



U|T|S

ENQUIRIES
DESK

Faculty of
Nursing

Handbook

University of Technology, Sydney

University of Technology,
Sydney. Faculty of Nursing
Handbook

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1999

UTS Faculty of Nursing Handbook 1999

The University attempts to ensure that the information contained in this handbook is correct as at 12 August 1998. The University reserves the right to vary any matter described in the handbook at any time without notice.



University of Technology, Sydney

Equal opportunity

It is the policy of the University of Technology, Sydney to provide equal opportunity for all persons regardless of sex, race, marital status, family responsibilities, disability, sexual preference, age, political conviction or religious belief.

Free speech

The University supports the right to freedom of speech and the rights of its members to contribute to the diversity of views presented in our society.

Non-discriminatory language

UTS has adopted the use of non-discriminatory language as a key strategy in providing equal opportunity for all staff and students. Guidelines for the use of non-discriminatory language have been developed and all members of the University community are encouraged to use them.

Access UTS on the Web

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

Faculty Handbooks

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

UTS Calendar

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

UTS Rules and Policies

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

Editorial and production

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General information

WELCOME

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

UTS offers its 24,000 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 welcomes school leavers and re-enrolling students, those returning to study after a break, those seeking to add to their existing qualifications, and those who wish to change direction or begin a new career.

ABOUT UTS

UTS offers over 100 undergraduate degrees and more than 280 postgraduate degrees, which are developed by the Faculties of Business; Design, Architecture and Building; Education; Engineering; Humanities and Social Sciences; Law; Mathematical and Computing Sciences; Nursing; and Science. Each of these faculties is responsible for a range of programs across a number of key disciplines, and many offer courses in conjunction with one another, or with the Institute for International Studies.

ABOUT THE UTS HANDBOOKS

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

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

The handbooks and Calendar are also published on the World Wide Web at:

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

UTS PRIORITIES FOR THE FUTURE

Flexible learning

The University of Technology, Sydney has made it a priority to develop a more flexible and responsive learning environment for its students. One of the ways UTS has achieved this is by restructuring some of its courses, giving students the opportunity to combine core studies with sub-majors or electives from across the University. This means that some students now have a choice of learning pathways (or subject combinations) which lead to a degree.

In an increasing number of UTS courses, some students also have a choice in the method of learning. For example, some subjects offer campus tutorials and lectures, others a mixed mode setting which combines intensive workshops, self-managed learning booklets, an interactive web site and phone links to other students.

UTS has also introduced greater flexibility in the time, rate and location at which students can learn, so that now many courses are offered in summer and winter schools, others allow students to use self-managed learning tools to learn in their own time. The implementation of **work-based learning** means that UTS is developing courses in conjunction with industry and business, so that students can learn at work, and be assessed on participation and proficiency in the work place.

Flexible learning at UTS is also reflected in changes which have been made to assessment, enrolment and fee payments, which are being geared to make the systems more user-friendly. For more information about flexible learning alternatives, contact your Faculty Student Centre.

Internationalisation

At UTS students receive an education of international standing, because the University is committed to providing increased awareness and understanding of international issues for its students and staff. It achieves this by delivering and sharing its educational and research expertise overseas, expanding links with industry and business to include international relationships, and inviting students from overseas to gain a UTS award in Australia.

Some UTS students also have the opportunity to live and study overseas. Through the Institute for International Studies, students can study the language and culture of a non-English-speaking country or region of the world. Undergraduate and postgraduate programs in International Studies can be combined with a range of degrees from faculties across the University. For more information contact the **Institute for International Studies**.

telephone 9514 1574
email iisinfo@uts.edu.au

Alternatively, students can undertake part of a degree overseas through the exchange student program. Contact the Faculty Student Centre or the International Programs Office for more information.

Overseas students who want to study at UTS must meet the normal entry requirements for the course and be proficient in English. For details about courses, fees and application procedures, contact the **International Programs Office**.

telephone 9514 1531
email Intlprograms@uts.edu.au

Research

UTS has developed a lively research culture which encourages interdisciplinary research and contributes to issues of international, national and local significance. UTS offers a choice of over 280 postgraduate courses including PhDs and Professional Doctorates. UTS promotes the formation of strategic partnerships with appropriate external organisations, and this helps students to make important links with the workplace before completing their studies.

Because UTS focuses on the needs of industry, business, the professions, cultural organisations and the community, its postgraduate courses are extremely attractive to employers and students alike. Postgraduate students are encouraged to be innovative and flexible in applying the knowledge gained during studies here, and these attributes make graduates well placed to handle the increasing complexities of globalisation, technological change and the workplace.

HOW TO APPLY TO STUDY AT UTS

Undergraduate applications

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

A small number of UTS courses also start in the middle of the year. Applications for these should be made direct to UTS in May. For more information contact the UTS Information Centres at the City campus on 9514 1222 or Kuring-gai campus on 9514 5555.

Postgraduate applications

Applications for postgraduate courses should be made directly to UTS. For courses starting at the beginning of the year, most applications are open from August to October, but some may have earlier closing dates. For courses starting in the middle of the year, applications close in May. For more information contact the UTS Information Centres at the City campus on 9514 1222 or Kuring-gai campus on 9514 5555.

International student applications

International student's applications for both postgraduate and undergraduate courses can be made either directly to the International Programs Office or through one of the University's registered agents. For courses starting at the beginning of the year, applications should be received by 31 December of the previous year. For courses starting in the middle of the year, applications should be received by 31 May of that year. For more information please contact the International Programs Office on 9514 1531.

Applications for non-award and external award study

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

STUDENT INQUIRIES

City campus

UTS Information Office
Foyer, Tower Building
1 Broadway

Postal address
PO Box 123
Broadway NSW 2007
Telephone: 9514 1222
Fax: 9514 1200

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

Kuring-gai campus

Kuring-gai Student Centre
Level 6, Main Building
Eton Road
Lindfield

Postal Address
PO Box 222
Lindfield NSW 2070
Telephone: 9514 5555
Fax: 9514 5032

International Programs

10 Quay Street, Sydney

Postal Address
PO Box 123
Broadway NSW 2007
Telephone: 9514 1531
Fax: 9514 1530

Email inquiries
International – intlprograms@uts.edu.au

World wide web address

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

Transition to university programs

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

The program is run by university staff with assistance from current students and recent graduates. For more information contact Student Services Unit.

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

FINANCIAL HELP

Austudy/Youth Allowance

Students under 25 years old, may be eligible to receive financial assistance in the form of the Youth Allowance, which replaced AUSTUDY for people in this age group from 1998.

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

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

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

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

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

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

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

Abstudy

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

Level 17, Tower Building
telephone 9514 1905.

HECS (Higher Education Contribution Scheme)

HECS is a financial contribution paid to the Commonwealth Government by tertiary students towards the cost of their education. HECS is payable each teaching period as a proportion of the standard annual charges set by the Commonwealth Government, and the amount paid will vary according to the number of credit points undertaken and the method of payment nominated. Many students choose to defer their payment until they have finished their degree and are participating in the work force. However, some pay the amount in full (up front) or pay part of the amount (partial payment). Some tertiary students are not required to pay HECS.

Federal 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 (e.g. by withdrawals or substitution of subjects with a lower credit point value) will not reduce their HECS liability.

For Autumn Semester the HECS Census Date is 31 March, and for Spring Semester the HECS Census Date is 31 August. HECS Census Dates for other teaching periods can be obtained from the UTS Information Centre.

EQUITY AND DIVERSITY

It is the policy of the University of Technology, Sydney to provide equal opportunity for all persons regardless of sex, race, marital status, family responsibilities, disability, sexual preference, age, political conviction or religious belief. UTS has a strong commitment to ensure that the diverse nature of the Australian society is reflected in all aspects of its employment and education.

The Equity and Diversity Unit provides a range of services for students and prospective students. These include community outreach programs to support the participation of disadvantaged students/under-represented groups; coordination of the inpUTS Educational Access Scheme for students who have experienced long-term educational disadvantage; coordination of financial scholarships and awards for commencing low-income students; coordination of the Women's Re-Entry Scholarships for women who have been out of the workplace due to family responsibilities; and the provision of confidential advice and assistance with the resolution of equity-related student grievances, including complaints about racism, sexism, sex-based harassment, homophobia, pregnancy/family responsibilities, or other equity issues. The Unit also undertakes research, conducts training and develops policy and programs relating to equity, diversity and social justice issues.

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

SUPPORT FOR STUDENT LEARNING

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

UTS Library

The University Library collections are housed in three campus libraries which contain over 600,000 books, journals and audiovisual items as well as a large range of electronic citation and full-text databases. Services for students include assistance in finding information through Inquiry and Research Help Desks and training programs, loans, reservations, reciprocal borrowing and copying. The Library

provides as much information as possible electronically so that users can also access it from home. More information about the Library can be found at:

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

City Campus Library

Corner Quay Street and Ultimo Road,
Haymarket
telephone 9514 3388

Kuring-gai Campus Library

Eton Road, Lindfield
telephone 9514 5234

Gore Hill Library

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

Student Services

The Health, Counselling, Special Needs and Welfare Services are located on Level 3A Tower Building and Level 5, Kuring-gai campus. The Careers Service is located on Level 5 Tower Building and the Housing Service on Level 6 Tower Building. Careers and Housing information is also available from the Student Services Unit office on Level 5 and from the noticeboards on Level 4, Kuring-gai campus.

Careers Service

The Careers Service offers career guidance, and assists with job placement for students seeking permanent or casual employment.
telephone 9514 1471 (City campus)

Counselling

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

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

Health

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

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

Housing

University Housing provides assistance to students in locating private accommodation. Limited UTS-owned housing is also available.

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

Special Needs Coordinator

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

telephone 9514 1177

Welfare

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

telephone 9514 1177

Chemistry Learning Resources Centre

Room 211, Building 4, City campus.

Dr Ray Sleet

telephone 9514 1739

email r.sleet@uts.edu.au

or

Rosemary Ward

telephone 9514 1729

email rosemary.ward@uts.edu.au

WWW address

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

English Language Study Skills Assistance (ELSSA) Centre

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

ELSSA Centre

Alex Barthel (Director)

Level 19, Tower Building

telephone 9514 2325

email alex.barthel@uts.edu.au

or

Room 2-522

Kuring-gai campus

telephone 9514 5160

WWW address

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

Physics Learning Centre

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

Peter Logan

telephone 9514 2194

email peter@phys.uts.edu.au

Mathematics Study Centre

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

City campus

Leigh Wood (Director)

telephone 9514 2268

email leigh@maths.uts.edu.au

Kuring-gai campus

Dr Jules Harnett

telephone 9514 5186

email jules@maths.uts.edu.au

Computer laboratories

There are 22 computer laboratories throughout the University which are available for all students and staff to use. Details of locations and availability of the computer laboratories may be obtained from the Information Technology Division Resource Centre, telephone 9514 2118.

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

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

Jumbunna CAISER

Level 17, Tower Building

telephone 9514 1902

OTHER UNIVERSITY SERVICES

Child care

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

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

telephone 9514 1456 (City)

or 9514 2960 (Blackfriars)

or 9514 5105 (Kuring-gai)

The Co-op Bookshop

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

City campus

telephone 9212 3078

email uts@mail.coop-bookshop.com.au

Kuring-gai campus

telephone 9514 5318

email kuringgai@mail.coop-bookshop.com.au

WWW address

<http://www.coop-bookshop.com.au>

Freedom of Information

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

George Bibicos

FOI Coordinator

Level 4A, Tower Building

telephone 9514 1280

email George.Bibicos@uts.edu.au

Student Ombudsman

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

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

Room 402, Building 2

City campus, Broadway

telephone 9514 2575

email ombuds@uts.edu.au

Students' Association

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

The main office of the Students' Association is located on Level 3 of the Tower Building, City campus, Broadway.

City campus office:

telephone 9514 1155

Kuring-gai campus office:

(next to the cashier service)

telephone 9514 5237

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, ski lodge and resource centres.

Union Office 9514 1444

Haymarket 9514 3369

Kuring-gai 9514 5011

Union Sports Centre

The centre contains a gymnasium, squash courts, weights rooms, climbing wall, and saunas.

Lower ground floor, Building 4

telephone 9514 2444

UTS Rowing Club

Dobroyd Parade, Haberfield

telephone 9797 9523

Radio Station 2SER-FM

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

Level 26, Tower Building

telephone 9514 9514

UTS Gallery and Art Collection

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

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

Tony Geddes, Curator

telephone 9514 1284

fax 9514 1228

email tony.geddes@uts.edu.au

PRINCIPAL DATES FOR 1999

January

- 2 Release of HSC results
- 8 Formal supplementary examinations for 1998 Spring semester students
- 8 Closing date for changes of preference to the Universities Admissions Centre (UAC)
- 15 Final examination timetable for Summer session
- 15 Last day to submit appeal against exclusion from Spring 1998
- 22 Main Round of offers to UAC applicants
- 22 Last day to submit 'Show Cause' appeal for Spring 1998
- 26 Australia Day – public holiday
- 26 Public school holidays end
- 27 Closing date for changes of preference to Universities Admissions Centre (UAC) for final round offers
- 29 Last day to submit application for Postgraduate Equity Scholarships for Autumn Semester 1999
- 29-30 Enrolment of new undergraduate students at City campus (and 1-4 February)
- 30 Summer session ends for subjects with formal exams

February

- 1 Last day for continuing students to pay their 1999 Service Fees
- 1-4 Enrolment of new Undergraduate students at City campus (and 28-30 January)
- 1-12 Formal examinations for Summer session
- 1-12 Intensive Academic English course (ELSSA Centre)
- 5 Final round of offers (UAC)
- 6 Last day to lodge a Stage 2 appeal against assessment for Spring semester 1998
- 22 Release of results for Summer session
- 5-26 Enrolment of students at City campus

March

- 1 Classes begin
- 4-5 Enrolment (external award, non-award and exchange students)
- 12 Last day to enrol in a course or add subjects
- 19 Last day to pay HECS or postgraduate course fees for Autumn semester 1999
- 30 Last day to apply to graduate in Spring semester 1999
- 31 Last day to apply for leave of absence without incurring student fees/charges¹
- 31 Last day to withdraw from a subject without financial penalty¹
- 31 HECS Census Date

April

- 2 Good Friday – public holiday
- 2 Public school holidays commence
- 5 Easter Monday – public holiday
- 5-9 Vice-Chancellors' Week (non-teaching)
- 9 Last day to withdraw from a course or subject without academic penalty¹
- 13-16 Graduation (Kuring-gai)
- 16 Public school holidays end
- 16 Last day for changes involving substitution of one subject for another, with the same credit point value, to be processed without charge to the student
- 16 Last day for changes involving deletion of one or more subjects
- 16 Last day for changes involving the addition of a subject to be processed –the student will be required to enrol in and incur HECS liability for the subject in Summer session
- 23 Provisional examination timetable available
- 23 Public school holidays end
- 25 Anzac Day – public holiday

May

- 3 Applications available for undergraduate courses where applicable
- 3 Applications open for available postgraduate courses for Spring semester 1999
- 3-14 Graduation (City)
- 14 Examination masters due
- 28 Closing date for undergraduate and postgraduate applications for Spring semester
- 28 Final examination timetable

June

- 7 Queen's Birthday – public holiday
- 11 Last teaching day of Autumn semester
- 12-30 Formal examination period (and 1-2 July)
- 30 Last day to submit application for Postgraduate Equity Scholarships for Spring semester 1999

July

- 1-2 Formal examination period (and 12-30 June)
- 2 Autumn semester ends
- 5 Public school holidays commence
- 5-9 Vice-Chancellors' Week (non-teaching)
- 12-16 Formal alternative examination period for Autumn semester students
- 16 Public school holidays end
- 19-30 Intensive Academic English course (ELSSA Centre)
- 23 Release of Autumn semester examination results; two days earlier via UniPhone™
- 26 Formal supplementary examinations for Autumn semester students

August

- 2 Applications available for undergraduate and postgraduate courses for Autumn semester 2000
- 2 Classes begin
- 6 Last day to withdraw from full year subjects without academic penalty¹
- 13 Last day to enrol in a course or add subjects
- 13 Last day to submit 'Show Cause' appeal for Autumn semester 1999
- 20 Last day to pay HECS or postgraduate course fees for Spring semester 1999
- 31 Last day to apply for leave of absence without incurring student fees/charges (Spring enrolments only)¹
- 31 Last day to withdraw from a subject without financial penalty¹
- 31 Last day to apply to graduate in Autumn semester 2000
- 31 HECS census date

September

- 1 Applications for Postgraduate Scholarships available
- 10 Last day to withdraw from a course or subject without academic penalty¹
- 13 Last day for changes involving substitution of one subject for another, with the same credit point value, to be processed without charge to the student
- 13 Last day for changes involving deletion of one or more subjects to be processed as 'late withdrawal without academic penalty', however, the student's liability for HECS or course fees liability for HECS or course fees will be unchanged
- 13 Last day for changes involving the addition of a subject to be processed – the student will be required to enrol in and incur HECS liability for the subject in Summer session
- 24 Provisional examination timetable available
- 27 Vice-Chancellors' Week (non-teaching) begins
- 27 Public school holidays commence
- 27-29 Graduation (City)
- 30 Closing date for undergraduate applications via UAC (without late fee)
- 30 Closing date for inpUTS Equity Access Scheme via UAC

14 GENERAL INFORMATION

October

- 1 Graduation (City)
- 1 Vice-Chancellors' Week (non-teaching) ends
- 4 Labour Day – public holiday
- 8 Public school holidays end
- 15 Examination masters due
- 29 Final examination timetable available
- 29 Closing date for undergraduate applications via UAC (with late fee)
- 29 Closing date for undergraduate applications direct to UTS (without late fee)
- 29 Closing date for most postgraduate courses for Autumn 2000 (some courses may have earlier closing dates in September)
- 29 Closing date for Australian Postgraduate Awards, the R L Werner and University Doctoral scholarships
- 29 Last day to submit application for Postgraduate Equity Scholarships for Summer session 2000

November

- 12 Last teaching day of Spring semester
- 13-30 Formal examination period (and 1-3 December)
- 30 Closing date for undergraduate applications via UAC (with late fee)

December

- 1-3 Formal examination period (and 13-30 November)
- 3 Spring semester ends
- 13-17 Formal alternative examination period for Spring semester students
- 20 Release of Spring semester examination results; two days earlier via UniPhone™
- 20 Public school holidays commence
- 25 Christmas Day – public holiday
- 26 Boxing Day – public holiday

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

Note: Information is correct as at 29 June 1998. The University reserves the right to vary any information described in Principal Dates for 1999 without notice.

Faculty information

MESSAGE FROM THE DEAN

A warm welcome to you to the Faculty of Nursing at UTS. I hope that your time with us will be wonderfully rewarding and fulfilling.

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

The Faculty offers a range of courses including the Bachelor of Nursing, an Honours degree, and Graduate Diplomas and Master's degrees in professional nursing or clinical practice including most clinical specialty areas. We pride ourselves on our flexibility and the 'design your own' nature of our graduate programs. The Faculty also offers research degrees at Master's and Doctoral levels.

Staff of the Faculty is committed to excellence in nursing and midwifery practice teaching, scholarship and research.

I hope you will enjoy your time with us and find that members of the Faculty will guide you through your chosen course. You are an important member of the Faculty. 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 mission of the Faculty of Nursing at UTS is to enhance professional nursing practice through the provision of quality higher education at undergraduate and graduate levels and through continuing professional education. The Faculty is committed to promoting excellence in teaching, practice, research and scholarship in nursing; contributing to the enhancement of nursing as a practice discipline; and fulfilling its goals, functions and responsibilities, as outlined in the University Mission Statement, and doing this in a student-focused, flexible manner.

The Faculty is well integrated with the health care industry and the nursing profession; is dynamic in both its contributions and its responses to professional and public developments; contributes to the enhancement of health for all Australians; and supports the goals of the World Health Organisation.

INFORMATION FOR NURSING STUDENTS

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

Conduct of students

Rule 2.4.2 of the University states: 'Whilst on the premises of the University or engaged in any activity related to their study at the University, students shall comply with any reasonable directive given to them by an officer of the University, and shall maintain an acceptable standard of conduct.'

Student uniforms

Students in the Bachelor of Nursing program are required to wear the uniform of the Faculty of Nursing during most clinical placements at health and community service facilities. Academic staff will indicate any other occasions when students must wear uniform and those occasions where uniform may not be appropriate.

Uniforms should be purchased **as soon as possible** after initial enrolment in the Bachelor of Nursing program and definitely before nursing practice commences. Information regarding the purchase of uniforms will be available on orientation day.

Uniform for the 1999 Bachelor of Nursing program

The uniform for female students consists of:

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

or

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

or

Navy blue trousers (UTS design)
White shirt (UTS design)
Shoes (navy or black)
Stockings

Navy jumper/vest/cardigan (optional, but must conform to clinical agency requirements)

The uniform for male students consists of:

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

Dress and appearance during Nursing Practice

- (a) Fingernails must be short and clean. Only clear nail varnish is acceptable.
- (b) Hair must be worn off collars. Students with long hair must wear it up; long ponytails are not acceptable.
- (c) Students are permitted to wear a wedding ring and one pair of small, plain studs in the ear lobes. No other jewellery is acceptable.
- (d) Watches should be either digital or with a second hand and have no sharp edges, fancy watchbands or large buckles. A multicoloured ballpoint pen and small notepad are essential requirements. A small pocket calculator is advisable.
- (e) Students must wear cardigans in the approved colour (navy) when undertaking a formal clinical placement or field visit. No other colour is acceptable.
- (f) Academic staff will provide advice to students on other items which need to be purchased e.g. fob watch, stethoscope, scissors.
- (g) Students are responsible for laundering their own uniforms.
- (h) Students are responsible for ensuring that they are aware of any special requirements before proceeding on clinical practice.
- (i) Students must be in uniform from their first clinical placement in Autumn semester, and should make sure that their uniforms are available by this time.

ID badges

Students undertaking clinical activities off campus must always wear the approved UTS name badge and carry their student ID card.

Behaviour during Nursing Practice

Students undertaking supervised Nursing Practice experience must follow directions given to them by their Clinical Facilitator or, in the absence of the Facilitator, the staff of the hospital or agency concerned.

