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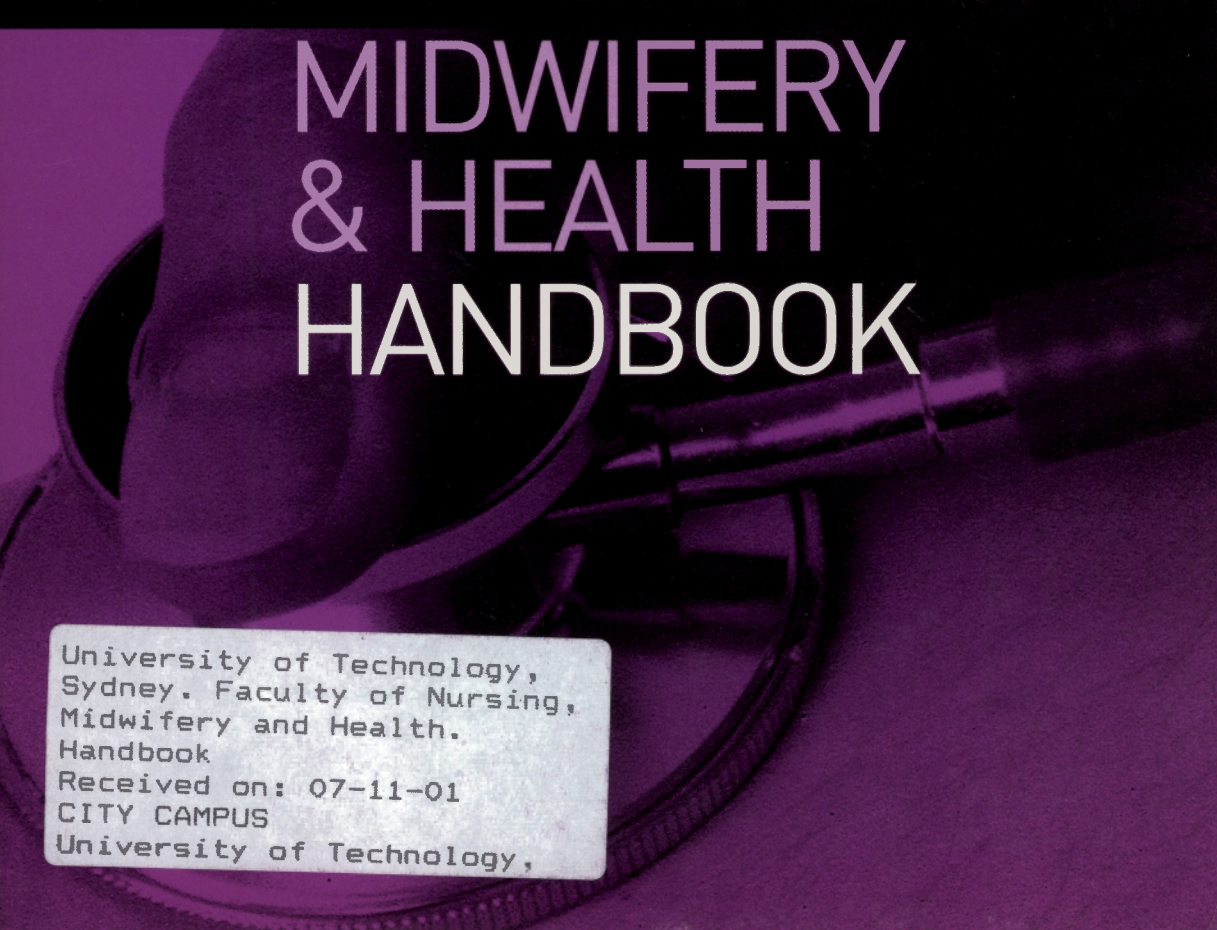
UNIVERSITY OF TECHNOLOGY SYDNEY

2002

UTS:NURSING, MIDWIFERY & HEALTH HANDBOOK



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Midwifery and Health.
Handbook
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University of Technology,

UNIVERSITY OF
TECHNOLOGY SYDNEY

UTS:NURSING, MIDWIFERY & HEALTH HANDBOOK 2002

DISCLAIMER

This publication contains information which is current at 14 September 2001. 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. More up-to-date information is published online at:

www.uts.edu.au/div/publications

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; carer's 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.

www.equity.uts.edu.au/resources/language.html

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/

EDITORIAL AND PRODUCTION

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TABLE OF CONTENTS

GENERAL INFORMATION 6

Welcome 6
About the UTS handbooks 6
Student inquiries 7
Applications 8
Fees and costs 9
HECS 9
Postgraduate Education Loans Scheme (PELS) 10
Financial help 11
UTS Library 11
University Graduate School 11
International Exchange Student Scheme 12
Support for student learning 12
Student learning centres 14
Equity and diversity 15
Jumbunna, Indigenous House of Learning 15
NSW child protection legislation 16
Other services 16
Environment, health, safety and security 17
Campus life 19
Principal dates for 2002 21

FACULTY INFORMATION 24

Message from the Dean 24
Faculty Mission Statement 24
Faculty Student Office 24
Faculty noticeboards 25
Advice to students on Good Academic Practice 25
Academic misconduct 27
Submission of assignments 27
Student administration matters 28
Faculty centres and Professorial Research Units 29
Prizes and scholarships 29
Faculty contacts 31

UNDERGRADUATE COURSES 33

Overview 33
Bachelor of Nursing (KN08) 39
Bachelor of Nursing (Honours) (KN09) 48
Bachelor of Nursing, Bachelor of Arts in International Studies (KN10) 49

POSTGRADUATE COURSES 54

Coursework programs 54
Master of Midwifery (Conversion) (KN48) 60
Graduate Diploma in Midwifery (KN86) 61
Graduate Diploma in Clinical Practice (KN84) 62
Master of Nursing in Clinical Practice (KN54) 62

Master of Nursing in Clinical Practice (Conversion) (KN59) 66
Graduate Diploma in Nursing (KN83) 66
Master of Nursing in Professional Studies (KN55) 66
Master of Nursing in Professsional Studies (Conversion) (KN95) 68
Master of Nursing (by coursework) (Conversion) (KN57) 69
Graduate Diploma in Community Health Nursing (KN82) 70
Graduate Certificate in Nursing Management (KN72) 71
Graduate Diploma in Nursing Management (KN62) 71
Graduate Certificate in Mental Health Nursing (KN47) 72
Graduate Diploma in Mental Health Nursing (KN67) 72
Graduate Certificate in Health Services Management (KN49) 74
Graduate Diploma in Health Services Management (KN50) 74
Master of Health Services Management (KN89) 74
Graduate Certificate in Anaesthetics and Recovery Room Nursing (KN94) 76
Graduate Certificate in Clinical Nursing (KN88) 77
Graduate Certificate in Critical Care Nursing (KN98) 78
Graduate Certificate in Diabetes Education and Management (KN92) 79
Graduate Certificate in Gastroenterological Nursing (KN90) 79
Graduate Certificate in Neuroscience Nursing (KN99) 80
Graduate Certificate in Perioperative Nursing (KN93) 81
Suggested progression framework 82

Research programs 85
Doctor of Philosophy (KN51) 86
Master of Nursing (by thesis) (KN52) 86
Doctor of Nursing (KN96) 87
Doctor of Midwifery (KN97) 87

General information for research degree candidates 87

Guidelines for the Doctoral and Master's assessment: Confirmation of Doctoral and Master of Nursing candidature 90

ELSSA LANGUAGE STUDY SKILLS ASSISTANCE CENTRE 100
Undergraduate Programs for International Students 100
Postgraduate program 102
ELSSA subject descriptions 103

SUBJECT DESCRIPTIONS 107
Subjects offered by other faculties 127
International Studies subjects 129

ALPHABETICAL LIST OF SUBJECTS 144
Subjects offered by other faculties 145

BOARDS AND COMMITTEES 146
Faculty Board in Nursing, Midwifery and Health 146
Faculty Courses Committee 146
Faculty Research Committee 146
Dean's Advisory Committee 147
Faculty Information Technology Committee 147
Faculty Library Committee 147

STAFF LIST 148

NURSING PRACTICE LADDER 2002 151

INDEX 156

UTS CONTACTS 160

MAPS 161

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

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

CB01.4
(Level 4 foyer, Tower Building)
15 Broadway, Ultimo

Kuring-gai campus

KG01.6 (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
www.ipo.uts.edu.au
CRICOS provider code: 00099F

Faculty student offices

Business

Undergraduate inquiries

CM05C.1
(Level 1, Building 5)
City campus at Haymarket
telephone (02) 9514 3500

KG01.5
(Level 5, Building K1)
Kuring-gai campus
telephone (02) 9514 5355
email undergraduate.business@uts.edu.au

Postgraduate inquiries

CM05B.5
(Level 5, Building 5)
City campus at Haymarket
telephone (02) 9514 3660
email graduate.business@uts.edu.au

Design, Architecture and Building

CB06.5
(Level 5, Building 6
(Peter Johnson Building))
City campus
telephone (02) 9514 8913
email dab.info@uts.edu.au

Education

CM05D.1.01
(Room D101, Building 5)
City campus at Haymarket
(from Autumn semester 2002)
CB10
(Room TBA, Building 10)
235 Jones Street
City campus
telephone (02) 9514 3900
email education@uts.edu.au

KG02.3.33
(Room 333, Building K2)
Kuring-gai campus
telephone (02) 9514 5621
email teached.office@uts.edu.au

Engineering

CB02.7
(Level 7, Building 2)
City campus
telephone (02) 9514 2666
email upo@eng.uts.edu.au

Humanities and Social Sciences

Faculty Student Centre

CB03.2
(Level 2, Building 3 (Bon Marche))
City campus
telephone (02) 9514 2300
email hss.studentcentre@uts.edu.au

Faculty Research Office

CB02.7
(Level 7, Building 2)
City campus
telephone (02) 9514 1959
email research.degrees.hss@uts.edu.au

Information Technology

CB04.3
(Level 3, Building 4)
City campus
telephone (02) 9514 1803
email info@it.uts.edu.au

Law

CM05B.3.03
(Room B303, Building 5)
City campus at Haymarket
telephone (02) 9514 3444
email admingen@law.uts.edu.au

Nursing, Midwifery and Health

KG05.3.97
(Room 397, Level 3, Building K5)
Kuring-gai campus
telephone (02) 9514 5202
email nmh@uts.edu.au

Science

CB04.3
(Level 3, Building 4)
City campus

SL01.2
(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

Notes:

1. The Building ID system is a four-character code, comprising two letters describing a geographic location and two numerals that use existing building numbers. Office locations appear as BuildingID.FloorNo.RoomNo.

   The geographic location codes are:

   CB City campus, Broadway

   CC City campus, Blackfriars, Chippendale

   CM City campus at Haymarket

   KG Kuring-gai campus

   SL St Leonards campus

2. In 2002, City campus will extend into CB10 (Jones Street) and a number of faculties and administrative units will be relocated.

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 November; 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 further information, contact the UTS Student Info & Admin Centre.

International students

International student applications for both postgraduate and undergraduate courses can be made either directly to the International Programs Office (IPO) 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 IPO.

CRICOS provider code: 00099F

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 three 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 components[1]

Union Entrance Fee	
a once-only charge for new students	$22
Union Fee	
a semester-based charge for currently enrolled students	$120 per semester
Students' Association Fee	
a yearly charge for currently enrolled students	$54.25 per year
Student Accommodation Levy	
a yearly charge for currently enrolled students	$61.50 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). 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. 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$8,500 per semester, and for postgraduate international students from A$5,000 to A$8,700 per semester. These vary from time to time and the International Programs Office should be contacted for up-to-date information, or visit the website:

www.ipo.uts.edu.au/courses/index.html

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, or visit the website:

www.ipo.uts.edu.au

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

The 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 varies 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.

The HECS census date for Autumn semester is 31 March and for Spring semester is 31 August (as the dates fall on a Sunday in 2002, the HECS census dates will be 28 March and 30 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:

email info.office@uts.edu.au

2002 HECS rates

Differential HECS

In 2002, the full-time, full-year contributions for each band are as follows:

- Band 1: $3,598 (Arts, Humanities, Social Studies/Behavioural Sciences, Education, Visual/Performing Arts, Nursing, Justice and Legal Studies)
- Band 2: $5,125 (Mathematics, Computing, Other Health Sciences, Agriculture/Renewable Resources, Built Environment/Architecture, Sciences, Engineering/Processing, Administration, Business and Economics)
- Band 3: $5,999 (Law, Medicine, Medical Science, Dentistry, Dental Services and Veterinary Science).

Pre-differential HECS rate

If you commenced or deferred but did not complete your course before 1997, you may be eligible to pay a flat rate of HECS. In 2002, this rate is $2,702 for a full time study load.

POSTGRADUATE EDUCATION LOANS SCHEME (PELS)

As a result of the Government's *Innovation and Education Legislation Amendment Bill (No.2) 2001* being endorsed by Parliament, a new Postgraduate Education Loans Scheme (PELS) will be implemented on 1 January 2002.

PELS is an income-contingent loan facility similar to the Higher Education Contribution Scheme (HECS) for eligible students enrolled in fee-paying postgraduate non-research courses.

All eligible students enrolled in a postgraduate fee-paying non-research course in 2002 are eligible to apply for a loan. This means that both continuing and commencing students are eligible to apply.

Eligible students are able to borrow up to the amount of the tuition fee being charged by UTS for each semester for the duration of their course. Students are also able to pay part of their semester tuition fee to UTS for a course and obtain a PELS loan for the balance of their outstanding fees for each semester.

Students are required to complete a Loan Request form by the census date each semester requesting the Commonwealth to pay their tuition fees to UTS and declare that they are aware of their obligations to repay the loan under the scheme when their income reaches a certain amount. Students also have to provide a Tax File Number (TFN) to UTS in the same way that students choosing to defer their HECS payment already do.

The Student Fee Services Office will be coordinating the introduction of PELS at UTS. Queries in relation to the introduction of PELS should be directed to the Student Info & Admin Centre on telephone (02) 9514 1222, or further information can be obtained from the DETYA website at:

www.hecs.gov.au/pels.htm

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 both Youth Allowance and 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 or the Youth Allowance and decide to drop subjects during the semester must be aware that to remain eligible 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 some students with disabilities which interfere with their studies, students who are single supporting parents or, in 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. Call for an appointment on:

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

Application forms for both Austudy and Youth Allowance should be lodged as soon as possible with any Centrelink office.

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, Indigenous House of Learning:

CB01.17
telephone (02) 9514 1902 or 1800 064 312

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 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 3310

Kuring-gai Campus Library

Eton Road
Lindfield
telephone (02) 9514 5325

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 provides a focus for higher degree research students in all graduate research courses at UTS. It takes the lead in developing policy for graduate research studies in partnership with the faculties. The University Graduate School also works to enhance the quality of graduate research programs by monitoring quality and supporting research degree students and their supervisors.

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

telephone (02) 9514 1336
fax (02) 9514 1588
email ugs@uts.edu.au

www.gradschool.uts.edu.au

Note: In 2002, the University Graduate School will be relocating to CB10 (Jones Street), City campus.

INTERNATIONAL EXCHANGE STUDENT SCHEME

UTS encourages its students to develop an international perspective on their courses and careers. As part of their studies, students have the opportunity to spend one or two semesters studying at an overseas university and receive credit towards their UTS degrees. To enable this to happen, UTS has formal links with a large number of universities around the world. The UTS International Exchange Student Scheme assists students to study on exchange primarily at English-speaking universities in the United States and Europe, but also at other universities around the world.

UTS supports student participation in the International Exchange Student Scheme through the provision of a number of scholarships each semester as a contribution to the costs of going on exchange. While on exchange, students do not pay tuition fees in the overseas university. They pay their usual HECS fees or, if they are international students at UTS, their Australian tuition fees.

Further information and application forms for the Exchange Scheme and scholarships can be obtained from:

Institute for International Studies
10 Quay Street
Haymarket
telephone (+61 2) 9514 1537
email international.exchange@uts.edu.au

www.uts.edu.au/fac/iis/

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, and
- campus interview program.

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 2002

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.

Peer support network

The Peer Network Program enlists the aid of existing students to assist with the orientation of new students.

For more information, contact:

Student Services Unit
telephone (02) 9514 1177 (City campus) or
(02) 9514 5342 (Kuring-gai campus)

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 permanent or casual vacation work and employment. Contact the Careers Service on:

telephone (02) 9514 1471 (City campus)

www.uts.edu.au/div/cas

Chaplaincy

The Chaplaincy is coordinated through Student Services. Visiting Chaplains and Worship Rooms are available to students.

Chaplains represent different Christian denominations, as well as Buddhism, Judaism and Islam. Further information is available on:

telephone (02) 9514 1177

Counselling

Counsellors are available at both the City and Kuring-gai campuses for individual consultation. Group programs are also held throughout the year. This service is free of charge, confidential and sensitive to diversity. For further information, contact:

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

Telephone counselling is available on:

telephone (02) 9514 1177.

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. Contact them on:

telephone (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. For further information, contact:

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 on:

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

Contacting 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

CB01.6.01
- Counselling Service
- Health Service
- Special Needs and Financial Assistance Service

CB01.3.01
- Careers Service

CB08.1 (9 Broadway)
- Housing Service

Kuring-gai campus

KG01.5.19 (Level 5, Building K1)
- Counselling Service
- Health Service

Computing facilities at UTS

UTS General Access Labs are located throughout all campuses of the University and are available for all students and staff to use. Details of locations and availability of the computer laboratories may be obtained from the Information Technology Division (ITD) Support Centre on:

telephone (02) 9514 2222

www.itd.uts.edu.au

Access to these labs requires login and password. Call the Support Centre for assistance in setting up a login.

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 an email account, visit the website:

www.uts.edu.au/email/

Alternatively, pick up the brochure, *Your UTS Email Account*, available in all ITD General Access Labs and drop-in centres. If you have any problems with activating your account or the computing facilities in general, contact the ITD Support Centre on:

telephone (02) 9514 2222
email itsupport@uts.edu.au

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

CB04.2.11
City campus

Rosemary Ward
telephone (02) 9514 1729
email Rosemary.Ward@uts.edu.au

www.science.uts.edu.au/cmf/chem/clrc/

Computing Study Centre

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

CB01.16.11
City campus

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

www.it.uts.edu.au/activities/csc/

English Language Study Skills Assistance (ELSSA) Centre

ELSSA, the UTS Centre for academic language development, provides free custom-designed programs in academic writing, reading, speaking, critical thinking and cultural knowledge to meet the needs of undergraduate and postgraduate UTS students completing their degree in English. ELSSA also collaborates with staff in the faculties to foster interest in, and knowledge of, literacy and learning through research, intellectual contributions and staff development. ELSSA values quality, diversity, internationalisation and flexibility as it serves the wider academic and professional communities. The Centre also offers several award programs. For details, refer to pages 100–106.

Alex Barthel, Director
CB01.18.22
City campus
telephone (02) 9514 2327

or

KG02.5.22
Kuring-gai campus
telephone (02) 9514 5160
email elssa.centre@uts.edu.au

www.uts.edu.au/div/elssa/

Jumbunna, Indigenous House of Learning

Student Support Unit

Jumbunna's Student Support Unit provides a range of academic and cultural support to Aboriginal and Torres Strait Islander students studying at UTS to ensure equal access and participation in higher education.

The support available to students includes academic assistance, cultural activities, cultural affirmation programs, group and private study areas, student common room and kitchen, and a computer laboratory and printing facilities.

Jumbunna, Indigenous House of Learning
CB01.17
City campus

telephone (02) 9514 1902 or 1800 064 312
fax (02) 9514 1894

Mathematics Study Centre

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

CB01.16
City campus

Leigh Wood, Director
telephone (02) 9514 2268
email Leigh.Wood@uts.edu.au

KG02.2.52
Kuring-gai campus
telephone (02) 9514 5186

www.it.uts.edu.au/activities/msc/

Physics Learning Centre

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

CB01.11
City campus
(with an adjoining computer laboratory)

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

www.science.uts.edu.au/physics/plc.html

EQUITY AND DIVERSITY

UTS has a strong commitment to ensure that the diverse nature of the Australian society is reflected in all aspects of its employment and education. The 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 students and staff are able to develop to their full potential.

UTS is committed to implementing its Equal Opportunity Statement which aims to ensure that all students and staff are treated fairly and equitably, and can work and study in an environment free of harassment. Discrimination, harassment and victimisation are unlawful, undermine professional relationships, diminish the experience of university life, and are not tolerated at UTS. All students and staff have a responsibility to contribute to the achievement of a productive, safe and equitable study and work environment.

The Equity & Diversity Unit provides a range of services for students and prospective students. These include the 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
CB01.17
telephone (02) 9514 1084
email equity.diversity.unit@uts.edu.au

www.equity.uts.edu.au

JUMBUNNA, INDIGENOUS HOUSE OF LEARNING

Jumbunna was relaunched as the Indigenous House of Learning (IHL) in 2001. Jumbunna has grown from being, in 1986, an Aboriginal student support centre, to become a successful academic, research and support centre with approximately 300 Indigenous Australian undergraduate and postgraduate students studying at UTS.

Jumbunna's role within UTS is to contribute to Australia's educational and social development by making UTS staff and students aware of Indigenous Australian cultures and associated issues. Jumbunna is committed to improving the quality of teaching and research at UTS by facilitating active links with the Indigenous community, higher education institutions and other professions with particular emphasis on Australia's growth as a multicultural nation.

Jumbunna IHL has a wide ranging, long term agenda that includes:

- involving Indigenous Australians in institutional decision-making and consultative structures, academic policy development and curriculums, and strengthening partnerships between it and the faculties
- broadening the awareness and acceptance of Indigenous Australian cultures, achievements, contributions, and contemporary issues by developing teaching subjects and awards
- broadening economic, social and political opportunities for Indigenous Australians, in particular expanding employment and income opportunities
- enhancing the teaching and coordination of postgraduate studies in Indigenous studies

- the provision of consultancy services to community and government, and
- improving accessibility, retention and graduation rates of Indigenous Australians in studies at UTS.

Reconciliation Studies elective

The subject Reconciliation Studies is offered by Jumbunna to all students. Offered for the first time in Autumn semester 2002, the subject is a transdisciplinary 6- or 8-credit-point elective available at both undergraduate and postgraduate levels.

Undergraduate

85208	Reconciliation Studies	6cp
85209	Reconciliation Studies	8cp

Postgraduate

85210	Reconciliation Studies	6cp
85211	Reconciliation Studies	8cp

For further details of these subjects, refer to the Subject Descriptions section at the back of this handbook.

NSW CHILD PROTECTION LEGISLATION

Prohibited Person Declaration and 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 make a declaration under the *Child Protection (Prohibited Employment) Act 1998* and undergo a Criminal Record Check.

All Nursing students must complete a Prohibited Employment Declaration, undergo a Criminal Record Check and receive a NSW Health Department Clearance prior to undertaking a Nursing Practice placement. The check is conducted by the NSW Police Service and coordinated by the NSW Health Department. A consent form authorising this check must be completed, signed and lodged with the Faculty. Any refusal by a student to undergo this check may result in the student being unable to complete the course requirements.

Clearances can be delayed for a number of reasons, particularly the incorrect completion of forms. Students should, therefore, ensure that forms are correctly completed. Students who have not received a clearance letter from the NSW Health Department within four weeks of lodgment of forms or at least one week prior to the commencement of Nursing Practice should advise the Faculty Student Office. Students must present the clearance letter whenever attending a clinical placement.

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.

CB02.4.02
City campus
telephone (02) 9514 2575
email ombuds@uts.edu.au

www.uts.edu.au/oth/ombuds

Freedom of Information and Privacy

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 and Privacy Officer
CB01.4A.01
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 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

Information on how to make a complaint is available on the Equity & Diversity Unit's website at:

www.equity.uts.edu.au/resources/gota.html

ENVIRONMENT, HEALTH, SAFETY AND SECURITY

The University is committed to providing a safe and healthy workplace for students, staff and visitors and adopting a socially responsible approach towards protecting and sustaining the environment. Staff and students must take reasonable care of themselves and others, cooperate with actions taken to protect health and safety and not wilfully place at risk the health, safety or wellbeing of others.

Emergency procedures

Report emergencies to Security by dialling '6' from any internal telephone or Freecall 1800 249 559 (24 hrs).

Let the Security Officer know:

- the nature of the problem (e.g. fire, medical emergency, assault)
- the location of the emergency, and
- your name and the telephone extension you are calling from.

Evacuation procedures

The Evacuation Alarm consists of two tones:

BEEP...BEEP...BEEP... (Prepare)

When you hear this tone:

- shut down or secure machinery and computers
- prepare to evacuate, and
- check whether anyone needs assistance.

WHOOP...WHOOP...WHOOP... (Evacuate)

When you hear this tone:

- listen for instructions, a public announcement will tell you to 'Evacuate the building'
- leave the building via the nearest fire exit
- do not use lifts
- provide assistance where required
- proceed to the assembly area
- follow instructions from Emergency Authorities and Security, and
- do not return to the building until the all clear is given.

Hazards and risks

If you see a hazard or condition that presents a risk to your health and safety, report it to a staff member or Security Officer so that something can be done to remedy it. Help to fix it if you can.

To report a serious hazard after hours, contact Security by dialling '6' from any internal telephone or Freecall 1800 249 559 (24 hrs).

Safe work practices

Always follow safe work practices as provided by your lecturer or a technical staff member. Ask for help if you are unsure about how to use a piece of equipment or undertake a task, particularly before carrying out new or unfamiliar work.

First aid

There are a number of First Aid Officers in every building on each UTS campus. See the first aid poster in your study area for their names, location and phone number. Security Officers also have first aid training and can be contacted by dialling '6' from any internal telephone or Freecall 1800 249 559 (24 hrs).

Medical attention is also available from the Health Service at City (Broadway) and Kuring-gai campuses.

Accident/incident reporting

If you are involved in an accident or incident, report it to a staff member or Security Officer and then complete a UTS Accident/Incident Report form, available from your faculty office or Security.

If the accident/incident is serious, call Security immediately by dialling '6' from any internal telephone or Freecall 1 800 249 559 (24 hrs).

