College of Arts

Electronic Postgraduate Handbook 2008

University of Western Sydney

Units, courses, and arrangements for courses as stated in the postgraduate and undergraduate electronic handbooks (and any other University of Western Sydney (UWS) publications or announcements) are an expression of intent only and are not to be taken as a firm offer or undertaking.

UWS reserves the right to discontinue or vary its units, courses and announcements at any time without notice.

Information contained in this electronic handbook is correct at the time of production (April 2008), unless otherwise noted.

CRICOS Provider Code 00917K

In accordance with the Education Services for Overseas Students (ESOS) Act 2000, the University of Western Sydney (UWS) is registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), Provider Code 00917K.

Overseas students studying in Australia must comply with the requirements of the ESOS Act and the National Code. They should consult the Federal Government's Australian Educational International webpage for the description of the ESOS legislation and other relevant information. UWS International Postgraduate and Undergraduate Prospectuses and other promotional material specifically prepared for overseas students also provide information about CRICOS registered courses and conditions relating to study in Australia.

About the College of Arts Electronic Postgraduate Handbook

Sessions and dates

There are two main sessions in 2008: Autumn and Spring. Weeks shown in the dateline refer to the session weeks for these main sessions.

The dateline is available at:
http://www.uws.edu.au/students/stuadmin/dateline.

Unit outlines

Brief outlines of all UWS postgraduate units listed in the course section are given in the second half of this electronic handbook.

The unit outlines give a brief overview of each unit. For some units this information is not available. Please check the UWS website for more recent information. For more information – details of textbooks, assessment methods, tutorial, group work and practical requirements – contact the unit coordinator.

More information on unit offerings can be found at:
http://handbook.uws.edu.au/hbook/UNIT_SEARCH.ASP.

Unit not listed?

If the unit you are looking for is not in the alphabetical units section, consult your course coordinator for details or check the unit search web page for updated details on all units offered in 2008 at:
http://handbook.uws.edu.au/hbook/UNIT_SEARCH.ASP.

Prerequisites, co-requisites and assumed knowledge

Students wishing to enrol in a unit for which they do not have the prerequisites or assumed knowledge are advised to discuss their proposed enrolment with an academic adviser.

Where it is necessary to limit the number of students who can enrol in a unit through shortage of space, equipment, library resources, and so on, or to meet safety requirements, preference will be given to students who have completed the unit recommended sequence in the course.

Academic credit

In most courses, academic credit will be granted for previous studies. For example, UWS has a number of agreements with TAFE to grant credit for successfully completed TAFE studies. Seek advice about credit prior to, or at enrolment.

How to use this electronic book

The first part of this electronic book contains information about current College of Arts postgraduate courses. The next part contains details on current postgraduate units in these courses.

The courses are arranged mainly alphabetically. If you know the course code, but not the name, consult the COURSE CODE INDEX.

The units are arranged alphabetically. If you know the code, but not the name, consult the UNIT CODE INDEX at the back of the electronic book.

Tip:
The electronic handbook contains links. These can be accessed by clicking on the text highlighted in blue. To return to the previous screen, click on the green arrow at the bottom of the page.

Check Website for Updates

The latest information on all College of Arts postgraduate courses and units can be found on the UWS website at:
http://www.uws.edu.au/arts/coa/courses

Note:
Every effort is taken to ensure that the information contained in this electronic book is correct at time of production. The latest information on course and unit offerings can be found at:
http://handbook.uws.edu.au/hbook/

Contents

University of Western Sydney

COLLEGE OF ARTS

Graduate Diploma in Adult Education (VET)

4585.1

The Graduate Diploma in Adult Education (VET) aims to provide graduates with a recognised qualification in adult education, focusing on vocational education and training. It provides the necessary knowledge, skills and attributes to become competent and critically reflective vocational and adult educators. It is expected that graduates will be able to critically analyse current developments and practices in the vocational education and training field and in relation to their own practice.

Study Mode
Two years part-time or one year full-time. The course offers a range of flexible delivery times including units scheduled in block mode during the day; and evening classes. Candidates who satisfactorily complete 40 credit points (four units) may elect to exit from the graduate diploma program with a Graduate Certificate in Adult Education (VET).

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

Academic Credit and Advanced Standing
Applications for advanced standing will be assessed in accordance with current UWS policy.

Admission
Applications for the course must be made through the Universities Admission Centre (UAC). Candidates can enter the program with an undergraduate degree. Preference will be given to applicants who have at least one year of paid or voluntary work experience in the field of adult education.

International applicants should contact UWS International for details on admission. Contact information for the International Office is available via the UWS website.

Course Structure
Qualification for this award requires the successful completion of 80 credit points from the following pool of units.

400448.1	Adult Language, Literacy and Numeracy (PG)
400449.1	Adult Teaching and Learning Strategies (PG)
400450.1	Assessing and Reporting Professional and Vocational Competence (PG)
400451.1	Contemporary Approaches to Adult Learning and Teaching (PG)
400452.1	Current Issues in Adult Learning and Teaching (PG)
400453.1	Current Issues in Vocational Education and Training (PG)
400454.1	Diversity and Workplace Texts (PG)
400455.1	Independent Project in Adult Education (PG)
400456.1	Managing in Educational Contexts (PG)
400457.1	Philosophy, Politics and Practices in Adult Education (PG)
400458.1	Program Development (PG)
400459.1	Work, Organisation, Adult Education (PG)
400460.1	Working with Cultural Differences in Educational Settings (PG)
400461.1	Workplace Learning in Organisations (PG)
400462.1	Workbased Project (VET) PG

Graduate Certificate Exit Point
Candidates who satisfactorily complete 40 credit points (four of the units outlined above) may elect to exit from the graduate diploma program with a Graduate Certificate in Adult Education (VET).

Graduate Certificate in Adult Education (VET)

4586.1

Exit point only. Refer to Graduate Diploma in Adult Education (VET), course code 4585.

Master of Arts (Social Ecology)

1579.3

The Master of Arts (Social Ecology) explores the dynamic interrelationships between the personal, social, environmental and 'spiritual'. We acknowledge that everything we do as individuals affects others and our shared communities and environments. We regard ourselves as parts of the systems (local and global) in which we live, and needing to take responsibility for our roles within them. Key theme areas include cultural action, sustainability education, ethical leadership, organisational development, transformative learning and applied spirituality.

This course is for those who think that achieving ecological, social and personal sustainability will require a shift in values and attitudes, rather than just more scientific knowledge and technology. It is for social change activists who want to be more effective in working with transformation within organisations and communities. It is for those seeking to influence our shared future, imaginatively, collaboratively, ethically and effectively.

Study Mode

On-campus intensive workshop blocks; distance mode via Web CT. Two years part-time.

Location

Campus	Attendance	Mode
Hawkesbury Campus	Full Time	Internal
Hawkesbury Campus	Part Time	Internal
Hawkesbury Campus	Part Time	External

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on postgraduate courses is available on the Local Admissions section of the UWS website.

An undergraduate degree is required for entry into the Masters degree. Successful completion of a Graduate Certificate in Social Ecology is an alternative method of entry.

Course Structure

Qualification for this award requires the successful completion of 80 credit points.
Students must complete the two Level 7 core units and six Level 7 units from the pool.

Recommended Sequence

Part-time

Year 1

1H session
101068.1 Ecology of Learning
One pool unit

2H session
101069.1 Leadership and Change
One pool unit

Year 2

1H session
Two pool units

2H session
Two pool units

Pool Units
(please refer to timetable as not all units will be offered every year)
101067.1 Complexity and Applied Philosophy
100024.1 Country, Community and Cultural Interfaces
SS807A.1 Ecofeminist Perspectives
100646.1 Ecology and Spirituality
100644.1 Ecopsychology and Cultural Change
101070.1 Global Citizenship
ASEC76.1 Imagination in Action
101072.1 Independent Studies
101065.2 Introduction to Complexity, Chaos and Creativity
100650.1 Lifelong and Lifewide Learning
SE832A.1 Performing Social Action
SE830A.1 Place, Art and Culture in Central Australia
SE828A.1 Qualitative Research Design
SE823A.1 Sense of Place
SE813A.1 Social Ecology Research
101081.1 Study of Self-organisation of Human Dynamics
100651.1 Transformative Learning
SE826A.1 Understanding and Working with "Community"
SE829A.1 Writing, Creativity and Change
101071.1 Use of Fuzzy Logic and Narratology in Dealing with Social Complexity
101066.2 Managing Organisational Change at the Edge of Chaos

Graduate Diploma in Social Ecology

1578.2

This is an exit award only. Students may elect to exit the Master of Arts (Social Ecology) after completion of the two core units and four pool units to graduate with the Graduate Diploma in Social Ecology.

The Graduate Diploma in Social Ecology explores the dynamic interrelationships between the personal, social, environmental and 'spiritual'. We acknowledge that everything we do as individuals affects others and our shared communities and environments. We regard ourselves as parts of the systems (local and global) in which we live, and needing to take responsibility for our roles within them. Key theme areas include cultural action, sustainability education, ethical leadership, organisational development, transformative learning and applied spirituality.

This course is for those who think that achieving ecological, social and personal sustainability will require a shift in values and attitudes, rather than just more scientific knowledge and technology. It is for

social change activists who want to be more effective in working with transformation within organisations and communities. It is for those seeking to influence our shared future, imaginatively, collaboratively, ethically and effectively.

Study Mode
On-campus intensive workshop blocks; distance mode via Web CT.

Admission
The Graduate Diploma in Social Ecology is available only as an exit point from the Master of Arts (Social Ecology). An undergraduate degree is required for entry into the Masters degree.

Graduate Certificate in Social Ecology

1577.2

The Graduate Certificate in Social Ecology explores the dynamic interrelationships between the personal, social, environmental and 'spiritual'. We acknowledge that everything we do as individuals affects others and our shared communities and environments. We regard ourselves as parts of the systems (local and global) in which we live, and needing to take responsibility for our roles within them. Key theme areas include cultural action, sustainability education, ethical leadership, organisational development, transformative learning and applied spirituality.

This course is for those who think that achieving ecological, social and personal sustainability will require a shift in values and attitudes, rather than just more scientific knowledge and technology. It is for social change activists who want to be more effective in working with transformation within organisations and communities. It is for those seeking to influence our shared future, imaginatively, collaboratively, ethically and effectively.

Study Mode
On-campus intensive workshop blocks; distance mode via Web CT. One year part-time.

Location

Campus	Attendance	Mode
Hawkesbury Campus	Part Time	Internal
Hawkesbury Campus	Full Time	Internal

Admission
Applications for the course must be made through the Universities Admissions Centre (UAC). Further

information on postgraduate courses is available on the Local Admissions section of the UWS website.

The admission criteria are an undergraduate degree, Graduate Diploma or Graduate Certificate from an accredited tertiary institution or equivalent life experience plus at least five years experience in a professional or voluntary capacity in a Social Ecology related area in accordance with UWS Policies and Procedures.You must also provide details of relevant work experience with supporting documentation from your employer in your UAC application under the "Work Experience" section. The Graduate Certificate in Social Ecology is also available as an exit award from the Master of Arts (Social Ecology).

Course Structure
Qualification for this award requires the successful completion of 40 credit points which include the units listed in the recommended sequence below.

Students must complete the two 700 level core units ('Ecolgoy of Learning' and 'Leadership and Change') and two 700 level units drawn from the pool listed under the Master of Arts (Social Ecology) or other units, as approved by the Program Advisor.

Recommended Sequence

Part-time

Year 1

1H session
101068.1 Ecology of Learning
One unit from the pool listed under the Master of Arts (Social Ecology) or another unit, as approved by the Program Advisor.

2H session
101069.1 Leadership and Change
One unit from the pool listed under the Master of Arts (Social Ecology) or another unit as approved by the Program Advisor.

- Master of Arts (Social Ecology)|http://handbook. uws.edu.au/hbook/course.asp?course=1579.3

Master of Arts (TESOL)

1595.2

The Master of Arts (TESOL) course is designed to meet professional development needs of those in a range of language teaching fields. It can provide an initial TESOL qualification for Australian and

international English language practioners who wish to practice in the field of English language teaching.

Study Mode
One year full-time or two years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Futher information on postgraduate courses is available on the Local Admissions section of the UWS website.

For admission to the Master of Arts (TESOL) applicants must have:

- An Australian Bachelors Degree or equivalent; and
- An IELTS score of 7 or equivalent for international students or students whose language of instruction for their undergraduate degree was in a language other than English.

Course Structure

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Year 1

Autumn session
100717.1 Approaches to English Grammar
100721.1 Contexts of TESOL
100919.1 Investigating Second Language Acquisition
A7444.1 Language and Linguistics Research Methods

Spring session
100722.1 Functional Grammar
100718.1 TESOL Curriculum Development
100725.1 TESOL Methodology
Choose one of:
101297.1 Languages and Linguistics Special Project
100726.1 TESOL Internship

Part-time

Year 1

Autumn session
100717.1 Approaches to English Grammar
100721.1 Contexts of TESOL

Spring session
100722.1 Functional Grammar
100718.1 TESOL Curriculum Development

Year 2

Autumn session
100919.1 Investigating Second Language Acquisition
A7444.1 Language and Linguistics Research Methods

Spring session
100725.1 TESOL Methodology
Choose one of:
101297.1 Languages and Linguistics Special Project
100726.1 TESOL Internship

Graduate Diploma in TESOL

1635.1

The Graduate Diploma in TESOL provides an initial teacher training qualification which reflects the industry standard in the Australian adult TESOL sector. The course is suitable for teachers in other educational fields (e.g. primary and secondary education), and for graduates in any field wishing to develop a long-term career in TESOL.

Study Mode
One year full-time or one and a half years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Part Time	Internal
Bankstown Campus	Full Time	Internal

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on postgraduate courses is available on the Local Admissions section of the UWS website.

For admission to the Graduate Diploma in TESOL applicants must have:

- An Australian Bachelor Degree or equivalent; and,
- An IELTS score of 7 or equivalent for international students or students whose language of instruction for their undergraduate degree was in a language other than English.

Course Structure

Qualification for this award requires the successful completion of 60 credit points.

Recommended sequence

Full-time

Year 1

Autumn session
100717.1 Approaches to English Grammar
100721.1 Contexts of TESOL
100919.1 Investigating Second Language Acquisition

Spring session
100722.1 Functional Grammar
100725.1 TESOL Methodology
101297.1 Languages and Linguistics Special Project

Part-time

Year 1

Autumn session
100717.1 Approaches to English Grammar
100721.1 Contexts of TESOL

Spring session
100725.1 TESOL Methodology
101297.1 Languages and Linguistics Special Project

Year 2

Autumn session
100919.1 Investigating Second Language Acquisition
100722.1 Functional Grammar

Graduate Certificate in TESOL

1636.1

The Graduate Certificate in TESOL is designed to meet professional development needs of those in the English language teaching field. It provides a basic initial TESOL qualification for Australian and international English language practitioners who wish to practice in the field of English language teaching. Note that the range of employment opportunities in Australia is narrower than for graduates of the Graduate Diploma in TESOL.

Study Mode
Half a year full-time or one year part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Part Time	Internal
Bankstown Campus	Full Time	Internal

Admission
Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on postgraduate courses is available on the Local Admissions section of the UWS website.

For admission to the Graduate Certificate in TESOL applicants must have:

- An Australian Bachelors Degree or equivalent; and,
- An IELTS score of 7 or equivalent for international students or students whose language of instruction for their undergraduate degree was in a language other than English.

Course Structure
Qualification for this award requires the successful completion of 40 credit points including the units listed in the recommended sequence below.

Recommended sequence

Full-time
(mid-year intake only available in full-time mode).

Year 1

Spring session
100721.1 Contexts of TESOL
100725.1 TESOL Methodology
101297.1 Languages and Linguistics Special Project
Choose one of:
100717.1 Approaches to English Grammar
100722.1 Functional Grammar

Part-time

Year 1

Autumn session
100721.1 Contexts of TESOL
Choose one of:
100717.1 Approaches to English Grammar
100722.1 Functional Grammar

Spring session
100725.1 TESOL Methodology
101297.1 Languages and Linguistics Special Project

Master of Art Therapy

4595.2

Course enquiries should be directed to the Course Advisor.

Art therapy is internationally recognised as a valuable therapeutic approach in the diagnosis and treatment of a wide range of psychological, social and physical conditions. The Master of Art Therapy is a clinical training program that equips candidates with the theoretical knowledge and practical experience for work in a variety of contexts where the use of art therapy is applicable, including community organisations, health care settings and private practice. The Graduate Diploma in Art Therapy is available as an exit point only.

Study Mode

Two years full-time or four years part-time. Since it is necessary to integrate theory and practice students will be encouraged, if they commence in part-time mode, to take the final 80 credit points in full-time mode if their circumstances allow. This will result in a three year composite program which is comprised of two years part-time and one year full-time. Students who are unable to proceed in this manner will still be able to complete the course over four years part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

Accreditation

Graduates of the course are eligible to apply for registration with the ANZATA, the Australian and New Zealand Art Therapy Association which is in turn a member of PACFA, the Psychotherapy and Counselling Federation of Australia. A Graduate Diploma in Art Therapy is available as an exit point only and is not professionally recognised.

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

Applicants will possess either:

- Bachelors Degree in Design, or Visual Arts (practice & theory) and prerequisite units in Psychology or their equivalent; OR
- Bachelors Degree in Psychology; Or Behavioural Sciences; Or Health Sciences; Or Education and prerequisite units in Design and Visual Arts or their equivalent; OR

* Suitably qualified professionals (such as nurses, teachers or art practitioners) who have trained outside of the tertiary sector and hold diploma or certificate qualifications and current extensive professional experience in an education, health, social or community welfare context (minimum of 5 years) and can show equivalent knowledge of psychology and visual arts as required above.

Applicants will be required to submit a folio of artwork demonstrating an active and sustained commitment to art practice.

Applicants are also required to submit:

- A written statement of intent describing why the applicant wishes to enter the course; and
- Curriculm Vitae; and
- Two letters of reference from relevant professionals.

Applicants will be required to demonstrate substantial professional work experience in a relevant clinical or community context (paid or voluntary) such as education, health, social or community welfare, for a minimum of one year full-time or equivalent.

Applicants will also be required to participate in, and satisfy the requirements of an interview.