Participation in Nursing Practice

Rule 2.4.4 of the University states: 'Where the Responsible Academic Officer, in consultation with the appropriate External Supervisor (if any), considers that a student so assessed is not ready to proceed with or is unsuitable to continue any part of the required professional experience on its scheduled commencement, the Responsible Academic Officer may defer or re-schedule the student's participation.

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

'Where the deferral of a student's participation in any part of the required clinical education program would have the effect of preventing the student from continuing his/her course the Responsible Academic Officer may refer the matter, with an appropriate recommendation, to the Vice-Chancellor, who shall take such action as he/she deems appropriate.

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

Student health and insurance

Students who have health problems that might foreseeably render them unsafe during Nursing Practice placement for supervised nursing experience are expected to advise either the Associate Dean or Dean accordingly.

Students who have a health problem that they believe might be affected adversely by undertaking Nursing Practice should seek medical advice before undertaking a placement and should advise the Associate Dean or Dean. Failure to do so may result in the Faculty accepting no responsibility for the consequences.

Students who have HIV or hepatitis infection must be aware of their duty of care to staff, other students and patients.

Information on environmental health and safety which is received from the NSW Department of Health is maintained in a file in the Nursing laboratories.

Advice from the NSW Department of Health

The NSW Department of Health has offered the following advice to universities offering nursing courses:

'The Department, bearing in mind its recommendations to the general community, would hope that all students were adequately immunised against poliomyelitis, diphtheria and tetanus in childhood. They should have had a booster of Sabine vaccine against poliomyelitis and a booster of Adult Diphtheria Tetanus Toxoid (ADT) at about 15 years of age. In addition, persons particularly involved in health services would be wise to have had a Mantoux test and, if seronegative, to have had BCG vaccination (for tuberculosis).'

The guidelines of the Department in relation to hepatitis B and health care workers and students indicate the need for hepatitis B immunisation prior to contact with blood/body fluids and state that it is their obligation to know their current hepatitis B status.

Hepatitis B inoculation

Hepatitis B inoculation will be available through Student Health Services at the Kuring-gai and City campuses early in the semester at a minimal cost to the student.

Varicella (chicken pox) and rubella (German measles)

Students are asked to establish whether they have had *varicella* (chicken pox) and/or *rubella* (German measles). This is important particularly when undertaking paediatric clinical experience.

Mantoux testing

Information regarding Mantoux testing is available from Student Health Services at the Kuring-gai and City campuses.

Offering health advice

Students are warned not to attempt to provide advice on health matters to patients or clients during Nursing Practice visits and placements.

Attendance at classes

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

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

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

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

Nursing Practice (policy on attendance)

One hundred per cent attendance at all Nursing Practice experiences is a requirement. Absences from the Practice must be made up. Students must not attend a day shift of Nursing Practice directly following employment on night duty. Students who fail to attend scheduled make-up sessions without documented evidence of reasons for non-attendance may fail the relevant Nursing Practice subject as a result. The Associate Dean may exercise discretion in certain instances of non-attendance where there are extenuating circumstances. Even so, there is a general requirement that clinical work be carried out to the satisfaction of the Associate Dean. Students must notify their Clinical Facilitator of any absence from the clinical setting: failure to notify may result in unsatisfactory assessment in the relevant Nursing Practice subject.

The Associate Dean advises all students that they must comply with the Faculty's policy on the times of attendance at Nursing Practice and the times of making up any absences. Students are cautioned not to pre-book holidays, travel or other personal activities at the times allocated for making up for clinical absences. Students wishing to pre-book travel tickets etc. should ascertain the Faculty's academic/clinical schedules with the Clinical Administrative Officer beforehand.

All people engaged in professional nursing activities, including nursing academic staff and students of the University and the staff of affiliated hospitals and health agencies, owe a

duty of care to patients. If the Associate Dean did not have a requirement that all aspects of laboratory, field and Nursing Practice studies be completed satisfactorily by students, he or she would be failing to exercise his or her duty of care:

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

Nursing Practice attendance policies will be administered strictly in 1999 and students must comply with them at all times. Students will be given the complete policy in preparation for Nursing Practice 1. Students with serious personal problems should consult with a Student Counsellor, the Clinical Coordinator or the Clinical Administrative Officer, and an appointment may then be made with the Associate Dean.

Submission of medical certificates

When required, medical certificates are to be submitted to the Registrar. They must be clearly marked with the student's name, number and year (whether first, second or third year).

Criminal record checks – prior to clinical practice

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

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

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

Policy on undergraduate research

The Faculty of Nursing must approve all undergraduate research e.g. any collection of data that is not part of professional Nursing Practice.

Policy concerning plagiarism

Virtually all research requires the use of the works of other writers. It is essential that students keep a record of where the various ideas, theories and research findings that they use came from.

Plagiarism, the unacknowledged use of the work of others, is an unacceptable practice that may result in penalties.

Referencing

The preferred method of referencing is outlined in the document 'Guidelines for Preparation and Presentation of Essays and other Written Assignments in the Faculty of Nursing' available from the Faculty Information Office.

Location

Staff of the Faculty will teach various core subjects at the Kuring-gai campus. Students may also be required to attend the City campus for some subjects. However, the normal timetable does not require attendance at more than one campus in a day, or more than two campuses in a semester.

Venues in health areas for 1999

Central Coast Area Health Service

Public hospitals
 Birralee (Wyoming)
 The Entrance/Long Jetty
 Gosford District
 Woy Woy
 Woyong

Central Sydney Area Health Service

Public hospitals and nursing homes
 Balmain (incorporating Glebe Annex)
 Canterbury
 Concord Repatriation General
 Rachel Forster
 Royal Prince Alfred
 Rozelle
Third Schedule hospitals
 Eversleigh Home of Peace
 Our Lady of Loreto
 Tresillian Family Care Centres

Northern Sydney Area Health Service

Public hospitals
 Gladesville Macquarie
 Hornsby Kuring-gai
 Manly
 Mona Vale
 Royal North Shore
 Ryde
Third Schedule hospitals
 Centre for Bone and Joint Diseases
 Greenwich
 Neringah
 Royal Rehabilitation Centre, Sydney

South Eastern Sydney Area Health Service

Public hospitals
 Eastern Suburbs Mental Health Service
 Garrawarra Centre for the Aged
 The Langton Clinic
 Prince Henry
 Prince of Wales
 Royal Hospital for Women
 Royal South Sydney
 St George
 Sutherland
 Sydney (including the Eye Hospital)
 The Sydney Children's Hospital
Third Schedule hospitals
 Calvary
 The Karitane Mothercraft Society
 Sacred Heart Hospice
 St Vincents
 Scarba Family Centre
 War Memorial

South Western Sydney Area Health Service

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

Western Sydney Area Health Service

Public hospitals
 Auburn
 Blacktown
 Cumberland
 Mt Druitt
 Westmead

Third Schedule hospitals

Lottie Stewart

St Josephs

Wentworth Area Health Service

Public hospitals

Blue Mountains District ANZAC Memorial

Governor Phillip Special

Hawkesbury

Nepean

Queen Victoria Memorial (Wentworth Falls)

Springwood

Third Schedule hospitals

Bodington Red Cross, Wentworth Falls

Tresillian Wentworth

Other affiliated hospitals and health services

Aboriginal Medical Service

Allambie Special School

Allowah Babies Hospital

Aminya Nursing Home

Annandale Nursing Home

Audrey Hawkins Memorial House

Autistic Association of NSW

Baulkham Hills Private Hospital

Bligh Park Preschool

Bowden Brae Retirement Village

Brisbane Waters Private Hospital

Centacare – Fairfield

Central Coast Area Health Service

Central Coast Community Care Association Ltd

Central Sydney Area Health Service

Centre for Bone and Joints Diseases

Chalmers Road Special School

Clarke Road Special School

Collaroy Plateau Community Kindergarten

Community Services, NSW Department of, Ryde Centre

Community Services, NSW Department of, Warringah Area

Corrections Health Service

Cromehurst Special School

Dalcross Private Hospital

Dalwood Children's Centre

Disability Specialist Unit

Dubbo Base Hospital and Health Service

East Willoughby Early Childhood Preschool

Eastern Suburbs Private Hospital

Eastern Sydney Developmental Disabilities Service

Elanora Heights Community Centre

Kindergarten Cooperative Society Limited

Epilepsy Association, The

Evesham Clinic

Frederick Street Kindergarten

Garrawarra Centre for Aged Care

Glenwood Nursing Home

Gordon Preschool

Gowrie Village

Grosvenor Centre

Hills Special School

Hornsby Kuring-gai Developmental

Disability Service

Hunters Hill Private Hospital

Independent Community Living Association

James Milson Nursing Home

James Mitchell Child Care

John Hunter Hospital

Kanangar Centre

Kariong Community PreSchool

Kindergarten Inc

Karonga House School

Kids Campus Child Care

Koala Kindergarten

Lachlan Centre, The

Lady Gowrie Child Care Centre

Lane Cove Community Aid Service

Langton Centre

Leichhardt Preschool

Lynton Private Hospital

McQuoin Park Nursing Home

Magic Pudding Child Care Centre

Mater Misericordiae Hospital

Maybanke Kindergarten

Mercy Family Centre

Morriset Hospital

Mosman Private Hospital

New Horizon Enterprises

North Gosford Private Hospital

North Ryde Kindergarten

The Northside Clinic

Northern Sydney Area Health Service

Parkdale Nursing Home

Peakhurst Community Health and Welfare Centre

Peat Island Centre

Pennant Hills War Memorial Child Care

Peninsula Private Hospital

Peter Rabbit Kindergarten Inc

Pymble Turramurra Preschool

Riverglades Centre

Royal Alexandra Hospital for Children

Royal South Sydney Community Health Complex

Sacred Heart Hospice

St Antonys Special Preschool

St Basils Homes

St George Private Hospital and Medical Centre

St Ives Preschool

St John of God Hospitals

St Josephs Hospital Limited

St Lukes Hospital

St Margarets Hospital

St Vincents Hospital
 St Vincents Private Hospital
 Scottish Hospital, The
 Shalom Hostel and Nursing Home
 Shalom Nursing Home
 Sometimes Care, The
 South Eastern Sydney Area Health Service
 South Pacific Private Hospital
 South Western Sydney Area Health Service
 Sutherland Community Health Centre
 Sydney Adventist Hospital
 Sydney Private Clinic, The
 Sydney Home Nursing Service
 Trentham Nursing Home
 United Protestant Association of NSW, The
 Uniting Church in Australia Property Trust
 (NSW) – Wesley Hospital
 Wahroonga Preschool
 Wairoa Special School
 Waldock Nursing Home
 Wangee Park School
 War Veterans Nursing Home, The
 Wesley Gardens
 Wesley Gardens Aged Persons Centre
 Wesley Heights Manly
 Wesley Private Hospital
 Western Sydney Area Health Service
 Western Sydney Developmental Services
 West Merrylands Child Care Centre
 William Booth Institute
 Woy Woy Peninsula Childcare Centre
 Wyllie Lodge Nursing Home
 Wyoming Adult Training Centre
 Yallambi Nursing Home

Professorial research units

The Faculty has five professorial research units developed in collaboration with Northern and South Eastern Sydney Area Health Services. Each unit focuses on one of the Faculty's identified areas of research strength or development. These include: Family and Child Health; Critical Care; Acute Care; Aged and Extended Care; and Mental Health Nursing. The units aim to develop knowledge, innovation, clinical excellence and accountability in nursing practice through collaborative research, education, policy development and fostering evidence-based practice. Many of the Faculty's postgraduate students work on projects connected with these units.

Family Health Research Unit

Director
 Professor Lesley Barclay
 St George Hospital, Kogarah

The unit incorporates the National Health and Medical Research Council (NH&MRC) Centre of Clinical Excellence in Hospital-Based Research: The Midwifery Practice and Research Unit.

Acute Care Nursing Research Unit

Director
 Associate Professor Judith Donoghue
 St George Hospital, Kogarah

Mental Health Nursing Research Unit

Director
 Professor Cynthia Stuhlmiller
 St George Hospital, Kogarah

Health and Ageing Research Unit

Director
 Professor Heather Gibb
 War Memorial Hospital, Waverley

Critical Care Research Unit

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

PRIZES

Gretel Joy Wolfgang Memorial Prize for Clinical Excellence

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

Johnson and Johnson Prize for Nursing

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

The Royal North Shore Hospital Prize

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

The 2/5 Australian General Hospital Prize

This prize was established in 1996. It is awarded to a student in a postgraduate course who has been the most outstanding student in the subject 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 shall be in the form of a suitably inscribed certificate, and including the brief history of the Hospital, together with a cash award of \$250.

Yakult Student Award

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

Anne Caradus Memorial Prize

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

FACULTY CONTACTS

Name	Title	Position	Ext (prefix: 9514)	Room
Office of the Dean				
White, Jill	Professor	Dean	5045	5.315
Brown, Diane	Dr	Associate Dean, Academic Support	5712	5.388
Crisp, Jackie	Dr	Associate Dean, Research and External Relations	5129	5.383
Weller, Stephen	Mr	Faculty Manager	5047	5.314
Academic Staff				
Adams, Anne	Ms		5720	5.292
Baker, Jacqueline	Ms		5072	5.203
Barclay, Lesley	Professor	Professor in Family Health Nursing, St George Hospital	5719, 9350 2789	5.008
Ben-Sefer, Ellen	Ms		5742	5.211
Briggs, Carolyn	Ms		5136	5.408
Carey, Michael	Dr		5138	5.406
Dean, Sue	Ms		5124	5.218
Donoghue, Judith	Associate Professor	Professor in Acute Care Nursing, St George Hospital	5723, 9350 2184	5.005
Duffield, Christine	Professor		5729	5.204
Farrar, Trish	Ms		5747	5.496
Forbes, Jan	Ms		5123	5.209
Frazer, Neil	Mr		5134	5.217
Gallagher, Robyn	Ms		5746	5.220
Garman, Callista	Ms		5120	5.205
Gibb, Heather	Professor	Professor in Aged and Extended Care Nursing, War Memorial	5739, 9369 0288	5.004
Green, Janet	Ms		5740	5.494
Hyde, Sandra	Ms		5718	5.221
Jones, Linda	Ms		5713	5.210
Kellehear, Kevin	Mr		5050	5.207
Kilstoff, Kathleen	Ms		5143	5.407
Lock, Linette	Ms		5153	5.206
McGee, Jennie	Ms		5714	5.214
McKinley, Sharon	Professor	Professor in Critical Care Nursing, Royal North Shore Hospital	5710, 9926 8281	5.001
Pelletier, Dianne	Mrs		5760	5.208
Rochester, Suzanne	Miss		5154	5.495
Rogan, Frances	Ms		5581	5.409
Stein-Parbury, Jane	Associate Professor		5260	5.219
Stuhmiller, Cynthia	Professor	Professor in Mental Health Nursing, St George Hospital	5486, 9350 2035	5.006
Van Vorst, Stephen	Mr		5715	5.215
Waters, Cheryl	Dr		5741	5.497
Wyllie, Aileen	Ms		5204	5.404

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Name	Title	Position	Ext (prefix: 9514)	Room
Support Staff				
Aquilina, Germaine	Ms		5726	5.395
Bath-Smith, Sharrynn	Mrs		5044	5.313
Blair, Kerry	Ms		5024	5.306
Cannane, Carol	Mrs		5128	5.395
Fedeles, Jeannie	Mrs		5126	5.389
Fitzgerald, May	Ms		5727	5.396
Foxon, Liz	Ms		5181	2.351
Freshwater, Judy	Ms		5125	5.308
Froment, Elaine	Mrs		5725	5.389
Kranz, Anna	Ms		5021	5.397
Kwong, Mary	Ms		5722	5.305
Lanning, Jan	Ms		5202	5.397
Lobo, Ophelia	Mrs		5024	5.303
Martin, Sue	Ms		5187	2.351
Nops, Lisa	Mrs		5141	5.309
Stephens, Margaret	Mrs		5730	5.386
Stephenson, Alison	Ms		5073	5.307
Clinical Associates				
<i>South Eastern Sydney Area Health Service</i>				
Dulhunty, Geoff	Mr		5737, 9548 4745	5.449
Hanson, Sue	Ms		5737, 9587 8333	2.442
<i>Northern Sydney Area Health Service</i>				
Gray, Robyn	Ms		5766, 9926 6907	2.440
Hamlin, Lois	Ms		5766, 9926 6476	2.440
Peake, Jacqueline	Ms		5766, 9926 6906	2.440
Research Staff				
Mitten-Lewis, Suzanne	Ms		5735	5.001
Torres, Chabella	Ms		5736	5.005
General contacts				
Faculty Office			5043	
Student Office			5202, 5021	
Technical Services				
Dunlop, Peter	Mr		5135	2.350

LIST OF COURSES AND CODES

Course title	Code	Course title	Code
Undergraduate courses		Undergraduate courses	
Bachelor of Nursing (3 years full time/6 years part time)	KN08	Graduate Diploma in Midwifery (2 years part time)	KN64
Bachelor of Nursing (Honours) (1 year full time/2 years part time)	KN09	Graduate Diploma in Nursing (2 years part time)	KN83
Bachelor of Nursing/Bachelor of Arts in International Studies (5 years full time)	KN10	Graduate Diploma in Music Therapy (2 years part time)	TE59
Postgraduate courses		Postgraduate courses	
Graduate Certificate in Diabetes Education and Management (1 year part time)	KN92	Master of Nursing, Professional Studies (by coursework) (3 years part time)	KN55
Graduate Diploma in Clinical Practice (2 years part time)	KN84/KN85	Master of Nursing (by thesis) (2 years full time, 3 years part time)	KN52
Graduate Diploma in Community Health Nursing (1 year full time)	KN82	Master of Nursing in Clinical Practice (by coursework) (3 years part time)	KN54/KN58
		Doctor of Philosophy (3 years full time, 4 years part time)	KN51

Undergraduate courses

Bachelor of Nursing

Course code: KN08

The course for an initial undergraduate nursing qualification is designed to produce beginning practitioners who can provide a high standard of safe, effective and acceptable nursing care based on informed, responsible and sensitive nursing practice in a variety of nursing contexts. The course provides scientific and humanistic foundations for nursing practice through knowledge and skills related to the processes of nursing inquiry, nursing relationships and clinical nursing. Relevant material from philosophical, ethical and legal studies, and from biological, social and physical sciences is integrated with nursing theory and applied to clinical nursing practice throughout the course.

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

Purpose of the course

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

Structure of the curriculum

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

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

The Nursing Relationships strand incorporates the study of interpersonal processes, psychological theory, sociopolitical factors influencing health care, and processes for

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

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

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

Professional accreditation

Graduates from the Bachelor of Nursing program meet the academic and practical requirements for registration with the NSW Nurses Registration Board.

Admission requirements

All applicants for the Bachelor of Nursing course should apply through the Universities Admissions Centre (UAC). Late direct applications may also be considered.

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

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

Specific information about the admission requirements is given in the *1999 UAC Guide*.

Assumed knowledge

There are no specific areas of assumed knowledge for entry to the Bachelor of Nursing. Applicants should note that all students are expected to be proficient in English comprehension and expression. Some foundation studies in biological science subjects and/or mathematics may be an advantage.

Pre-entry occupational requirements

There are no pre-entry occupational requirements for entry to the Bachelor of Nursing.

Duration of the course

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

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

Special categories of advanced standing are outlined below.

Advanced standing and subject exemptions

Students enrolling in the Bachelor of Nursing course who have previously undertaken a course of study at a university or at some other recognised tertiary education institution may be eligible for exemption if subjects previously studied are deemed by the Faculty to be equivalent to those specified for their course.

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

Students who have completed the Advanced Certificate – Enrolled Nurse course through the NSW Department of Technical and Further Education (TAFE) are granted up to 31 credit points advanced standing in the Bachelor of Nursing. Enrolled Nurses who do not hold an Advanced Certificate will be offered exemption from the subject Nursing Practice 1. Further exemption may be granted by the method outlined below.

Students applying for exemptions on the basis of subjects completed at other institutions or on the basis of recognition of prior learning should apply, after receiving their letter of offer, as follows:-

- select subjects equivalent to those already studied (see the subject descriptions in this handbook);
- complete all details on the Application for Subject Exemption form. Students must also supply a copy of their official academic transcript and the relevant section of the other institution's handbook or syllabus or other supporting documentation. All documents should be returned to:

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

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

Attendance pattern

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

Information for students

The student and Course Support Unit provides an administrative advisory service to all undergraduate and postgraduate students. Staff of the Unit are responsible for managing a broad range of activities including admissions; timetabling; enrolments; clinical placements; examinations and graduation. The Unit also provides course information in a number of areas from student progression and assessment to articulation, subject exemption, and special consideration. The Unit is

committed to creating and maintaining an environment that supports student-focused learning and administrative excellence in all matters relating to student and course support.

The Student and Course Support Unit is located in Building 5, Level 3.

Telephone: 9514 5202 and 9514 5021

Fax: 9514 5513

Hours Monday – Thursday
9.30 – 1.30 and 2.30 – 5.00
Friday
9.30 – 1.30 and 2.30 – 4.30

Course structure

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

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

Note: There may be some variations to the course structure that appears below for existing students due to curriculum changes. The course structure for part-time study is available on request. It is suggested that students who wish to undertake part-time study discuss their proposed program with the Course Coordinator.

Year 1

Autumn semester

92177	Contemporary Nursing	4cp
91518	Physiological Foundations of Health 1	6cp
92163	Contexts of Nursing Care 1	8cp
92164	Nursing Interactions	3cp
92128	Nursing Practice 1 ¹ (55 hours)	4cp

Spring semester

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

Year 2

Autumn semester

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

Spring semester

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

Year 3

Autumn semester

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

Spring semester

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

¹ Denotes pass/fail subject

Clinical Nursing electives: Year 3 Bachelor of Nursing

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

Bachelor of Nursing (Honours)

Course code: KN09

This course provides the opportunity for selected graduates of the Bachelor of Nursing program to extend their skills and understanding of the research process. The course emphasises the reciprocal relationship between nursing research and the professional, philosophical, historical, social, cultural and political contexts of nursing practice.

Purpose of the course

The purpose of the course is to enable graduate nurses to conduct research relevant to nursing in any of its dimensions.