Smoking

Smoking is not permitted inside any building on any campus of the University, or in any University vehicle.

Campus shuttle bus

The University operates a number of shuttle bus services. These run between:

- City and Kuring-gai campus
- Kuring-gai campus main entry and the Kuring-gai campus carpark
- City campus at Haymarket and Broadway and the student accommodation facilities (Geegal and Bulga Ngurra). This shuttle covers the area bounded by William Henry Street, Bay Street and Broadway. All students living within this area are urged to use the service to ensure a safe passage home.

Shuttle bus timetables are available from the Security Office on your campus.

Lost and found

The Security Office on your Campus is the first point of call to check for lost property or to hand in found items. Items are kept for three months and if unclaimed become the property of the person who found the item.

Security systems

All buildings are accessible by a personal identification number (PIN) and are protected by an electronic intrusion detection system and a closed circuit TV network. You can obtain a PIN from your faculty office. Remember, your PIN is assigned to you and is not transferable. Do not misuse your PIN as this could compromise the safety of others.

Keeping yourself safe

- If studying/working in an isolated area, particularly after hours, lock the doors and don't let anyone in who you don't know. Do not leave doors propped open.
- If you think you are being followed or feel frightened for any reason, contact Security by dialling '6' from any internal telephone or Freecall 1 800 249 559.
- Do not take shortcuts through isolated areas, particularly at the St Leonards campus where the cemetery is a definite no-go area, even during the day. Keep to well-travelled routes and well-lit areas.
- Walk near the curb, away from doorways and bushes.
- Be alert when using toilet facilities, particularly in isolated areas. Check for strangers while you are still near the door. Whenever possible, ask a friend to accompany you.
- If you plan to have a drink after classes, make plans ahead of time for getting home. Don't leave with people you are not comfortable with.
- Do not hitchhike or accept a lift from a stranger.
- If you feel uncomfortable about who is in a lift/elevator, do not get in. Wait until the next lift/elevator arrives.
- Remember, UTS Security staff are available 24 hours a day, 7 days a week.

Keeping your belongings safe

The University consists of a number of large public buildings in the CBD and experiences a level of property crime in keeping with its location. Purses, wallets and particularly mobile phones are a prime target for thieves.

- Mark your name or other personal identification (e.g. your driver's licence number) on personal items of value. Marked items are less likely to be stolen.
- Use the lockers in the Library to store personal property, particularly if you plan on spending some time studying.
- Keep your possessions with you at all times. Do not leave wallets, purses or phones unprotected or out of your sight, particularly in the Library, computer laboratories or cafeterias.
- Do not carry large amounts of money – there are automatic teller machines (ATMs) on most campuses.

Bicycle storage

Bicycle racks are located outside major buildings and often covered by a security camera.

Recycling

UTS has facilities for recycling paper, glass, cardboard and aluminium. Reduce, reuse and recycle.

Contacts

Environment, Health and Safety

telephone (02) 9514 1326, (02) 9514 1062, (02) 9514 1063
email ehs.branch@uts.edu.au

www.ehs.uts.edu.au

Security

City campus at Broadway

telephone (02) 9514 1192
email security.general@uts.edu.au

City campus at Haymarket

telephone (02) 9514 3399
email security.haymarket@uts.edu.au

Kuring-gai campus

telephone (02) 9514 5551
email security.kuring-gai@uts.edu.au

St Leonards campus, Dunbar Building

telephone (02) 9514 4004
email security.dunbar@uts.edu.au

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 office@utsunion.uts.edu.au

City campus (Haymarket)
telephone (02) 9514 3369

Kuring-gai campus
telephone (02) 9514 5011

www.utsunion.uts.edu.au

Union Sports Centre

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

CB04.1
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.

Care is available for 0–5 year olds throughout the year and for 5–12 year olds during school holidays. Child care can be accessed on a full-time, or part-time basis.

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

Child care subsidies

UTS child-care centres charge a fee, comparable to other child-care centres, of between $40–50 per day for 0–5 year olds and $24 a day for 5–12 year olds. All families who register with Centrelink can access Federal Government means-tested child-care subsidies of up to $27 per day through child-care centres.

Further subsidies are available at UTS child-care centres to all current UTS staff and students of up to $8 per day, funded by the University and the University Union and available on proof of employment/enrolment at UTS.

Low-income students may apply to the Equity & Diversity Unit for further assistance (funded by the Unit and the Students' Association) in cases of demonstrable financial hardship.

To obtain an application form, contact the Equity & Diversity Unit on:

telephone (02) 9514 1084

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 kuringai@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 and represents all students of the University on welfare and education issues. UTS students have the right to stand for election of the SA and to vote in the annual elections. The Students Representative Council enacts, directs and coordinates the work of the SA.

All enrolled students are members of the SA and pay an annual fee. Revenue from fees is used to employ professional educational and welfare staff; fund the student newspaper, *Vertigo;* run the Peer Tutor Scheme and Second-hand Bookshop; and facilitate and support various information, education and action campaigns.

City campus

CB01.3
telephone (02) 9514 1155

Kuring-gai campus

KG02.4
telephone (02) 9514 5237

Radio Station 2SER-FM (107.3 FM)

2SER-FM is a community-based radio station situated on Level 26 of the UTS Tower. 2SER is owned by Sydney Educational Broadcasting Ltd, a company established jointly by the University of Technology, Sydney and Macquarie University. The station broadcasts a diverse range of 'talk' and music programs, produced and presented by volunteers.

Students interested in broadcasting are welcome to visit the studios:

CB01.26.22
City campus
telephone (02) 9514 9514

or for more information visit the website at:

www.2ser.com

UTS Gallery and Art Collection

The UTS Gallery is a dedicated public gallery on the City campus. The UTS Gallery presents local, interstate and international exhibitions of art and design. The exhibitions change monthly.

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

CB06.4
City campus
702 Harris Street, Ultimo
telephone (02) 9514 1652
fax (02) 9514 1228
email uts.gallery@uts.edu.au

www.utsgallery.uts.edu.au

PRINCIPAL DATES FOR 2002

January

1 New Year's Day – public holiday

2 Summer session classes recommence (to 1 February)

2 Provisional examination timetable available for Summer session

4 UTS Advisory Day

7 Closing date for change of preference (main round) to the Universities Admissions Centre (UAC), by mail or in person. Closing date (midnight) for change of preference (main round) UAC Infoline and website (www.uac.edu.au)

7 Formal supplementary examinations for 2001 Spring semester students

11 Last day to submit appeal against exclusion from Spring 2001

11 Due date for payment of Autumn semester 2002 tuition fees for continuing international students

18 Final examination timetable for Summer session available

18 Closing date for applications for non-award and cross-institutional enrolment in Autumn semester 2002

18 Main round of offers to UAC applicants

21–25 Enrolment of new main round UAC undergraduate students at City campus

23 Closing date for change of preference to UAC for late round offers

25 Public school holidays end

26 Australia Day – public holiday

30 Closing date for applications for Postgraduate Equity Scholarships for Autumn semester 2002

31 Third round closing date for post-graduate coursework applications for Autumn semester 2002 (except Faculty of Business – closing date 15 February)

February

1 Late round of offers (UAC)

1 Summer session ends for subjects with formal exams

4–15 Formal examinations for Summer session

6–7 Enrolment of late round UAC students at City campus

8 Last day to lodge a Stage 2 appeal against assessment grade for Spring semester 2001

11–19 Enrolment of new postgraduate students at City campus

15 Third round closing date for Faculty of Business postgraduate coursework applications for Autumn semester 2002

21–22 Enrolment of new international students at City campus

22 Last round of offers (UAC)

25 Orientation week for new students commences (to 1 March)

25 Release of results for Summer session

27 Union 'O' Day – Clubs and activities day

27 Late enrolment day

March

4 Autumn semester classes commence

6 Late enrolment day

8 Last day to lodge a Stage 2 appeal against assessment grade for Summer session

15 Last day to enrol in a course or add subjects[1]

15 Last day to pay upfront HECS or Postgraduate Course Fees for Autumn semester 2002

18 Applications open for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences July – December)

28 Last day to withdraw from a course or subject without financial penalty[1]

28 HECS census date (note 31 March is Easter Sunday)

29 Good Friday – public holiday

30 Easter Saturday – public holiday

31 Easter Sunday

April

1 Easter Monday – public holiday

1–5 Vice-Chancellors' Week (non-teaching)

3–5 Graduation ceremonies (Kuring-gai campus)

12 Last day to withdraw from a course or subject without academic penalty[1]

15–26 Public school holidays

25 Anzac Day – public holiday

May

1 Applications open for undergraduate courses, where applicable, and post-graduate courses for Spring semester 2002

6–17 Graduation ceremonies (City campus)

10 Provisional examination timetable for Autumn semester available

22 Closing date for applications for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences July–December)

31 Final Autumn semester examination timetable available

31 Closing date for undergraduate and first round postgraduate coursework applications for Spring semester 2002 (except Faculty of Business – closing date 12 July)

31 Closing date for postgraduate research degree applications for Spring semester 2002

June

10 Queen's Birthday – public holiday

14 Last teaching day of Autumn semester

15 Formal examinations for Autumn semester commence (to 5 July)

27 Closing date for applications for Postgraduate Equity Scholarships for Spring semester 2002

28 Second round closing date for post-graduate coursework applications for Spring semester 2002 (except Faculty of Business – closing date 12 July)

28 Closing date for applications for non-award and cross-institutional enrolment in Spring semester 2002

July

5 Autumn semester formal examinations end (commenced 15 June)

5 Due date for payment of Spring semester 2002 tuition fees for continuing international students

8–12 Vice-Chancellors' Week (non-teaching)

8–19 Public school holidays

12 Closing date for Faculty of Business postgraduate coursework applications for Spring semester 2002

15–19 Formal alternative examination period for Autumn semester students

22–26 Enrolment of new students for Spring semester 2002

24 Release of Autumn semester examination results

25 Formal supplementary examinations for Autumn semester students

29 Spring semester classes commence

August

1 Applications available for undergraduate and postgraduate courses for Autumn semester 2003

1 Applications available for postgraduate research scholarships for Autumn semester 2003

2 Last day to withdraw from full-year subjects without academic penalty

2 Last day to lodge a Stage 2 appeal against assessment grade for Autumn semester 2002

9 Last day to enrol in a course or add subjects for Spring semester 2002[1]

16 Last day to pay upfront HECS or postgraduate course fees for Spring semester 2002

30 Last day to withdraw from a course or subject without financial penalty[1]

30 HECS census date (note 31 August is a Saturday)

September

2 Applications open for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences January – June 2003)

2 Applications open for UTS Academic Internships

6 Last day to withdraw from a course or subject without academic penalty[1]

30 Public school holidays commence (to 11 October)

30 Vice-Chancellors' Week (non-teaching) commences (to 4 October)

30 Graduation ceremonies (City campus) commence (to 4 October)

October

4 Vice-Chancellors' Week (non-teaching) ends

4 Provisional examination timetable for Spring semester available

7 Labour Day – public holiday

11 Public school holidays end (commenced 30 September)

25 Final examination timetable for Spring semester available

30 Closing date for applications for Postgraduate Equity Scholarships for Summer session 2002/3

31 Closing date for Australian Postgraduate Awards, the R L Werner and University Doctoral scholarships

31 First round closing date for postgraduate coursework applications for Autumn semester 2003

31 Closing date for postgraduate research degree applications for Autumn semester 2003

November

8 Last teaching day of Spring semester

9–29 Formal examination period for Spring semester

15 Closing date for applications for UTS Academic Internships

19 Closing date for applications for Vice-Chancellor's Postgraduate Research Student Conference Fund (for conferences January–June 2003)

December

2 Summer session classes commence (to 7 February 2003)

9–13 Formal alternative examination period for Spring semester students

18 Release of Spring semester examination results

23 Public school holidays (to 28 January 2003)

25 Christmas Day – public holiday

26 Boxing Day – public holiday

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[1] HECS/Postgraduate course fees will apply after the HECS census date (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 August 2001. The University reserves the right to vary any information described in Principal Dates for 2002 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.

Professor Jill White
Dean

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 scholarships, research, continuing professional education and consultancy.

FACULTY STUDENT OFFICE

Location
KG05.3.97 (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.

Carmen O'Brien
telephone (02) 9514 5021
fax (02) 9514 5513

Vicky White
telephone (02) 9514 5202

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 their reasons for being at UTS, students gain more from their studies if they 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 students' work fairly and consistently, and students are obliged to submit work that represents their own efforts to meet the stated requirements.

In order to assess students' 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, students 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. Students must ensure that they acknowledge the original authors of the ideas, facts, results, etc., to which they refer. In doing so, students both respect the intellectual property rights of those authors and enable their own efforts to be recognised and properly evaluated.

If students do not acknowledge their sources they 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 one's own; or presenting another person's work as one's own.

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

The following guidelines will help students to avoid plagiarism:

- Students should make sure that they are familiar with the style of acknowledgment that is recommended for use in the particular subject they are studying (usually either the Harvard or Chicago style).
- Students should write the source on any notes or copies they make from any document or electronic sources such as the Internet. They should keep a detailed list of their sources throughout the course of their research.

- Sources that must be acknowledged include those containing the concepts, experiments or results from which students have extracted or developed their ideas, even if they put those ideas into their own words.
- Students should 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.
- Students should avoid excessive paraphrasing, even where they acknowledge the source. A different form of words should be used to show that students have thought about the material and understood it.

Guidelines for written assignments

To assist students with planning, researching, writing and submitting assignments the Faculty has prepared a publication called *Guidelines for Preparation, Presentation and Submission of Written Assignments*. Students attempting written assignments are strongly recommended to refer to this document, which clearly outlines the expectations of the Faculty in regard to academic writing. This publication is available online through the Faculty's website and the library's electronic reserve. It is also available at cost from the Kuring-gai campus Co-op Bookshop.

Self-motivation and commitment to learning

If students have come to university from school or TAFE, they may find that they have to review their 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 students memorising the material that they study 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 students stay motivated, so the onus is on students to complete the requirements of each subject. This demands reasonably high levels of personal discipline, self-motivation and organisation of students' time. It is a challenge to balance these demands with the apparent freedom of university life.

Awareness of requirements

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

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 one's own opinion about a topic are of benefit to one's studies because they help to develop critical and analytical skills.

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

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

Staff responsibilities

Students 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.

Students' rights at UTS are always qualified by the rights of their fellow students.

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 one's 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.

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 are 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)

While 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. Note that if a lecturer notes a student's name to a class list this does not mean they have been formally enrolled.

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

FACULTY CENTRES AND PROFESSORIAL RESEARCH UNITS

The Faculty has two Centres and six 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
Professor Lesley Barclay
The Terraces, Broadway

Centre for Health Services Management
Professor Christine Duffield
Kuring-gai campus, Lindfield

Acute Care Nursing Professorial Unit
Professor Judith Donoghue
St George Hospital
South East Health

Child and Adolescent Nursing Professorial Unit
Professor Jackie Crisp
Sydney Children's Hospital
South East Health

Critical Care Nursing Professorial Unit
Professor Sharon McKinley
Royal North Shore Hospital
Northern Sydney Health

Aged and Extended Care Nursing Professorial Unit
Professor Lynn Chenoweth
War Memorial Hospital
South East Health

Corrections Health Nursing Professorial Unit
Professor Mary Chiarella
Long Bay Correctional Complex
Corrections Health

Mental Health Nursing Professorial Unit
Professor Edward White
St George Hospital
South East Health

PRIZES AND SCHOLARSHIPS

Aboriginal or Torres Strait Islander Postgraduate Scholarship

The Faculty of Nursing, Midwifery and Health awards a Scholarship annually to an Aboriginal or Torres Strait Islander postgraduate student. The recipient has 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 are 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 is made available in the final year of their program and 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 and 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, and
- 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 the 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 three Practice Development subjects. The prize is 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 92790 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 (RNSH) Prizes

The undergraduate prize was established in 1986. It is awarded annually to the nursing student who completes the requirements for the Bachelor of Nursing program and obtains the highest cumulative weighted average mark in all subjects. The prize consists of a suitably inscribed certificate, together with a cash award of $150.

The RNSH also awards a $200 prize, established in 1999, for subjects which are run as part of the Clinical Accreditation Program. Prizes are awarded to one graduate from each major, with the exception of those eligible for other prizes. In 2002, 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 Memorial Prizes, respectively.

The award is allocated to candidates who achieve the highest academic and clinical achievements. Selection is 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 is 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	KG05.3.14
Brown, Diane	Dr	Associate Dean, Teaching and Learning	5712	KG05.3.88
Heywood, Tony	Mr	Faculty Manager	5047	KG05.3.15
Academic and Research staff				
Baker, Jacqueline	Dr	Senior Lecturer	5072	KG05.2.03
Barclay, Lesley	Professor	Director, Centre for Family Health and Midwifery	2971	CB08
Ben-Sefer, Ellen	Ms	Lecturer	5742	KG05.2.11
Briggs, Carolyn	Ms	Senior Lecturer	5136	KG05.4.08
Carey, Michael	Dr	Lecturer	5138	KG05.4.06
Chenoweth, Lynn	Professor	Professor of Aged and Extended Care Nursing War Memorial Hospital	5710, 9369 0288	KG05.0.01
Chiarella, Mary	Professor	Professor of Nursing in Corrections Health Correctional Health Service, Long Bay Correctional Centre	5023, 9289 2260	KG05.0.03
Crisp, Jackie	Professor	Professor of Child and Adolescent Nursing, Sydney Children's Hospital	5736, 9382 1797	KG05.0.05
Dean, Sue	Ms	Lecturer	5124	KG05.2.18
Donoghue, Judith	Professor	Professor of Acute Care Nursing, St George Hospital	5723, 9350 2184	KG05.0.05
Duffield, Christine	Professor	Director, Centre for Health Services Management	5729	KG05.2.15
Farrar, Trish	Dr	Senior Lecturer	5747	KG05.4.96
Forbes, Jan	Ms	Lecturer	5123	KG05.2.09
Frazer, Neil	Mr	Lecturer	5134	KG05.2.17
Gallagher, Robyn	Dr	Lecturer	5746	KG05.2.20
Garman, Callista	Ms	Lecturer	5120	KG05.2.05
Green, Janet	Ms	Lecturer	5740	KG05.4.94
Hamlin, Lois	Ms	Senior Lecturer	5717, 9926 7111	KG05.2.21
Jones, Linda	Ms	Senior Lecturer	5713	KG05.2.10
Kellehear, Kevin	Mr	Lecturer	5050	KG05.2.07
Kelly, Michelle	Ms	Lecturer	5137	KG05.4.04
Kilstoff, Kathleen	Ms	Lecturer	5143	KG05.4.07
Lock, Linette	Dr	Lecturer	5153	KG05.2.06
McKinley, Sharon	Professor	Professor of Critical Care Nursing, Royal North Shore Hospital	5735, 9926 8281	KG05.0.01
Pelletier, Dianne	Mrs	Senior Lecturer	5760	KG05.2.08
Phillips, Angela	Ms	Lecturer/ATSI Adviser	5718	KG05.2.90
Rochester, Suzanne	Ms	Lecturer	5154	KG05.4.95
Rogan, Frances	Ms	Lecturer	5581	KG05.4.09
Stein-Parbury, Jane	Associate Professor	Director of Research	5260	KG05.2.19
Uyeda, Margaret	Dr	Project Manager	5738	KG05.0.02
Van Vorst, Stephen	Mr	Senior Lecturer	5715	KG05.2.15
Waters, Cheryl	Dr	Senior Lecturer	5741	KG05.4.97
White, Edward	Professor	Professor of Mental Health Nursing St George Hospital	5708, 9350 1780	KG05.2.05
Wyllie, Aileen	Ms	Lecturer	5204	KG05.4.05

Name	Title	Position	Ext (prefix: 9514)	Room
Administrative staff				
Burnett, Katie	Ms	Student Officer (Clinical)	5141	KG05.3.09
Cannane, Carol	Mrs	Administrative Assistant	5044	KG05.3.86
Cooksley, Coral	Ms	External Relations Officer	5745	KG05.3.94
Davies, Linda	Ms	Executive Assistant	5126	KG05.3.87
Dunlop, Peter	Mr	Computer Services Officer (ITD)	5135	KG02.3.50
Fery, Frederic	Mr	Faculty Web Coordinator	5128	KG05.3.95
Freshwater, Judy	Ms	Student Adviser (Clinical)	5125	KG05.3.08
Froment, Elaine	Mrs	Administrative Assistant	5725	KG05.3.89
Kwong, Mary	Ms	Student Officer (Postgraduate)	5722	KG05.3.05
Leibbrandt, Lara	Ms	AUTC Project Officer	5486	KG05.0.06
Lanning, Jan	Ms	Student Officer (Undergraduate)	5073	KG05.3.07
Lobo, Ophelia	Mrs	Administrative Assistant	5043	KG05.3.85
Martin, Sue	Ms	Technical Officer	5187	KG02.3.51
Neill, Amanda	Ms	International Project Officer	5128	KG05.3.95
Nettleton, Cath	Ms	Research and Project Officer	5727	KG05.3.95
Nolan, Veronica	Ms	Team Leader, Student and Course Support	5024	KG05.3.06
O'Brien, Carmen	Ms	Student Adviser	5021	KG05.3.97
Stephens, Margaret	Ms	Executive Officer	5730	KG05.3.13
White, Vicky	Ms	Student Advisor	5202	KG05.3.97
Yuille, Denise	Mrs	Committee Officer	5181	KG05.3.17
General contacts				
Faculty Office			5043	KG05.3.85
Student Office			5202	KG05.3.97

UNDERGRADUATE COURSES

OVERVIEW

Key undergraduate contacts

Student Advisers

Provide information and advice to students on administrative and related matters:

Carmen O'Brien
KG05.3.97; telephone (02) 9514 5021

Vicky White
KG05.3.97; telephone (02) 9514 5202

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
KG05.3.07; 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
KG05.3.08; 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:

Veronica Nolan
KG05.3.06; 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
KG05.3.51; telephone (02) 9514 5187

Director of Studies, Undergraduate

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

Stephen Van Vorst
KG05.2.97; telephone (02) 9514 5715

Academic Liaison Officer (ALO)

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

Fran Rogan
KG05.4.09; telephone (02) 9514 5581

Associate Dean, Teaching and Learning

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

Diane Brown
KG05.3.88; telephone (02) 9514 5126

Location

Most subjects are taught at the Kuring-gai campus, however, students are also 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 recognition

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). 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 are admitted on the basis of their UAI. The minimum UAI cut-off for 2001 was 73.6. 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 admission requirements is provided in the *2002 UAC Guide*.

Fees

Undergraduate courses attract HECS (Higher Education Contribution Scheme) and can be paid upfront with a 25 per cent discount or deferred (exceptions apply – refer to *2002 HECS Guide*.) 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 9 of this handbook.

International fees

Undergraduate programs undertaken by international students will attract an annual fee in 2002 of A$13,000.

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

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 are 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 is 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 are 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 available from the Faculty Student Office, Student Info & Admin Centres or online at:

  www.sau.uts.edu.au

  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.

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

Prohibited Person Declaration and 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 make a declaration under the *Child Protection (Prohibited Employment) Act 1998* and undergo a Criminal Record Check.

All Nursing students must complete a Prohibited Employment Declaration, undergo a Criminal Record Check and receive a NSW Health Department Clearance prior to undertaking a Nursing Practice placement. The check is conducted by the NSW Police Service and coordinated by the NSW Health Department. A consent form authorising this check must be completed, signed and lodged with the Faculty. Any refusal by a student to undergo this check may result in the student being unable to complete the course requirements.

Clearances can be delayed for a number of reasons, particularly the incorrect completion of forms. Students should, therefore, ensure that forms are correctly completed. Students who have not received a clearance letter from the NSW Health Department within four weeks of lodgment of forms or at least one week prior to the commencement of Nursing Practice should advise the Faculty Student Office. Students must present the clearance letter whenever attending a clinical placement.

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. Students with special needs may make a request to be placed in a particular health facility by contacting the Student Adviser (Clinical) on telephone (02) 9514 5125.

Accident and incident reporting

Any student or staff member involved in an accident, injury or incident while on clinical experience must 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 Director of Studies, Undergraduate.

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 are 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 may 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.

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, Diptheria**
  Students should have been adequately immunised against poliomyelitis, diptheria and tetanus in childhood, and have had a booster of Sabine vaccine against poliomyelitis and a booster of Adult Diptheria 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 is available through Student Health Services early in each semester at both the Kuring-gai and City campuses.

Safety

All students 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 are 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 ponytails 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 are removed from the health facility as soon as the judgment is made and are referred to the Subject Examiner who determines 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 are 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 notifies the student and identifies 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.

Administering of intravenous medications while on clinical practice

Third-year Bachelor of Nursing students are permitted to administer intravenous medications in the following situations:

1. under direct supervision of a registered nurse (including University Clinical Supervisors) accredited by the hospital to administer intravenous medications as long as all other medication requirements have been met, e.g. correct dose, patient, route, time, and written orders, etc., and
2. hospital policy allows students to administer intravenous medications under the direct supervision of a registered nurse as set out in (1) above, and
3. 92238 Adult Nursing: Cellular Alterations or 92261 Adult Nursing: Medical or an equivalent, has been successfully completed.

Laboratory policy

Faculty laboratories

The Faculty laboratories are coordinated by Sue Martin. Laboratory staff are based in room KG02.3.51, but can often be located in the laboratories situated in KG02 in rooms 3.46, 3.49, 2.53, 2.56, 2.62, 3.56 and 3.60.

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 between 9.00 a.m. to 5.00 p.m. when classes are scheduled.