International applicants should contact UWS International for details on admission. Contact information for the International Office is available via the UWS website.

Special Requirements

All entrants will be required to satisfy criminal record checks and make Prohibited Persons Declarations to engage in this study.

Course Structure

Qualification for this award requires the successful completion of 160 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Year 1

Autumn session
56161.1 An Introduction to Therapeutic Application of Creative Processes (PG)
101303.1 Art Therapy: Histories, Theories, Groups
56152.1 Professional Practice (PG)

Spring session
400488.2 Clinical Studies in Art Therapy 1
56160.1 Theoretical Approaches to Therapy
400486.1 Principles of Psychotherapy for Arts Therapists

Year 2

Autumn session

101304.1 Art Therapy: Application to Client Groups
400489.1 Clinical Studies in Art Therapy 2

Spring session

101305.1 Art Therapy: Integration of Theory and Practice
400490.1 Clinical Studies in Art Therapy 3

Part-time

Year 1

Autumn session

101303.1 Art Therapy: Histories, Theories, Groups

Spring session

400486.1 Principles of Psychotherapy for Arts Therapists
56160.1 Theoretical Approaches to Therapy

Year 2

Autumn session

56161.1 An Introduction to Therapeutic Application of Creative Processes (PG)
56152.1 Professional Practice (PG)

Spring session

400488.2 Clinical Studies in Art Therapy 1

Year 3

Autumn session

400489.1 Clinical Studies in Art Therapy 2
101304.1 Art Therapy: Application to Client Groups

Spring session

400490.1 Clinical Studies in Art Therapy 3
101305.1 Art Therapy: Integration of Theory and Practice

Graduate Diploma Exit Point

Students may exit with a Graduate Diploma in Art Therapy following the successful completion of 80 credit points including the units listed below:

101303.1 Art Therapy: Histories, Theories, Groups
56161.1 An Introduction to Therapeutic Application of Creative Processes (PG)
400488.2 Clinical Studies in Art Therapy 1
400486.1 Principles of Psychotherapy for Arts Therapists
56152.1 Professional Practice (PG)
56160.1 Theoretical Approaches to Therapy

Graduate Diploma in Art Therapy

4596.2

Students will be granted advanced standing on the basis of having completed the Graduate Diploma in Expressive Therapies as four units are common to both two degrees. Applications for academic advanced standing will be assessed in accordance with current UWS policy.

Master of Arts Translation and Interpreting Studies

1640.1

The Master of Arts Translation and Interpreting Studies provides both practical and theoretical training in interpreting and translation. It aims to equip students with a knowledge of the theoretical aspects that underpin interpreting and translation, including linguistics and cultural studies, and with the research techniques necessary to conduct a small research project in the area of interpreting and translation. It also focuses on practical interpreting and translation skills. The course is suitable for practicing interpreters and translators and for very proficient bilinguals wanting to develop or improve their skills, and who wish to contribute to the body of knowledge on interpreting and translation by conducting innovative, much needed research.

This course is offered both in language specific and non-language specific versions and either on-campus or by distance.

In the language specific, on-campus version the languages offered are:

- Arabic
- Japanese
- Mandarin and
- Spanish

In the language specific, distance version the languages offered are:

- Arabic
- French
- German
- Italian

- Japanese
- Mandarin and
- Spanish

The Graduate Certificate in Interpreting and Translation is available as an early exit point from this course.

Study Mode
One year full-time or two years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Part Time	Internal
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	External
Bankstown Campus	Full Time	External

Admission
Local applications for the course must be made through the Universities Admissions Centre (UAC). Futher information on courses is available on the Local Admissions section of the UWS website.

International applications should be made directly to the University. Further information on courses is available on the International Admissions section of the UWS website or contact internationalstudy@uws.edu.au

Special Requirements
Applicants should have completed an Australian undergraduate degree or an overseas equivalent qualification (recognised by NOOSR). Applicants must have an IELTS score of 7.0 or equivalent and must have native or near-native proficiency in the languages offered.

Course Structure
Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time, Start-Year intake:

Year 1

Autumn session
100717.1 Approaches to English Grammar
100921.1 Interpreting and Translation Theory
A7444.1 Language and Linguistics Research Methods
One pool unit

Spring session
101297.1 Languages and Linguistics Special Project
100927.1 Interpreting and Translation Skills
100926.1 The Language of the Law
One pool unit

Full-time, Mid-Year intake:

Year 1

Spring session
A7444.1 Language and Linguistics Research Methods
100927.1 Interpreting and Translation Skills
100926.1 The Language of the Law
One pool unit

Year 2

Autumn session
100921.1 Interpreting and Translation Theory
101297.1 Languages and Linguistics Special Project
100717.1 Approaches to English Grammar
One pool unit

Pool Units (two of the following):
101483.1 Advanced Academic and Language Skills
100924.1 Community Translation
100722.1 Functional Grammar
100919.1 Investigating Second Language Acquisition
100916.1 Legal Interpreting
100925.1 Literary Translation
100922.1 Medical Interpreting
100917.1 Specialised Translation

Master of Conference Interpreting

1649.1

The Master of Conference Interpreting is an advanced professional degree providing graduates demonstrating excellent language and communication skills with both the practical and theoretical training to enable them to work as conference interpreters in national and international organisations and other institutions.

It aims to equip students with professional training in consecutive and simultaneous interpreting in various language combinations as well as with knowledge of the theoretical aspects that underpin the discipline of conference interpreting. The combination of academic scholarship and practical training in state-of-the-art facilities equipped with the latest CI technology will prepare students to cope with the real-life demands of their future profession.

The course is suitable for practising interpreters accredited at NAATI professional level or equivalent and for interpreters new to the profession who wish to further develop their skills so as to work in the international conference interpreting arena.

Subject to demand, the following languages are available: Arabic, French, German, Japanese, Mandarin, Spanish.

The Graduate Certificate in Interpreting and Translation is available as an early exit point from this course.

Study Mode
One year full-time or two years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Part Time	Internal
Bankstown Campus	Full Time	Internal

Admission
Local applications for the course must be made through the Universities Admissions Centre (UAC). Further information on courses is available on the Local Admissions section of the UWS website.

International applications should be made directly to the University. Further information on courses is available on the International Admissions section of the UWS website or contact internationalstudy@uws.edu.au

Applicants must have:

- an Australian undergraduate degree or an overseas equivalent qualification (recognised by NOOSR) and
- NAATI professional accreditation in interpreting or equivalent
- an IELTS score of 7.5 or equivalent
- native or near-native proficiency in one of the following languages: Arabic, French, German, Japanese, Mandarin, Spanish

Course Structure
Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Autumn session
100921.1 Interpreting and Translation Theory
101436.1 Conference Interpreting 1
101437.1 Conference Interpreting 2

One pool unit

Spring session
100927.1 Interpreting and Translation Skills
101438.1 Conference Interpreting 3
101439.1 Conference Interpreting 4
One pool unit

Part-time

Year 1

Autumn session
100921.1 Interpreting and Translation Theory
100927.1 Interpreting and Translation Skills

Spring session
Two pool units

Year 2

Autumn session
101436.1 Conference Interpreting 1
101437.1 Conference Interpreting 2

Spring session
101438.1 Conference Interpreting 3
101439.1 Conference Interpreting 4

Pool Units
101297.1 Languages and Linguistics Special Project
100916.1 Legal Interpreting
100922.1 Medical Interpreting
100926.1 The Language of the Law

Master of Convergent Media

1645.1

This course is designed for communication-based or corporate professionals wishing to substantially advance, or reorient, their skills in areas of convergent media technologies. Students exit this course with a media project portfolio and substantial experience in conceptualisation and design of a cross media platform product.

Study Mode
1 year full-time or 2 years part-time

Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Internal
Penrith Campus	Full Time	Internal

Admission

Any undergraduate degree from a recognised University or equivalent.

Course Structure

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Semester 1
101422.1 Media Contexts: Audience and Trends
101423.1 Media Project Proposal
Choose one of:
101426.1 Convergent Media Internship
101425.1 Live Links: Scripting, Interviewing and Presenting

Semester 2
101421.1 Media Contexts: Community
101424.1 Media Production
Choose one of:
101426.1 Convergent Media Internship
101425.1 Live Links: Scripting, Interviewing and Presenting

Part-Time
101423.1 Media Project Proposal
Must be completed before
101424.1 Media Production
All other units listed above may be taken in any session, depending on unit offerings. Please check the timetable for each unit.

Graduate Certificate in Convergent Media

1646.1

This course is designed for communication-based or corporate professionals interested in an advanced introduction to the design, planning of media projects in the area of convergent media technologies. Students exit this course a media portfolio and conceptual background on the design of a cross media platform product.

Study Mode

1 semester full-time or 1 year part-time

Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Internal
Penrith Campus	Full Time	Internal

Admission

Any undergraduate degree from a recognised University or equivalent.

Course Structure

Qualification for this award requires the successful completion of 40 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Semester 1
101422.1 Media Contexts: Audience and Trends
101425.1 Live Links: Scripting, Interviewing and Presenting
101423.1 Media Project Proposal

Part-time

Semester 1
101422.1 Media Contexts: Audience and Trends
101425.1 Live Links: Scripting, Interviewing and Presenting

Semester 2
101423.1 Media Project Proposal

Master of Creative Music Therapy

1650.1

Course enquiries should be directed to the Course Advisor.

This course will commence in 2008. For continuing students, please refer to 1592.1 Master of Creative Music Therapy.

The course is offered by the School of Communication Arts at UWS in partnership with Nordoff Robbins Music Therapy Australia Ltd. This course provides an excellent opportunity for graduates to enter the field of music therapy. The course assumes an appropriate level of musical competency and experience when the student is admitted, and seeks to build on this in developing music therapy practitioners. The aim of the course is to train musicians in the specialisation of Creative Music Therapy.

Study Mode
Two years full-time

Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal

Accreditation
The Master of Creative Music Therapy is accredited with the Australian Music Therapy Association Inc. (AMTA). Graduates of the course are eligible to apply for Registration (RMT) with the AMTA which qualifies them to practice professionally. The course, therefore, is subject to accreditation and validation by the AMTA, which is undertaken every five years.

Admission
Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on postgraduate courses is available on the Local Admissions section of the UWS website. Entry requirements also include an interview/audition.

- Candidates must have a relevant Australian Bachelor's degree or recognised overseas equivalent;
- International candidates must have a recognised relevant overseas Bachelor's degree or equivalent and need to understand English to a high level - IELTS score (6.5);
- International applicants who are unable to attend the audition are required to submit a DVD and a written essay. For details please contact the course advisor, Dr Alan Lem.
- All candidates must have a high degree of practical musicianship, to be demonstrated during the interview/audition process. For further information, contact the course advisor, Dr Alan Lem.
- Audition procedures|http://www.nordoff-robbins. com.au/imagesDB/content/ AuditionProcedures2007-08.pdf

Course Structure
Qualification for this award requires the successful completion of 120 credit points including the units listed below.
Students enrol in the units shown in either Group 1 or 2, depending upon which group of units is being offered in the (current) year. Each group of units will be offered on a rotating two-year cycle to ensure all students receive equal opportunity to complete the required 120 credit points in the recommended timeframe. Intending applicants should check with the Head of Program or the Course Advisor prior to

commencement if they have any queries regarding the cycle of unit offerings.

Group 1

Autumn session Year 1
101445.1 Music Therapy Skills 1
100910.1 Music Therapy Method

Spring session Year 1
100912.1 Music Therapy Theory and Practice 1
101443.1 Creative Music Therapy Practicum 1

Autumn Session Year 2
101446.1 Music Therapy Skills 2
100911.1 Music Therapy Professional Practice

Spring Session Year 2
100914.1 Music Therapy Theory and Practice 2
101444.1 Creative Music Therapy Practicum 2

Group 2

Autumn session Year 1
101446.1 Music Therapy Skills 2
100911.1 Music Therapy Professional Practice

Spring session Year 1
100914.1 Music Therapy Theory and Practice 2
101444.1 Creative Music Therapy Practicum 2

Autumn Session Year 2
101445.1 Music Therapy Skills 1
100910.1 Music Therapy Method

Spring Session Year 2
100912.1 Music Therapy Theory and Practice 1
101443.1 Creative Music Therapy Practicum 1

Graduate Diploma in Counselling

1647.1

This multi-disciplinary course provides education and training in counselling for graduates who have a relevant first degree, graduates with professional qualifications seeking to develop their counselling skills and graduates who want to meet the PACFA Professional Training Standards.

The provision of counselling occurs in a variety of contexts and settings; from independent practitioners to a member of an interdisciplinary team within health, community and organisational settings. For many professionals, counselling is a core part of their professional activities. This degree is ideal for qualified professionals who wish to develop skills in counselling interventions. This degree will enable graduates to

engage in counselling practice with greater theoretical knowledge and skills, authority and safety.

Study Mode
Two years part-time study

Location

Campus	Attendance	Mode
Parramatta Campus	Part Time	Internal

Academic Credit and Advanced Standing
Applications for advanced standing will be assessed in accordance with current UWS policy.

Admission
Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

Candidates can enter this program by relevant undergraduate qualifications (Social Sciences with relevant majors, Social Work, Community Welfare, Psychology, Behavioural Sciences, Health Science, Nursing, Education) or equivalent prior learning recognition as assessed by portfolio. An on-campus interview will be required of all applicants. At the interview, applicants will need to provide a CV with evidence of related prior learning and/or experience related to counselling.

International applicants should contact UWS International for details on admission.

Course Structure
Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.
In the second year of the program, students who are currently employed in a workplace where they already undertake counselling will enrol in 400085 Workbased Learning (Applied Counselling). Students who are not currently employed in a counselling-related capacity will complete a placement occupying 1-2 days per week and will enrol in 400399 Field Placement Learning (Applied Counselling).

Recommended sequence

Part-time

Year 1

First session
101434.1 Counselling: Principles and Paradigms in Practice (PG)
101432.1 Skills in Counselling 1

Second session
101433.1 Skills in Counselling 2
101435.1 Counselling: Practice and Professional Issues

Year 2

First session
Choose one of:
400399.2 Field Placement Learning (Applied Counselling)
400085.2 Workbased Learning (Applied Counselling)

Second session
Choose one of:
400399.2 Field Placement Learning (Applied Counselling)
400085.2 Workbased Learning (Applied Counselling)

Graduate Certificate Exit Point
Students may exit with a Graduate Certificate in Counselling upon successful completion of the following four units (40 credit points):
101435.1 Counselling: Practice and Professional Issues
101434.1 Counselling: Principles and Paradigms in Practice (PG)
101432.1 Skills in Counselling 1
101433.1 Skills in Counselling 2

Graduate Certificate in Counselling

1648.1

The provision of counselling occurs in a variety of contexts and settings; from independent practitioners to a member of an interdisciplinary team within health, community and organisational settings. For many professionals, counselling is a core part of their professional activities. This degree is ideal for qualified professionals who wish to develop skills in counselling interventions as a compliment to their preferred practice. Students who wish to meet Profesional Training Standards are advised to enrol in the Graduate Diploma in Counselling (1647.1).

Study Mode
One year part-time study

Location

Campus	Attendance	Mode
Parramatta Campus	Part Time	Internal

Academic Credit and Advanced Standing

Applications for advanced standing will be assessed in accordance with current UWS policy.

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

Candidates can enter this program by relevant undergraduate qualifications (Social Sciences with relevant majors, Social Work, Community Welfare, Psychology, Behavioural Sciences, Health Science, Nursing, Education) or equivalent prior learning recognition as assessed by portfolio. An interview is required, of all applicants.

Course Structure

Qualification for this award required the successful completion of 40 credit points including the units listed in the recommended sequence below:

Part-time

Year 1

Autumn session

101434.1 Counselling: Principles and Paradigms in Practice (PG)
101432.1 Skills in Counselling 1

Spring session
101433.1 Skills in Counselling 2
101435.1 Counselling: Practice and Professional Issues

Master of Education

1653.1

The Master of Education course at UWS is designed to develop, enhance and support the learning of educators. It provides an introduction to cutting edge research and practice and helps educators maintain professional currency.

The course provides a scholarly environment for educators already working in the field in early childhood, primary, secondary, tertiary, TAFE, community-based or other professional settings to enhance the quality of their professional practice.

UWS graduates will demonstrate their increased effectiveness of practice through applied projects and critical reflections across a range of areas including pedagogy, educational leadership, middle years learning, English, literacy and educational evaluation. Developing a professional portfolio is an optional feature. A unique quality of the UWS course are the Independent Study units that provide students with the opportunity to pursue tailor-made professional/research interests supervised by experienced academic staff.

Study Mode

One year full-time or Two years part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on postgraduate courses is available on the Local Admissions section of the UWS website

Candidates should possess a three or four year university degree or diploma or equivalent from a recognised tertiary institution in any discipline area together with experience in education or a related field

International candidates with qualifications where the language of instruction was other than English must demonstrate proficiency in English at level 6.5 on the IELTS scale

Course Structure

Qualification for this award requires the successful completion of 80 credit points, including a 20 credit point core, in the recommended sequence below.

