1471 (City campus)

www.uts.edu.au/div/cas

Counselling

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

For further information, contact:

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

Telephone counselling is available on (02) 9514 1177.

Health

The Health Service offers a bulk billing practice to students at two locations. For appointments, contact:

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 Service

The University has in place a range of services and procedures to improve access for students with disabilities, ongoing illnesses and other special needs. Students who have disabilities or illnesses which may impact on their studies are encouraged to contact the Special Needs Service for a confidential discussion of the assistance available.

telephone (02) 9514 1177
TTY (02) 9514 1164
email special.needs@uts.edu.au

Financial Assistance

Financial Assistance staff assist students with personal financial matters and are the contact point for student loans. They can also advise on Youth Allowance, Austudy and other Centrelink benefits.

telephone (02) 9514 1177

Locations for Student Services

telephone (02) 9514 1177
TTY (02) 9414 1164
fax (02) 9514 1172
email student.services@uts.edu.au
www.uts.edu.au/div/ssu

City campus

Level 6, Building 1 (Tower Building)

- Counselling Service
- Health Service
- Special Needs and Financial Assistance Service

Level 3, Building 1 (Tower Building)

- Careers Service
- 9 Broadway
- Housing Service

Kuring-gai campus

Level 5, Building K1

- Counselling Service
- Health Service

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 (ITD) Support Centre on:

telephone (02) 9514 2222

Student email accounts

UTS provides students with an email account, which gives all students access to email facilities via the web. To find out more about UTS Email, visit the website:

www.uts.edu.au/email/

Alternatively, pick up the brochure *Your UTS Email Account* available in all ITD General Purpose Laboratories and drop-in centres. If you have any problems activating your account or with the use of UTS Email, contact the IT Support Centre on:

telephone (02) 9514 2222

Computer training

In general, where computer training is necessary as part of a course that attracts HECS, it is provided as part of that course. Students can also consult the Computing Study Centre (see below).

STUDENT LEARNING CENTRES**Chemistry Learning Resources Centre**

The Chemistry Learning Centre assists students in undergraduate courses in the faculties of Science; Nursing, Midwifery and Health; Engineering; and Business.

Room 211, Building 4
City campus

Rosemary Ward
telephone (02) 9514 1729

email rosemary.ward@uts.edu.au

www.science.uts.edu.au/depts/cmfc/chem/clrc/index.html

Computing Study Centre

The Computing Study Centre assists students in developing skills in the use of various standard computer packages.

Level 16, Building 1 (Tower Building)
City campus

John Colville, Director
telephone (02) 9514 1854
email john.colville@uts.edu.au

English Language Study Skills Assistance (ELSSA) Centre

ELSSA Centre provides free English language and study skills courses for all UTS students completing their degree in English.

ELSSA Centre
Alex Barthel (Director)
Level 18, Building 1 (Tower Building)
City campus
telephone (02) 9514 2327

or

Room 522, Building K2
Kuring-gai campus
telephone (02) 9514 5160
email elssa.centre@uts.edu.au
www.uts.edu.au/div/elssa/

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, Building 1 (Tower Building)
City campus
telephone (02) 9514 1902
www.indignet.com.au/jumbunna

Mathematics Study Centre

The Centre coordinates mathematics assistance across the University and is staffed by lecturers with expertise in mathematics and statistics.

Level 16, Building 1 (Tower Building)
City campus
Leigh Wood (Director)
telephone (02) 9514 2268
email leigh.wood@uts.edu.au

Room 522, Building K2
Kuring-gai campus
telephone (02) 9514 5186

Physics Learning Centre

This is a drop-in centre for first-year physics students.

Level 11, Building 1 (Tower Building)
City campus
(with an adjoining computer laboratory)

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

EQUITY AND DIVERSITY

UTS is committed to equal opportunity and the right of all staff and students to work, study and access services in a university environment which is safe, equitable, free from discrimination and harassment, and in which everybody is respected and treated fairly. The University also aims to assist members of under-represented groups overcome past or present discrimination, and to provide a supportive and open organisational culture in which all students and staff are able to develop to their full potential.

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. It is the policy of UTS to provide equal opportunity for all persons regardless of race, colour, descent, national or ethnic origin, ethno-religious background; sex; marital status, pregnancy; potential pregnancy; family responsibilities, disability, age; homosexuality; transgender status; political conviction; and religious belief.

The Equity & Diversity Unit provides a range of services for students and prospective students. These include 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 discrimination and harassment related grievances.

Equity & Diversity Unit
Level 17, Building 1 (Tower Building)
telephone (02) 9514 1084
email equity.diversity.unit@uts.edu.au
www.equity.uts.edu.au

OTHER SERVICES

Student Ombud

Enrolled or registered students with a complaint against decisions of University staff, or related to the University, 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
telephone (02) 9514 2575
email ombuds@uts.edu.au
www.uts.edu.au/oth/ombuds

Freedom of Information

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

Personal information may also be accessed under the *Privacy and Personal Information Act 1998*. In addition to the requirements of the Act, UTS has a number of policies which govern the collection and use of private information.

David Clarke
FOI Officer
Level 4A, Building 1 (Tower Building)
City campus
telephone (02) 9514 1240
email david.clarke@uts.edu.au

Student complaints

UTS is committed to providing a learning and working environment in which complaints are responded to promptly and with minimum distress and maximum protection to all parties.

All students and staff have a responsibility to contribute to the achievement of a productive, safe and equitable study and work environment at UTS. The University's procedures for handling student complaints are based on confidentiality, impartiality, procedural fairness, protection from victimisation and prompt resolution.

Students should first raise their complaint directly with the person concerned where possible or appropriate, or with an appropriate person in the faculty or administrative unit concerned. To seek advice and assistance in lodging a complaint, contact the Student Services Unit or the Equity & Diversity Unit.

The Policy on Handling Student Complaints is published on the Rules, Policies and Procedures website at:

www.uts.edu.au/div/publications/policies/

CAMPUS LIFE

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 (City campus)
telephone (02) 9514 1444
email Debbie.Anderson@uts.union.uts.edu.au

City campus at Haymarket
telephone (02) 9514 3369

Kuring-gai campus
telephone (02) 9514 5011

Union Sports Centre

The centre contains multi-purpose spaces, squash courts, weights rooms, circuit training room and outdoor basketball court.

Lower ground floor, Building 4
City campus
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 p.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 students' reading lists, and a variety of general titles and computer software. It has branches at the City and Kuring-gai campuses, and, at the start of semester, at Haymarket and Gore Hill (St Leonards campus).

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
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. The SA also employs caseworkers to provide advocacy for students on academic and non-academic matters.

City campus office
Level 3, Building 1 (Tower Building)
telephone (02) 9514 1155

Kuring-gai campus office
Level 4, Building 2
telephone (02) 9514 5237

Radio Station 2SER-FM (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, Building 1 (Tower Building)
City campus
telephone (02) 9514 9514

UTS Gallery and Art Collection

The UTS Gallery is a dedicated public gallery on the City campus. 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.

Level 4, Building 6 (Peter Johnson Building)
City campus
702 Harris Street
telephone (02) 9514 1284
fax (02) 9514 1228
email uts.gallery@uts.edu.au
www.utsgallery.uts.edu.au

PRINCIPAL DATES FOR 2001

January

- 1 New Year's Day – public holiday
- 2 Summer session classes recommence (to 2 February)
- 4 UTS Advisory Day
- 5 Closing date for change of preference to the Universities Admissions Centre (UAC), by mail or in person
- 6 Closing date (midnight) for change of preference to UAC, via UAC Infoline and website (www.uac.edu.au)
- 8 Formal supplementary examinations for 2000 Spring semester students
- 12 Last day to submit appeal against exclusion from Spring 2000
- 19 Final examination timetable for Summer session available
- 19 Main round of offers to UAC applicants
- 22–27 Enrolment of new main round UAC undergraduate students at City campus
- 24 Closing date for change of preference to UAC for final round offers
- 26 Australia Day – public holiday
- 29 Public School holidays end

February

- 2 Final round of offers to UAC applicants
- 2 Summer session ends for subjects with formal exams
- 2 Last day to lodge a Stage 2 appeal against assessment grade for Spring semester 2000
- 5–16 Formal examinations for Summer session
- 5–23 Enrolment of new students at City campus
- 9 Third round closing date for postgraduate applications for Autumn semester 2001 (except Faculty of Business – closing date 16 February)
- 16 Faculty of Business third round closing date for postgraduate applications for Autumn semester 2001
- 26 Orientation week for new students commences (to 2 March)
- 26 Release of results for Summer session
- 28 Union 'O' Day – Clubs and activities day
- 28 Late enrolment day

March

- 5 Autumn semester classes commence
- 7 Late enrolment day
- 9 Last day to lodge a Stage 2 appeal against assessment grade for Summer session
- 16 Last day to enrol in a course or add subjects¹
- 16 Last day to pay upfront HECS or postgraduate course fees for Autumn semester 2001
- 19 Applications open for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences July – December)
- 30 Last day to apply to graduate in Spring ceremonies 2001
- 31 Last day to withdraw from a course or subject without financial penalty¹
- 31 HECS census date

April

- 12 Last day to withdraw from a course or subject without academic penalty¹
- 12–30 Public School holidays
- 13 Good Friday – public holiday
- 16 Easter Monday – public holiday
- 16–20 Vice-Chancellors' Week (non-teaching)
- 18–20 Graduation ceremonies (Kuring-gai campus)
- 25 Anzac Day – public holiday

May

- 1 Applications open for undergraduate courses, where applicable, and postgraduate courses for Spring semester 2001
- 7–18 Graduation ceremonies (City campus)
- 11 Provisional examination timetable available
- 22 Closing date for applications for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences July – December)
- 31 Closing date for undergraduate and first round postgraduate applications for Spring semester 2001
- 31 Closing date for applications for Postgraduate Equity Scholarships for Spring semester 2001

June

- 1 Final examination timetable available
- 11 Queen's Birthday – public holiday
- 15 Last teaching day of Autumn semester
- 16 Formal examinations commence (to 6 July)
- 29 Second round closing date for postgraduate applications for Spring semester 2001

July

- 2–6 Vice-Chancellors' Week (non-teaching)
- 6–23 Public School holidays
- 16–20 Formal alternative examination period for Autumn semester students
- 18–26 Enrolment of new students for Spring semester
- 25 Release of Autumn semester examination results
- 26 Formal supplementary examinations for Autumn semester students
- 30 Spring semester classes commence

August

- 1 Applications available for undergraduate and postgraduate courses for Autumn semester 2002
- 1 Applications available for Postgraduate Research Scholarships
- 3 Last day to withdraw from full-year subjects without academic penalty
- 3 Last day to lodge a Stage 2 appeal against assessment grade for Autumn semester 2001
- 10 Last day to enrol in a course or add subjects¹
- 17 Last day to pay upfront HECS or postgraduate course fees for Spring semester 2001
- 30 Last day to apply to graduate in Autumn ceremonies 2002
- 31 Last day to withdraw from a course or subject without financial penalty¹
- 31 HECS census date

September

- 7 Last day to withdraw from a course or subject without academic penalty¹
- 7 Applications open for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences January – June 2002)
- 24–28 Vice-Chancellors' Week (non-teaching)
- 24–28 Graduation ceremonies (City campus)
- 28 Applications open for UTS Academic Internships
- 28 Closing date for undergraduate applications via UAC (without late fee)
- 28 Closing date for inpUTS Educational Access Scheme via UAC
- 28 Public School holidays commence

October

- 1 Labour Day – public holiday
- 5 Provisional examination timetable available
- 15 Public School holidays end
- 26 Final examination timetable available
- 31 Closing date for undergraduate applications via UAC (with late fee)
- 31 First round closing date for postgraduate applications for Autumn semester 2002
- 31 Closing date for Australian Postgraduate Awards, the R L Werner and University Doctoral Scholarships
- 31 Closing date for applications for Postgraduate Equity Scholarships for Summer session

November

- 9 Last teaching day of Spring semester
- 10–30 Formal examination period
- 20 Closing date for applications for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences January – June 2002)
- 30 Closing date for applications for UTS Academic Internships
- 30 Closing date for undergraduate applications direct to UTS (without late fee)

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December

- 3 Summer session commences
(to 1 February 2002)
- 7 Closing date for undergraduate
applications via UAC (with late fee)
- 10–14 Formal alternative examination period
for Spring semester students
- 14 Last day for students enrolled in
Summer session to apply to graduate in
Autumn ceremonies 2002
- 19 Release of Spring semester examination
results
- 20 Public School holidays commence
(to 28 January 2002)
- 25 Christmas Day – public holiday
- 26 Boxing Day – public holiday

¹ HECS/Postgraduate course fees will apply after the HECS census dates (31 March and August or last working day before). Contact the relevant Faculty Office for further information about enrolment and withdrawal deadlines for flexible delivery subjects.

Note: Information is correct as at 9 August 2000. The University reserves the right to vary any information described in Principal Dates for 2001 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 and Professional 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, Kuring-gai

Hours

Monday to Friday, 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.

Tejinder Gill

telephone (02) 9514 5021

fax (02) 9514 5012

Carmen O'Brien

telephone (02) 9514 5202

fax (02) 9514 5513

FACULTY NOTICEBOARDS

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

Noticeboard locations

Uniform Pool	Level 2, Outside Lab 2.262
1st year	Level 3, Outside Lab 2.346
2nd year	Level 2, Outside Lab 2.256
3rd year	Level 3, Outside Lab 2.356
BN/BA	Level 3, Outside Lab 2.356
Postgraduate	Level 3, Outside Lab 2.349

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 (Rules 5.1–5.50).

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 acknowledgement 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.

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 *UTS 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 previous 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, and
- 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.

If students are in any doubt about plagiarism they should discuss the matter with the subject examiner or their tutor.

Note: 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.

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

Advanced Standing (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.

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.

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 six in each semester without incurring academic penalty. However, after the HECS census date, financial penalty will apply.

FACULTY CENTRES AND PROFESSORIAL RESEARCH UNITS

The Faculty has two Centres and three Professorial Research Units. The Centres coordinate a range of international, educational, contract research, consultancy and continuing professional education activities on behalf of the Faculty. The Professorial Research Units, which are established under the sponsorship of an Area Health Service, are the primary locations of the Faculty's research activities, particularly as it relates to practice development.

Centre for Family Health and Midwifery

Director
Professor Lesley Barclay
The Terraces, Broadway

Centre for Health Services Management

Director
Professor Christine Duffield
Kuring-gai Campus, Lindfield

Acute Care Nursing Professorial Unit

Director
Professor Judith Donoghue
St George Hospital
South East Health

Child and Adolescent Nursing Professorial Unit

Director
Professor Jackie Crisp
Sydney Children's Hospital
South East Health

Critical Care Nursing Professorial Unit

Director
Professor Sharon McKinley
Royal North Shore Hospital
Northern Sydney Health

PRIZES AND SCHOLARSHIPS

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 Master's program in the Faculty. The Scholarship is awarded on the basis of academic merit.

Recipients will be either:

- enrolled in any three year Master's 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 Master's 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 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.

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.

B. Peter Fielden Prize

Established in 1999, the Department of Anaesthesia and Pain Management at the Royal North Shore Hospital awards a prize for outstanding achievement to a graduate from Anaesthetics and Recovery Room Nursing major in the Master/Graduate Diploma in Clinical Practice. The prize is in the name of (the late) B. Peter Fielden, a former Anaesthetist at Royal North Shore Hospital, and consists of a suitably inscribed certificate and a cash award of \$250.

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.

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.

The Royal North Shore Hospital 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.

Established in 1999, the RNSH also awards a \$200 prize for subjects which are run as part of the Clinical Accreditation Program. Prizes will be awarded to one Graduate from each major, with the exception of those eligible for other prizes. In 2000, majors eligible for other prizes include Anaesthetics and Recovery Room Nursing and Perioperative Nursing which are eligible for the B. Peter Fielden and Anne Caradus Prizes, respectively.

The Award will be allocated to candidates who achieve the highest academic and clinical achievements. Selection will be based on both their coursework results and achievement in the Clinical Accreditation Program as assessed by the RNSH.

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.

FACULTY CONTACTS

Name	Title	Position	Ext (prefix: 9514)	Room
Faculty Management				
White, Jill	Professor	Dean	5045	5.314
Brown, Diane	Dr	Associate Dean, Teaching and Learning	5712	5.388
Weller, Stephen	Mr	Faculty Manager	5047	5.315
Academic and Research staff				
Baker, Jacqueline	Ms	Senior Lecturer	5072	5.203
Barclay, Lesley	Professor	Director, Centre for Family Health and Midwifery	2975	51/T
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
Crisp, Jackie	Professor	Professor of Child and Adolescent Nursing, Sydney Children's Hospital	5723, 9832 1797	5.005
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	Director, Centre for Health Services Management	5729	5.204
Farrar, Trish	Ms	Lecturer	5747	5.496
Forbes, Jan	Ms	Lecturer	5123	5.209
Franks, Helen	Ms	Senior Research Officer	5739	5.214

24 Faculty information

Name	Title	Position	Ext (prefix: 9514)	Room
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	5717, 9926 7111	5.205
Jones, Linda	Ms	Senior Lecturer	5713	5.210
Kellehear, Kevin	Mr	Lecturer	5050	5.207
Kelly, Michelle	Ms	Associate Lecturer	5137	5.404
Kilstoff, Kathleen	Ms	Lecturer	5143	5.407
Leap, Nicky	Ms	Senior Lecturer	5708	5.003
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
Phillips, Angela	Ms	Lecturer/ATSI Adviser	5718	5.221
Rochester, Suzanne	Miss	Lecturer	5154	5.495
Rogan, Frances	Ms	Lecturer	5581	5.409
Stein-Parbury, Jane	Associate Professor	Director of Research	5260	5.219
Van Vorst, Stephen	Mr	Lecturer	5715	5.215
Waters, Cheryl	Dr	Senior Lecturer	5741	5.497
Wyllie, Aileen	Ms	Lecturer	5204	5.405

Administrative staff

Blair, Kerry	Ms	Team Leader, Student and Course Support (Spring 2000)	5024	5.306
Burnett, Katie	Ms	Student Officer (Clinical)	5141	5.309
Cannane, Carol	Mrs	Administrative Assistant	5043	5.386
Cooksley, Coral	Ms	External Relations Officer	5745	5.394
Davies, Linda	Ms	Executive Assistant	5126	5.387
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
Gill, Tejinder	Ms	Student Adviser	5021	5.397
Kwong, Mary	Ms	Student Officer (Postgraduate)	5722	5.305
Lanning, Jan	Ms	Student Officer (Undergraduate)	5073	5.307
Lobo, Ophelia	Mrs	Administrative Assistant	5126	5.387
Martin, Sue	Ms	Technical Officer	5187	2.351
Neill, Amanda	Ms	International Project Officer	5128	5.395
Nettleton, Cath	Ms	Research and Project Officer	5727	5.396
O'Brien, Carmen	Ms	Student Adviser	5202	5.397
Stephens, Margaret	Ms	Executive Officer	5730	5.313
Wright, Cathy	Ms	Team Leader, Student and Course Support (Autumn 2001)	5024	5.306
Yuille, Denise	Mrs	Committee Officer	5181	5.317

General contacts

Faculty Office	5043
Student Office	5202

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:

Cathy Wright (Autumn 2001)
Kerry Blair (Spring 2001)
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 Student Matters Adviser

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

Carolyn Briggs
room 5.408; telephone (02) 9514 5136

Academic Liaison Officer (ALO)

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

Fran Rogan
room 5.409; telephone (02) 9514 5581

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 for admission to an undergraduate course at UTS, applicants must first meet the University's general matriculation requirements.

Recent school leavers will be admitted on the basis of their UAI. The minimum UAI cut-off for 2000 was 72.8 (full-time) and 84.5 (part-time). Applicants who do not meet the cut-off, but have met UTS matriculation (UAI 66) and have UTS as a first preference may be eligible for bonus marks on the basis of interview. Marks are allocated for motivation, HSC marks in English and Science, and leadership and community service.

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. Mature age applicants may also be eligible for entry on successful completion of the Special Tertiary Admissions Test, run by UAC, and a Personal Statement.

Specific information about the admission requirements is given in the *2001 UAC Guide*.

HECS and fees

Undergraduate courses attract HECS (Higher Education Contribution Scheme) and can be paid upfront with a 25 per cent discount or deferred. In 2001, the annual full-time HECS for nursing subjects is \$3,521 (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

For information about compulsory student service fees, see page 7 of this handbook.

International fees

Undergraduate programs undertaken by international students will attract an annual fee in 2001 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 two years (96 credit points) (certificate holders) or up to two-and-a-half 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 (Level IV) through the NSW Department of Technical and Further Education (TAFE) are granted up to one semester 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 exemption from either Adult Nursing: Cardiovascular or Adult Nursing: Respiratory, depending on experience.