Practice lab

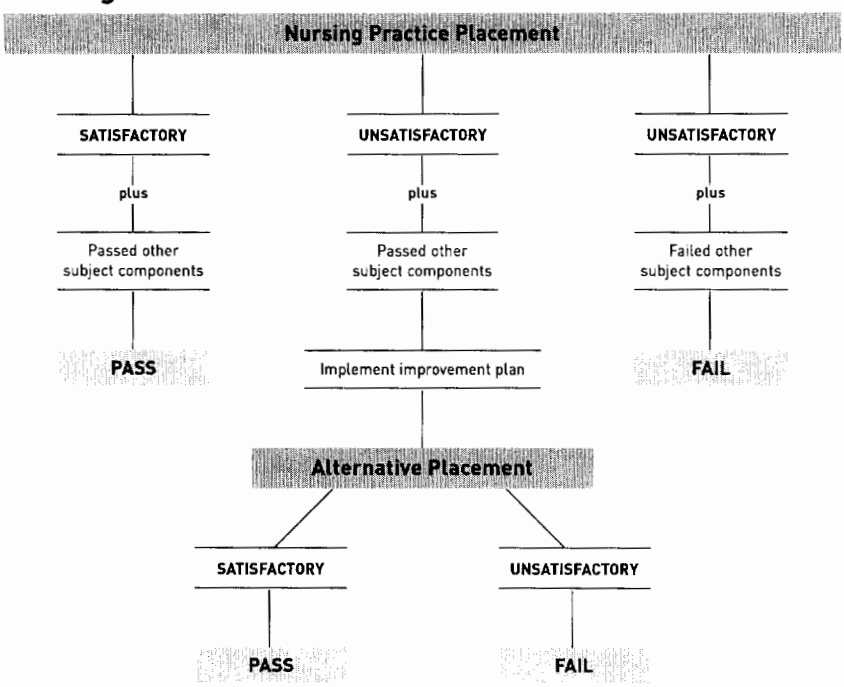
Laboratory KG02.349 has been designated as a practice lab and is open from 9.00 a.m. to 5.00 p.m. on Mondays to Fridays throughout each semester for students to practice procedures learned in tutorials.

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.

- Usage is on a first come first served basis.
- A maximum of 15 students at a time is allowed in the lab for safety reasons. The Faculty recognises that there may be peak times, e.g. prior to examinations, when more practice capacity is required. Should this occur, additional labs may be made available for practice.
- Students must comply with all laboratory safety rules while in the practice lab - in particular, no food, drink or children are allowed in the laboratories, and covered shoes must be worn at all times.
- All problems must be reported to the Technical Officer, Sue Martin, at KG02.3.51 (opposite the practice lab).
- Should the use of the practice lab be abused in any way the faculty will review its operation.

Nursing Practice assessment



Bachelor of Nursing

- UTS course code: KN08
- UAC code: 606000(F/T) (Kuring-gai), 606001 (P/T) (Kuring-gai); 606002 (F/T)(City)
- Testamur title: Bachelor of Nursing
- Abbreviation: BN
- Course fee: HECS (local) $6,500 per semester (international)

Course aims

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

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, and
10. demonstrate a lively, questioning perspective that enables active contribution to the development of nursing as a discipline.

Advanced standing

Advanced standing may be offered to students who can demonstrate relevant prior knowledge or experience.

Attendance

Students are required to undertake formal study for 14 weeks each semester. This includes nursing practice.

Course duration

The Bachelor of Nursing is normally offered on a full-time basis over six semesters, or on a part-time basis over 12 semesters.

Course structure

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 sociocultural 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.

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.

Course program

Full-time 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
91531	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
91532	Fundamentals of Pathophysiology 2	6	Nil
Year 2			
Autumn semester			
91533	Fundamentals of Pathophysiology 3	6	Prerequisite: 91531 or 91532
92248	Adult Nursing: Neuroendocrine	6	Prerequisites: any two of 92191, 92192, 92194, 92195
	and either		
92236	Foundations of Mental Health Nursing	8	Corequisite: 92237
92237	Primary Health Care and the Aged	4	Corequisite: 92236
	or		
92239	Foundations of Children's Nursing	8	Corequisite: 92240
92240	The Family in Health and Illness	4	Corequisite: 92239
Spring semester			
91534	Fundamentals of Pathophysiology 4	6	Prerequisite: 91531 or 91532
92238	Adult Nursing: Cellular Alterations	6	Prerequisites: any two of 92191, 92192, 92194, 92195
	and either		
92239	Foundations of Children's Nursing	8	Corequisite: 92240
92240	The Family in Health and Illness	4	Corequisite: 92239
	or		
92236	Foundations of Mental Health Nursing	8	Corequisite: 92237
92237	Primary Health Care and the Aged	4	Corequisite: 92236

Subject no.	Subject name	Credit points	Prerequisite / corequisite
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
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 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: 92247
92245	Organisational Relationships	6	Prerequisite: 92190
92247	Practice Development 3	6	Prerequisites: 92191, 92192, 92194, 92195, 92246 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	Clinical elective	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and either 92236 or 92239

Clinical electives (elective offerings are subject to numbers)

92249 Critical Care
92251 Community Health Nursing
92253 Maternal and Infant Care
92254 Mental Health Nursing
92256 Operating Theatre Nursing
92257 Paediatric Nursing
92258 Palliative Care
92260 Women's Health

Part-time program

Subject no.	Subject name	Credit points	Prerequisite / corequisite
Year 1			
Autumn semester			
92190	The Discipline of Nursing	6	Nil
91531	Fundamentals of Pathophysiology 1	6	Nil
Spring semester			
92193	Nursing Relationships	6	Nil
91532	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			
91533	Fundamentals of Pathophysiology 3	6	Prerequisite: 91531 or 91532
92248	Adult Nursing: Neuroendocrine	6	Prerequisites: any two of 92191, 92192, 92194, 92195
Spring semester			
91534	Fundamentals of Pathophysiology 4	6	Prerequisite: 91531 or 91532
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
	or		
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
	or		
92236	Foundations of Mental Health Nursing	8	Corequisite: 92237
92237	Primary Health Care and the Aged	4	Corequisite: 92236
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	6	Prerequisite: 92190
92xxx	Clinical elective	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and either 92236 or 92239

Subject no.	Subject name	Credit points	Prerequisite / corequisite
Year 6			
Autumn semester			
92242	Practice Interactions	6	Prerequisite: 92193
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); 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: 92247
92247	Practice Development 3	6	Prerequisites: 92191, 92192, 92194, 92195, 92246 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)

Clinical electives (elective offerings are subject to numbers)

92249 Critical Care
92251 Community Health Nursing
92253 Maternal and Infant Care
92254 Mental Health Nursing
92256 Operating Theatre Nursing
92257 Paediatric Nursing
92258 Palliative Care
92260 Women's Health

Accelerated program for Enrolled Nurses

Subject no.	Subject name	Credit points	Prerequisite / corequisite
Year 1			
Advanced standing		36	
Year 2 (Entry year)			
Autumn semester			
92190	The Discipline of Nursing	6	Nil
92261	Adult Nursing: Medical	6	Nil
99636	Essentials of Pathophysiology	6	TAFE Certificate IV for Enrolled Nurses or equivalent
	and either		
92236	Foundations of Mental Health Nursing	8	Corequisite: waived (ENs only)
	or		
92239	Foundations of Children's Nursing	8	Corequisite: waived (ENs only)
Spring semester			
92193	Nursing Relationships	6	Nil
92262	Adult Nursing: Surgical	6	Nil
91604	Introductory Pharmacology and Microbiology	6	Prerequisite: waived (ENs only)
	and either		
92236	Foundations of Mental Health Nursing	8	Corequisite: waived (ENs only)
	or		
92239	Foundations of Children's 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 (Final year)			
Autumn semester			
92241	Inquiry in Nursing Practice	6	Nil
92242	Practice Interactions	6	Prerequisite: 92193
92243	Practice Development 1	6	Prerequisites –ENs only: either 92261 or 92262 and either 92236 or 92239
92246	Practice Development 2	6	Prerequisites – ENs only: either 92261 or 92262, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major)

Subject no.	Subject name	Credit points	Prerequisite / corequisite
Year 3 (Final year) (cont.)			
Spring semester			
92244	Comprehensive Health Assessment	6	Prerequisites – ENs only: either 92261 or 92262, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major); Corequisite: 92247
92245	Organisational Relationships	6	Prerequisite: 92190
92247	Practice Development 3	6	Prerequisites – ENs only: 92246, and either 92261 or 92262, 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 92261 or 92262; and either 92236 or 92239

Clinical electives (elective offerings are subject to numbers)

92249 Critical Care
92251 Community Health Nursing
92253 Maternal and Infant Care
92254 Mental Health Nursing
92256 Operating Theatre Nursing
92257 Paediatric Nursing
92258 Palliative Care
92260 Women's Health

Accelerated program (graduate entry)

Subject no.	Subject name	Credit points	Prerequisite/Corequisite
Year 1			
Advanced standing		30	
Pre-semester school (four weeks of February)			
92109	Nursing Practice 1AA	6	Nil
Year 2			
Autumn semester			
92190	The Discipline of Nursing	6	Nil
92261	Adult Nursing: Medical	6	Nil
99636	Essentials of Pathophysiology	6	TAFE Certificate IV or equivalent
	and either		
92236	Foundations of Mental Health Nursing	8	Corequisite: Nil (waived for Grad entry)
	or		
92239	Foundations of Children's Nursing	8	Corequisite: Nil (waived for Grad entry)
Spring semester			
92193	Nursing Relationships	6	Nil
92262	Adult Nursing: Surgical	6	Nil
91604	Introduction to Pharmacology and Microbiology	6	Nil
	and either		
92236	Foundations of Mental Health Nursing	8	Corequisite: Nil (waived for Grad entry)
	or		
92239	Foundations of Children's Nursing	8	Corequisite: Nil (waived for Grad entry)
Summer semester (four weeks of January)			
92237	Primary Health Care and the Aged	4	Corequisite: Nil (waived for Grad entry)
92240	The Family in Health and Illness	4	Corequisite: Nil (waived for Grad entry)
Year 3			
Autumn semester			
92241	Inquiry in Nursing Practice	6	Nil
92242	Practice Interactions	6	Prerequisite: 92193
92243	Practice Development 1	6	Prerequisites – ENs and Grad entry only: either 92261 or 92262 and either 92236 or 92239
92246	Practice Development 2	6	Prerequisites – ENs and Grad entry only: either 92261 or 92262, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major)

Subject no.	Subject name	Credit points	Prerequisite / corequisite
Year 3 (Final year) (cont.)			
Spring semester			
92244	Comprehensive Health Assessment	6	Prerequisites – ENs and Grad entry only: 92243, 92246, and either 92261 or 92262, and 92236 or 92239 (for Medical Surgical Nursing sub-major); 92236 (for Mental Health Nursing sub-major); 92239 (for Paediatric Nursing sub-major)
92245	Organisational Relationships	6	Prerequisite: 92190
92247	Practice Development 3	6	Prerequisites – ENs and Grad entry only: 92246, and either 92261 or 92262, 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 and Grad entry only: either 92261 or 92262, and either 92236 or 92239

Clinical electives (elective offerings are subject to numbers)

92249	Critical Care	92254	Mental Health Nursing	92258	Palliative Care
92251	Community Health Nursing	92256	Operating Theatre Nursing	92260	Women's Health
92253	Maternal and Infant Care	92257	Paediatric Nursing		

Bachelor of Nursing (Honours)

- Course code: KN09
- Testamur title: Bachelor of Nursing (Honours)
- Abbreviation: BN(Hons)
- Course fee: HECS (local)
  $6,500 per semester (international)

Overview

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.

Course aims

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 students' skills in using research designs and methodologies, and to reinforce their understanding of the crucial role of research in the evolution of the discipline of nursing.

The exploration of the relationship between everyday inquiry, clinically-focused research and research-based practice should deepen the students' understanding of the importance of research in the clinical practice setting.

Admission requirements

All applicants must hold the Bachelor of Nursing with a Distinction average (or equivalent) in the final two semesters of their undergraduate course. 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).

Course duration

Students who satisfy requirements for entry to an Honours degree in Nursing are required to undertake two years of part-time study or in exceptional cases one year of full-time study.

Course structure

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

Course program

Year 1

Autumn semester

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

Spring semester

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

Year 2

Autumn and Spring semesters

92181	Nursing Honours Dissertation (Part 2)	24cp

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) $6,500 per semester (international)

Overview

The Bachelor of Nursing, Bachelor of Arts in International Studies is a program in which the study of nursing is integrated with a major in the language and culture of another country. All existing arrangements for the Bachelor of Nursing and the Bachelor of Arts in International Studies apply equally to the combined degree program.

Course aims

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.

Course duration

This course is offered on a five-year, full-time basis. Students spend the fourth year of study at a university overseas.

Course structure

To graduate, a student is required to have completed 240 credit points of study: 144 credit points in Nursing (as per the 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. This is a compulsory component of the course which will take place in each semester in Years 1, 2, 3 and 5.

International Studies component

The Bachelor of Arts in International Studies requires undergraduates to study a major – a region or country specialisation – over a minimum of three years. In Sydney, students study Language and Culture for at least two years, followed by a period of study overseas.

In the International Studies program, students focus on one of the following countries or majors: Chile, China, France, Germany, Indonesia, Italy, Japan, Malaysia, Mexico, Spain or Thailand. 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 Croatia, Greece, Hong Kong, Korea, Poland, Russia, Taiwan, the Philippines, Vietnam and others.

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 needs 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.

Each major includes 32 credit points (four 8-credit-point subjects) of instruction in Language and Culture; 8 credit points of study of Comparative Social Change; 8 credit points of study of Contemporary Society; and 48 credit points (two semesters) of study at a university or institution of higher education in the country of the major.

There are no prior language requirements for the International Studies component of this combined degree, except for programs within the Heritage major.

Arrangements for In-country Study

Students are required to complete all appropriate subjects in their combined degree, including four consecutive semesters of study of Language and Culture before proceeding to In-country Study. There are different classes available for students according to their level of language proficiency.

The Institute for International Studies makes arrangements for students to spend two semesters of In-country Study at an institution of higher education in the 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 are 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.

International Studies majors

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

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

Professional recognition

Graduates meet the academic and practical requirements for registration with the NSW Nurses Registration Board.

Other information

Further details of International Studies subjects may be found in the Subject Descriptions section in this handbook.

For further information on the International Studies program, consult the 2002 handbook for the Institute for International Studies or contact the Institute itself on:

telephone (02) 9514 1574
fax (02) 9514 1578
email iisinfo@uts.edu.au

www.uts.edu.au/fac/iis

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 Dicipline of Nursing	6	Nil
92191	Adult Nursing: Cardiovascular	6	Nil
92192	Adult Nursing: Respiratory	6	Nil
91531	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
91532	Fundamentals of Pathophysiology 2	6	Nil
Year 2			
Stage 3 Autumn semester			
91533	Fundamentals of Pathophysiology 3	6	Prerequisite: 91531 or 91532
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 Children's 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 6Spring semester			
91534	Fundamentals of Pathophysiology 4	6	Prerequisite: 91531 or 91532
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			
Stage7 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

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
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)
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: 92247
92245	Organisational Relationships	6	Prerequisite: 92190
92247	Practice Development 3	6	Prerequisites: 92191, 92192, 92194, 92195, 92246 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	Clinical elective	6	Prerequisites: 92191, 92192, 92194, 92195 plus either 92248 or 92238, and either 92236 or 92239

Clinical electives (elective offerings are subject to numbers)

92249 Critical Care
92251 Community Health Nursing
92253 Maternal and Infant Care
92254 Mental Health Nursing
92256 Operating Theatre Nursing
92257 Paediatric Nursing
92258 Palliative Care
92260 Women's Health

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 Health Services Management (by coursework), 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 coursework contacts

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
KG05.3.05; 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:

Veronica Nolan
KG05.3.06; telephone (02) 9514 5024

Directors of Studies, Course Coordinators and Advisers

Provides academic advice to students on their program, or other assistance such as helping students experiencing difficulties cope with their academic work.

Directors of Studies

Clinical
Callista Garman
KG05.2.04; telephone (02) 9514 5120

Health
Linette Lock
KG05.2.06; telephone (02) 9514 5153

Professional
Jacqueline Baker
KG05.2.03; telephone (02) 9514 5072

Course Coordinators and Advisers

Anaesthetics and Recovery Room / Perioperative
Lois Hamlin
KG05.2.05; telephone (02) 9514 5717 or (02) 9926 6476

Clinical Nursing (SESAH)
Sue Hanson
telephone (02) 9382 9848

Community Health
Carolyn Briggs
KG05.4.08; telephone (02) 9514 5136

Critical Care
Tom Buckley
RNSH; telephone (02) 9926 8305

Day Surgery
Judith Donoghue
KG05.0.05; telephone (02) 9350 2184

Diabetes Education and Management
Sue Dean
KG05.2.18; telephone (02) 9514 5124

Gastroenterology / Anaesthetics and Perioperative (MayneHealth)
Linda Soars
KG05.2.05; telephone (02) 9514 5717 or (02) 9598 5298

Health Services Management
Christine Duffield
KG05.2.15; telephone (02) 9514 5729

Mental Health
Kevin Kellehear
KG05.2.07; telephone (02) 9514 5050

Midwifery (Graduate Diploma)
Linda Jones
KG05.2.10; telephone (02) 9514 5713

Midwifery (Master)
Linette Lock
KG05.2.06; telephone (02) 9514 5153

Neonatal / Paediatric
Janet Green
KG05.4.94; telephone (02) 9514 5740

Nursing Management / Neuroscience / Professional Studies
Jacqueline Baker
KG05.2.03; telephone (02) 9514 5072

Associate Dean, Teaching and Learning

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

Diane Brown
KG05.3.88; telephone (02) 9514 5126

Admission requirements

Where large numbers of applicants are eligible for admission to any of the Faculty's courses and places are limited, preference is 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 are normally 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 is assumed that applicants have a basic knowledge of the practice of diabetes education and management.
- Applicants require access to a relevant clinical setting.

Graduate Diploma in Gastroenterological Nursing

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

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 are normally expected to have concurrent employment in their area of specialty.

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.

International fees

Postgraduate coursework programs undertaken by international students attract an annual fee in 2002 of A$13,000. Contact International Programs for further information.

Student service fees/charges

For information regarding compulsory student service fees, see page 9 of this handbook.

Course name	Course code	Standard annual part-time load	Charge per subject (6cp each)
Master of Health Services Management	KN89	$4,000	$1,000
Master of Midwifery (Conversion)	KN48	$3,000	$750
Master of Nursing (by coursework) (Conversion)	KN57	$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 Health Services Management	KN50	$4,000	$1,000
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 and Recovery Room Nursing	KN94	$3,000	$750
Graduate Certificate in Clinical Nursing	KN88	$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 Health Services Management	KN49	$4,000	$1,000
Graduate Certificate in Mental Health Nursing[1]	KN47	$3,000	$750
Graduate Certificate in Neuroscience Nursing	KN99	$3,000	$750
Graduate Certificate in Nursing Management	KN72	$3,000	$750
Graduate Certificate In Perioperative Nursing	KN93	$3,000	$750

[1] Subject to approval.

Notes: A standard part-time student would normally undertake two subjects (12 credit points) each semester.

HECS (Higher Education Contribution Scheme) can be paid upfront with a 25 per cent discount or deferred (exceptions apply – see *2002 HECS Guide*). HECS is not tax deductible.

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.

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, at 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. Students must complete four subjects.

Course structure

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's[1]
  9 x 400-level subjects, and
  3 x 500-level subjects

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

Subject categories

Clinical practice subjects

92868	Advanced Assessment in Nursing Practice (500 level)	6cp
92894	Advanced Clinical Practice (500 level)	6cp
92892	Community Practice	6cp
92873	Midwifery Practice 1	6cp
92893	Midwifery Practice 2	6cp
92869	Specialty Clinical Practice	6cp

Clinical studies subjects

92900	Advanced Nursing: Cardio-Respiratory and Renal Disruption	6cp
92901	Advanced Nursing: Immune Response and Haematological Disruptions (500 level)	6cp
92773	Advanced Nursing: Metabolic and Neuroendocrine Disruptions	6cp
92908	Advanced Perioperative Nursing (500 level)	6cp
92781	An Introduction to Midwifery Practice	6cp
92878	Care of the Child in Illness and Disability	6cp
92902	Care of the Acutely Ill Child	6cp
92884	Community Health Nursing	6cp
92919	Complex Critical Care	6cp
92906	Contexts of Recovery Room Nursing	6cp
92923	Continuity of Midwifery Care	6cp
92910	Counselling and Group Skills	6cp
92905	Dimensions of Anaesthesia Nursing	6cp
92881	Foundations of Perioperative Nursing	6cp
92875	Frameworks for Mental Health Nursing	6cp
92918	Fundamentals of Critical Care Nursing	6cp
92713	Health Breakdown	6cp
92913	Issues in Day Surgery Nursing	6cp
92895	Issues in Neonatal Care	6cp
92785	Midwifery in Complex Situations	6cp
92921	Neuroscience: Degenerative and Oncological	6cp
92920	Neuroscience: Trauma and Cerebrovascular	6cp
92827	Nursing Practice with the Aged	6cp
92911	Orthopaedic Nursing: Acute Conditions	6cp
92912	Orthopaedic Nursing: Chronic Conditions	6cp
92707	Palliative Care Nursing Practice	6cp
92871	Perinatal Development	6cp
92877	Personal and Professional Development in Mental Health Nursing (500 level)	6cp
92882	Techniques in Perioperative Nursing	6cp
92701	The Aged in Society	6cp

92922	The Meaning of Birth: Mothers, Babies and Midwives	6cp
92706	The Societal Contexts of Palliative Care	6cp
92876	Therapeutic Interventions in Mental Health Care	6cp
92870	Working with Families	6cp

Health services management subjects

(Business subjects offered by the Faculty of Business)

21720	Employment Relations	6cp
21739	Health Funding Policy and Resource Management	6cp
21724	Human Resource Management	6cp
21822	International Health Management	6cp
21728	Public Sector Management	6cp
21758	Strategic Governance and the Business of Government (500 level)	6cp

Professional studies subjects

92924	Becoming a Reflective Practitioner (500 level)	6cp
92848	Clinical Teaching in the Health Care Setting	6cp
92775	Contemporary Issues in Health Care	6cp
92933	Health Care Regulation and Policy (500 level)	6cp
92721	Health Promotion and Health Education (500 level)	6cp
92926	Information Management Application (500 level)	6cp
92879	Issues in Mental Health Care	6cp
92885	Leadership and Change in Health Care (500 level)	6cp
92932	Management for Clinicians	6cp
92786	Negotiating Nursing	6cp
92887	Organisational Management in Health Care	6cp
92847	Planning and Evaluating Health Services (500 level)	6cp
92794	Power and Politics in Health Care	6cp
92917	Using Health Care Data for Decision Making	6cp

Research subjects

92790	Evidence-based Practice[1]	6cp
92927	Evidence-based Practice (Midwifery)	6cp
92867	Frameworks for Nursing Inquiry	6cp
92813	Dissertation[2] (4 x 500 level)	24cp
92812	Project[3] (2 x 500 level) (one semester; 12-credit-points)	12cp
92817	Project[3] (2 x 500 level) (two semesters; 6-credit-points per semester)	12cp
92866	Qualitative Research Processes (500 level)	6cp
92889	Quantitative Research Design (500 level)	6cp

Master of Midwifery subjects

92xxx	Collaborative Midwifery Practice in Complex Situations (500 level)	6cp
92xxx	Community Midwifery and Primary Health Care (500 level)	6cp
92xxx	Leadership and Management for Practice Development in Midwifery (500 level)	6cp
92925	New Models of Midwifery Care (500 level)	6cp

Other subjects

92886	Graduate Writing Skills	6cp
77940	Health Care Law (Law subject)	6cp
92914	Introduction to Homoeopathy	6cp
92808	Resource Allocation (Ethics subject)	6cp
92861	Technology and Ethics (Ethics subject)	6cp

[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.

Articulation

The specialty Graduate Certificates articulate with the Graduate Diploma/Master's in Clinical Practice. The Graduate Certificate in Nursing Management articulates with the Graduate Diploma in Nursing Management.

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 are 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 Graduate Diploma in Nursing Management also articulates with the Master of Health Services Management.

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 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.

Rules and regulations

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]

Overview

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.

Course aims

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 engage in critical thinking in order to inform clinical judgment and decision making within the midwifery context of woman-centred practice. The course enables students to develop a complex understanding of issues related to interdisciplinary collaboration in the development of maternity services. There is 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.

Advanced standing

Qualified midwives with a hospital certificate can enrol in the Graduate Diploma in Midwifery with advanced standing of four subjects (24 credit points). On completion of the Graduate Diploma in Midwifery, students are eligible to enrol in the Master of Midwifery (Conversion).

Course duration

The Master of Midwifery (Conversion) is offered over a one-year, part-time period.

[1] This course is not offered to international students.

Course structure

The course comprises 24 credit points. It can be completed in one of the following ways:

1. four subjects – 92925 New Models of Midwifery Care and 92917 Using Health Care Data for Decision Making plus two electives, or
2. two subjects – 92925 New Models of Midwifery Care, and 92917 Using Health Care Data for Decision Making plus 9281x Project[1].

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] Project prerequisites:

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

Graduate Diploma in Midwifery

- Course code: KN86
- Testamur title: Graduate Diploma in Midwifery
- Abbreviation: GradDipMid
- Course fee: HECS (local)[1]

Course aims

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.

Course duration

The Graduate Diploma in Midwifery is offered over a 14-month, part-time period (including Summer Session).

[1] This course is not offered to international students.

Course structure

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.

Students must complete a total of 48 credit points:

- Four specified clinical studies subjects
- Two specified clinical practice subjects
- One specified professional studies subject
- One specified research subject.

Course program

Graduate Diploma in Midwifery (KN86)

Subject no.	Subject name	Credit points
92924	Becoming a Reflective Practitioner (500 level)	6
92781	An Introduction to Midwifery Practice[1] *formerly Foundations in Midwifery*	6
92785	Midwifery in Complex Situations[1] *formerly Midwifery in Complexity* *prerequisite: An Introduction to Midwifery Practice*	6
92893	Midwifery Practice 2[1] *formerly Midwifery Practice*	6
92873	Midwifery Practice 1[1] *formerly Midwifery Clinical Practice*	6
92923	Continuity of Midwifery Care	6
92927	Evidence-based Practice (Midwifery)	6
92922	The Meaning of Birth: Mothers, Babies and Midwives	6

[1] Certified midwives may apply for advanced standing.