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

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

Admission requirements

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

Assumed knowledge

All applicants are expected to have one semester of theoretical grounding in research (or equivalent) as approved by the Selection Committee for the Bachelor of Nursing (Honours).

Pre-entry occupational requirements

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

Duration of the course

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

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

Course structure

Stage 1

Autumn semester

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

Spring semester

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

Stage 2

Autumn and Spring semesters

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

Course code: KN10

Introduction

The Bachelor of Nursing/Bachelor of Arts in International Studies is a five-year degree program in which the study of nursing is integrated with a major in the language and culture of another country. Students spend the fourth year of study at a university overseas. All existing arrangements for both the Bachelor of Nursing and the Bachelor of Arts in International Studies apply equally to the combined degree program in Nursing and International Studies.

Purpose of the course

The combined degree program in Nursing and International Studies provides nursing students with a knowledge and understanding of another language and culture. Apart from its wider educational goals, there are two practical consequences of the program. The first is that it provides graduate nurses with specific skills in their chosen language and culture. The second and possibly more important consequence is that it makes nurses more aware of the need for intercultural sensitivities, not only through studying another language and culture, but also by living in another society for a period of time. As Australia's awareness of multiculturalism increases, this is an important consideration in the health and welfare sectors.

Structure of curriculum

To graduate, a student is required to have completed 240 credit points of study: 144 credit points in Nursing and 96 credit points in International Studies.

The Nursing component of the combined degree program is structured around three strands: Nursing Inquiry, Nursing Relationships and Clinical Nursing.

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

The Nursing Relationships strand incorporates the study of interpersonal processes, psychological theory, sociopolitical factors influencing health care, and processes for enhancing professional practice as a member of a health care team.

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

Nursing Practice

As an initial qualification, the combined degree in Nursing and International Studies includes extensive nursing practice, which is a compulsory component of the course. Nursing practice, a compulsory component of the course (a total of 793 hours) will take place in each semester in years 1 and 5. In year 2, clinical practice will take place at the end of Autumn semester. In year 3, two weeks will take place at the end of Spring semester with the remaining two weeks taking place in the February following the In-country Study, that is, prior to commencing year 5. In addition, clinical skills development will be facilitated in simulated nursing practice. This clinical preparation will supplement clinical fieldwork and will be an essential component of the contact hours for each clinical nursing subject.

Professional accreditation

Graduates from the combined degree program in Nursing and International Studies meet the academic and practical requirements for registration with the NSW Nurses Registration Board.

Admission requirements

All applicants for the Bachelor of Nursing course should apply through the Universities Admissions Centre (UAC). Late direct applications may also be considered.

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

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

all relevant information on a Personal Statement form at the time of application.

Specific information about the admission requirements is given in the *1999 UAC Guide*.

Institute for International Studies requirements

The BA in International Studies requires undergraduates to study one major – a country or region of specialisation – over a minimum of three years. Students study language and culture for at least two years in Sydney, and this is followed by a period of study overseas. The following majors are offered: Argentina, Australia and the Asia–Pacific Region, Chile, China, Croatia, East Asia, France, Germany, Greece, Indonesia, Italy, Japan, Korea, Malaysia, Mexico, Poland, Russia, Slovenia, South China, South-East Asia, Spain, Taiwan, Thailand, Ukraine and Vietnam.

Students are admitted to the International Studies Program with no guarantee of entry to a specific major, although every effort is made in trying to meet students' preferences. The Institute reserves the right to allocate places in majors according to its resources and arrangements with overseas universities. In general, there are no prior language requirements for the International Studies component of this combined degree, however, some majors within the International Studies Program do have specific admission requirements. Entry to the Poland, Slovenia, Ukraine and Vietnam majors is restricted to students who have a sound working knowledge of the language of their selected specialisation. Entry to the East Asia Major is restricted to students who already have a working knowledge of at least one of Chinese, Japanese, Korean or Cantonese Languages.

Each student's choice of major and subjects to study in the International Studies Program requires the approval of the Board of Studies of the Institute for International Studies.

In exceptional circumstances, students may, with the approval of the Board of Studies of the Institute for International Studies, vary the designated subjects in their International Studies major. A list of approved substitute subjects may be found in the *Institute for International Studies Handbook*.

Each of the majors within the International Studies Program has a value of 96 credit points, and includes 32 credit points (four subjects) of instruction in an appropriate Language and Culture; 8 credit points (one subject) on

Modernisation and Social Change; 8 credit points (one subject) on Contemporary Society; and 48 credit points (two semesters) of study at a university or institution of higher education in a country of the major.

Students do not need to have previously studied a language and culture other than English to be able to successfully complete the program. All students are required to complete four consecutive semesters of study of Language and Culture before proceeding to In-country Study. There are different classes available for students with different levels of language proficiency.

The Institute for International Studies makes the arrangements for students to spend two semesters of In-country Study at an institution of higher education in a country of their major. The costs of tuition in host institutions overseas and travel between Sydney and the designated host institutions are borne by UTS except in cases where a scholarship has been awarded to the student with provision for these costs. Under those circumstances, the funds that would have otherwise been allocated towards the student's tuition and travel will be redirected to support the In-country Study program in general. In most cases the cost of living for the period of In-country Study will not exceed the cost of living away from home in Sydney. However, students should be aware that the cost of living in some countries – notably Argentina, France, Germany, Hong Kong, Japan and Taiwan – may be higher than in Sydney.

Course structure

Year 1

Stage 1

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

Stage 2

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

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Year 2

Stage 3

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

Stage 4

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

Year 3

Stage 5

92117	Nursing Research	4cp
50140	Modernisation and Social Change	8cp
973xxx	Language and Culture 3	8cp

Stage 6

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

Year 4

Stage 7

977xxx	In-country Study 1	24cp
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Stage 8

978xxx	In-country Study 2	24cp
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Year 5

Stage 9

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

Stage 10

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

¹ Denotes pass/fail subject.

International Studies majors

Argentina

971501	Spanish Language and Culture 1	8cp
972501	Spanish Language and Culture 2	8cp
973501	Spanish Language and Culture 3	8cp
974501	Spanish Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976501	Contemporary Latin America	8cp
97751x	In-country Study 1: Argentina	24cp
97851x	In-country Study 2: Argentina	24cp

Chile

971501	Spanish Language and Culture 1	8cp
972501	Spanish Language and Culture 2	8cp
973501	Spanish Language and Culture 3	8cp
974501	Spanish Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976501	Contemporary Latin America	8cp
97752x	In-country Study 1: Chile	24cp
97852x	In-country Study 2: Chile	24cp

China

971111	Chinese Language and Culture 1	8cp
972111	Chinese Language and Culture 2	8cp
973111	Chinese Language and Culture 3	8cp
974111	Chinese Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976111	Contemporary China	8cp
977111	In-country Study 1: China	24cp
978111	In-country Study 2: China	24cp

Croatia

971744	Croatian 1	8cp
972744	Croatian 2	8cp
973744	Croatian 3	8cp
974744	Croatian 4	8cp
50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
977741	In-country Study 1: Croatia	24cp
978741	In-country Study 2: Croatia	24cp

East Asia

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
971121	Cantonese Language and Culture 1	8cp
972121	Cantonese Language and Culture 2	8cp
973121	Cantonese Language and Culture 3	8cp
974121	Cantonese Language and Culture 4	8cp
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
971221	Korean Language and Culture 1	8cp
972221	Korean Language and Culture 2	8cp
973221	Korean Language and Culture 3	8cp
974221	Korean Language and Culture 4	8cp

two subjects chosen from:

976111	Contemporary China	8cp
976211	Contemporary Japan	8cp
976221	Contemporary Korea	8cp
976101	Chinese East Asia	8cp
97721x	In-country Study 1: Japan	24cp
	<i>or</i>	
97722x	In-country Study 1: Korea	24cp
	<i>or</i>	
977132	In-country Study 1: Taiwan	24cp
	<i>or</i>	

977121	In-country Study 1: Hong Kong	24cp
	<i>or</i>	
97711x	In-country Study 1: China	24cp
97821x	In-country Study 2: Japan	24cp
	<i>or</i>	
97822x	In-country Study 2: Korea	24cp
	<i>or</i>	
978132	In-country Study 2: Taiwan	24cp
	<i>or</i>	
978121	In-country Study 2: Hong Kong	24cp
	<i>or</i>	
9781xx	In-country Study 2: China	24cp

France

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

Germany

971424/5	German Language and Culture 1	8cp
972424/5	German Language and Culture 2	8cp
973424/5	German Language and Culture 3	8cp
974424/5	German Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
97742x	In-country Study 1: Germany	24cp
97842x	In-country Study 2: Germany	24cp

Greece

971710	Greek 1	8cp
972710	Greek 2	8cp
973710	Greek 3	8cp
974710	Greek 4	8cp
50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
977710	In-country Study 1: Greece	24cp
978710	In-country Study 2: Greece	24cp

Indonesia

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

Italy

971434/5	Italian Language and Culture 1	8cp
972434/5	Italian Language and Culture 2	8cp
973434/5	Italian Language and Culture 3	8cp
974434/5	Italian Language and Culture 4	8cp

50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
977431	In-country Study 1: Italy	24cp
978431	In-country Study 2: Italy	24cp

Japan

971211	Japanese Language and Culture 1	8cp
972211	Japanese Language and Culture 2	8cp
973211	Japanese Language and Culture 3	8cp
974211	Japanese Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976211	Contemporary Japan	8cp
97721x	In-country Study 1: Japan	24cp
97821x	In-country Study 2: Japan	24cp

Korea

971221	Korean Language and Culture 1	8cp
972221	Korean Language and Culture 2	8cp
973221	Korean Language and Culture 3	8cp
974221	Korean Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976221	Contemporary Korea	8cp
977220	In-country Study 1: Korea	24cp
978220	In-country Study 2: Korea	24cp

Malaysia

971331	Malaysian Language and Culture 1	8cp
972331	Malaysian Language and Culture 2	8cp
973331	Malaysian Language and Culture 3	8cp
974331	Malaysian Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976301	Contemporary Southeast Asia	8cp
977331	In-country Study 1: Malaysia	24cp
978331	In-country Study 2: Malaysia	24cp

Mexico

971501	Spanish Language and Culture 1	8cp
972501	Spanish Language and Culture 2	8cp
973501	Spanish Language and Culture 3	8cp
974501	Spanish Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976501	Contemporary Latin America	8cp
977530	In-country Study 1: Mexico	24cp
978530	In-country Study 2: Mexico	24cp

Poland

971764	Polish 1	8cp
972764	Polish 2	8cp
973764	Polish 3	8cp
974764	Polish 4	8cp
50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
977760	In-country Study 1: Poland	24cp
978760	In-country Study 2: Poland	24cp

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Russia

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

Slovenia

971754	Slovenian 1	8cp
972754	Slovenian 2	8cp
973754	Slovenian 3	8cp
974754	Slovenian 4	8cp
50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
977750	In-country Study 1: Slovenia	24cp
978750	In-country Study 2: Slovenia	24cp

South China

971121	Cantonese Language and Culture 1	8cp
	<i>or</i>	
971111	Chinese Language and Culture 1	8cp
972121	Cantonese Language and Culture 2	8cp
	<i>or</i>	
972111	Chinese Language and Culture 2	8cp
973121	Cantonese Language and Culture 3	8cp
	<i>or</i>	
973111	Chinese Language and Culture 3	8cp
974121	Cantonese Language and Culture 4	8cp
	<i>or</i>	
974111	Chinese Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976101	Chinese East Asia	8cp
97712x	In-country Study 1: Guangdong, Hong Kong	24cp
97812x	In-country Study 2: Guangdong, Hong Kong	24cp

South-East Asia

971311	Indonesian Language and Culture 1	8cp
	<i>or</i>	
971331	Malaysian Language and Culture 1	8cp
972311	Indonesian Language and Culture 2	8cp
	<i>or</i>	
972331	Malaysian Language and Culture 2	8cp
973311	Indonesian Language and Culture 3	8cp
	<i>or</i>	
973331	Malaysian Language and Culture 3	8cp
974311	Indonesian Language and Culture 4	8cp
	<i>or</i>	
974331	Malaysian Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976301	Contemporary Southeast Asia	8cp

977311	In-country Study 1: Indonesia	24cp
978331	In-country Study 2: Malaysia	24cp

or

977331	In-country Study 1: Malaysia	24cp
978311	In-country Study 2: Indonesia	24cp

Spain

971501	Spanish Language and Culture 1	8cp
972501	Spanish Language and Culture 2	8cp
973501	Spanish Language and Culture 3	8cp
974501	Spanish Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
977451	In-country Study 1: Spain	24cp
978451	In-country Study 2: Spain	24cp

Taiwan

971111	Chinese Language and Culture 1	8cp
972111	Chinese Language and Culture 2	8cp
973111	Chinese Language and Culture 3	8cp
974111	Chinese Language and Culture 4	8cp
50140	Modernisation and Social Change	8cp
976101	Chinese East Asia	8cp
97713x	In-country Study 1: Taiwan	24cp
97813x	In-country Study 2: Taiwan	24cp

Thailand

971320	Thai 1	8cp
972320	Thai 2	8cp
973320	Thai 3	8cp
974320	Thai 4	8cp
50140	Modernisation and Social Change	8cp
976301	Contemporary Southeast Asia	8cp
977322	In-country Study 1: Thailand	24cp
978322	In-country Study 2: Thailand	24cp

Ukraine

971774	Ukrainian 1	8cp
972774	Ukrainian 2	8cp
973774	Ukrainian 3	8cp
974774	Ukrainian 4	8cp
50140	Modernisation and Social Change	8cp
976401	Contemporary Europe	8cp
977770	In-country Study 1: Ukraine	24cp
978770	In-country Study 2: Ukraine	24cp

Further details of International Studies subjects may be found in the *1999 Institute for International Studies Handbook*.

For more information on the International Studies program, telephone 9514 1574, fax 9514 1578 or email iisinfo@uts.edu.au

Postgraduate courses

The Faculty of Nursing's postgraduate programs aim to ensure that opportunities are provided for nurses to study at the graduate level, whether they were educated in hospitals or the higher education sector. Enrolment in a postgraduate program provides an opportunity to study within a challenging and stimulating environment. Postgraduate nursing programs provide the scope for nurses to strengthen and expand their knowledge in the nursing discipline, while also encouraging study and research in specialised areas of nursing.

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

The majority of postgraduate classes will be held at the Kuring-gai campus.

Two categories of postgraduate courses are offered – those by coursework and those by research. Coursework programs offered are the various Graduate Certificates and Graduate Diplomas, the Master of Nursing (by coursework), the Master of Nursing in Clinical Practice (by coursework) and the Master of Bioethics (by coursework). Research courses offered are the Master of Nursing (by thesis) and the Doctor of Philosophy.

Admission requirements

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

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

Graduate Certificates

Graduate Certificate in the Management of Lactation and Infant Feeding

- Applicants are required to hold an undergraduate diploma or degree in Nursing or equivalent tertiary certificate deemed acceptable by the Faculty. In addition to being a (NSW) registered nurse, applicants must have certification as a midwife or equivalent qualifications/experience in child and family health nursing.

Graduate Certificate in Diabetes Education and Management

- Applicants for admission are required to have an undergraduate degree or three-year diploma at tertiary level in a relevant field, such as education, nursing, medicine or equivalent tertiary qualification deemed acceptable by the Faculty.
- As practitioners in the field, it will be assumed that applicants have a basic knowledge of the practice of diabetes education and management.

Graduate Diplomas

Entry requirements are as follows:

- An undergraduate diploma or degree in Nursing or equivalent tertiary certificate deemed acceptable by the Faculty. However, registered nurses with an undergraduate award in a discipline other than nursing will be considered on an individual basis.
- At least one year's full-time professional employment in nursing is preferred.
- Registered nurses who do not have an undergraduate diploma or degree but who have three nursing certificates and three years' full-time experience will be

considered as eligible for the purposes of graduate entry. Some provision also exists for entry where registered nurses have had at least three years' full-time professional employment and obtained one or more hospital post-basic certificates (e.g. midwifery, intensive care) and/or experience in the selected area of study.

While applicants need not be employed at the time of application, it may be difficult to complete course requirements without access to the relevant clinical environment. Preference will be given to applicants with experience in the chosen area of study in Clinical Practice and Master of Nursing in Progressional Studies.

Masters of Nursing (by coursework)

Entry to the Master of Nursing in Clinical Practice and Master of Nursing in Professional Studies, requires an undergraduate degree in Nursing or an equivalent tertiary qualification deemed acceptable by the Faculty. Registered nurses with an undergraduate degree in a discipline other than nursing will be considered on an individual basis.

In all but exceptional situations, applicants are expected to have had at least one year of full-time professional employment in nursing. Preference will be given to applicants who have experience in the chosen area of study.

While applicants need not be employed at the time of application, it may be difficult to complete course requirements without access to the relevant clinical environment.

Master of Nursing (by thesis) and Doctor of Philosophy

Applicants for the Master of Nursing (by thesis) are required to be registered nurses who hold a Bachelor's degree or equivalent. Applicants for the Doctor of Philosophy are required to hold a Bachelor's degree with First or Second Class Honours Division 1 or a Master's degree.

Applicants for both research degrees will be asked to demonstrate their ability to undertake research, both academically and professionally, at the higher degree level as part of the application procedure.

Applicants for the Master of Nursing (by thesis) who do not meet the above requirements for admission may be required to undertake a formal qualifying program before being admitted to the course.

Further information about admission requirements for the Master of Nursing (by

thesis) and Doctor of Philosophy may be obtained by contacting the Faculty of Nursing Student Office on 9514 5021 or 9514 5202.

Structure of the graduate programs

Graduate Certificates

Graduate Certificates are offered on a part-time basis over one year and involve attendance at tutorials and workshops as well as clinical practicum. There are two semesters a year, each consisting of 12 teaching weeks. Graduate Certificates are available in the Management of Lactation and Infant Feeding and in Diabetes Education and Management.

Graduate Diplomas in Nursing

Graduate Diplomas in Nursing are offered over two years part time. In most circumstances, the courses involve class attendance of four hours per week, although attendance patterns vary according to the student's timetable preferences, with both day, evening and some intensive mode classes available. There are two semesters a year, each consisting of 12 teaching weeks.

Several of the abovementioned courses are sponsored, which means that they are offered by the University in conjunction with the relevant Area Health Service and therefore may require concurrent employment. Alternatively, sponsored students may be offered employment in designated clinical areas at one of the area hospitals. Interested applicants should contact Eastern Sydney Area Health Service on 9382 9818 or NAHS on 9926 7047.

UTS/South Eastern Sydney Area Health Service:

Graduate Diploma in Midwifery

Students in the Graduate Diploma in Midwifery require 12 months concurrent placement with the South Eastern Sydney Area Health Service in Year 2 of the program. This placement is organised after the course has commenced.

UTS/Northern Sydney Area Health Service:

Graduate Diploma Specialising in Anaesthetics and Recovery Room Nursing

Graduate Diploma Specialising in Intensive Care Nursing

Graduate Diploma Specialising in Cardiac Respiratory Nursing

Graduate Diploma Specialising in
Perioperative Nursing

Graduate Diploma Specialising in
Nephrology Nursing

Students of these courses require concurrent employment in their chosen specialty within the Northern Sydney Area Health Service for the duration of the course. Students should contact the Northern Sydney Area Health Service on 9926 7047 for information on employment and placement.

Depending on the availability of places, nurses from outside the Northern Sydney Area Health Service may be enrolled in these graduate diplomas without concurrent Northern Sydney Area Health Service employment.

Master of Nursing

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

Master of Nursing (by coursework)

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

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

The two Masters of Nursing (by coursework) courses are offered over three years of part-time study. The Graduate Diplomas and the two Masters of Nursing (by coursework) have been designed in such a way that study is progressive. The Graduate Diplomas, each of which requires two years' part-time study, comprise the first two years of the Master of Nursing in Professional Studies and the Master in Clinical Practice (by coursework) programs. To obtain the Master's degree, students then complete at least another year (the third year) of part-time study. Attendance patterns will also vary depending on the student's timetable preferences with day, evening and intensive classes available. There are two semesters a year, each consisting of 12 teaching weeks.

Articulation

The new structure has four graduate diplomas which articulate with the Master's level programs. The Graduate Diploma in Nursing articulates with the Master of Nursing in

Professional Studies which has been designed for those students who wish to pursue management or education interests. Students in the course will be able to undertake subjects in other faculties to supplement those on offer within the Faculty of Nursing. Students who undertake a management or education major will have this indicated on their transcript. Alternatively students can design their own program.

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

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

Subjects in Categories

Clinical Practice subjects

92868	Advanced Assessment in Nursing Practice	6cp
92869	Specialty Clinical Practice	6cp
92894	Advanced Clinical Practice	6cp
92892	Community Practice	6cp
92893	Midwifery Practice	6cp

Clinical Studies subjects

92870	Working with Families	6cp
92895	Issues in Neonatal Care	6cp
92871	Perinatal Development	6cp
92781	Foundations in Midwifery	6cp
92785	Midwifery in Complexity	6cp
92874	Interventions in Mental Health Care	6cp
92896	Mental Health Care – Constructions, Contexts and Critiques	6cp
92827	Nursing Practice with the Aged	6cp
92701	The Aged in Society	6cp
92706	The Societal Contexts of Palliative Care	6cp
92707	Palliative Care Nursing Practice	6cp
92773	Advanced Nursing: Metabolic and Neuroendocrine Disruption	6cp
92900	Advanced Nursing: Cardio-Respiratory and Renal Disruption	6cp
92901	Advanced Nursing: Immune Response and Haematological Disruption	6cp
92878	Care of the Child in Illness and Disability	6cp

92902	Care of the Acutely Ill Child	6cp
92713	Health Breakdown	6cp
92903	Acute Intensive Care Nursing	6cp
92880	Advanced Intensive Care Nursing	6cp
92904	Intensive Care Nursing – Crisis Interventions	6cp
92836	Advanced Nephrology Nursing	6cp
92835	Foundations of Nephrology Nursing	6cp
92906	Contexts of Recovery Room Nursing	6cp
92905	Dimensions of Anaesthetic Nursing	6cp
92881	Foundations of Perioperative Nursing	6cp
92882	Techniques in Perioperative Nursing	6cp
92908	Advanced Perioperative Nursing	6cp
92883	Cardiac Respiratory Nursing: The Critical Perspective	6cp
92909	Dynamics of Cardiac Respiratory Nursing	6cp
92910	Counselling and Group Skills	6cp
92884	Community Health Nursing	6cp

Professional Studies Subjects

92885	Leadership and Change in Health Care	6cp
92775	Contemporary Issues in Health Care	6cp
92721	Health Promotion and Health Education	6cp
92848	Clinical Teaching in the Health Care Setting	6cp
92794	Politics, Power and Policy in Health Care	6cp
92847	Planning and Evaluating Health Services	6cp
21783	Health Resource Management	6cp
92887	Organisational Management in Health Care	6cp

Research subjects

92790	Evidence-Based Practice	6cp
92889	Quantitative Research Design	6cp
92886	Qualitative Research Processes	6cp
92867	Frameworks for Nursing Inquiry	6cp
92812	Project	12cp
92817	Project	12cp
92865	Dissertation	24cp

Master of Nursing (by thesis)

The Master of Nursing (by thesis) is offered on a full-time or part-time basis. It is usually completed over two years full time or three years part time. Students undertake research under the supervision of two people, at least one of whom must be an academic staff member of the Faculty of Nursing.