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), then
- 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 recent 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, part-time students and students with non-standard programs may alter their classes for each subject according to their specific needs.

At the commencement of the academic year or at re-enrolment, students are required to submit their preferences for their classes for each semester. The Faculty endeavours to allocate students their preferred classes, while taking into account the preferences of the entire student body. If a student does not receive his

or her first preference in one semester, every effort is made to ensure they receive his or her 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 or allocated a Clinical Liaison Academic, 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 or Clinical Liaison Academic. Completed forms should be forwarded to the Student Adviser (Clinical). 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 Student Matters Adviser.

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 or Clinical Liaison Academic and the relevant Health Facility. If students are unable to contact these, they should contact the Student Adviser (Clinical) on (02) 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 record check

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 this check.

Conduct

Students undertaking supervised nursing practice must follow directions given to them by their Clinical Facilitator/Clinical Liaison Academic, 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 offers the following advice:

- **Hepatitis B, HIV, Hepatitis C**
Non-immune health care workers who may be exposed to the Hepatitis B virus in the course of their work should be immunised for their own protection. Students must know their immune status for each.
- **Measles, Mumps and Rubella**
A Triple Antigen booster of measles, mumps and rubella is recommended for any student who has been previously immunised against measles and mumps only once.
- **Tetanus, Poliomyelitis, Diphtheria**
Students should have been adequately immunised against poliomyelitis, diphtheria and tetanus in childhood, and have had a booster of Sabine vaccine against poliomyelitis and a booster of Adult Diphtheria Tetanus Toxoid (ADT) at about 15 years of age.
- **Tuberculosis**
Persons involved in health services would be wise to have had a Mantoux test, and if seronegative, to have had BCG vaccination (for tuberculosis).

Hepatitis B inoculation 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 Standard 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 trousers/skirt (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 ballpoint pen and small notepad are essential requirements. A small pocket calculator is advisable.
- Academic staff will 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.
- All students must wear a UTS approved name badge during nursing practice placements, available from the Student Adviser (Clinical) 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, it 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 reschedule 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 assessment is identified, the Clinical Facilitator/Clinical Liaison Academic 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/Clinical Liaison Academic 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 diagram on the following page demonstrates the process by which unsatisfactory assessments 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 situated in rooms 2.346, 2.349, 2.253, 2.256, 2.262, 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 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.

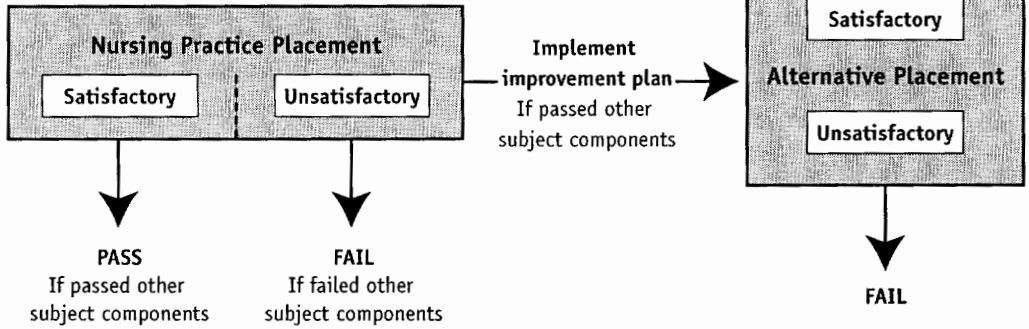
Laboratory rules and safety

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

- Children are not permitted in the laboratories.
- Covered shoes must be worn at all times.
- Needles and other sharp objects must be handled with extreme care.
- Glucometer testing must not be performed on other students due to contamination risks.

- Keep the laboratories tidy and recycle equipment as directed.
- Food or drink must not be consumed in the laboratories.
- Faulty equipment and hazards must be reported to laboratory or academic staff.

Nursing Practice assessment



Bachelor of Nursing

- ◆ *UTS course code: KN08*
 - ◆ *UAC code: 606000(F/T) 606001 (P/T) 606002 (F/T)(City)*
 - ◆ *Testamur title: Bachelor of Nursing*
 - ◆ *Abbreviation: BN*
 - ◆ *Course fee: HECS (local) \$6,000 per semester (international)*
-

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 multidisciplinary 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 wellbeing.

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.

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.

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

Bachelor of Nursing

Full-time course program

Subject no.	Subject name	Credit points	Prerequisite/Corequisite
Year 1			
Autumn semester			
92190	The Discipline of Nursing	6	Nil
92191	Adult Nursing: Cardiovascular	6	Nil
92192	Adult Nursing: Respiratory	6	Nil
91523	Fundamentals of Pathophysiology 1	6	Nil
Spring semester			
92193	Nursing Relationships	6	Nil
92194	Adult Nursing: Renal and Reproductive	6	Nil
92195	Adult Nursing: GIT and Orthopaedic	6	Nil
91524	Fundamentals of Pathophysiology 2	6	Nil
Year 2			
Autumn semester			
91525	Fundamentals of Pathophysiology 3	6	Prerequisite: 91523 or 91524
92248	Adult Nursing: Neuro-endocrine	6	Prerequisites: any two of 91523 or 91524
92236	Foundations of Mental Health Nursing	8	Corequisite: 92237
92237	Primary Health Care and the Aged	4	Corequisite: 92236
92239	Foundations of Children's Nursing	8	Corequisite: 92240
92240	The Family in Health and Illness	4	Corequisite: 92239
Spring semester			
91526	Fundamentals of Pathophysiology 4	6	Prerequisite: 91523 or 91524
92238	Adult Nursing: Cellular Alterations	6	Prerequisites: any two of 92191, 92192, 92194, 92195
92239	Foundations of Children's Nursing	8	Corequisite: 92240
92240	The Family in Health and Illness	4	Corequisite: 92239
92236	Foundations of Mental Health Nursing	8	Corequisite: 92237
92237	Primary Health Care and the Aged	4	Corequisite: 92236
Subtotal		96	

Subject no.	Subject name	Credit points	Prerequisite/Corequisite/Restrictions
Year 3			
Autumn semester			
92241	Inquiry in Nursing Practice	6	Nil
92242	Practice Interactions	6	Prerequisite: 92193
92243	Practice Development 1	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and either 92236 or 92239
92xxx	<i>and either</i> Clinical elective	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and either 92236 or 92239
92246	<i>or</i> Practice Development 2	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and 92236 or 92239 (for Medical Surgical Nursing sub-major) 92236 (for Mental Health sub-major) 92239 (for Paediatric Nursing sub-major)
Spring semester			
92244	Comprehensive Health Assessment	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and 92236 or 92239 (for Medical Surgical Nursing sub-major) 92236 (for Mental Health sub-major) 92239 (for Paediatric Nursing sub-major); Corequisite: 92246 or 92247
92245	Organisational Relationships	6	Prerequisite: 92190
92247	Practice Development 3	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and 92236 or 92239 (for Medical Surgical Nursing sub-major) 92236 (for Mental Health sub-major) 92239 (for Paediatric Nursing sub-major)
92246	<i>and either</i> Practice Development 2	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and 92236 or 92239 (for Medical Surgical Nursing sub-major) 92236 (for Mental Health sub-major) 92239 (for Paediatric Nursing sub-major)
92xxx	<i>or</i> Clinical elective	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and either 92236 or 92239
Total		144	

Clinical electives (elective offerings are subject to numbers)

92251 Community Health Nursing	92253 Maternal and Infant Care	92257 Paediatric Nursing ⁴
92249 Critical Care (Adult or Paediatric)	92254 Mental Health Nursing ²	92258 Palliative Care
92250 Drug and Alcohol Nursing ¹	92255 Neonatal Intensive Care Nursing ³	92259 Rural and Remote Nursing
92252 Emergency Room Nursing	92256 Operating Theatre Nursing	92260 Women's Health

¹ Co-R: 0156 Mental Health Nursing sub-major² Co-R: 0155 Medical Surgical Nursing sub-major or Paediatric Nursing sub-major³ Co-R: 0157 Paediatric Nursing sub-major⁴ Co-R: 0155 Medical Surgical Nursing sub-major or Mental Health Nursing sub-major

Bachelor of Nursing

Part-time course program

Subject no.	Subject name	Credit points	Prerequisite/Corequisite
Year 1			
Autumn semester			
92190	The Discipline of Nursing	6	Nil
91523	Fundamentals of Pathophysiology 1	6	Nil
Spring semester			
92193	Nursing Relationships	6	Nil
91524	Fundamentals of Pathophysiology 2	6	Nil
Year 2			
Autumn semester			
92191	Adult Nursing: Cardiovascular	6	Nil
92192	Adult Nursing: Respiratory	6	Nil
Spring semester			
92194	Adult Nursing: Renal and Reproductive	6	Nil
92195	Adult Nursing: GIT and Orthopaedic	6	Nil
Years 3			
Autumn semester			
91525	Fundamentals of Pathophysiology 3	6	Prerequisite: 91523 or 91524
92248	Adult Nursing: Neuro-endocrine	6	Prerequisites: any two of 92191, 92192, 92194, 92195
Spring semester			
91526	Fundamentals of Pathophysiology 4	6	Prerequisite: 91523 or 91524
92238	Adult Nursing: Cellular Alterations	6	Prerequisites: any two of 92191, 92192, 92194, 92195
Years 4			
Autumn semester			
92236	Foundations of Mental Health Nursing	8	Corequisite: 92237
92237	Primary Health Care and the Aged	4	Corequisite: 92236
92239	Foundations of Children's Nursing	8	Corequisite: 92240
92240	The Family in Health and Illness	4	Corequisite: 92239
Spring semester			
92239	Foundations of Children's Nursing	8	Corequisite: 92240
92240	The Family in Health and Illness	4	Corequisite: 92239
92236	Foundations of Mental Health Nursing	8	Corequisite: 92237
92237	Primary Health Care and the Aged	4	Corequisite: 92236
Subtotal		96	

Subject no.	Subject name	Credit points	Prerequisite/Corequisite/Restrictions
Year 5			
Autumn semester			
92241	Inquiry in Nursing Practice	6	Nil
92243	Practice Development 1	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and either 92236 or 92239
Spring semester			
92245	Organisational Relationships <i>and either</i>	6	Prerequisite: 92190
92246	Practice Development 2	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major)
92xxx	<i>or</i> Clinical elective	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and either 92236 or 92239
Year 6			
Autumn semester			
92242	Practice Interactions <i>and either</i>	6	Prerequisite: 92193
92xxx	Clinical elective	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and either 92236 or 92239
92246	<i>or</i> Practice Development 2	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major); Corequisite: 92246 or 92247
Spring semester			
92244	Comprehensive Health Assessment	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major); Corequisite: 92246 or 92247
92247	Practice Development 3	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major)
Total		144	

Clinical electives (elective offerings are subject to numbers)

92251 Community Health Nursing	92253 Maternal and Infant Care	92257 Paediatric Nursing ⁴
92249 Critical Care (Adult or Paediatric)	92254 Mental Health Nursing ²	92258 Palliative Care
92250 Drug and Alcohol Nursing ¹	92255 Neonatal Intensive Care Nursing ³	92259 Rural and Remote Nursing
92252 Emergency Room Nursing	92256 Operating Theatre Nursing	92260 Women's Health

¹ Co-R: 0156 Mental Health Nursing sub-major² Co-R: 0155 Medical Surgical Nursing sub-major or Paediatric Nursing sub-major³ Co-R: 0157 Paediatric Nursing sub-major⁴ Co-R: 0155 Medical Surgical Nursing sub-major or Mental Health Nursing sub-major

Bachelor of Nursing

Enrolled Nurse program

Subject no.	Subject name	Credit points	Prerequisite/Corequisite
Year 1			
Advanced Standing		36	
Year 2			
Autumn semester			
92190	The Discipline of Nursing	6	Nil
92262	Adult Nursing: Surgical	6	Nil
99539	Pathophysiology A	6	Nil
92236	Foundations of Mental Health Nursing	8	Corequisite: waived (ENs only)
92239	Foundations of Children's Nursing	8	Corequisite: waived (ENs only)
Spring semester			
92193	Nursing Relationships	6	Nil
92261	Adult Nursing: Medical	6	Nil
91604	Introductory Pharmacology and Microbiology	6	Prerequisite: waived (ENs only)
92236	Foundations of Mental Health Nursing	8	Corequisite: waived (ENs only)
92239	Foundations of Paediatric Nursing	8	Corequisite: waived (ENs only)
Summer semester			
92237	Primary Health Care and the Aged	4	Corequisite: waived (ENs only)
92240	The Family in Health and Illness	4	Corequisite: waived (ENs only)
Year 3			
Autumn semester			
92241	Inquiry in Nursing Practice	6	Nil
92242	Practice Interactions	6	Prerequisite: 92193
92243	Practice Development 1	6	Prerequisites – ENs only: either 92xxx or 92xxx and either 92236 or 92239
92xxx	Clinical elective	6	Prerequisites – ENs only: either 92xxx or 92xxx and either 92236 or 92239
92246	Practice Development 2	6	Prerequisites – ENs only: either 92xxx or 92xxx, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major)
Spring semester			
92244	Comprehensive Health Assessment	6	Prerequisites – ENs only: either 92xxx or 92xxx, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major); Corequisite: 92246 or 92247
92245	Organisational Relationships	6	Prerequisite: 92190
92247	Practice Development 3	6	Prerequisites – ENs only: either 92xxx or 92xxx, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major)
92246	Practice Development 2	6	Prerequisites – ENs only: either 92xxx or 92xxx, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major)
92xxx	Clinical elective	6	Prerequisites – ENs only: either 92xxx or 92xxx; and either 92236 or 92239
Total		144	

Clinical Electives (Elective offerings are subject to numbers)

92251 Community Health Nursing
 92249 Critical Care (Adult or Paediatric)
 92250 Drug and Alcohol Nursing¹
 92252 Emergency Room Nursing

92253 Maternal and Infant Care
 92254 Mental Health Nursing²
 92255 Neonatal Intensive Care Nursing³
 92256 Operating Theatre Nursing

92257 Paediatric Nursing⁴
 92258 Palliative Care
 92259 Rural and Remote Nursing
 92260 Women's Health

¹ Co-R: 0156 Mental Health Nursing sub-major

² Co-R: 0155 Medical Surgical Nursing sub-major or Children's Nursing sub-major

³ Co-R: 0157 Paediatric Nursing sub-major

⁴ Co-R: 0155 Medical Surgical Nursing sub-major or Mental Health Nursing sub-major

Bachelor of Nursing (Honours)

- ◆ *Course code: KN09*
- ◆ *Testamur title: Bachelor of Nursing (Honours)*
- ◆ *Abbreviation: BN(Hons)*
- ◆ *Course fee: HECS (local)
\$6,000 per semester (international)*

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

- ◆ *UTS course code: KN10*
- ◆ *UAC code: 609150*
- ◆ *Testamur title: Bachelor of Nursing
Bachelor of Arts in International Studies*
- ◆ *Abbreviation: BN BA*
- ◆ *Course fee: HECS (local)
\$6,000 per semester (international)*

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.

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.

Institute for International Studies requirements

The Bachelor of Arts in International Studies requires undergraduates to study one major – a country or region of specialisation – over a minimum of three years. Students study language and culture for at least two years in Sydney, and this is followed by a period of study overseas.

In the International Studies Program, students focus on one of the following countries or majors: Argentina, Chile, China, France, Germany, Indonesia, Italy, Japan, Malaysia, Mexico, Russia, Spain and Thailand. The availability of the Russian major is currently being reviewed. There is also a Heritage Major that permits students with previous exposure to a language and culture to continue their study in countries such as Greece, sHong Kong, Korea, Poland, Taiwan and Vietnam.

Australia and the Asia-Pacific is only available as a major to international students. International students may access one of the other majors offered provided that the country they choose as their major is able to grant them a visa to study there. This would need to be determined prior to commencing subjects within the International Studies major. If a visa cannot be granted, then it will not be possible to undertake the chosen major.

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, except for programs within the Heritage major.

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 2001 handbook for the Institute for International Studies.

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.

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 Japan – may be higher than in Sydney.

Bachelor of Nursing / Bachelor of Arts in International Studies

Subject no.	Subject name	Credit points	Prerequisite / Corequisite
Year 1			
Stage 1 Autumn semester			
92190	The Discipline of Nursing	6	Nil
92191	Adult Nursing: Cardiovascular	6	Nil
92192	Adult Nursing: Respiratory	6	Nil
91523	Fundamentals of Pathophysiology 1	6	Nil
Stage 2 Spring semester			
92193	Nursing Relationships	6	Nil
92194	Adult Nursing: Renal and Reproductive	6	Nil
92195	Adult Nursing: GIT and Orthopaedic	6	Nil
91524	Fundamentals of Pathophysiology 2	6	Nil
Year 2			
Stage 3 Autumn semester			
91525	Fundamentals of Pathophysiology 3	6	Prerequisite: 91523 or 91524
92248	Adult Nursing: Neuro-endocrine	6	Prerequisites: Any two of: 91191, 92192, 92194, 92195
92240	The Family in Health and Illness	4	Corequisite: Nil for KN10
971xxx	Language and Culture 1	8	Nil
Stage 4 Spring semester			
92236	Foundations of Mental Health Nursing	8	Corequisite: Nil for KN10
972xxx	Language and Culture 2	8	Prerequisite: 971xxx Language and Culture 1
976xxx	Contemporary Society	8	Nil
Year 3			
Stage 5 Autumn semester			
92239	Foundations of Paediatric Nursing	8	Corequisite: Nil for KN10
973xxx	Language and Culture 3	8	Prerequisite: 972xxx Language and Culture 2
50140	Comparative Social Change	8	Nil
Stage 6 Spring semester			
91526	Fundamentals of Pathophysiology 4	6	Prerequisite: 91523 or 91524
92238	Adult Nursing: Cellular Alterations	6	Prerequisites: Any two of: 92191, 92192, 92194, 92195
92237	Primary Health Care and the Aged	4	Corequisite: Nil for KN10
974xxx	Language and Culture 4	8	Prerequisite: 973xxx Language and Culture 3
Year 4			
Stage 7 Autumn semester			
977xxx	In-country Study 1	24	Prerequisite: Completion of all prior study
Stage 8 Spring semester			
978xxx	In-country Study 2	24	Prerequisite: 977xxx In-country Study 1

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Subject no.	Subject name	Credit points	Prerequisite/Corequisite
Year 5			
Stage 9 Autumn semester			
92241	Inquiry in Nursing Practice	6	Nil
92242	Practice Interactions	6	Prerequisite: 92193
92243	Practice Development 1	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and either 92236 or 92239
92xxx	<i>and either</i> Clinical elective	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and either 92236 or 92239
92246	<i>or</i> Practice Development 2	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major)
Stage 10 Spring semester			
92244	Comprehensive Health Assessment	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major); Corequisite: 92246 or 92247
92245	Organisational Relationships	6	Prerequisite: 92190
92247	Practice Development 3	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major)
92246	<i>and either</i> Practice Development 2	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major)
92xxx	<i>or</i> Clinical elective	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and either 92236 or 92239
Total		240	

Clinical electives (elective offerings are subject to numbers)

92251 Community Health Nursing	92253 Maternal and Infant Care	92257 Paediatric Nursing ⁴
92249 Critical Care (Adult or Paediatric)	92254 Mental Health Nursing ²	92258 Palliative Care
92250 Drug and Alcohol Nursing ¹	92255 Neonatal Intensive Care Nursing ³	92259 Rural and Remote Nursing
92252 Emergency Room Nursing	92256 Operating Theatre Nursing	92260 Women's Health

¹ Co-R: 0156 Mental Health Nursing sub-major

² Co-R: 0155 Medical Surgical Nursing sub-major or Paediatric Nursing sub-major

³ Co-R: 0157 Paediatric Nursing sub-major

⁴ Co-R: 0155 Medical Surgical Nursing sub-major or Mental Health Nursing sub-major

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
977514	In-country Study 1: Argentina	24cp
978514	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
977523	In-country Study 1: Chile	24cp
978523	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
97711x	In-country Study 1: China	24cp
97811x	In-country Study 2: China	24cp

France

971411	French Language and Culture 1	8cp
972411	French Language and Culture 2	8cp
973411	French Language and Culture 3	8cp
974411	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

971421	German Language and Culture 1	8cp
972421	German Language and Culture 2	8cp
973421	German Language and Culture 3	8cp
974421	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

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

971431	Italian Language and Culture 1	8cp
972431	Italian Language and Culture 2	8cp
973431	Italian Language and Culture 3	8cp
974431	Italian Language and Culture 4	8cp
50140	Comparative Social Change	8cp
976401	Contemporary Europe	8cp
97743x	In-country Study 1: Italy	24cp
97843x	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
9772xx	In-country Study 1: Japan	24cp
9782xx	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
97733x	In-country Study 1: Malaysia	24cp
97833x	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
977532	In-country Study 1: Mexico	24cp
978532	In-country Study 2: Mexico	24cp

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Russia¹

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
977731	In-country Study 1: Russia	24cp
978731	In-country Study 2: Russia	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
97745x	In-country Study 1: Spain	24cp
97845x	In-country Study 2: Spain	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

¹ The availability of the Russia major is currently under review.