Graduate Diploma in Clinical Practice

- Course code: KN84
- Testamur title: Graduate Diploma in Clinical Practice
- Abbreviation: GradDipN
- Course fee: HECS (local)
  $6,500 per semester (international)

Master of Nursing in Clinical Practice

- Course code: KN54
- Testamur title: Master of Nursing in Clinical Practice
- Abbreviation: MN
- Course fee: HECS (local)
  $6,500 per semester (international)

Course aims

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.

Advanced standing

Clinical Accreditation Program

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

Professional Development Pathway Program

Students who complete a specified 6-credit-point Professional Development Pathway Program with Central East Area Health are eligible to apply for advanced standing of six unspecified credit points in the Graduate Diploma/Master of Nursing courses where electives are offered.

Course duration

The Graduate Diploma in Clinical Practice is offered on a one-year, full-time, or two-year, part-time basis.

The Master of Nursing in Clinical Practice is offered on a one-and-a-half year, full-time, or three-year, part-time basis.

Course structure

Graduate Diploma in Clinical Practice

Students must complete a total of 48 credit points with a minimum of 6 credit points at 500 level:

- Two clinical practice subjects
- Two clinical studies subjects
- One professional studies subject
- One research subject
- Two elective subjects.

See pages 57–58 for a full list of subjects available and subject categories. See page 82 for a suggested progression framework.

Master of Nursing in Clinical Practice

Students must complete a total of 72 credit points with a minimum of 18 credit points at 500 level.

The first 48 credit points are 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. Project plus two electives – prerequisites apply, or
3. Dissertation – prerequisites apply.

Majors

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 specified subjects to satisfy a major area of study. Tables describing these majors follow.

- Anaesthetics and Recovery Room Nursing
- Critical Care Nursing
- Day Surgery Nursing
- Medical–Surgical Nursing
- Mental Health Nursing
- Neonatal Nursing
- Neuroscience Nursing
- Paediatric Nursing
- Perioperative Nursing

Anaesthetics and Recovery Room Nursing major

Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice (500 level)	6
92906	Contexts of Recovery Room Nursing	6
92905	Dimensions of Anaesthesia Nursing	6
92869	Specialty Clinical Practice	6
	One professional studies subject	6
	One research subject	6
	Two elective subjects *recommended elective: 92713 Health Breakdown*	12

Critical Care Nursing major

Subject no.	Subject name	Credit points
92918	Fundamentals in Critial Care Nursing	6
92868	Advanced Assessment in Nursing Practice (500 level)	6
92919	Complex Critical Care	6
92869	Specialty Clinical Practice	6
	One professional studies subject	6
	One research subject	6
	Two elective subjects *recommended elective: 92713 Health Breakdown*	12

Day Surgery Nursing major

Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice (500 level)	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	12

Medical–Surgical major

Subject no.	Subject name	Credit points
	two of the following clinical studies subjects	
92900	Advanced Nursing: Cardio-Respiratory and Renal Disruptions	
92773	Advanced Nursing: Metabolic and Neuroendocrine Disruptions	12
92901	Advanced Nursing: Immune Response and Haematological Disruptions (500 level)	
	and	
92868	Advanced Assessment in Nursing Practice (500 level)	6
92869	Specialty Clinical Practice	6
	One professional studies subject	6
	One research subject	6
	Two elective subjects	12

Mental Health Nursing major

Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice (500 level)	6
	two of the following clinical studies subjects	
92875	Frameworks for Mental Health Nursing	
92876	Therapeutic Interventions in Mental Health Care	12
92877	Personal and Professional Development in Mental Health Nursing (500 level)	
	and	
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 (500 level)	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 (500 level)	6
92921	Neuroscience: Degenerative and Oncological	6
92920	Neuroscience: Trauma and Cerebrovascular	6
92869	Specialty Clinical Practice	6
	One professional studies subject	6
	One research subject	6
	Two elective subjects *recommended elective: 92713 Health Breakdown*	12

Paediatric Nursing major

Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice (500 level)	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

Perioperative Nursing major

Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice (500 level)	6
92881	Foundations of Perioperative Nursing	6
92869	Specialty Clinical Practice	6
92882	Techniques in Perioperative Nursing	6
	One professional studies subject	6
	One research subject	6
	Two elective subjects *recommended elective: 92908 Advanced Perioperative Nursing*	12

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. See page 82 for a suggested progression framework.

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]

Overview

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 duration

This course is offered on a one-year, part-time basis.

Course structure

Students must complete a minimum of 24 credit points with a minimum of 18 credit points at 500 level.

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. Project[2] plus two electives – prerequisites apply, or
3. Dissertation[3] – prerequisites apply.

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

[1] This course is not offered to international students.

[2] Project prerequisites:

- 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 Diploma. 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)
  $6,500 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)
  $6,500 per semester (international)

Course aims

These courses are designed for nurses who do not wish to specialise in a clinical area. A sub-major in management or education is available. These courses 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.

Course duration

The Graduate Diploma in Nursing is offered on a one-year, full-time, or two-year, part-time basis.

The Master of Nursing is offered on a one-and-a-half-year, full-time, or three-year, part-time basis.

Course structure

Graduate Diploma in Nursing

Students must complete a total of 48 credit points with a minimum of 18 credit points at 500 level:

- Four professional studies subjects
- One research subject
- Three elective subjects.

Master of Nursing in Professional Studies

Students must complete a total 72 credit points with a minimum of 18 credit points at 500 level.

The first 48 credit points are 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. Project plus two electives – prerequisites apply, or
3. Dissertation – prerequisites apply.

Majors

Students can design their own program undertaking an appropriate number of subjects in the categories specified (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 specified 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
92933 Health Care Regulations and Policy
21739 Health Funding Policy and Resource Management
92721 Health Promotion and Health Education
92926 Information Management Application
92879 Issues in Mental Health Care
92885 Leadership and Change in Health Care
92932 Management for Clinicians
92786 Negotiating Nursing
92887 Organisational Management in Health Care
92847 Planning and Evaluating Health Services
92794 Power and Politics in Health Care
92917 Using Health Care Data for Decision Making

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.

Education major

Subject no.	Subject name	Credit points
92848	Clinical Teaching in the Health Care Setting	6
92721	Health Promotion and Health Education (500 level)	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
	four of the following subjects	
21739	Health Funding Policy and Resource Management (Business subject)	
92932	Management for Clinicians	
92887	Organisational Management in Health Care	24
92847	Planning and Evaluating Health Services (500 level)	
92794	Power and Politics in Health Care *formerly Politics, Power and Policies in Health Care*	
	One research subject	6
	Three elective subjects	18

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) $6,500 per semester (international)

Course aims

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 duration

This course is offered on a one-year, part-time basis.

Course structure

Students must complete a minimum of 24 credit points with a minimum of 18 credit points at 500 level.

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

1. four subjects – two professional studies subjects plus two electives, or
2. Project[1] plus two electives – prerequisites apply, or
3. Dissertation[2] – prerequisites apply.

Students are 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 Diploma must undertake one research subject offered at postgraduate level.

Master of Nursing (by coursework) (Conversion)

- Course code: KN57
- Testamur title: Master of Nursing
- Abbreviation: MN
- Course fee: $3,000 (local)[1]

Course aims

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 duration

This course is offered on a one-year, part-time basis.

Course structure

Students must complete a minimum of 24 credit points with a minimum of 18 credit points at 500 level.

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

1. four elective subjects, or
2. Project[2] plus two elective subjects – prerequisites apply, or
3. Dissertation[3] – prerequisites apply.

[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.

Note:
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 Community Health Nursing

- Course code: KN82
- Testamur title: Graduate Diploma in Community Health Nursing
- Abbreviation: GradDipN
- Course fee: HECS (local)
  $6,500 per semester (international)

Course aims

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 is maintained which enables 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.

Course duration

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 full-time and part-time students 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 structure

Students must complete a total of 48 credit points with a minimum of 6 credit points at 500 level:

- Two specified clinical studies subjects
- Two specified clinical practice subjects
- One specified education subject
- One professional studies subject
- One research subject
- One elective subject.

Students are required to undertake a number of specified subjects as shown in the table below.

Course program

Graduate Diploma in Community Health Nursing (KN82)

Subject no.	Subject name	Credit points
92868	Advanced Assessment in Nursing Practice (500 level)	6
92884	Community Health Nursing	6
92892	Community Practice	6
92910	Counselling and Group Skills	6
92721	Health Promotion and Health Education (500 level)	6
	One research subject	6
	One professional studies subject	6
	One elective subject	6

Graduate Certificate in Nursing Management

- Course code: KN72
- Testamur title: Graduate Certificate in Nursing Management
- Abbreviation: none
- Course fee: $3,000 (local)[1]

Graduate Diploma in Nursing Management

- Course code: KN62
- Testamur title: Graduate Diploma in Nursing Management
- Abbreviation: GradDipN
- Course fee: HECS (local)
  $6,500 per semester (international)

Overview

This program 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.

Course aims

The broad aims of the program 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 a 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 the ability needed to promote an organisational culture that plans effectively for change.

Course duration

The Graduate Certificate in Nursing Management is offered on a one-year, part-time basis.

The Graduate Diploma in Nursing Management is offered on a one-year, full-time, or two-year, part-time basis.

Course structure

Graduate Certificate in Nursing Management

Students must complete a total of 24 credit points:

- Three specified professional studies subjects
- One elective subject or 92917 Using Health Care Data for Decision Making.

Graduate Diploma in Nursing Management

Students must complete a total of 48 credit points:

- Five specified professional studies subjects
- One research subject
- Two elective subjects.

[1] This course is not offered to international students.

Course program

Nursing Management			Graduate Certificate (KN72)	Graduate Diploma (KN62)
Subject no.	Subject name	Credit points		
92932	Management for Clinicians	6	•	•
92887	Organisational Management in Health Care	6	•	•
92794	Power and Politics in Health Care	6	•	•
	plus one of the following two subjects			
	One elective subject	6	•	•
92917	Using Health Care Data for Decision Making	6		
	and			
21739	Health Funding Policy and Resource Management (Business subject)	6		•
92847	Planning and Evaluating Health Services (500 level)	6		•
	One research subject	6		•
	One elective subject	6		•

Research subjects

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

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.

Professional recognition

The course has been accredited by the Australian College of Health Service Executives.

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

Graduate Certificate in Mental Health Nursing[1]

- Course code: KN47
- Testamur title: Graduate Certificate in Mental Health Nursing
- Abbreviation: none
- Course fee: $3,000 (local)[2]

Graduate Diploma in Mental Health Nursing[1]

- Course code: KN67
- Testamur title: Graduate Diploma in Mental Health Nursing
- Abbreviation: GradDipN
- Course fee: HECS (local)[2]

Course aims

The overall aim of this program is to provide registered nurses with the knowledge, expertise and competencies for advanced practice in mental health nursing. This program is designed to prepare mental health nurses who: have developed the knowledge, skills and understandings to practise safely and competently in a variety of mental health care settings; 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 members of a multidisciplinary 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 are committed to the development of the discipline of mental health nursing.

Advanced standing

Students who successfully complete a University approved mental health transition program are eligible to apply for advanced standing up to 12 credit points (Specialty Clinical Practice and one elective subject).

Course duration

The Graduate Certificate in Mental Health Nursing is offered on a one-year, part-time basis.

[1] Subject to approval.

[2] This course is not offered to international students.

The Graduate Diploma in Mental Health Nursing is offered on a two-year, part-time basis.

Course structure

Graduate Certificate in Mental Health Nursing

Students must complete a total of 24 credit points:

- Two specified clinical studies subjects
- One specified clinical practice subject
- One elective subject.

Graduate Diploma in Mental Health Nursing

Students must complete a total of 48 credit points:

- Three specified clinical studies subjects
- Two specified clinical practice subjects
- One professional studies subject
- One research subject
- One elective subject.

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.

Course program

Mental Health Nursing			Graduate Certificate (KN47)	Graduate Diploma (KN67)
Subject no.	Subject name	Credit points		
92875	Frameworks for Mental Health Nursing	6	•	•
92869	Specialty Clinical Practice	6	•	•
92876	Therapeutic Interventions in Mental Health Care	6	•	•
92875	Frameworks for Mental Health Nursing	6		•
92869	Specialty Clinical Practice	6		•
92876	Therapeutic Interventions in Mental Health Care	6		•
92868	Advanced Assessment in Nursing Practice (500 level)	6		•
92877	Personal and Professional Development in Mental Health Nursing (500 level)	6		•
	One professional studies subject *recommended: 92879 Issues in Mental Health Care*	6		•
	One research subject	6		•
	One elective subject	6	•	•

Graduate Certificate in Health Services Management

- Course code: KN49
- Testamur title: Graduate Certificate in Health Services Management
- Abbreviation: none
- Course fee: $4,000 (local)[1]

Graduate Diploma in Health Services Management

- Course code: KN50
- Testamur title: Graduate Diploma in Health Services Management
- Abbreviation: GradDipHSM
- Course fee: $8,000 (local)
  $6,500 per semester (international)

Master of Health Services Management

- Course code: KN89
- Testamur title: Master of Health Services Management
- Abbreviation: MHSM
- Course fee: $12,000 (local)
  $6,500 per semester (international)

Course aims

This program is designed to prepare new, aspiring, middle and senior health managers to shape and direct the practice of health services management within the larger field of health care delivery, which is increasingly being managed as a business. The program's flexibility ensures that students can undertake subjects most relevant to their area of practice, as the curriculum is designed to support flexibility while expanding students' knowledge, enhancing and developing their managerial skills, and broadening their learning, employment and future career opportunities.

Course duration

The Graduate Certificate is offered on a one-year, part-time basis.

The Graduate Diploma is offered on a one-year, full-time, or two-year, part-time basis.

The Master's is offered on a one-and-a-half-year, full-time, or three-year, part-time basis.

[1] This course is not offered to international students.

Course structure

Graduate Certificate in Health Services Management

Students must complete a total of 24 credit points:

- Two specified nursing subjects
- Two specified business subjects.

Graduate Diploma in Health Services Management

Students must complete a total of 8 credit points:

- Four specified nursing subjects
- Two specified business subjects
- One nursing elective subject
- One business elective subject.

Master of Health Services Management

Students must complete a total of 72 credit points.

The first 48 credit points are undertaken in the same way as the Graduate Diploma in Health Services Management. The final 24 credit points can be completed in one of the following two ways:

- Two specified business subjects plus two electives (nursing/business), or
- Project[1] plus two specified business subjects – prerequisites apply.

Electives subjects

92926	Information Management Application	N
92885	Leadership and Change in Health Care	N
92917	Using Health Care Data for Decision Making	N
21720	Employment Relations	B
21724	Human Resource Management	B
21728	Public Sector Management	B
21751	Management Research Methods	B

N = Nursing, Midwifery and Health subject
B = Business subject

[1] Project prerequisites:

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

Course program

Health Services Management		Graduate Certificate (KN49)	Graduate Diploma (KN50)	Master's (KN89)
Subject no.	Subject name			
	one of the following two subjects			
21720	Employment Relations (Business subject)	•	•	•
21724	Human Resource Management (Business subject)			
	and			
21739	Health Funding Policy and Resource Management (Business subject)	•	•	•
92887	Organisational Management in Health Care	•	•	•
92794	Power and Politics in Health Care	•	•	•
92933	Health Regulation and Policy		•	•
92847	Planning and Evaluating Health Services		•	•
	plus one of the following two subjects			
21728	Public Sector Management (Business subject)		•	•
	One elective subject (Business subject)			
	plus one of the following two subjects			
92917	Using Health Care Data for Decision Making		•	•
	One elective subject (Nursing subject)			
	and			
21822	International Health Management (Business subject)			•
21758	Strategic Governance and the Business of Government (Business subject)			•
	plus one of the following two subjects			
928xx	Project			•
	Two elective subjects (Business/Nursing subjects)			

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]

Course aims

This course aims to prepare registered nurses to function as specialty anaesthetics and recovery room nurses in a variety of settings. The course promotes a deep understanding of complex anaesthetics and recovery room issues as they relate to patient outcomes. It 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.

Course duration

This course is offered on a one-year, part-time basis.

[1] This course is not offered to international students.

Course structure

Students must complete a total of 24 credit points.

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

Course program

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 Clinical Nursing

- Course code: KN88
- Testamur title: Graduate Certificate in Clinical Nursing
- Abbreviation: none
- Course fee: $3,000 (local)[1]

Course aims

This course is offered jointly by the Faculty of Nursing, Midwifery and Health and the South Eastern Sydney Area Health (SESAH) School of Clinical Nursing Studies. Through the structure of the course, students are able to gain the knowledge, skills and understandings required for special clinical practice by applying the aims and objectives of the subjects 92928 Clinical Practice 1 and 92929 Clinical Practice 2 to each specialty area of nursing. The clinical practice subjects provide a framework for the implementation and tailoring of each specialty practice subject area to ensure a specialty focus but consistent overall standards and outcomes. A full list of specialty areas can be obtained from SESAH.

[1] This course is not offered to international students.

Course duration

This course is offered on a one-year, part-time basis.

Course structure

Students must complete a total of 24 credit points:

- Two specified clinical practice subjects
- One specified clinical studies subject
- One research subject.

Notes:

Students attend classes related to 92928 Clinical Practice 1 and 92929 Clinical Practice 2 on site in the SESAH Clinical School.

Students who are not staff of SESAH enrol in all four subjects through UTS.

Students who are staff of SESAH do not need to enrol in 92928 Clinical Practice 1 and 92929 Clinical Practice 2 at UTS. For further information, contact SESAH, Bronwyn Cowan on telephone (02) 9382 5883 or Jayne Tesch on telephone (02) 9382 5313.

Course program

Graduate Certificate in Clinical Nursing (KN88)

Subject no.	Subject name	Credit points
92928	Clinical Practice 1	6
92929	Clinical Practice 2	6
92790	Evidence-based Practice	6
92713	Health Breakdown	6

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]

Course aims

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; and use research in order to make informed decisions about nursing practice.

[1] This course is not offered to international students.

Course duration

This course is offered on a one-year, part-time basis.

Course structure

Students must complete a total of 24 credit points.

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 is at no cost to participants. On successful completion of the CAP, students are awarded credit of 6 credit points.

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.

Course program

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
	and one of the following two subjects	
92869	Specialty Clinical Practice	6
	One research subject	

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)
  $6,500 per semester (international)

Overview

As specialists in diabetes education, graduates are 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 duration

This course is offered on a one-year, part-time basis.

Course structure

Students must complete a total of 24 credit points. This course is studied through four distance education modules which includes two residential workshops. The four specified subjects are shown in the table below.

Graduate Certificate in Gastroenterological Nursing

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

[1] This course is not offered to international students.

Course aims

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 College of Australia (GENCA).

Attendance

The course is offered in a mixed model of delivery using on campus sessions, as well as flexible and work-based strategies.

Course structure

Students must complete a total of 24 credit points. The four specified subjects are shown in the table below.

Course programs

Graduate Certificate in Diabetes Education and Management (KN92)

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

Graduate Certificate in Gastroenterological Nursing (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 Neuroscience Nursing

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

Course aims

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, and expertise in order to enhance the quality care for patients and their families; make appropriate clinical judgments 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.

[1] This course is not offered to international students.

Course duration

This course is offered on a one-year, part-time basis.

Course structure

Students must complete a total of 24 credit points. The specified subjects are listed in the table below.

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

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.

Course program

Graduate Certificate in Neuroscience Nursing (KN99)

Subject no.	Subject name	Credit points
92713	Health Breakdown	6
92921	Neuroscience: Degenerative and Oncological	6
92920	Neuroscience: Trauma and Cerebrovascular	6
	plus one of the following two subjects	
92869	Specialty Clinical Practice	6
	One research subject	

Graduate Certificate in Perioperative Nursing

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

Course aims

The overall aim of this course is to prepare registered nurses to function as specialty perioperative nurses in a variety of settings. The course promotes 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.

[1] This course is not offered to international students.

Course duration

This course is offered on a one-year, part-time basis.

Course structure

Students must complete a total of 24 credit points. The specified subjects are shown in the table below.

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

Course program

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

SUGGESTED PROGRESSION FRAMEWORK

The following frameworks are a suggested guide to the order of attempting subjects in courses where no set order of subjects is stipulated.

Master of Nursing in Professional Studies, Graduate Diploma in Nursing (Management major)

		Graduate Diploma (KN83)	Master's (KN55)
Year 1			
Semester 1			
92794	Power and Politics in Health Care[2]	•	•
	and one of the following subjects		
92932	Management for Clinicians[2]	•	•
	One elective subject[1]		
Semester 2			
92887	Organisational Management in Health Care[2]	•	•
	and one of the following subjects		
92790	Evidence-based Practice	•	•
	One elective subject[1]		
Year 2			
Semester 2			
92847	Planning and Evaluation of Health Services[2] (500-level subject)	•	•
	and one of the following subjects		
92790	Evidence-based Practice	•	•
	One elective subject[1]		
Semester 2			
21739	Health Funding Policy and Resource Management[2]	•	•
	One elective subject[1]		
Year 3			
Semester 1			
	Two elective subjects		•
Semester 2			
	Two Professional studies subjects (500-level subject)		•
	the following subjects are recommended		
92933	Health Care Regulation and Policy		•
92885	Leadership and Change in Health Care		•
Year 3 (Alternative)			
928xx	Project, equivalent to 2 x 500-level subjects		•
	Two elective subjects		•
	or		
92813	Dissertation, equivalent to 4 x 500-level subjects		•

[1] It is recommended that students with limited academic writing experience enrol in 92886 Graduate Writing Skills.

[2] Students need to complete four out of the five identified subjects.

Master of Nursing in Professional Studies, Graduate Diploma in Nursing (Education major)

		Graduate Diploma (KN83)	Master's (KN55)
Year 1			
Semester 1			
92848	Clinical Teaching in the Health Care Setting	•	•
	One elective subject[1]	•	•
Semester 2			
	One education subject from the Faculty of Education	•	•
	and one of the following subjects		
92790	Evidence-based Practice	•	•
	One elective subject[1]		
Year 2			
Semester 1			
	One education subject from the Faculty of Education	•	•
	and one of the following subjects		
92790	Evidence-based Practice	•	•
	One elective subject[1]		
Semester 2			
92721	Health Promotion and Health Education (500-level subject)	•	•
	One elective subject	•	•
Year 3			
Semester 1			
	one of the following subjects		
	One professional studies subject (500-level subject)		•
	One education subject from the Faculty of Education (500-level subject equivalent)		
	and		
	One elective subject		•
Semester 2			
	One professional studies subject (500-level subject)		•
	and		
	One elective subject		•
Year 3 (Alternative)			
928xx	Project, equivalent to 2 x 500-level subjects		•
	Two elective subjects		•
	or		
92813	Dissertation, equivalent to 4 x 500-level subjects		•

[1] It is recommended that students with limited academic writing experience enrol in 92886 Graduate Writing Skills.

Master of Nursing in Clinical Practice, Graduate Diploma in Clinical Practice

		Graduate Diploma (KN84)	Master's (KN54)
Year 1			
Semester 1			
	one of the following subjects		
	One elective subject[1]		
92790	Evidence-based Practice	•	•
	and one of the following subjects		
	One Clinical studies subject[3]		
	One elective subject	•	•
	One professional studies subject		
Semester 2			
	one of the following subjects		
92790	Evidence-based Practice		
	One elective subject[1]	•	•
	and one of the following subjects		
	One clinical studies subject[3]		
92869	Specialty Clinical Practice	•	•
Year 2			
Semester 1			
	one of the following subjects		
92869	Specialty Clinical Practice		
	One clinical studies subject[3]	•	•
	and one of the following subjects		
	One professional studies subject		
	One elective subject	•	•
Semester 2			
92868	Advanced Assessment in Nursing Practice (500-level subject)	•	•
	and one of the following subjects		
	One clinical studies subject[3]		
	One elective subject	•	•
	One professional studies subject		
Year 3			
Semester 1			
	one of the following subjects		
92894	Advanced Clinical Practice (500-level subject)		
	One clinical studies subject		•
	and		
	One elective subject[2]		•
Semester 2			
	one of the following subjects		
	One clinical studies subject		
92868	Advanced Clinical Practice (500-level subject)		•
	and		
	One elective subject[2]		•
Year 3 (Alternative)			
928xx	Project, equivalent to 2 x 500-level subjects		•
	Two elective subjects		•
	or		
92813	Dissertation, equivalent to 4 x 500-level subjects		•

[1] It is recommended that students with limited academic writing experience enrol in 92886 Graduate Writing Skills.

[2] One of these two electives must be taken at 500 level.

[3] Clinical studies subjects for major specialty streams are offered to adequate enrolment numbers. Students need to undertake these two compulsory clinical studies subjects for their major areas of study in the year/semester when these subjects are offered.

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
KG05.2.19; telephone (02) 9514 5260

Research and Project Officer

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

Cath Nettleton
KG05.3.95; 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
KG05.4.97; telephone (02) 9514 5741

Professional Doctorate Coordinator

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

Dr Cheryl Waters
KG05.4.97; telephone (02) 9514 5741

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 are 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 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.

Fees

International fees

Research programs undertaken by international students will attract a fee in 2002 of $6,500 per semester.

Doctor of Philosophy

- Course code: KN51
- Testamur title: Doctor of Philosophy
- Abbreviation: PhD
- Course fee: see note (local)
  $6,500 per semester (international)

Overview

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.

Course duration

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.

Note: Research degrees are offered on a sponsored, scholarship, faculty part-sponsored, or full-fee paying basis. Students should contact the Faculty or the University Graduate School for further details. There are, however, student services to be paid (see Fees and costs, page 9).

Master of Nursing (by thesis)

- Course code: KN52
- Testamur title: Master of Nursing
- Abbreviation: MN
- Course fee: see note (local)
  $6,500 per semester (international)

Overview

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.

Course duration

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.

Note: Research degrees are offered on a sponsored, scholarship, faculty part-sponsored, or full-fee paying basis. Students should contact the Faculty or the University Graduate School for further details. There are, however, student services to be paid (see Fees and costs, page 9).