Recommended Sequence

Full-time

CHOOSE EITHER:
Year A (offered in 2008 and 2010 and every even year thereafter) or Year B (offered in 2009 and 2011 and every odd year thereafter)

Year A

1H session
Core Unit:
101427.1 Research and Professional Practice
Choose three units out of the following four units:
100702.1 Leading Organisational Change
100699.1 New Literacies
100704.1 Independent Study 2
100705.2 Independent Study 3

2H session
Core unit:
100695.1 Critical Developments in Pedagogy
Choose three units out of the following four units:
100701.1 Leadership, Mentoring and Professional Growth
101440.1 English Education: Contemporary Issues
100703.1 Independent Study 1
100705.2 Independent Study 3

Year B

1H Session:
Core unit:
101427.1 Research and Professional Practice
Choose three units from the following four:
100694.1 Leading Curriculum Change
100698.1 Understanding Young Learners 10-15
100704.1 Independent Study 2
100705.2 Independent Study 3

2H session
Core unit:
100695.1 Critical Developments in Pedagogy
Choose three units from the following four:
100696.1 Educational Evaluation
100697.1 Responsive Curriculum for the Middle Years
100703.1 Independent Study 1
100705.2 Independent Study 3

Part-time

Year 1

1H session
Core unit:
101427.1 Research and Professional Practice
One Alternate unit

2H session
Core unit:
100695.1 Critical Developments in Pedagogy
One Alternate unit

Year 2

1H session
Two Alternate units

2H session
Two Alternate units

Alternate Units

Pool A - units offered in even years eg 2008, 2010

1H session:
100704.1 Independent Study 2

100705.2 Independent Study 3
100702.1 Leading Organisational Change
100699.1 New Literacies

2H session:
101440.1 English Education: Contemporary Issues
100703.1 Independent Study 1
100705.2 Independent Study 3
100701.1 Leadership, Mentoring and Professional Growth

Pool B - units offered in odd years eg 2009, 2011

1H session:
100704.1 Independent Study 2
100705.2 Independent Study 3
100694.1 Leading Curriculum Change
100698.1 Understanding Young Learners 10-15

2H session:
100696.1 Educational Evaluation
100703.1 Independent Study 1
100705.2 Independent Study 3
100697.1 Responsive Curriculum for the Middle Years

Graduate Certificate in Education

1588.2

Students cannot enrol in the Graduate Certificate in Education as it is an exit award from 1653 Master of Education and is designed to develop, enhance and support the learning of educators. It provides an introduction to cutting edge research and practice and helps educators maintain professional currency.

Students enrolled in 1653 Master of Education may graduate with the Graduate Certificate in Education following successful completion of one core unit and a further three units selected from the specialisations of educational leadership, middle years learning, English literacy and independent study. Students may also choose to study in a variety of other areas in the independent study units under the guidance of experienced academic staff.

The course provides a scholarlky environment for educators already working in the field in early childhood, primary, secondary, tertiary, TAFE, community-based or other professional settings to enhance the quality of their professional practice.

Study Mode
Six months full-time or one year part-time

Graduate Diploma in Expressive Therapies

4593.2

Course enquiries should be directed to the Course Advisor.

The Graduate Diploma in Expressive Therapies provides a general theoretical foundation study in the use of creative processes in therapy. It is an opportunity for educators, health professionals and artists of various modalities to develop knowledge and understanding of the therapeutic application of a range of creative processes in health, education and social welfare settings which could lead to specialist studies at Masters level in a specific therapeutic modality. Four units in this course are shared with the Master of Art Therapy and should entry be successful into the Masters course then advanced standing can be given for these units.

Study Mode
One year full-time or two years part-time.

Academic Credit and Advanced Standing
Applications for advanced standing transfer will be assessed in accordance with current UWS policy.

Admission
Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

Applicants will possess:

- Bachelors Degree in Design, Or Music, Or Performing or Visual Arts (practice & theory); Or an equivalent degree; OR
- Bachelors Degree in Psychology; Or Behavioural Sciences; Or Health Sciences; Or Education; Or an equivalent degree; OR
- Suitably qualified professionals (such as nurses or teachers or art practitioners) who have trained outside the tertiary sector and hold a diploma or certificate

Note: Many suitable professionals have trained outside the university system, eg, nurses and teachers, prior to transfer of training programs to the university sector. These professionals may have extensive experience, hold senior positions and have attained a number of certificate and diploma specialisations. In this situation only and where extensive work experience is evident (within the last ten years), the coordinator may approve admission to the course.

Applicants are required to submit:

- A written statement of intent describing why the applicant wishes to enter the course; and
- Curriculum Vitae

These documents provide background information on the applicant's qualifications and experience and assist in determining their occupational motivation.

Applicants are also required to participate in, and satisfy, the requirements of an interview.

Course Structure
Qualification for this award requires the successful completion of 80 credit points, including the units listed in the recommended sequence below, including five core units and three specified units in either the visual or performing arts, or behavioural science.

Recommended Sequence

Full-time

Year 1

Autumn session
56161.1 An Introduction to Therapeutic Application of Creative Processes (PG)
56152.1 Professional Practice (PG)
And two elective units

Spring session
400485.2 Integrating Arts and Therapy
400486.1 Principles of Psychotherapy for Arts Therapists
56160.1 Theoretical Approaches to Therapy
And one elective

Part-time

Year 1

Autumn session
56161.1 An Introduction to Therapeutic Application of Creative Processes (PG)
And one elective

Spring session
56160.1 Theoretical Approaches to Therapy
And one elective

Year 2

Autumn session
56152.1 Professional Practice (PG)
And one elective

Spring session

400485.2 Integrating Arts and Therapy
400486.1 Principles of Psychotherapy for Arts
Therapists

Suggested Elective Units

Students will be provided with academic advice and selection of units (Behavioural Science or Visual or Performing Arts) will be made in consultation with the Head of Program.

Behavioural Sciences units that may be recommended include:

400086.2 Adulthood and Ageing
101324.1 Culture, Health and Social Change
101365.1 Group Interaction
101351.1 Health and Personality
400164.1 Introduction to Sociology of Health
400136.1 Introduction to the Psychology of Health
101366.1 Interpersonal Interaction
101352.1 Mind, Body and Emotion
101367.1 Non-Verbal Communication
400280.3 Sexuality
400089.2 Social Psychology and Human Nature
101325.1 Children, Wellbeing and Society
101432.1 Skills in Counselling 1
101433.1 Skills in Counselling 2

Graduate Certificate Exit Point

Students may exit with the Graduate Certificate in Expressive Therapies upon successful completion of the following 40 credit points:

56161.1 An Introduction to Therapeutic Application of
Creative Processes (PG)
56152.1 Professional Practice (PG)
400486.1 Principles of Psychotherapy for Arts
Therapists
56160.1 Theoretical Approaches to Therapy

Graduate Certificate in Expressive Therapies

4594.2

Exit point only. Refer to Graduate Diploma in Expressive Therapies, course code 4593.2.

Master of Interpreting and Translation

1639.1

The Master of Interpreting and Translation provides suitably qualified graduates with training in interpreting and translation leading to accreditation by the National Accreditation Authority for Translators and Interpreters (NAATI) as professional interpreters and/or translators (formerly known as Level 3). Graduates of the Master of Interpreting and Translation can articulate into the Master of Arts Translation and Interpreting Studies. Credit towards any of the Masters is given for up to four common units. This means that a graduate of the Master of Interpreting and Translation may graduate with a Master of Arts Translation and Interpreting Studies by completing only an extra four units. The Graduate Certificate in Interpreting and Translation, the Graduate Diploma in Translation and the Graduate Diploma in Interpreting are available as early exit points from this course.

Subject to demand, the following languages are available:

- Arabic
- Japanese
- Mandarin and
- Spanish

Study Mode

One year full-time or two years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

Accreditation

This course is approved by the National Accreditation Authority for Translators and Interpreters (NAATI) at the Professional level (formerly Level 3). Eligibility for accreditation is triggered by the final examinations in the unit Accreditation Studies, in which students are required to pass* in at least one mode (i.e. Translation into English, Translation from English, Interpreting). These examinations adhere to NAATI requirements. *Note: NAATI requires a minimum pass mark of 70%.

Admission

Local applications for the course must be made through the Universities Admissions Centre (UAC). Futher information on courses is available on the Local Admissions section of the UWS website.

International applications should be made directly to the University. Further information on courses is available on the International Admissions section of the UWS website or contact internationalstudy@uws.edu.au

Special Requirements

Applicants should have completed an Australian undergraduate degree or an overseas equivalent qualification (recognised by NOOSR). Applicants must have an IELTS score of 7.0 or equivalent and must have native or near-native proficiency in one of the following languages: Arabic, Japanese, Mandarin and Spanish.

Course Structure

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time, Start-Year intake:

Year 1

Autumn session
100927.1 Interpreting and Translation Skills
100921.1 Interpreting and Translation Theory
100924.1 Community Translation
100916.1 Legal Interpreting

Spring session
100917.1 Specialised Translation
100922.1 Medical Interpreting
A7456.1 Interpreting and Translation Professional Practicum
101482.1 Accreditation Studies

Full-time, Mid-Year intake:

Year 1

Spring session
100927.1 Interpreting and Translation Skills
100921.1 Interpreting and Translation Theory
100917.1 Specialised Translation
100922.1 Medical Interpreting

Year 2

Autumn session
100924.1 Community Translation
100916.1 Legal Interpreting
A7456.1 Interpreting and Translation Professional Practicum
101482.1 Accreditation Studies

Graduate Diploma in Interpreting

1637.1

The Graduate Diploma in Interpreting provides suitably qualified graduates with training in interpreting leading to accreditation by the National Accreditation Authority for Translators and Interpreters (NAATI) as professional interpreters (formerly known as Level 3). Graduates of the Graduate Diploma in Interpreting can articulate into the Master of Arts Translation and Interpreting Studies. Credit is given for common units. The Graduate Certificate in Interpreting and Translation is available as an early exit point from this course.

Subject to demand, the following languages are available:

- Arabic
- Japanese
- Mandarin and
- Spanish

Study Mode

One year full-time or one and a half years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Part Time	Internal
Bankstown Campus	Full Time	Internal

Accreditation

This course is approved by the National Accreditation Authority for Translators and Interpreters (NAATI) at the Professional level (formerly Level 3). Eligibility for accreditation is triggered by the final examinations in the unit Accreditation Studies, in which students are required to pass with a minimum pass mark of 70%. Note: this examination adheres to NAATI requirements.

Admission

Local applications for the course must be made through the Universities Admissions Centre (UAC).

Futher information on courses is available on the Local Admissions section of the UWS website.

International applications should be made directly to the University. Further information on courses is available on the International Admissions section of the UWS website or contact internationalstudy@uws.edu.au

Special Requirements

Applicants should have completed an Australian undergraduate degree or an overseas equivalent qualification (recognised by NOOSR). Applicants must have an IELTS score of 7.0 or equivalent and must have native or near-native proficiency in one of the following languages: Arabic, Japanese, Mandarin and Spanish.

Course Structure

Qualification for this award requires the successful completion of 60 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time, Start-Year intake:

Year 1

Autumn session
100927.1 Interpreting and Translation Skills
100921.1 Interpreting and Translation Theory
100916.1 Legal Interpreting

Spring session
100922.1 Medical Interpreting
A7456.1 Interpreting and Translation Professional Practicum
101482.1 Accreditation Studies

Full-time, Mid-Year intake:

Year 1

Spring session
100927.1 Interpreting and Translation Skills
100921.1 Interpreting and Translation Theory
100922.1 Medical Interpreting

Year 2

Autumn session
100916.1 Legal Interpreting
A7456.1 Interpreting and Translation Professional Practicum
101482.1 Accreditation Studies

Graduate Certificate In Interpreting and Translation

1602.1

The Graduate Certificate in Interpreting and Translation is aimed at providing suitable bilingual graduates with a knowledge of the theoretical underpinnings and the essential skills of interpreting and translation. The Graduate Certificate in Interpreting and Translation articulates into the Graduate Diploma in Interpreting and Translation, the Master of Arts (Interpreting and Translation) and the Master of Arts (Translation and Linguistics). Credit towards any of these courses is granted based on common units. The course is suitable for people new to the discipline as well as for practising interpreters and translators wanting to learn about the theory and to improve their practical skills. The course can be done on campus as well as by distance mode.

Study Mode
Six months full-time or one year part-time

Location

Campus	Attendance	Mode
Bankstown Campus	Part Time	External
Bankstown Campus	Full Time	External
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

Academic Credit and Advanced Standing

Credit may be granted based on prior relevant post graduate studies.

Admission

Local applications for the course must be made through the Universities Admissions Centre (UAC). Further information on courses is available on the Local Admissions section of the UWS website.

International applications should be made directly to the University. Further information on courses is available on the International Admissions section of the UWS website or contact internationalstudy@uws.edu.au

Applicants must have an Australian Bachelor's degree or equivalent, an IELTS of 7 or equivalent English proficiency and must be fully bilingual in ANY language combination. However, language specific classes are run only in Arabic, French, German, Italian, Indonesian, Japanese, Korean, Chinese, Spanish or Vietnamese, subject to demand.

Course Structure

Qualification for this award requires the successful completion of 40 credit points including the units listed in the recommended sequence below.

Full-time, Start-Year Intake

Autumn session
100921.1 Interpreting and Translation Theory
100927.1 Interpreting and Translation Skills
Choose two units from the following pool:
100920.1 Aspects of Bilingualism and Intercultural Communication
100924.1 Community Translation
100923.1 Conference Interpreting
100916.1 Legal Interpreting
100926.1 The Language of the Law

Full-time, Mid-Year Intake

Spring session
100921.1 Interpreting and Translation Theory
100927.1 Interpreting and Translation Skills
Choose two units from the following pool:
100918.1 Contrastive Linguistics
100919.1 Investigating Second Language Acquisition
100925.1 Literary Translation
100922.1 Medical Interpreting
100917.1 Specialised Translation

Graduate Diploma in Translation

1638.1

The Graduate Diploma in Translation provides suitably qualified graduates with training in translation leading to accreditation by the National Accreditation Authority for Translators and Interpreters (NAATI) as professional translators (formerly known as Level 3). Graduates of the Graduate Diploma in Translation can articulate into the Master of Arts Translation and Interpreting Studies. Credit is given for common units.

This award is available in distance mode for local students only.

The following languages are available in the on-campus mode:

- Arabic
- Japanese
- Mandarin and
- Spanish

The following languages are available in the distance mode for local students only:

- Arabic
- French
- German
- Italian
- Japanese
- Mandarin and
- Spanish

The Graduate Certificate in Interpreting and Translation is available as an early exit point from this course.

Study Mode

One year full-time or one and a half years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	External
Bankstown Campus	Part Time	Internal
Bankstown Campus	Part Time	External
Bankstown Campus	Full Time	Internal

Accreditation

This course is approved by the National Accreditation Authority for Translators and Interpreters (NAATI) at the Professional level (formerly Level 3). Eligibility for accreditation is triggered by the final examinations in the unit Accreditation Studies, in which students are required to pass Translation with a minimum mark of 70%*. These examinations adhere to NAATI requirements. *Note: NAATI requires a minimum pass mark of 70%.

Admission

Local applications for the course must be made through the Universities Admissions Centre (UAC). Futher information on courses is available on the Local Admissions section of the UWS website.

International applications should be made directly to the University. Further information on courses is available on the International Admissions section of the UWS website or contact internationalstudy@uws.edu.au

Special Requirements

Applicants should have completed an Australian undergraduate degree or an overseas equivalent qualification (recognised by NOOSR). Applicants must have an IELTS score of 7.0 or equivalent and must

have native or near-native proficiency in one of the following languages: Arabic, French, German, Italian, Japanese, Mandarin and Spanish.

Course Structure

Qualification for this award requires the successful completion of 60 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time, Start-Year intake:

Year 1

Autumn session
100927.1 Interpreting and Translation Skills
100921.1 Interpreting and Translation Theory
100924.1 Community Translation

Spring session
100917.1 Specialised Translation
A7456.1 Interpreting and Translation Professional Practicum
101482.1 Accreditation Studies

Full-time, Mid-Year intake:

Year 1

Spring session
100927.1 Interpreting and Translation Skills
100921.1 Interpreting and Translation Theory
100917.1 Specialised Translation

Year 2

Autumn session
100924.1 Community Translation
A7456.1 Interpreting and Translation Professional Practicum
101482.1 Accreditation Studies

Master of Professional Communication

1568.2

The Master of Professional Communication is designed for communication specialists who wish to build on their professional experience through studies in contemporary communications practice. The program specifically builds on professional expertise by providing a critical engagement with current theory and practices in this rapidly changing field. It is structured to provide a balance between critical thinking, and practice-based projects, which also

engage with real-world scenarios and clients, through a mix of face-to-face and on-line learning situations.

The program is taught by a range of staff from the areas of public relations, media and audience theory, design and professional communication. Inter-disciplinary input is one of the unique contemporary features of this program, reflecting the current trends of convergent media taking place across the professional communications industries. Working with professionally oriented staff, students are guided through practical project work with community-based organisations, and/or corporate communication clients. These projects develop a depth of understanding of a range of strategic organisational communications outcomes and processes, including event management, and media planning.

The units of study offered in each semester are designed to work as a cohesive program of study. This provides an excellent framework for students to gain both theoretical and applied skills, with an emphasis on providing a groundwork for a range of employment opportunities within the professional communications industries.

Study Mode

One year full-time or two years part-time. The program is offered through face-to-face study supported online.

Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on postgraduate courses is available on the Local Admissions section of the UWS website.

Candidates are required to hold academic qualifications deemed by UWS to be at least equivalent to a Bachelor degree in some related discipline (such as Communication and Media). Special equivalence may be granted to candidates on the basis of evidence they submit at the time of application, for academic, professional and/or any other qualifications they hold.

Course Structure

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

The course comprises two core units of 10 credit points each, plus 60 credit points from the pool units listed.

Year 1

Autumn session

Core Unit
63290.1 Communication in the Information Age

Pool Units
63294.1 Crisis Communication
100573.1 Practice-Based Elective
100575.1 Professional Writing and Editing
100572.1 Self-Directed Elective
100570.1 The Electronic Text
100578.1 Understanding Online Design and Production
100574.1 Visual Design and Production Literacies

Spring session

Core Unit
63293.1 Transnational Communication

Pool Units
63313.1 Advertising, Promotion and Publicity
100561.1 Media and Audience
100573.1 Practice-Based Elective
100571.1 Professional Communication Theory
100572.1 Self-Directed Elective
100576.1 Theory and Practice of New Media
Note: Not all pool units are offered every year. Please check the timetable to see which units are on offer in 2008.

Graduate Diploma in Professional Communication

1567.2

The Graduate Diploma in Professional Communication is an exit award from the Master of Professional Communication. Students may elect to exit the Master of Professional Communication after completion of the two core units of 10 credit points each, plus 40 credit points from the pool units, as listed under the Master of Professional Communication.

Graduate Certificate in Professional Communication

1566.2

The Graduate Certificate in Professional Communication is an exit award from the Master of Professional Communication. Students may elect to exit the Master of Professional Communication after completion of the two core units of 10 credit points each, plus 20 credit points from the pool units, as listed under the Master of Professional Communication.

Master of Psychology (Clinical Psychology)

1546.3

The Master of Psychology (Clinical Psychology) is a fee-paying professional masters course designed to develop competent clinical psychologists who will receive thorough cognitive behavioural training, becoming specialist practitioners in the scientist/practitioner mode. All students complete specified coursework, a research thesis, and 1000 hours of supervised experience in clinical and other appropriate settings.