Further details of International Studies subjects may be found in the 2001 handbook for the Institute for International Studies.

For further information on the International Studies program contact the Institute for International Studies on:

telephone (02) 9514 1574

fax (02) 9514 1578

email iisinfo@uts.edu.au

www.uts.edu.au/fac/iis

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:

Cathy Wright (Autumn 2001)
Kerry Blair (Spring 2001)
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

Specialty Advisers

Acute Care / Palliative Care
Jan Forbes
room 5.209; telephone (02) 9514 5123

Aged Care
Kathleen Kilstoff
room 5.407; telephone (02) 9514 5143

Anaesthetics and Recovery Room / Perioperative
Lois Hamlin
room 5.205; telephone (02) 9514 5717

Community Health
Carolyn Briggs
room 5.408; telephone (02) 9514 5136

Critical Care
tba
room tba; telephone (02) 9514 5202

Day Surgery
Judith Donoghue
room 5.005; telephone (02) 9350 2184

Diabetes Education and Management
Sue Dean
room 5.218; telephone (02) 9514 5124

Gastroenterology
tba
room tba; telephone (02) 9514 5202

Mental Health
Stephen Van Vorst
room 5.297; telephone (02) 9514 5715

Midwifery / Lactation and Infant Feeding
Linda Jones
room 5.210; telephone (02) 9514 5713

Neuroscience / Nursing Management / Professional Studies
Jacqueline Baker
room 5.203; telephone (02) 9514 5072

Orthopaedics
Aileen Wyllie
room 5.405; telephone (02) 9514 5204

Paediatrics / Neonatology
Janet Green
room 5.494; telephone (02) 9514 5740

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 Midwifery – conversion	KN48	\$3,000	\$750
Master of Nursing in Clinical Practice	KN54	HECS	HECS
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
Graduate Diploma in Clinical Practice	KN84	HECS	HECS
Graduate Diploma in Community Health Nursing	KN82	HECS	HECS
Graduate Diploma in Mental Health Nursing	KN67	HECS	HECS
Graduate Diploma in Midwifery	KN86	HECS	HECS
Graduate Diploma in Nursing	KN83	HECS	HECS
Graduate Diploma in Nursing Management	KN62	HECS	HECS
Graduate Certificate in Anaesthetics & Recovery Room Nursing	KN94	\$3,000	\$750
Graduate Certificate in Critical Care Nursing	KN98	\$3,000	\$750
Graduate Certificate in Diabetes Education and Management	KN92	\$3,000	\$750
Graduate Certificate in Gastroenterological Nursing	KN90	\$3,000	\$750
Graduate Certificate in the Management of Lactation and Infant Feeding	KN91	\$3,000	\$750
Graduate Certificate in Neuroscience Nursing	KN99	\$3,000	\$750
Graduate Certificate in Perioperative Nursing	KN93	\$3,000	\$750

Notes: HECS (Higher Education Contribution Scheme) can be paid upfront with a 25% discount or deferred. In 2001, the annual full-time HECS for nursing subjects is \$3,521 (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 without discount and may be tax deductible (advice should be sought from the Australian Taxation Office or your accountant).

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 2001 of A\$12,000. Contact International Programs for further information.

Student service fees/charges

For information regarding compulsory student service fees, see page 7 of this handbook.

Admission requirements

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

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

Graduate Certificates / Graduate Diplomas / Master's (by coursework)

- Applicants should have an undergraduate degree in Nursing or an equivalent tertiary qualification.
- Registered nurses who do not have an undergraduate diploma or degree but who have recent relevant work experience are also considered eligible, (applicants must present evidence of a capacity to undertake tertiary study e.g. completion of hospital or college certificates, professional or staff development).
- Applicants are expected to have had at least one year's full-time professional employment in nursing.
- Applicants will normally be expected to have concurrent employment in their area of specialty.

Additional/special Requirements

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

- Applicants must be employed by HCoA.

Graduate Certificate in Diabetes Education and Management

- Applicants may have an undergraduate degree in a relevant field, such as education, nursing, medicine or an equivalent tertiary qualification.
- The one-year's professional employment in nursing does not apply, however it will be assumed that applicants have a basic knowledge of the practice of diabetes education and management.
- Applicants require access to a relevant clinical setting.

Graduate Certificate in Gastroenterological Nursing

- Applicants will normally be working in areas of gastroenterological nursing and/ or be members of GENSA.

Graduate Certificate in the Management of Lactation and Infant Feeding

- Applicants may have an undergraduate degree in a relevant field or an equivalent tertiary qualification.
- Applicants must have completed the Australian Professional Lactation Educational Service (APLES) program (or equivalent).

Graduate Diploma in Midwifery

- Applicants must be concurrently employed as student midwives in a 12-month midwifery placement.

Graduate Diploma in Nursing / Graduate Diploma in Nursing Management

- Applicants are not expected to have concurrent employment in their area of specialty.

Master's conversions

- Applicants should already hold a Graduate Diploma.

Master of Nursing in Clinical Practice

- Applicants will normally be expected to have concurrent employment in their area of specialty.

Advanced standing

Exemptions are granted on the basis of the successful completion of equivalent subjects from recent postgraduate studies. Students should lodge an 'Application for Subject Exemption' form and include a formal transcript verifying academic results and a subject description of the subject for which they are claiming equivalence.

The Faculty may also grant credit by substitution. This involves students being able to substitute a prescribed subject where they can demonstrate they have undertaken an equivalent subject at either postgraduate or in exceptional circumstances an undergraduate level.

The maximum number of exemptions under the Faculty of Nursing, Midwifery and Health Policy are:

Graduate Certificates

Maximum of two exemptions (12 credit points).

Graduate Diplomas

Maximum of four exemptions (24 credit points). Five exemptions may be negotiated under exceptional circumstances.

Master's

Maximum of eight exemptions (48 credit points).

Master's conversions

No exemptions available. Must complete four subjects.

Subject classification

All postgraduate subjects are classified as either 400 (graduate level) or 500 (advanced level). The requirements for completion of awards are:

- Graduate Certificate
4 x 400-level subjects
- Graduate Diploma
7 x 400-level subjects and
1 x 500-level subject
- Master's¹
9 x 400-level subjects and
3 x 500-level subjects

¹ Students who elect to complete their Master's programs by project will be considered as having completed the equivalent of 2 x 500-level subjects and will need to take another 500-level subject. Those electing a dissertation will be considered to have completed all the required number of 500-level subjects. Refer to the Subject Descriptions section where 500-level subjects are identified.

Articulation

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

The Graduate Diploma in Nursing and the Graduate Diploma in Nursing Management 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 either the Graduate Diploma in Nursing or Graduate Diploma in Nursing Management (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 Mental Health Nursing, 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. 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 or 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 by Coursework student shall have his or 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 Midwifery – Conversion

- ◆ *Course code: KN48*
- ◆ *Testamur title: Master of Midwifery*
- ◆ *Abbreviation: MMid*
- ◆ *Course fee: \$3,000 (local)*¹

This degree is designed for students who hold an existing Graduate Diploma in Midwifery or the equivalent, and who wish to convert this to a Master's program.

The course is designed to facilitate the advancement of midwifery theory and practice through a range of perspectives based in research, education, management and the delivery of care in a variety of situations. Students will engage in critical thinking in order to inform clinical judgment and decision making with the midwifery context of woman centred practice. The course will enable students to develop a complex understanding of issues related to interdisciplinary collaboration in the development of maternity services. There will be an opportunity for students to engage in the practical use of a range of databases in order to access and develop evidence to support and shape midwifery practice and new models of care. The course offers students the opportunity to customise their program to meet personal learning needs or workplace requirements.

Course requirements

(Total 24 credit points) 1 year part time

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

1. four subjects – 92925 New Models of Midwifery Care and 92917 Using Data in Health Care Analysis plus two electives, or
2. two subjects – 92925 New Models of Midwifery Care, and 92917 Using Data in Health Care Analysis plus 9281x Project¹.

¹ Project prerequisites:

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

Elective subjects

- 92xxx Leadership and Management for Practice Development in Midwifery
- 92xxx Collaborative Midwifery Practice in Complex Situations
- 92xxx Community Midwifery and Primary Health Care

Students may choose their electives from either the Faculty or up to two subjects from other faculties with approval. Subjects must be offered at postgraduate level. Where students complete an assessment as part of a Continuing Program of Education (CPE), this may be counted towards a 6-credit-point elective in the Master of Midwifery.

¹ This course is not offered to international students.

Graduate Diploma in Midwifery

- ◆ Course code: KN86
- ◆ Testamur title: *Graduate Diploma in Midwifery*
- ◆ Abbreviation: *GradDipMid*
- ◆ Course fee: HECS (local)
\$6,000 per semester (international)

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 one year of 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 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) 14 months part time

- (Four) Specified clinical studies subjects
- (Two) Specified clinical practice subjects
- (One) Specified professional studies subject
- (One) Research subject

Graduate Diploma in Midwifery (KN86)		
Subject no.	Subject name	Credit points
92924	Becoming a Reflective Practitioner ¹	6
92781	An Introduction to Midwifery Practice (formerly <i>Foundations in Midwifery</i>)	6
92785	Midwifery in Complex Situations (formerly <i>Midwifery in Complexity</i>) (prerequisite: <i>An Introduction to Midwifery Practice</i>)	6
92893	Midwifery Practice 2 (formerly <i>Midwifery Practice</i>)	6
92873	Midwifery Practice 1 (formerly <i>Midwifery Clinical Practice</i>)	6
92923	Continuity of Midwifery Care ¹	6
92790	Evidence-based Practice	6
92922	The Meaning of Birth: Mothers, Babies and Midwives ¹	6

¹ Subject to approval.

Note: Students are required to undertake a number of prescribed subjects. This table lists these subjects.

Graduate Diploma in Clinical Practice

- ◆ Course code: KN84
- ◆ Testamur title: *Graduate Diploma in Clinical Practice*
- ◆ Abbreviation: *GradDipN*
- ◆ Course fee: HECS (local)¹

Master of Nursing in Clinical Practice

- ◆ Course code: KN54
- ◆ Testamur title: *Master of Nursing in Clinical Practice*
- ◆ Abbreviation: *MN*
- ◆ Course fee: HECS (local)¹

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.

¹ This course is not offered to international students.

Graduate Diploma in Clinical Practice

Course requirements

(Total 48 credit points with a minimum of 6 credit points at 500 level) two years part time

- (Two) Clinical Practice subjects
- (Two) Clinical Studies subjects
- (One) Professional Studies subject
- (One) Research subject
- (Two) Elective subjects

Master of Nursing in Clinical Practice

Course requirements

(Total 72 credit points with a minimum of 18 credit points at 500 level) three years part time

The 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 – 92894 Advanced Clinical Practice plus one clinical studies subject and two electives, or
2. MN Project plus two electives – prerequisites apply, or
3. MN Dissertation – prerequisites apply.

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. Tables describing these majors follow.

- Acute Care Nursing
- Aged Care Nursing
- Anaesthetics and Recovery Room Nursing
- Critical Care Nursing
- Day Surgery Nursing
- Mental Health Nursing
- Neonatal Nursing
- Neuroscience Nursing
- Orthopaedic Nursing
- Paediatric Nursing
- Palliative Care Nursing
- Perioperative Nursing

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

50 Postgraduate courses

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: 92713 Health Breakdown)</i>	12

Critical Care Nursing major		
Subject no.	Subject name	Credit points
92918	Fundamentals in Critical Care Nursing	6
92868	Advanced Assessment in Nursing Practice	6
92919	Complex Critical Care	6
92869	Specialty Clinical Practice	6
	(One) Professional studies subject	6
	(One) Research subject	6
	(Two) Elective subjects <i>(recommended elective: 92713 Health Breakdown)</i>	12

Day Surgery Nursing major		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92881	Foundations of Perioperative Nursing	6
92913	Issues in Day Surgery Nursing	6
92869	Specialty Clinical Practice	6
	(One) Professional studies subject	6
	(One) Research subject	6
	(Two) Elective subjects <i>(recommended electives: 92905 Dimensions of Anaesthetic Nursing and 92906 Contexts of Recovery Room Nursing)</i>	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	Total 12
92876	or Therapeutic Interventions in Mental Health Care	
92877	or Personal and Professional Development in Mental Health Nursing	
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

Neuroscience Nursing major		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92921	Neuroscience: Degenerative and Oncology	6
92920	Neuroscience: Trauma and Cerebrovascular	6
92869	Specialty Clinical Practice	6
	(One) Professional studies subject	6
	(One) Research subject	6
	(Two) Elective subjects <i>(recommended elective: 92713 Health Breakdown)</i>	12

Orthopaedic Nursing major		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92911	Orthopaedic Nursing: Acute Conditions	6
92912	Orthopaedic Nursing: Chronic Conditions	6
92869	Specialty Clinical Practice	6
	(One) Professional studies subject	6
	(One) Research subject	6
	(Two) Elective subjects <i>(recommended elective: 92713 Health Breakdown)</i>	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 Care 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 <i>(recommended elective: 92908 Advanced Perioperative Nursing)</i>	12

Clinical Accreditation Program

Students who complete a specified 6 or 12 credit point Clinical Accreditation Program (CAP) with Northern Sydney Health (NSH) will be eligible to apply for advanced standing in the Graduate Diploma/Master of Nursing in Clinical Practice.

Clinical practice subjects

- 92868 Advanced Assessment in Nursing Practice
- 92894 Advanced Clinical Practice
- 92892 Community Practice
- 92873 Midwifery Practice 1
- 92893 Midwifery Practice 2
- 92869 Specialty Clinical Practice

Clinical studies subjects

- 92900 Advanced Nursing: Cardio-respiratory & Renal Disruption
- 92901 Advanced Nursing: Immune Response & Haematological Disruptions
- 92773 Advanced Nursing: Metabolic & Neuroendocrine Disruptions
- 92908 Advanced Perioperative Nursing
- 92701 Aged in Society, The
- 92878 Care of the Child in Illness and Disability
- 92902 Care of the Acutely Ill Child
- 92884 Community Health Nursing
- 92919 Complex Critical Care
- 92906 Contexts of Recovery Room Nursing

- 92923 Continuity of Midwifery Care
- 92910 Counselling and Group Skills
- 92905 Dimensions of Anaesthetic Nursing
- 92881 Foundations of Perioperative Nursing
- 92875 Frameworks for Mental Health Nursing
- 92918 Fundamentals of Critical Care Nursing
- 92713 Health Breakdown
- 92781 Introduction to Midwifery Practice, An
- 92913 Issues in Day Surgery Nursing
- 92895 Issues in Neonatal Care
- 92922 Meaning of Birth: Mothers, Babies and Midwives, The
- 92785 Midwifery in Complex Situations
- 92921 Neuroscience: Degenerative and Oncology
- 92920 Neuroscience: Trauma and Cerebrovascular
- 92827 Nursing Practice with the Aged
- 92911 Orthopaedic Nursing: Acute Conditions
- 92912 Orthopaedic Nursing: Chronic Conditions
- 92707 Palliative Care Nursing Practice
- 92871 Perinatal Development
- 92877 Personal and Professional Development in Mental Health Nursing
- 92706 Societal Contexts of Palliative Care, The
- 92882 Techniques in Perioperative Nursing
- 92876 Therapeutic Interventions in Mental Health Care
- 92870 Working with Families

Professional studies subjects

- 92924 Becoming a Reflective Practitioner
 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
 92917 Using Data in Health Care Analysis

Research subjects

- 92790 Evidence-based Practice¹
 92867 Frameworks for Nursing Inquiry
 92813 Dissertation²
 92817 Project (two semesters)³
 92812 Project (one semester)
 92866 Qualitative Research Processes
 92889 Quantitative Research Design

¹ Evidence-based Practice – students who have not previously done any Research subjects must undertake 92790 Evidence-based Practice.

² 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 Project:

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

Elective subjects

In addition to the subjects listed above, the following subjects are also available as electives.

- 21822 International Health Management
 77869 Health Care Law¹
 92808 Resource Allocation
 92861 Technology and Ethics
 92886 Graduate Writing Skills
 92914 Introduction to Homeopathy

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 (local)*¹
-

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 with a minimum of 18 credit points at 500 level) one year part time

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

1. four subjects – 92894 Advanced Clinical Practice plus one clinical studies subject and two electives, or
2. Project¹ plus two electives – prerequisites apply, or
3. Dissertation³ – prerequisites apply.

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

¹ This course is not offered to international students.

² Project prerequisites:

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

³ Dissertation prerequisites:

- 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.

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 Diploma must undertake one Research subject offered at postgraduate level.

Graduate Diploma in Nursing

- ◆ *Course code: KN83*
- ◆ *Testamur title: Graduate Diploma in Nursing*
- ◆ *Abbreviation: GradDipN*
- ◆ *Course fee: HECS (local)*
\$6,000 per semester (international)

Master of Nursing in Professional Studies

- ◆ *Course code: KN55*
- ◆ *Testamur title: Master of Nursing in Professional Studies*
- ◆ *Abbreviation: MN*
- ◆ *Course fee: HECS (local)*
\$6,000 per semester (international)

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 with a minimum of 18 credit points at 500 level) one-and-a-half years full time/ three years part time

The 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 with a minimum of 18 credit points at 500 level) one year full time/two years part time

- (Four) Professional studies subjects
- (One) Research subject
- (Three) Elective subjects

Major areas of study

Students can design their own program undertaking an appropriate number of subjects in the categories prescribed (Graduate Diploma

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 Evaluating Health Services	6
92794	Politics, Power and Policies in Health Care	6
	(One) Research subject	6
	(Three) Elective subjects	18

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
92917	Using Data in Health Care Analysis

Research subjects

92790	Evidence-based Practice ¹
92867	Frameworks for Nursing Inquiry
92813	Dissertation ²
92817	Project (two semesters) ³
92812	Project (one semester)
92866	Qualitative Research Processes
92889	Quantitative Research Design

¹ Evidence-based Practice – students who have not previously done any Research subjects must undertake 92790 Evidence-based Practice.

² Dissertation prerequisites:

- 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 Project prerequisites:

- 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 (local) \$6,000 per semester (international)*

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 with a minimum of 18 credit points at 500 level) one 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. project¹ plus two electives – prerequisites apply, or
3. Dissertation² – prerequisites apply.

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

¹ Project prerequisites:

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

² Dissertation prerequisites:

- 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.

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 one Research subject offered at postgraduate level.

Graduate Diploma in Nursing Management

- ◆ *Course code: KN62*
- ◆ *Testamur title: Graduate Diploma in Nursing Management*
- ◆ *Abbreviation: GradDipN*
- ◆ *Course fee: HECS (local) \$6,000 per semester (international)*

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

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

Course requirements

(Total 48 credit points with a minimum of 6 credit points at 500 level) one year full time/two years part time.

- (Four) Specified professional studies subjects
- (One) Research subject
- (Three) Elective subjects

Students are required to undertake a number of prescribed subjects.

Graduate Diploma in Nursing Management (KN62)		
Subject no.	Subject name	Credit points
21739	Health Funding Policy and Resource Management	6
92887	Organisational Management in Health Care	6
92847	Planning and Evaluating Health Services	6
92794	Politics, Power and Policies in Health Care	6
	(One) Research subject	6
	(Three) Elective subject	18

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
- 92917 Using Data in Health Care Analysis

Research subjects

- 92790 Evidence-based Practice¹
- 92867 Frameworks for Nursing Inquiry
- 92866 Qualitative Research Processes
- 92889 Quantitative Research Design

¹ Evidence-based Practice – students who have not previously done any Research subjects must undertake 92790 Evidence-based Practice.

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 Diploma in Community Health Nursing

- ◆ *Course code: KN82*
- ◆ *Testamur title: Graduate Diploma in Community Health Nursing*
- ◆ *Abbreviation: GradDipN*
- ◆ *Course fee: HECS (local) \$6,000 per semester (international)*

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

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

Course requirements

(Total 48 credit points with a minimum of 6 credit points at 500 level) two years part time/ one year full time

The prescribed subjects are shown in the table on the next page.