Doctor of Nursing

- Course code: KN96
- Testamur title: Doctor of Nursing
- Abbreviation: DNurs
- Course fee: see note (local)
  $6,500 per semester (international)

Doctor of Midwifery

- Course code: KN97
- Testamur title: Doctor of Midwifery
- Abbreviation: DMid
- Course fee: see note (local)
  $6,500 per semester (international)

Overview

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.

Course duration

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 structure

1. Coursework (five core subjects):
   - 92897 Health Care Policy
   - 92899 International Frame of Professional Practice
   - 92898 Leadership and Practice
   - 92890 Research in Practical Action 1
   - 92891 Research in Practical Action 2
2. Supervised research

Note: Research degrees are offered on a sponsored, scholarship, faculty part-sponsored, or full-fee paying basis. Students should contact the Faculty or the University Graduate School for further details. There are, however, student services to be paid (see Fees and costs, page 9).

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 is required to undertake a Doctoral Assessment. A part-time PhD candidate is 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 is required to undertake a Master's Degree by Thesis Assessment. A part-time Master of Nursing (by thesis) candidate is 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 92.

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 (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 2002* 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 = four semesters
Part time = six semesters

Maximum duration of course (Rule 3.4.11.1)

Full time = six semesters
Part time = nine 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 = four semesters
Part time = six semesters

If a candidate holds a Bachelor's degree:

Full time = six semesters
Part time = eight 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.

See following for Guidelines for the Doctoral Assessment.

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 that 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 2002* 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 Kuring-gai, or from the University Graduate School, Tower Building, Broadway.
2. It is recognised that a candidate's research may not always be most appropriately embodied in the form of a written thesis. Magnetic tapes, documentary film or engineering drawings, for example, may be acceptable alternatives. The following specifications refer primarily to written theses. Any departures from the requirements laid down should be discussed with the candidate's supervisors and approved by the University Graduate School Board.
3. The thesis shall be written in English or in a language approved by the University Graduate School Board.

4. Three copies of the thesis shall be submitted and will be retained by the University. Candidates who wish to retain a copy must arrange for an additional copy to be printed. In some circumstances a fourth copy of the thesis may be requested but, if so, will be returned to the student.
5. The copy of the thesis deposited in the University Library will normally be available for consultation or loan or photocopying within the terms of the *Copyright Act 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 2002

(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 2002* 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.

ENGLISH LANGUAGE STUDY SKILLS ASSISTANCE CENTRE

The English Languages Study Skills Assistance (ELSSA) Centre enhances teaching and learning at UTS through a focus on academic language development, which involves reading, writing, listening, speaking, critical thinking and cultural knowledge.

The Centre does this by:

- collaborating with faculties to integrate the development of students' academic language in their areas of study
- teaching custom-designed programs to meet the specific requirements and changing needs of undergraduate and postgraduate UTS students and staff
- fostering interest in, and knowledge of, language and learning through research, intellectual contributions and staff development, and
- valuing quality, diversity, internationalisation and flexibility as the Centre serves the wider academic and professional communities.

In addition to a wide range of free academic language development services available to UTS students who complete undergraduate and postgraduate degrees in English, the ELSSA Centre also offers the following award courses, programs and elective subjects.

UNDERGRADUATE PROGRAMS FOR INTERNATIONAL STUDENTS

Advanced Diploma in Australian Language and Culture

- UTS course code: HA30
- Testamur title: Advanced Diploma in Australian Language and Culture
- Abbreviation: none
- Course fee: $6,000 (local) $9,000 (international)

The Advanced Diploma in Australian Language and Culture (ADALC) has been designed jointly by the ELSSA Centre and the Institute for International Studies for international students – either as a study-abroad year in their current degree (fee-paying), or as part of a university-to-university exchange agreement, or as a stand-alone program.

It can be taken at either undergraduate or postgraduate level and allows students to enrol in subjects about Australian society and culture while tailoring a program to their own interests and level of English language competence.

Students will audit classes in their area of study as an integral part of the ADALC.

The Advanced Diploma is aimed at two types of students:

- exchange and Study Abroad students who wish to complete the ADALC and return to their country, or
- international students who do not meet the UTS language entry requirements and who need to develop their academic literacy skills to enable them to enrol in undergraduate courses at UTS.

International students graduating from the the ADALC meet the UTS language entry requirements and, provided they meet academic entry requirements into faculties, are eligible to study at UTS after completing the ADALC.

Admission requirements

Students must have reached an English language competence level of 5.0 (IELTS) or TOEFL 510 (computer 180). Students with an IELTS of 6.0 or TOEFL of 550 are exempt from Semester 1.

Course duration

The Advanced Diploma is normally a two-semester program.

Course structure

This program is a 48-credit-point course, comprising six subjects.

Course program

Semester 1

59304	English for Academic Purposes 1	8cp
59306	Researching Australia 1 – Ethnography	8cp
59308	Australian Society and Culture 1	8cp

Semester 2

59305	English for Academic Purposes 2	8cp
59307	Researching Australia – Researching Students	8cp
59309	Australian Society and Culture 2	8cp

Other information

Contact the English Language Study Skills Assistance (ELSSA) Centre for more information on this program.

Australian English Language and Culture Program

- UTS course code: n/a
- Testamur title: n/a – Students receive a Statement of Completion
- Abbreviation: n/a
- Course fee: $9,000 (international)[1]

The Australian English Language and Culture Program is aimed at study-abroad or exchange students who are not able to enrol in the Advanced Diploma in Australian Language and Culture.

This program enables international students from language backgrounds other than English to develop their English language skills through the study of aspects of contemporary Australian society and culture. Through both class activities and excursions, it introduces students to a range of intercultural issues and provides them with opportunities to interact with native speakers in order to develop the cultural understanding, skills, knowledge and confidence required to use English and participate actively in a variety of settings.

The program focuses particularly on oral skills and includes some participation in mainstream University classes. Students complete a major project using ethnographic research techniques.

Admission requirements

Students whose language level is below IELTS 5.0 or TOEFL 510 (computer 180).

Course duration

This program is completed over two semesters.

Course structure

This program consists of two full-time subjects, comprising 24 credit points each.

Course program

Semester 1

59314	Australian English Language and Culture 1	24cp

[1] This program is not offered to local students.

Semester 2

59315	Australian English Language and Culture 2	24cp

Other information

Contact the English Language Study Skills Assistance (ELSSA) Centre for more information on this program.

ELECTIVE SUBJECTS

The ELSSA Centre offers five elective subjects aimed specifically at students from language backgrounds other than English. Some of these subjects may be completed during semester or, in intensive mode during the February or July vacation periods.

Semester 1 or 2

59316	Essay Writing	4cp
59317	Report Writing	4cp
59318	Seminar Presentation	4cp
59319	Communication for Employment	4cp
59320	English for Business	6cp

POSTGRADUATE PROGRAM

Graduate Certificate in English for Academic Purposes

- UTS course code: HA80
- Testamur title: Graduate Certificate in English for Academic Purposes
- Abbreviation: none
- Course fee: $3,500 (local) $5,100 (international)

The Graduate Certificate in English for Academic Purposes (GCEAP) is aimed at international postgraduate research students who do not meet the UTS English language requirement but who meet all other academic requirements to commence studies at UTS at postgraduate research level.

Participation in the program is only possible for students who have already enrolled in a postgraduate research degree program elsewhere at UTS. Enrolment in the GCEAP is an integral part of the enrolment in a postgraduate research degree and emphasises the developmental approach of an integrated program.

Admission requirements

Applicants must:

- be international students
- be eligible to enrol in a postgraduate research degree at UTS, and
- have an IELTS score of 5.5 to 6.0 (minimum of 5.5 in writing) or TOEFL score of 530–550 (computer 197–213) or equivalent.

Other postgraduate students who meet the UTS language entry requirements and who feel they need to develop their language skills would also be eligible to attend the program.

Course duration

The first two subjects of the GCEAP are offered in the intensive pre-sessional mode (eight weeks before semester) and the final subject is offered concurrent with the first semester of students' enrolment in their research degree.

Course structure

In addition to being enrolled in a postgraduate research degree at UTS, students must complete the three compulsory subjects of the GCEAP (totalling 24 credit points).

Course program

59310	Postgraduate Study in Australia	8cp
59311	Academic English for Postgraduate Study	8cp
59312	Postgraduate Academic Writing in Context	8cp

Other information

Contact the English Language Study Skills Assistance (ELSSA) Centre for more information on this program.

SUBJECT DESCRIPTIONS

59304

English for Academic Purposes 1

8cp; prerequisite(s): IELTS score 5.0 (students with an IELTS of 6.0 and above are exempt from this subject)
(only for undergraduate international, exchange or Study Abroad students)

This is the first of two subjects specifically for international students. The aim of these subjects is to ensure that students' language and study skills have developed sufficiently to enable them to successfully participate in classes alongside other UTS students.

The subjects focus on developing the language and learning skills required for tertiary study in Australia. They integrate the four macro-skills – reading, writing, listening and speaking – into a thematic approach which looks at a variety of contemporary issues in Australian culture and society. These issues are linked to subjects which may be studied in subsequent years at UTS. Students take a critical/analytical approach to understanding and producing written and spoken texts appropriate for an Australian tertiary context.

59305

English for Academic Purposes 2

8cp; prerequisite(s): IELTS score 6.0 or 59304 English for Academic Purposes 1
(only for undergraduate international, exchange or Study Abroad students)

This is the second of two subjects specifically for international students. The aim of these subjects is to ensure that students' language and study skills have developed sufficiently to enable them to successfully participate in classes alongside other UTS students.

The subjects focus on developing the language and learning skills required for tertiary study in Australia. They integrate the four macro-skills – reading, writing, listening and speaking – into a thematic approach which looks at a variety of contemporary issues in Australian culture and society. These issues are linked to subjects which may be studied in subsequent years at UTS. Students take a critical/analytical approach to understanding and producing written and spoken texts appropriate for an Australian tertiary context.

59306

Researching Australia 1 – Ethnography

8cp; prerequisite(s): IELTS score 5.0
(only for undergraduate international, exchange or Study Abroad students)

This is the first of two subjects specifically for international students in the Advanced Diploma in Australian Language and Culture. The aim of these subjects is to introduce students to a range of intercultural issues and to investigate the cultural norms of Australian society through the application of specific research methods. At this level, students use ethnographic techniques to investigate aspects of contemporary Australian experience.

59307

Researching Australia 2 – Researching for Study

8cp; prerequisite(s): IELTS score 6.0 or 59306 Researching Australia 1 – Ethnography
(only for undergraduate international, exchange or Study Abroad students)

This is the second of two subjects specifically for international students in the Advanced Diploma in Australian Language and Culture. The aim of these subjects is to introduce students to a range of intercultural issues and to investigate the cultural norms of Australian society through the application of specific research methods. At this level, students use questionnaire and interview techniques to investigate aspects of contemporary student life and present their research both orally and in written report form.

59308

Australian Society and Culture 1

8cp; prerequisite(s): IELTS score 5.0
(only for undergraduate international, exchange or Study Abroad students)

This is the first of two subjects specifically for international students in the Advanced Diploma in Australian Language and Culture. In these subjects students are introduced to several aspects of Australian society and culture: the indigenous experience; aspects of rural and urban Australia; the history of migration; and the development of multiculturalism. Students explore these aspects through film, documentaries, literature, music, art, sport events, etc. Visits to cultural institutions as well as presentations and guest lectures from experts are key features of these subjects.

59309

Australian Society and Culture 2

8cp; prerequisite(s): IELTS score 6.0 or 59308 Australian Society and Culture 1
(only for undergraduate international, exchange or Study Abroad students)

This is the second of two subjects specifically for international students in the Advanced Diploma in Australian Language and Culture. In these subjects students are introduced to several aspects of Australian society and culture: the indigenous experience; aspects of rural and urban Australia; the history of migration; and the development of multiculturalism. Students explore these aspects through film, documentaries, literature, music, art, sport events, etc. Visits to cultural institutions as well as presentations and guest lectures from experts are key features of these subjects.

59310

Postgraduate Study in Australia

8cp; prerequisite(s): IELTS score 5.5 (minimum of 5.5 in writing); corequisite(s): enrolled in a postgraduate research degree at UTS
(only for postgraduate international students)

This is the first of three compulsory subjects in the Graduate Certificate in English for Academic Purposes (GCEAP) specifically for international students enrolled in a postgraduate research degree at UTS. The aim of this intensive subject is to provide students with a foundation in academic literacy and oracy skills required to start postgraduate studies at UTS.

This subject focuses on developing the language and learning skills required for tertiary study in an Australian university. It integrates the four macro-skills – reading, writing, listening and speaking – into a thematic approach which looks at a variety of contemporary issues in Australian culture and society. The subject also provides students with an understanding of studying at an Australian university and living in Australia.

59311

Academic English for Postgraduate Study

8cp; prerequisite(s): 59310 Postgraduate Study in Australia or equivalent; corequisite(s): enrolled in a postgraduate research degree at UTS (only for postgraduate international students)

This is the second of three compulsory subjects in the Graduate Certificate in English for Academic Purposes (GCEAP) specifically for international students enrolled in a postgraduate research degree at UTS. The aim of this intensive subject is to provide students with academic literacy and oracy skills required to be effective postgraduate students.

This subject focuses on developing the academic written and spoken language skills required for postgraduate study in the students' disciplines. These academic skills are developed in the context of students' areas of study and in conjunction with staff from faculties across UTS. Students take a critical/analytical approach to understanding and producing written and spoken texts appropriate for the Australian context. The subject focuses in particular on critical reading skills, paraphrasing and summarising, selecting, evaluating and using a variety of sources of information, developing written arguments, presenting seminars, etc. In this subject, texts are selected and assessment prepared jointly by academic literacy experts and postgraduate coordinators and supervisors in students' faculties.

59312

Postgraduate Academic Writing in Context

8cp; prerequisite(s): 59311 Academic English for Postgraduate Study or equivalent; corequisite(s): enrolled in a postgraduate research degree at UTS (only for postgraduate international students)

This is the final of three compulsory subjects in the Graduate Certificate in English for Academic Purposes (GCEAP) specifically aimed at international students enrolled in a postgraduate research degree at UTS. The aim of this subject is to provide students with ongoing integrated academic literacy and oracy support during the first semester of their postgraduate studies at UTS.

This subject focuses on consolidating postgraduate international students' academic literacy and oracy skills while they complete the first semester of postgraduate studies at UTS. The subject focuses on advanced skills in reading, text drafting and editing, the development of critical writing skills and the preparation of postgraduate assignments or research documents (articles, conference papers, etc.).

59314

Australian English Language and Culture 1

24cp; 20hpw

This subject enables international students from language backgrounds other than English to develop their English language skills through the study of aspects of contemporary Australian society and culture. Through both class activities and excursions, it introduces students to a range of intercultural issues and provides them with opportunities to interact with native speakers in order to develop the cultural understanding, skills, knowledge and confidence required to use English and participate actively in a variety of settings. The subject focuses particularly on oral skills and includes some participation in mainstream University classes. Students complete a major project using ethnographic research techniques.

59315

Australian English Language and Culture 2

24cp; 20hpw; prerequisite(s): 59314 Australian English Language and Culture 1 or equivalent

This subject continues the language skill development of 59314 Australian English Language and Culture 1 and extends student participation in mainstream University classes. Students complete a number of field projects on topics relating to their own interests or study areas. Lecturers coordinate student progression through these projects through individual and group meetings, presentations by guest speakers, excursions and readings.

59316

Essay Writing

4cp; over 10 weeks

This elective is one of five subjects offered by the ELSSA Centre and it is aimed at non-English-speaking-background students who need to develop their essay-writing skills. It focuses on the critical analysis of topics relevant to different academic areas of study, the development of essay outlines and the final preparation of essays.

59317

Report Writing

4cp; over 10 weeks

This elective is one of five subjects offered by the ELSSA Centre and it is aimed at non-English-speaking-background students who need to develop their report-writing skills. It focuses on the analysis of topics relevant to different academic areas of study, the development of report plans and the final preparation of reports.

59318

Seminar Presentation

4cp; over 10 weeks

This elective is one of five subjects offered by the ELSSA Centre and it is aimed at non-English-speaking-background students who need to develop their seminar presentation skills. It focuses on the analysis of topics relevant to different academic areas of study and the development of seminar presentation skills.

59319

Communication for Employment

4cp; over 10 weeks

This elective is one of five subjects offered by the ELSSA Centre and it is aimed at non-English-speaking-background students who need to develop their employment-seeking skills. It focuses on the analysis of recruitment advertisements relevant to different academic areas of study, and the development of writing and speaking skills required for gaining employment. It also covers work-related communication skills.

59320

English for Business

6cp; over 10 weeks

This elective is one of five subjects offered by the ELSSA Centre and it is aimed at non-English-speaking-background business students who need to develop their written and spoken communication skills. It focuses on the critical analysis of topics relevant to business study, the development of essay outlines, report outlines, seminar structures and the final preparation of an essay, a report and a seminar.

SUBJECT DESCRIPTIONS

91531

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 pathophysilogy 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 musculoskeletal system is introduced.

91532

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 also study the drugs used in the treatment of the systems studied.

91533

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 also study the drugs used in the treatment of the systems studied. Diseases acquired parenterally either by trauma, insect bite or hospital procedures are also discussed.

91534

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 study normal and abnormal cell development and cancer diagnosis and grading. Pregnancy, development and some cancers of the reproductive system are studied. Students 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 1AA

6cp; 140 hours total
Undergraduate

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

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 forms 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. 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, and 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 includes transitions through health and illness, respect for cultural identity, ethical considerations and resource availability. The concept of clinical judgment within acute care settings is 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 gastrointestinal and/or musculo-skeletal systems which reflect current epidemiological trends in health care. The theoretical basis incorporates psychomotor skills development, patient assessment and the provision of nursing care based on current best nursing practice. The development of the relationship between the nurse and the patient will include transitions through health and illness, respect for cultural identity, ethical considerations and resource availability. The concept of clinical 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; 5hpw x 10 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 is also addressed.

92238

Adult Nursing: Cellular Alterations

6cp; 4hpw x 10 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 is explored. From this understanding, issues of preventative care are developed. Relevant psychomotor skills and skill in the exercise of clinical judgment is 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 Children's Nursing[1]

8cp; 5hpw x 10 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 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 are addressed.

[1] Formerly 92239 Foundations of Paediatric Nursing.

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 are discussed using a cross-disciplinary approach. Particular emphasis is 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 is 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 are established and moral agency is explored and affirmed. This subject deepens participants' insight into self as a therapeutic agent and facilitates 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 are 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 carry out comprehensive and accurate health assessments on patients/clients in their care. Using a range of data-gathering techniques students analyse physiological, psychological, spiritual, socio-economic and cultural variables as they impact on the person's functional health status. Using this information, students 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 are 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 choose from one of three sub-majors: adult medical-surgical; mental health; and paediatric nursing. The content reflects the sub-major under study and extends 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, 92243, 92246), 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 practice nursing under the guidance of a registered nurse from the clinical facility and provide continuity patient/client care.

92248

Adult Nursing: Neuroendocrine

6cp; 4hpw x 10 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 are 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

Critical 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 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 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 provides 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 specialty 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/adjuvant 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 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; 4hpw 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 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; 4hpw 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 are developed through the use of case studies which are based on current epidemiological trends.

92701

The Aged in Society

6cp; intensive mode; clinical studies subject
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 contributes 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 are explored.

92706

The Societal Contexts of Palliative Care

6cp; intensive mode; clinical studies subject
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; clinical studies subject
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. 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; clinical studies subject
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; professional studies subject
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 extend their understanding so they may participate in the planning process for health promotion programs.

92726

Clinical Gastroenterological Nursing

6cp; intensive mode
Postgraduate

This subject allows postgraduate nursing students to gain speciality knowledge of more complex gastroenterological conditions. A problem-based approach allows students to build on previously gained knowledge and skills in order to be able to adequately care for diverse groups of patients with complex gastroenterological problems.

92773

Advanced Nursing: Metabolic and Neuroendocrine Disruptions

6cp; intensive mode; clinical studies subject
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; professional studies subject
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 are 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[1]

6cp; intensive mode; clinical studies subject
Postgraduate

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.

[1] Formerly 92781 Foundations in Midwifery.

92785

Midwifery in Complex Situations[1]

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

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 explores 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 also explores how the midwife can normalise the childbearing experience for these women and their families.

[1] Formerly 92785 Midwifery in Complexity.

92786

Negotiating Nursing

6cp; intensive mode; professional studies subject
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; research subject
Postgraduate

This subject aims to expand students' understanding of, and commitment to, the development of evidence-based nursing and midwifery practice. Students are 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

Power and Politics in Health Care[1]

6cp; intensive mode; professional studies subject
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 have the opportunity to explore relevant issues and critical inquiries are 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.

[1] Formerly 92794 Politics, Power and Policies in Health Care.

92808

Resource Allocation

6cp; intensive mode; ethics subject
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; (one-semester subject) equivalent to 2 x 500-level subjects; work with project supervisor; prerequisite(s): Graduate Diploma or equivalent (48cp); usually Credit average in previous 48cp; project topic and proposed supervisor approved prior to anticipated commencement of subject
Postgraduate

This project aims at the completion of a supervised but independent development of a topic in an extended piece of written work of 8,000 to 10,000 words – excluding references, appendices and tables. This extended piece of work may take a variety of forms, for example, a long essay, clinical practice guidelines, or development and evaluation of an education program.

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; (two-semester subject) equivalent to 2 x 500-level subjects; work with project supervisor; prerequisite(s): Graduate Diploma or equivalent (48cp); usually Credit average in previous 48cps; project topic and proposed supervisor approved prior to anticipated commencement of subject
Postgraduate

For subject description see 92812.

92827

Nursing Practice with the Aged

6cp; intensive mode; clinical studies subject
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 is 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; and 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; professional studies subject
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; professional studies subject
Postgraduate

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

92861

Technology and Ethics

6cp; intensive mode; ethics subject
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 are helped to develop a critical evaluation of technology and its imperatives.

92866

Qualitative Research Processes

6cp; 500-level subject; lecture/tutorial/group work; research subject
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; research subject
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; intensive mode; lecture/practical demonstration/clinical contract; clinical practice subject
Postgraduate

This subject aims to provide the graduate nurse with advanced skills in assessment. Students are 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 enables 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. Students select from a variety of modules, enabling them to study assessment related to their specialty areas of practice. Emphasis is placed on the application of skills and knowledge to the student's practice area.

92869

Specialty Clinical Practice

6cp; attendance at sessions; clinical practice subject
Postgraduate

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

92870

Working with Families

6cp; intensive mode; clinical studies subject
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, facilitate appropriate nursing intervention and strengthen students' awareness that holistic practice is inclusive of the family. This subject enhances 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; clinical studies subject
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[1]

6cp; intensive mode; clinical practice subject
Postgraduate

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.

[1] Formerly 92873 Midwifery Clinical Practice.

92875

Frameworks for Mental Health Nursing

6cp; intensive mode; clinical studies subject
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 are also examined. Students have the opportunity to explore their own theoretical bases of practice.

92876

Therapeutic Interventions in Mental Health Care

6cp; intensive mode; clinical studies subject
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 review findings regarding the biological understandings of mental distress and associated treatments. These approaches are 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 involves individual, group and family approaches. Where possible participants are 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; clinical studies subject
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; clinical studies subject
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.

92879

Issues in Mental Health Care

6cp; intensive mode; professional studies subject
Postgraduate

This subject aims to expand the student's awareness and understanding of mental health policies and legislation and current mental health issues as they relate to the mental health needs of the community, mental health service provision and nursing practice. It seeks to identify significant mental health issues from key stakeholders. Students explore the value of Primary Health Care and Public Health principles and approaches and the importance of an intersectoral perspective in the development of the mental health system and community in meeting the mental health needs of our society. Students negotiate an assignment, directed towards an in-depth clinically focused exploration and analysis of mental health nursing on a chosen topic, which is presented as a report.

92881

Foundations of Perioperative Nursing

6cp; intensive mode; clinical studies subject
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; clinical studies subject
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 are explored in depth, as well as the broader aspects of technological issues associated with the surgical environment. An in-depth knowledge of anatomy is also developed.

92884

Community Health Nursing

6cp; lecture/seminar/workshop/learning package; clinical studies subject
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 Ottowa 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; clinical studies subject
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 is presented through lectures and discussion. The skills component is covered through individual or group involvement in effecting a change in their organisation. Results are 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 are 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; professional studies subject
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; clinical studies subject
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; research subject
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 deepen their understanding of univariate and multivariate research designs, the use of inferential statistics for data analyses and the interpretation of results.

92890

Research in Practical Action 1

6cp; intensive mode
Postgraduate

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

92891

Research in Practical Action 2

6cp; intensive mode
Postgraduate

This subject builds on understandings developed in 92890 Research in Practical Action 1, with an emphasis on refining research skills in both a general sense and in particular relation to individual research areas. The subject emphasises the development of a comprehensive research proposal for doctoral work. Students are provided with the opportunity to structure and organise their individual portfolios, under the guidance of supervisors and interaction with a variety of other researchers. This assists students in the refinement of chosen research methodologies and the expansion of their repertoire of research capabilities.

92892

Community Practice

6cp; intensive modules and clinical contract; clinical practice subject
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[1]

6cp; tutorial and laboratory sessions/clinical placement; clinical practice subject
Postgraduate

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.

[1] Formerly 92893 Midwifery Practice.

92894

Advanced Clinical Practice

6cp; 500-level subject; attendance at sessions; prerequisite(s): 92869 Specialty Clinical Practice; clinical practice subject
Postgraduate

In this subject, students who are experienced nurse clinicians undertake learning experiences in advanced practice which enables them to function as advanced practitioners. 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; clinical studies subject
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 is explored and the nurse specialist's role in neonatal nursing emphasises leadership and innovative practice.

92897

Health Care Policy

6cp; intensive mode
Postgraduate

This subject provides an opportunity for students to extend and make more sophisticated their understanding of professional and practitioner influence on Health Care Policy. There is an expectation that candidates situate their own practice issues and concerns within local, state and national policy understandings and explore the international influences that allow these concerns to vary from context to context.