Study Mode
Two years full-time or four years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

Academic Credit and Advanced Standing
Assessments of advanced standing will be subject to UWS's credit transfer regulations. All applicants will have their transcripts assessed to ensure they have at least the equivalent of a four-year psychology bachelor's degree in the AQF framework, and for specified credit for any fifth or sixth year psychology or equivalent units. No specified credit will be given for the thesis and supervised placement components completed prior to eligibility for Associated membership with the NSW Psychologists Registration Board. Applicants who have met placement standards requirements will be invited to make an application for advanced standing under the set criteria outlined by the APS and Registration Board.

Accreditation
Graduates of this award will be eligible for full registration with the NSW Psychologists Registration Board and for full membership of the Australian Psychological Society and its College of Clinical Psychologists. Psychology is a state-government registered profession with strict entry requirements. This award is designed to help applicants reach the third 'rung' of the qualification ladder - full registration - and has been accredited by the Professional

Association (APS) and the NSW Psychologists Registration Board.

Admission

The major purpose of this award is to permit graduates of accredited psychology degrees to have an opportunity to do an accredited 5th and 6th year sequence. For this reason the award will only be open to graduates having at least the equivalent of an accredited four-year psychology bachelors degree within the AQF framework. The School is skilled at evaluating student transcripts. However, the onus will be on applicants with irregular studies to prove they have an accredited four-year psychology degree to gain admission to the program, and would typically be required to produce a letter from their former Head of School to this effect.

Course Structure

Qualification for this award requires the successful completion of 160 credit points which include the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Year 1

Autumn session
101209.1 Core Skills: Counselling and Ethical Practice
101207.1 Psychological Assessment 1
101212.1 Clinical Psychopathology
101213.1 Psychological Interventions 1

Spring session
101215.1 Cognitive Behaviour Therapy: Theory and Practice
101210.1 Child Clinical Psychology
101214.1 Psychological Interventions 2
100472.1 Advanced Research Design

1H session
101216.1 Clinical Practice Seminar A

2H Session
101216.1 Clinical Practice Seminar A
100803.1 Psychology Placement 1

Year 2

Autumn session
101218.1 Clinical and Forensic Neuropsychology
101219.1 Performance Management Psychology

Spring session
101220.1 Clinical Health Psychology

1H session
101217.1 Clinical Practice Seminar B
101239.1 Applied Research Project
100804.1 Psychology Placement 2
100805.1 Psychology Placement 3
101240.1 Master of Psychology Placement 4

2H session
101217.1 Clinical Practice Seminar B
101239.1 Applied Research Project
100804.1 Psychology Placement 2
100805.1 Psychology Placement 3
101240.1 Master of Psychology Placement 4

Master of Psychology (Educational and Developmental)

1545.3

The Master of Psychology (Educational and Developmental Psychology) is a fee-paying professional masters course designed to develop competent Educational and Developmental Ppsychologists who will become specialist practitioners. All students complete specified coursework, a research project and thesis, and 1000 hours of supervised professional experience in educational and other settings. Graduates of this award will be eligible for full registration with the NSW Psychologists Registration Board, full membership of the Australian Psychological Society and associate membership of the APS College of Educational and Developmental Psychologists.

Study Mode

On campus delivery. Two years full-time or four years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Part Time	Internal
Bankstown Campus	Full Time	Internal

Academic Credit and Advanced Standing

Assessments of advanced standing will be subject to UWS's credit transfer regulations. All applicants will have their transcripts assessed to ensure they have at least the equivalent of a four-year psychology bachelor's degree in the AQF framework, and for specified credit for any fifth or sixth year psychology or equivalent units. No specified credit will be given for the thesis and supervised placement components completed prior to eligibility for Associated membership with the NSW Psychologists Registration

Board. Applicants who have met placement standards requirements will be invited to make an application for advanced standing under the set criteria outlined by the APS and Registration Board.

Accreditation

Graduates of this award will be eligible for full registration with the NSW Psychologists Registration Board and for full membership of the Australian Psychological Society and its Educational and Developmental College. Psychology is a state-government registered profession with strict entry requirements. This award is designed to help applicants reach the third 'rung' of the qualification ladder - full registration - and has been accredited by the Professional Association (APS) and the NSW Psychologists Registration Board.

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on postgraduate courses is available on the Local Admissions section of the UWS website.

The major purpose of this award is to permit graduates of accredited psychology degrees to have an opportunity to do an accredited 5th and 6th year sequence. For this reason the award will only be open to graduates having at least the equivalent of an accredited four-year psychology bachelors degree within the AQF framework. The School is skilled at evaluating student transcripts. However, the onus will be on applicants with irregular studies to prove they have an accredited four-year psychology degree to gain admission to the program, and would typically be required to produce a letter from their former Head of School to this effect.

Course Structure

Qualification for this award requires the successful completion of 160 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Year 1

Autumn session
101209.1 Core Skills: Counselling and Ethical Practice
101207.1 Psychological Assessment 1
101206.1 Applied Educational Psychology
100460.1 Developmental Psychology

Spring session
101210.1 Child Clinical Psychology

100801.1 Counselling Children, Adolescents and Families
101208.1 Psychological Assessment 2
100472.1 Advanced Research Design

1H session
101203.1 Educational and Developmental Professional Practice Seminar A

2H Session
100803.1 Psychology Placement 1
101203.1 Educational and Developmental Professional Practice Seminar A

Year 2

Autumn session
101205.1 Developmental Neuropsychology
And one elective

Spring session
101211.1 Educational Psychology Interventions

1H session
101204.1 EdDev Professional Practice Seminar B
100804.1 Psychology Placement 2
100805.1 Psychology Placement 3
101239.1 Applied Research Project

2H session
100804.1 Psychology Placement 2
100805.1 Psychology Placement 3
101239.1 Applied Research Project

Part-time

Year 1

Autumn session
101209.1 Core Skills: Counselling and Ethical Practice
101207.1 Psychological Assessment 1

Spring session
100801.1 Counselling Children, Adolescents and Families
101208.1 Psychological Assessment 2

Year 2

Autumn session
101206.1 Applied Educational Psychology
100460.1 Developmental Psychology

Spring session
101210.1 Child Clinical Psychology

1H session
101203.1 Educational and Developmental Professional Practice Seminar A

2H session
101203.1 Educational and Develomental Professional Practice Seminar A
100803.1 Psychology Placement 1

Year 3

Autumn session
101205.1 Developmental Neuropsychology

Spring session
100472.1 Advanced Research Design

1H session
101204.1 EdDev Professional Practice Seminar B
100804.1 Psychology Placement 2

2H session
100804.1 Psychology Placement 2

Year 4

Autumn session
Elective unit

Spring session
101211.1 Educational Psychology Interventions

1H session
100805.1 Psychology Placement 3
101239.1 Applied Research Project

2H session
100805.1 Psychology Placement 3
101239.1 Applied Research Project

Master of Psychology (Forensic Psychology)

1547.3

The Master of Psychology (Forensic) is a fee-paying professional masters degree designed to develop competent Forensic Psychologists who will become specialist practioners. All students complete specified coursework, a research project and thesis, and 1000 hours of supervised professional experience in forensic and other settings. Graduates of this award will be eligible for full registration with the NSW Psychologists Registration Board, full membership of the Australian Psychological Society and associate membership of the APS College of Forensic Psychologists.

Study Mode
Two years full-time or four years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Part Time	Internal
Bankstown Campus	Full Time	Internal

Academic Credit and Advanced Standing
Assessments of advanced standing will be subject to UWS's credit transfer regulations. All applicants will have their transcripts assessed to ensure they have at least the equivalent of a four-year psychology bachelor's degree in the AQF framework, and for specified credit for any fifth or sixth year psychology or equivalent units. No specified credit will be given for the thesis and supervised placement components completed prior to eligibility for Associated membership with the NSW Psychologists Registration Board. Applicants who have met placement standards requirements will be invited to make an application for advanced standing under the set criteria outlined by the APS and Registration Board.

Accreditation
Graduates of this award will be eligible for full registration with the NSW Psychologists Registration Board and for full membership of the Australian Psychological Society and its Forensic College. Psychology is a state-government registered profession with strict entry requirements. This award is designed to help applicants reach the third 'rung' of the qualification ladder - full registration - and has been accredited by the Professional Association (APS) and the NSW Psychologists Registration Board.

Admission
The major purpose of this award is to permit graduates of accredited degrees to have an opportunity to do an accredited fifth and sixth year sequence. For this reason the award will only be open to graduates having at least the equivalent of an accredited four year psychology bachelor degree within the AQF framework. The School is skilled at evaluating student transcripts. However, the onus will be on applicants with irregular studies to prove they have an accredited four-year psychology degree to gain admission to the program and would typically be required to produce a letter from their former Head of School to this effect.

Course Structure
Qualification for this award requires the successful completion of 160 credit points including the units listed in the recommended sequence below.

Recommended sequence

Full-time

Year 1

Autumn session
101209.1 Core Skills: Counselling and Ethical Practice
101207.1 Psychological Assessment 1
101212.1 Clinical Psychopathology
101213.1 Psychological Interventions 1

Spring session
101210.1 Child Clinical Psychology
101224.1 Group Work Therapeutic Programs
101215.1 Cognitive Behaviour Therapy: Theory and Practice
100472.1 Advanced Research Design

1H session
101222.1 Forensic Professional Practice Seminar A

2H session
100803.1 Psychology Placement 1
101222.1 Forensic Professional Practice Seminar A

Year 2

Autumn session
101218.1 Clinical and Forensic Neuropsychology
101221.1 Psychology and the Law

Spring session
100473.1 Organisational Psychology

1H session
100804.1 Psychology Placement 2
100805.1 Psychology Placement 3
101239.1 Applied Research Project
101223.1 Forensic Professional Practice Seminar B

2H session
100804.1 Psychology Placement 2
100805.1 Psychology Placement 3
101239.1 Applied Research Project
101223.1 Forensic Professional Practice Seminar B

Postgraduate Diploma of Psychology

1502.3

The Postgraduate Diploma of Psychology is a fee-paying study in psychology designed for those seeking professional accreditation and is undertaken upon completion of an accredited three-year sequence in psychology. This award shares common classes with the specialist (non-honours year) of the Bachelor of Psychology program. This course is recognised as an accredited 4th year of study in psychology. The course comprises three 10-credit-point session-length units, one year-long 20-credit point research methods unit, and a 30-credit point thesis. As long as they meet prerequisites, students may take these units at a time convenient to themselves and do not necessarily follow a session- based plan. Students may be required to attend instruction on a campus other than that of their first enrolment.

Students are required to have completed an undergraduate degree, comprising a major in psychology that is accredited by both the Australian Psychological Society and the New South Wales Psychologists Registration Board.

Study Mode
One year full-time or two years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Penrith Campus	Full Time	Internal

Academic Credit and Advanced Standing
Subject to the university's credit transfer regulations, applicants who have completed units in an equivalent course taught at a fourth year level, may be granted advanced standing up to a maximum of 50 per cent of the total course work. No credit will be given for research completed at another university. All applicants will have their transcripts assessed to ensure they have at least the equivalent of a three years psychology bachelors' degree in the AQF framework and for specified credit for any 4th year psychology or equivalent units. Advanced standing will only be given for psychology or equivalent content units under the university's specified credit rules. The maximum specified credit for the award will be 40 credit points and no specified credit will be given for the thesis component.

Accreditation
Psychology is a state-government registered profession with strict entry requirements. For those students who meet entry requirements, this award provides an accredited fourth year of study enabling conditional registration with the NSW Psychologists Registration Board.

Admission
Undergraduate degree with an APAC accredited sequence of units in psychology, and a preferred grade point average of 5. Admission to the award is

competitive, and there is no provision for deferring an offer of a place

Course Structure

Qualification for this award requires the successful completion of 80 credit points including a 20 credit point research methods units, a 30 credit point thesis, and three 10 credit point units.

Recommended Sequence

Full-time

Year 1

1H session
100487.3 Empirical Research Methods Seminar
100488.2 Empirical Research Project

2H session
100487.3 Empirical Research Methods Seminar
100488.2 Empirical Research Project

Autumn session
101420.1 Theory and Practice of Psychological Assessment and Intervention
And two pool units
Note: Not all of these units will be offered in 2008. Please check the 2008 timetable for availability.

Autumn session Pool units
100027.2 Addictive Behaviours
101247.1 Counselling and Consultation
100543.2 Foundations of Analytical Psychology
101196.1 Human Performance in Applied Psychology
101202.1 Narrative and Jungian Psychology
101198.1 Principles and Practices of Forensic Psychology

Spring session Pool units
101419.1 Applied Psychology in the Legal Context
101197.1 Consulting in Applied Psychology
101195.1 Counselling and Intervention through the lifespan
100530.2 Developmental Psychopathology
101201.1 Madness and Culture

Graduate Diploma of Psychological Studies

1630.1

Psychology is the field of inquiry that uses scientific techniques and methods to understand and explain behaviour and experience. As a profession, it involves the application of psychological knowledge to practical problems in human behaviour. Units in the program are drawn from the following topic areas of psychology: history of psychology, biological psychology, learning, social psychology, lifespan development, sensation and perception, individual differences, personality and cognitive processes.

The Graduate Diploma in Psychological Studies is accredited by the Australian Psychologists Accreditation Council (APAC) and the NSW Psychologist Registration Board as an undergraduate three year sequence in Psychology. The Graduate Diploma in Psychological Studies prepares graduates for an accredited fourth year in Psychology; it does not comprise such a fourth year.

Study Mode
One and a half years full-time or three years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Part Time	Internal
Bankstown Campus	Full Time	Internal

Academic Credit and Advanced Standing

All applicants will have the equivalent of a three year Bachelors' degree in the AQF framework and for specified credit for any psychology units. Advanced standing will only be given for psychology units from APAC accredited awards under the university's specified credit rules. The maximum specified credit for the award will be 80 credit points. At least 50% (60 credit points) of the required credit points for the award must be achieved through formal study at UWS.

Accreditation

The Graduate Diploma of Psychological Studies is accredited by the NSW Psychologist's Registration Board and the Australian Psychologists Accreditation Council (APAC) as an accredited three year sequence in Psychology.

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on postgraduate courses is available on the Local Admissions section of the UWS website.

Applicants must have at least the equivalent of a recognised three-year bachelors degree in any discipline. The Graduate Diploma convenor assesses prior psychology-related studies and then specifies a program of variable length for the award.

Course Structure

Qualification for this award requires the successful completion of 120 credit points which include the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Bankstown campus

Year 1

Autumn session
101184.1 Psychology: Human Behaviour
100013.1 Experimental Design and Analysis
100020.1 Social and Developmental Psychology
One psychology pool unit

Spring session
101183.1 Psychology: Behavioural Science
100018.1 Personality, Motivation and Emotion
100022.1 Biological Psychology and Perceptual Processes
One psychology pool unit

Year 2

Autumn session
100016.1 Human Learning and Cognition
100015.1 History and Philosophy of Psychology
100004.2 Abnormal Behaviour and Psychological Testing
100006.1 Advanced Survey Design and Analysis

Penrith campus

Year 1

Autumn session
101183.1 Psychology: Behavioural Science
100018.1 Personality, Motivation and Emotion
100022.1 Biological Psychology and Perceptual Processes
One psychology pool unit

Spring session
101184.1 Psychology: Human Behaviour
100013.1 Experimental Design and Analysis
100020.1 Social and Developmental Psychology
One psychology pool unit

Year 2

Autumn session
100004.2 Abnormal Behaviour and Psychological Testing
100006.1 Advanced Survey Design and Analysis
100016.2 Human Learning and Cognition
100015.2 History and Philosophy of Psychology
Students may choose units from alternate campuses, but should maintain the integrity of the recommended sequence.

For more information please contact the course advisor

Psychology Pool Units
100007.2 Applied Cognition and Human Performance
100800.2 Consumer Psychology
100010.2 Depth Psychology
101185.1 Developmental Psychology 0-18 years
101193.1 Health Psychology
100931.2 Neuroscience
101191.1 Organisational Psychology
100539.2 Psychology Across Cultures
100023.2 Psychology of Language
101186.1 Psychology of Learning Environments
101192.1 Psychology of Religion
100932.2 Social Processes and Behaviour
100021.2 The Psychology of Superstitious Belief and Paranormal Experiences

Graduate Certificate in School Counselling

1569.2

The Graduate Certificate in School Counselling is a 40 credit point part-time award comprising of four units and a 210 hour School Counselling Placement unit. Entry is restricted to those nominated and sponsored by the NSW Department of Education and Training.

Study Mode
Two years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Part Time	Internal

Academic Credit and Advanced Standing
There are no advanced standing or credit transfer arrangements. This is a closed industry award with specific exit requirements and training outcomes. Studies already taken in comparable psychology degrees may be applied to units within the 1502 Post-Graduate Diploma of Psychology companion award.

Admission
This is a closed industry sponsored award. Entry is restricted to those applicants nominated and sponsored by the NSW Department of Education and Training. Entry is restricted to qualified teachers who are Department of Education and Training employees retraining as school counsellors.

All applicants must have a minimum of two years teaching or equivalent experience in education, or other qualifications and experience deemed to be

equivalent by the Department of Education and Training. Applicants must have a currently accredited three-year psychology major recognised by the NSW Psychologists Registration Board and the Australian Psychology Accreditation Council (APAC).

Course Structure

Qualification for this award requires the successful completion of 40 credit points which include the units listed in the recommended sequence below.

Recommended Sequence

Part-time

Year 1

Autumn session
101447.1 School Counselling Placement
52340.1 Professional Issues in Psychological Practice

Spring session
101447.1 School Counselling Placement
101415.2 Psychological and Educational Assessment: Theories and Skills 2

Year 2

Autumn session
101200.1 Children, Young People and Behaviour

Spring session
101199.1 Counselling and Consultation 2

Clinical, Professional or Industry Placements:
Students will complete a 210-hour placement supervised by the University within a setting provided by DET. This is a mandated component of the Graduate Certificate. Students will be given specific placements on the direction of their employers and with the agreement of the Course Advisor. Placements will be supervised by university staff within DET settings. As the placement occurs in the first year of the program when the students are not conditionally registered as psychologists, it cannot be counted for subsequent postgraduate specified credits.