- (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 Mental Health Nursing

- ◆ *Course code: KN67*
- ◆ *Testamur title: Graduate Diploma in Mental Health Nursing*
- ◆ *Abbreviation: GradDipN*
- ◆ *Course fee: HECS (local)¹*

The overall aim of the course is to provide registered nurses with the knowledge, expertise and competencies for advanced practice in mental health nursing. This course is designed to prepare mental health nurses who will have developed the knowledge, skills and understandings to practice safely and competently in a variety of mental health care settings, to: demonstrate an understanding of the experience of the consumer and the ability to work in collaboration with consumers in their care; have the capacity to work effectively as a member of a multi-disciplinary team; critically examine and appraise their own practice and develop and modify their approaches as necessary; actively contribute to the professional development of others; value research processes in their day to day practice; and be committed to the development of the discipline of mental health nursing.

Course requirements

(Total 48 credit points) two years part time

- (Three) Specified clinical studies subjects
- (Two) Clinical practice subjects
- (One) Professional studies subject
- (One) Research subject
- (One) Elective subject

Students are required to undertake a number of prescribed subjects. A table listing these subjects are shown in the table on the next page. Students who successfully complete a university approved mental health nursing program will be eligible to apply for advanced standing in up to two clinical practice subjects (Advanced Assessment in Nursing Practice and Specialty Clinical Practice).

¹ This course is not offered to international students.

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
- 92917 Using Data in Health Care Analysis

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.

Research subjects

- 92790 Evidence-based Practice¹
- 92867 Frameworks for Nursing Inquiry
- 92866 Qualitative Research Processes
- 92889 Quantitative Research Design

¹ Evidence-based Practice – students who have not previously done any Research subjects must undertake 92790 Evidence-based Practice.

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

Note: Students in the Graduate Diploma in Community Health Nursing are required to undertake a number of prescribed subjects.

Graduate Diploma in Mental Health Nursing (KN67)		
Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice	6
92875	Frameworks for Mental Health Nursing	6
92877	Personal and Professional Development in Mental Health Nursing	6
92869	Specialty Clinical Practice	6
92876	Therapeutic Interventions in Mental Health Care	6
	(One) Professional studies subject	6
	(One) Research subject	6
	(One) Elective subjects <i>(recommended elective: 92710 Counselling and Group Skills)</i>	6

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: \$3,000 (local)¹

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. The student must be an employee of HCoA.

Course requirements

(Total 24 credit points) one year part time

The prescribed subjects are shown in the table on the next page.

¹ This course is not offered to international students.

Graduate Certificate in Critical Care Nursing

- ◆ Course code: KN98
- ◆ Testamur title: Graduate Certificate in Critical Care Nursing
- ◆ Abbreviation: none
- ◆ Course fee: \$3,000 (local)¹

The overall aim of this course is to prepare registered nurses to function as specialty critical care nurses in a variety of health care settings. The course is designed to impart the necessary knowledge, skills and understanding to enable registered nurses to: practice safely and competently in the specialty of critical care nursing; synthesise specialty knowledge, skills, expertise in order to enhance the quality care for patients and their families; make appropriate clinical judgments in relation to care of critically ill people; critically evaluate their practice and to incorporate research findings and technologies when appropriate; develop the ability to actively contribute to the professional development of others; appropriately counsel and support patients and their families as they deal with their health and lifestyle adjustments; use research in order to make informed decisions about nursing practice.

Course requirements

(Total 24 credit points) one year part time

Students must be employees of Northern Sydney Health and will undertake a Clinical Accreditation Program (CAP) that is equivalent to the subject 92869 Specialty Clinical Practice. This will be at no cost to participants. On successful completion of the CAP, students will then be awarded credit of 6 credit points.

The prescribed subjects are shown in the table on the next page.

Research subjects

- 92790 Evidence-based Practice²
- 92867 Frameworks for Nursing Inquiry
- 92866 Qualitative Research Processes
- 92889 Quantitative Research Design

¹ This course is not offered to international students.

² Evidence-based Practice – students who have not previously done any Research subjects must undertake 92790 Evidence-based Practice.

Graduate Certificate in Diabetes Education and Management

- ◆ Course code: KN92
- ◆ Testamur title: Graduate Certificate in Diabetes Education and Management
- ◆ Abbreviation: none
- ◆ Course fee: \$3,000 (local)¹

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 Faculty of Education, and in collaboration with the Australian Diabetes Education Association. Students require access to a relevant clinical setting.

Course requirements

(Total 24 credit points) one year part time

This course is studied through four distance education modules which includes two residential workshops. The four prescribed subjects are shown in the table below.

¹ This course is not offered to international students.

Graduate Certificate in Gastroenterological Nursing

- ◆ Course code: KN90
- ◆ Testamur title: Graduate Certificate in Gastroenterological Nursing
- ◆ Abbreviation: none
- ◆ Course fee: \$3,000 (local)¹

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 shown in the table on the next page.

¹ This course is not offered to international students.

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

Graduate Certificate in Critical Care Nursing (KN98)		
Subject no.	Subject name	Credit points
92919	Complex Critical Care	6
92918	Fundamentals of Critical Care Nursing	6
92713	Health Breakdown	6
92869	Specialty Clinical Practice <i>or</i> (One) Research subject	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 the Management of Lactation and Infant Feeding

- ◆ Course code: KN91
- ◆ Testamur title: Graduate Certificate in the Management of Lactation and Infant Feeding
- ◆ Abbreviation: none
- ◆ Course fee: \$3,000 (local)¹

The aim of the course is to provide nurses and midwives with an opportunity to undertake studies in advanced practice in human lactation and infant feeding with a view to enhancing and extending their existing practice.

Course requirements

(Total 24 credit points) one year part time

Students who successfully complete the Australian Professional Lactation Educational Service (APLES) program or equivalent will be eligible to apply for advanced standing of two subjects (Applied Sciences in Lactation and Infant Feeding and Application to Practice 1).

The prescribed subjects are shown in the table below.

¹ This course is not offered to international students.

Graduate Certificate in Neuroscience Nursing

- ◆ Course code: KN99
- ◆ Testamur title: Graduate Certificate in Neuroscience Nursing
- ◆ Abbreviation: none
- ◆ Course fee: \$3,000 (local)¹

The overall aim of this course is to prepare registered nurses to function as specialty neuroscience nurses in a variety of health care settings. The course is designed to impart the necessary knowledge, skills and understanding to enable registered nurses to: practice safely and competently in the specialty of neuroscience nursing; synthesise specialty knowledge, skills, expertise in order to enhance the quality care for patients and their families; make appropriate clinical judgements in relation to care of people with neurological problems; critically evaluate their practice to enhance professional practice; develop the ability to actively contribute to the professional development of others; appropriately counsel and support patients and their families as they deal with their health and lifestyle adjustments; and use research in order to make informed decisions about nursing practice.

Course requirements

(Total 24 credit points) one year part time

Students who are employees of Northern Sydney Health will undertake a Clinical Accreditation Program (CAP) that is equivalent to the subject 'Specialty Clinical Practice'.

¹ This course is not offered to international students.

Graduate Certificate in Gastroenterological Nursing (KN90)		
Subject no.	Subject name	Credit points
92726	Clinical Gastroenterological Nursing	6
92790	Evidence-based Practice	6
92702	Gastroenterological Nursing 1	6
92713	Health Breakdown	6

Graduate Certificate in the Management of Lactation and Infant Feeding (KN91)		
Subject no.	Subject name	Credit points
92824	Application to Practice 1	6
92916	Application to Practice: Infant Feeding	6
92823	Applied Sciences in Lactation and Infant Feeding	6
92915	Sociopolitical Context: Infant Feeding	6

This will be at no cost to participants. On successful completion of the CAP, students will then be awarded credit of 6 credit points.

The prescribed subjects are listed in the table below.

Research subjects

92790	Evidence-based Practice ¹
92867	Frameworks for Nursing Inquiry
92866	Qualitative Research Processes
92889	Quantitative Research Design

¹ Evidence-based Practice – students who have not previously done any Research subjects must undertake 92790 Evidence-based Practice.

Graduate Certificate in Perioperative Nursing

- ◆ *Course code: KN93*
- ◆ *Testamur title: Graduate Certificate in Perioperative Nursing*
- ◆ *Abbreviation: none*
- ◆ *Course fee: \$3,000 (local)*¹

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. The student must be an employee of HCoA.

Course requirements

(Total 24 credit points) one year part time

The prescribed subjects are shown in the table below.

¹ This course is not offered to international students.

Graduate Certificate in Neuroscience Nursing (KN99)		
Subject no.	Subject name	Credit points
92713	Health Breakdown	6
92921	Neuroscience: Degenerative and Oncology	6
92920	Neuroscience: Trauma and Cerebrovascular	6
92869	Specialty Clinical Practice <i>or</i> (One) Research subject	6

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

RESEARCH PROGRAMS

Key research contacts

Director of Research

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

Associate Professor Jane Stein-Parbury
room 5.219; telephone (02) 9514 5260

Research and Project Officer

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

Cath Nettleton
room 5.395; 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.

Dr Cheryl Waters
room 5.497; telephone (02) 9514 5741

Professional Doctorate Coordinator

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

Associate Professor Mary Chiarella
room 5.290; telephone (02) 9514 5023

Admission 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 Project 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 of at least five years); usually a Master of Nursing (by coursework) or equivalent; and relevant industry access sufficient to undertake a program of practice focused 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 each 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 2001 of A\$12,000.

Doctor of Philosophy

- ◆ *Course code: KN51*
- ◆ *Testamur title: Doctor of Philosophy*
- ◆ *Abbreviation: PhD*
- ◆ *Course fee: HECS exempt¹ (local)*
\$6,000 per semester (international)

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.

¹ Research programs are currently HECS exempt for local students. Students are however liable for University service fees (refer to page 7).

Master of Nursing (by thesis)

- ◆ *Course code: KN52*
- ◆ *Testamur title: Master of Nursing*
- ◆ *Abbreviation: MN*
- ◆ *Course fee: HECS exempt¹ (local)*
\$6,000 per semester (international)

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.

¹ Research programs are currently HECS exempt for local students. Students are however liable for University service fees (refer to page 7).

Doctor of Nursing

- ◆ *Course code: KN96*
- ◆ *Testamur title: Doctor of Nursing*
- ◆ *Abbreviation: DNurs*
- ◆ *Course fee: HECS exempt¹ (local)*
\$6,000 per semester (international)

Doctor of Midwifery

- ◆ *Course code: KN97*
- ◆ *Testamur title: Doctor of Midwifery*
- ◆ *Abbreviation: DMid*
- ◆ *Course fee: HECS exempt¹ (local)*
\$6,000 per semester (international)

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 for local students. Students are however liable for University service fees (refer to page 7).

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 and Project Officer can be contacted on telephone (02) 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' below.

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.

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 on page 70.

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' below.

Orientation workshops

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.

Faculty 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 (02) 9514 1521.

Satisfactory progress

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. 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 (Rule 3.4 for Master's degrees by thesis and Rule 3.5 for Doctoral programs). A copy of the Rules of the University relating to students is published in both the *UTS Calendar 2001* and online at:

www.uts.edu.au/div/publications/policies/rules/contents.html

Master of Nursing (by thesis) candidates

Minimum duration of course (Rule 3.4.5.2)

Full time = 4 semesters

Part time = 6 semesters

Maximum duration of course (Rule 3.4.11.1)

Full time = 6 semesters

Part time = 9 semesters

Note:

- These periods do not include periods of approved leave of absence (Rule 3.4.11.1).
- The maximum period may only be extended with the approval of the University Graduate School Board (Rule 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 (Rule 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 while 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 (Rule 3.4.7.1).
- Under the Faculty of Nursing, Midwifery and Health guidelines (in conjunction with Rule 3.4.5.1(c)) full-time research degree 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 (Rule 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 (Rule 3.4.8.1(a)).

Doctoral degree candidates

Minimum duration of course (Rule 3.5.6.2)

If a candidate holds a Master's degree:

Full time = 4 semesters

Part time = 6 semesters

If a candidate holds a Bachelor's degree:

Full time = 6 semesters

Part time = 8 semesters

Maximum duration of course (Rule 3.5.13.1)

Full time = 10 semesters

Part time = 15 semesters

Note:

- These periods do not include periods of approved leave of absence (Rule 3.5.13.1).
- The maximum time may only be extended with the permission of the Academic Board (Rule 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 (Rule 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 while 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 his or her progress throughout the semester (Rule 3.5.8.1(a)).
- Under the Faculty of Nursing, Midwifery and Health guidelines (in conjunction with Rule 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 (Rule 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 (Rule 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 audio-visual 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, where applicable.

GUIDELINES FOR THE DOCTORAL AND MASTER'S ASSESSMENT: CONFIRMATION OF DOCTORAL AND MASTER OF NURSING CANDIDATURE

Before or at the end of two semesters for full-time Doctoral and Master's candidates, and before or at the end of four semesters for part-time Doctoral candidates and three semesters for part-time Master's by Thesis candidates, the candidate's progress is assessed. The purpose of this assessment is to ensure that candidates are equipped with the knowledge to carry out their research program and have made sufficient progress to make it likely that they will finish in the prescribed time.

Candidates who do not satisfy the requirements for the Doctoral or Master's Assessment will not be permitted to proceed with their candidature unless they gain the approval of the UTS Academic Board. They will then be invited to re-attempt the Doctoral Assessment six months after they have been notified in writing of the unsatisfactory outcome.

Objectives of the Doctoral and Master's Assessment

The objectives of the Assessment are to ensure that:

1. candidates have the knowledge and skills to enable successful and timely completion of their 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 consideration time and money, and
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.

Components of the Doctoral and Master's Assessment

The components of assessment are:

1. satisfactory progress over the preceding semesters
2. written document (not exceeding 10,000 words) describing the proposed research

through reference to literature, formulating an appropriate research topic/question/hypothesis, discussing the significance of the work within the area of study and justifying the proposed methodology/method

3. an open seminar presented to the Doctoral or Master's Assessment Panel and members of the University community on the research topic and proposal
4. re-assessment of resource implications of the proposed research project and confirmation by the Principal Supervisor that these requirements can be met either from research grants or from Faculty funds, and
5. completion of prescribed coursework prior to the Assessment.

Procedures for conduct of the Assessment

1. The candidate is notified of the upcoming Assessment no less than 12 weeks prior to the Assessment.
2. The supervisor(s) and Relevant Degree Coordinator are asked to nominate appropriate "relevant others" for the Assessment Panel. Approval of the relevant others is sought from the Faculty Research Committee.

The Assessment Panel shall be composed of the following members:

- Chair: Director of Research (or nominee)
 - Relevant Research Degree Coordinator (or nominee)
 - Candidate's Principal Supervisor
 - Candidate's Co-supervisor (will review written material and attend presentation if practicable)
 - Two relevant others (knowledgeable in topic area and/or methodology and usually external to the Faculty).
3. The Assessment Panel members and candidate are provided with these Guidelines.
 4. The presentation is advertised to the University community.
 5. The candidate provides the written document no later than 14 days prior to the scheduled Assessment.
 6. The Panel meets to discuss the process and written document prior to the seminar presentation.

7. The seminar presentation follows a standard process:
 - (a) The Chairperson welcomes the candidate to the meeting, introduces members of the Panel and welcomes other guests/observers.
 - (b) The Chairperson invites the candidate to give an oral presentation of up to 20 minutes.
 - (c) The Chairperson invites comment from the candidate's supervisor(s), followed by questions from members of the Panel. Others present may be invited to ask questions of the candidate, if there is sufficient time.
 - (d) The period for questions and discussion of the project proposal/ seminar material normally does not exceed 40 minutes.
 - (e) The Chairperson thanks the candidate (and others present) and concludes the session.
8. The criteria that the Assessment Panel will use to assess the candidate's progress are:
 - (a) the candidate's ability to select, analyse, synthesise and evaluate relevant material pertaining to the field of study
 - (b) the candidate's understanding of key concepts, problems and issues in relevant literature
 - (c) the candidate's critical acumen and capability for critical appraisal of relevant research
 - (d) the candidate's 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
 - (e) the candidate's justification of proposed research methods
 - (f) the candidate's understanding of resource implications
 - (g) the candidate's capacity to complete the proposed research project within the prescribed time, and
 - (h) the candidate's understanding of ethical implications.
9. The Assessment Panel prepares a report taking the aims of the Assessment and specific criteria indicated above into account. Evidence to be used includes:
 - (a) the candidate's progress during the candidature to date including Progress Reports
 - (b) the candidate's written material, and
 - (c) the content of the seminar in so far as it supplements the written material.

The Assessment Panel decision as to whether the candidate has satisfied the Assessment requirements is made by a vote of members of the Panel with a simple majority determining the outcome. In the event that the Assessment Panel is divided equally, the Chair of the Panel has a second or casting vote.
10. The candidate shall be informed of the Panel's determination verbally by the Panel (if appropriate) or in a meeting between the chairperson, supervisors and the candidate as soon as practical. Either way, the candidate shall be advised of the determination in writing within two weeks. A copy of this letter shall be forwarded to the candidate supervisor(s) and, (the Faculty Research Committee) and the University Graduate School.

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: Rules 3.4.11, 3.4.12 and 3.4.13; and for Doctoral candidates: Rules 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 should consult their supervisor – remember, even paraphrasing another person's work is defined as 'using' that person's work and must be acknowledged.

The penalties relating to a candidate found to have committed plagiarism are outlined in Rules 2.17, 2.23 and 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 2001* and online at:

www.uts.edu.au/div/publications/policies/rules/contents.html

Master of Nursing (by thesis) candidates should consult and be familiar with Rules 3.4.8, 3.4.9 and 3.4.10. Doctoral candidates should also familiarise themselves with Rules 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 Project Officer, Faculty of Nursing, Midwifery and Health at Kuringgai, 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 1968*. 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, and
 - (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 Director of Research, 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, while 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 Rule 3.4.10 (Master's) or Rule 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:

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 Graduate Programs, the Faculty of Nursing, Midwifery and Health or the UTS Student Info & Admin Centre. A specific lodgment date applies and candidates are encouraged to make early inquiries at the UTS Student Info & Admin Centre.

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. They are available online from the University Graduate School's website at:

www.gradschool.uts.edu.au

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 Director of Research. 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 Director of Research 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 Director of Research 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 Director of Research, 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 Director of Research. 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 Director of Research. If alternative supervision is considered the only solution, then a recommendation to this effect by the Director of Research 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 Director of Research 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 Director of Research 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 above 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 Director of Research, 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 both Doctoral and 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

91523

Fundamentals of Pathophysiology 1

6cp; 12 weeks, 5hpw
Undergraduate

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.

91524

Fundamentals of Pathophysiology 2

6cp; 12 weeks, 5hpw
Undergraduate

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.

91525

Fundamentals of Pathophysiology 3

6cp; 12 weeks, 5hpw; prerequisite(s): 91523
Fundamentals of Pathophysiology 1 or 91524
Fundamentals of Pathophysiology 2
Undergraduate

This subject has been designed to develop an understanding of the microbiology and pathophysiology of the nervous system and the anatomy, physiology, microbiology and

pathophysiology of the endocrine system. Students will also study the drugs used in the treatment of the systems studied. Diseases acquired parenterally either by trauma, insect bite or hospital procedures will also be discussed.

91526

Fundamentals of Pathophysiology 4

6cp; 12 weeks, 5hpw; prerequisite(s): 91523
Fundamentals of Pathophysiology 1 or 91524
Fundamentals of Pathophysiology 2
Undergraduate

This subject has been designed to develop an understanding of the anatomy, physiology, microbiology and pathophysiology of the integumentary, the immune and the haematological systems and the drugs used in the treatment of the systems studied. Students will study normal and abnormal cell development and cancer diagnosis and grading. Pregnancy, development and some cancers of the reproductive system will be studied. Students will study the principles of anaesthesia and analgesia, interactions of drugs both beneficial and adverse and problems of toxicity, tolerance and addiction. This subject also includes an introduction to the nervous system.

91604

Introductory Pharmacology and Microbiology

6cp; 12 weeks, 6hpw
Undergraduate

This subject contributes to the overall course by enabling students to master the concepts of micro-organisms which affect humans – their biology, concept of normal flora, opportunistic pathogens and compromised host. Students also study basic principles of drug action including the concepts of potency, toxicity, drug/receptor interactions, agonists and antagonists and basic pharmacokinetics. Development of a framework for the study of the actions and therapeutic applications of major groups of drugs which are used in health care are covered. Both these key areas underpin professional nursing practice.

92109**Nursing Practice 1A**

*12cp; 140 hours total
Undergraduate*

Students will complete 100 hours of supervised clinical nursing practice in the areas of adult medical/surgical. Students will be required to complete 40 hours of supervised laboratory skills, and complete self-directed learning packages.

92167**Foundations of Helping and Caring**

*4cp; 4hpw; prerequisite(s): Part 1: Interpersonal and Counselling Skills, Part 2: Psychosocial Foundations of Health, Illness and Disability
Undergraduate*

This subject facilitates the development of essential interpersonal and helping skills required for the practice of Traditional Chinese Medicine. The subject introduces students to the approaches of understanding people and models of health and health care from western perspectives. Particular focus is given to the psychosocial factors that contribute to and maintain illness and disability and to therapeutic approaches and strategies to restore and facilitate wellbeing and coping. The meeting places between western and eastern philosophies, understandings, practices and influences are explored.