Doctor of Philosophy

The Doctor of Philosophy is offered on a full-time or part-time basis. It is usually completed over three years full time or four years part time. Students undertake research under the supervision of two people, at least one of

whom must be an academic staff member of the Faculty of Nursing.

Progression rule

Graduate Certificate

There are common rules for students enrolled in Graduate Certificate and Graduate Diploma courses.

Graduate Diploma

A student shall have his or her registration discontinued in accordance with University Rule 3.2.6.2 if he or she:

- (i) fails in any one subject twice;
- (ii) fails in any three subjects in any two consecutive semesters of study;
- (iii) fails to meet any concurrent experience or other requirement prescribed by the course over a two-year period.

Master of Nursing in Clinical Practice and Master of Nursing in Professional Studies (by coursework)

A student shall have his or her registration discontinued in accordance with University Rule 3.3.7.2 if he or she:

- (i) fails in any one subject twice;
- (ii) fails in any three subjects in any two consecutive semesters of study;
- (iii) fails to meet any concurrent experience or other requirement prescribed by the course over a two-year period.

General information for research degree candidates

The purpose of this information is to assist research candidates within the Faculty of Nursing's Doctor of Philosophy and Master of Nursing (by thesis) programs to understand clearly their rights and responsibilities once they enter such programs.

Candidates should attempt to remain abreast of changes and developments within the University and the Faculty by referring to departmental noticeboards, keeping in close contact with their supervisors and attending Graduate Seminar Days where information may be passed on to research candidates.

The Research Development Officer can be contacted on 9514 5727. Any inquiries of a non-administrative nature should, in the first instance, be directed through the candidate's supervisor(s). If this is not possible or is inappropriate these should be addressed to the Thesis Coordinator on 9514 5741.

By the completion of a full-time PhD candidate's first year of study he or she will be required to undertake a Doctoral Assessment. A part-time PhD candidate will be required to undertake a Doctoral Assessment by the completion of three semesters of study. For full details of this requirement see the section titled 'Satisfactory progress'.

By the completion of a full-time Master of Nursing (by thesis) candidate's first year of study, he or she will be required to undertake a Master's degree by thesis Assessment. A part-time Master of Nursing (by thesis) candidate will be required to undertake a Master's Assessment by the completion of three semesters of study. The procedures for Master of Nursing by thesis Assessment will be discussed and approved by the Faculty Research Committee in 1998.

Master of Nursing (by thesis) candidates may apply to convert their studies to a Doctoral program. Application follows the normal procedure for admission to a PhD course, with the normal competitive restrictions applying. The Faculty has a procedure for students intending to convert to the Doctoral program. The candidate's supervisor can provide this. Any such application must, except in extraordinary conditions, have the strong written support of the candidate's supervisor for the Master of Nursing (by thesis).

At the completion of either a Master of Nursing (by thesis) or Doctoral program, candidates must submit a thesis. The guidelines for the format of the completed thesis are outlined in the section titled 'The thesis'.

As with all UTS courses, research candidates must be extremely diligent in acknowledging all sources used. Plagiarism is, even at this level, sufficient cause for exclusion from the course. Guidelines regarding acceptable referencing techniques within the Faculty of Nursing are set out in the section titled 'Intellectual property'.

Induction workshops

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

candidates and research methodologies. Newly enrolled candidates are welcome to attend these workshops.

Graduate Seminars

All research candidates are required to present a Graduate Seminar each semester. Seminars are held each semester. Research candidates are not required to present a seminar in their first semester of candidature.

In addition to presenting a seminar each semester, it is recommended that candidates attend any research seminars scheduled throughout the year, as these provide an ideal opportunity to gain insight into other research being conducted; to learn new methodologies being employed; and to form a network with peers and academic staff. The importance of these seminars to the academic development of research candidates should not be underestimated.

Reading lists

The nature of research study is such that each candidate will have specific reading requirements. Candidates are advised to consult with their supervisors and/or liaison librarians for information about generic aspects of research work and thesis preparation.

Candidates should consult closely with their supervisor prior to submission of their thesis, as appropriate presentation is important. Guidelines regarding the submission of theses are available from the University Graduate School at the City campus, telephone 9514 1521.

Satisfactory progress

The following are the guidelines adopted by the Faculty for the determination of satisfactory progress for research programs.

The following factors must be taken into account when assessing the progress of research candidates. These are guidelines relating to normal progression during the period of candidature only, and must be read in conjunction with the University Rules (cited in bold throughout). Other Rules relate to admission, registration, the presentation of theses and eligibility for the award etc. and **all staff and candidates** should familiarise themselves with the relevant rules (3.4 for Master's degrees by thesis and 3.5 for Doctoral programs). A copy of the 'Rules of the University Relating to Students' is published

in both the *UTS Calendar* and online at <http://www.uts.edu.au/div/publications/policies/rules/contents.html>

Master of Nursing (by thesis) candidates

Duration of course

Minimum

Full time = 4 semesters

Part time = 6 semesters (3.4.5.2)

Maximum

Full time = 6 semesters

Part time = 9 semesters (3.4.11.1)

Note:

- These periods do not include periods of approved leave of absence (3.4.11.1).
- The maximum period may only be extended with the approval of the University Graduate School Board (3.4.11.1).
- The minimum duration can be reduced only with the approval of the University Graduate School Board, and only in a situation where a candidate is 'specially qualified' in the relevant discipline (3.4.5.3).

Progress by semester

It is the responsibility of each candidate and supervisor to discuss, at the beginning of each semester, the progress anticipated throughout that semester. As indicated below, each candidate and supervisor will submit a report detailing the progress made during each semester, and whilst there will be variations due to the nature of the research being undertaken, there are various measures of progress which will be common to all candidates.

The initial consultation between candidate and supervisor should include the establishment of a form of agreement, or contract, which identifies certain minimum requirements for that semester. These will of necessity include setting an agenda for regular contact; presenting a Graduate Seminar and attending others; and may include the successful completion of coursework (where appropriate) and the identification of criteria by which to judge the progress of the research being undertaken. It is important that there be explicit agreement reached at this point, as the criteria set during this consultation should be viewed as binding, and it must be realised that these criteria will form the basis of assessment at the end of the semester.

The following Rules apply to the minimum progress required of all research candidates; other criteria for assessing satisfactory progress should be established in consultation at the first meeting between candidates and supervisors in each semester.

- At the conclusion of each semester a candidate shall submit a report to his or her supervisor detailing his or her progress throughout the semester (3.4.7.1).
- Under the Faculty of Nursing guidelines (in conjunction with 3.4.5.1[c]) candidates are required to present a seminar each semester to their peers and academic staff. The seminar should relate to their research, area of study or methodology.
- Candidates are also expected to attend their peers' Graduate Seminars (3.4.5.1[c]).

Thesis topic

By no later than the end of the first semester of candidature, the candidate will submit the subject of his or her thesis for approval by the University Graduate School Board. Subsequently, the approval of the University Graduate School Board **must** be sought to change the topic (3.4.8.1[a]).

Master's Degree by thesis Assessment

The guidelines and procedures for the conduct of the Master's Degree by thesis Assessment is under discussion at the Faculty Research Degrees Committee.

Doctoral degree candidates

Duration of course

Minimum

If a candidate holds a Master's degree

Full time = 4 semesters

Part time = 6 semesters (3.5.6.2)

If a candidate holds a Bachelor's degree

Full time = 6 semesters

Part time = 8 semesters (3.5.6.2)

Maximum

Full time = 10 semesters

Part time = 15 semesters (3.5.13.1)

Note:

- These periods do not include periods of approved leave of absence (3.5.13.1).
- The maximum time may only be extended with the permission of the Academic Board (3.5.13.1).
- The minimum duration can be reduced only with the approval of the Academic Board, and only in a situation where a candidate is 'specially qualified' in the relevant discipline (3.5.6.2).

Progress by semester

It is the responsibility of each candidate and supervisor to discuss, at the beginning of each semester, the progress anticipated throughout that semester. Each candidate and supervisor will submit a report detailing the progress made during each semester, and whilst there will be variations due to the nature of the research being undertaken there are various measures of progress which will be common to all candidates.

The initial consultation between candidate and supervisor should include the establishment of a form of agreement, or contract, which identifies certain minimum requirements for that semester. These will of necessity include setting an agenda for regular contact; presenting a graduate seminar and attending others; the identification of criteria by which to judge the progress of the research being undertaken that semester; and may include the successful completion of coursework (where appropriate). It is important that there be explicit agreement reached at this point, as the criteria set during this consultation should be viewed as binding, and it must be realised that these criteria will form the basis of assessment at the end of the semester.

The following rules apply to the minimum progress required of all research candidates; other criteria for assessing satisfactory progress should be established in consultation at the first meeting between candidates and supervisors in each semester:

- At the conclusion of each semester a candidate shall submit a report to his or her supervisor detailing their progress throughout the semester (3.5.8.1[a]).
- Under the Faculty of Nursing guidelines (in conjunction with 3.5.6.1[b]) candidates are required to present a seminar each semester to their peers and academic staff. The seminar should relate to their research, area of study or methodology.
- Candidates are also expected to attend their peers' Graduate Seminars (3.5.6.1[b]).

Thesis topic

By no later than the end of the second semester of candidature the candidate will submit the subject of his or her thesis for approval by the University Graduate School Board. Subsequently the approval of the University Graduate School Board **must** be sought to change the topic (3.5.9.1).

Doctoral Assessment

By or at the end of a full-time student's first year of study and by or at the end of a part-time student's third semester of study, candidature will be assessed. Consistent with the Doctoral Rule of the University, the Faculty of Nursing must provide for a Doctoral Assessment of the candidate's progression within those time frames regardless of the mode of entry to the Doctoral program.

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

1. The candidate has knowledge and skills to enable successful and timely completion of the research program.
2. Candidates who are not suited/equipped to work towards a research degree are made aware of this fact before they have invested considerable time and money.
3. There is a commitment by the University, through the supervisor and Faculty, for provision of sufficient human and physical resources to enable satisfactory completion of the research program.

The components for Doctoral Assessment (Progression) are the following:

1. Satisfactory progress during the first year of candidature.
2. A written document (not exceeding 10,000 words) substantiating the candidate's research proposal by reference to relevant literature, formulation of the research topic/questions/hypotheses of significance in the area of study, and an account of proposed framework and procedures and estimated resource implications for conduct of the project.
3. An oral seminar (with appropriate audiovisual materials) to the Doctoral Assessment Panel and members of the University community and interested members of the public on the research topic and proposal.
4. Assessment of resource implications of the proposed research project and certification by the Principal Supervisor that these

requirements can be met either from research funds or from Faculty funds.

5. Completion of prescribed coursework prior to Doctoral Assessment.

Criteria for Doctoral Assessment (Progression)

The candidate must satisfy the Doctoral Assessment Panel on each of the following:

- an ability to select, analyse, synthesise and evaluate relevant material pertaining to the field of study;
- understanding of key concepts, problems and issues in relevant literature;
- critical acumen and capability for critical appraisal of relevant research;
- substantiation of the choice of research topic/questions and its significance as an original contribution to the advancement of knowledge in the discipline of nursing;
- justification of proposed research methods;
- understanding of resource implications;
- understanding of ethical implications; and
- a capacity to complete the proposed research project.

Further, the Doctoral Assessment Panel will take into account the following:

1. The Supervisor's assessment of:
 - the candidate's progress during the first year of candidature;
 - the candidate's written submission pertaining to the research proposal; and
 - the resource implications of the proposed project.
2. The candidate's report of:
 - progress during the first year of candidature; and
 - estimation of resource implications of the proposed project.

Continuation of candidature will be subject to satisfactory completion of all components of the Doctoral Assessment procedure.

The student will normally present a seminar to the University on his or her thesis topic and methodology (3.5.7.1[c]).

The Doctoral Assessment Panel consists of the Chair, Faculty Research Committee, the Higher Degrees Coordinator, the candidate's supervisor(s) and two other relevant persons (i.e. persons knowledgeable in the field) appointed by the Dean on the recommendation of the Faculty Research Committee. Where the Dean is a supervisor of a candidate an alternate shall be appointed.

The format for Doctoral Assessment is usually a 15- and no more than 20-minute oral presentation by the candidate followed by up to 30 minutes of questioning from the panel.

Resolution of progress

Students at Master's and Doctoral level may have their registration discontinued if they fail to complete all prescribed work within a given period of time or if the University Graduate School Board is dissatisfied with the candidate's progress.

The University Rules relating to these matters are, for Master of Nursing (by thesis) candidates: 3.4.11, 3.4.12 and 3.4.13; and for Doctoral candidates: 3.5.13, 3.5.14 and 3.5.15.

These rules relate to discontinuation of registration, appeal against discontinuation of registration and result of appeal.

Intellectual property

The Faculty of Nursing has explicit guidelines relating to academic misconduct, including plagiarism. Candidates are advised to consult the section titled 'Referencing guidelines'.

In brief, plagiarism is defined as any attempt to use the work of another person without acknowledging the source. For the purposes of this rule 'work' is defined as written materials such as books, journals and magazine articles or other papers, and also includes films and computer programs.

At a research level candidates must exercise great care in acknowledging all material derived from any source; if in doubt candidates ought to consult their supervisor – remember, even paraphrasing another person's work is defined as 'using' that person's work and must be acknowledged.

The penalties relating to a candidate found to have committed plagiarism are outlined in the University Rules 2.17, 2.23 and 5.31(f).

The thesis

Both Master of Nursing (by thesis) and Doctoral candidates are required to submit theses to complete their programs.

The University Rules relating to the thesis topic, the submission of theses and the examination of theses are in the *UTS Calendar* and online at <http://www.uts.edu.au/div/publications/policies/rules/contents.html>

For Master of Nursing (by thesis) candidates, the Rules to consult and be familiar with are 3.4.8, 3.4.9 and 3.4.10. Doctoral candidates should also familiarise themselves with the appropriate Rules, these being 3.5.9, 3.5.10, 3.5.11 and 3.5.12.

In addition to the previous Rules, the following Guidelines for Presentation and Submission of Theses for Higher Degrees should be followed closely:

1. Each candidate for the degree of Master of Nursing (by thesis) or Doctor of Philosophy in Nursing who is required to submit a thesis shall give the Registrar two months' written notice of intention. Appropriate forms are available from the Research and Development Officer, Faculty of Nursing at Kuring-gai, or from the University Graduate School, Tower Building, Broadway.
2. It is recognised that a candidate's research may not always be most appropriately embodied in the form of a written thesis. Magnetic tapes, documentary film or engineering drawings, for example, may be acceptable alternatives. The following specifications refer primarily to written theses. Any departures from the requirements laid down should be discussed with the candidate's supervisors and approved by the University Graduate School Board.
3. The thesis shall be written in English or in a language approved by the University Graduate School Board.
4. Three copies of the thesis shall be submitted and will be retained by the University. Candidates who wish to retain a copy must arrange for an additional copy to be printed. In some circumstances a fourth copy of the thesis may be requested but, if so, will be returned to the student.
5. The copy of the thesis deposited in the University Library will normally be available for consultation or loan or photocopying within the terms of the *Copyright Act*. The University, however, recognises in special cases the need to protect the right of higher degree candidates to take advantage of their own research work and to restrict access to any material which may have been made available on a confidential basis. In such cases, on the application of the candidate, the University may determine that the University Library deposit copy shall not be available for consultation until after the expiry of a period not normally greater than one year.
6. All candidates shall complete a declaration form (obtainable from the University Graduate School) which will:
 - (a) state that the main content of the thesis has not been previously submitted for a degree or similar award;
 - (b) indicate whether the candidate wishes to either:
 - (i) allow the University to publish or to authorise the publication of the thesis; or
 - (ii) allow the University to publish the thesis under certain conditions; or
 - (iii) withhold the right of the University to publish the thesis.
7. Preparation of theses
 - (a) All copies of the thesis shall be in good quality typescript on one side of the paper only. In the main body of the thesis one and a half spacing of typescript is preferred, but double spacing is acceptable. Single spacing may be used only for appendices and footnotes. The paper shall be good quality, medium weight stock, sufficiently opaque for normal reading.
 - (b) The size of the paper shall be I.S.O. paper size A4 (297 mm x 210 mm), except for illustrative material such as drawings, maps and print-outs, on which no restriction is placed.
 - (c) The margins on each sheet shall not be less than 40 mm on the left-hand side, 20 mm on the right-hand side, 30 mm at the top and 20 mm at the bottom.

- (d) The recommended structural sequence of a thesis is as follows:
 Title page
 Acknowledgments (if any)
 Preface (if any)
 Table of contents
 List of illustrations and tables (if any)
 Abstract
 Introduction (if separate from Chapter One)
 Chapters in sequence
 Appendix or appendices (if any)
 Bibliography.
- (e) The title page shall contain the thesis title, author's name, degree and year of submission.
- (f) The table of contents should be fairly comprehensive in a thesis, since an index is not included.
- (g) Beginning with the first page of the Introduction (or Chapter One if there is no separate Introduction), pages shall be numbered consecutively using Arabic numerals. Preceding pages, except the title page, should normally be given lower-case Roman numerals.
- (h) Each copy of the thesis shall have an abstract of not more than 400 words bound in. An additional three copies of the abstract shall be submitted. The abstract should indicate the problem investigated, the procedures followed, the general results obtained and the major conclusions reached. It should not contain any illustrative material or tables.
- (i) Appendices contain supplementary material that the author considers necessary to the interpretation of the text itself. Long tables, raw or relatively unprocessed data, detailed reports or computer print-outs are generally more appropriately included in an appendix.
- (j) Illustrations, charts, tables etc. must not be submitted on the back of typed sheets. Except with the approval of the supervisor, they shall be bound with the text, immediately after the first reference to them, as right-hand pages with the caption at the bottom, or, if necessary, on the page facing the figure. Diagrams, maps, tables etc. that exceed A4 size shall be either:
- (i) folded so as to read as right-hand pages when opened; or
- (ii) clearly referred to in the text, numbered and folded for insertion in a pocket in the back inside cover of the thesis binding. All loose material shall be clearly marked with the author's name, the thesis title and the degree for which it is submitted.
- (k) Bibliography and referencing
 No single method of referencing is required, but it is essential that candidates be consistent and thoroughly familiar with the method selected, preferably in consultation with their supervisor.
8. Presentation and binding of theses
- (a) All copies shall be presented in a permanent and legible form, either in original typescript, printed offset copy, or high-grade dry xerographic copy on permanent or acid-free paper. Wet xerographic or thermofacsimile copies are not acceptable.
- (b) In the first instance, each copy of the thesis shall be submitted for examination in a loose-leaf form, in a temporary binder.
- (c) On completion of the examination of the thesis, and once any recommended corrections or amendments have been satisfactorily undertaken, each copy of the thesis submitted shall be bound in boards, covered with blue buckram or similar material and embossed on the spine as follows:
- (i) At the bottom and across, the letters UTS.
- (ii) 90 mm from the bottom and across, the degree and year of submission, for example, MN 1999.
- (iii) Evenly spaced between the statement in (ii) and the top of the spine, the initials and the surname of the author. No other lettering or decoration shall appear on the spine.
- (iv) Where the spine of the thesis is too thin to support lettering across, the wording shall be written along the spine reading from top to bottom in all cases.

- (v) The cover of the thesis shall be University blue (Master's) or dark red (Doctorate) and the lettering shall be gold.
 - (vi) An example of the above requirements is available for inspection at the University Graduate School.
9. Submission of thesis
- (a) Theses are to be submitted to the Registrar through the Associate Dean, with a certificate signed by the supervisor(s) stating that the candidate's work is ready for examination.
 - (b) Theses shall be submitted at any time during the year provided the candidate will have completed the minimum period of registration before the next graduation. However, in order to allow reasonable time for conferring of the degree at the next graduation ceremony, theses should be submitted normally six months in advance of the expected graduation ceremony.
 - (c) At the time of lodging theses, candidates shall also lodge a Submission of Thesis form, obtainable from the University Graduate School.
10. A list of bookbinders who are aware of the University's requirements is available in the University Graduate School. Other bookbinders may be used, but candidates are advised to ensure that the University requirements are met.

The examination process

Theses are examined by examiners (not including supervisors) appointed by the University Graduate School Board. In the case of Master of Nursing (by thesis) candidates, at least one of the two examiners will be external to the University, whilst for Doctoral candidates two of the three examiners will be external to the University.

Any candidate from either program may be required to undertake an oral defence of his or her thesis under such conditions as determined by the University Graduate School Board.

For full details of the examination procedure candidates should refer to Rules 3.4.10 (Master's) or 3.5.12 (Doctoral).

Appeals

Where students are not satisfied with their assessment they may lodge an appeal of assessment at the UTS Information Service. In cases of appeal a Student Assessment Appeals Committee of the Faculty Board considers the appeal following the criteria and procedures approved by the Academic Board.

For more detailed explanation of the rights and procedures of appeals, candidates should consult the University Rules (Rule 2.25), published in the *UTS Calendar* and online at <http://www.uts.edu.au/div/publications/policies/rules/contents.html>

Awards and graduation

All students who believe they will qualify for an award at the end of their current semester must complete an Application for Award form, which is available from the Graduate Programs, Faculty of Nursing or the UTS Information Service. A specific lodgement date applies and candidates are encouraged to make early inquiries at the Information Service.