Master of Social Science

4617.2

COURSE ENQUIRIES SHOULD BE DIRECTED TO THE COURSE ADVISOR.

The Master of Social Science offers a flexible design allowing students to select areas of study according to their personal interest and professional need. Critical and reflective professional practice is enhanced through core units in social theory and research methods and a research project. In addition students are able to choose specialist professional units from a wide range available in other professional courses.

Study Mode

One year full-time or two years part-time.

Location

Campus	Attendance	Mode
Parramatta Campus	Full Time	Internal
Parramatta Campus	Part Time	Internal

Academic Credit and Advanced Standing

Applications for advanced standing will be assessed in accordance with current UWS policy.

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

Admission to the Master of Social Science is based on the following:

- Completion of a bachelor degree (or equivalent) in a relevant area, OR
- Completion of a graduate diploma (or equivalent) in a relevant area, OR
- Completion of a graduate certificate (or equivalent) in a relevant area

Course Structure

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Students must complete the following core units (40 credit points) and then select another four units (40 credit points) from the Specialist Unit pool below.

Autumn session
400585.1 Theories of the Social
400421.1 Research Methods for Humanities and Social Sciences

Spring session
400586.1 Integrating Theory, Research and Practice

Specialist Unit Pool

Child and Youth Studies (External Study)
400595.1 Partnership with Children, Young People and Carers

400597.1 Policy and Decision Making in Human Services Organisations
400598.1 Sustainable Environments for Children and Young People
400596.1 The Ecology of Child Abuse and Neglect

Tourism Planning (Internal Study)
300346.1 Social Impacts of Tourism
400366.1 Tourism and Recreation Planning Information Systems
300345.1 Tourism Planning and Development 1
300348.1 Tourism Planning and Development 2

Therapy and Counselling (Internal Study)
56161.1 An Introduction to Therapeutic Application of Creative Processes (PG)
400486.1 Principles of Psychotherapy for Arts Therapists
56152.1 Professional Practice (PG)
56160.1 Theoretical Approaches to Therapy

Public Health (Internal Study)
400419.1 Community Development in Health
400422.1 Contemporary Issues in Public Health
400417.1 Epidemiology and Quantitative Methods
400418.1 Health Advancement and Health Promotion
400416.1 Public Health, Policy and Society

Health Services Management (Internal Study)
400425.1 Contemporary Issues in Health and Health Management
400800.1 Financial Management in Health Services
400420.1 Health Economics and Comparative Health Systems
400801.1 Organisations and Management in Health Science

Human Resource and Employment Relations (Internal Study)
46518.1 Human Resource Management
51109.1 Strategic Analysis and Decision-Making

Graduate Diploma in Social Science

4618.2

COURSE ENQUIRIES SHOULD BE DIRECTED TO THE COURSE ADVISOR.

The Graduate Diploma in Social Science is flexible in design allowing students to select areas of study according to their personal interest and professional need. It is also designed to enhance critical and reflective professional practice in the human services sector. Units in social science theories and research methods are core components of the course. To complete the Graduate Diploma students can choose

to complete these two units and a research report and two specialist professional units or four specialist professional units from a wide range available within other specialist awards.

Study Mode
Six months full-time or one and a half years part-time.

Location

Campus	Attendance	Mode
Parramatta Campus	Full Time	Internal
Parramatta Campus	Part Time	Internal

Admission

Applications for the course must be made through the Universities Admission Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

Admission to the Graduate Diploma in Social Science is based on the following:

- Completion of a bachelor degree (or equivalent) in a relevant area; OR
- Completion of a graduate diploma (or equivalent) in a relevant area; OR
- Completion of a graduate certificate (or equivalent) in a relevant area.

Course Structure

Qualification for this award requires the successful completion of 60 credit points including the units listed in the recommended sequence below.

Recommended Sequence

All students must complete the following three core units (40 credit points) and then select another two units (20 credit points) from the Specialist Unit pool below.

Autumn session
400585.1 Theories of the Social
400421.1 Research Methods for Humanities and Social Sciences

Spring session
400586.1 Integrating Theory, Research and Practice

Specialist Unit Pool

Child and Youth Studies (External Study)
400595.1 Partnership with Children, Young People and Carers
400597.1 Policy and Decision Making in Human Services Organisations
400598.1 Sustainable Environments for Children and Young People

400596.1 The Ecology of Child Abuse and Neglect

Tourism Planning (Internal Study)
300346.1 Social Impacts of Tourism
400366.1 Tourism and Recreation Planning Information Systems
300345.1 Tourism Planning and Development 1
300348.1 Tourism Planning and Development 2

Therapy and Counselling (Internal Study)
56161.1 An Introduction to Therapeutic Application of Creative Processes (PG)
400486.1 Principles of Psychotherapy for Arts Therapists
56152.1 Professional Practice (PG)
56160.1 Theoretical Approaches to Therapy

Public Health (Internal Study)
400419.1 Community Development in Health
400422.1 Contemporary Issues in Public Health
400417.1 Epidemiology and Quantitative Methods
400418.1 Health Advancement and Health Promotion
400416.1 Public Health, Policy and Society

Health Services Management (Internal Study)
400425.1 Contemporary Issues in Health and Health Management
400800.1 Financial Management in Health Services
400420.1 Health Economics and Comparative Health Systems
400801.1 Organisations and Management in Health Science

Human Resource and Employment Relations (Internal Study)
46518.1 Human Resource Management
51109.1 Strategic Analysis and Decision-Making

Graduate Certificate in Social Science

4619.2

Course enquiries should be directed to the Course Advisor.

The Graduate Certificate in Social Science is flexible in design allowing students to select areas of study according to their personal interest and professional need. It is also designed to enhance critical and reflective professional practice in the human services sector. Units in social science theories and research methods are core components of the course. To complete the graduate certificate students can choose to complete these two units and a research report or two specialist professional units from a wide range available within other specialist awards.

Study Mode
Six months full-time or one year part-time.

Location

Campus	Attendance	Mode
Parramatta Campus	Part Time	Internal
Parramatta Campus	Full Time	Internal

Academic Credit and Advanced Standing
Applications for advanced standing will be assessed in accordance with current UWS policy.

Admission
Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

Admission to the Graduate Certificate in Social Science is based on the following:

- Completion of a bachelor degree (or equivalent) in a relevant area; OR
- Completion of a graduate diploma (or equivalent) in a relevant area; OR
- Completion of a graduate certificate (or equivalent) in a relevant area.

Course Structure
Qualification for this award requires the successful completion of 40 credit points including the units listed in the recommended sequence below.

Recommended Sequence
There are two pathways for students completing a Graduate Certificate of Social Science.
All students must complete the following two core units (20 Credit Points);
400421.1 Research Methods for Humanities and Social Sciences
400585.1 Theories of the Social
Students may then elect to complete the following unit (20 credit points)
400586.1 Integrating Theory, Research and Practice
Or students may select the remaining 20 credit points from the Specialist Unit Pool below, or any 20 credit points as approved by the Course Coordinator.

Specialist Unit Pool

Child and Youth Studies (External Study)
400595.1 Partnership with Children, Young People and Carers
400597.1 Policy and Decision Making in Human Services Organisations

400598.1 Sustainable Environments for Children and Young People

400596.1 The Ecology of Child Abuse and Neglect

Tourism Planning (Internal Study)

300346.1 Social Impacts of Tourism

400366.1 Tourism and Recreation Planning Information Systems

300345.1 Tourism Planning and Development 1

300348.1 Tourism Planning and Development 2

Therapy and Counselling (Internal Study)

56161.1 An Introduction to Therapeutic Application of Creative Processes (PG)

400486.1 Principles of Psychotherapy for Arts Therapists

56152.1 Professional Practice (PG)

56160.1 Theoretical Approaches to Therapy

Public Health (Internal Study)

400419.1 Community Development in Health

400422.1 Contemporary Issues in Public Health

400417.1 Epidemiology and Quantitative Methods

400418.1 Health Advancement and Health Promotion

400416.1 Public Health, Policy and Society

Health Services Management (Internal Study)

400425.1 Contemporary Issues in Health and Health Management

400800.1 Financial Management in Health Services

400420.1 Health Economics and Comparative Health Systems

400801.1 Organisations and Management in Health Science

Human Resource and Employment Relations (Internal Study)

46518.1 Human Resource Management

51109.1 Strategic Analysis and Decision-Making

Master of Social Science (Child and Youth Studies)

4626.1

The Master of Social Science (Child and Youth Studies) represents a reconceptualised approach to traditional service delivery in all areas dealing with children and youth. The emphasis is on participation, partnerships and intersectoral collaboration. This course was designed for students who are interested in working for government, non-government, private and not-for-profit organisations in the areas of care and protection, youth work, early childhood services and legal and community service delivery areas. It is intended for those with some experience in their field.

The goals for this course include:

- To provide macro analyses of issues and problems for the target population including social justice and participation in all aspects of child and youth work
- To link child centred research and theory to policy development and service delivery
- To equip practitioners who work with children, youth and families with advanced knowledge and skills for effective practice
- To contribute to collaborative practice through a multi-disciplinary focus

Study Mode

One year full-time or two years part-time.

Location

Campus	Attendance	Mode
Parramatta Campus	Full Time	Internal
Parramatta Campus	Part Time	Internal

Academic Credit and Advanced Standing

Applications for advanced standing will be assessed in accordance with current UWS policy.

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

Admission to the Master of Social Science (Child and Youth Studies) is based on the following:

- Completion of a bachelor degree (or equivalent) in a relevant area.
- Completion of a graduate diploma (or equivelent) in a relevant area
- Completion of a graduate certificate (or equivelent) in a relevant area.

International applicants should contact UWS International for details on admission. Contact information for the International Office is available via the UWS website.

Course Structure

Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Year 1

Autumn session
400585.1 Theories of the Social
400421.1 Research Methods for Humanities and Social Sciences
400595.1 Partnership with Children, Young People and Carers
400596.1 The Ecology of Child Abuse and Neglect

Spring session
400586.1 Integrating Theory, Research and Practice
400597.1 Policy and Decision Making in Human Services Organisations
400598.1 Sustainable Environments for Children and Young People

Part-time

Year 1

Autumn session
400595.1 Partnership with Children, Young People and Carers
400596.1 The Ecology of Child Abuse and Neglect

Spring session
400597.1 Policy and Decision Making in Human Services Organisations
400598.1 Sustainable Environments for Children and Young People

Year 2

Autumn session
400421.1 Research Methods for Humanities and Social Sciences
400585.1 Theories of the Social

Spring session
400586.1 Integrating Theory, Research and Practice

Graduate Diploma in Social Science (Child and Youth Studies)

4627.1

The Graduate Diploma in Social Science (Child and Youth Studies) represents a reconceptualised approach to traditional service delivery in all areas dealing with children and youth. The emphasis is on participation, partnerships and intersectoral collaboration. This course was designed for students who are interested in working for government, non-government, private and not-for-profit organisations in the areas of care and protection, youth work, early childhood services and legal and community service delivery areas. It is intended for those with some experience in their field.

The goals for this course include:

- To provide macro analyses of issues and problems for the target population including social justice and participation in all aspects of child and youth work
- To link child centred research and theory to policy development and service delivery
- To equip practitioners who work with children, youth and families with advanced knowledge and skills for effective practice
- To contribute to collaborative practice through a multi-disciplinary focus

Study Mode

One year full-time or one and a half years part-time.

Location

Campus	Attendance	Mode
Parramatta Campus	Part Time	Internal
Parramatta Campus	Full Time	Internal

Academic Credit and Advanced Standing

Applications for advanced standing will be assessed in accordance with current UWS policy.

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

Admission to the Graduate Diploma in Social Science (Child and Youth Studies) is based on the following:

- Completion of a bachelor degree (or equivalent) in a relevant area; OR
- Completion of a graduate diploma (or equivalent) in a relevant area; OR
- Completion of a graduate certificate (or equivalent) in a relevant area.

International applicants should contact UWS International for details on admission. Contact information for the International Office is available via the UWS website.

Course Structure

Qualification for this award requires the successful completion of 60 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Year 1

Autumn session

400595.1 Partnership with Children, Young People and Carers
400421.1 Research Methods for Humanities and Social Sciences
400596.1 The Ecology of Child Abuse and Neglect
400585.1 Theories of the Social

Spring session

400597.1 Policy and Decision Making in Human Services Organisations
400598.1 Sustainable Environments for Children and Young People

Part-time

Year 1

Autumn session

400595.1 Partnership with Children, Young People and Carers
400585.1 Theories of the Social

Spring session

400597.1 Policy and Decision Making in Human Services Organisations
400598.1 Sustainable Environments for Children and Young People

Year 2

Autumn session

400421.1 Research Methods for Humanities and Social Sciences
400596.1 The Ecology of Child Abuse and Neglect

Graduate Certificate in Social Science (Child and Youth Studies)

4628.1

The Graduate Certificate in Social Science (Child and Youth Studies) represents a reconceptualised approach to traditional service delivery in all areas dealing with children and youth. The emphasis is on participation, partnerships and intersectoral collaboration. This course was designed for students who are interested in working for government, non-government, private and not-for-profit organisations in the areas of care and protection, youth work, early childhood services and legal and community service delivery areas. It is intended for those with some experience in their field.

The goals for this course include:

- To provide macro analyses of issues and problems for the target population including social justice and participation in all aspects of child and youth work
- To link child centred research and theory to policy development and service delivery
- To equip practitioners who work with children, youth and families with advanced knowledge and skills for effective practice
- To contribute to collaborative practice through a multi-disciplinary focus

Study Mode

One year part-time in distance education mode.

Location

Campus	Attendance	Mode
Parramatta Campus	Part Time	External

Academic Credit and Advanced Standing

Applications for advanced standing will be assessed in accordance with current UWS policy.

Admission

Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website

Admission to the Graduate Certificate in Social Science (Child and Youth Studies) is based on the following;

- Completion of a bachelor degree (or equivalent) in a relevant area; OR
- Completion of a graduate diploma (or equivalent) in a relevant area; OR
- Completion of a graduate certificate (or equivalent) in a relevant area.

Course Structure

Qualification for this award requires the successful completion of 40 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Part-time

Year 1

Autumn session
400595.1 Partnership with Children, Young People and Carers
400596.1 The Ecology of Child Abuse and Neglect

Spring session
400597.1 Policy and Decision Making in Human Services Organisations
400598.1 Sustainable Environments for Children and Young People

Graduate Certificate in Social Sciences (Community Services)

4582.1

Exit point only. Refer to Graduate Diploma in Social Sciences (Community Services), course code 4581.

Study Mode
Six months full-time workbased mode.

Graduate Certificate in Special Education Studies

1611.1

The Graduate Certificate in Special Education Studies is intended for those students who wish to learn more about issues in Special Education but who have no need or desire to work towards a professional qualification or Master's degree. The units they undertake are common to those in the Master of Teaching (Special Education). It comprises 40 credit points and is designed to enable the student to develop their understandings and skills in working in early childhood intervention, inclusive settings, supported settings or gifted education. It combines some on-campus experiences (primarily in block mode) with on-line studies. The program supports professionals to engage in evidence-based practice in their area of specialisation. The graduate certificate is undertaken over one (1) semester full-time or two (2) semesters part-time.

Study Mode
Six months full-time or one year part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

Admission
Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

To be eligible for admission, applicants must have a first degree.

Applicants whose first degree was undertaken in a country where English is not the common spoken language, will need to demonstrate a minimum score of 7 IELTS (or equivalent TOEFL score) with a minimum of 6.0 on all subtests.

Applicants who have been required to undertake the IELTS before application to the degree also will be required to undertake a further test of speaking skills prior to being placed in a professional setting for practice teaching.

Course Structure
Qualification for this award requires the successful completion of 40 credit points including the units listed in the recommended sequence below.
Students may undertake the programme in either full-time or part-time mode.
There will be a mid year intake.
Students will choose the units which best meet their needs from the following list:
Choose two of:
101027.1 Teaching and Learning in Special Education
101029.1 Collaborative Practice
101028.1 Behaviour Management
Choose one of:
101030.1 Learning in Context
101031.1 Evidence-Based Practice in Education

Recommended Sequence

Full-time

1H session
101027.1 Teaching and Learning in Special Education
101028.1 Behaviour Management
101030.1 Learning in Context

Part-time

1H session
101027.1 Teaching and Learning in Special Education

101028.1 Behaviour Management

2H session
101031.1 Evidence-Based Practice in Education
NOTE: Students could also choose to complete 30 credit points in one half and 10 in the other if that combination of units better suited their needs.

Graduate Certificate in Television Technical Operations

1656.1

The Graduate Certificate in Television Technical Operations is a 40 credit point award comprising of four units, each including 100 hours of industry placement. Entry is restricted to those nominated and sponsored by the Television Technical Operations College.

Study Mode
Part Time - Two semesters (One Year)

Location

Campus	Attendance	Mode
Sydney CBD	Full Time	Internal
Sydney CBD	Part Time	Internal

Admission
Eligible students will be selected based on a ranking of their undergraduate degree in a relevant discipline area, relevant TAFE qualification and/or recent industry experience of at least two years. Student intake is planned at 30 each year and selection will be based on previous qualification/s, experience and interview ranking selection. Entry is restricted to those nominated and sponsored by the Television Technical Operations College.

Course Structure
Qualification for this award requires the successful completion of 40 credit points including the units listed in the recommended sequence below. Students are required to participate in professional experience, components of which are assessable.

Recommended Sequence

Part-time

Semester 1
101478.1 Broadcast Operations Introduction
Choose one of:
101477.1 Audio Commentary Systems

101480.1 Camera, CCU, Lighting and Server Operations

Semester 2
101479.1 Broadcast Operations Advanced
Choose one of:
101477.1 Audio Commentary Systems
101480.1 Camera, CCU, Lighting and Server Operations

Master of Teaching (Early Childhood)

1625.1

The Master of Teaching (Early Childhood) provides students with key knowledges, skills and understandings required for working as a qualified teacher with children and their families in educational settings. There is a strong emphasis on curriculum and pedagogical leadership across the range of early childhood settings. These settings include schools (K-2), preschool, long day care centres and other kinds of early childhood services. This course would be appropriate for people wanting to work as a qualified teacher in a range of early childhood services and in the early years of school. The course is comprised of 120 credit points of study and includes 3 formal professional experience placements.