92180**Nursing Honours Dissertation (Part 1)**

*6cp; 14 weeks, 3hpw
Undergraduate*

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

92181**Nursing Honours Dissertation (Part 2)**

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

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

92190**The Discipline of Nursing**

*6cp; 12 weeks, 3hpw
Undergraduate*

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
Undergraduate*

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 judgment 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
Undergraduate*

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 judgment within acute care settings will be developed in both the theory component and in clinical settings.

92193**Nursing Relationships**

*6cp; 12 weeks, 3hpw
Undergraduate*

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; 7 weeks, 5hpw x 6 weeks theoretical
hours, 40 clinical hours
Undergraduate*

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 judgment 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; 7 weeks, 5hpw x 6 weeks theoretical
hours, 40 clinical hours
Undergraduate*

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 gastro-intestinal 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 judgment in acute care settings continues to be developed in both the theory component and in clinical settings.

92236**Foundations of Mental Health Nursing**

*8cp; 13 weeks, 4hpw x 12 weeks theoretical
hours, 60 clinical hours; corequisite(s): 92237
Primary Health Care and the Aged
Undergraduate*

This subject focuses on the care of individuals who are experiencing an alteration in their mental state, some form of mental distress, and/or a psychiatric illness. This subject builds on content addressed previously in the course and provides students with the opportunity to challenge their attitudes, beliefs and values and examine issues specific to the understanding and care of individuals experiencing altered mental functioning. This subject

addresses the care of individuals who are experiencing a range of problems that the nurse is likely to encounter in any health care setting.

92237

Primary Health Care and the Aged

*4cp; 12 weeks, 2hpw theoretical hours, 30 clinical hours; corequisite(s): 92236
Foundations of Mental Health Nursing
Undergraduate*

Health promotion and primary health care as defined by the World Health Organisation form the framework for exploring the principles and practice of community health nursing and the dynamic nature of the community. The subject utilises insights from the disciplines of epidemiology, population health and sociology to examine the health needs of vulnerable groups in the community, with particular reference to the needs of the aged population. The importance of ecological sustainability to the health of the community will also be addressed.

92238

Adult Nursing: Cellular Alterations

*6cp; 13 weeks, 3hpw x 12 weeks theoretical hours, 30 clinical hours; prerequisite(s): 92191 Adult Nursing: Cardiovascular or 92192 Adult Nursing: Respiratory or 92194 Adult Nursing: Renal and Reproductive or 92195 Adult Nursing: GIT and Orthopaedic (any two may be chosen)
Undergraduate*

The subject focuses on adults experiencing alterations in cellular function. Transition toward recovery and through rehabilitation will be explored. From this understanding, issues of preventative care will be developed. Relevant psychomotor skills and skill in the exercise of clinical judgment will be developed through the use of guided clinical experiences and case studies which are based on epidemiological trends in immune disorders, cancer and diseases of the blood.

92239

Foundations of Paediatric Nursing

*8cp; 13 weeks, 4hpw x 12 weeks theoretical hours, 60 clinical hours; corequisite(s): 92240
The Family in Health and Illness
Undergraduate*

This subject extends students' specific knowledge and skills in order to attain beginning paediatric nursing practice. Students will apply their knowledge of growth and development, children's health and health breakdown,

child and family processes to the care of infants, children, adolescents and their families. The principles of paediatric nursing across a range of health breakdown conditions and health care settings will be addressed.

92240

The Family in Health and Illness

*4cp; 12 weeks, 2hpw theoretical hours, 30 clinical hours; corequisite(s): 92239
Foundations of Paediatric Nursing
Undergraduate*

A lifespan approach is used as the framework, in which the stages of family life form the basis for an exploration of key social and health issues and the practice of family centred nursing care. Psychosocial factors and the family's response to life stressors in both health and illness will be discussed using a cross-disciplinary approach. Particular emphasis will be given to maternal and infant care and the child bearing family, issues to do with caring for a person with a developmental disability within the family, and the effect on families of the chronic illness of a family member. A health promotion perspective will be used throughout.

92241

Inquiry in Nursing Practice

*6cp; 14 weeks, 28 theoretical hours, 24 experiential hours
Undergraduate*

The major purpose of this subject is to expand students' understanding of, and commitment to the use of research evidence in their everyday clinical decision making. The subject provides students with an opportunity to develop a broad understanding of common approaches to nursing research, and the place of all forms of research in nursing practice. As a capstone, this subject returns students to the complexity of the exercise of clinical judgment; and research as one element of judgment making.

92242

Practice Interactions

*6cp; 14 weeks, 28 theoretical hours, 24 experiential hours; prerequisite(s): 92193
Nursing Relationships
Undergraduate*

This subject builds an appreciation of the social, ethical, legal and resource dimensions of nursing practice in terms of nursing relationships, institutional structures and the broader contexts of health care. An understanding of the issues of social justice, and access and equity in relation to health care are developed.

The parameters of legal responsibility will be established and moral agency will be explored and affirmed. This subject will deepen participants' insight into self as a therapeutic agent and facilitate the development of a professional commitment to nursing as therapy.

92243

Practice Development 1

6cp; 7 or 8 weeks, 14 theoretical hours, 96 or 120 clinical hours; prerequisite(s): all first year Adult Nursing subjects (92191, 92192, 92194, 92195), plus one (1) 2nd year Adult Nursing subject (92248 or 92238), plus one (1) 2nd year Foundations subject (92236 or 92239) or equivalent Undergraduate

The subject provides the opportunity for students to refine and consolidate both their medical-surgical nursing skills and generic nursing competencies. The ANCI Competencies form the framework for practice development. Students will be provided with a range of practice-based/clinical learning opportunities which ensure that each domain of practice is addressed and assessed.

92244

Comprehensive Health Assessment

6cp; 14 weeks, 28 theoretical hours, 24 experiential hours; prerequisite(s): all first year Adult Nursing subjects (92191, 92192, 92194, 92195), plus one (1) 2nd year Adult Nursing subject (92248 or 92238), plus one (1) 2nd year Foundations subject (92236 or 92239) for Medical Surgical sub-major, or 92236 Foundations of Mental Health Nursing for Mental Health sub-major, or 92239 Foundations of Paediatric Nursing for Paediatric sub-major or equivalent Undergraduate

The subject enables students to consolidate and integrate skills and knowledge acquired earlier in the course. Students will carry out comprehensive and accurate health assessments on patients/clients in their care. Using a range of data gathering technique students will analyse physiological, psychological, spiritual, socio-economic and cultural variables as they impact on the person's functional health status. Using this information, students will then plan, implement and evaluate nursing care.

92245

Organisational Relationships

6cp; 14 weeks, 28 theoretical hours, 24 experiential hours; prerequisite(s): 92190 The Discipline of Nursing Undergraduate

This subject enables students to appreciate the nurses' role, status and responsibilities within local, national and global health environments. Critical issues of health care delivery will be examined with particular emphasis on the effects of power, policy and politics on everyday nursing relationships. The interpersonal skills required to negotiate and collaborate are developed and students are introduced to the processes of change. Within this subject students are prepared for the transition to registered nurse by exploring the transitional experiences of others and by developing strategies for gaining employment, career advancement and support.

92246

Practice Development 2

6cp; 7 or 8 weeks, 20 theoretical hours, 96 or 120 clinical hours; prerequisite(s): all first year Adult Nursing subjects (92191, 92192, 92194, 92195), plus one (1) 2nd year Adult Nursing subject (92248 or 92238), plus one (1) 2nd year Foundations subject (92236 or 92239) for Medical Surgical sub-major, or 92236 Foundations of Mental Health Nursing for Mental Health sub-major, or 92239 Foundations of Paediatric Nursing for Paediatric sub-major or equivalent Undergraduate

The subject provides students with extended clinical experience. Students will choose from one of three sub-majors: adult medical-surgical; mental health; and paediatric nursing. The content will reflect the sub-major under study and will extend theoretical and practical skills developed in the first two years of the program.

92247**Practice Development 3**

6cp; 7 or 8 weeks, 14 theoretical hours, 96 or 120 clinical hours; prerequisite(s): all first year Adult Nursing subjects (92191, 92192, 92194, 92195), plus one (1) 2nd year Adult Nursing subject (92248 or 92238), plus one (1) 2nd year Foundations subject (92236 or 92239) for Medical Surgical sub-major, or 92236 Foundations of Mental Health Nursing for Mental Health sub-major, or 92239 Foundations of Paediatric Nursing for Paediatric sub-major Undergraduate

The subject functions as a capstone to the sub-majors. In an experiential learning situation, students are given the opportunity to apply theoretical principles and clinical skills with clients in various contexts of care – acute adult medical-surgical or mental health or paediatrics. Students will practice nursing under the guidance of a registered nurse from the clinical facility and provide continuity patient/client care.

92248**Adult Nursing: Neuro-endocrine**

6cp; 13 weeks, 3hpw x 12 weeks theoretical hours, 30 clinical hours; prerequisite(s): 92191 Adult Nursing: Cardiovascular or 92192 Adult Nursing: Respiratory or 92194 Adult Nursing: Renal and Reproductive or 92195 Adult Nursing: GIT and Orthopaedic (any two may be chosen) Undergraduate

The subject focuses on adults experiencing alterations in neurological and/or endocrine function requiring acute care, recovery, rehabilitation and prevention. Clinical judgment and associated psychomotor skills will be developed through the use of guided clinical experiences and case studies which are based on epidemiological trends in neurological and endocrine health and illness.

92249**Intensive Care Nursing**

6cp; intensive mode; 20 theoretical hours, 80 clinical hours; prerequisite(s): 92191, 92192, 92194, 92195 plus either 92248 or 92238 and either 92236 or 92239; prerequisite(s) – ENs only: either 92262 or 92261 and either 92236 or 92239 Undergraduate

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.

92251**Community Health Nursing**

6cp; intensive mode; 20 theoretical hours, 80 clinical hours; prerequisite(s): 92191, 92192, 92194, 92195 plus either 92248 or 92238 and either 92236 or 92239; prerequisite(s) – ENs only: either 92262 or 92261 and either 92236 or 92239 Undergraduate

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.

92253**Maternal and Infant Care**

6cp; intensive mode; 20 theoretical hours, 80 clinical hours; prerequisite(s): 92191, 92192, 92194, 92195 plus either 92248 or 92238 and either 92236 or 92239; prerequisite(s) – ENs only: either 92262 or 92261 and either 92236 or 92239 Undergraduate

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.

92254**Mental Health Nursing**

6cp; intensive mode; 20 theoretical hours, 80 clinical hours; prerequisite(s): 92191, 92192, 92194, 92195 plus either 92248 or 92238 and either 92236 or 92239; prerequisite(s) – ENs only: either 92262 or 92261 and either 92236 or 92239 Undergraduate

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.

92256

Operating Theatre Nursing

6cp; intensive mode; 20 theoretical hours, 80 clinical hours; prerequisite(s): 92191, 92192, 92194, 92195 plus either 92248 or 92238 and either 92236 or 92239; prerequisite(s) – ENs only: either 92262 or 92261 and either 92236 or 92239
Undergraduate

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.

92257

Paediatric Nursing

6cp; intensive mode; 20 theoretical hours, 80 clinical hours; prerequisite(s): 92191, 92192, 92194, 92195 plus either 92248 or 92238 and either 92236 or 92239; prerequisite(s) – ENs only: either 92262 or 92261 and either 92236 or 92239
Undergraduate

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 speciality of paediatric nursing. It also has the potential to assist them in their quest for future employment.

92258

Palliative Care

6cp; intensive mode; 20 theoretical hours, 80 clinical hours; prerequisite(s): 92191, 92192, 92194, 92195 plus either 92248 or 92238 and either 92236 or 92239; prerequisite(s) – ENs only: either 92262 or 92261 and either 92236 or 92239
Undergraduate

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

92260

Women's Health

6cp; intensive mode; 20 theoretical hours, 80 clinical hours; prerequisite(s): 92191, 92192, 92194, 92195 plus either 92248 or 92238 and either 92236 or 92239; prerequisite(s) – ENs only: either 92262 or 92261 and either 92236 or 92239
Undergraduate

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 to use nursing interventions in order to help these women regain/maintain their health and also to negotiate the health system.

92261

Adult Nursing – Medical

6cp; 3hpw x 12 weeks theoretical hours, 30 experiential hours
Undergraduate

This subject focuses on adults experiencing alterations to health which require medical interventions. Using the functional health patterns, students will continue to develop the tools necessary to exercise clinical judgment to provide nursing care in the areas of acute care, recovery and rehabilitation and prevention.

92262**Adult Nursing: Surgical**

*6cp; 3hpw x 12 weeks theoretical hours,
30 experiential hours
Undergraduate*

This subject focuses on adults experiencing alterations to health which require surgical interventions. Using the functional health patterns, students are introduced to the exercise of clinical judgment in nursing practice to provide acute care, recovery, rehabilitation and prevention. Clinical judgment and associated psychomotor skills will be developed through the use of case studies which are based on current epidemiological trends.

92xxx**Leadership and Management for Practice Development in Midwifery**

*6cp; mixed mode; lectures/seminars/
group work/class presentations/
enquiry-based learning/assignments
Postgraduate*

This subject has been designed with midwives who work as opinion leaders in mind e.g. managers, educators, researchers, consultants, policy makers and experienced clinicians. Students will explore the significant political and social changes that have impacted on the recognised need to develop maternity services that both respond to women's expressed needs and make full use of midwifery expertise. This will include an in-depth exploration of the knowledge base which informs practice and the changing contexts within which that knowledge has been generated. The study of strategies to improve maternity service provision will address issues such as conflict resolution, horizontal violence, professional dominance and appropriate review and support systems. Theory related to change management and leadership will enable students to analyse their salient practice concerns including their own leadership role in initiating appropriate educational and organisational changes within the profession.

92xxx**Collaborative Midwifery Practice in Complex Situations**

*6cp; mixed mode; lectures/seminars/
project work/class presentations/
enquiry-based learning/assignments
Postgraduate*

This subject explores the role and skills of the midwife in relation to notions of autonomy and collaboration with an emphasis on situations where midwives are working with women and new babies who are at risk in some way. Complex situations that require inter-professional collaboration will be explored in terms of the bio-psycho-social implications for women and their families, issues concerning loss, appropriate care and the power relations between all involved. Students will have an opportunity to identify major theoretical influences on their salient practice concerns in complex situations and set these within a critical framework. The subject aims to foster confidence in midwives so that they may contribute to multi-disciplinary perspectives and collaboration from their own professional strengths and skill base.

92xxx**Community Midwifery and Primary Health Care**

*6cp; mixed mode; lectures/seminars/
project work/class presentations/
enquiry-based learning/assignments
Postgraduate*

The principles of primary health care will be applied to the development of community midwifery models. This subject allows students to develop a range of personal and professional resources that are required in order to develop midwifery and maternity care in the 21st century. The values underpinning health and welfare in relation to maternity service provision will be explored within historical and contemporary contexts. Theory related to the midwife's role in facilitating social support and community development will be explored as well as the interface between acute and community services and the issues associated with autonomous practice and collaboration. There may be the potential for students to undertake this subject in conjunction with a clinical placement to ensure that they will be able to work in European countries such as the UK, without having to undergo further training in community-based midwifery care (which is the present situation).

92xxx**Clinical Elective**

6cp; 14 weeks, 20 theoretical hours, 96 or 120 clinical hours; prerequisite(s): all first year Adult Nursing subjects (92191, 92192, 92194, 92195), plus one (1) 2nd year Adult Nursing subject (92248 or 92238), plus one (1) 2nd year Foundations subject (92236 or 92239) Undergraduate

In this subject students will be able to apply their accumulated theoretical and clinical knowledge to a selected specialty in nursing practice. Subject to student numbers, students will have an opportunity to integrate core curriculum concepts within a nursing specialty of their choice. These include:

- 92249 Intensive Care Nursing
- 92250 Drug and Alcohol Nursing; corequisite: Mental Health Nursing sub-major
- 92251 Community Health Nursing
- 92252 Emergency Room Nursing
- 92253 Maternal and Infant Care
- 92254 Mental Health Nursing; corequisite: Medical Surgical Nursing sub-major
- 92255 Neonatal Intensive Care Nursing; corequisite: Paediatric Nursing sub-major
- 92256 Operating Theatre Nursing
- 92257 Paediatric Nursing; corequisite: Medical Surgical Nursing sub-major
- 92258 Palliative Care
- 92259 Rural and Remote Nursing
- 92260 Women's Health

92701**The Aged in Society**

6cp; intensive mode Postgraduate

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 Postgraduate

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 Postgraduate

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 Postgraduate

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 Palliative Care Nursing Practice. Students are offered the opportunity to extend their knowledge of the subject Palliative Care Nursing Practice by exploring clinically related issues which impact on the patient, the family and the health care team.

92713**Health Breakdown**

6cp; intensive mode Postgraduate

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; 500 level subject; intensive mode
Postgraduate*

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

92773

Advanced Nursing: Metabolic and Neuroendocrine Disruptions

*6cp; intensive mode
Postgraduate*

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

92775

Contemporary Issues in Health Care

*6cp; intensive mode
Postgraduate*

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.

92781

An Introduction to Midwifery Practice

*6cp; intensive mode
Postgraduate*

Formerly Foundations in Midwifery

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 Complex Situations

*6cp; intensive mode; prerequisite(s):
92781 An Introduction to Midwifery Practice
Postgraduate*

Formerly Midwifery in Complexity

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
Postgraduate*

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
Postgraduate*

This subject aims to expand students' understanding of, and commitment to, the development of evidence-based nursing and midwifery 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
Postgraduate*

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.

92808

Resource Allocation

*6cp; intensive mode
Postgraduate*

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

Project

*12cp; equivalent to 2 x 500 level subjects; 1 semester; work with project consultant; prerequisite(s): Graduate Diploma or equivalent (48cp). Usually a Credit average grade in previous 48cps. Project topic and project consultant prior to anticipated commencement of subject
Postgraduate*

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

Dissertation

*24cp; equivalent to 4 x 500 level subjects; work with Supervisor; prerequisite(s): Graduate Diploma or equivalent. Usually a Distinction average in previous 48cps. Thesis proposal and supervisor approved by Higher Degrees committee prior to anticipated commencement (48cp)
Postgraduate*

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.

92817

Project

*12cp; equivalent to 2 x 500 level subjects; 2 semesters; work with project consultant; prerequisite(s): Graduate Diploma or equivalent (48cp). Usually a Credit average grade in previous 48cps. Project topic and project consultant prior to anticipated commencement of subject
Postgraduate*

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.

92823

Applied Sciences in Lactation and Infant Feeding

*6cp; mixed mode
Postgraduate*

This subject will provide the theoretical framework for the clinical management of lactation and infant feeding which underpins the practice of lactation consultants. The unit will draw on a variety of knowledge and research into relevant disciplines and integrate this knowledge through the study of lactation into a coherent body of science that guides practice.

92824

Application to Practice 1

*6cp; mixed mode
Postgraduate*

This subject enables nurses and midwives to extend existing skills in the management of lactation and breastfeeding through the application of knowledge to practice and then to develop advanced nursing/midwifery practice.

92827

Nursing Practice with the Aged

*6cp; intensive mode
Postgraduate*

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

92844

Clinical Management of Diabetes

*6cp; intensive mode
Postgraduate*

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
Postgraduate*

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 relation 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; 500 level subject; intensive mode
Postgraduate*

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; intensive mode
Postgraduate*

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; intensive mode
Postgraduate*

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; 500 level subject; lecture/tutorial/group work
Postgraduate*

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; intensive mode
Postgraduate*

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; 500 level subject; lecture/practical demonstration/clinical contract
Postgraduate*

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 speciality 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/workplace learning
Postgraduate*

In this subject students will achieve an advanced level of clinical and professional competency in their chosen clinical speciality 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; intensive mode
Postgraduate*

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
Postgraduate*

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**Accredited Clinical Practice**

*12cp; not offered as a formal subject to students
Postgraduate*

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 Practice 1**

*6cp; intensive mode
Postgraduate*

Formerly Midwifery Clinical Practice

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
Postgraduate*

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
Postgraduate*

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; 500 level subject; intensive mode
Postgraduate*

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; intensive mode
Postgraduate*

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.

92881

Foundations of Perioperative Nursing

*6cp; intensive mode
Postgraduate*

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 or 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; intensive mode
Postgraduate*

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.