The subject, through these explorations, brings to the surface political processes in policy making generally. Politicians and senior health department members engage in debate and discussion in 'Master Class' format. Lobbying techniques and processes for influence in policy determination are developed.

92898

Leadership and Practice

6cp; intensive mode
Postgraduate

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

leadership into the skills and expertise of leadership through consultancy and articulation of practice improvement/refinement.

92899

The International Frame of Professional Practice

6cp; intensive mode
Postgraduate

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

The subject is facilitated by international experts and students are assisted to take active roles in relevant international conferences.

92900

Advanced Nursing: Cardio-respiratory and Renal Disruption

6cp; intensive mode; clinical studies subject
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 Emergency Departments, 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 dysrythmias, 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; clinical studies subject
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, immuno-suppression, 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; clinical studies subject
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 Anaesthesia Nursing

6cp; intensive mode; clinical studies subject
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; clinical studies subject
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; clinical studies subject
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; intense mode; clinical studies subject
Postgraduate

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

92911

Orthopaedic Nursing: Acute Conditions

6cp; intensive mode; clinical studies subject
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; clinical studies subject
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; clinical studies subject
Postgraduate

This subject expands 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 are 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 are reviewed thoroughly. Ethical and legal implications of practice are considered. The future of day surgery and the costs to the Australian community are examined.

92914

Introduction to Homoeopathy

6cp; intensive mode; clinical studies subject
Postgraduate

This subject provides a rapid immersion for the student into the history and philosophy of homoeopathic practice. The experiential activity of manufacturing a homoeopathic medicine acts 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 is explored and an analysis made of the documented outcomes.

92917

Using Health Care Data for Decision Making[1]

6cp; intensive mode; professional studies subject
Postgraduate

This subject provides 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 is limited to allow for more in-depth use of the database. The subject helps students to develop the ability to generate and answer research questions and make decisions based on available health sector data.

[1] Formerly 92917 Using Data in Health Care Analysis.

92918

Fundamentals of Critical Care Nursing

6cp; intensive mode; clinical studies subject
Postgraduate

This subject develops 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 are explored.

92919

Complex Critical Care

6cp; intensive mode; clinical studies subject
Postgraduate

This subject develops 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 are explored.

92920

Neuroscience: Trauma and Cerebrovascular

6cp; intensive mode; clinical studies subject
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 Oncological

6cp; intensive mode; clinical studies subject
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; clinical studies subject
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 multidisciplinary discourses and art forms that inform understanding about childbirth.

92923

Continuity of Midwifery Care

6cp; intensive mode; clinical studies subject
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 interdisciplinary issues are explored within the context of the woman's life and the socio-political dimensions of families.

92924

Becoming a Reflective Practitioner

6cp; 500-level subject; intensive mode; professional studies subject
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 are addressed.

92925

New Models of Midwifery Care

6cp; 500-level subject; mixed mode; lecture/seminars/group work/class presentations/inquiry-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 inquiry is the multiple ways midwives work in partnership with women. This includes 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 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 underpins this subject.

92926

Information Management Application

6cp; 500-level subject; intensive mode; professional studies subject; prerequisite 92917 Using Health Care Data for Decision Making
Postgraduate

Building on the prerequisite subject 92917 Using Health Care Data for Decision Making, this subject offers health professionals a unique opportunity to use their developing data analysis skill on a 'real life' problem of interest. Students complete a project in association with a health care delivery setting, using administrative data, supervised by faculty, staff and other health professionals. The process of completing the project offers an invaluable experience of interdisciplinary collaboration.

92927

Evidence-based Practice (Midwifery)

6cp; intensive mode; research subject
Postgraduate

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

92928

Clinical Practice 1

6cp; clinical practice subject; taught on site in the SESAH Clinical School
Postgraduate

This subject allows students to gain academic acknowledgment and validation for clinical achievements and experiences by undertaking approved clinical learning activities in specialty practice areas. The subject allows students to integrate their knowledge and skills into a formal learning experience in order to achieve a foundation of competence as a beginning practitioner in a selected clinical nursing specialty.

92929

Clinical Practice 2

6cp; clinical practice subject; taught on site in the SESAH Clinical School; prerequisite: 92928 Clinical Practice 1
Postgraduate

This subject allows students to build upon the prerequisite, 92928 Clinical Practice 1, which provides a foundation level of knowledge, skills and professional attributes in a selected clinical nursing specialty. By undertaking approved clinical learning activities this subject allows students to incorporate more advanced competencies in the assessment, planning and management of specific patient/client groups.

92932

Management for Clinicians

6cp; intensive mode; professional studies subject
Postgraduate

This is an introductory subject for clinicians who are expected to manage a ward or unit. It introduces the concept of management theory and practice in health care settings. No experience in or prior knowledge of management is required.

92933

Health Care Regulation and Policy

6cp; 500-level subject; intensive mode; professional studies subject
Postgraduate

This subject provides essential grounding and future skills for all health care professionals in policy and regulatory framework initiation, development and evaluation. In addition students are exposed to a range of expert speakers on pertinent matters in relation to policy and/or regulatory development. Students are encouraged to undertake at least one assessable task relevant to their area of work or interest.

92xxx

Leadership and Management for Practice Development in Midwifery

6cp; 500-level subject; mixed mode; lectures/ seminars/group work/class presentations/ inquiry-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 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 includes 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 addresses issues such as conflict resolution, horizontal violence, professional dominance and appropriate review and support systems. Theory related to change management and leadership enables 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; 500-level subject; mixed mode; lectures/ seminars/project work/class presentations/ inquiry-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 are 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; 500-level subject; mixed mode; lectures/ seminars/project work/class presentations/ inquiry-based learning/assignments
Postgraduate

The principles of primary health care are 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 are explored within historical and contemporary contexts. Theory related to the midwife's role in facilitating social support and community development is 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).

SUBJECTS OFFERED BY OTHER FACULTIES

015342

Programming for Diabetes Education

6cp; 2hpw; prerequisite(s): 015343 Teaching and Learning in Diabetes Education
KN92 GradCert Diabetes Education and Management
Postgraduate; Level A
Subject Coordinator: Jane Sampson

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
KN92 GradCert Diabetes Education and Management
Postgraduate; Level A
Subject Coordinator: Jane Sampson

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.

21720

Employment Relations

6cp
Postgraduate

This subject presents an introduction to the areas of industrial relations and human resource management. Topics covered include historical steps in the development of the human resource function and the forces that have shaped its development; major functions of employment relations managers; the relationship between the human resource and industrial relations functions in the modern organisation; the nature of industrial relations and the contribution to understanding made by several conflict theorists; the structure and functioning of formal industrial relations; the form and function of the employer and employee organisations, parties to employment relations; and the nature of efficiency restructuring and enterprise bargaining and their impact upon the management of employment relations.

21724

Human Resource Management

6cp
Postgraduate

Develops the ability to locate, critically analyse and explain the relevance of the recent literature in key areas of Human Resource Management (HRM). Emphasises strategic models of HRM, and the links between HRM and recent trends in management theory and practice.

21728

Public Sector Management

6cp
Postgraduate

Introduces students to the theory and practice of public sector management. Explores the competing theories about management in the public sector, and examines practical management skills in the public sector in the light of these competing theories.

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.

21751

Management Research Methods

6cp
Postgraduate

Contributes to the students' vocational and professional competencies by giving training in the analytic and research skills that can be applied to the solution of problems encountered in their professional lives. Provides the necessary expertise in research methodology for the project-based subjects which are a part of the students' postgraduate programs. Topics include survey research, experiments and quasi-experiments, case studies, content analysis and interviews.

21758

Strategic Governance and the Business of Government

6cp; prerequisite(s): completion of Stage 2 of the Master of Management (Public) or its equivalent
Postgraduate

Draws upon strategic management models for the public, private and nonprofit sectors and the previous studies of students. It helps them to develop a capacity for 'big picture' analysis, planning and implementation of strategy.

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.

77940

Health Care Law

6cp; one semester; availability: CROSS
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 subject includes medical negligence, consent, legal capacity, documentation and issues relating to discreet areas of practice like midwifery, supervision, medical/surgical, community, mental health and intellectual disabilities.

85208

Reconciliation Studies

6cp
Undergraduate

Reconciliation is a key strategy for a sustainable future for Australia. By reconciliation we mean creating 'a united Australia which respects this land of ours; values the Aboriginal and Torres Strait Islander heritage; and provides justice and equity for all' (Council for Aboriginal Reconciliation, 1992). Reconciliation Studies introduces students to the challenges of this process. Core reconciliation issues are investigated and discussed, drawing on relevant life experiences, academic research and professional practice. Skills in applying reconciliation principles in a professional field, industry or community are developed, including the use of cultural plurality and diversity of perspectives found in reference material and the classroom.

85209

Reconciliation Studies

8cp
Undergraduate

For subject description, see 85208 Reconciliation Studies.

85210

Reconciliation Studies

6cp
Postgraduate

For subject description, see 85208 Reconciliation Studies.

85211

Reconciliation Studies

8cp
Postgraduate

For subject description, see 85208 Reconciliation Studies.

INTERNATIONAL STUDIES SUBJECTS

Language programs

971111, 972111, 973111, 974111 Chinese Language and Culture

The Chinese program is open to students who are either complete beginners, who first learnt Chinese at secondary school level in Australia or who already have a working knowledge of Chinese characters and communicative competence in a Chinese language other than Modern Standard Chinese. There are three points of entry into this program: Chinese 1 for complete beginners; Chinese 3 for students who have successfully completed HSC 2/3-unit Chinese; and Chinese 7 for students who have a working knowledge of Chinese characters, as well as communicative competence in a Chinese language other than Modern Standard Chinese. Students in the combined degree take four consecutive units in the program, usually either units 1–4, 3–6 or 7–10, determined by their point of entry. Other programs may be negotiated according to the student's level of proficiency.

The Chinese language program is designed to provide students with the communicative skills necessary to undertake In-country Study in China. A communicative approach is adopted for classroom instruction and students are expected to participate fully in class activities in the process of acquiring practical language skills. The teaching incorporates an introduction to Chinese culture and helps students to appreciate the wider cultural ramifications of Chinese in various contexts. The program lays a solid foundation for further cultural studies in Chinese.

Chinese Unit 1

8cp; 6hpw; prerequisite: nil

Chinese 1 aims to develop 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 students to some of the basic structures and devices of the language. Students are expected to know about 600–800 Chinese characters by the end of this unit.

Chinese 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 to further develop students' oral communicative competence in basic social interactions. More written texts are gradually introduced to enhance the ability of students to use Chinese characters. The basic structures and devices of the language are 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 to further develop 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 to further develop students' communicative competence in general social interactions. While reinforcing the macro-skills of reading, writing, listening and speaking, this unit focuses 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 to further develop students' communicative competence in general social interactions. While reinforcing basic structures and devices of the language, this unit further develops 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 to develop 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 to develop 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 to develop 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 to further develop 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

French is a language program for students who are either complete beginners or who first learnt French at school. There are two points of entry: the first for complete beginners; the second for students who have successfully completed HSC 2/3-unit French, or its equivalent. Students in the combined degree take four units in the program, either units 1–4 (beginners) or 3–6 (post-HSC), determined by their point of entry. Students with a language competence in French that is higher than the program may be able to undertake further studies in French at other universities in the Sydney area through arrangements made by the Institute.

The language program covers a broad range of communicative situations relevant to daily interaction in French. The focus is on the development of speaking, listening, reading and writing skills appropriate to the situations that students are likely to encounter. Vocabulary and grammar cover a range of themes and are presented using written and audiovisual materials.

Upon successful completion of the program, students are expected to be able to communicate about familiar things, events and opinions and to have developed skills and strategies for continuing their learning of the language in French-speaking environments. Those students with prior knowledge of French entering the program at a higher level

are expected to communicate comfortably on a wide range of topics, with the ability to adjust their language according to social variables such as formality, age and status. Each unit is covered in 13 weeks in one semester. There are six hours of language classes per week. Some of the class time may be conducted in the Learning Resources Centre using computers and the language laboratory.

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 are 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 are 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 are 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 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 are 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 are 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 are also 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 are 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 are 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 are 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 are 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 are also 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 are 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 are expected to have achieved the communicative competence required for limited formal and informal conversations on practical and social topics. Students are also expected to have developed the ability 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 are 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

German is a language program for students who are either complete beginners or who first learnt German at school. There are two points of entry: the first for complete beginners; the second for students who have successfully completed HSC 2/3-unit German, or its equivalent. Students in the combined degree take four units in the program, either units 1–4 (beginners) or 3–6 (post-HSC), determined by their point of entry. Students with a language competence in German that is higher than the usual level accepted in the program may be able to undertake further studies in German at other universities in the Sydney area through arrangements made by the Institute.

The language program covers a broad range of communicative situations relevant to daily interaction in German. The focus is on the development of speaking, listening, reading and writing skills appropriate to the situations that students are likely to encounter. Vocabulary and grammar cover a range of themes.

Upon successful completion of the program, students are expected to be able to communicate about familiar things, events and opinions and to have developed skills and strategies for continuing their learning of the language in German-speaking environments. Those students with prior knowledge of German entering the program at a higher level are expected to communicate comfortably on a wide range of topics, with the ability to adjust their language according to social variables such as formality, age and status. Each unit is covered in 13 weeks in one semester. There are six hours of language classes per week. Some of the class time may be conducted in the Learning Resources Centre using computers and the language laboratory.

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 are 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 are 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 are 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 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 are 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 are also 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 are 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 are 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 are 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 are expected to have achieved the communicative competence required to satisfy routine social demands and limited work requirements in speaking, listening, reading and writing skills. Students 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 are 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 are 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 are also expected to have developed the ability 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 are 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. Students 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 are 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 also learn about academic writing and develop academic skills such as note taking and essay writing in German. They are 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.

971710, 972710, 973710, 974710 Greek

Greek is offered to UTS students through arrangements with other universities. Students are placed in classes appropriate to their level of competence. The program focuses on furthering writing and oral skills in contemporary Greek and learning about Hellenic literature, society and culture.

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

Italian is a language program for students who are either complete beginners or who first learnt Italian at school. There are two points of entry: the first for complete beginners; the second for students who have successfully completed HSC 2/3-unit Italian, or its equivalent. Students in the combined degree take four units in the program, either units 1–4 (beginners) or 3–6 (post-HSC), determined by their point of entry. Students with a language competence in Italian that is higher than the program may be able to undertake further studies in Italian at other universities in the Sydney area through arrangements made by the Institute.

The language program covers a broad range of communicative situations relevant to daily interaction in Italian. The focus is on the development of speaking, listening, reading

and writing skills appropriate to the situations that students are likely to encounter. Vocabulary and grammar cover a range of themes and are presented using written and audio-visual materials.

Upon successful completion of the program, students are expected to be able to communicate about familiar things, events and opinions and to have developed skills and strategies for continuing their learning of the language in Italian-speaking environments. Those students with prior knowledge of Italian, who are entering the program at a higher level, are expected to communicate comfortably on a wide range of topics, with the ability to adjust their language according to social variables such as formality, age and status. Each unit is covered in 13 weeks in one semester. There are six hours of language classes per week.

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 are 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 are 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 are 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 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 are 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 are 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 are also 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 are 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 are 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 are 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 are 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 are also 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 are 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 are 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 are also 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 are used to facilitate learning.

971211, 972211, 973211, 974211 Japanese Language and Culture

This program comprises six units offered in two main streams: beginners and post-HSC. There are two main points of entry into the Japanese Language and Culture program. Students with no prior experience of the language enter the program at Japanese 1, while students with HSC-level Japanese or equivalent are required to enter the program at the post-HSC level (Japanese 3).

The program enables students to develop the skills to communicate in everyday situations in order to live, study and work in a Japanese-speaking environment; or interact with Japanese people in a social, university or work-related context. The emphasis is on the development of communication skills, particularly speaking and listening, with an increased focus on reading and writing skills at the post-HSC level. The study of socio-

cultural aspects of Japan is an integrated and essential part of the language program.

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 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 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 fourth 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 600 *kanji*.

Japanese Unit 7

8cp; 4hpw; prerequisite: Japanese Unit 6

Japanese 7 is designed to provide students who have successfully completed Japanese 6 or its equivalent with the ability to consolidate and extend their knowledge of Japanese.

Students are expected to continue to develop communication skills required to function effectively in academic and vocational contexts in Japan. In the first half of the unit, the focus is on the development of academic reading and writing skills and the acquisition of vocabulary based on reading, understanding and discussing various topics and viewpoints on the interrelationship between Japanese language and culture. In the second half of the unit, the focus is on workplace communication and the comprehension of university lectures in Japan, with an emphasis on the development of listening and note-taking skills. In terms of literacy development, students will be expected to be able to recognise and pronounce the *kanji* introduced in the prescribed texts, to have increased their pace of reading as a result of regular and habitual reading and improved dictionary skills, and to be able to write an increasing number of *kanji* as required for specific academic tasks.

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

This language program is designed for students who are either complete beginners or who first learnt Spanish at school in Australia. There are two points of entry: the first for complete beginners and the second for students who have successfully completed HSC-level Spanish or its equivalent. Students in the combined degree take four units in the program, either units 1–4 (beginners) or 3–6 (post-HSC), determined by their point of entry.

The language program covers a broad range of communicative situations relevant to daily interaction in Spanish. The focus is on the development of speaking, listening, reading and writing skills appropriate to the situations that students are likely to encounter. Vocabulary and grammar are taught using written and audiovisual materials that cover a range of themes and situations.

Upon successful completion of the program, students are expected to be able to communicate about familiar things, events and opinions, and to have developed skills and strategies for continuing their learning of the language in Spanish-speaking countries. Those students with prior knowledge of Spanish, who enter the program at a higher level, are expected to be able to communicate comfortably on a wide range of themes, with the ability to adjust their language according to social variables such as formality, age and status. Each subject is covered in 13 weeks in one semester. There are six hours of language classes per week.

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 are 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 develop-

ment 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. Audiovisual equipment and computers are 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 are 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 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. Audiovisual equipment and computers are 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 are 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 are also 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. Audiovisual equipment and computers are 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 are expected to have begun to develop the communication skills required to satisfy limited routine social and work demands. They are also 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. Audiovisual equipment and computers are 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 are 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 are 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 are 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 are also 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 are 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 are 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 are also 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 are 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 at UTS campuses.

Contemporary Society Subjects

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.

976401

Contemporary Europe

8cp; 2nd semester, 4hpw

This subject is an introduction and an overview laying the groundwork for the study of contemporary Europe and individual countries within Europe. It aims to provide students with a basic understanding of contemporary European history, politics, society and culture, as well as national convergences and divergences in these areas. In particular, it aims to provide students with the critical skills that allow them to identify major contemporary issues in the European region of the world, and beyond it. Insights are gained into Europe's national and regional diversity and heterogeneity in national, continental and international contexts. This gives students the opportunity to develop a critical appreciation for societies outside Australia. Students are exposed to ideas that challenge Eurocentric modes of thinking, and that also draw attention to the legacies of imperialism, colonisation, and transnational capitalism and their impact on contemporary European peoples, wherever they may reside. Students develop critical thinking skills relevant to the multidisciplinary nature of the subject.

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 are examined at a political–economic level and also at an individual level. Issues which are 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.

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 unit 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.

50140

Comparative Social Change (U/G)

8cp

Disciplinary Strand – Social, Political and Historical Studies – 200 level

Compulsory subject in the combined degrees with International Studies. This subject is for undergraduate students only. Graduate students refer to 50175.

The aim of this subject is to provide students with an understanding of the processes of modernisation and social change in a comparative context using case studies in countries of Western Europe, Latin America, East and South-East Asia. The lectures highlight a number of key issues, e.g. 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 is emphasised that differing interpretations of modernisation flow from various relations of power which lead to a multiplicity of views on its meanings and significance.

50175

Comparative Social Change (P/G)

8cp

The aim of this subject is to provide students with an understanding of the processes of modernisation and social change in a comparative context using case studies in countries of Western Europe, Latin America, East and South-East Asia. The lectures highlight a number of key issues, e.g. 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 is emphasised that differing interpretations of modernisation flow from various relations of power, which lead to a multiplicity of views on its meanings and significance.

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: Chile, China, France, Germany, Indonesia, Italy, Japan, Malaysia, Mexico, Spain and Thailand. 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 Croatia, Greece, Hong Kong, Korea, Poland, Russia, Taiwan, the Phillipines, Vietnam and others.

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 needs 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

For subject description, see 977xxx In-Country Study 1.

ALPHABETICAL LIST OF SUBJECTS

Accredited Clinical Practice	92872
Adult Nursing: Cardiovascular	92191
Adult Nursing: Cellular Alterations	92238
Adult Nursing: GIT and Orthopaedic	92195
Adult Nursing: Medical	92261
Adult Nursing: Neuroendocrine	92248
Adult Nursing: Renal and Reproductive	92194
Adult Nursing: Respiratory	92192
Adult Nursing: Surgical	92262
Advanced Assessment in Nursing Practice	92868
Advanced Clinical Practice	92894
Advanced Nursing: Cardio-respiratory and Renal Disruption	92900
Advanced Nursing: Immune Response and Haematological Disruptions	92901
Advanced Nursing: Metabolic and Neuroendocrine Disruptions	92773
Advanced Perioperative Nursing	92908
Aged in Society, The	92701
Becoming a Reflective Practitioner	92924
Care of the Acutely Ill Child	92902
Care of the Child in Illness and Disability	92878
Clinical Elective	92xxx
Clinical Gastroenterological Nursing	92726
Clinical Practice 1	92928
Clinical Practice 2	92929
Clinical Management of Diabetes	92844
Clinical Teaching in the Health Care Setting	92848
Collaborative Midwifery Practice in Complex Situations	92xxx
Community Health Nursing	92251
Community Health Nursing	92884
Community Midwifery and Primary Health Care	92xxx
Community Practice	92892
Complex Critical Care	92919
Comprehensive Health Assessment	92244
Contemporary Issues in Health Care	92775
Contexts of Recovery Room Nursing	92906
Continuity of Midwifery Care	92923
Counselling and Group Skills	92910
Critical Care	92249
Dimensions of Anaesthetic Nursing	92905
Discipline of Nursing, The	92190
Dissertation	92813
Evidence-based Practice	92790
Evidence-based Practice (Midwifery)	92927
Family in Health and Illness, The	92240
Foundations of Children's Nursing	92239
Foundations of Mental Health Nursing	92236
Foundations of Perianaesthesia Nursing	92888
Foundations of Perioperative Nursing	92881
Frameworks for Mental Health Nursing	92875
Frameworks for Nursing Inquiry	92867
Fundamentals of Critical Care Nursing	92918
Fundamentals of Pathophysiology 1	91531
Fundamentals of Pathophysiology 2	91532
Fundamentals of Pathophysiology 3	91533
Fundamentals of Pathophysiology 4	91534
Gastroenterological Nursing 1	92702
Graduate Writing Skills	92886
Health Breakdown	92713
Health Care Policy	92897
Health Care Regulation and Policy	92933
Health Promotion and Health Education	92721
Information Management Application	92926
Inquiry in Nursing Practice	92241
International Frame of Professional Practice, The	92899
Introduction to Homeopathy	92914
Introduction to Midwifery Practice, An	92781
Introduction to Pharmacology and Microbiology	91604
Issues in Day Surgery Nursing	92913
Issues in Mental Health Care	92879
Issues in Neonatal Care	92895
Leadership and Change in Health Care	92885
Leadership and Management for Practice Development in Midwifery	92xxx
Leadership and Practice	92898
Management for Clinicians	92932
Maternal and Infant Care	92253
Meaning of Birth: Mothers, Babies and Midwives, The	92922
Mental Health Nursing	92254
Midwifery in Complex Situations	92785
Midwifery Practice 1	92873
Midwifery Practice 2	92893
Negotiating Nursing	92786
Neuroscience: Degenerative and Oncological	92921
Neuroscience: Trauma and Cerebrovascular	92920
New Models of Midwifery Care	92925
Nursing Honours Dissertation (Part 1)	92180
Nursing Honours Dissertation (Part 2)	92181
Nursing Practice 1AA	92109
Nursing Practice with the Aged	92827
Nursing Relationships	92193
Operating Theatre Nursing	92256

Organisational Management in Health Care	92887
Organisational Relationships	92245
Orthopaedic Nursing: Acute Conditions	92911
Orthopaedic Nursing: Chronic Conditions	92912
Paediatric Nursing	92257
Palliative Care	92258
Palliative Care Nursing Practice	92707
Perinatal Development	92871
Personal and Professional Development in Mental Health Nursing	92877
Planning and Evaluating Health Services	92847
Power and Politicis in Health Care	92794
Practice Development 1	92243
Practice Development 2	92246
Practice Development 3	92247
Practice Interactions	92242
Primary Health Care	92845
Primary Health Care and the Aged	92237
Project	92812
Project	92817
Qualitative Research Processes	92866
Quantitative Research Design	92889
Research in Practical Action 1	92890
Research in Practical Action 2	92891
Resource Allocation	92794
Societal Contexts of Palliative Care, The	92706
Specialty Clinical Practice	92869
Techniques in Perioperative Nursing	92882
Technology and Ethics	92861
Therapeutic Interventions in Mental Health Care	92876
Using Health Care Data for Decision Making	92917
Women's Health	92260
Working with Families	92870

SUBJECTS OFFERED BY OTHER FACULTIES

Chinese Language and Culture	97x111
Comparative Social Change	50140
Contemporary China	976111
Contemporary Europe	976401
Contemporary Japan	976211
Contemporary Latin America	976501
Contemporary South-East Asia	976301
Employment Relations	21720
French Language and Culture	97x411
German Language and Culture	97x421
Greek	97x710
Health Care Law	77940
Health Funding Policy and Resource Management	21739
Human Resource Management	21724
In-country Study 1	977xxx
In-country Study 2	978xxx
Indonesian Language and Culture	97x311
International Health Management	21822
Italian Language and Culture	97x431
Japanese Language and Culture	97x211
Malaysian Language and Culture	97x331
Management Research Methods	21751
Programming for Diabetes Education	015342
Public Sector Management	21728
Reconciliation Studies (UG)	85208
Reconciliation Studies (UG)	85209
Reconciliation Studies (PG)	85210
Reconciliation Studies (PG)	85211
Russian	97x734
Spanish Language and Culture	97x501
Strategic Goverenance and the Business of Government	21758
Teaching and Learning in Diabetes Education	015343
Thai	97x320