Students may elect not to complete the Professional Experience units and exit with 80 credit points of study with a 1631 Graduate Diploma in Educational Studies (Early Childhood). The Graduate Diploma in Educational Studies (Early Childhood) award is not a professional qualification.

Study Mode
One and a half years full-time or two to three years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

Admission
Students must have completed an appropriate early childhood degree such as the Bachelor of Early Childhood Studies (Child and Family), or hold a primary education teaching qualification from a recognised University.
GOVERNMENT POLICIES: Education Employers have special staff requirements and policies that apply to intending students of education courses. At entry,

this involves signing a Prohibited Employment Declaration.

Course Structure

Qualification for this award requires the successful completion of 120 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time, Start-Year Intake

Year 1

1H session
101104.1 Mathematics, Science and Technology 0-8
101103.1 Fostering Creativity in Children's Learning
101098.1 Curriculum for Under Threes
101107.1 Early Childhood Professional Experience 1

2H session
101105.1 Prosocial Learning Environments
101106.1 Literacy 0-8
101099.1 Engaging Children in Curriculum
101108.1 Early Childhood Professional Experience 2

Year 2

1H session
101101.1 Children's Services: Management and Administration
101102.1 Investigating Social Worlds
101100.1 The Reflective Practitioner
101109.1 Early Childhood Professional Experience 3

Full-time, Mid-Year Intake

(mid-year intake only available in full-time mode)

Year 1

2H session
101106.1 Literacy 0-8
101105.1 Prosocial Learning Environments

Year 2

1H session
101107.1 Early Childhood Professional Experience 1
101098.1 Curriculum for Under Threes
101104.1 Mathematics, Science and Technology 0-8
101103.1 Fostering Creativity in Children's Learning

2H session
101099.1 Engaging Children in Curriculum
101108.1 Early Childhood Professional Experience 2

Year 3

1H session
101101.1 Children's Services: Management and Administration
101102.1 Investigating Social Worlds
101100.1 The Reflective Practitioner
101109.1 Early Childhood Professional Experience 3

Part-time, Start-Year Intake

Year 1

1H session
101103.1 Fostering Creativity in Children's Learning
101098.1 Curriculum for Under Threes
101107.1 Early Childhood Professional Experience 1

2H session
101105.1 Prosocial Learning Environments
101106.1 Literacy 0-8

Year 2

1H session
101104.1 Mathematics, Science and Technology 0-8
101102.1 Investigating Social Worlds

2H session
101099.1 Engaging Children in Curriculum
101108.1 Early Childhood Professional Experience 2

Year 3

1H session
101101.1 Children's Services: Management and Administration
101100.1 The Reflective Practitioner
101109.1 Early Childhood Professional Experience 3

Graduate Diploma in Educational Studies (Early Childhood)

1631.1

The Graduate Diploma in Educational Studies (Early Childhood) is embedded in, and articulates with the Master of Teaching (Early Childhood) to provide students with key knowledges, skills and understandings required for working with children and their families in educational settings.

In the Graduate Diploma students learn about curriculum and pedagogical approaches appropriate for the range of early childhood settings in NSW.

This course is not a professional qualification for teaching in NSW, but students entering the Master of

Teaching (Early Childhood) will be granted credit for units studied in the Graduate Diploma in Educational Studies (Early Childhood). The course is comprised of 80 credit points of study.

Study Mode
One and a half years full time, two years part time. From 2007 the course may be completed in a one year accelerated mode.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

Accreditation
The Graduate Diploma in Educational Studies (Early Childhood) is not a professional teaching qualification.

Admission
Most students will have completed the Bachelor of Early Childhood Studies (Child and Family) program prior to enrolment.

Course Structure
Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time, Start-Year Intake

Year 1

1H session
101104.1 Mathematics, Science and Technology 0-8
101103.1 Fostering Creativity in Children's Learning
101098.1 Curriculum for Under Threes

2H session
101105.1 Prosocial Learning Environments
101106.1 Literacy 0-8
101099.1 Engaging Children in Curriculum

Year 2

1H session
101101.1 Children's Services: Management and Administration
101102.1 Investigating Social Worlds

Full-time, Mid-Year Intake

(mid-year intake only available in full-time mode)

Year 1

2H session
101104.1 Mathematics, Science and Technology 0-8
101103.1 Fostering Creativity in Children's Learning
101106.1 Literacy 0-8
101105.1 Prosocial Learning Environments

Year 2

1H session
101098.1 Curriculum for Under Threes
101099.1 Engaging Children in Curriculum

2H session
101101.1 Children's Services: Management and Administration
101102.1 Investigating Social Worlds

Part-time, Start-Year Intake

Year 1

1H session
101103.1 Fostering Creativity in Children's Learning
101098.1 Curriculum for Under Threes

2H session
101105.1 Prosocial Learning Environments
101106.1 Literacy 0-8
101102.1 Investigating Social Worlds

Year 2

1H session
101104.1 Mathematics, Science and Technology 0-8
101099.1 Engaging Children in Curriculum

2H session
101101.1 Children's Services: Management and Administration

Accelerated Mode - Beginning Year Intake (from 2007)

Year 1

1H session
101104.1 Mathematics, Science and Technology 0-8
101103.1 Fostering Creativity in Children's Learning
101098.1 Curriculum for Under Threes
101099.1 Engaging Children in Curriculum

2H session
101101.1 Children's Services: Management and Administration
101106.1 Literacy 0-8
101102.1 Investigating Social Worlds
101105.1 Prosocial Learning Environments

Master of Teaching (Primary)

1608.1

The Master of Teaching (Primary) provides professional teaching qualifications for students possessing appropriate bachelors degrees. It prepares graduates for careers in primary school settings and other educational fields in NSW and beyond. It has an early exit point, the Graduate Diploma of Educational Studies, for students not seeking a professional qualification. It also has an extension, The Master of Teaching (Primary) - Advanced, providing deepened professional understandings and extended classroom engagement. These programmes provide recent graduates and mid-career-change applicants with opportunities for deep engagement in education, on campus and in schools, through flexible pathways and innovative approaches to teaching and learning.

Study Mode
One year full-time in accelerated mode, eighteen months full-time standard progression or two years part-time.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

Admission
Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

Applicants must have a first degree with appropriate qualifications primary teaching. The aproprriateness of the studies taken in the first degree is determined by UWS but in general is consistent with the qualifications standards set for employment by the NSW Department of Education and Training.

Applicants whose first degree was undertaken in a country where English is not the common spoken language, will need to demonstrate a minimum score of 7 IELTS (or equivalent TOEFL score) with a minimum of 6.0 on all subtests.

Applicants who have been required to undertake the IELTS before application to the degree also will be required to undertake a further test of speaking skills prior to being placed in a professional setting for practice teaching. Teacher education students who do not meet requirements of the spoken language test cannot expect to complete the course in the "accelerated" (12 months) mode.

GOVERNMENT POLICIES: Education employers have special staff requirements and policies that apply to intending students of education courses. At entry, this involves signing a Prohibited Employment Declaration.

Course Structure
Qualification for this award requires the successful completion of 120 credit points including the units listed in the recommended sequence below.

Recommended sequence

Accelerated Full-time mode (12 months)

Year 1

1H session

Module 1
101282.1 Becoming a Teacher
101287.1 Educational Psychology for Primary Teaching
101289.1 Professional Practice I

Module 2
101285.1 English and Literacy in the K-6 Years
101290.1 Investigating Primary Mathematics
101292.1 Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

2H session

Module 3
101293.1 Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology
101284.1 Curriculum in Practice
101288.1 Professional Practice II: Engaging in the Profession

Module 4
101283.1 Communities and Primary Schools
101286.1 Inclusive Teaching for Effective Learning
101291.1 New Knowledge, New Learning

Full-time (18 Months)

Year 1

1H session

Module 1
101287.1 Educational Psychology for Primary Teaching

Module 2
101285.1 English and Literacy in the K-6 Years
101290.1 Investigating Primary Mathematics
101292.1 Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

2H session

Module 1
101289.1 Professional Practice I
101282.1 Becoming a Teacher

Module 3
101293.1 Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology
101284.1 Curriculum in Practice

Year 2

1H session

Module 3
101288.1 Professional Practice II: Engaging in the Profession

Module 4
101283.1 Communities and Primary Schools
101286.1 Inclusive Teaching for Effective Learning
101291.1 New Knowledge, New Learning

Part-time (24 months)

Year 1

1H session

Module 2
101285.1 English and Literacy in the K-6 Years
101290.1 Investigating Primary Mathematics
101292.1 Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

2H session

Module 1
101282.1 Becoming a Teacher
101287.1 Educational Psychology for Primary Teaching
101289.1 Professional Practice I

Year 2

1H session

Module 3
101293.1 Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology
101284.1 Curriculum in Practice
101288.1 Professional Practice II: Engaging in the Profession

2H session

Module 4
101283.1 Communities and Primary Schools
101286.1 Inclusive Teaching for Effective Learning
101291.1 New Knowledge, New Learning

Graduate Diploma in Educational Studies (Primary)

1633.1

This course is an exit point only.

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

Admission

This is an exit point only from Course 1608 Master of Teaching (Primary).

Course Structure

Qualification for this award requires the successful completion of 80 credit points from the following list of units:
101282.1 Becoming a Teacher
101283.1 Communities and Primary Schools
101287.1 Educational Psychology for Primary Teaching
101285.1 English and Literacy in the K-6 Years
101286.1 Inclusive Teaching for Effective Learning
101290.1 Investigating Primary Mathematics
101291.1 New Knowledge, New Learning
101292.1 Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6
101293.1 Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology

Progression for primary teacher education students is as follows:
(Students taking out this award will have enrolled in:
101289.1 Professional Practice I

and
101288.1 Professional Practice II: Engaging in the Profession
but will not have successfully completed these)

Master of Teaching (Primary) Advanced

1605.1

The Master of Teaching (Primary) Advanced is a graduate entry teacher education program that provides professional teaching qualifications for students possessing appropriate bachelors degrees. The course prepares graduates to work in a diverse range of primary settings in NSW and beyond, and in other educational fields. The Master of Teaching Primary (Advanced) provides further professional experience that the Master of Teaching, as well as opportunities to complete in-depth studies in areas of professional interest. The Master of Teaching (Primary) Advanced enables graduates to meet two-year teacher education requirements and five-year teacher qualification salary status.

Study Mode
2 years full time or 1.5 years accelerated

Location

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal

Admission
Applications for the Master of Teaching (Primary) Advanced course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

Applicants must have a first degree with appropriate qualifications in a relevant teaching area. The appropriateness of the studies taken in the first degree is determined by UWS but in general is consistent with the qualifications standards set for employment by the NSW Department of Education and Training.

Applicants whose first degree was undertaken in a country where English is not the common spoken language, will need to demonstrate a minimum score of 7 IELTS (or equivalent TOEFL score) with a minimum of 6.5 on all subtests.

Applicants who have been required to undertake the IELTS before application to the degree also will be required to undertake a further test of speaking skills prior to being placed in a professional setting for practice teaching. Teacher education students who do not meet requirements of the spoken language test cannot expect to complete the course in the "accelerated" (12 months) mode.

GOVERNMENT POLICIES: Education employers have special staff requirements and policies that apply to intending students of education courses. At entry, this involves signing a Prohibited Employment Declaration.

Course Structure
Qualification for this award requires the successful completion of 160 credit points including the units listed in the recommended sequence below.
Students will have an options for exiting at two earlier points with the award.

1.5 year accelerated pattern

Year 1

Session 1H
101282.1 Becoming a Teacher
101287.1 Educational Psychology for Primary Teaching
101289.1 Professional Practice I
101285.1 English and Literacy in the K-6 Years
101290.1 Investigating Primary Mathematics
101292.1 Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

Session 2H
101293.1 Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology
101284.1 Curriculum in Practice
101288.1 Professional Practice II: Engaging in the Profession
101283.1 Communities and Primary Schools
101286.1 Inclusive Teaching for Effective Learning
101291.1 New Knowledge, New Learning
At this point, student can exit with a Master of Teaching (Primary) - 120 credit points.

Year 2

Session 1H
101031.1 Evidence-Based Practice in Education
101061.1 Professional Residency

2 years full-time pattern

Year 1

Session 1H
101287.1 Educational Psychology for Primary Teaching
101285.1 English and Literacy in the K-6 Years
101290.1 Investigating Primary Mathematics

101292.1 Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

Session 2H
101289.1 Professional Practice I
101282.1 Becoming a Teacher
101293.1 Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology
101284.1 Curriculum in Practice

Year 2

Session 1H
101288.1 Professional Practice II: Engaging in the Profession
101283.1 Communities and Primary Schools
101286.1 Inclusive Teaching for Effective Learning
101291.1 New Knowledge, New Learning
At this point, student can exit with a Master of Teaching (Primary) - 120 credit points.

Session 2H
101031.1 Evidence-Based Practice in Education
101061.1 Professional Residency

Master of Teaching (Secondary)

1609.1

The Master of Teaching (Secondary) is a recognised beginning teaching qualification for secondary teachers. It combines on-campus studies with in-school and other field experiences as professional preparation for effective teaching. The course is end-on to an appropriate Bachelor's degree.

Study Mode
One year full-time in accelerated mode, or eighteen months standard full-time progression. Part-Time mode is also available (see below)

Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

Admission
Applications for the course must be made through the Universities Admission Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website.

Students must have a first degree with appropriate qualifications in a relevant teaching area. The appropriateness of the studies taken in the first degree is determined by UWS but in general is consistent with the qualifications standards set for employment by the NSW Department of Education and Training.

If International students' prior education has been undertaken in a language other than English, then a minimum score of 7 IELTS language proficiency with a minimum 6.0 in each subtest ; TOEFL score 600; and TWE score of 5 is required.

GOVERNMENT POLICIES: Education employers have special staff requirements and policies that apply to intending students of Education courses. At entry, this involves signing a Prohibited Employment Declaration.

Course Structure
Qualification for this award requires the successful completion of 120 credit points including the units listed in the recommended sequence below.

Recommended sequence

Standard Full-time Progression (18 months)

Year 1

1H session
100972.2 Pedagogies for Learning
101074.1 Professional Experience 1
101398.1 Secondary Method 1A
101399.1 Secondary Method 1B

2H session
100978.1 Professional Experience II
101401.1 Secondary Method 2A
101402.1 Secondary Method 2B
Choose one of:
100979.1 Diversity, Social Justice and Schooling
100984.1 Inclusive Education: Principles and Practices
101396.1 Literacies for Learning
101397.1 Psychology for Teaching

Year 2

1H session
101075.1 Professional Experience III
Choose the remaining three of:
100979.1 Diversity, Social Justice and Schooling
100984.1 Inclusive Education: Principles and Practices
101396.1 Literacies for Learning
101397.1 Psychology for Teaching
(With
101400.1 Secondary Method 1C
101403.1 Secondary Method 2C
as needed)

Accelerated Full-time progression (12 months)

Year 1

1H session
100972.2 Pedagogies for Learning
101074.1 Professional Experience 1
101398.1 Secondary Method 1A
101399.1 Secondary Method 1B
Choose two of:
100979.1 Diversity, Social Justice and Schooling
100984.1 Inclusive Education: Principles and Practices
101396.1 Literacies for Learning
101397.1 Psychology for Teaching

2H session
100978.1 Professional Experience II
101075.1 Professional Experience III
101401.1 Secondary Method 2A
101402.1 Secondary Method 2B
Choose the remaining two of:
100979.1 Diversity, Social Justice and Schooling
100984.1 Inclusive Education: Principles and Practices
101396.1 Literacies for Learning
101397.1 Psychology for Teaching
(With
101400.1 Secondary Method 1C
101403.1 Secondary Method 2C
as needed)
PART-TIME PROGRESSION is dependent on number of credit points taken per semester with bottom limit as per university rules.
Students are eligible to exit with the Graduate Diploma in Educational Studies (Secondary) after the successful completion of 80 credit points. Please refer to 1610 Graduate Diploma in Education Studies for more information.

- 1610 Graduate Diploma in Educational Studies (Secondary)|http://handbook.uws.edu.au/hbook/course.asp?course=1610.1

Graduate Diploma in Educational Studies (Secondary)

1610.1

The Graduate Diploma in Educational Studies (Secondary) is available as an exit point from the Master of Teaching (Secondary). The course is proposed to recognise achievement in education studies for those students in the Master of Teaching courses who have not reached a level of competence

in classroom teaching, but who have successfully completed 80 credit points of educational units from the relevant units.

Study Mode

One year full-time in accelerated mode or eighteen months standard full-time progression.

Location

Campus	Attendance	Mode
Penrith Campus	Part Time	Internal
Penrith Campus	Full Time	Internal

Admission

Students may only be admitted to the Graduate Diploma in Educational Studies (Secondary) if they are also enrolled in the Master of Teaching (Secondary).

Course Structure

Qualification for this award requires the successful completion of 80 credit points from the units listed below.
100979.1 Diversity, Social Justice and Schooling
100984.1 Inclusive Education: Principles and Practices
101396.1 Literacies for Learning
100972.2 Pedagogies for Learning
101397.1 Psychology for Teaching
101398.1 Secondary Method 1A
101399.1 Secondary Method 1B
101400.1 Secondary Method 1C
101401.1 Secondary Method 2A
101402.1 Secondary Method 2B
101403.1 Secondary Method 2C
Please refer to 1609 Master of Teaching (Secondary) for further information.

- 1609 Master of Teaching (Secondary)|http://handbook.uws.edu.au/hbook/course.asp?course=1609.1

Master of Teaching (Secondary) Advanced

1606.1

The Master of Teaching (Secondary) Advanced is a recognised beginning teaching qualification for secondary teachers. It combines on-campus studies with in-school and other field experiences as professional preparation for effective teaching. The course is end-on to an appropriate Bachelor's degree. It can be taken either over 2 years or, in accelerated mode, in 18 months.

Study Mode
Available in Accelerated mode of 18 months; two years full-time or four years part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Internal
Penrith Campus	Part Time	Internal

Admission
Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on admission to postgraduate courses is available on the Local Admissions section of the UWS website. UWS graduates may apply through direct entry as with the Master of Teaching

Graduates of the UWS Master of Teaching (Secondary) course (1609) or the Bachelor of Teaching Secondary course (1511) may also apply for this course as a 40 credit points extension of those courses.