92884

Community Health Nursing

*6cp; lecture/seminar/workshop/learning package
Postgraduate*

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; 500 level subject; intensive mode
Postgraduate*

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

92886

Graduate Writing Skills

*6cp; weekly mode
Postgraduate*

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
Postgraduate*

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 Perianaesthesia Nursing

*6cp; mixed mode
Postgraduate*

This subject aims to expand the student's awareness and understanding of the perianaesthesia 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; 500 level subject; lecture/tutorial/group work/computer laboratories
Postgraduate*

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

92892**Community Practice**

*6cp; intensive modules and clinical contract
Postgraduate*

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 2**

*6cp; tutorial and laboratory sessions/clinical placement
Postgraduate*

Formerly Midwifery Practice

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; 500 level subject; attendance at sessions/workplace learning; prerequisite(s): 92869
Specialty Clinical Practice
Postgraduate*

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
Postgraduate*

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.

92900**Advanced Nursing: Cardio-respiratory and Renal Disruption**

*6cp; intensive mode
Postgraduate*

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, and carcinoma of the lung and kidney. Assessment tasks are clinically focused.

92901**Advanced Nursing: Immune Response and Haematological Disruptions**

*6cp; 500 level subject; intensive mode
Postgraduate*

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; intensive mode
Postgraduate*

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.

92905

Dimensions of Anaesthetic Nursing

*6cp; intensive mode
Postgraduate*

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; intensive mode
Postgraduate*

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 postoperative period, and the legal obligations of the nurse in the recovery room.

92908

Advanced Perioperative Nursing

*6cp; 500 level subject; intensive mode
Postgraduate*

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.

92910

Counselling and Group Skills

*6cp; lecture/seminar/case study/independent learning
Postgraduate*

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.

92911

Orthopaedic Nursing: Acute Conditions

*6cp; intensive mode
Postgraduate*

The concepts presented in this subject reflect the nursing assessment and decision-making required in the management of individuals with orthopaedic injuries in the area of acute and the relevant spinal injuries.

92912

Orthopaedic Nursing: Chronic Conditions

*6cp; intensive mode
Postgraduate*

The concepts presented in this subject reflect the nursing assessment and decision making required in the management of individuals with orthopaedic diseases and disorders, from admission to rehabilitation.

92913

Issues in Day Surgery Nursing

*6cp; intensive mode
Postgraduate*

This subject will expand students' awareness and understanding of day surgery nursing by tracing the historical development of day surgery in Australia and internationally. The

different organisational models of managing day and minimal access surgery will be identified and discussed. Current expectations of the optimal role nurses play in the preparation of patients for surgery, recovery discharge and follow up at home will be reviewed thoroughly. Ethical and legal implications of practice will be considered. The future of day surgery and the costs to the Australian community will be examined.

92914

Introduction to Homoeopathy

6cp; intensive mode
Postgraduate

This subject will provide a rapid immersion for the student into the history and philosophy of homoeopathic practice. The experiential activity of manufacturing a homoeopathic medicine will act as a spring board for examining the deeper homoeopathic concepts of: the Law of Similars; potentisation; pathogenesis; palliation, suppression, and cure; homoeopathic drug trials; characteristic symptoms; individuation of disease states; and, susceptibility. The current role of Homoeopathy in contemporary health care will be explored and an analysis made of the documented outcomes.

92915

Sociopolitical Context: Infant Feeding

6cp; mixed mode
Postgraduate

This subject provides knowledge of health system processes of instituting change that enables introduction of innovation within which practice and leadership can occur and encourages participants to develop ways of providing leadership through clinical consultancy. The content is set within the context of national and international priorities and directions and addresses the politics of breast-feeding. The subject prepares students to facilitate the organisational change at the forefront of latest developments.

92916

Application to Practice: Infant Feeding

6cp; mixed mode
Postgraduate

This subject provides supervised and supported practice whereby the student, in the role of clinician, develops and consolidates skills in the management of lactation and infant feeding.

92917

Using Data in Health Care Analysis

6cp; intensive mode
Postgraduate

This subject will provide a supervised experiential opportunity for the graduate student with an interest in clinical or managerial decision-making in the health services sector to explore and manipulate 'real' patient data to both generate and answer questions. The focus may be managerial, clinical or integrated between these two. Theoretical input will be limited to allow for more in-depth use of the database. The subject will help students to develop the ability to generate and answer research questions and make decisions based on available health sector data.

92918

Fundamentals of Critical Care Nursing

6cp; intensive mode
Postgraduate

This subject will develop the knowledge and understanding of critical care nursing practice in relation to the management of critically ill patients with acute cardiovascular, respiratory, neurological, renal and metabolic instability and who require emergency and critical care interventions. The impact of acute illness and the critical care environment on seriously ill patients and their families will be explored.

92919

Complex Critical Care

6cp; intensive mode
Postgraduate

This subject will develop the knowledge and understanding of critical care nursing practice in relation to the management of critically ill patients with complex, interdependent disorders requiring emergency and critical care interventions. The issues of loss and grief for patients, their families and critical care staff will be explored.

92920

Neuroscience: Trauma and Cerebrovascular

6cp; intensive mode
Postgraduate

The subject focuses on the principles of neuroscience nursing practice. The focus of study is persons who have had an injury to the nervous system and alterations to cerebrovascular flow. The subject content is explored using clinical case studies and a framework that reflects a holistic model of care.

92921**Neuroscience: Degenerative and Oncology***6cp; intensive mode**Postgraduate*

The subject focuses on the study of persons who have malignant and non-malignant tumours, degenerative disorders, and disturbances in electrical conduction, infections and acute and chronic pain states. The subject content is explored using clinical case studies and a framework that reflects a holistic model of care.

92922**The Meaning of Birth: Mothers, Babies and Midwives***6cp; intensive mode**Postgraduate*

This subject enables students to consider the social, political, spiritual and emotional aspects of becoming and being a mother as well as aspects of becoming and being a midwife. Students will explore multi-disciplinary discourses and art forms that inform understanding about childbirth.

92923**Continuity of Midwifery Care***6cp; intensive mode**Postgraduate*

This subject enables students to explore ways in which midwives can respond to the identified needs of women, as the primary focus of the midwives' relationship, and through them, identify the needs of their families and significant others. Collaboration and inter-disciplinary issues will be explored within the context of the woman's life and the socio-political dimensions of families.

92924**Becoming a Reflective Practitioner***6cp; intensive mode**Postgraduate*

This subject allows students to consolidate their learning by reflecting on their experiences in order to enhance learning from experience and to identify the life-long skills they will continue to develop as reflective practitioners. Structures for peer review and support and professional development will be addressed.

92925**New Models of Midwifery Care***6cp; mixed mode; lecture/seminars/**group work/class presentations/**enquiry-based learning/assignments**Postgraduate*

This subject enables midwives to critically evaluate the benefits, obstacles and developmental strategies associated with innovative maternity service provision in Australia and internationally, in both public and private health systems. A particular focus of enquiry will be the multiple ways midwives work in partnership with women. This will include accessing and critiquing contemporary research findings that inform practice development, ethical decision making, inter-professional collaboration and the implementation of cost-effective changes in maternity service provision. Students will identify the personal and professional support and the practice development necessary to engender confidence in all those working to provide new models of maternity care. A framework that addresses the philosophical foundation of midwifery and the construction of midwifery knowledge will underpin this subject.

99539**Pathophysiology A***6cp; 12 weeks, 6hpw**Undergraduate*

This subject provides an overview of the most commonly occurring disorders of each of the major body systems. It examines the aetiology, pathology, pathophysiology and pathogenesis in each example. It provides the underpinning for the development of professional clinical practice.

SUBJECTS OFFERED BY OTHER FACULTIES

015342

Programming for Diabetes Education

6cp; 2hpw; prerequisite(s): 015343 Teaching and Learning in Diabetes Education

Subject Coordinator: Geoff Scott

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.

015343

Teaching and Learning in Diabetes Education

6cp; 2hpw; corequisite(s): 92844 Clinical Management of Diabetes

Subject Coordinator: Geoff Scott

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

21739

Health Funding Policy and Resource Management

6cp

Postgraduate

Develops basic skills in accounting and finance; analyses constraints upon revenue sources and budgetary processes in government agencies; and examines 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 healthcare, insurance, contracts, managed care, and reform of health insurance policy; and performance review and reporting.

21822

International Health Management

6cp

Postgraduate

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

77869

Health Care Law

6cp; 1 semester

Postgraduate

Health Care Law 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 course 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.

INTERNATIONAL STUDIES SUBJECTS

50140

Comparative Social Change

*8cp; for undergraduate students
Offered by the Faculty of 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, and East and South-East Asia. The lectures will highlight a number of key issues, including 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 subjects

Chinese Unit 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 Unit 2

8cp; 6hpw; prerequisite: Chinese Unit 1

Chinese 2 continues to develop in students a survival communicative ability in basic social interactions. It also introduces 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 Unit 3

8cp; 6hpw; prerequisite: Chinese Unit 2 or HSC 2/3-unit 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 Unit 4

8cp; 6hpw; prerequisite: Chinese Unit 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 Unit 5

8cp; 6hpw; prerequisite: Chinese Unit 4

Chinese 5 is the third unit for students who first learnt Chinese at school in Australia and obtained HSC 2/3-unit 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 Unit 6

8cp; 6hpw; prerequisite: Chinese Unit 5

Chinese 6 is the fourth subject for students who have obtained HSC 2/3-unit 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 Unit 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 Unit 8

8cp; 4hpw; prerequisite: Chinese Unit 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 sociocultural contexts in order to master the use of 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 Unit 9

8cp; 4hpw; prerequisite: Chinese Unit 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 in order to master the use of Chinese for different purposes, and are provided with opportunities to maintain speaking and listening skills through discussion of the texts.

Chinese Unit 10

8cp; 4hpw; prerequisite: Chinese Unit 9 or equivalent

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

971411, 972411, 973411, 974411

French Language and Culture subjects

French Unit 1

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

French 1 is the first in a series of four units designed to provide students who have no prior knowledge of the French language with basic survival skills in language and culture and the ability to undertake In-country Study in France.

By the end of the unit, students would be expected to have achieved 'elementary proficiency' and be able to satisfy immediate communication needs required in basic social interaction, using expressions and phrases they have learnt. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the sociocultural contexts in which the language is used. In particular, students gain an awareness of the background of French-speaking countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways to express new meanings.

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.

French Unit 2

8cp; 2nd semester, 6hpw; prerequisite: French Unit 1 or equivalent

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

By the end of the unit, 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 required in basic social interaction. Students will also develop an understanding of the sociocultural contexts in which the language is used and develop further communication strategies.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

French Unit 3

8cp; 1st semester, 6hpw; prerequisite: French Unit 2, HSC French, or equivalent

French 3 is the third in a series of four units for students with no prior knowledge of the French language, or the first in a series of four units for students who have successfully completed HSC 2/3-unit French, or its equivalent. It provides students with basic survival skills in French language and culture, and the ability to undertake In-country Study in France.

By the end of the unit, students would be expected to have achieved communicative competence in speaking, listening, reading and writing skills 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 unit, students develop the ability to understand the general content of magazine and newspaper articles.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

French Unit 4

8cp; 2nd semester, 6hpw; prerequisite: French Unit 3 or equivalent

French 4 is the fourth in a series of four units for students with no prior knowledge of the French language, or the second in a series of four units for students who have successfully completed French 3, HSC 2/3-unit French, or its equivalent; and equips these students with basic survival skills in French language and culture and the ability to undertake In-country Study in France.

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

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social

and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

French Unit 5

8cp; 1st semester, 6hpw; prerequisite: French Unit 4 or equivalent

French 5 is the third in a series of four units designed to provide students who have successfully completed French 4, HSC 2/3-unit French, or its equivalent, with the ability to consolidate and extend their knowledge during a period of In-country Study in France.

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

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

French Unit 6

8cp; 2nd semester, 6hpw; prerequisite: French Unit 5 or equivalent

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

By the end of the unit, students would be expected to have achieved the communicative competence required for 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 needs and limited work needs. Language development focuses on topics such as economy, class and social stratification, gender roles, religion and beliefs, literature and the arts.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful

way in various social and cultural contexts. There are discussions and debates on set topics. Audiovisual equipment and computers will be used to facilitate learning.

French Unit 7

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

French 7 is designed to provide students who have successfully completed French 6, or its equivalent with the ability to consolidate and extend their knowledge of French in preparation for a period of In-country Study in France.

By the end of the unit, students are expected to be able to communicate confidently in French in a wide variety of everyday situations, and to have comprehension skills which enable them to read a wide variety of authentic materials in French. Students are expected to extend their knowledge of present-day French society and culture and to have acquired the vocabulary and linguistic structures necessary to participate in formal and informal conversations with considerable accuracy.

The classroom approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use French to respond to authentic texts and to discuss set topics. Students are required to read extensively in preparation for classroom presentations and discussions.

French Unit 8

8cp; 2nd semester, 4hpw; prerequisite: French Unit 7

French 8 is designed to provide students who have successfully completed French 7, or its equivalent with the ability to consolidate and extend their knowledge of French in preparation for a period of In-country Study in France.

By the end of the unit, students are expected to demonstrate the linguistic skills and cultural awareness required to engage appropriately in a range of formal and informal discussions in social, professional and educational contexts.

The classroom approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use French to discuss set topics and to respond to authentic texts, television programs and films. Students are required to read extensively in preparation for classroom presentations and discussions.

971421, 972421, 973421, 974421

German Language and Culture subjects

German Unit 1

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

German 1 is the first in a series of four units designed to provide students who have no prior knowledge of the German language with basic survival skills in German language and culture and the ability to undertake In-country Study in Germany.

By the end of the unit, students would be expected to have achieved 'elementary proficiency' and be able to satisfy immediate communication needs required in basic social interaction, using expressions and phrases they have learnt. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the sociocultural contexts in which the language is used. Students gain, in particular, an awareness of the background of German-speaking countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways of expressing new meanings.

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.

German Unit 2

8cp; 2nd semester, 6hpw; prerequisite: German Unit 1 or equivalent

German 2 is the second in a series of four units designed to provide students with no prior knowledge of the German language with basic survival skills in German language and culture and the ability to undertake In-country Study in Germany.

By the end of the unit, 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 required in basic social interaction. Students will also develop an understanding of the sociocultural contexts in which the language is used and further communication strategies.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers may be used to facilitate learning.

German Unit 3

8cp; 1st semester, 6hpw; prerequisite: German Unit 2, HSC German, or equivalent

German 3 is the third in a series of four units for students with no prior knowledge of the German language, or the first in a series of four units for students who have successfully completed HSC 2/3-unit German, or its equivalent. It provides students with basic survival skills in German language and culture and the ability to undertake In-country Study in Germany.

By the end of the unit, students would be expected to have achieved the communicative competence in speaking, listening, reading and writing skills 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 unit, students also develop the ability to understand the general content of magazine and newspaper articles.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

German Unit 4

8cp; 2nd semester, 6hpw; prerequisite: German Unit 3 or equivalent

German 4 is the fourth in a series of four units for students with no prior knowledge of the German language, or the second in a series of four units for students who have successfully completed German 3, HSC 2/3-unit German, or its equivalent. It provides them with basic survival skills in German language and culture and the ability to undertake In-country Study in Germany.

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

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social

and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

German Unit 5

8cp; 1st semester, 6hpw; prerequisite: German Unit 4 or equivalent

German 5 is the third in a series of four units designed to provide students who have successfully completed German 4, HSC 2/3-unit German, or its equivalent, with the ability to consolidate and extend their knowledge during a period of In-country Study in Germany.

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

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

German Unit 6

8cp; 2nd semester, 6hpw; prerequisite: German Unit 5 or equivalent

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

By the end of the unit, students would be expected to have achieved the communicative competence required to speak the language with reasonable accuracy, and to be able to participate readily 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 needs and limited work needs. Language focuses on topics such as the economy, class and social stratification, gender roles, religion and beliefs, and literature and the arts.

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

German Unit 7

4cp; 1st semester, 4hpw; prerequisite: German Unit 6

German 7 is designed to provide students who have successfully completed German 6, or its equivalent with the ability to consolidate and extend their knowledge of the German language in preparation for a period of In-country Study in Germany.

By the end of the unit, students are expected to be able to communicate confidently and with a high level of accuracy in German in a wide range of formal and informal conversations, and to have comprehension skills which enable them to read a wide variety of authentic materials in German. They are expected to be able to read and write for academic and general purposes with sufficient accuracy to meet a wide range of social and academic needs.

The classroom approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use German to respond to authentic texts and to discuss set topics. Students are required to read extensively in preparation for classroom presentations and discussions.

German Unit 8

4cp; 2nd semester, 4hpw; prerequisite: German Unit 7

German 8 is designed to provide students who have successfully completed German 7, or its equivalent with the ability to consolidate and extend their knowledge of German in preparation for a period of In-country Study in Germany.

By the end of the unit, students are expected to have achieved a high level of proficiency and speak the language with a high level of accuracy. They will be able to participate in a wide range of formal, informal and academic conversations on topics such as the economy, gender roles, social life, politics and current issues. They will also learn about academic writing and will develop academic skills such as note taking and essay writing in German. They will be expected to read and write

academic and general texts with a high degree of accuracy to meet a wide range of social and academic needs.

The classroom approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use German to discuss set topics and to respond to authentic texts, television programs and films. Students are required to read extensively in preparation for classroom presentations and discussions.

971311, 972311, 973311, 974311

Indonesian Language and Culture

Indonesian is offered to UTS students through arrangements with other universities. Students are placed in classes appropriate to their level of competence. The aim of the Indonesian language program is to give students a good working knowledge of modern written and spoken Indonesian and to enable them to express themselves in the language correctly and with reasonable clarity.

971431, 972431, 973431, 974431

Italian Language and Culture subjects

Italian Unit 1

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

Italian 1 is the first in a series of four units designed to provide students who have no prior knowledge of the Italian language with basic survival skills in Italian language and culture and the ability to undertake In-country Study in Italy.

By the end of the unit, students would be expected to have achieved 'minimum creative proficiency' and be able to satisfy immediate communication needs required in basic social interaction, using expressions and phrases they have learnt. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the sociocultural contexts in which the language is used. In particular, students gain an awareness of the background of Italian-speaking countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways of expressing new meanings.

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.

Italian Unit 2

8cp; 2nd semester, 6hpw; prerequisite: Italian Unit 1 or equivalent

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

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

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

Italian Unit 3

8cp; 1st semester, 6hpw; prerequisite: Italian Unit 2, HSC Italian, or equivalent

Italian 3 is the third in a series of four units for students with no prior knowledge of the Italian language, or the first in a series of four units for students who have successfully completed HSC 2/3-unit Italian, or its equivalent. It provides them with basic survival skills in Italian language and culture and the ability to undertake In-country Study in Italy.

By the end of the unit, students would be expected to have achieved the communicative competence in speaking, listening, reading and writing skills 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 unit, students also develop the ability to understand the general content of magazine and newspaper articles.

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

Italian Unit 4

8cp; 2nd semester, 6hpw; prerequisite: Italian Unit 3 or equivalent

Italian 4 is the fourth in a series of four units for students with no prior knowledge of Italian language, or the second in a series of four units for students who have successfully completed Italian 3, HSC 2/3-unit Italian, or its equivalent. It provides them with basic survival skills in Italian language and culture and the ability to undertake In-country Study in Italy.

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

The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

Italian Unit 5

8cp; 1st semester, 6hpw; prerequisite: Italian Unit 4 or equivalent

Italian 5 is the third in a series of four units designed to provide students who have successfully completed Italian 4, HSC 2/3-unit Italian, or its equivalent, with the ability to consolidate and extend their knowledge of the Italian language and culture during a period of In-country Study in Italy.

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

The approach adopted is communicative and provides many opportunities for students to interact and use the language in a meaningful way in various social and cultural contexts.

There are discussions and debates on set topics. Audiovisual equipment and computers will be used to facilitate learning.

Italian Unit 6

8cp; 2nd semester, 6hpw; prerequisite: Italian Unit 5 or equivalent

Italian 6 is the fourth in a series of four units designed to provide students who have successfully completed Italian 5, or its equivalent with the ability to consolidate and extend their knowledge of the Italian language and culture during a period of In-country Study in Italy.

By the end of the unit, students would be expected to have achieved the communicative competence required to speak the language with sufficient accuracy for 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 needs and limited work needs. Language focuses on topics such as the economy, class and social stratification, gender roles, religion and beliefs, literature and the arts.

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

971211, 972211, 973211, 974211

Japanese Language and Culture subjects

Japanese Unit 1

8cp; 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 who have no prior knowledge of Japanese with the basic language survival skills and sociocultural 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*. Sociocultural 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 Unit 2

8cp; 6hpw; prerequisite: Japanese Unit 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 unit, the student should be able to demonstrate the language and sociocultural 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. Sociocultural 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 Unit 3

8cp; 6hpw; prerequisite: Japanese Unit 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 the first in a series of four units for students who have successfully completed HSC-level Japanese. By the end of the unit, students are expected to have achieved 'survival proficiency' in the use of the language, 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 to a level where they can communicate in everyday situations, and are 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 Unit 4

8cp; 6hpw; prerequisite: Japanese Unit 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 HSC-level Japanese, or its equivalent, and aim to further develop Japanese listening, speaking, reading and writing skills. By the end of the unit, 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 Unit 5

8cp; 6hpw; prerequisite: Japanese Unit 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 unit, 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 of the 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 Unit 6

8cp; 6hpw; prerequisite: Japanese Unit 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 of the 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*.