Research candidates should consult closely with their supervisor when anticipating graduation, as the assessment process for theses can be a time-consuming undertaking, and revisions are often required.

Graduation ceremonies are conducted during a specific period in April–May and September–October each year. Information regarding graduation will be forwarded to eligible candidates following the receipt of the Application for Award form.

Academic dress can be hired from the University. The Faculty colour for Nursing is Fuchsia, PMS 247.

Guidelines for appraisal of Research degree applicants

The Faculty uses a ranking system to assist in the selection of candidates for places within research degree programs.

Prior to ranking applications it must be ascertained that the minimum educational qualifications are met by the applicant and that supervision is likely to be available within the Faculty.

The criteria used to evaluate applications include research experience; quality of proposal; publications; and academic qualifications.

Useful people for research candidates to know in the Faculty of Nursing

Academic Contacts

Associate Dean (Research and External Relations)

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

Telephone: 9514 5129

Thesis Coordinator

Dr Cheryl Waters, RN, BSc (Hons), PhD, MCN

Telephone: 9514 5741

The first point of contact for clarification of academic issues for research candidates is their supervisor(s). If this is not possible or is inappropriate, candidates should contact the Higher Degrees Coordinator.

Administrative Contacts

Student Advisers

Faculty of Nursing Student Office
Telephone 9514 5021 or 9514 5202

Team Leader, Research and External Relations

May Fitzgerald, BA (Hons) (Tas)
Telephone 9514 5727

The first point of contact for research candidates for administrative matters is the Student Office. For advice on administrative matters relating to candidature and research support candidates should contact the *Research and Development Officer* (in the first instance) or the *Team Leader, Research and External Relations*.

Supervision regulations and responsibilities

The purpose of this section is to provide both supervisors and candidates with a framework in which they may negotiate the actual details of the research and research supervision. While the supervisor–student relationship is a flexible one, the University requires supervisors to ensure by their advice, guidance and expertise that a particular candidate maintains satisfactory progress within the prescribed term of the candidature, that the candidate receives adequate advice both on the substance of the thesis and on the form its presentation will ultimately take, and that the work being done on the thesis is reviewed critically on a continuing basis.

The University thus acknowledges that research students have a right to effective supervision and research training. However, students have responsibilities as well – in adhering to University Rules, in maintaining progress and in communicating with their supervisor(s). The University Graduate School Board has produced a ‘Code of Practice for Supervisors and Doctoral Candidates’ and a ‘Code of Practice for Supervisors and Master’s by Thesis Candidates’ which can be referred to in addition to this section.

Selection of supervisors

Research for a Doctoral or Master’s degree must lead to a distinct contribution to the knowledge of the subject by original investigation. Since the intellectual challenge and stimulation that should characterise such research depend to an extent on the relationship between candidate and supervisor, careful thought should be given by the candidate and proposed supervisor to the question of personal compatibility as well as common academic interest. It is essential that the project be of direct interest to the supervisor and candidate, and within the supervisor’s area of expertise.

For Doctoral and Master’s candidates there must be at least two supervisors, a principal supervisor and a co-supervisor. The principal supervisor must be a member of the academic staff of the Faculty of Nursing of the rank of lecturer or above, or its equivalent. The co-supervisor may be either a member of the academic staff of the University or a person employed outside the University of recognised standing in the field of the candidate’s research. Supervisors of Doctoral candidates are appointed by the University Graduate School Board on the recommendation of the Associate Dean. Supervisors of Master of Nursing (by Thesis) candidates are appointed by the Faculty Research Committee.

A supervisor, but not necessarily a co-supervisor, should normally hold academic qualifications equivalent to the degree being supervised, or have published work which satisfies the relevant committee as being adequate for the purpose of thesis supervision.

If a principal supervisor, for either Doctoral or Master’s candidates, is within four years of retirement age a co-supervisor should be appointed who can take over on retirement of the principal supervisor. The latter may then continue as co-supervisor if desired.

A person who is a candidate for a higher degree cannot be a supervisor.

The Committee normally accepts the advice of the Associate Dean with regard to the maximum number of higher degree students any one supervisor should have.

Industrial supervisors are normally from the staff of the research student's employer and should have professional/academic qualifications to provide guidance to the student at a site external to the University.

Functions of supervisor and co-supervisor

1. The supervisors should maintain throughout the candidature familiarity with the relevant degree Rules and procedures, and with the procedure for progress reports.
The principal supervisor should regularly draw the attention of the candidate to pertinent aspects of the Rules and other information provided.
2. The principal supervisor should keep up with current developments in the field of the candidate's research project.
3. The principal supervisor should, in particular,
 - ensure that the candidate has relevant information regarding his or her own research and professional plans for the period of the candidate's project;
 - inform the candidate as soon as possible, when the case arises, of any expected absence and the alternative arrangements for supervision;
 - ensure that adequate resources are available to support the project;
 - plan with the candidate an appropriate program of research and other studies;
 - meet with the candidate at regular intervals to discuss, assess and guide the progress of the work;
 - agree with the candidate at the outset of the project on authorship of articles arising from the research, with due regard to the student's obligation to conduct independent research;
 - read drafts of the major sections of the thesis as they are prepared and provide prompt written constructive and critical assessment;
- assist the candidate to develop standards of achievement that will result in a thesis of merit;
- comment critically on the draft of the completed thesis before it is submitted and prior to publication;
- impress upon the candidate the necessity of care in proofreading the thesis, so as to reduce the need for minor amendments at a later stage;
- ensure that, having regard to the nature of the topic, the thesis is not unnecessarily long;
- liaise with the Faculty's Research Committee; and
- keep regular contact with any co-supervisor and/or industrial supervisor.
4. The co-supervisor should
 - act as the supervisor whenever the supervisor is unable to perform supervisory duties for any reason;
 - be involved in all stages of the planning of the candidate's research plan; and
 - maintain a level of communication with the principal supervisor and the candidate so as to allow him or her to participate in the supervision or act as a substitute for the supervisor whenever this is necessary.
5. The industrial supervisor should
 - provide on-site support for the candidate;
 - regularly discuss progress and assess any practical work undertaken on site; and
 - liaise with the principal supervisor.
6. The principal supervisor should ensure, in consultation with the candidate, that the candidate is engaged on a program of research and study which might reasonably be expected to produce sufficient results within a time not exceeding the prescribed period and leading to a thesis with merit.
The topic must have worth and be feasible both within time and resource constraints.
7. The principal supervisor should inform the candidate at an early date if there are any extra obligations by way of coursework or research over and above that required for the thesis. In particular, the University and Faculty requirements

- for Doctoral Assessment, Graduate Seminars and so on ought to be discussed.
8. The supervisor should encourage and facilitate the candidate's participation in conferences where some of the results of the research may be presented.
 9. Where appropriate, the supervisor should encourage candidates to publish from their research during their candidature.
 10. In general, the supervisor should be in sufficiently close contact with the work at all times to know, and to be able to report, how the candidate is progressing and to judge when some intervention may be desirable. The contact will obviously vary between disciplines, but, as a minimum in normal circumstances, supervisor and candidate should meet in person not less than once a month. When the candidate has not maintained adequate contact, the supervisor should take the initiative in arranging a meeting.

Frequent contact between supervisor and candidate is particularly important during the first year. During this time candidates often need special help in determining an appropriate program of study, in defining the scope and focus of their thesis topic and in learning relevant experimental techniques. In the first year, supervisors should take the initiative in arranging frequent personal meetings to ensure that an effective start to candidature is made. In discussion, supervisors should encourage candidates to express their own point of view.

11. The supervisor needs to maintain a close enough professional and supportive relationship with the candidate so that professional criticism is open and constructive, and the candidate may feel free to approach the supervisor with difficulties and problems. The supervisor should be sympathetic and supportive to candidates with non-academic aspects of supervision and, if it is considered necessary, encourage them to utilise support services offered by the University.
12. Supervisors should give prompt feedback to candidates on any written work. In the final stages of the research a supervisor should advise a candidate on the presentation of the thesis, review all sections of it as it is being written and comment critically on each draft before the final version is made ready for submission. It is important that work

submitted by the candidates to the supervisor be dealt with as promptly as possible and that the supervisor inform the candidate when the work will be returned.

13. The supervisor must provide feedback on the candidate's progress twice a year on the prescribed form and within the required time.
14. The candidate should not be required to undertake research or training duties not connected to their thesis work.
15. Any difficulties during the candidature should be discussed with the Associate Dean before the University Graduate School Board or Faculty Research Committee is informed, so that any remedial action can be taken as soon as problems arise.
16. The supervisor, having discussed the matter with the Associate Dean, shall report to the University Graduate School Board or Faculty Research Committee should he or she believe that the candidate's progress is so unsatisfactory as to require termination of candidature.
17. At the appropriate time during the degree candidature, when the selection of examiners is to be made, the supervisor should consult with the candidate concerning the names of persons about whose potential role as examiners the candidate may have some concern. Where possible these people should not be used as examiners.
18. The supervisor should discuss with the candidate the criteria by which the thesis will be examined.

Responsibilities and rights of candidates

1. Selection of supervisors

In both Master's and Doctoral studies candidates have the primary responsibility for the formulation of the precise topic, the conduct of study and research, and the planning, writing and presentation of the thesis.

Candidates have the right to suggest a supervisor who should be an active researcher in the area in which they are proposing to work. In addition, the proposed supervisor should have the time and willingness to supervise. In the first instance students new to the University

should contact the academic Course Coordinator for nursing research programs to be guided toward appropriate staff members. As the principal supervisor will be the main source of advice and guidance, it is important for candidates to choose a supervisor whom they can respect professionally and to whom they can relate.

Candidates are able to negotiate a change in supervisor with their supervisor and Associate Dean. Where there are personality clashes which prevent fruitful cooperation between the candidate and supervisor, or any other problems they have not been able to resolve, steps should be taken as soon as possible to seek a resolution of the problems in discussion with the Associate Dean. If alternative supervision is considered the only solution, then a recommendation to this effect by the Associate Dean should be made to the University Graduate School Board/Faculty Research Committee as appropriate. If there is no other staff member at this University who is sufficiently expert in that particular field of research, efforts should be made to find a specialist at another university or institution who could be invited to act as an associate. Procedural guidance may be sought from the University Graduate School at Broadway, City campus.

2. Selection of topic

Candidates have a right to negotiate their own topic, unless their candidature is part of a wider research project in which they are collaborating and/or on which they are employed.

Generally, candidates should propose and, after discussion, nominate an appropriate area of research.

Candidates should formulate the specific problem for research in collaboration with the supervisor.

3. Contact with supervisor(s)

All research students have a right to receive adequate supervision. They should meet the principal supervisor and/or other supervisors, as appropriate, at regular intervals to discuss work and any problems associated with it.

Students can expect their supervisor to be accessible in person at appropriate times, when academic advice may be needed.

Both candidates and supervisors have an obligation to ensure that they confer on the progress of the research at agreed appropriate intervals.

Candidates have a responsibility to maintain the progress of work in accordance with the stages agreed with their supervisor, including, in particular, the presentation of written material as required in sufficient time to allow for comments and discussions before proceeding to the next stage.

4. Feedback

Students have a right to constructive and critical assessment of work submitted. In particular, students have a right to know when the supervisor assesses progress as inadequate or standards of work below that generally expected. The supervisor should specify the problems and suggest ways of addressing them.

While the supervisors should give feedback promptly, it is also incumbent on candidates to take into account their supervisor's other commitments and not to place unreasonable demands on a supervisor with respect to time allowed to read a draft section.

5. Changes

Candidates should inform the supervisor of any significant factors which might affect the program of research, so that suspension arrangements can be made if necessary or changes in enrolment status arranged if required.

6. Resources

Subject to reasonable regard for the financial situation of the University and the Faculty, candidates have the right to expect from the department adequate basic facilities and services as well as the equipment, funds and other support necessary to assist the degree program. Candidates should discuss the resources needed and available with the supervisor and Associate Dean at the time of enrolment, and, if necessary, again at the time of Doctoral Assessment.

7. Difficulties

Any difficulties arising from the research or with the supervision should be raised with the supervisor first. If the issue cannot be resolved, the Associate Dean should be involved. Doctoral candidates have the right of access to any member of

the University Graduate School Board or Faculty Research Committee who will be obliged to raise any complaint with that Committee.

8. Academic progress

Continuation of candidature is conditional upon candidates maintaining satisfactory progress. Supervisors may draw the attention of the University Graduate School Board or Faculty Research Committee to problems with progress of candidates at any time. Indeed, supervisors are required to report to the Committee any failure by candidates to make satisfactory progress or to abide by other requirements in the regulation.

9. Doctoral Assessment

Before or at the end of the first year in the case of a full-time student and before or at the end of three semesters in the case of a part-time student, candidature will be assessed. Schools and faculties will specify the exact form the assessment will take to meet the objectives of this assessment (see section titled 'Satisfactory progress').

10. Progress reports

All students are required to submit a progress report at the end of each semester. The University Graduate School distributes a Progress Report form to each candidate. Candidates and supervisors should accurately and completely fill in the form, since these constitute the prime progress record in the event of any later queries.

It is the responsibility of the candidates to complete the appropriate section, and to pass the form on to their supervisor by the due date.

It is then the responsibility of the supervisor to fill in the appropriate section, discuss the report with the candidate, and pass on the form(s) to the Associate Dean, who completes the form and forwards it to the Faculty Research Committee for discussion and the signature of the Dean. The completed form is then forwarded to the University Graduate School by the nominated date. Progress reports where problems are revealed are discussed by the University Graduate School Board. Remedial action can be instigated at this stage in most cases.

All Master's candidates who wish to upgrade their candidature to PhD level must provide their supervisors with evidence of work of PhD standard before a case can be made to the Board in support of the application.

Note that failure to provide the University Graduate School with a progress report will automatically be taken to constitute unsatisfactory progress.

For Doctoral candidates, if the University Graduate School Board decides after investigation that progress appears to be unsatisfactory, the candidate will be asked to 'show cause' why candidature should not be terminated. The candidate has the opportunity to write to the Board and appear before it. If, after considering all the evidence, the Board decides that progress is unsatisfactory, it can terminate candidature. All such decisions are reported to the Academic Board.

For Master's candidates, if the University Graduate School Board decides after investigation that progress appears to be unsatisfactory, the candidate will be asked to 'show cause' why candidature should not be terminated. The candidate has the opportunity to write to the Board and appear before it. If, after considering all the evidence, the Board decides that progress is unsatisfactory, it can terminate candidature. All such decisions are reported to the Academic Board.

Doctor of Philosophy

Course code: KN51

This is a research degree requiring an original and significant contribution to knowledge in an approved area. Candidates work under the supervision of two people, at least one of whom must be an academic staff member of the Faculty of Nursing. This degree prepares nurses for leadership positions in teaching, administration and research.

Master of Nursing (by thesis)

Course code: KN52

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

Master of Nursing (by coursework)

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

Master of Nursing in Professional Studies

Course Code: KN55

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

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

92885	Leadership and Change in Health Care	6cp
92775	Contemporary Issues in Health Care	6cp

92794	Politics, Power and Policies in Health Care	6cp
92847	Planning and Evaluating Health Services	6cp
21783	Health Resource Management	6cp
92887	Organisational Management in Health Care	6cp
92721	Health Promotion and Health Education	6cp
92848	Clinical Teaching in the Health Care Setting	6cp

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

Following completion of eight subjects at the graduate diploma level over two years part-time or one year full-time study will require a further four subjects (2 Professional Studies plus 2 Electives) or a Project plus two elective subjects or a Dissertation to complete their Master of Nursing in Professional Studies.

Graduate Diploma in Nursing

Course code: KN83

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

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

Master of Nursing in Clinical Practice

Course code: KN54/KN58

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

Mental Health Nursing

92874	Interventions in Mental Health Care	6cp
92896	Mental Health Care – Constructions, Contexts and Critiques	6cp
92868	Advanced Assessment in Nursing Practice	6cp
92869	Specialty Clinical Practice	6cp

Aged Care Nursing

92827	Nursing Practice with the Aged	6cp
92701	The Aged in Society	6cp
92868	Advanced Assessment in Nursing Practice	6cp
92869	Specialty Clinical Practice	6cp

Palliative Care Nursing

92706	The Societal Contexts of Palliative Care	6cp
92707	Palliative Care Nursing Practice	6cp
92868	Advanced Assessment in Nursing Practice	6cp
92869	Specialty Clinical Practice	6cp

Anaesthetics and Recovery Room Nursing

92905	Dimensions of Anaesthetic Nursing	6cp
92906	Contexts of Recovery Room Nursing	6cp
92868	Advanced Assessment in Nursing Practice	6cp
92869	Specialty Clinical Practice	6cp

Acute Care Nursing

92773	Advanced Nursing: Metabolic and Neuroendocrine Disruption ¹	6cp
92900	Advanced Nursing: Cardio-Respiratory and Renal Disruptions ¹	6cp
92901	Advanced Nursing: Immune Response and Haematological Disruptions ¹	6cp
92868	Advanced Assessment in Nursing Practice	6cp
92869	Specialty Clinical Practice	6cp

¹ Students must undertake two of these three subjects.

Paediatric Nursing

92878	Care of the Child in Illness and Disability	6cp
92902	Care of the Acutely Ill Child	6cp
92868	Advanced Assessment in Nursing Practice	6cp
92869	Specialty Clinical Practice	6cp

Intensive Care Nursing

92903	Acute Intensive Care Nursing	6cp
92880	Advanced Intensive Care Nursing	6cp
92868	Advanced Assessment in Nursing Practice	6cp
92869	Specialty Clinical Practice	6cp

Perioperative Nursing

92881	Foundations of Perioperative Nursing	6cp
92882	Techniques in Perioperative Nursing	6cp
92868	Advanced Assessment in Nursing Practice	6cp
92869	Specialty Clinical Practice	6cp

Neonatal Nursing

92871	Perinatal Development	6cp
92895	Issues in Neonatal Nursing	6cp

92868	Advanced Assessment in Nursing Practice	6cp
92869	Specialty Clinical Practice	6cp

Cardiac Respiratory Nursing

92909	Dynamics of Cardiac Respiratory Nursing	6cp
92883	Cardiac Respiratory Nursing: The Critical Perspective	6cp
92868	Advanced Assessment in Nursing Practice	6cp
92869	Specialty Clinical Practice	6cp

Nephrology Nursing

92835	Foundations of Nephrology Nursing	6cp
92836	Advanced Nephrology Nursing	6cp
92868	Advanced Assessment in Nursing Practice	6cp
92869	Specialty Clinical Practice	6cp

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

92865	Dissertation	24cp
92817	Project and two elective subjects	12cp
xxxxx	Four subjects (1 from Clinical Studies, 1 from Clinical Practice plus 2 Electives)	

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

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

Graduate Diploma in Clinical Practice

Course code: KN84/KN85

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

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

Graduate Diploma in Community Health Nursing

Course code: KN82

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

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

This Graduate Diploma requires the completion of eight (8) subjects:

The following Community Health subjects:

92868	Advanced Assessment in Nursing Practice	6cp
92884	Community Health Nursing	6cp
92721	Health Promotion and Health Education	6cp
92910	Counselling and Group Skills	6cp
92892	Community Practice	6cp
	<i>and</i>	
xxxxx	one (1) Research subject	
xxxxx	one (1) Professional Studies subject	
xxxxx	one (1) Elective subject	

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

Graduate Diploma in Midwifery

Course code: KN64

This course is designed to meet the graduate needs of nurse clinicians wishing to practise in the area of midwifery. The course provides a broad theoretical and clinical study of the area of midwifery. It includes a discussion of professional, sociopolitical and ethico-legal issues related to the family, and research skills that will enhance midwifery practice and interpersonal processes.

The course requires 12 months' concurrent employment in an accredited midwifery unit so that students can gain midwifery certification with the NSW Nurses' Registration Board. UTS has therefore formed an agreement with the South Eastern Sydney Area Health Service, whereby students in their second year of study can be employed in the Area. This placement is organised after the course has commenced, in collaboration with the Course Coordinator.

This graduate diploma requires the completion of eight subjects:

The following Midwifery related subjects:

92870	Working with Families	6cp
92781	Foundations in Midwifery	6cp
92869	Specialty Clinical Practice	6cp
92785	Midwifery in Complexity	6cp
92893	Midwifery Practice	6cp
92892	Community Practice	6cp
	<i>and</i>	
xxxxx	one (1) Research subject	
xxxxx	one (1) Professional Studies subject	

HEALTH RELATED PROGRAM

Graduate Certificate in Diabetes Education and Management

Course code: KN92

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

As specialists in diabetes education, the graduates will be able to function as specialist clinicians, leaders and informed users of research. This course is offered jointly by the Faculty of Nursing and the School of Adult Education, Faculty of Education, and in collaboration with the Australian Diabetes Education Association. Students require access to a relevant clinical setting.

Year I (Part-time)

Autumn semester

92844	Clinical Management of Diabetes	6cp
015342	Teaching and Learning in Diabetes Education	6cp

Spring semester

015343	Programming for Diabetes Education	6cp
92845	Primary Health Care	6cp

Subject descriptions

Guide to subject descriptions

The subject descriptions below indicate the subject code and name, the number of credit points for the subject (e.g. 3cp), the duration of the subject, indicated as semester weeks, if applicable, and the number of formal contact hours each week (e.g. 4hpw); for some subjects, there may also be practical components off campus, and this is indicated in the text. Also shown are the prerequisites or corequisites, if any, and a brief outline of the content.

Prerequisites are subjects that must be completed before taking the subject to which they refer. Corequisites should be taken concurrently with the subject to which they refer.

015342

Teaching and Learning in Diabetes Education

Postgraduate
6cp; corequisite: 92844 *Clinical Management of Diabetes*

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

(Offered by the Faculty of Education)

015343

Programming for Diabetes Education

Postgraduate
6cp; prerequisite: 015342 *Teaching and Learning in Diabetes Education*

This subject aims to help participants develop their understanding of the theory and practice related to developing, implementing, supporting and evaluating a variety of diabetes education programs in response to the needs, demands, capabilities and interests of diabetes education clients and providers.