Students must have a first degree with appropriate qualifications in a relevant teaching area. The appropriateness of the studies taken in the first degree is determined by UWS but in general is consistent with the qualifications standards set for employment by the NSW Department of Education and Training or the NSW Institute of Teachers.

Applicants whose first degree was undertaken in a country where English is not the common spoken language, will need to demonstrate a minimum score of 7 IELTS (or equivalent TOEFL score) with a minimum of 6.5 on all subtests.

Applicants who have been required to undertake the IELTS before application to the degree also will be required to undertake a further test of speaking skills prior to being placed in a professional setting for practice teaching. Teacher education students who do not meet requirements of the spoken language test cannot expect to complete the course in the "accelerated" (12 months) mode.

GOVERNMENT POLICIES: Education employers have special staff requirements and policies that apply to intending students of education courses. At entry, this involves signing a Prohibited Employment Declaration.

Course Structure
Qualification for this award requires the successful completion of 160 credit points including the units listed in the recommended sequence below.

From 2008 students will enrol in the Master of Teaching (Secondary) - Advanced.

1.5 year accelerated pattern

Year 1

Session 1H
100972.1 Pedagogies for Learning
101074.1 Professional Experience 1
101398.1 Secondary Method 1A
101399.1 Secondary Method 1B
Choose two of:
100979.1 Diversity, Social Justice and Schooling
100984.1 Inclusive Education: Principles and Practices
101396.1 Literacies for Learning
101397.1 Psychology for Teaching

Session 2H
100978.1 Professional Experience II
101075.1 Professional Experience III
101401.1 Secondary Method 2A
101402.1 Secondary Method 2B
Choose the remaining two of:
100979.1 Diversity, Social Justice and Schooling
100984.1 Inclusive Education: Principles and Practices
101396.1 Literacies for Learning
101397.1 Psychology for Teaching
Exit point for Master of Teaching (Secondary) - 120 credit points

Year 2

Session 1H
101031.1 Evidence-Based Practice in Education
101061.1 Professional Residency

2 Years Full-Time Pattern

Year 1

Session 1H
100972.1 Pedagogies for Learning
101074.1 Professional Experience 1
101398.1 Secondary Method 1A
101399.1 Secondary Method 1B

Session 2H
100978.1 Professional Experience II
101401.1 Secondary Method 2A
101402.1 Secondary Method 2B
Choose one of:
100979.1 Diversity, Social Justice and Schooling
100984.1 Inclusive Education: Principles and Practices
101396.1 Literacies for Learning
101397.1 Psychology for Teaching

Year 2

Session 1H
101075.1 Professional Experience III

Choose the remaining three of:
100979.1 Diversity, Social Justice and Schooling
100984.1 Inclusive Education: Principles and Practices
101396.1 Literacies for Learning
101397.1 Psychology for Teaching
Exit point for Master of Teaching (Secondary) - 120 points

Session 2H
101031.1 Evidence-Based Practice in Education
101061.1 Professional Residency
Students may exit with a Diploma in Education Studies after completion of the appropriate units for that degree. The Diploma in Education Studies is not a teaching qualification.

Master of Teaching (Special Education)

1513.2

The Master of Teaching (Special Education) qualifies teachers to work with students with special education needs across a range of settings (early childhood, primary, secondary). This professional qualification is recognised by the NSW Department of Education and Training and comprises 6 units of study, including an extensive practicum. It is designed to enable the student to specialise in working in early childhood intervention, inclusive settings, supported settings or gifted education. It combines some on-campus experiences (primarily in block mode) with on-line studies. The program supports teachers to engage in evidence-based practice in their area of specialisation.

Applicants with either a first degree in a non-teaching but relevant discipline area or with a non-related first degree but subsequent relevant professional work may also undertake the degree to further their knowledge of Special Education but will not have a professional qualification on its completion. This degree itself will not provide a teaching qualification. For these students the aim is to enable them to continue and extend their studies in the field of Special Education.

A limited number of HECS places will be available in this program and will be competitive on the basis of Grade Point Average with preference being given to students with teaching qualifications.

Study Mode
One year full-time or two years part-time.

Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Multi Modal

Campus	Attendance	Mode
Penrith Campus	Part Time	Multi Modal

Accreditation
This degree is recognised by the NSW Department of Education and Training as a formal special education qualification, meeting the employment criteria for a 'special education qualification'.

Admission
Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on postgraduate courses is available on the Local Admissions section of the UWS website.

To be eligible for admission, applicants must have a first degree.

Applicants whose first degree was undertaken in a country where English is not the common spoken language, will need to demonstrate a minimum score of 7 IELTS (or equivalent TOEFL score) with a minimum of 6.0 on all subtests.

Applicants who have been required to undertake the IELTS before application to the degree also will be required to undertake a further test of speaking skills prior to being placed in a professional setting for practice teaching.

GOVERNMENT POLICIES: Education employers have special staff requirements and policies that apply to intending students of Education courses. At entry, this involves signing a Prohibited Employment Declaration.

Course Structure
Qualification for this award requires the successful completion of 80 credit points including the units listed in the recommended sequence below.
Students may undertake the programme in either full-time or part-time mode.
There will be a mid year intake.

Recommended Sequence

Full-time

Year 1

1H session
101027.1 Teaching and Learning in Special Education
101028.1 Behaviour Management
101030.1 Learning in Context

2H session
101029.1 Collaborative Practice
101031.1 Evidence-Based Practice in Education
101073.1 Professional Practice in Context

Part-time

Year 1

1H session
101027.1 Teaching and Learning in Special Education
101028.1 Behaviour Management

2H session
101031.1 Evidence-Based Practice in Education

Year 2

1H session
101030.1 Learning in Context

2H session
101029.1 Collaborative Practice
101073.1 Professional Practice in Context

Master of Urban Management

1641.1

The Master in Urban Management is designed to increase the understanding of, and capacity to undertake, the strategic management of urban areas, to bring scholarly rigour to the business of urban management and to provide structured and systematic opportunities for intellectual engagement with urban management practice. The field of urban management has undergone rapid changes in the last twenty years. In order to manage this rapid growth it is moving from top-down prescriptive form of management to a more flexible approach that builds productive and livable urban communities. This course will introduce students to the most recent developments in urban management.

Study Mode
One year full-time or two years part-time.

Location

Campus	Attendance	Mode
Parramatta Campus	Full Time	Internal
Parramatta Campus	Part Time	Internal

Admission
Applications for the course must be made through the Universities Admissions Centre (UAC). Further information on postgraduate courses is available on the Local Admissions section of the UWS website.

Candidates must have a relevant Bachelors degree or equivalent demonstrating their capacity to perform consistently at credit level or above (such as in the field of planning, geography, social science, environmental studies, architecture and landscape studies, urban and regional studies, and public policy), and/or relevant professional work experience.

For international students a TOEFL score of 550+ or an IELTS score of 6.5+ is required for students where English is not their first language.

Course Structure
Qualification for this award requires the successful completion of 120 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Year 1

1H session
101310.1 Metropolitan Structures: Cities in Transformation
101311.1 Urban Challenges: Developing Sustainable Places
101312.1 Project Research Design Seminar 1
101313.1 Urban Management Placement Project
Two Pool units from the Environmental Management, Tourism Planning or Property Development pools below, or two other Level 7 units with the approval of the Head of Program.

2H session
101314.1 Urban Management Practice: Governance and Power in the City
101315.1 Financing Cities in the Global Economy
101316.1 Project Research Design Seminar 2
101317.1 Urban Management Placement Thesis
Two Pool units from the Environmental Management, Tourism Planning or Property Development pools below, or two other Level 7 units with the approval of the Head of Program.

Tourism Planning Pool Units
300346.1 Social Impacts of Tourism
300345.1 Tourism Planning and Development 1
300348.1 Tourism Planning and Development 2
400366.1 Tourism and Recreation Planning Information Systems

Environmental Management Pool Units
EH830A.1 Environmental Assessment
EH829A.1 Environmental Management Systems
300400.1 Managing for Sustainable Development
300397.1 Perspectives of Sustainable Development

Property and Investment Pool Units
DN805A.1 Feasibility Studies
200695.1 Income Property Appraisal

CO810A.1 Property Portfolio Analysis
MCB617.1 Property Development (V2)
The course includes an Industry Placement of unspecified duration (80-300 hours) for completion of the Urban Management Placement Project. Subject to approval of Course Advisor other research requirements may be substituted for this placement.

Graduate Diploma of Urban Management

1642.1

The Graduate Diploma of Urban Management is designed to increase the understanding of, and capacity to undertake, the strategic management of urban areas, to bring scholarly rigour to the business of urban management and to provide structured and systematic opportunities for intellectual engagement with urban management practice. The field of urban management has undergone rapid changes in the last twenty years. In order to manage this rapid growth it is moving from top-down prescriptive form of management to a more flexible approach that builds productive and livable urban communities. This course will introduce students to the most recent developments in urban management.

Study Mode
One year part-time.

Admission
This course is an exit point from 1641 Master of Urban Management.

Course Structure
Qualification for this award requires the successful completion of 60 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Full-time

Year 1

1H session
101310.1 Metropolitan Structures: Cities in Transformation
101311.1 Urban Challenges: Developing Sustainable Places
Two Pool units from the Environmental Management, Tourism Planning or Property Development pools below, or two other Level 7 units with the approval of the Head of Program.

2H session
101314.1 Urban Management Practice: Governance and Power in the City
101315.1 Financing Cities in the Global Economy
Two Pool units from the Environmental Management, Tourism Planning or Property Development pools below, or two other Level 7 units with the approval of the Head of Program.

Tourism Planning Pool Units
300346.1 Social Impacts of Tourism
300345.1 Tourism Planning and Development 1
300348.1 Tourism Planning and Development 2
400366.1 Tourism and Recreation Planning Information Systems

Environmental Management Units
EH830A.1 Environmental Assessment
EH829A.1 Environmental Management Systems
300400.1 Managing for Sustainable Development
300397.1 Perspectives of Sustainable Development

Property and Investment Pool Units
200695.1 Income Property Appraisal
DN805A.1 Feasibility Studies
CO810A.1 Property Portfolio Analysis
MCB617.1 Property Development (V2)

Graduate Certificate of Urban Management

1643.1

The Graduate Certificate of Urban Management is designed to increase the understanding of, and capacity to undertake, the strategic management of urban areas, to bring scholarly rigour to the business of urban management and to provide structured and systematic opportunities for intellectual engagement with urban management practice. The field of urban management has undergone rapid changes in the last twenty years. In order to manage this rapid growth it is moving from top-down prescriptive form of management to a more flexible approach that builds productive and livable urban communities. This course will introduce students to the most recent developments in urban management.

Study Mode
One year part-time.

Admission
This course is an exit point from 1641 Master of Urban Management.

Course Structure

Qualification for this award requires the successful completion of 40 credit points including the units listed in the recommended sequence below.

Recommended Sequence

Part-time

Year 1

1H session
101310.1 Metropolitan Structures: Cities in Transformation
101311.1 Urban Challenges: Developing Sustainable Places

2H session
101314.1 Urban Management Practice: Governance and Power in the City
101315.1 Financing Cities in the Global Economy

Units

100004.2 Abnormal Behaviour and Psychological Testing

Credit Points 10 **Level** 3

Prerequisite

100020.1 - Social and Developmental Psychology AND **100022.1** - Biological Psychology and Perceptual Processes AND **101183.1** - Psychology: Behavioural Science AND **101184.1** - Psychology: Human Behaviour

Special Requirements

Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

This unit examines the bases of psychological assessment and the issue of psychological abnormality. It covers the theory of psychological measurement and applications to selected intelligence and personality measures. In addition, students learn about different causal and treatment models of abnormaility and their application to a range of psychological disorders. DSM diagnostic criteria are applied to illustrative cases. The development of integrated models of abnormality, including biological, psychological and social factors, is a significant theme of the unit.

101482.1 Accreditation Studies

Credit Points 10 **Level** 7

Corequisite

100916.1 - Legal Interpreting AND **100917.1** - Specialised Translation AND **100921.1** - Interpreting and Translation Theory AND **100922.1** - Medical Interpreting AND **100927.1** - Interpreting and Translation Skills AND **100924.1** - Community Translation AND **A7456.1** - Interpreting and Translation Professional Practicum

Equivalent Units

A7457 Accreditation Studies

Special Requirements

Must be enrolled in course 1637, 1638 or 1639. SPECIAL REQUIREMENTS COREQUISITES: For Students enrolled in 1637 - Graduate Diploma in Interpreting the following corequisites apply: 100916,100921,100922,100927 and A7456. For Students enrolled in 1638 - Graduate Diploma in Translation the following corequisites apply: 100917,100921,100924,100927 and A7456. For Students enrolled in 1639 - Master of Interpreting and Translation the following corequisites apply: 100916, 100917, 100921, 100922, 100924, 100927 and A7456.

This is a compulsory unit in all the NAATI approved awards. It aims to provide practice and constructive feedback to students preparing for the accreditation examinations. A pass in the unit in at least one of the Interpreting, Translation into English, or Translation from English examinations with 70% will make students eligible for NAATI accreditation on completion of the rest of the requirements of the course.

100027.2 Addictive Behaviours

Credit Points 10 **Level** 4

Special Requirements

The highly content specific nature of this unit prevents the unit from being applicable as an elective in other awards. This unit is available only to students enrolled in Courses 1500.3 Bachelor of Psychology Specialist year and 1502.2 Postgraduate Diploma of Psychology.

In this unit students will study and critically evaluate the psychological theories and procedures that underlie contemporary approaches to the assessment and treatment of addictive behaviours. The emphasis will be on social learning theory conceptualisations of addictive behaviours and cognitive-behavioural models of assessment and treatment. This material will be at an advanced level building on the students' psychological knowledge from their first three years of study.

400448.1 Adult Language, Literacy and Numeracy (PG)

Credit Points 10 **Level** 7

This unit aims to provide post-graduate adult educators with the skills and knowledge needed to recognise and respond to language, literacy and numeracy demands in educational and workplace settings.

400449.1 Adult Teaching and Learning Strategies (PG)

Credit Points 10 **Level** 7

This unit provides post-graduate students with the opportunity to develop and critique a range of contemporary practices and technologies for

facilitating adult learning in a range of adult education and training contexts.

400086.2   Adulthood and Ageing

Credit Points   10 **Level**   3

Assumed Knowledge

Knowledge of sociological and psychological concepts and theories

Special Requirements

80 credit points of completed study.

This unit provides the opportunity for students to develop concepts, theories and issues from sociology, critical psychology, and the social sciences by examining a range of life course themes and the experiences of ageing and adult life. Central to the unit is the notion that the experiences of adult life are individual yet occur in and are impacted upon by a variety of social, cultural & historical contexts. The unit critically explores a variety of topics of relevance to understanding adulthood in the 21st century. This unit aims to explore the dominant discourses of ageing and their impact on adult lives.

101483.1   Advanced Academic and Language Skills

Credit Points   10 **Level**   7

This unit aims to consolidate, extend and enhance the confidence, skills and knowledge needed for academic writing and oral expression by postgraduate students. It focuses on acquiring and/or improving students' ability to express themselves in the appropriate manner and register at the academic level, with emphasis on coherent, concise and systematic description and argumentation based on research and data gathering.

100472.1   Advanced Research Design

Credit Points   10 **Level**   7

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to students enrolled in 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

This unit is a companion to the year-long research project and thesis. It aims to equip students with a detailed appreciation of research possibilities and procedures and guides the development of their research projects. Only some students enrolling for this degree program have completed an honours year and for many this is their first experience of independent research. Assuming that students' well-known fear of research methods is an artefact of their being overwhelmed by their computational inadequacies, this is a non-statistical introduction to research design, which proceeds from the elementary to the sophisticated in one session.

100006.1   Advanced Survey Design and Analysis

Credit Points   10 **Level**   3

Assumed Knowledge

Students must have knowledge of experimental design, and basic quantitative analysis techniques up to and including factorial Analysis of Variance.

Prerequisite

100013.1 - Experimental Design and Analysis

Special Requirements

Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

This unit continues the teaching of research methods and statistics began in the prerequisite unit, Experimental Design and Analysis. It introduces students to non-experimental correlational research design, and develops skills in survey research, including questionnaire design and administration, and survey sampling. Accompanying correlational statistical techniques are taught, together with advanced analysis of variance, and instruction in the use of SPSS. The unit also develops skills in conducting and reporting psychological research.

63313.1   Advertising, Promotion and Publicity

Credit Points   10 **Level**   7

This unit considers the areas of advertising, publicity and promotion from the perspective of the professional communicator's role and organisational goals, including the relationship with corporate, sales, marketing and media agendas. The integration of public communication areas will be critically analysed.

56161.1 An Introduction to Therapeutic Application of Creative Processes (PG)

Credit Points 10 **Level** 7

This unit introduces the major theoretical frameworks of a range of creative processes that are applied therapeutically, (art, drama, music, dance, writing and play). Perspectives on the historical developments of the therapeutic applications of these practices will provide a background to understanding and critically considering the therapeutic application of creative processes in theory and practice.

100007.2 Applied Cognition and Human Performance

Credit Points 10 **Level** 3

Assumed Knowledge

This unit builds on the fundamental skills and knowledge developed in the unit 100016.2 Human Learning & Cognition. The elective provides in-depth analysis of topics in advanced areas of human cognitive psychology and ergonomics.

Prerequisite

101184.1 - Psychology: Human Behaviour AND **101183.1** - Psychology: Behavioural Science AND **100020.1** - Social and Developmental Psychology AND **100022.1** - Biological Psychology and Perceptual Processes

Special Requirements

Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

This elective unit builds on concepts and theories introduced in Human Learning and Cognition (100016.2). Methods, theories and practical approaches are applied to the analysis of behaviour, tasks and the solving of problems in workplace, operational and educational settings. Principles from cognitive psychology and learning are applied to the analysis and improvement of software, product and instructional design. Human attention, memory, and cognitive workload are examined in the context of complex operating environments such as hospitals, power plants, air traffic control, airplane cockpits, and driving. We consider ways to maximise human performance by studying human problem solving and creativity.