971331, 972331, 973331, 974331

Malaysian Language and Culture

Malaysian is offered to UTS students through arrangements with other universities. Students are placed in classes appropriate to their level of competence. The aim of the Malaysian language program is to give students a good working knowledge of modern written and spoken Malaysian and to enable them to express themselves in the language correctly and with reasonable clarity.

971734, 972734, 973734, 974734

Russian

Russian is offered to UTS students through an arrangement with other universities. 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 clarity.

971501, 972501, 973501, 974501

Spanish Language and Culture subjects**Spanish Unit 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 the 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 required in basic social interaction, using expressions and phrases they have learnt. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the sociocultural 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 they might express 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. Audio-visual equipment and computers will be used to facilitate learning.

Spanish Unit 2

8cp; 2nd semester, 6hpw; prerequisite: Spanish Unit 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 the 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 sociocultural 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 students to interact and use the language in various social and cultural contexts. Audio-visual equipment and computers will be used to facilitate learning.

Spanish Unit 3

8cp; 1st semester, 6hpw; prerequisite: Spanish Unit 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 the 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 the language and culture, and the ability to undertake In-country Study in Latin America or Spain.

By the end of the unit, 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 unit, students also 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 students to interact and use the language in various social and cultural contexts. Audio-visual equipment and computers will be used to facilitate learning.

Spanish Unit 4

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

Spanish 4 is the fourth in a series of four units for students with no prior knowledge of the Spanish language, or the 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 the language and culture, and the ability to undertake In-country Study in Latin America or Spain.

By the end of the unit, 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 e.g. to find accommodation.

Spanish 4 consist of 78 hours of classroom instruction. The approach adopted is communicative and provides many opportunities for students to interact and use the language in various social and cultural contexts. Audio-visual equipment and computers will be used to facilitate learning.

Spanish Unit 5

8cp; 1st semester, 6hpw; prerequisite: Spanish Unit 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 unit, students would be expected to have achieved communicative competence in speaking, listening, reading and writing, and 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 students to interact and use the language in various social and cultural contexts. There are discussions and debates on set topics. Audio-visual equipment and computers will be used to facilitate learning.

Spanish Unit 6

8cp; 2nd semester, 6hpw; prerequisite: Spanish Unit 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 unit, students would be expected to be able to speak the language with sufficient accuracy, and to participate in limited

formal and informal conversations on practical and social topics. Students would also be expected to be able to read and write with sufficient accuracy to meet a limited range of social and work needs. Language focuses on topics such as the economy, class and social stratification, gender roles, religion and beliefs, literature and the arts.

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

Spanish Unit 7

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

Spanish 7 is designed to provide students who have successfully completed Spanish 6, 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 unit students would be expected to be able to communicate confidently in Spanish within a wide range of everyday situations, and to have further improved their comprehension skills by reading a wide variety of authentic materials in Spanish. Students would also be expected to have extended their knowledge of today's world-wide Hispanic society and culture and to have acquired the vocabulary and structures necessary to be able to discuss and write about the cultural context of texts with considerable accuracy.

The approach provides students with opportunities to further develop their vocabulary, fluency and accuracy as they use the language to respond to authentic texts and to discuss set topics. Students are required to read extensively during self-study periods in preparation for classroom presentation and discussion.

Spanish Unit 8

8cp; 2nd semester, 6hpw; prerequisite: Spanish Unit 7

Spanish 8 is designed to provide students who have successfully completed Spanish 7, or its equivalent, with a higher level of communicative and cultural competence and 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 unit, students would be expected to have further developed the linguistic and cultural awareness skills required to engage appropriately in a range of formal and informal discussions at a social and professional level on topics such as employment, job applications, academic presentations and university life, social welfare, human rights, leisure and sport, the media, family roles and relationships, etiquette, and immediate concerns such as arranging accommodation and banking.

The approach provides students with opportunities to further develop their vocabulary, fluency and accuracy in speaking and writing as they use the language in response to authentic texts such as newspaper, and magazine articles and television programs in Spanish. Students are required to read extensively during self-study periods in preparation for classroom presentations, debates and discussions.

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.

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 and one that has resulted from the economic integration of Hong Kong, Taiwan and South China, and which is now expanding to include East China. Yet its constituent parts have developed separately in different and often inimical political systems. As a result of all these factors, South China is likely to become a region of increasing importance, strategically and politically, as well as economically. This subject examines the development of Hong Kong, Taiwan and South China and their interaction. It is an introductory subject that requires no prior knowledge of the region or of any Chinese language.

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, Thailand and Vietnam. The themes of modernity and identity will be examined at a political-economic level and also at an 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 the 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, 4hpw*

This subject 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 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 shifted towards economic growth, internationalisation, and pressures to improve the capacity and accountability of governments. The subject aims to provide 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 of Spanish.

977xxx**In-country Study 1**

24cp; prerequisite: completion of relevant subjects appropriate to the student's International Studies major.

In-country Study subjects are only available to students doing the Bachelor of Arts in International Studies.

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. The location is determined by the student's International Studies major.

In the International Studies Program, students focus on one of the following countries or majors: Argentina, Chile, China, France, Germany, Indonesia, Italy, Japan, Malaysia, Mexico, Russia, Spain and Thailand. The availability of the Russian major is currently being reviewed. There is also a Heritage Major that permits students with previous exposure to a language and culture to continue their study in countries such as Greece, Hong Kong, Korea, Poland, Taiwan and Vietnam.

110 Subject descriptions

Australia and the Asia-Pacific is only available as a major to international students. International students may access one of the other majors offered provided that the country they choose as their major is able to grant them a visa to study there. This would need to be determined prior to commencing subjects within the International Studies major. If a visa cannot be granted, then it will not be possible to undertake the chosen major.

978xxx

In-country Study 2

24cp; prerequisites: 977xxx In-country Study 1

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. The location 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, Indonesia, Italy, Japan, Malaysia, Mexico, Russia, Spain and Thailand.

ALPHABETICAL LIST OF SUBJECTS

Accredited Clinical Practice	92872	Dissertation	92813
Adult Nursing: Cardiovascular	92191	Evidence-based Practice	92790
Adult Nursing: Cellular Alterations	92238	Family in Health and Illness, The	92240
Adult Nursing: GIT and Orthopaedic	92195	Foundations of Helping and Caring	92167
Adult Nursing: Medical	92261	Foundations of Mental Health Nursing	92236
Adult Nursing: Neuro-endocrine	92248	Foundations of Paediatric Nursing	92239
Adult Nursing: Renal and Reproductive	92194	Foundations of Perianaesthesia Nursing	92888
Adult Nursing: Respiratory	92192	Foundations of Perioperative Nursing	92881
Adult Nursing: Surgical	92262	Frameworks for Mental Health Nursing	92875
Advanced Assessment in Nursing Practice	92868	Frameworks for Nursing Inquiry	92867
Advanced Clinical Practice	92894	French Language and Culture	97x411
Advanced Nursing: Cardio-respiratory and Renal Disruption	92900	Fundamentals of Critical Care Nursing	92918
Advanced Nursing: Immune Response and Haematological Disruptions	92901	Fundamentals of Pathophysiology 1	91523
Advanced Nursing: Metabolic and Neuroendocrine Disruptions	92773	Fundamentals of Pathophysiology 2	91524
Advanced Perioperative Nursing	92908	Fundamentals of Pathophysiology 3	91525
Aged in Society, The	92701	Fundamentals of Pathophysiology 4	91526
Applied Sciences in Lactation and Infant Feeding	92823	Gastroenterological Nursing 1	92702
Application to Practice 1	92824	German Language and Culture	97x421
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Dr D Brown

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Ms C Wright (Autumn 2001)

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Ms J McKenzie

Nominee of the University Librarian

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Ms M Kwong

Four student members from the Faculty

Ms K Jensen

Three vacancies

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Ms C Wright (Autumn 2001)

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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

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Four members of the academic staff

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Ms K Kilstoff

Ms S Rochester

Ms A Wyllie

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Associate Professor J Stein-Parbury (Chair)

Research and Project Officer (Secretary)

Ms C Nettleton

Nominated members

Professional Doctorate Coordinator

Associate Professor 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

Vacant

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Ex officio members

Dean (Chair)

Professor J White

Faculty Manager (Secretary)

Mr S Weller

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Dr D Brown

Professor of Family Health

Professor L Barclay

Professor of Nursing

Professor C Duffield

Associate Professors

Associate Professor J Stein-Parbury

Associate Professor 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

Ms L Jones

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

FACULTY INFORMATION TECHNOLOGY COMMITTEE

Ex officio members

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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)

Mr D Moore

Faculty Flexible Learning Coordinator

Ms M Uyeda

Elected members

Two members of the academic staff

Ms D Pelletier

Ms J Forbes

One member of the support staff

Ms A Neill

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Four members of the academic staff

Ms J Forbes

Mr N Frazer (Chair)

Ms L Lock

Ms D Pelletier

Nominated members

Faculty Liaison Librarian

Ms C Cotton

STAFF LIST

Professor and Dean of Nursing, Midwifery and Health

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

Director of Research and Associate Professor

J Stein-Parbury, RN, BSN, MEd (Pittsburgh), PhD (Adel), FRCNA, FCN (NSW)

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

Professor of Child and Adolescent Nursing

J Crisp, RN, BA (Hons) (Macq), PhD (Macq), FCN (NSW), Conjoint Professor, Faculty of Medicine, UNSW

Professor of Critical Care Nursing

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

Professor of Family Health

L Barclay, RN, CM, BA (ANU), MEd (UC), FRCNA, PhD (Flin)

Professor of Nursing

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

Associate Professor

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

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

P D Farrar, RN, BA (UNE), DipNed (Cumb), MA (Macq), PhD (UTS)

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

L K Jones, RN, CM, BAppSc (Cumb), DipNed (SCAE), MNA (NSW), FNC (NSW), FRCNA, FACM

N Leap, RM, MSc (Midwifery) (SBank)

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

S Van Vorst, RN, BAppSc (SCAE), MN (UTS), MANZCMHN

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'ld)

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

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

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

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

C Garman, RN, CM, BA (Macq), MPH (Syd), MRCCN

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), FCN (NSW)

L Lock, RN, CM, BA (Macq), DipNed (UNSW), PhD (UTS), MRCNA, MACM

A Phillips, RN CertEmergency, MAdEd (UTS)

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

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

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

Associate Lecturers

M Kelly, RN, ICU Cert, BSc (Macq)

Course coordinators

Undergraduate

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

C Garman, RN, CM, BA (Macq), MPH (Syd), MRCCN

Postgraduate

L Lock, RN, CM, BA (Macq), DipNed (NSW), PhD (UTS), MRCNA, MACM

Research Degree Coordinators

Associate Professor M Chiarella, RN, CM, DipNed (Armidale), LLB (Hons) (CNA)

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

Administrative staff

Faculty Manager

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

External Relations Officer

C Cooksley, BA (UNE)

Computer Support Officer (ITD)

P Dunlop

International Project Officer

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

Research and Project Officer

C Nettleton, BSocSc (N'cle)

Student and Course Support

Team Leader, Student and Course Support

K Blair, BA (UNE) (Spring 2001)

C Wright, BA (Macq), MM (UTS) (Autumn 2001)

Student Officers

K Burnett

M Kwong

J Lanning, Dip Teach(PE) (ACPE)

Student Advisers

J Freshwater

T Gill

C O'Brien

Technical Officer

S Martin, EN

Academic and Administrative Support

Executive Officer

M Stephens

Executive Assistant

L Davies

Committee and Project Officer

D Yuille, BA (CCAEE)

Administrative Assistants

C Cannane

E Froment

O Lobo

Honorary Appointments

Emeritus Professors

J Lumby, RN, MHPEd (UNSW), BA (NE), DipNEd (Armidale), PhD (Deakin), RCNA, FCN (NSW), MTNA

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)

J Duke, RN, CM, BSocS (Hons), DipLRL, MA (Hons)

P Stowers, RN, CM, DipAdvStu (Nurs)

D Diers, RN, BSN (Denver), MSN (Yale), FAAN

Clinical Professors

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

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

Senior Clinical Fellows

J Alford, RN, BEd, MEd (UTS)

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

M English, RN, MN (UTS)

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

G Harris, RN

J McGee, RN, BA, MHPEd (UNSW)

L Soars, RN, BSc (Syd), MA (Macq)

L Wood, RN, GDipNsg (Syd), MN (UTS)

Clinical Fellows

T Buckley, RN, BSc (Hons)

L Dean, RN, DipHlthSci (Nsg), BN, GDipNsg (Syd)

L Everitt, CM, RN, GradDipComHlth

T Farrell, DipAppSc (Nursing), CM,

GradDip (Child and Family Health)

M Hall, RN, DipHlthSci (Nursing), BHLthSc (Nursing), GradDip (Op Suite Nursing)

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

D Jones, RN, DipAppSci, BAppSci (QUT)

J Mernick, RN, GDipNsg (Syd)

N Moore, RN, DipNsg, BHlthSci, BN,

MHIthSci (Hons)

L Simmons, RN, BN

S Treharne

A Trotter, RN, MN

Senior Research Fellows

A Adams, RN, BA MA, PhD, DipNEd,

Cert Paed N FCN (NSW), FRCNA

P Bell, BA (W'gong), DipNEd (Cumb), RN, CM, FCN (NSW)

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

C Homer, RN, CM, MN

L Page, RN, RM, BA, BSc

K Walker, RN, PhD, MCN (NSW)

Research Fellows

J Fenwick, RN, CM, BN, MN

A Sheehan, RN, CM, BN, MN

Associate Fellow

A Todd, RN

NURSING PRACTICE LADDER 2001

First year

Autumn semester								
DATE	MONTH	KEY EVENTS	M	T	W	T	F	
Clinical Group						1	2	
05	March	Autumn semester commences						
12						AN:CV	AN:CV	
19						AN:CV	AN:CV	
26						AN:CV	AN:CV	
02	April					AN:CV	AN:CV	
09							PH	
16		VCS' Week (non-teaching)						
23					PH	AN:CV	AN:CV	
30								
07	May					AN:RP	AN:RP	
14						AN:RP	AN:RP	
21						AN:RP	AN:RP	
28						AN:RP	AN:RP	
04	June					AN:RP	AN:RP	
11			PH					
18		Examinations						
25		Examinations						
02	July	Examinations						
09		Vacation	Completion of Nursing Practice					
16		Vacation	Completion of Nursing Practice					
Spring semester								
DATE	MONTH	KEY EVENTS	M	T	W	T	F	
Clinical Group						1	2	
30	July	Spring semester commences						
06	August					AN:RR	AN:RR	
13						AN:RR	AN:RR	
20						AN:RR	AN:RR	
27						AN:RR	AN:RR	
03	September			AN:RR (Group 1)				
10				AN:RR (Group 2)				
17						AN:GO	AN:GO	
24		VCS' Week (non-teaching)						
01	October		PH			AN:GO	AN:GO	
08						AN:GO	AN:GO	
15						AN:GO	AN:GO	
22					AN:GO (Group 1)			
29					AN:GO (Group 2)			
05	November							
12		Examinations						
19		Examinations						
26		Examinations						
03	December	Vacation	Completion of Nursing Practice					
10		Vacation	Completion of Nursing Practice					

Note: All first year placements are five (5) hours per day.

Acronyms

AN:CV Adult Nursing: Cardiovascular

AN:GO Adult Nursing: GIT and Orthopaedic

AN:RP Adult Nursing: Respiratory

AN:RR Adult Nursing: Renal and Reproductive

PH Public Holiday

Second year

Autumn semester										
DATE	MONTH	KEY EVENTS	M		T		W	T	F	
05	February	Graduate Entry School commences								
12			Nursing Practice 1A-MS							
19										
26			Nursing Practice 1A-MS							
Clinical Group			1A	1B	2A	2B				
05	March	Autumn semester commences								
12			MH	MIC	MH	MIC				
19			MH	MIC	MH	MIC				
26			MH	MIC	MH	MIC				
02	April		MH	MIC	MH	MIC				
09			MH	MIC	MH	MIC	PH			
16		VCS' Week (non-teaching)								
23			MH (Group 1A)/PD			PH	or AN:NE (Group 1B)			
30			MH (Group 2A)/PD or AN:NE (Group 2B)							
07	May		CH	DD	CH	DD	AN:RP		AN:RP	
14			CH	DD	CH	DD				
21			CH	DD	CH	DD				
28			CH	DD	CH	DD				
04	June		CH	DD	CH	DD				
11			PH		AN:NE (Groups 1A/2A)/AN:NE or PD (Groups 1B/2B)					
18		Examinations								
25		Examinations								
02	July	Examinations								
09		Vacation	Completion of Nursing Practice							
16		Vacation	Completion of Nursing Practice							
Spring semester										
DATE	MONTH	KEY EVENTS	M		T		W	T	F	
Clinical Group			1A	1B	2A	2B				
30	July	Spring semester commences								
06	August		MIC	MH	MIC	MH				
13			MIC	MH	MIC	MH				
20			MIC	MH	MIC	MH				
27			MIC	MH	MIC	MH				
03	September		MIC	MH	MIC	MH				
10			PD or AN:CA (Group 1A)/MH (Group 1B)							
17			PD or AN:CA (Group 2A)/MH (Group 2B)							
24		VCS' Week (non-teaching)								
01	October		PH		DD	CH				
08			DD	CH	DD	CH				
15			DD	CH	DD	CH				
22			DD	CH	DD	CH				
29			DD	CH	DD	CH				
05	November		AN:CA or PD (Groups 1A/2A)/AN:CA (Groups 1B/2B)							
12		Examinations								
19		Examinations								
26		Examinations								
03	December	Vacation	Completion of Nursing Practice							
10		Vacation	Completion of Nursing Practice							
01	January 2002	EN Summer session commences								
08			CH/MIC							
15										
22			CH/MIC							
			PH							

Note: All second year placements are six (6) hours per day.

Acronyms

AN-CA	Adult Nursing: Cellular Alterations	AN-RR	Adult Nursing: Renal & Reproductive	MIC	Maternal & Infant Care
AN-CV	Adult Nursing: Cardiovascular	CH	Community Health	MS	Medical Surgical
AN-GO	Adult Nursing: GIT and Orthopaedic	DD	Developmental Disability	PD	Paediatrics
AN-NE	Adult Nursing: Neuro-endocrine	EN	Enrolled Nurse	PH	Public Holiday
AN-RP	Adult Nursing: Respiratory	MH	Mental Health		

Third year

Autumn semester																
DATE	MONTH	KEY EVENTS	M	T	W	T	F	M	T	W	T	F				
Clinical Group			1A				2A			1B		2B				
05	March	Autumn semester commences	On campus week						On campus week							
12			P1: MS		S		P1: MS	CE		S		CE				
19			P1: MS		S		P1: MS	CE		S		CE				
26			P1: MS		S		P1: MS	CE		S		CE				
02	April		P1: MS		S		P1: MS	CE		S		CE				
09			P1: MS				P1: MS	CE				CE				
16		VCS' Week (non-teaching)														
23			PH	On campus week				PH	On campus week							
30			P2: MS/PD/MH		S		P2: MS/PD/MH	P1: MS		S		P1: MS				
07	May		P2: MS/PD/MH		S		P2: MS/PD/MH	P1: MS		S		P1: MS				
14			P2: MS/PD/MH		S		P2: MS/PD/MH	P1: MS		S		P1: MS				
21			P2: MS/PD/MH		S		P2: MS/PD/MH	P1: MS		S		P1: MS				
28			P2: MS/PD/MH		S		P2: MS/PD/MH	P1: MS		S		P1: MS				
04	June		P2: MS/PD/MH		S		P2: MS/PD/MH	P1: MS		S		P1: MS				
11			PH	On campus week				PH	On campus week							
18		Examinations														
25		Examinations														
02	July	Examinations														
09		Vacation	Completion of Nursing Practice						Completion of Nursing Practice							
16		Vacation	Completion of Nursing Practice						Completion of Nursing Practice							
Spring semester																
			Clinical Groups 1A and 1B						Clinical Groups 2A and 2B							
DATE	MONTH	KEY EVENTS	S	M	T	W	T	F	S	S	M	T	W	T	F	S
30	July	Spring semester commences	On campus week						On campus week							
06	August		P3: MS/PD/MH						S							
13			P3: MS/PD/MH			S	P3: MS/PD/MH			S						
20			P3: MS/PD/MH						S							
27					S				P3: MS/PD/MH							
03	September								P3: MS/PD/MH		S	P3: MS/PD/MH				
10						S			P3: MS/PD/MH							
			Subject sequence A						Subject sequence B							
DATE	MONTH	KEY EVENTS	M	T	W	T	F	M	T	W	T	F				
Clinical Group			1A				2A			1B		2B				
17	September		On campus week						On campus week							
24		VCS' Week (non-teaching)														
01	October		PH	CE		S	CE	PH	P2: MS		S	P2: MS				
08				CE		S	CE		P2: MS	S		P2: MS				
15				CE		S	CE		P2: MS	S		P2: MS				
22				CE		S	CE		P2: MS	S		P2: MS				
29				CE			CE		P2: MS			P2: MS				
05	November		On campus week						On campus week							
12		Examinations														
19		Examinations														
26		Examinations														
03	December	Vacation	Completion of Nursing Practice						Completion of Nursing Practice							
10		Vacation	Completion of Nursing Practice						Completion of Nursing Practice							

Notes:

- All third year placements are eight (8) hours per day
- Students complete Practice Development 2 in their area of sub-major
- P3: Students complete a three-week rotating roster in their area of sub-major partnered with a Registered Nurse (total of 15 shifts of 8 hours)
- CE: Spring clinical elective offerings are subject to numbers and include Community Health, Critical Care, Maternal and Infant Care, Mental Health, Operating Theatre Nursing, Paediatric Nursing, Palliative Care, and Women's Health.