(Offered by the Faculty of Education)

21783

Health Resources Management

Postgraduate
6cp; weekly mode

This subject has three broad aims: to provide nurse managers with a capacity to develop budgets for units within hospitals and other sections of the health industry; to provide them with an understanding of the various ways in which health services are financed; and to give them a familiarity with the major pressures for change operating on the current health finance system.

(Offered by the Faculty of Business)

21822

International Health Management

Postgraduate
6cp; intensive mode

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

(Offered by the Faculty of Business)

79003

Health Care Law

Undergraduate
3cp; 10 weeks, 3hpw

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

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

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

(Offered by the Faculty of Science)

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

This subject is designed to complete the survey of the major body systems and further develop knowledge of the structure and function of the human body by introducing the concept of biochemical regulatory processes on nervous control systems important in health. It introduces further physical and organic chemistry principles to support the understanding of physiological processes which underpin nursing practice. The subject examines the anatomy of the male and female reproductive systems, including an overview of embryonic and foetal development.

(Offered by the Faculty of Science)

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

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

(Offered by the Faculty of Science)

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

Students should gain an integrated understanding of the pathophysiological processes that affect the cardiovascular, respiratory, renal and nervous systems.

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

(Offered by the Faculty of Science)

92109**Nursing Practice 1A***Undergraduate**12cp; 140 hours total*

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

92112**Health Care in Australia***Undergraduate**6cp; 14 weeks, 3hpw*

Examines the Australian health care system and its history. Discusses federal and state responsibilities, how health policy is made and enacted, political ideologies and health care provision, and the relationship between policy and power in health service provision. Considers the organisation and delivery of health care services at a macro level, conflicts in resource allocation, and the public versus private debate.

92113**Trends in Health Care***Undergraduate**6cp; 14 weeks, 3hpw*

Explores trends in both health policy and health service provision. Considers the demographic and epidemiological characteristics of the Australian population and the influence these have on health service provision; current federal and state initiatives directed at meeting the needs of identified population groups; and the role and impact of technology.

92114**Health Services Management***Undergraduate**6cp; 14 weeks, 3hpw*

Explores organisational structures in health care. Considers the nature of interprofessional relationships in health care; changes in the role and function of health care managers; the nature of hospitals – their structure, funding and service provision; government policy in health service funding; and the relationship between health outcomes, bureaucracy and professional socialisation.

92115**Health Planning and Evaluation***Undergraduate**6cp; 14 weeks, 3hpw*

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

92116**Nursing and Life Changes***Undergraduate**3cp; 10 weeks, 3hpw*

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

92117**Nursing Research***Undergraduate**4cp; 10 weeks, 4hpw*

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

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

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

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

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

In the context of experiential learning, this subject will offer students the opportunity to express and apply in the clinical context theoretical principles and clinical skills learnt in all subjects. The focus of this subject is the healthy person from the psychosocial, spiritual and physical aspects. The aim of the subject is to support the student's developing concept of health by assessing the health status of a variety of people, including themselves.

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

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

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

Aims to broaden and deepen the understanding and appreciation of interpersonal processes in professional nursing practice. It extends the foundation of establishing relationships with clients by focusing on the unique manner in which interpersonal processes are used in nursing interventions, with particular emphasis on the development of the nurse as a therapeutic agent.

92154**Human Responses in Nursing Practice***Undergraduate**3cp; 10 weeks, 3hpw*

This subject further develops students' knowledge of the factors that determine coping responses related to adjustment to altered lifestyles. It will appraise the phenomena of human responses to health and illness from the perspective of both practitioner and recipient of health services. The importance of actual and perceived change by the person, and emotional, cognitive and perceptual changes will be discussed. This understanding will determine effective caring practice. Issues of adherence and relapse will be presented, and the complex interaction of social, psychological, behavioural and cultural factors that contribute to human responses in the major societal/lifestyle diseases will be critically appraised. The experience and meaning of illness, and contemporary multidisciplinary strategies and approaches for reducing risks of such diseases will be presented. The nursing practitioner's response to stress, conflict, bias, prejudice and inflicting pain will be examined and strategies for helping the helper will be investigated.

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

The central focus of this subject is nursing health assessment, as both a process and a skilled activity carried out by professional nurses. It explores the theoretical base required for nursing health assessment by providing a

conceptual framework. This framework, which assesses functional health patterns, assists students in exploring the influence of lifestyle on health status, and provides a knowledge base for the development of nursing assessment and intervention skills. Students are introduced to the exercise of clinical judgment in nursing practice. This subject focuses primarily on the nursing assessment of the individual and family in areas related to patterns of health perception and health management, self-perception and self-concept, sleep and rest, nutrition and metabolism, elimination, and activity and exercise.

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

This subject explores the nature of nurse-client relationships with specific reference to their formation, promoting an awareness and appreciation of nursing care as an interpersonal activity. It challenges participants to view nursing health assessment in an interactive light, with the person who is the nurse being as important as the person who is the identified client (individual, family, community). The subject encourages participants to view themselves in terms of their relationship with clients, in order to increase their awareness of how they interact with clients. The focus is on the interpersonal skills needed to establish contact with clients, to provide safety and security for clients to share their experiences of health, and to encourage clients to express themselves. These skills are fundamental in establishing relationships with clients in order to effectively assess their health status.

92165**Contexts of Nursing Care 2***Undergraduate**6cp; 10 weeks, 6hpw; prerequisite: 92163**Contexts of Nursing Care 1; corequisite: 92129 Nursing Practice 2*

This subject explores the influence of lifestyle on health status and provides a knowledge base for the development of nursing assessment and intervention skills in relation to caring for the pregnant woman, infant and hospitalised child. The emphasis this subject places on the life-cycle stages will promote students' understanding of assessment and

nursing management strategies. The learning processes will enable students to develop an initial understanding of nursing activities related to alterations in functional health patterns of children in hospital.

92168

Nursing Ethics 2

Undergraduate
3cp; 10 weeks, 3hpw

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

92169

Primary Health Care

Undergraduate
3cp; 10 weeks, 3hpw

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

92171

Intensive Care Nursing

Undergraduate
3cp; 10 weeks, 3hrs

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

92172

Maternal and Infant Care

Undergraduate
3cp; 10 weeks, 3hpw

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

92173

Mental Health

Undergraduate
3cp; professional experiential learning situation

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

92174

Operating Suite

Undergraduate
3cp; 10 weeks, 3hpw

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

92175

Paediatric Nursing

Undergraduate
3cp; 10 weeks, 3hpw

This subject has been designed to enable students in the final semester of their undergraduate degree to gain two weeks of clinical nursing practice in an area of interest to them. Through this experience, students will

have the opportunity to develop their expertise in paediatric nursing and to understand the experience of illness and hospitalisation from the perspective of the child. This clinical experience extends the paediatric knowledge and experience obtained in Contexts of Nursing Care 2, and gives students the opportunity to determine their preference for the specialty of paediatric nursing. It also has the potential to assist them in their quest for future employment.

92176

Palliative Care

Undergraduate
3cp; 10 weeks, 3hpw

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

92177

Contemporary Nursing

Undergraduate
4cp; 13 weeks, 3hpw

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

92178

Nursing Ethics I

Undergraduate
4cp; 10 weeks, 4hpw

This subject introduces students to the role of ethics in society generally and in professional practice contexts more specifically. It does this by examining ethically significant features of

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

92180

Nursing Honours Dissertation (Part 1)

Undergraduate
6cp; 14 weeks, 3hpw

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

92181

Nursing Honours Dissertation (Part 2)

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

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

92182

Transcultural Nursing

Undergraduate
3cp; 10 weeks, 3hpw

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

92183

Women's Health

Undergraduate
3cp; 10 weeks, 3hpw

This clinical nursing elective has been designed to enable students in the final semester of their undergraduate program to gain experience in a specialised area of practice that is of interest to them. Students will develop their

understanding of the health needs of women in vulnerable groups, including adolescents, women with unplanned pregnancies, victims of abuse and violence, women who are experiencing difficulties as a result of alcohol and other drug use, and sex workers. Students will have opportunities in practice in which to use nursing interventions in order to help these women regain/maintain their health and also to negotiate the health system.

92196

Community Health Nursing

Undergraduate

3cp; 10 weeks, 3hpw

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

92199

Clinical Nursing Option

Undergraduate

3cp; 10 weeks, 3hpw; prerequisite: 92218 Nursing Practice 5; corequisite: 92219 Nursing Practice 6

Enables students to extend their knowledge in a chosen area of nursing. In order to complete the learning activities involved in this area, it is necessary for each student to have access to an appropriate clinical setting.

92212

Contexts of Nursing Care 3

Undergraduate

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

Using the organisers of functional health patterns, resources and environment as a base, the effects of pathology and the resultant altered health status are examined. Students will have the opportunity to develop the exercise of clinical judgment and to increase their awareness of the way nurses utilise this knowledge in clinical practice. The interaction between the nurse and the client looks beyond the situation and the assessment of explicit problems and resources to the anticipation of possible problems and the nurse's role in maintaining health.

92213

Contexts of Nursing Care 4

Undergraduate

9cp; 10 weeks, 9hpw; prerequisite: 92212 Contexts of Nursing Care 3; corequisite: 92215 Nursing Practice 4

Continues the presentation of nursing contexts commenced in earlier subjects. The subject is concerned with the effects of altered health status on functional health patterns, and on the interactions between the nurse and the client with physical and mental health problems. It is expected that students will continue to develop a problem-based reasoning process and quality in interpersonal skills while they incorporate the knowledge of physical and mental pathology into their care of clients.

92214

Nursing Practice 3

Undergraduate

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

In an experiential learning situation, this subject gives students the opportunity to express and apply theoretical principles and clinical skills learnt in all subjects presented during the semester. It provides practical experience in the nursing care of clients with altered health status in relation to nutrition-metabolism, elimination, activity-exercise and the cognitive-perceptual pattern.

92215

Nursing Practice 4

Undergraduate

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

This subject gives students the opportunity to express and apply, in an experiential learning situation, theoretical principles and clinical skills learnt in all other subjects. It seeks to provide practical experience in the nursing care of adults with a focus on altered health patterns related to cardiac and respiratory function, genito-urinary and mental health status.

92216**Contexts of Nursing Care 5***Undergraduate**9cp; 10 weeks, 9hpw; prerequisite: 92213**Contexts of Nursing Care 4; corequisite: 92218 Nursing Practice 5*

Extends the process and knowledge of nursing commenced in earlier Contexts of Nursing Care subjects by continuing to foster students' exercise of clinical judgment using case study analyses. An emphasis will be placed on advanced assessment of increasingly complex alterations in health status, and nursing management of functional health patterns, resources and the client's environment. Students will develop an increased awareness of the way nurses approach their work by examining multiple pieces of data related to a client and prioritising specific nursing management in consultation with the client/family.

92217**Contexts of Nursing Care 6***Undergraduate**9cp; 10 weeks, 9hpw; prerequisite: 92216**Contexts of Nursing Care 5; corequisite: 92219 Nursing Practice 6*

Utilises the knowledge and experience gained through the course to increase student confidence in a personal synthesis of nursing practice. The presentation of isolated health pattern alterations in Semesters 3, 4 and 5 is now replaced with clients who have complex interactive pathologies that require long-term nursing management from the acute phase of illness through to rehabilitation.

92218**Nursing Practice 5***Undergraduate**6cp; 8hrs per day x 5 days per week x 4 weeks**per semester; prerequisite: 92215 Nursing Practice 4; corequisite: 92216 Contexts of Nursing Care 5*

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

92219**Nursing Practice 6***Undergraduate**6cp; 8hrs per day x 5 days per week x 4 weeks**per semester; prerequisite: 92218 Nursing Practice 5; corequisite: 92217 Contexts of Nursing Care 6*

In an experiential learning situation, this subject gives students the opportunity to express and apply theoretical principles and clinical skills with clients from all contexts of care experienced in the undergraduate nursing program. In this semester students are in the transition phase to professional practice and will be expected to identify their specific learning needs. A four-week block of Practice Partners allows the opportunity to practise with a Registered Nurse, providing continuity of patient care and reality in preparation for professional practice. Students have practice electives in which they have the opportunity to carry out comprehensive care of clients.

92701**The Aged in Society***Postgraduate**6cp; intensive mode*

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

92706**The Societal Contexts of Palliative Care***Postgraduate**6cp; intensive mode*

This subject has two broad aims. It seeks to encourage students to understand the historical and philosophical evolution of palliative care nursing, both as a social movement and as an integral part of general health care services. It also allows students to explore the various patterns of care for dying

people across different human societies, encourages personal reflection on the meanings of palliative care and challenges students to reflect upon current nursing interventions for dying people and their families.

92707

Palliative Care Nursing Practice

*Postgraduate
6cp; intensive mode*

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

92713

Health Breakdown

*Postgraduate
6cp; weekly or intensive mode*

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

92721

Health Promotion and Health Education

*Postgraduate
6cp; weekly or intensive mode*

The aim of this subject is for students to establish an expanded knowledge base in the theory and processes of health promotion, including health education, which can be applied in a range of health settings. Students

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

92773

Advanced Nursing: Metabolic and Neuroendocrine Disruptions

*Postgraduate
6cp; weekly or intensive mode*

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

92775

Contemporary Issues in Health Care

*Postgraduate
6cp; weekly or intensive mode*

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

92781

Foundations in Midwifery

*Postgraduate
6cp; weekly or intensive mode*

The aim of this subject is to increase the students' understanding and appreciation of childbearing as a normal healthy developmental experience in the life-cycle of a woman and her family. This childbearing experience encompasses the preconceptual period through to early parenting. The subject also aims to develop the students' understanding and appreciation of the role of the midwife as a health care professional, providing a critical

contribution to the quality of the woman and her family's experience of childbearing. This subject will provide the students with a framework for midwifery practice, and develop their knowledge and skills in the care of the woman and her family experiencing normal pregnancy, childbirth and early parenting.

92785**Midwifery in Complexity**

Postgraduate

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

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

92787**Thesis (Nursing P/T)****92788****Thesis (Nursing F/T)****92790****Evidence-Based Practice**

Postgraduate

6cp; weekly or intensive mode

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

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

Postgraduate

6cp; intensive mode

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

92812**Project**

Postgraduate

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

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

92813**MN Minor Thesis**

24cp; full-year subject; prerequisites: distinction average for previous 48cp and successful completion of a research elective (i.e. 92886 or 92889)

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

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

5cp; 14 weeks, 2hpw

This subject aims to give students a foundation knowledge of the growth and development of persons across their life span, within complex environments including health care settings. It examines the contribution of theories of

human growth and development to an understanding of people in health care. Students analyse the multiple factors that impact upon the delivery of health care.

92815

Clinical Studies 2: Health, Illness and Disability

3cp; 14 weeks, 1hpw; prerequisite: 92814 Clinical Studies 1: People and Health Care

This subject will enable students to understand patterns of health, illness and disability in the community. It will help students to understand the aetiology and clinical features of disorders, and examine therapeutic interventions and management programs for people with selected disorders.

92816

Clinical Studies 3: Interventions in Health Care

3cp; 14 weeks, 1hpw; prerequisite: 92815 Clinical Studies 2: Health, Illness and Disability

This subject is concerned with the range and scope of interventions and management strategies available for clients requiring health care. It looks at intervention for clients with a range of mental health problems and psychiatric disorders, as well as therapeutic interventions using behavioural interventions and psychotherapeutic interventions. The subject is concerned with counselling skills and with loss and grief counselling. Legal and ethical rights and responsibilities of clients and therapists are addressed.

92817

Project

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

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

92827

Nursing Practice with the Aged

*Postgraduate
6cp; intensive mode*

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

92835

Foundations of Nephrology Nursing

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

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

92836

Advanced Nephrology Nursing

6cp; weekly or intensive mode; prerequisite: 92835 Foundations of Nephrology Nursing

This subject aims to provide an in-depth exploration of nephrology nursing practice (in both hospital and community settings) in relation to the physical, social, behavioural and technological aspects of care for adults and children receiving peritoneal dialysis or a renal transplant. As well, broader ethical and legal obligations associated with these sub-specialty areas of nephrology nursing practice will be discussed.

92844

Clinical Management of Diabetes

6cp; workshop

This subject aims to help participants base their understanding of the clinical management of diabetes upon a sound theoretical foundation in the pathophysiology of the disease process; relate physiological processes of diet, exercise,

foot care and medication to the clinical assessment and management of diabetes; appreciate the psychological, social and spiritual aspects of living with a chronic illness such as diabetes.

92845**Primary Health Care**

Postgraduate

6cp; workshop; prerequisite: 92844 Clinical Management of Diabetes

This subject aims to help participants to understand the influence and impact of cultural, political and socioeconomic systems on individual's and communities' health and wellbeing; examine ways of developing partnerships within a primary health care framework in relationship to diabetes education; and apply research principles in the investigation and examination of resources for the education and treatment of diabetes.

92846**Education and the Health Care Setting**

6cp; intensive mode

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

92847**Planning and Evaluating Health Services**

Postgraduate

6cp; weekly or intensive mode

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

92848**Clinical Teaching in the Health Care Setting**

6cp; weekly or intensive mode; prerequisite: nil

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

92865**Dissertation**

Postgraduate

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

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

92867**Frameworks for Nursing Inquiry**

Postgraduate

6cp; weekly or intensive mode

This subject aims to develop critical skills through an examination of common beliefs about health, health care policy and funding, and nursing. It achieves this by exploring the basis for various world views and the implication of these world views for nurses and those for whom they care. The subject focuses on how these belief systems exert a subtle influence in shaping current nursing theory and practice.

92868**Advanced Assessment in Nursing Practice**

Postgraduate

6cp; lecture/practical demonstration/clinical contract

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

areas of practice. Emphasis is placed on the application of skills and knowledge to the student's practice area.

92869

Specialty Clinical Practice

Postgraduate

6cp; attendance at sessions or equivalent workplace learning

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

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

92870

Working with Families

Postgraduate

6cp; weekly or intensive mode

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

92871

Perinatal Development

Postgraduate

6cp; intensive mode

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

92874

Interventions in Mental Health Care

Postgraduate

6cp; lectures/seminars/tutorials/case studies/ independent learning

This subject presents students with the opportunity to examine and analyse a range of therapeutic approaches used in contemporary mental health care and the theoretical bases for interdisciplinary and mental health nursing care. Psychotherapeutic and psychosocial interventions and the philosophical bases of therapies in the context of holistic care will be examined. Students will have the opportunity to explore their own theoretical bases of practice.

92878

Care of the Child in Illness and Disability

Postgraduate

6cp; weekly or intensive mode

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

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

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

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

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

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

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

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

This subject will focus on patients whose cardiac respiratory health-related problems have developed into a critical state which may

be potentially life threatening and/or may require urgent medical/surgical interventions. The emphasis is on advanced level specialist nursing practice and topics will include: haemodynamic monitoring; mechanical ventilation; pre- and post-operative management; and advanced life support.

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

This subject introduces the student to the practice of community health nursing within the context of the Australian health care system. It discusses the principles of primary health care and the Ottawa Charter on health promotion, which form the basis of community health nursing practice, and explores the diversity of roles and functions of the community health nurse and the practice and professional issues which accompany nursing work in the community setting.

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

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

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

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

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

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

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

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

92892**Community Practice***Postgraduate
6cp; intensive modules and clinical contract*

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

92893**Midwifery Practice***Postgraduate
6cp; tutorial and laboratory sessions/clinical placement*

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

92894**Advanced Clinical Practice***Postgraduate
6cp; attendance at sessions or workplace learning;
prerequisite: 92869 Specialty Clinical Practice or equivalent*

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

92895**Issues in Neonatal Care***Postgraduate
6cp; weekly or intensive mode*

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

92896**Mental Health Care – Constructions, Contexts and Critiques***Postgraduate
6cp; lecture/seminar/case study*

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

theories will be discussed. The subject will also provide concepts useful to the provision of personalised and sensitive client care.

92900

Advanced Nursing: Cardio-Respiratory and Renal Disruption

Postgraduate

6cp; weekly or intensive mode

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

92901

Advanced Nursing: Immune Response and Haematological Disruptions

Postgraduate

6cp; weekly or intensive mode

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

92902

Care of the Acutely Ill Child

Postgraduate

6cp; weekly or intensive mode

This subject advances the students' theoretical knowledge to that required for specialist paediatric nursing practice when children with

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

92903

Acute Intensive Care Nursing

Postgraduate

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

This subject aims to develop the knowledge and understanding of students in intensive care nursing practice in relation to the management of critically ill individuals who are experiencing acute haemodynamic instability, acute respiratory impairment and altered gas exchange as a result of such critical illnesses such as adult respiratory distress syndrome, shock states and cardiac failure and who require intensive care interventions. The impact of critical illness and the intensive care environment on seriously ill patients of all ages, their families and the staff will be explored.

92904

Intensive Care Nursing – Crisis Interventions

Postgraduate

6cp; weekly or intensive mode; prerequisite: 92903 Acute Intensive Care Nursing

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

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

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

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

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

92908**Advanced Perioperative Nursing***Postgraduate**6cp; weekly or intensive mode; prerequisite: 92881 Foundations of Perioperative Nursing; pre- or corequisite: 92882 Techniques in Perioperative Nursing*

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

92909**Dynamics of Cardiac Respiratory Nursing***Postgraduate**6cp; weekly or intensive mode; prerequisite or corequisite: 92713 Health Breakdown*

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

92910**Counselling and Group Skills***Postgraduate**6cp; lectures/seminars/case study/independent learning*

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

92987**PhD Thesis (Nursing P/T)****92988****PhD Thesis (Nursing F/T)**

INTERNATIONAL STUDIES SUBJECTS

50140

Modernisation and Social Change

(Faculty of Humanities and Social Sciences)

8cp; 4hpw

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

971111, 972111, 973111, 974111

Chinese Language and Culture 1

8cp; 6hpw; prerequisite: nil

Chinese 1 aims at developing in students a survival communicative ability in basic social interactions. It teaches students *Pinyin*, the official transcription system, as a guide to the pronunciation of the Chinese language, and some basic structures and devices of the language. Students are expected to know about 300 Chinese characters by the end of this unit.