BOARDS AND COMMITTEES

FACULTY BOARD IN NURSING, MIDWIFERY AND HEALTH

Ex officio members

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Professor J White

Faculty Manager (Secretary)
Mr T Heywood

Associate Dean Teaching and Learning
Dr D Brown

All Members of the Professoriate

All Academic Staff (except those on PEP)

Team Leader, Student and Course Support
Ms V Nolan

Nominated members

Nominee of the Faculty Board in Business
Ms T Taylor

Nominee of the Faculty Board in Law
Ms J Zetler

Nominee of the Faculty Board in Science
Dr P Miller

Nominee of the Institute for Interactive Media and Learning
Ms J McKenzie

Nominee of the University Librarian
Ms L Evans

Elected members

One support staff member from the Faculty
Ms J Lanning

Four student members from the Faculty
Ms K Frank
Mr G Keenan
Ms N McGowan
One vacancy

FACULTY COURSES COMMITTEE

Ex officio members

Associate Dean (Teaching and Learning) (Chair)
Dr D Brown

Team Leader, Student and Course Support (Secretary)
Ms V Nolan

Nominated members

Coordinator, Undergraduate Curriculum
Ms C Garman

Coordinator, Postgraduate Programs
Dr L Lock

Professional Studies Adviser
Dr J Baker

Midwifery Coordinator
Ms L Jones

Library Liaison Officer
Ms L Evans

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Four members of the academic staff
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Ms F Rogan
Mr S Van Vorst
Ms A Wyllie

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Ex officio members

Director of Research
Associate Professor J Stein-Parbury (Chair)

Research and Project Officer (Secretary)
Ms C Nettleton

Director, Centre for Health Services Management
Professor C Duffield

Director, Centre for Family Health and Midwifery (nominee)
Associate Professor V Schmied

Nominated members

Research Degrees Coordinator
Dr C Waters

Elected members

One member of the Professoriate elected by the Professoriate
Professor E White

Two members of the academic staff
Dr M Carey
Dr L Lock

One research student
Vacant

DEAN'S ADVISORY COMMITTEE

Ex officio members

Dean (Chair)
Professor J White

Faculty Manager (Secretary)
Mr T Heywood

Associate Dean Teaching and Learning
Dr D Brown

Director, Centre for Family Health and Midwifery
Professor L Barclay

Director, Centre for Health Services Management
Professor C Duffield

Director of Research
Associate Professor J Stein-Parbury

Elected representatives

Four members of academic staff
Ms L Jones
Dr L Lock
Ms D Pelletier
Dr C Waters

One member of support staff from the Faculty
Ms M Stephens

One Professor elected from the Professoriate
Associate Professor M Chiarella

FACULTY INFORMATION TECHNOLOGY COMMITTEE

Ex officio members

Faculty Manager (Chair)
Mr T Heywood

Nominated members

Computer Services Officer (ITD)
Mr P Dunlop

Technical Officer
Ms S Martin

Representative of the Director of the Information Technology Division (ITD)
Mr C Cahill

Representative of the Director of Instructional Technology Services (ITS)
Ms K Sport

Faculty Flexible Learning Coordinator
Dr M Uyeda

Client Services Facilitator (ITD)
Mr K Ellenor

Elected members

Two members of the academic staff
Ms D Pelletier
Ms J Forbes

One member of the support staff
Ms A Neill

FACULTY LIBRARY COMMITTEE

Elected members

Four members of the academic staff
Mr N Frazer (Chair)
Ms M Kelly
Ms S Rochester
One vacancy

Nominated members

Faculty Librarian
Ms L Evans

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)

Professor of Acute Care Nursing
J M Donoghue, RN, CM, BA(Hons) (Macq), DipNEd (UNSW), PhD (Syd), INDEN (Australian Committee member)

Professor of Aged and Extended Care Nursing
L Chenoweth, RN, Grad Cert Teach Learn, DipRec, BA (UTS), MA(Hons) (Syd), MA (Adult Ed) (UTS), PhD (Syd), FRCNA

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

Professor of Nursing in Corrections Health
M Chiarella, RN, CM, DipNEd (Armidale), LLB (Hons) (CNAA), PhD (UNSW), FCN (NSW), FRCNA

Professor of Critical Care Nursing
S McKinley, RN, BAppSc (Lincoln), PhD (LaT)

Professor of Family Health and Director, Centre for Family Health and Midwifery
L Barclay, RN, CM, BA (ANU), MEd (UC), FRCNA, PhD (Flin)

Professor of Mental Health Nursing
E White, PhD (Manchester), MSc (SocPol) (Cranfield), MSc (SocRes) (Surrey), PGCEA (Surrey), RMN (Cambridge), DipCPN (London), RNT (Surrey), MANZCMHN

Professor of Nursing and Health Services Management, and Director, Centre for Health Services Management
C M Duffield, RN, BSCN (WOnt), DipNEd (Armidale), MHP, PhD (UNSW), FAICD, FCHSE, FRCNA

Senior Lecturers
J Baker, RN, DipNEd (Cumb), DipTeach (Nurs), BEd (Nurs) (Armidale), MAppSc (Nurs) (Syd), PhD (Syd), FRCNA
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
S D Pelletier, RN, BSCN (Tor), DipEd (Nursing) (SCAE), BEdSt (Q'ld), MScSoc (UNSW), MCN (NSW), FRCNA
L Soars, RN, IC Cert, BSc (Syd), MA (Macq), MCN
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
T Buckley, RN, BSc(Hons)
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), MN (UTS), PhD (UTS)
C Garman, RN, CM, BA (Macq), MPH (Syd), MRCCN
J Green, RN, CM, DipAppSc (Nurs), BHSC (Nurs), MN (NEd) (Syd), MBioethics (UTS)
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)

Directors of Studies

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

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

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

Professional
J Baker, RN, DipNEd (Cumb), DipTeach (Nurs), BEd (Nurs) (Armidale), MAppSc (Nurs) (Syd), PhD (Syd), FRCNA

Administrative staff

Faculty Manager
A R Heywood, BA DipEd (Macq), GradDipMgt (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)

Project Manager
M L Uyeda, RN, CertAcuteC (NSWCN), CertStomalT (SydH), BAppSc (MedTech) (RMIHE), MEd (CSU), PhD (CCU), MCN (NSW)

Research and Project Officer
C Nettleton, BSocSc (N'cle)

Student and Course Support

Team Leader, Student and Course Support
V Nolan, BScAppGeo (UNSW)

Student Officers
K Burnett
M Kwong
J Lanning, Dip Teach(PE) (ACPE)

Student Advisers
J Freshwater
C O'Brien, BAComm (CSU)
V White

Technical Officer
S Martin, EN

Academic and Administrative Support

Executive Officer
M Stephens

Executive Assistant
L Davies

Committee and Project Officer
D Yuille, BA (CCAE)

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
D Diers, RN, BSN (Denver), MSN (Yale), FAAN
J Duke, RN, CM, BSocSc(Hons), DipLRL, MA(Hons)
S Mott, RN, RMHN, DipT(NEd), BAppSc (Flin), PhD (Deakin)
P Stowers, RN, CM, DipAdvStu (Nurs)

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, BHlthSc (Nsg), MN
H Eccles, RN, BA HlthScAdmin (UNSW), GradDipTeacherEd (UNE)
M English, RN, MN (UTS)
L Hamlin, RN, BN (UTS), MN (NEd) (Syd), FCN (NSW), FRCNA
G Harris, RN
L Soars, RN, BSc, MA
S O'Sullivan, RN, RGS, DNE, BA (Soc) (UNE)
L Wood, RN, GDipNsg (Syd), MN (UTS)

Clinical Fellows
J Barr, BSc (Nursing), MA
T Buckley, RN
L Dean, RN, DipHlthSc (Nsg), BN, GDipNsg (Syd)
L Everitt, CM, RN, GradDipComHlth
T Farrell, DipAppSc (Nursing), CM, GradDip (Child and Family Health)
H Hunter, RN, CM, FPA Cert, BAppSc, MEd(Admin)

D Jones, RN, DipAppSc, BApSc (QUT)
S Melville, RN
J Mernick, RN, GDipNsg (Syd)
N Moore, RN, DipNsg, BHthSc, BN, MHIthSc(Hons)
E O'Brien, RN, BHlthSci (UNSW), GradDipNeuro (UTS)
L Simmons, RN, BN
S Treharne
A Trotter, RN, MN
R Worgan, RN, CM

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
J Svensson, RN, RM, BAppSci, MA
K Walker, RN, PhD, MCN (NSW)
K Wheeler, RN, RM, BSc(Hons), DipAppSc, PhD

Research Fellows
J Fenwick, RN, CM, BN, MN
A Sheehan, RN, CM, BN, MN

Associate Fellow
A Todd, RN

Centre for Health Services Management Honorary Appointments

Associate Fellow
N Blay

Senior Fellows
M Bernaud
J Beutel
J Graham
J Gordon
M Kearin
J Kingston
J Phillips

Fellows
J Becker
D Bile
D Brown
C Conn
L Cowan
W Dickenson
J Etchell
S Fowler
C Godfrey
D Goswell
J Green
A Hodge
A Kerr
J Ludher
M Malone
J Murdoch
K Nadew
J O'Connell
K Olesen
J Smith
A Thornton

NURSING PRACTICE LADDER 2002

First year

Autumn semester

DATE	MONTH	KEY EVENTS	M	T	W	T	F
Clinical Group						1	2
04	March	Autumn semester commences					
11							
18						AN:CV	AN:CV
25						AN:CV	PH
01	April	VCs' Week (non-teaching)					
08						AN:CV	AN:CV
15						AN:CV	AN:CV
22						PH	AN:CV
29							
06	May						
13						AN:RP	AN:RP
20						AN:RP	AN:RP
27						AN:RP	AN:RP
03	June					AN:RP	AN:RP
10			PH			AN:RP	AN:RP
17		Examinations					
24		Examinations					
01	July	Examinations					
08		Vacation	Completion of Nursing Practice				
15		Vacation	Completion of Nursing Practice				

Spring semester

DATE	MONTH	KEY EVENTS	M	T	W	T	F
Clinical Group						1	2
29	July	Spring semester commences					
05	August						
12						AN:GO	AN:GO
19						AN:GO	AN:GO
26						AN:GO	AN:GO
02	September					AN:GO	AN:GO
09			AN:GO x 4 days				
16							
23							
30		VCs' Week (non-teaching)					
07	October		PH			AN:RR	AN:RR
14						AN:RR	AN:RR
21						AN:RR	AN:RR
28						AN:RR	AN:RR
04	November		AN:RR x 4 days				
11		Examinations					
18		Examinations					
25		Examinations					
02	December	Vacation	Completion of Nursing Practice				
09		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
Clinical Group			1	2			
04	March	Autumn semester commences					
11							
18							
25							PH
01	April	VCs' Week (non-teaching)					
08							
15			PD or DD or MIC				
22			PD or DD or MIC			PH	
29				PD or DD or MIC			
06	May		PD or DD or MIC				
13			AN:NE	AN:NE			
20			AN:NE	AN:NE			
27			AN:NE	AN:NE			
03	June		AN:NE	AN:NE			
10			PH	AN:NE			
17		Examinations					
24		Examinations					
01	July	Examinations					
08		Vacation	Completion of Nursing Practice				
15		Vacation	Completion of Nursing Practice				

Spring semester

DATE	MONTH	KEY EVENTS	M	T	W	T	F
29	July	Spring semester commences					
05	August						
12							
19							
26			MH or CH				
02	September		MH or CH				
09			MH or CH				
16			MH or CH				
23			AN:CA	AN:CA			
30		VCs' Week (non-teaching)					
07	October		PH	AN:CA			
14			AN:CA	AN:CA			
21			AN:CA	AN:CA			
28			AN:CA	AN:CA			
04	November						
11		Examinations					
18		Examinations					
25		Examinations					
02	December	Vacation	Completion of Nursing Practice				
09		Vacation	Completion of Nursing Practice				

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

Acronyms

AN:CA Adult Nursing:Cellular Alternations
AN:NE Adult Nursing: Neuroendocrine
CH Community Health
DD Developmental Disability
MIC Maternal and Infant Care
MH Mental Health
PD Paediatrics
PH Public Holiday

Notes:

MH – underaken by students enrolled in 92236 Foundations of Mental Health Nursing (10 days over two weeks)
PD and DD – undertaken by students enrolled in 92239 Foundations of Children's Nursing (five days each, total 10 days over two weeks)
MIC – undertake by students enrolled in 92240 The Family in Health and Illness (five days over one week)
CH – undertaken by students enrolled in 92237 Primary Health Care and the Aged (five days over one week)
AN:NE and AN:CA – undertaken by students enrolled in the relevant Adult Nursing subjects (one day per week for five weeks for each subject)

Accelerated program for enrolled nurses – entry year

Autumn semester

DATE	MONTH	KEY EVENTS	M	T	W	T	F
Clinical Group			1	2			
04	March	Autumn semester commences					
11							
18							
25							PH
01	April	VCs' Week (non-teaching)					
08							
15							
22						PH	
29			MH				
06	May		MH				
13							
20							
27							
03	June						
10			PH				
17		Examinations					
24		Examinations					
01	July	Examinations					
08		Vacation	Completion of Nursing Practice				
15		Vacation	Completion of Nursing Practice				

Spring semester

DATE	MONTH	KEY EVENTS	M	T	W	T	F
29	July	Spring semester commences					
05	August						
12							
19							
26			PD or DD				
02	September		PD or DD				
09							
16							
23			AN:Med	AN:Med			
30		VCs' Week (non-teaching)					
07	October		PH	AN:Med			
14			AN:Med	AN:Med			
21			AN:Med	AN:Med			
28			AN:Med	AN:Med			
04	November						
11		Examinations					
18		Examinations					
25		Examinations					
02	December	Vacation	Completion of Nursing Practice				
09		Vacation	Completion of Nursing Practice				
06	January	Summer session 2003					
13							
20			CH or MIC				
27			MIC or CH				

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

Acronyms

AN:Med Adult Nursing: Medical
CH Community Health
DD Developmental Disability
MIC Maternal and Infant Care
MH Mental Health
PD Paediatrics
PH Public Holiday

Notes:

MH – underaken by students enrolled in 92236 Foundations of Mental Health Nursing (10 days over two weeks)
PD and DD – undertaken by students enrolled in 92239 Foundations of Children's Nursing (5 days each, total 10 days over two weeks)
MIC – undertake by students enrolled in 92240 The Family in Health and Illness (five days over one week)
CH – undertaken by students enrolled in 92237 Primary Health Care and the Aged (five days over one week)
AN:Med – undertaken by students enrolled in the relevant Adult Nursing subjects (one day per week for five weeks for each subject)

Accelerated program (graduate entry students) – entry year

Autumn semester

DATE	MONTH	KEY EVENTS	M	T	W	T	F
Clinical Groups			1	2			
04	February	Pre-semester school					
11			Nursing Practice 1AA: MS x 5 days				
18							
25			Nursing Practice 1AA: MS x 5 days				
04	March	Autumn semester commences					
11							
18							
25							PH
01	April	VCs' Week (non-teaching)					
08							
15							
22						PH	
29			MH				
06	May		MH				
13			AN:Surg	AN:Surg			
20			AN:Surg	AN:Surg			
27			AN:Surg	AN:Surg			
03	June		AN:Surg	AN:Surg			
10			PH	AN:Surg			
17		Examinations					
24		Examinations					
01	July	Examinations					
08		Vacation	Completion of Nursing Practice				
15		Vacation	Completion of Nursing Practice				

Spring semester

DATE	MONTH	KEY EVENTS	M	T	W	T	F
29	July	Spring semester commences					
05	August						
12							
19							
26			PD or DD				
02	September		PD or DD				
09							
16							
23			AN:Med	AN:Med			
30		VCs' Week (non-teaching)					
07	October		PH	AN:Med			
14			AN:Med	AN:Med			
21			AN:Med	AN:Med			
28			AN:Med	AN:Med			
04	November						
11		Examinations					
18		Examinations					
25		Examinations					
02	December	Vacation	Completion of Nursing Practice				
09		Vacation	Completion of Nursing Practice				

Note: All second year placements are six (6) hours per day. Summer session dates: 6 January 2003–31 January 2003

Acronyms

AN:Med Adult Nursing: Medical
CH Community Health
DD Developmental Disability
MIC Maternal and Infant Care
MH Mental Health
PD Paediatrics
PH Public Holiday

Notes:

MH – underaken by students enroledd in 92236 Foundations of Mental Health Nursing (10 days over two weeks)
PD and DD – undertaken by students enrolled in 92239 Foundations of Children's Nursing (five days each, total 10 days over two weeks)
MIC – undertake by students enrolled in 92240 The Family in Health and Illness (five days over one week)
CH – undertaken by students enrolled in 92237 Primary Health Care and the Aged (five days over one week)
AN:Surg and AN:Med – undertaken by students enrolled in the relevant Adult Nursing subjects (one day per week for five weeks for each subject)

Third year

Autumn semester

DATE	MONTH	KEY EVENTS	M	T	W	T	F	M	T	W	T	F
Clinical Group			Group 1					Group 2				
04	March	Autumn semester commences	On campus week					On campus week				
11			PD1: MS		S1					PD1: MS		
18			PD1: MS							S1	PD1:MS	
25			PD1: MSS2		S2		PH			PD1:MS		PH
02	April	VCs' Week (non-teaching)										
08			PD1: MS							S2	PD1:MS	
15			PD1: MS							PD1:MS		
22			On campus week			PH		On campus week			PH	
29			PD2: MS/PD/MH		S3					PD2: MS/PD/MH		
06	May		PD2: MS/PD/MH							S3	PD2: MS/PD/MH	
13			PD2: MS/PD/MH		S4					PD2: MS/PD/MH		
20			PD2: MS/PD/MH							S4	PD2: MS/PD/MH	
27			PD2: MS/PD/MH		S5					PD2: MS/PD/MH		
03	June		PD2: MS/PD/MH							S5	PD2: MS/PD/MH	
10			PH	On campus week				PH	On campus week			
17		Examinations										
24		Examinations										
01	July	Examinations										
08		Vacation	Completion of Nursing Practice					Completion of Nursing Practice				
15		Vacation	Completion of Nursing Practice					Completion of Nursing Practice				

Spring semester

Clinical Group			Group 1							Group 2						
DATE	MONTH	KEY EVENTS	S	M	T	W	T	F	S	S	M	T	W	T	F	S
29	July	Spring semester commences	On campus week							On campus week						
05	August		PD3: MS/PD/MH										S1			
12			PD3:MS/PD/MH										S2			
19			PD3: MS/PD/MH										S3			
26						S1				PD3: MS/PD/MH						
02	September					S2				PD3:MS/PD/MH						
09						S3				PD3: MS/PD/MH						
16			On campus week							On campus week						

DATE	MONTH	KEY EVENTS	M	T	W	T	F	M	T	W	T	F
23			CE		S4					CE		
30		VCs' Week (non-teaching)										
07	October		PH	CE				PH		S4	CE	
14			CE		S5					CE		
21			CE							S5	CE	
28			CE								CE	
04	November		On campus week					On campus week				
11		Examinations										
18		Examinations										
25		Examinations										
02	December	Vacation	Completion of Nursing Practice					Completion of Nursing Practice				
09		Vacation	Completion of Nursing Practice					Completion of Nursing Practice				

Notes:

1. All third year placements are eight (8) hours per day
2. Students complete Practice Development 2 in their area of sub-major
3. 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)
4. 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

Spring
Practice Development 3
Clinical Elective

B *Autumn*
Clinical Elective
Practice Development 1

Spring
Practice Development 3
Practice Development 2

Numerical code = Clinical days
1 Monday–Wednesday
2 Wednesday–Friday

INDEX

A

About the UTS Handbooks 6
Abstudy 11
Academic Misconduct 27
Accredited Clinical Practice 118
Adult Nursing: Cardiovascular 108
Adult Nursing: Cellular Alterations 110
Adult Nursing: GIT and Orthopaedic 109
Adult Nursing: Medical 113
Adult Nursing: Neuroendocrine 112
Adult Nursing: Renal and Reproductive 109
Adult Nursing: Respiratory 108
Adult Nursing: Surgical 113
Advanced Assessment in Nursing Practice 117
Advanced Clinical Practice 121
Advanced Diploma in Australian Language and Culture 100
Advanced Nursing: Cardio-respiratory and Renal Disruption 122
Advanced Nursing: Immune Response and Haematological Disruptions 122
Advanced Nursing: Metabolic and Neuroendocrine Disruptions 114
Advanced Perioperative Nursing 123
Advice to Students on Good Academic Practice 25
Alphabetical list of subjects 144
An Introduction to Midwifery Practice1 115
Applications 8
  International students 8
  Non-award and cross-institutional study 8
  Postgraduate 8
  Undergraduate 8
Australian English Language and Culture Program 101
Austudy 11

B

Bachelor of Nursing 39
Bachelor of Nursing (Honours) 48
Bachelor of Nursing, Bachelor of Arts in International Studies 49
Becoming a Reflective Practitioner 124
Boards and committees 146

C

Campus life 19
Care of the Acutely Ill Child 122
Care of the Child in Illness and Disability 119
Chemistry Learning Resources Centre 14
Child care 19
Chinese Language and Culture subjects 129
Clinical Gastroenterological Nursing 114
Clinical Management of Diabetes 116
Clinical Practice 1 125
Clinical Practice 2 125
Clinical Teaching in the Health Care Setting 117
Collaborative Midwifery Practice in Complex Situations 126
Community Health Nursing 112
Community Health Nursing 119
Community Midwifery and Primary Health Care 126
Community Practice 121
Comparative Social Change (P/G) 143
Comparative Social Change (U/G) 143
Complex Critical Care 124
Comprehensive Health Assessment 111
Computing facilities at UTS 13
Computing Study Centre 14
Contemporary China 142
Contemporary Europe 142
Contemporary Issues in Health Care 115
Contemporary Japan 142
Contemporary Latin America 142
Contemporary Society Subjects 142
Contemporary South-East Asia 142
Contexts of Recovery Room Nursing 122
Continuity of Midwifery Care 124
Co-op Bookshop 19
Counselling and Group Skills 123
Courses
  Undergraduate 33
  Postgraduate 54
Coursework programs 54
CRICOS provider code 7
Critical Care 112

D

Dates, Principal for 2002 21
Dean's Advisory Committee 147
Dimensions of Anaesthesia Nursing 122
Dissertation 116
Doctor of Midwifery 87
Doctor of Nursing 87
Doctor of Philosophy 86

E

Employment Relations 127
English Language Study Skills Assistance (ELSSA) Centre 14, 100
Environment, Health, Safety and Security 17
Equity and diversity 15

Evidence-based Practice 115
Evidence-based Practice (Midwifery) 125

F

Faculty Board in Nursing, Midwifery and Health 146
Faculty centres and professorial research units 29
Faculty contacts 31
Faculty Courses Committee 146
Faculty information 24
  Academic misconduct 27
  Advice to students on Good Academic Practice 25
  Boards and committees 146
  Faculty centres and Professorial Research Units 29
  Faculty contacts 31
  Faculty Mission Statement 24
  Faculty noticeboards 25
  Faculty Student Office 24
  Message from the Dean 24
  Prizes and scholarships 29
  Staff list 148
  Student administration matters 28
  Submission of assignments 27
Faculty Information Technology Committee 147
Faculty Library Committee 147
Faculty Mission Statement 24
Faculty noticeboards 25
Faculty Research Committee 146
Faculty Student Office 24
Fees and costs 9
Financial help 11
  Abstudy 11
  Austudy 11
  Youth Allowance 11
Foundations of Children's Nursing 110
Foundations of Mental Health Nursing 109
Foundations of Perianaesthesia Nursing 120
Foundations of Perioperative Nursing 119
Frameworks for Mental Health Nursing 118
Frameworks for Nursing Inquiry 117
Freedom of Information and Privacy 16
French Language and Culture subjects 130
Fundamentals of Critical Care Nursing 124
Fundamentals of Pathophysiology 1 107
Fundamentals of Pathophysiology 2 107
Fundamentals of Pathophysiology 3 107
Fundamentals of Pathophysiology 4 107

G

Gastroenterological Nursing 1 114
General information 6
General information for research degree candidates 87
German Language and Culture subjects 133
Graduate Certificate in Anaesthetics and Recovery Room Nursing 76
Graduate Certificate in Clinical Nursing 77
Graduate Certificate in Critical Care Nursing 78
Graduate Certificate in Diabetes Education and Management 79
Graduate Certificate in English for Academic Purposes 102
Graduate Certificate in Gastroenterological Nursing 79
Graduate Certificate in Health Services Management 74
Graduate Certificate in Mental Health Nursing1 72
Graduate Certificate in Neuroscience Nursing 80
Graduate Certificate in Nursing Management 71
Graduate Certificate in Perioperative Nursing 81
Graduate Diploma in Clinical Practice 62
Graduate Diploma in Community Health Nursing 70
Graduate Diploma in Health Services Management 74
Graduate Diploma in Mental Health Nursing 72
Graduate Diploma in Midwifery 61
Graduate Diploma in Nursing 66
Graduate Diploma in Nursing Management 71
Graduate Writing Skills 120
Greek 135
Guidelines for the Doctoral and Master's assessment: Confirmation of Doctoral and Master of Nursing Candidature 90

H

Health Breakdown 114
Health Care Law 128
Health Care Policy 121
Health Care Regulation and Policy 125
Health Funding Policy and Resource Management 127
Health Promotion and Health Education 114
HECS 9
Human Resource Management 127

I

In-country Study 1 143
In-country Study 2 143
Indonesian Language and Culture subjects 135
Information Management Application 125
Inquiry in Nursing Practice 110
International Exchange Student Scheme 12
International Health Management 128
International Studies subjects 129
Introduction to Homoeopathy 123
Introductory Pharmacology and Microbiology 107
Issues in Day Surgery Nursing 123
Issues in Mental Health Care 119
Issues in Neonatal Care 121
Italian Language and Culture subjects 135