Acronyms

- CE Clinical Elective
- MH Mental Health
- MS Medical Surgical
- P1 Practice Development 1
- P2 Practice Development 2
- P3 Practice Development 3
- PD Paediatrics
- PH Public Holiday
- S Study Day (Kuring-gai campus)

Student groups

- Alpha code = Subject sequence
- A Autumn**
 - Practice Development 1
 - Practice Development 2
- B Autumn**
 - Clinical Elective
 - Practice Development 1
- Spring**
 - Practice Development 3
 - Clinical Elective
- Spring**
 - Practice Development 3
 - Practice Development 2

Numerical code = Clinical days

- Monday-Wednesday
- Wednesday-Friday

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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
Corner Quay Street and Ultimo Road,
Haymarket, Sydney

Blackfriars

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

Smail Street

- 3 Smail Street, Ultimo

Quay Street

- 10 Quay Street, Haymarket, Sydney
- Prince Centre
8 Quay Street, Haymarket, Sydney

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, Chippendale

Australian Technology Park

- Corner Garden, Cornwallis and
Boundary Streets
Eveleigh NSW 1430

Kuring-gai campus

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

St Leonards campus

- Dunbar Building
Corner 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

Yarrawood conference and research centre

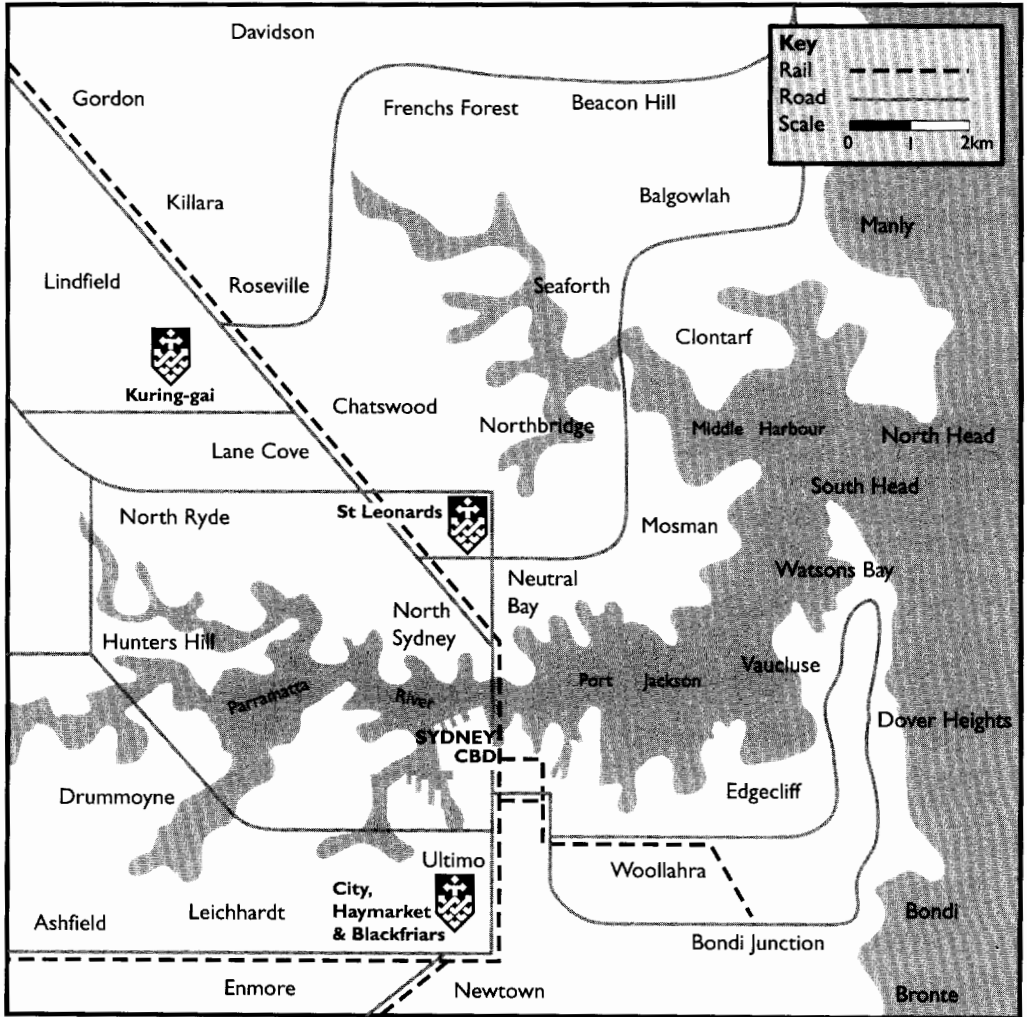
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Stroud field station

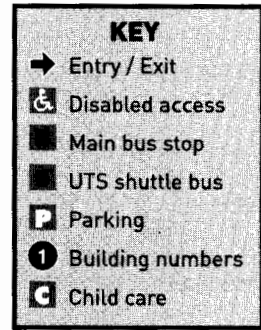
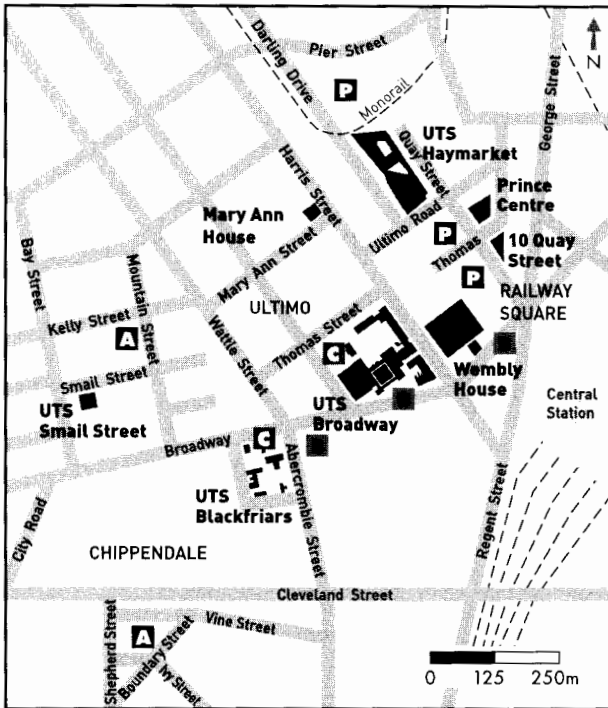
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MAPS

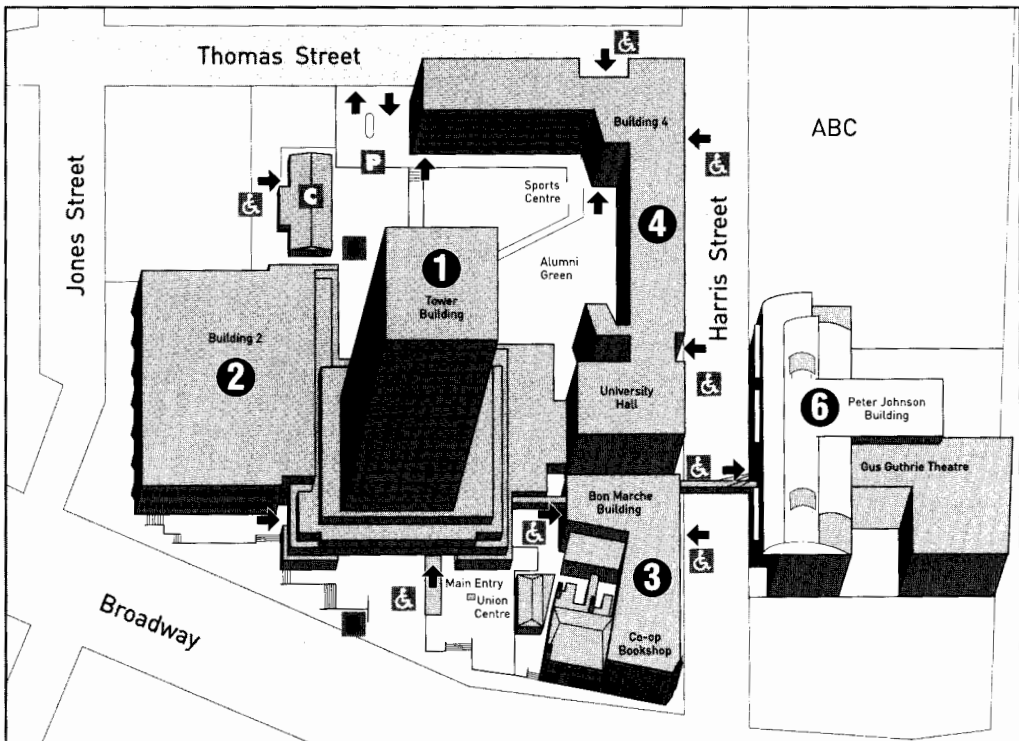
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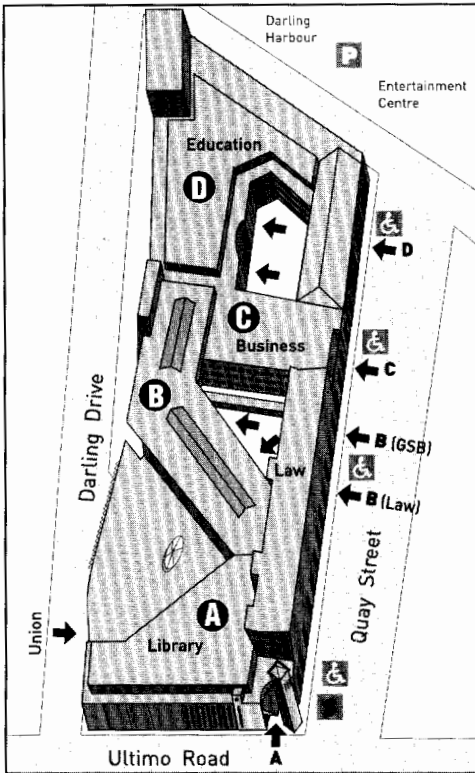
City campus



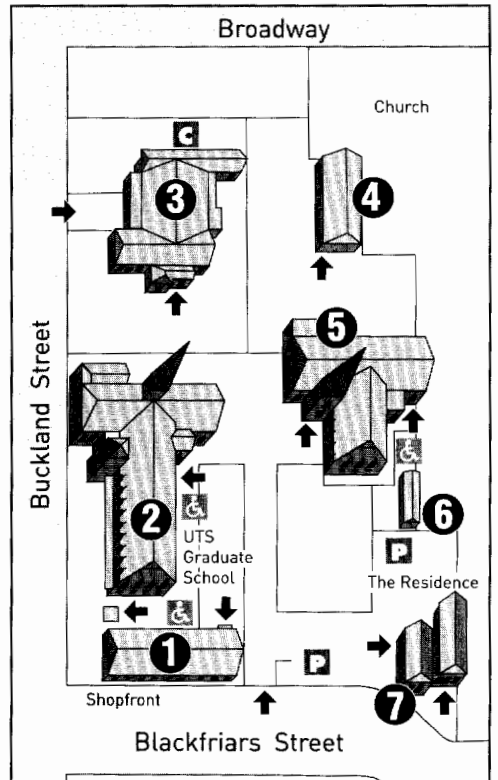
Broadway



Haymarket



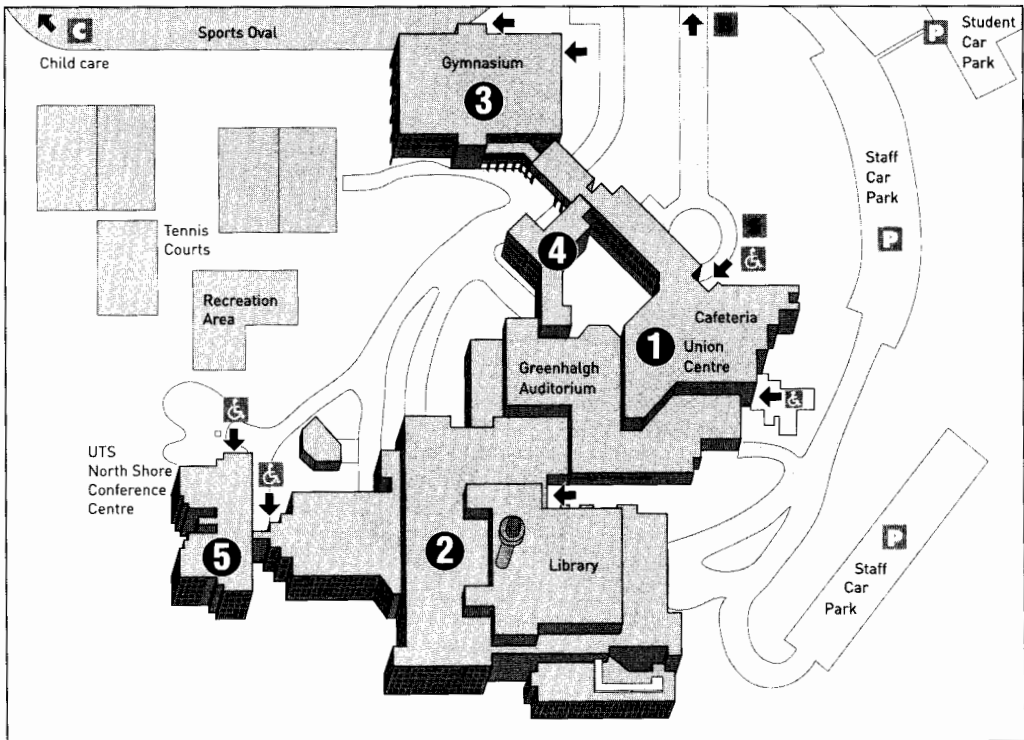
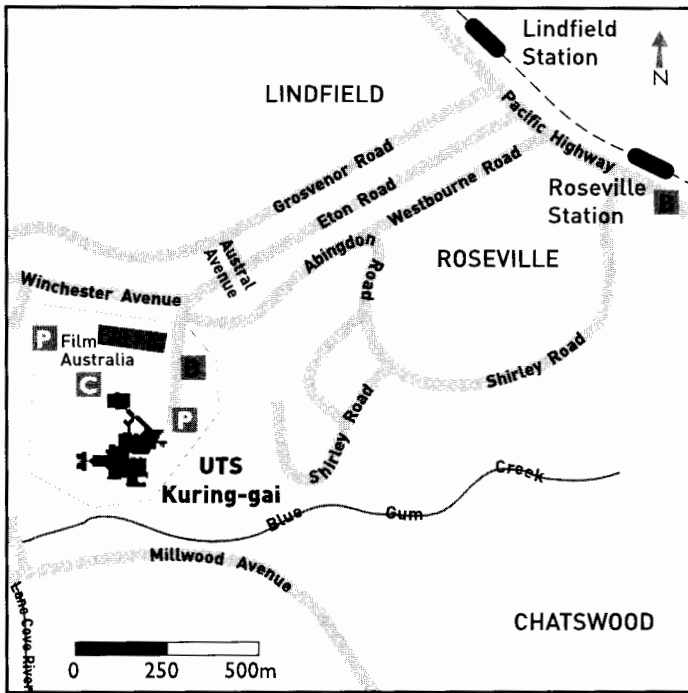
Blackfriars



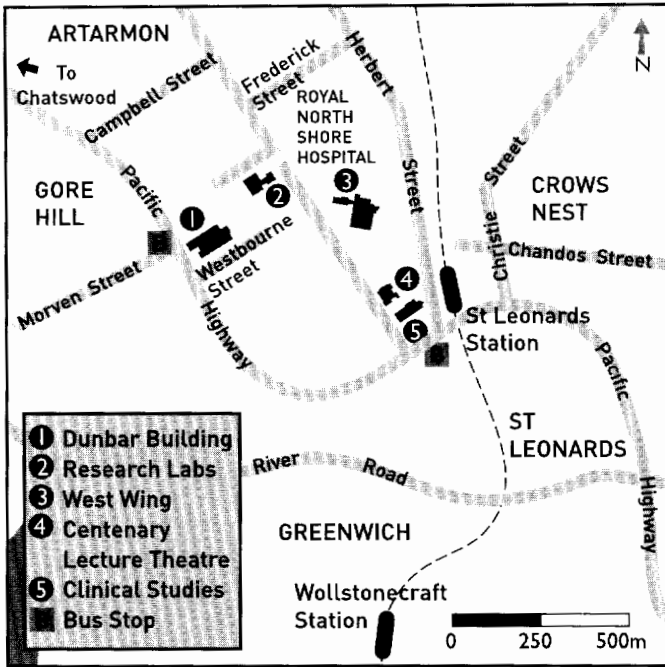
KEY

- ➔ Entry / Exit
- ♿ Disabled access
- 🚏 Main bus stop
- 🚐 UTS shuttle bus
- 🅅 Parking
- ① Building numbers
- 👶 Child care

Kuring-gai campus

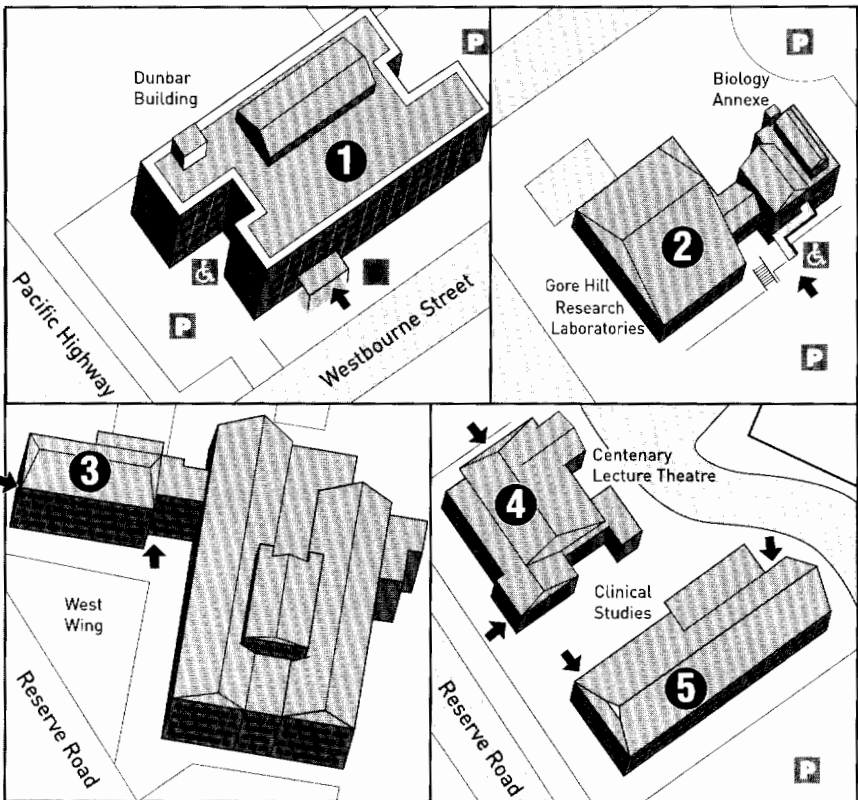


St Leonards campus



KEY	
	Entry / Exit
	Disabled access
	Main bus stop
	UTS shuttle bus
	Parking
	Building numbers
	Child care

- Dunbar Building
- Research Labs
- West Wing
- Centenary Lecture Theatre
- Clinical Studies
- Bus Stop



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