Chinese Language and Culture 2

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

Chinese 2 continues to develop in students a survival communicative ability in basic social interactions. It also introduces students to some of the basic structures and devices of the language. Students are expected to know about 600–800 Chinese characters by the end of this unit.

Chinese Language and Culture 3

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

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

Chinese 3 aims at further developing students' oral communicative competence in basic social interactions. More written texts will be gradually introduced to enhance the ability of students to use Chinese characters. The basic structures and devices of the language will be reinforced. Students are expected to know about 1,200 Chinese characters by the end of this unit.

Chinese Language and Culture 4

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

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

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

Chinese Language and Culture 5

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

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

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

Chinese Language and Culture 6

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

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

Chinese 6 aims at further developing students' communicative competence in general social interactions. While reinforcing basic structures and devices of the language, this unit will further develop students writing skills.

Students are expected to know about 2,500 Chinese characters by the end of this unit.

Chinese Language and Culture 7

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

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

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

Chinese Language and Culture 8

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

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

Chinese Language and Culture 9

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

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

Chinese Language and Culture 10

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

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

97121, 972121, 973121, 974121

Cantonese Language and Culture A-1

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

Cantonese A-1 is the first subject in the Cantonese A program. It is designed to provide students who have no prior knowledge of Cantonese with basic survival skills in language and culture, and the ability to undertake In-country Study in South China.

This subject aims at developing in students a survival communicative ability in basic social interactions. It also deals with the basic language structures and devices of Cantonese. Students will be taught the basic structures of Chinese writing and are expected to know about 150 Chinese characters by the end of the subject.

Cantonese A-1 consists of 78 hours of classroom instruction, involving many interactive group and pair-work activities. Audiovisual equipment and computers will be used to facilitate teaching and learning. A communicative approach is adopted for classroom instruction and students are expected to participate actively in all classroom activities in the process of acquiring language skills. The teaching incorporates an introduction to Cantonese culture and helps students to appreciate the wider cultural ramifications of Cantonese in various contexts.

Cantonese Language and Culture A-2

8cp; 2nd semester, 6hpw; prerequisite: Cantonese Language and Culture A-1

Cantonese A-2 is the second subject in the Cantonese A program. It is designed to provide students who have no prior knowledge of Cantonese with basic survival skills in language and culture, and the ability to undertake In-country Study in South China.

This subject aims at developing in students a communicative and linguistic competence in basic social interactions. It also deals with some of the basic structures and devices of Cantonese. Students will be taught the basic structures of Chinese writing and are expected to know about 300 Chinese characters by the end of the subject.

Cantonese A-2 consists of 78 hours of classroom instruction, involving many interactive group and pair-work activities. Audiovisual equipment and computers will be used to facilitate teaching and learning. A communicative approach is adopted for classroom instruction and students are expected to participate actively in all classroom activities in the process of acquiring language skills. The teaching incorporates an introduction to Cantonese culture and helps students to appreciate the wider cultural ramifications of Cantonese in various contexts.

Cantonese Language and Culture A-3

8cp; 1st semester, 6hpw; prerequisite: Cantonese Language and Culture A-2

Cantonese A-3 is the third subject in the Cantonese A program. It is designed to provide students who have no prior knowledge of Cantonese with basic survival skills in language and culture, and the ability to undertake In-country Study in South China.

This subject aims at developing in students a communicative and linguistic competence in general social interactions. It also deals with the language structures and devices of Cantonese. Discourse features such as registers and polite forms will be discussed. More Cantonese vocabulary and idiomatic expressions will be introduced. Students are expected to know about 500 Chinese characters by the end of the subject.

Cantonese A-3 consists of 78 hours of classroom instruction, involving many interactive group and pair-work activities. Audiovisual equipment and computers will be used to facilitate teaching and learning. A communicative approach is adopted for

classroom instruction and students are expected to participate actively in all classroom activities in the process of acquiring language skills. The teaching incorporates an introduction to Cantonese culture and helps students to appreciate the wider cultural ramifications of Cantonese in various contexts.

Cantonese Language and Culture A-4

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

Cantonese A-4 is the last subject in the Cantonese A program. It is designed to provide students who have no prior knowledge of Cantonese with basic survival skills in language and culture, and the ability to undertake In-country Study in South China.

This subject aims at developing in students a communicative and linguistic competence in general social interactions. It deals with the more complex language structures and devices of Cantonese. A number of Cantonese discourse features will be discussed. More Cantonese vocabulary and idiomatic expressions will be introduced. Students are expected to know about 800 Chinese characters by the end of the subject.

Cantonese A-4 consists of 78 hours of classroom instruction, involving many interactive group and pair-work activities. Audiovisual equipment and computers will be used to facilitate teaching and learning. A communicative approach is adopted for classroom instruction and students are expected to participate actively in all classroom activities in the process of acquiring language skills. The teaching incorporates an introduction to Cantonese culture and helps students to appreciate the wider cultural ramifications of Cantonese in various contexts.

Cantonese Language and Culture B-1

8cp; 1st semester, 4hpw; prerequisite: a working knowledge of one of the Chinese languages

Cantonese B-1 is the first of a two-subject language program for students who have a working knowledge of at least one Chinese language to prepare them for a year of In-country Study in South China.

This subject aims at developing the students' communicative and linguistic competence in general social interactions where Cantonese is used. The Yale romanisation for transcribing Cantonese and pronunciation will be discussed in class. Situational Cantonese usages in different contexts are the main focus

of class instruction. The teaching incorporates an introduction to Cantonese culture and helps students to appreciate the wider cultural ramifications of Cantonese in various contexts.

Cantonese B-1 consists of 52 contact hours of classroom instruction, involving many interactive group and pair-work activities. Audiovisual equipment and computers will be used to facilitate teaching and learning. The teaching approach adopted is 'communicative' and students are expected to participate actively in all classroom activities in the process of acquiring language skills.

Cantonese Language and Culture B-2

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

Cantonese B-2 is the second of a two-subject language program for students who have a working knowledge of at least one Chinese language to prepare them for a year of In-country Study in South China.

This subject aims at further developing the students' communicative and linguistic competence in general social interactions where Cantonese is used. Situational Cantonese usages and vocabulary in different contexts are the main focus of class instruction. Discourse features of Cantonese will also be discussed. The teaching incorporates an introduction to Cantonese culture and helps students to appreciate the wider cultural ramifications of Cantonese in various contexts.

This subject consists of 52 contact hours of classroom instruction, involving many interactive group and pair-work activities. Audiovisual equipment and computers will be used to facilitate teaching and learning. The teaching approach adopted is 'communicative' and students are expected to participate actively in all classroom activities in the process of acquiring language skills.

971211, 972211, 973211, 974211

Japanese Language and Culture 1

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

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

While focusing primarily on the development of speaking and listening skills, this subject also provides a working knowledge of the *hiragana* and *katakana* scripts and approximately 50 *kanji*. Socio-cultural aspects are integrated into the program as they relate to the need for students to learn to use the language appropriately in various social and cultural contexts.

Japanese Language and Culture 2

8cp; 2nd semester, 6hpw; prerequisite: Japanese Language and Culture 1

This is the second in a series of four units for students with no prior knowledge of the Japanese language. By the completion of this subject, students should be able to demonstrate the language and socio-cultural skills required to establish and maintain relationships in social or work-related spheres, and fulfil basic survival needs in a Japanese-speaking environment.

Emphasis is given to the development of speaking and listening skills, but students will also further develop their reading and writing skills. Besides *kana* they will know approximately 150 *kanji* by the end of the unit. Socio-cultural aspects are introduced into the program as they relate to the need for students to learn to use the language appropriately in various social and cultural contexts.

Japanese Language and Culture 3

8cp; 1st semester, 6hpw; prerequisite: Japanese Language and Culture 2 or HSC Japanese

Japanese 3 is the third in a series of four units for students with no prior knowledge of the Japanese language, or first in a series of four units for students who have successfully completed HSC-level Japanese. By the end of the subject, students are expected to have achieved survival proficiency, and be able to satisfy survival needs and limited social demands relating to topics and situations covered.

At the end of the subject, students are expected to have developed their listening, speaking, reading and writing skills in order to be able to communicate in everyday situations, and be able to demonstrate an awareness of the social implications of language and behaviour.

It is expected that students will know approximately 250 *kanji* by the end of the unit.

Japanese Language and Culture 4

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

Japanese 4 is the fourth in a series of four units for beginners. It is also the second in a series of four units for those who have successfully completed the 2-unit HSC course or its equivalent and aim to further develop Japanese listening, speaking, reading and writing skills. By the end of the subject, students are expected to have achieved limited social proficiency, and be able to interact in limited social, study and work contexts with Japanese speakers in Japan or Australia. They will also have learnt approximately 350 *kanji*.

Japanese Language and Culture 5

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

Japanese 5 is the third in a series of four units in the post-HSC series, and is for those who have successfully completed either Japanese 4 or its equivalent and aim to further develop listening, speaking, reading, writing and cultural skills. By the end of the subject, students are expected to have achieved limited social proficiency, and be able to satisfy routine social and limited work demands. The emphasis is on the development of the language and cultural sensitivity required in both formal and informal situations. By the end of the subject, students are expected to be able to read and write approximately 470 *kanji*.

Japanese Language and Culture 6

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

Japanese 6 is the final subject in a series of four units in the post-HSC series and is for those who have successfully completed either Japanese 5 or its equivalent. By the end of this subject, students are expected to have achieved minimal vocational proficiency, and be able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in many formal and informal conversations on practical, social and limited vocational topics. The emphasis is on the

development of the language and cultural sensitivity required in both formal and informal situations. By the end of the subject, students should be able to read simple prose and read and write approximately 590 *kanji*.

971221, 972221, 973221, 974221

Korean Language and Culture

Korean is offered to UTS students through arrangements with the University of New South Wales. The program has two levels of entry: the first for beginners who have had no previous exposure to Korean and the second for those who have completed HSC-level Korean. If student numbers permit, classes will be available at UTS campuses.

971311, 972311, 973311, 974311

Indonesian Language and Culture 1

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

Indonesian 1 is the first in a series of four units for students with no prior knowledge of Indonesian. By the end of the subject, students are expected to have achieved elementary proficiency and be able to satisfy immediate needs using learnt utterances and phrases relating to the following 10 themes: self and family; direction and location; time; food and drink; buying and selling; description; archipelago and continent; travel and transport; media and the press; and love and sex.

Students are expected to develop a vocabulary of about 800–1,000 words, a knowledge of basic word-order patterns, and a familiarity with the alphabet and pronunciation patterns. This subject prepares people to exchange basic personal information using spelling and numeracy skills for names, addresses and time references etc.; engage in brief conversations within the range of themes covered; and express immediate needs with socially appropriate phrases. Students should be able to understand a limited amount of everyday written language e.g. on signs and in menus.

Indonesian Language and Culture 2

8cp; 2nd semester, 6hpw; prerequisite: Indonesian Language and Culture 1

Indonesian 2 is the second in a series of four units for students with no prior knowledge of Indonesian. By the end of the subject, students are expected to have achieved minimum survival proficiency, and be able to satisfy basic survival needs and minimum courtesy requirements relating to the following 10

themes: health; house and home; contacts and appointments; education and study; career and occupations; city and village; religion and beliefs; personalities and biography; letters; and Australia–Indonesia relations.

Students are expected to develop a vocabulary of about 1,600–2,000 words, a knowledge of common word-order patterns and the ability to recognise common affixational patterns. This subject prepares students to make simple appointments and arrangements with people, exchange personal background information, engage in five- to ten-minute conversations on the themes covered, and express feelings, likes and dislikes. Students should be able to understand short, practical pieces of written information, such as familiar signs, commands and timetables, and develop skills for reading longer, less familiar written forms.

Indonesian Language and Culture 3

8cp; 1st semester, 6hpw; prerequisite: Indonesian 2 or HSC Indonesian

Indonesian 3 is the third in a series of four units for students with no prior knowledge of Indonesian, or first in a series of four units for students who have successfully completed HSC-level Indonesian. By the end of the subject, students are expected to have achieved survival proficiency, and be able to satisfy survival needs and limited social demands relating to the following themes: personal relations; education – young generation; students; politics; ‘pop’ culture; religion and beliefs; tourism and its influences; trade; and economics and business.

Students are expected to develop a vocabulary of about 3,000 words by the end of the subject, a knowledge of common word-order patterns, and the ability to recognise, predict and use common affixational patterns. This subject prepares students to engage in short conversations on familiar issues without undue hesitation and with an ability to express their opinion. Students should also be able to comprehend simple texts, such as messages, instructions and directions, and write simple formulaic letters.

Indonesian Language and Culture 4

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

Indonesian 4 is the fourth in a series of four units for students with no prior knowledge of Indonesian, or second in a series of four units for students who have successfully completed HSC-level Indonesian. By the end of the

subject, students are expected to have begun to develop minimum social proficiency, and be able to satisfy limited routine social and work demands. The subject covers the following themes: the role of women; employment/labour; employers; mainstream/marginal cultures; literature; unity and diversity (multiculturalism); the environment; and Australia–Indonesia relations.

Students are expected to have developed a vocabulary of about 4,000 words by the end of the subject. They should also have developed an ability to recognise, predict and use common word-order and affixational patterns, and to participate in a limited range of social situations with appropriate language. This subject prepares students to be able to discuss familiar events and topics, and give opinions without undue hesitation and with the ability to justify themselves. Students should also be able to deal with short texts and correspond with Indonesians on familiar topics.

Indonesian Language and Culture 5

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

Indonesian 5 is the third in a series of four units for students who have successfully completed HSC-level Indonesian. By the end of the subject, students are expected to have developed minimum social proficiency, and be able to satisfy routine social and limited work demands. The subject covers the following themes: perceptions of the past; the origin of the New Order; aspirations; achievements; problems; political culture and participation; class and social stratification; and gender.

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

Indonesian Language and Culture 6

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

Indonesian 6 is the fourth in a series of four units for students who have successfully completed HSC-level Indonesian. By the end of the subject, students are expected to have begun to develop a minimum vocational language proficiency, and be able to satisfy all routine social and a significant range of work demands. The subject covers the following themes: social and cultural pluralism; national and economic development; science; technical and scientific development; religion and popular culture; and internationalisation.

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

971320, 972320, 973320 974320

Thai

Thai is offered to UTS students through the language program offered jointly by the University of Sydney and Macquarie University. The program is designed to allow complete beginners in Thai to reach a survival level that will allow them to continue their studies in Thailand. If student numbers permit, classes will be available on UTS campuses.

971331, 972331, 973331, 974331

Malaysian Language and Culture 1

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

Malaysian 1 is the first in a series of four units for students with no prior knowledge of the language. By the end of the subject, students are expected to have achieved elementary proficiency and be able to satisfy immediate needs using learnt utterances and phrases relating to the following 10 themes: self and family; direction and location; time; food and drink; buying and selling; description; archipelago and continent; travel and

transport; media and the press; and love and sex.

Students are expected to develop a vocabulary of about 800–1,000 words, a knowledge of basic word order patterns and familiarity with the alphabet and pronunciation patterns. This subject prepares people to exchange basic personal information using spelling and numeracy skills for names, addresses and time references, to engage in brief conversations within the range of themes covered, and express immediate needs with socially appropriate phrases. Students should be able to understand a limited range of everyday written language, such as signs and items and prices on menus.

Malaysian Language and Culture 2

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

Malaysian 2 is the second in a series of four units for students with no prior knowledge of Malaysian. By the end of the subject, students are expected to have achieved minimum survival proficiency and to be able to satisfy basic survival needs and minimum courtesy requirements relating to the following 10 themes: health; house and home; contacts and appointments; education and study; career and occupations; city and village; religion and belief; personalities and biography; letters; and Australia–Malaysia relations.

Students are expected to develop a vocabulary of about 1,600–2,000 words, a knowledge of common word order patterns and the ability to recognise common affixational patterns. This subject prepares students to make simple appointments and arrangements with people, exchange personal background information, engage in five- to ten-minute conversations on the themes covered and express limited feelings, likes and dislikes. Students should be able to understand short practical written information, such as familiar signs, commands and timetables and develop skills for reading longer, less familiar written forms.

Malaysian Language and Culture 3

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

Malaysian 3 is the third in a series of four units for students with no prior knowledge of Malaysian, or first in a series of four for students who have prior knowledge or experience in Malaysian. By the end of the subject, students are expected to have achieved survival proficiency and be able to satisfy

survival needs and limited social demands relating to the following themes: personal relations; education – young generation; students; politics; ‘pop’ culture; religion and belief; tourism and its influences; trade; economics; and business.

Students are expected to develop a vocabulary of about 3,000 words by the end of the subject, a knowledge of common word order patterns and the ability to recognise, predict and use common affixational patterns. This subject prepares students to engage in short conversations on familiar issues without undue hesitation and with a limited ability to express opinions. Students should also be able to comprehend simple texts, such as messages, instructions and directions and write simple formulaic letters.

Malaysian Language and Culture 4

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

Malaysian 4 is the fourth in a series of four units for students with no prior knowledge of Malaysian, or second in a series of four units for students who have prior knowledge or experience of Malaysian. By the end of the subject, students are expected to have begun to develop ‘minimum social proficiency’ and be able to satisfy limited routine social and work demands demonstrating the following themes: role of women; employment/labour; employers; mainstream/marginal cultures; literature; unity and diversity (multi-culturalism); the environment; and Australia-Malaysia relations.

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

Malaysian Language and Culture 5

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

Malaysian 5 is the third in a series of four units for students who have had prior experience of Malaysian. By the end of the subject, students are expected to have developed minimum social proficiency and be able to satisfy routine

social and limited work demands. The subject covers the following themes: perceptions of the past; aspirations, achievements, problems; political culture and participation; class and social stratification; and gender.

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

Malaysian Language and Culture 6

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

Malaysian 6 is the fourth in a series of four units for students who have had prior experience of Malaysian. By the end of the subject, students are expected to have begun to develop minimum vocational proficiency and to be able to satisfy all routine social, and a significant range of work demands, relating to the following themes: social and cultural pluralism; national and economic development; science; technical and scientific development; religion and popular culture; and internationalisation.

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

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

French Language and Culture

French Language and Culture subjects are offered at UTS City campus. Students also have the option of studying French at Macquarie University through arrangements made by the Institute. The program accepts beginners as well as students at more advanced levels. The program encourages the development of listening, speaking, reading and writing skills and an understanding of the socio-cultural contexts in which the language is used. Students develop strategies for predicting meanings 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 a meaningful way in various social and cultural contexts.

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

German Language and Culture

German Language and Culture subjects are offered at UTS City campus. Students also have the option of studying German at Macquarie University through arrangements made by the Institute. The program accepts beginners as well as students at more advanced levels. The program encourages the development of listening, speaking, reading and writing skills and an understanding of the socio-cultural contexts in which the language is used. Students develop strategies for predicting meanings 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 a meaningful way in various social and cultural contexts.

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

Italian Language and Culture

Italian Language and Culture subjects are offered at UTS City campus. Students also have the option of studying Italian at Macquarie University through arrangements made by the Institute. The program accepts beginners as well as students at more advanced levels. The 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 will cover a range of themes and will be presented using written and audio-visual materials. Upon successful completion of the program, students would be 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 entering the program at a higher level would be expected to communicate according to social variables such as formality, age and status.

971501, 972501, 973501, 974501

Spanish Language and Culture I

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

Spanish 1 is the first in a series of four units designed to provide students who have no prior knowledge of the Spanish language with basic survival skills in language and culture, and the ability to undertake In-country Study in Spain. By the end of the subject, students would be expected to have achieved 'elementary proficiency' and be able to satisfy immediate communication needs using expressions and phrases they have learnt that are required in basic social interaction. The program allows for the development of listening, speaking, reading and writing skills, and an understanding of the socio-cultural contexts in which the language is used. Students gain, in particular, an awareness of the background of Hispanic countries. Students also develop strategies for predicting the meaning of new expressions and anticipating ways of expressing new meanings.

Spanish 1 consists of 78 hours of classroom instruction. The approach adopted is 'communicative' and provides students with many opportunities to interact and use the

language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

Spanish Language and Culture 2

8cp; 2nd semester, 6hpw; prerequisite: Spanish Language and Culture 1

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

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

Spanish 2 consists of 78 hours of classroom instruction. The approach adopted is 'communicative' and provides many opportunities for the students to interact and use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

Spanish Language and Culture 3

8cp; 1st semester, 6hpw; prerequisite: Spanish Language and Culture 2 or HSC Spanish

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

By the end of the subject, students would be expected to have achieved a communicative competence in speaking, listening, reading and writing skills in order to be able to satisfy all 'survival' needs and limited social needs. They would also be expected to have developed an awareness of the various social and cultural contexts in which the language is used. In this subject, students develop the ability to understand the general content of magazine and newspaper articles.

Spanish 3 consists of 78 hours of classroom instruction. The approach adopted is 'communicative' and provides many opportunities for the students to interact and

use the language in various social and cultural contexts. Audiovisual equipment and computers will be used to facilitate learning.

Spanish Language and Culture 4

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

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

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

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

Spanish Language and Culture 5

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

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

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

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

Spanish Language and Culture 6

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

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

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

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

971710, 972710, 973710, 974710

Greek

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

971734, 972734, 973734, 974734

Russian

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

971744, 972744, 973744, 974744

Croatian

Croatian language is offered to UTS students through an arrangement with Macquarie University. Students are placed in classes appropriate to their level of competence with particular emphasis in furthering pronunciation and writing skills and learning about the history of the Croatian language.

971754, 972754, 973754, 974754

Slovenian

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

971764, 972764, 973764, 974764

Polish

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

971774, 972774, 973774, 974774

Ukrainian

Ukrainian is offered to UTS students through an arrangement with Macquarie University. Combined degree students with a sound working knowledge of the language are admitted to study Ukrainian. Students are placed in classes appropriate to their level of competence. The Ukrainian language program

allows students to improve their reading, writing and oral skills with particular emphasis placed on the study of grammar and syntax.

976101

Chinese East Asia

8cp; 2nd semester, 4hpw

South China – Hong Kong, Taiwan and the Southern Chinese provinces of Fujian and Guangdong – is a region of global importance. It is a dynamo of economic growth for the East Asia region that has grown out of the economic integration of Hong Kong, Taiwan and South China, and is now expanding to include East China. Yet its constituent parts have developed separately in different and often inimical political systems. As a result of all of these factors, South China is likely to be of increasing importance strategically, economically and politically. This subject examines the development of Hong Kong, Taiwan and South China and their interaction. It is an introductory subject that requires no prior knowledge of the region or of any Chinese language.