J

Japanese Language and Culture subjects 137
Jumbunna, Indigenous House of Learning 14, 15

L

Language programs 129
Leadership and Change in Health Care 120
Leadership and Management for Practice Development in Midwifery 126
Leadership and Practice 121
Library, UTS 11

M

Malaysian Language and Culture subjects 139
Management for Clinicians 125
Management Research Methods 128
Master of Health Services Management 74
Master of Midwifery (Conversion) 60
Master of Nursing (by coursework) (Conversion) 69
Master of Nursing (by thesis) 86
Master of Nursing in Clinical Practice 62
Master of Nursing in Clinical Practice (Conversion) 66
Master of Nursing in Professional Studies 66
Master of Nursing in Professional Studies (Conversion) 68
Maternal and Infant Care 112
Mathematics Study Centre 15
Mental Health Nursing 112
Message from the Dean 24
Midwifery in Complex Situations 115
Midwifery Practice 1 118
Midwifery Practice 2 121

N

Negotiating Nursing 115
Neuroscience: Degenerative and Oncological 124
Neuroscience: Trauma and Cerebrovascular 124
New Models of Midwifery Care 124
NSW child protection legislation 16
Nursing Honours Dissertation (Part 1) 108
Nursing Honours Dissertation (Part 2) 108
Nursing Practice 1AA 108
Nursing Practice Ladder 2002 151
Nursing Practice with the Aged 116
Nursing Relationships 109

O

Operating Theatre Nursing 112
Organisational Management in Health Care 120
Organisational Relationships 111
Orthopaedic Nursing: Acute Conditions 123
Orthopaedic Nursing: Chronic Conditions 123
Other services 16
Overview 33

P

Paediatric Nursing 113
Palliative Care 113
Palliative Care Nursing Practice 114
Perinatal Development 118
Personal and Professional Development in Mental Health Nursing 119
Physics Learning Centre 15
Planning and Evaluating Health Services 117
Postgraduate courses 54
Postgraduate Education Loans Scheme (PELS) 10
Power and Politics in Health Care 115
Practice Development 1 110
Practice Development 2 111
Practice Development 3 111
Practice Interactions 110
Primary Health Care 116
Primary Health Care and the Aged 109
Principal dates for 2002 21
Prizes and Scholarships 29
Programming for Diabetes Education 127
Project 116
Project 116
Public Sector Management 127

Q

Qualitative Research Processes 117
Quantitative Research Design 120

R

Radio Station 2SER-FM (107.3 FM) 20
Reconciliation Studies 128
Research in Practical Action 1 120
Research in Practical Action 2 120
Research programs 85
Resource Allocation 116
Russian 139

S

Spanish Language and Culture subjects 139
Specialty Clinical Practice 117
Staff list 148
Strategic Governance and the Business of Government 128
Student Administration matters 28
Student complaints 16
Student inquiries 7
Student Learning Centres 14
Student Ombud 16
Student Services Unit 12
Students' Association 20
Subjects
  Alphabetical list of 144
  Descriptions 107
  ELSSA 103
  International Studies 129
  Offered by other faculties 127

Submission of assignments 27
Suggested progression framework 82
Support for student learning 12

T

Teaching and Learning in Diabetes Education 127
Techniques in Perioperative Nursing 119
Technology and Ethics 117
Thai 142
The Aged in Society 113
The Discipline of Nursing 108
The Family in Health and Illness 110
The International Frame of Professional Practice 122
The Meaning of Birth: Mothers, Babies and Midwives 124
The Societal Contexts of Palliative Care 114
Therapeutic Interventions in Mental Health Care 118

U

Undergraduate courses 33
Undergraduate programs for international students 100
University Graduate School 11
Using Health Care Data for Decision Making 123
UTS Gallery and Art Collection 20
UTS Union 19

W

Welcome 6
Women's Health 113
Working with Families 118

Y

Youth Allowance 11

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Australia

City campus

Broadway

- Tower, Building 1 (CB01)
  15 Broadway, Broadway
- Building 2 (CB02)
  15 Broadway, Broadway
- Bon Marche, Building 3 (CB03)
  765 Harris Street, Broadway
- Building 4 (CB04)
  751 Harris and 95 Thomas Streets
- Peter Johnson Building
  Building 6 (CB06)
  702 Harris Street, Broadway
- The Terraces (CB08)
  9, 11 and 13 Broadway, Broadway

Haymarket

- Haymarket, Building 5
  (CM05A–CM05D)
  1–59 Quay Street
  Haymarket

Blackfriars

- Corner Blackfriars and Buckland Streets
  Chippendale (CC01–CC07)

Smail Street

- 3 Smail Street, Ultimo (CS01)

Harris Street

- 645 Harris Street, Ultimo (CH01)

McKee Street

- McKee Street Childcare (CK01)
  1–15 McKee Street, Ultimo

Quay Street

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

Student housing

- Bulga Ngurra (CA02)
  23–27 Mountain Street, Ultimo
- Geegal (CA01)
  82–84 Ivy Street, Chippendale

Institute for Sustainable Futures

- National Innovation Centre
  Corner Garden, Cornwallis and
  Boundary Streets
  Eveleigh NSW 1430
  telephone (02) 9209 4350
  fax (02) 9209 4351

Kuring-gai campus

- Buildings KG01–KG05
  Eton Rd, Lindfield
  (PO Box 222, Lindfield NSW 2070)
- UTS Northshore Conference Centre

St Leonards campus

- Dunbar Building (SL01)
  Corner Pacific Highway and
  Westbourne Street, Gore Hill
- Clinical Studies Building (SH52)
  Centenary Lecture Theatre (SH51)
  West Wing (SH11A), Reserve Road
  Royal North Shore Hospital
- Gore Hill Research Laboratories (SH44)
  and Biological Annexe (SHHHA) Royal
  North Shore Hospital

Yarrawood conference and research centre

- 689 Springwood Road
  Yarramundi NSW 2753

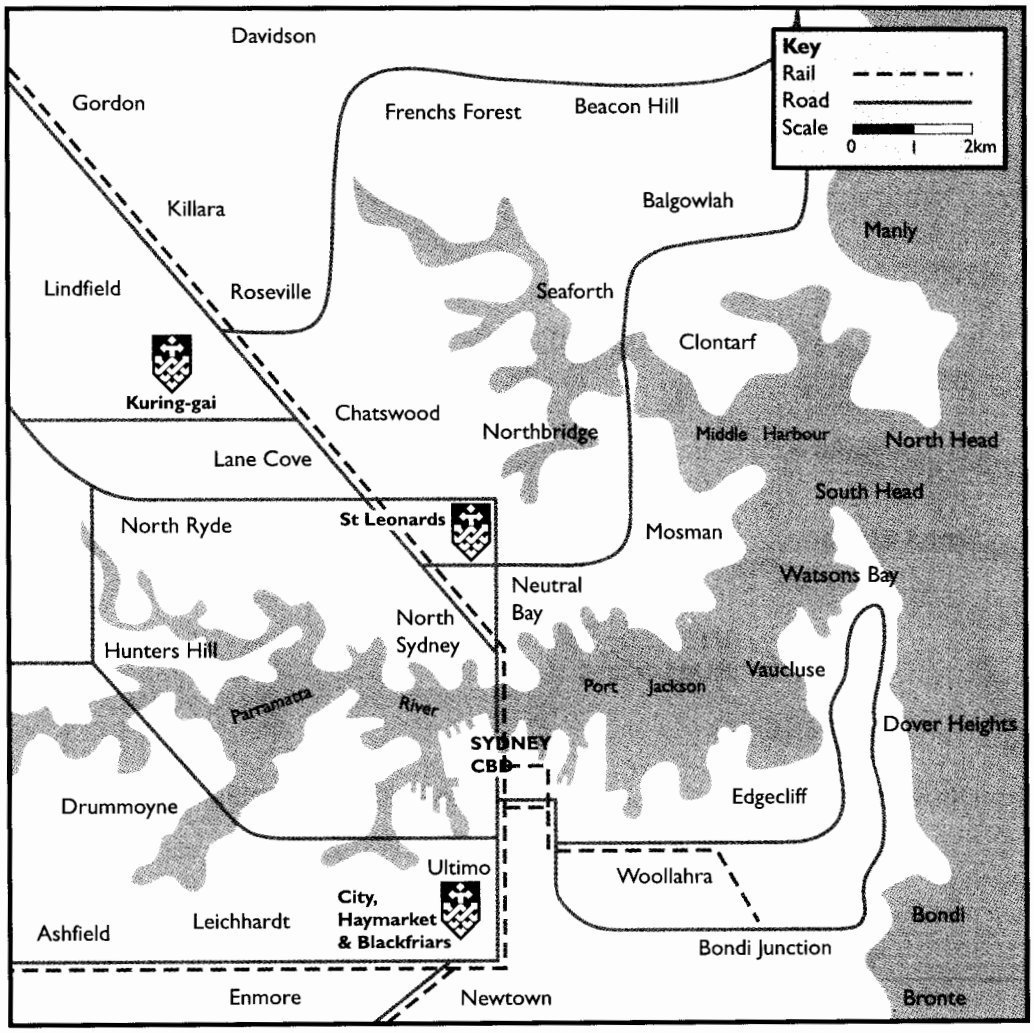
Stroud field station

- 2605 The Bucketts Way
  Booral NSW 2425

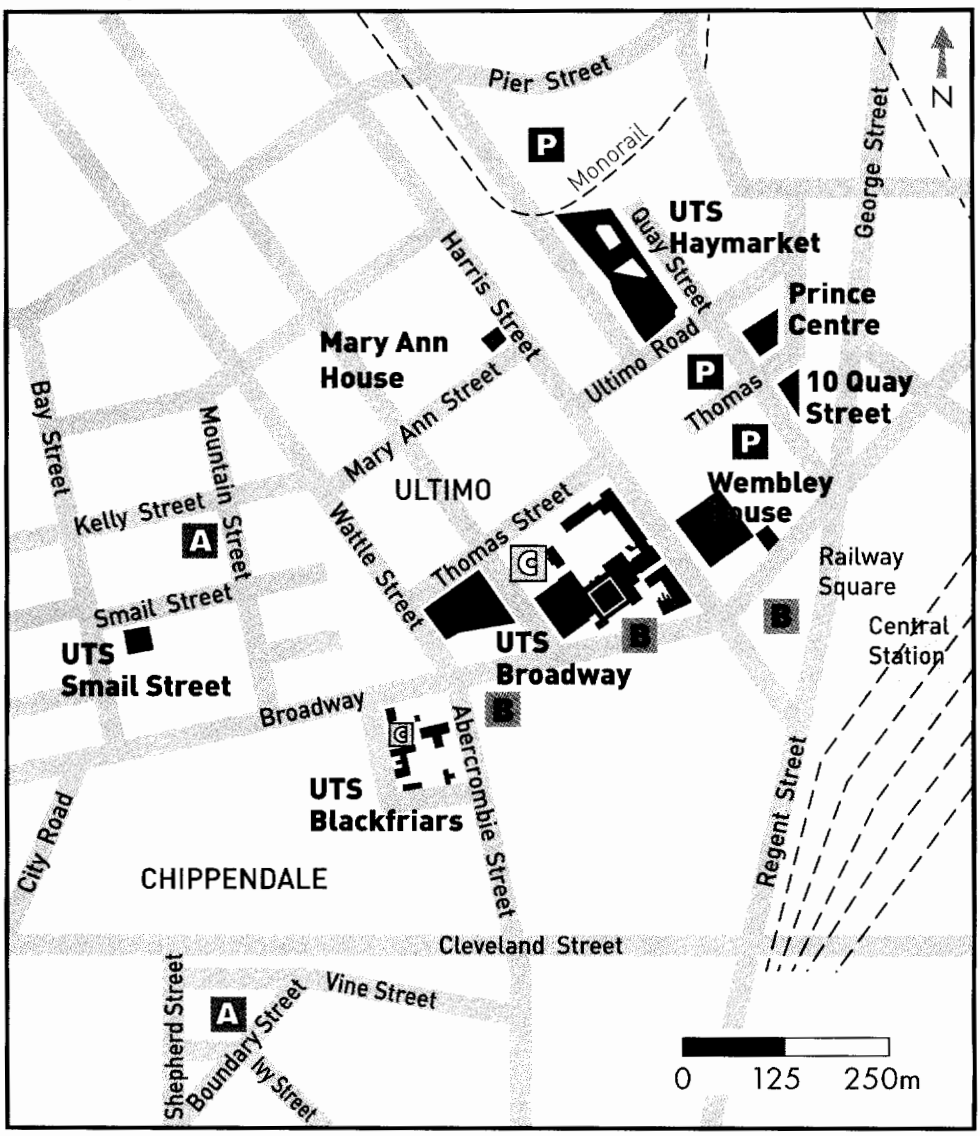
Note: In 2002 UTS City campus will extend to include Building CB10 (Jones Street) and a number of faculties and administrative units will be relocated.

UTS MAPS

Sydney regional map



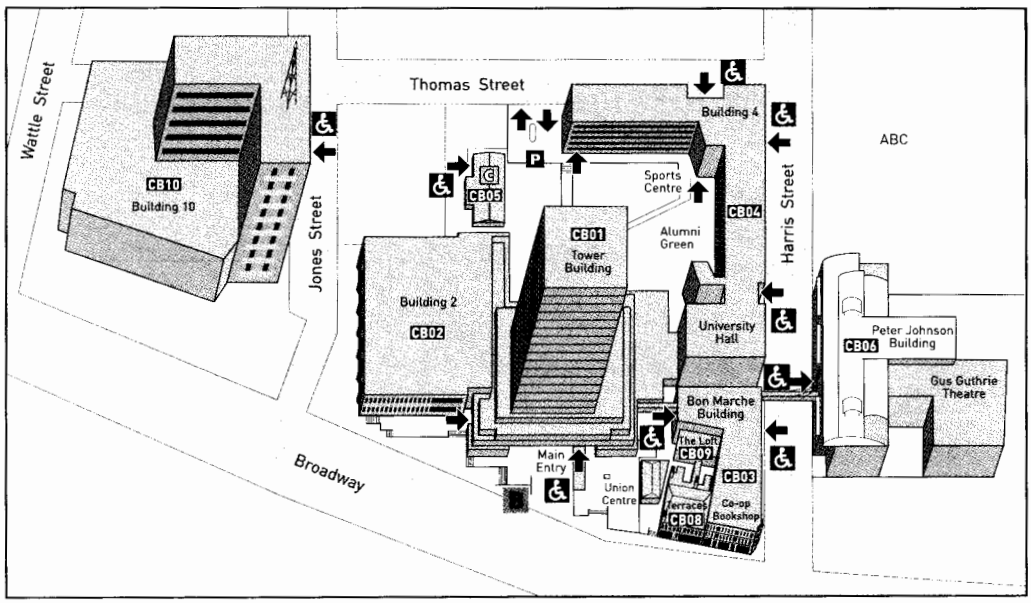
City campus



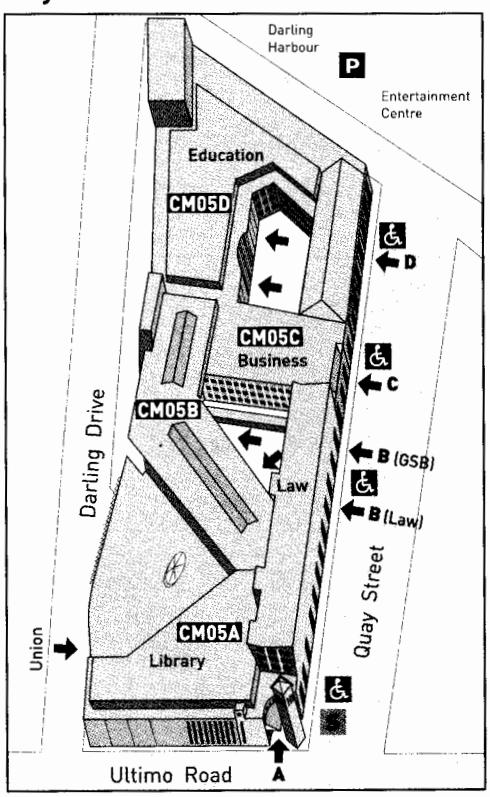
KEY

- Entry / Exit
- Disabled access
- Main bus stop
- UTS shuttle bus
- Parking
- Child care
- Student accommodation
- CB01 Building numbers

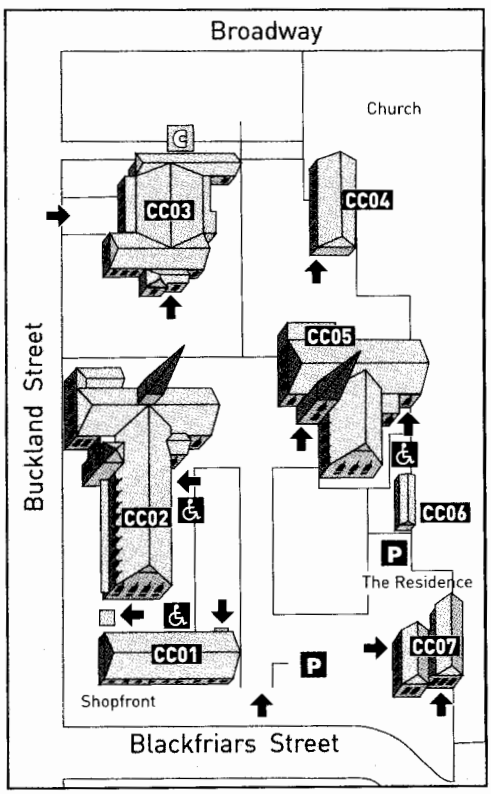
Broadway



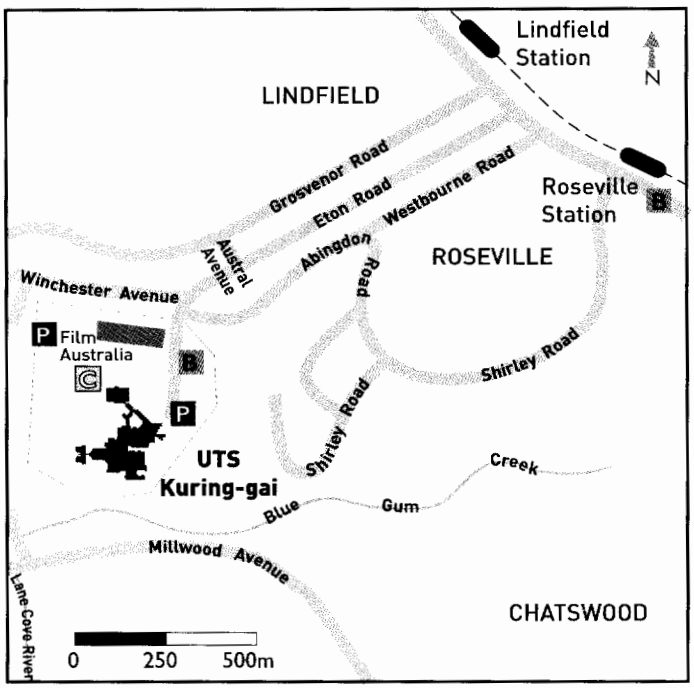
Haymarket



Blackfriars

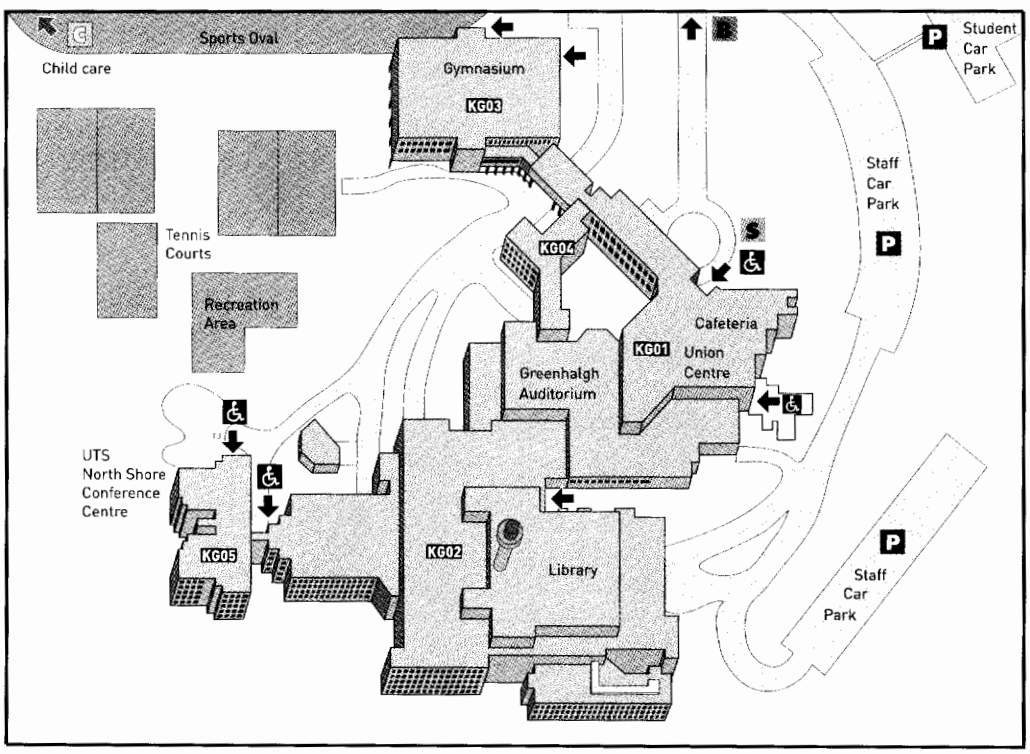


Kuring-gai campus

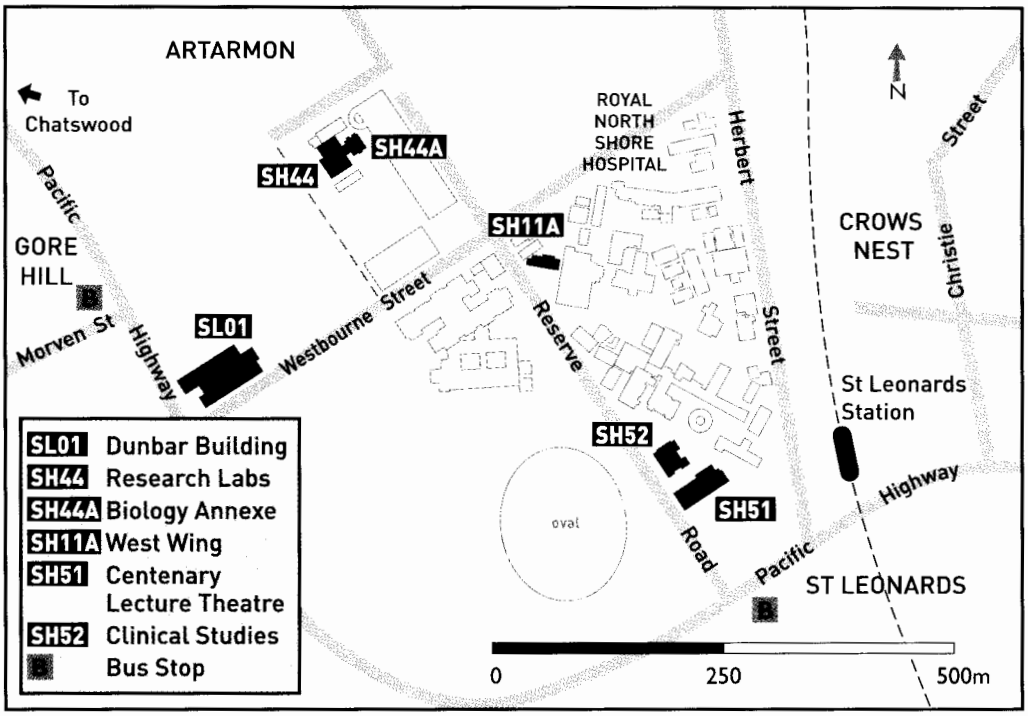


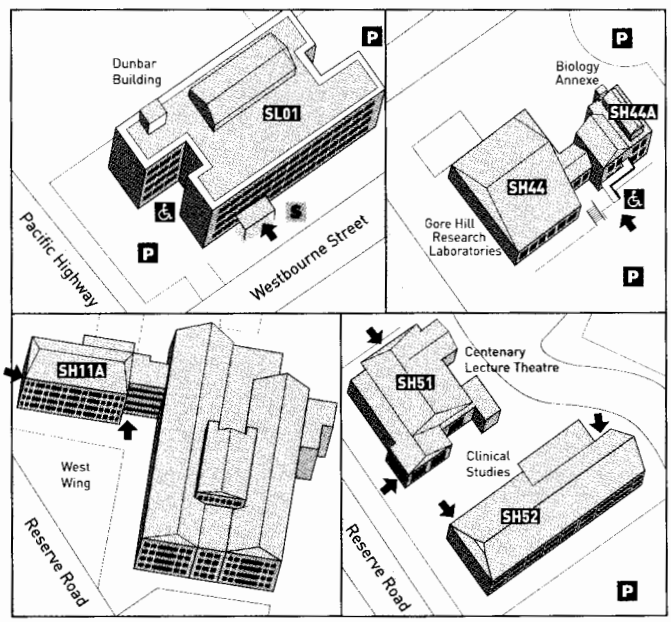
KEY

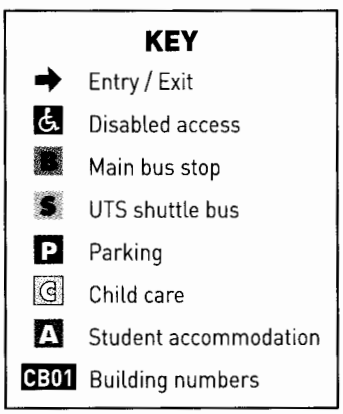
- Entry / Exit
- Disabled access
- Main bus stop
- UTS shuttle bus
- Parking
- Child care
- Student accommodation
- CB01 Building numbers



St Leonards campus







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