976111

Contemporary China

8cp; 2nd semester, 4hpw

This subject examines the contours and dynamics of social, political and economic change in the People's Republic of China since the death of Mao Zedong and the start of the reform era. A central theme is the emerging relationship between state and society in a state socialist system in the process of change and reform. It is an introductory subject that requires no prior knowledge of the People's Republic of China or of any Chinese language.

976211

Contemporary Japan

8cp; 2nd semester, 4hpw

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

976221

Contemporary Korea

8cp; 2nd semester, 4hpw

In the last three decades South Korea has risen from Third World to industrialised nation status. The main objective of this course is to analyse the political, social and economic sources of this remarkable economic performance. From a theoretical perspective the course investigates the role of the Korean state, big business, and labour in the process of late industrialisation. It also assesses the influence external conditions, such as Korea's position in the world economy and its relations with other powers, may have had on shaping Korea's development course. Attention is also given to the recent liberalisation of the economy and democratisation of the political system. Owing to the importance of Korea economically and strategically in the Pacific Rim area, reference will also be made to DPRK/ROK relations, APEC and Australia-Korea relations. The course also examines other major contemporary issues in South Korea, including Anti-Americanism, corruption, religion in modern Korean society, rural urban migration, gender issues and the rise of the new middle class. The course seeks to identify what lessons aspiring industrialising and industrialised nations can learn from Korea's extraordinary development experience.

976301

Contemporary South-East Asia

8cp; 2nd semester, 4hpw

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

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

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

976501**Contemporary Latin America***8cp; 2nd semester, 4hpw*

Latin America has been a crucible for social, political and economic change in the 19th and 20th centuries. Intense struggles for nationhood, democracy, economic modernisation, and secularisation, have all resonated in the countries of Latin America. During the middle of the 20th century Latin America's primary concerns were focused on national self-determination, inward industrialisation, and populist authoritarian efforts to legitimise elite rule. In the late 20th century the emphasis has shifted towards economic growth, internationalisation, and pressures to improve the capacity and accountability of governments. The unit aims to prepare students with the historical background, cultural awareness and analytic skills to interpret everyday social, political and economic reality during their period of In-country study. The subject requires no prior knowledge of Latin America or Spanish.

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

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

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

978xxx**In-country Study 2***24cp; prerequisites: 977xxx In-country Study 1; completion of 4 semesters of study in the International Studies program*

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

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

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Boards and committees

FACULTY BOARD IN NURSING

Ex officio members

Dean (Chair)

Professor J White

Associate Dean, Undergraduate Programs and Technical Services

Dr J Crisp

Associate Dean, Postgraduate Programs and CPE

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Professor of Critical Care Nursing

Professor S McKinley

Professor of Family Health Nursing

Professor L Barclay

Professor of Aged and Extended Care Nursing

Professor H Gibb

Professor of Acute Care Nursing

Associate Professor J Donoghue

Professor of Mental Health Nursing

Professor C Stuhlmiller

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Mr P Adams

Nominee, Director, CLT

Ms J McKenzie

Nominee of the Dean from the Faculty Board in Science

Associate Professor P Miller

Nominee of the Dean from the Faculty Board in Business

Dr D Draby

Nominee of the Dean from the Faculty Board in Law

Ms J Zetler

One member of Convocation nominated by Convocation

Vacant

Elected members

Fourteen academic staff members from the Faculty

Ms A Adams

Ms P Farrar

Ms J Forbes

Mr N Frazer

Ms R Gallagher

Ms J Green

Ms S Hyde

Ms L Jones

Mr K Kellehear

Ms K Kilstoff

Ms D Pelletier

Ms S Rochester

Mr P Short

Mr S Van Vorst

One support staff member from the Faculty
Vacant

Four student members from the Faculty

Ms M Thomas

Three vacancies

At the time of preparing the faculty handbook, the committee structure of the Faculty of Nursing was being reviewed. Any queries about the committee processes in the Faculty of Nursing can be directed to the Faculty Manager, Mr Stephen Weller.

BOARD OF POSTGRADUATE STUDIES

Ex officio members

Associate Dean, Postgraduate Programs and CPE

Professor C Duffield

Chair, Postgraduate Curriculum Committee

Ms A Adams

Elected representatives

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

Ms D Brown

Miss L Jones

Ms K Kilstoff

Ms J McGee (Chair)

Ms S Rochester

Dr C Waters

Six academic staff members elected by and from academic staff members who are not Course Coordinators and who teach in the postgraduate programs

Ms J Baker
Ms S Dean
Ms P Farrar
Ms C Garman
Ms J Green
Mr P Short

Secretary

Administrative Officer, Postgraduate Programs
Vacant

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Clinical Coordinator
Ms J Forbes
Course Coordinators
Ms J Baker (Chair)
Ms D Brown
Ms P Farrar
Ms C Garman
Ms S Rochester

Elected representatives

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

Ms C Briggs
Ms S Hyde
Ms K Kilstoff
Ms D Pelletier
Ms F Rogan
Two vacancies

Two undergraduate students elected by and from the undergraduate students

Two vacancies

Secretary

Administrative Officer, Undergraduate Programs
Ms A Stephenson

FACULTY ADVISORY COMMITTEE

Chair

External member eminent in the field of nursing
Ms D Picone

Ex officio members

Dean
Professor J White
Associate Dean, Undergraduate Programs and Technical Services
Associate Professor J Donoghue
Associate Dean, Postgraduate Programs and CPE
Professor C Duffield

Elected representatives

Two elected staff members of the Faculty of Nursing

Ms C Garman
Ms S Rochester

External nominated representatives

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

Ms J Becker
Ms J Kingston

Representative from private sector health agencies
Vacant

Representative from the NSW College of Nursing
Ms M Chiarella

Representative from the NSW Nurses Association and the Australian Nurses Federation

Ms L Donaldson

Representative from the NSW Nurses Registration Board
Ms J Dent

Nursing practitioners, two of whom are graduates of the Faculty

Ms J Rickard
Ms R Shaw
Mr G Wilson

DEAN'S ADVISORY COMMITTEE

Ex officio members

Dean

Professor J White

Acting Associate Dean, Undergraduate Programs and Technical Services

Dr J Crisp

Associate Dean, Postgraduate Programs and CPE

Professor C Duffield

Faculty Manager

Mr S Weller

Administrative Officer, Undergraduate Programs

Ms A Stephenson

Administrative Officer, Postgraduate Programs

Ms A Kranz

Elected representatives

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

Ms D Brown

Ms J Forbes

Ms C Garman

Ms J McGee

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

Ms M Stephens

CLINICAL PLANNING COMMITTEE

Ex officio members

Clinical Coordinator

Ms J Forbes

Coordinator for Special Categories

Ms C Garman

Examiners /Assessors for Nursing Practice 1 to 6

Ms J Baker

Ms E Ben-Sefer

Ms B Brown

Ms R Gallagher

Ms S Hyde

Ms K Kilstoff

Ms L Jones

Ms L Lock

Ms F Rogan

Mr S Van Vorst

Administrative Officer, Clinical Unit

Ms K Burnett

Administrative Assistant, Clinical Unit

Ms J Freshwater

Student Representatives

Ms S Rust (Year 1)

Mr J Scott (Year 1)

Ms A Simpson (Year 2)

Mr G Hughes (Year 3)

Ms M Thomas (Year 3)

Representative for part-time Clinical Facilitators

Ms J Cannon

Staff list

Dean of Nursing

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

Academic Support Associate Dean

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

Research and External Relations Associate Dean, Programs and Technical Services

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Chair in Acute Care Nursing

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Nursing practice ladder 1999

AUTUMN SEMESTER

Date	Month	Key Events	Year 1	Year 2	Year 3
1	February				
8				Nursing Practice 1A	
15					
22				Nursing Practice 1A	
1	March	Autumn semester commences		Mon 1.3: Briefing	
8					CP: CH, MH
15					CP: CH, MH
22			CP: MS (1x5hr day)	CP: MS, DD, PAEDS	
29			CP: MS (1x5hr day)	CP: MS, DD, PAEDS	
5	April	AVCC Week			
12					
19			CP: MS (1x5hr day)		CP: CH, MH
26			CP: MS (1x5hr day)		CP: CH, MH
3	May		CP: MS (1x5hr day)	CP: MS, DD, PAEDS	
10			CP: MS (1x5hr day)	CP: MS, DD, PAEDS	
17					
24			CP (4x5hr days)		
31					
7	June				
14		Examinations		Fri 18.6: Debriefing	
21		Examinations			
28		Examinations			
5	July	AVCC Week		Completion clin. prac.	
12		Vacation		Completion clin. prac.	
19		Vacation		Nursing Practice 1B	
26		Vacation		Nursing Practice 1B	

Acronyms

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

Public holidays

Good Friday – 2 April
Easter Monday – 5 April
Anzac Day – 25 April
Queen's Birthday – 14 June

SPRING SEMESTER

Date	Month	Key Events	Year 1	Year 2	Year 3
2	August	Spring semester commences			CP: PP
9				Mon 9.8: Briefing	CP: PP
16					CP: PP
23					CP: PP
30				CP: MS, MIC, PAEDS	
6	September			CP: MS, MIC, PAEDS	
13			CP: MS, MIC, PAEDS		
20			CP: MS, MIC, PAEDS		
27		AVCC Week			
4	October			CP: MS, MH, PAEDS	
11				CP: MS, MH, PAEDS	
18					CP: CE
25					CP: CE
1	November		CP: MS, MIC, PAEDS		
8			CP: MS, MIC, PAEDS		
15		Examinations			
22		Examinations		Fri 26.11: Debriefing	
29		Examinations			
6	December	Vacation		Completion clin. prac.	
13		Vacation		Completion clin. prac.	

Acronyms

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

Public holidays

Labour Day – 4 October

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

Haymarket

- Building 5
Cnr Quay Street and Ultimo Rd, Ultimo

Blackfriars

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

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- 3 Smail Street, Ultimo

Quay Street

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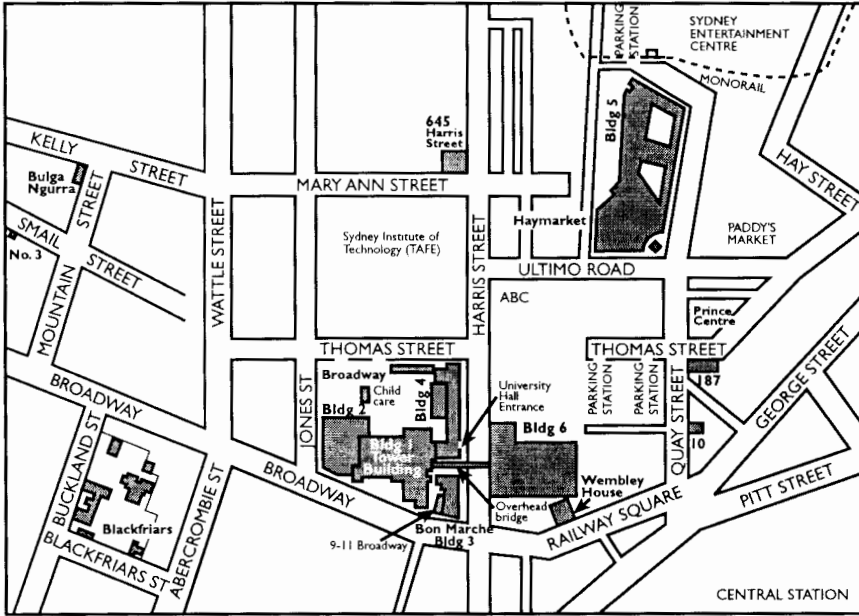
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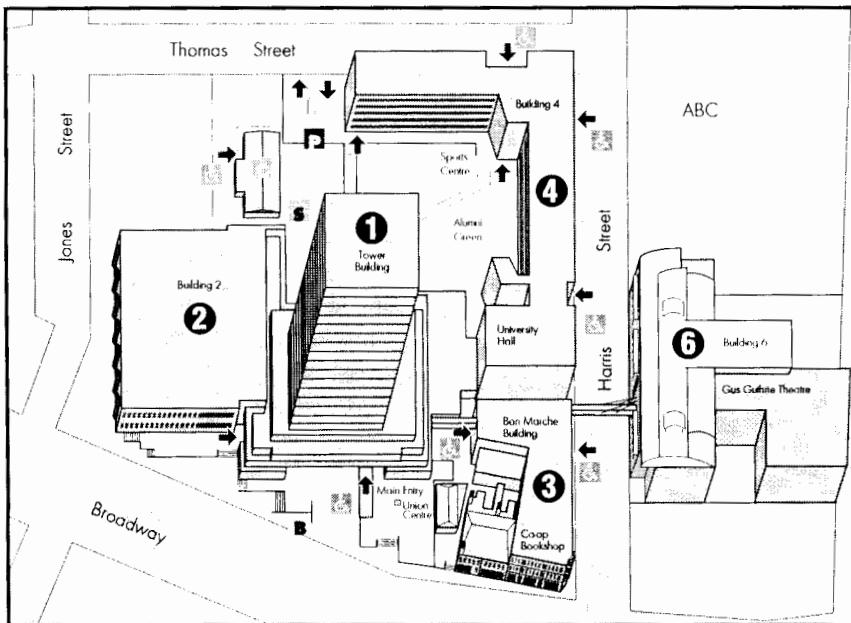
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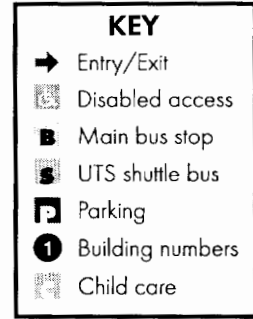
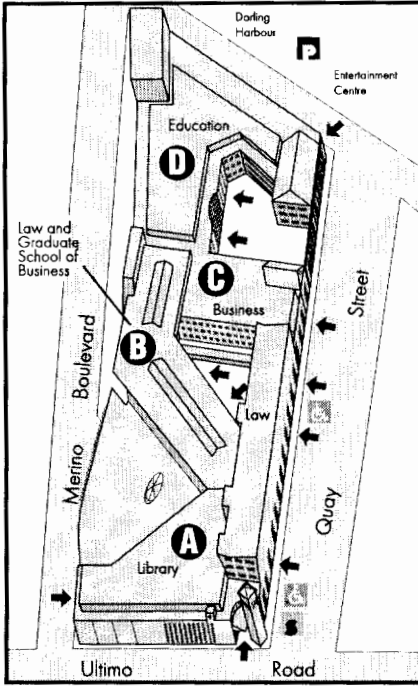
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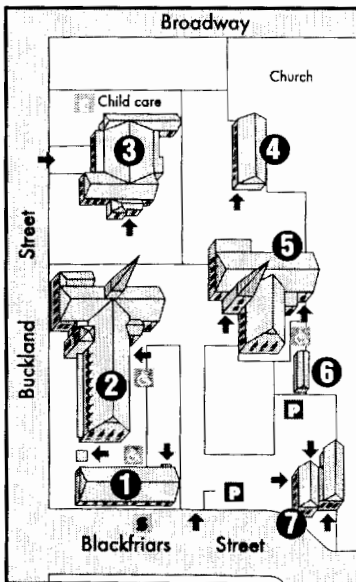
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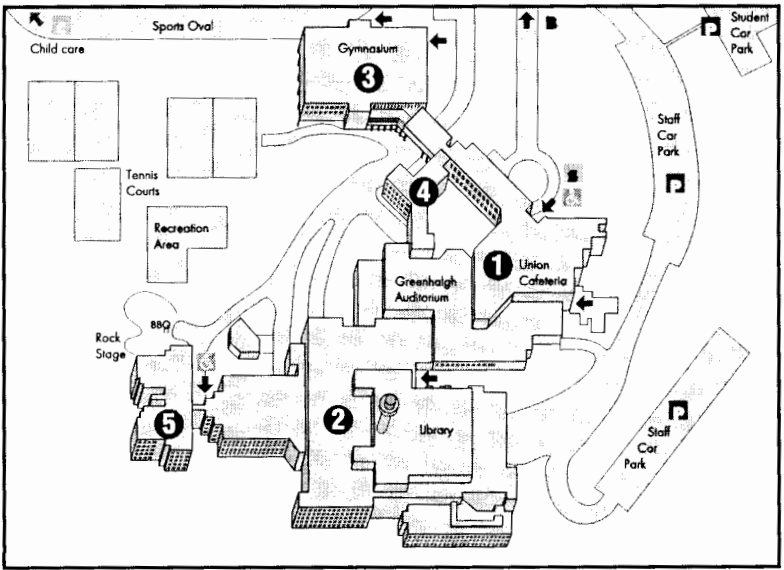
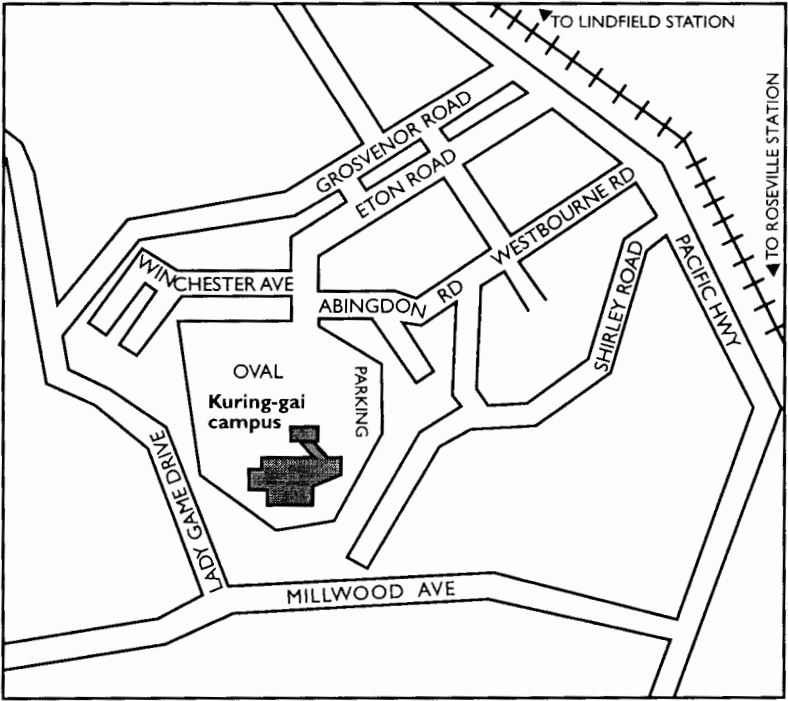
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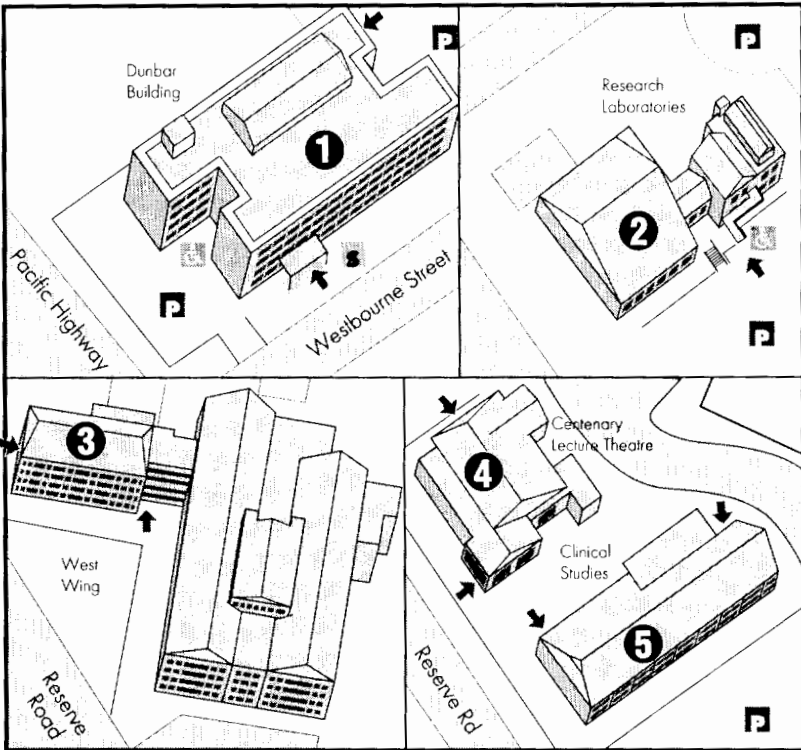
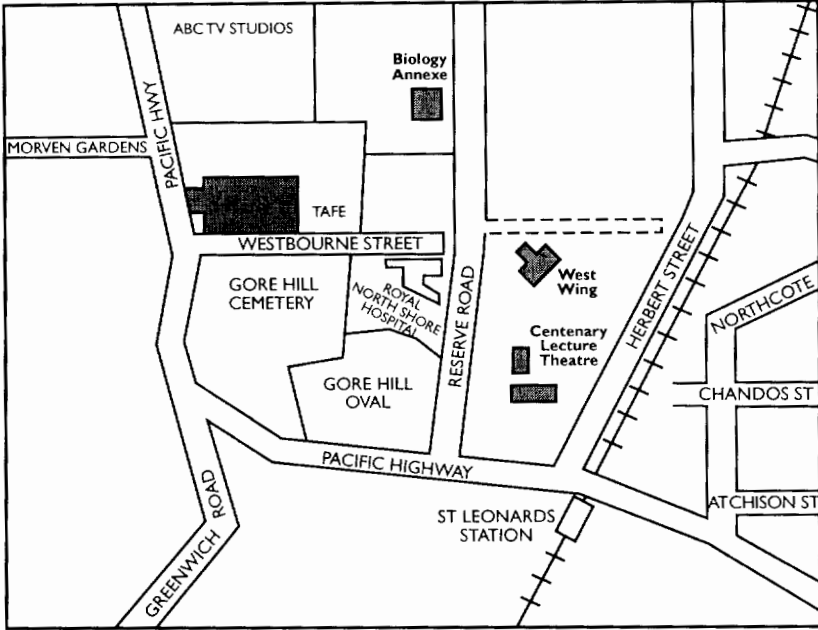
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