101206.1 Applied Educational Psychology

Credit Points 10 **Level** 7

Equivalent Units

100809 Educational Psychology 1

This unit is restricted to students in enrolled in the Master of Psychology program. This unit examines advances in theory, research and practice in educational psychology. In particular, it focuses on cognitive constructivist approaches to learning and motivation. It provides students with an opportunity to consider the usefulness of these contemporary theoretical approaches to the analysis of learning and motivational issues within a variety of educational settings. This will prepare students to design educational programs to enhance learning and motivation at the individual, small group and institutional levels.

101419.1 Applied Psychology in the Legal Context

Credit Points 10 **Level** 4

Special Requirements

Only available to students who have completed a 3 year undergraduate degree in Psychology. This unit is restricted to students enrolled in 1502 and 1500 specialist year.

While law and psychology appear to be antithetical, they can be seen as two significant points on the same axis in the quest to understand the meaning of human behaviour (Elazzi, 1996). This unit provides an overview of applied psychology in the legal context. Specifically it aims to introduce students to psychological perspectives and current issues in various forensic settings. Recently there has been increased interest in the interface between psychology and the law. The legal system and the law itself provide a fruitful domain of study for psychologists and this topic is now recognised as a major area in applied psychology. Most of the fundamental assumptions underlying law-making and the legal process are psychological and reflect a social construction of our world and actions. This unit provides students with an understanding of the contextual framework within which the law and legal system operate and the contribution of psychological knowledge. Students will be exposed to, and gain understanding of, the role and functions of forensic psychologists in a number of legal jurisdictions.

Units

101239.1   Applied Research Project

Credit Points   30 **Level**   7

Equivalent Units

100474 Applied Research Project and Thesis

Special Requirements

Foundational knowledge in clinical psychology practice is required prior to completion of this unit. Since this unit focuses on knowledge and skill development specific to the practice of professional psychology, the unit is only available to students enrolled in courses 1546 Master of Psychology (Clinical Psychology), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic Psychology).

The Applied Research Project requires one year of supervised study that has theoretical and/or practical relevance to the student's disciplinary specialisation. The research project will make some original contribution to the field, and be the student's own work, with due acknowledgement of any sources that are drawn upon. Students will work in small groups with an appointed supervisor. The project is to be reported in the form of a research report of approximately 10,000 words. To acknowledge the importance of the research project and report it will be numerically graded.

100717.1   Approaches to English Grammar

Credit Points   10 **Level**   7

This unit is designed for people working in the language professions such as TESOL and Interpreting and Translation who need a foundation in traditional English grammar and some knowledge of other approaches to grammar. It overviews different approaches to English grammar such as traditional, descriptive and functional grammars. It then analyses in depth traditional sentence level grammar in English, and makes some comparisons between traditional grammar and the other approaches outlined.

101304.1 Art Therapy: Application to Client Groups

Credit Points   20 **Level**   7

Assumed Knowledge

Acceptance into the Master of Art Therapy and foundational Art Therapy Theory and Practice knowledge and clinical practice experience.

Prerequisite

101303.1 - Art Therapy: Histories, Theories, Groups AND **400488.1** - Clinical Studies in Art Therapy 1

Equivalent Units

56154 Art Therapy Theory and Practice 3

Special Requirements

This unit is only available to students enrolled in course 4595 Master of Art Therapy

This unit examines therapeutic approaches and their application to the field of art therapy with different client populations. Different models, techniques and processes will be explored and examined in relation to the self and to therapeutic practice. An experiential component provides practical experience in exploring the process of art therapy by working in a group situation led by an experienced art therapist/s.

101303.1   Art Therapy: Histories, Theories, Groups

Credit Points   20 **Level**   7

Incompatible Units

400487 Art Therapy Theory and Practice 1 56153 Art Therapy Theory and Practice 2

Special Requirements

This unit is only available to students enrolled in course 4595 Master of Art Therapy.

This unit explores theories and practical experiences relevant to art therapy. Consideration is given to the major theroetical frameworks of art therapy, its historical development and group processes. There is a major experiential component which provides practical experience in exploring the process of art therapy by working in a group situation led by an experienced art therapist/s. The process will be explored and examined in relation to the self, to the self as artist and to therapeutic practice.

101305.1   Art Therapy: Integration of Theory and Practice

Credit Points   20 **Level**   7

Assumed Knowledge

Art Therapy Therory and Practice knowledge and clinical experience.

Prerequisite

101303.1 - Art Therapy: Histories, Theories, Groups AND **400488.1** - Clinical Studies in Art Therapy 1

Equivalent Units

56155 Art Therapy Theory and Practice 4

Special Requirements

This unit is only available to students enrolled in course 4595 Master of Art Therapy.

This unit considers the current professional culture and context of art therapy in Australia and prepares students for integration into the professional environment. An experiential component provides practical experience in exploring the process of art therapy by working in a group situation led by an experienced art therapist/s.

100920.1 Aspects of Bilingualism and Intercultural Communication

Credit Points 10 **Level** 7

Equivalent Units

A7450.1 Aspects of Bilingualism and Intercultural Communication

This unit aims to provide students with the opportunity to examine in depth some of the principal facets and manifestations of bilingualism and the problems involved in intercultural communication.

400450.1 Assessing and Reporting Professional and Vocational Competence (PG)

Credit Points 10 **Level** 7

This unit seeks to critically examine the theoretical and practical components that need to be considered in the assessment of vocational and professional competence. It critically investigates a number of these components in-depth to provide learners with the necessary conceptual framework to undertake valid and reliable assessment. The unit focuses on critically analysing existing practices, and the development of skills in undertaking valid, fair, flexible and reliable assessments.

101477.1 Audio Commentary Systems

Credit Points 10 **Level** 7

Assumed Knowledge

Basic operational knowledge of video camera use and basic non-linear editing technique, and moderate computer literacy.

Special Requirements

Employer Reserved Places Only. Must be enrolled in course 1656 Graduate Certificate in Televsion Technical Operations.

This unit specifically addresses audio operation and installation. In lecture mode students will be introduced to audio theory, sound design and signal flow. In workshop mode students will work in teams on audio signal acquisition and production. Small group teams will be gain proficiency in the installation and operation of commentary systems units.

101282.1 Becoming a Teacher

Credit Points 10 **Level** 7

Equivalent Units

100189 Understanding Learning and Teaching

Incompatible Units

100972 Pedagogies for Learning

Special Requirements

This unit is available to Education students only as there is a professional experience component. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University. Completion of Prohibited Persons Declaration Form.

The insights, understandings, competencies and practical skills required of teachers are many and complex. This unit examines the theory and practice of teaching to begin each student's preparation for working within the community partnerships that the role requires. It investigates the art and the craft of teaching and the interactions between these personal and professional perspectives. Students will critically examine current teaching and learning practices and develop skills in implementing classroom strategies appropriate to primary school students' curriculum needs. They will use information technologies to personally document evidence of their developing philosophies and proficiencies.

101028.1 Behaviour Management

Credit Points 10 **Level** 7

Equivalent Units

100337.1 Proactive Approaches to Understanding and Managing Challenging Behaviour

Special Requirements

All students must complete a Prohibited Employment Declaration.

Students must have access to early childhood settings and/or schools. Must therefore have clearances required by the Departments of Community Services and Education and Training. This unit provides teachers with the skills to establish and maintain successful management of challenging behaviours in classrooms and early childhood settings. Emphasis will be placed on teachers working towards developing positive behaviours with young children and school students and managing critical features of their environment. Teachers must also develop competencies in identifying and analysing problem behaviours and designing suitable management programs.

100022.1 Biological Psychology and Perceptual Processes

Credit Points 10 **Level** 2

Prerequisite

101183.1 - Psychology: Behavioural Science AND
101184.1 - Psychology: Human Behaviour

Equivalent Units

B2912.1 Biological Psychology and Sensory Processes.

Special Requirements

Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

Biological Psychology is a rapidly expanding area of study as knowledge of the brain and its impact on behaviour increases. An understanding of the biological basis of behaviour is crucial in explaining areas of psychology such as abnormal behaviour, learning, memory, sexual behaviour and biological rhythms. This unit provides the foundation necessary for later study of these topics. The control of behaviour in a complex organism involves components that can register information from the environment, integrate that information and produce responses. Information about the body's internal state and features of the environment must be coordinated in order to choose a course of action. Mechanisms underlying these processes are explored in this unit. In particular two communication systems within the body permit these processes to occur. The first of these systems involves nerve cells and the second is a system of chemical messengers called hormones. In the second part of this unit we will study sensory and perceptual processes. By asking "how is it that we come to know the world" we attempt to answer fundamental questions asked by philosophers from Aristotle, to Descartes, and the British Empiricists. The first experimental psychology laboratory was established by Wundt in 1879 to investigate the subjective experience of stimuli; in essence, perceptions. The objects and events of our environment combine to create a wealth of potential information. Much of the information is irrelevant at a particular time but some of it is essential. The human system is equipped with specialised sensory meachinery for capturing the information and translating it into the language of the nervous system. In this way, the information is "digested" by the brain culminating in an awareness of the objects and events of the environment. The awareness then guides people's actions in the world. A fundamental question then in the study of perception is: how are electrical signals processed and interpreted by the nervous system to create perceptions? After examining the biological bases of sensing and perceiving, we will explore the way this relatively raw information is processed into the complex perceptions of colour, depth, size, distance and speech, which constitute the fundamental basis of our experience of the world.

101479.1   Broadcast Operations Advanced

Credit Points 10 **Level** 7

Assumed Knowledge

Basic operational knowledge of video camera use and basic non-linear editing technique, and moderate computer literacy.

Special Requirements

Employer Reserved Places Only. Must be enrolled in course 1656 Graduate Certificate in Televsion Technical Operations.

This unit builds on the first semester introduction to broadcast operations. Students now familiar with basic maintenance, installation and operation of components within the broadcast environment will develop a more advanced rigour to the high service standards required of the broadcast industry. Students will develop a working knowledge of the role of technical direction and broadcast venue planning.

101478.1   Broadcast Operations Introduction

Credit Points 10 **Level** 7

Assumed Knowledge

Basic operational knowledge of video camera use and basic non-linear editing technique, and moderate computer literacy.

Special Requirements

Employer Reserved Places Only. Must be enrolled in course 1656 Graduate Certificate in Televsion Technical Operations.

This unit is an introduction to the role of the Television Technical Operator in the broadcast environment. Students will be introduced to the role and function of the facilities provider, the current broadcast industry structure and the acquisition, production and distribution of 'live' or recorded broadcast content in Australia. In workshop mode students will work on the inventory management and maintenance of High Definition outside broadcast vans, flyaway kits and the

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operation and installation of key equipment within a mobile studio outside broadcast van environment.

101480.1 Camera, CCU, Lighting and Server Operations

Credit Points 10 **Level** 7

Assumed Knowledge

Basic operational knowledge of video camera use and basic non-linear editing technique, and moderate computer literacy.

Special Requirements

Employer Reserved Places Only. Must be enrolled in course 1656 Graduate Certificate in Televsion Technical Operations.

In this unit – the vision stream, students will work together in tutorial mode to be introduced to the theory of colourimetry, light characteristics, colour temperature and vision monitoring. In workshop mode students will be divided into four specifics areas: Camera; installation, line up and operation; Camera Control Unit installation operation, Lighting and installation and operation of a video Server.

101210.1 Child Clinical Psychology

Credit Points 10 **Level** 7

Equivalent Units

100467 Clinical Problems in Children and Adolescents

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to student enrolled in 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

This unit introduces the nature, assessment and treatment of psychological disorders in children and adolescents. Students will examine the diagnostic classification, epidemiology and aetiology of common psychological problems, including anxiety disorders, depression, behaviour disorders, learning disabilities, and attention-deficit disorder. The theoretical and empirical foundations of a range of cognitive and behavioural techniques will be discussed, along with a number of major conceptual and practical issues in the treatment of psychological disorders in childhood and adolescence.

101325.1 Children, Wellbeing and Society

Credit Points 10 **Level** 3

Assumed Knowledge

Knowledge of sociological or psychological concepts and theories.

Equivalent Units

25042 Youth, Childhood & Health: Social Perspectives

Special Requirements

80 credit points of completed study.

Childhood is something we all experience yet few of us understand. This unit provides the opportunity for students to develop concepts, theories and issues from within the sociology of childhood and from the social sciences by examining a range of life course themes and experiences of childhood (including adolescence). Central to the unit is the notion that childhood is an individual experience that occurs in and is impacted upon by a variety of social, cultural and historical contexts, which are negotiated through the sense of self fostered in childhood. The subject critically explores a variety of topics of relevance to understanding childhood in the 21st century. This unit aims to explore the dominant discourses of childhood (eg developmental and socialisation theories) and their impact on the lives of children.

101200.1 Children, Young People and Behaviour

Credit Points 10 **Level** 4

Special Requirements

This unit is restricted to students enrolled in course 1569 Graduate Certificate in School Counselling. The hightly content specific nature of this unit prevents the unit from being applicable as an elective in other awards. Students must have submitted a Prohibited Employment Declaration prior to enrolling in this unit. Students must also attend an approved child protection workshop as part of this unit's requirements.

Please note: this unit is only available to students enrolled in 1569 Graduate Certificate in School Counselling. This unit explores the behaviour of children and young people from different peerspectives. These include the developmental and relationship needs of individuals, the socialisation/ collaboration needs of families and communities and the socio-political frameworks of care and control. It specifically analyses discourses around behaviour and its management from a constructivist perspective, ecological systems theory, humanist psychology, social learning theory, a strengths perspective and

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psychiatric medial models. These approaches and usefulness in practice are contrasted and compared.

101101.1 Children's Services: Management and Administration

Credit Points 10 **Level** 7

Special Requirements

This unit is only available to students in 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood). It relies heavily on professional knowledge acquired across the range of other core units and professional experiences within the Master of Teaching (Early Childhood) programme.

This unit explores management theory and practice in the context of early childhood, school and community settings. Managing complex social organizations such as these requires the development of micro and macro management skills that are nuanced and finely tuned to the socio-political context in which services are located. Strategic planning and evaluation are importan components of this unit.

101218.1 Clinical and Forensic Neuropsychology

Credit Points 10 **Level** 7

Equivalent Units

B7636 Clinical Neuropsychology

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to student enrolled in 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

This unit provides a comprehensive introduction to contemporary neuropsychological theories, methods and measures, including aspects of the neuropsychological assessment, diagnosis and understanding of developmental and acquired cognitive disorders likely to be encountered by clinical and forensic psychologists. The functional neuroanatomy of the brain will be discussed, with nature of the cognitive systems involved in attention, memory, language, spatial processing, and executive functions will be reviewed, with discussion of the neuropsychological assessment of each of these systems. The application of neuropsychological theories and methods in clinical and forensic psycholgoical practice will be explored, with consideration of a range of devleopmental and acquired disorders, neuropsychiatric disorders and

other common conditions. Ethical and professional issues in forensic neuropsychological practice will be discussed.

101220.1 Clinical Health Psychology

Credit Points 10 **Level** 7

Prerequisite

101213.1 - Psychological Interventions 1

Equivalent Units

B7635 Clinical Health

Special Requirements

Foundational knowledge in clinical psychology practice is required prior to completion of this unit. Since this unit focuses on knowledge and skill development specific to the practice of professional psychology, the unit is only available to students enrolled in courses 1546 Master of Psychology (Clinical Psychology), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic Psychology).

As the unit focuses on professional practice issues for psychologists, entry is restricted to students enrolled in the Professional Practice Masters programs within the School of Psychology. A clinical health psychologist combines "… clinical psychology with its focus on the assessment and treatment of individuals in distress … and the content field of health psychology" (Belar and Deardorff, 1995). The aim of clinical health psychology practitioners is to develop intervention strategies for the management of physical disorders and for the enhancement of the quality of life of patients. The practice of this branch of clinical psychology requires an understanding of the biological and psychological characteristics of patients, their symptoms, the medical interventions they encounter, and the appropriate psychological interventions.

101216.1 Clinical Practice Seminar A

Credit Points 10 **Level** 7

Corequisite

100803.1 - Psychology Placement 1

Equivalent Units

100468 Professional Practice Seminar A

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to students enrolled in 1546 Master of Psychology (Clinical Psychology).

Clinical Practice Seminar A orients the intern psychologist to the fundamentals of clinical practice I the Psychology Clinic. Interns will be familiarised with a range of measurement and assessment techniques and will start to acquire and utilise knowledge and skills in the areas of professional conduct, basic relaxation training, cognitive/behavioural assessment and good counselling practice. The unit will include a module on psychopharmacology and the use of pharmacotherapy in the management of psychological disorders. The unit will include both a formal didactic component as well as direct client contact.

101217.1   Clinical Practice Seminar B

Credit Points   10 **Level**   7

Prerequisite

101216.1 - Clinical Practice Seminar A

Equivalent Units

100469 Professional Practice Seminar B

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to students enrolled in 1546 Master of Psychology (Clinical Psychology). Students who are enrolled in this unit, will also be enrolled in Clinical Placement units and will be required to have completed the relevant criminal record checks and health checks as determined by the School of Psychology Placement Co-Coodinator.

Professional Practice Seminar B is focussed on monitoring students' progress in their external placements by providing a forum for discussion of client and clinical practice issues arising in those placement settings. Students are required in their external placements to gain experience in a variety of clinical settings and with diverse range of client groups. This unit will comprise the presentation and discussion of clinical case experiences arising from students practicums.

101212.1   Clinical Psychopathology

Credit Points   10 **Level**   7

Equivalent Units

100466 Advanced Psychopathology

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to student enrolled in 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

This unit provides a comprehensive examination of the nature and assessment of adult psychopathology. Students will review and the origins and structure of current diagnostic systems, and examine the diagnostic criteria for a range of major psychopathological syndromes. Skills in the assessment of adult disorders through interview will be acquired.

400488.2   Clinical Studies in Art Therapy 1

Credit Points   20 **Level**   7

Prerequisite

56152.1 - Professional Practice (PG) AND **101303.1** - Art Therapy: Histories, Theories, Groups

Corequisite

400486.1 - Principles of Psychotherapy for Arts Therapists AND **56160.1** - Theoretical Approaches to Therapy

Equivalent Units

56156 Clinical Studies 1

Special Requirements

This is a specifically designed unit within the clinical masters training program. It is only available to students who have been accepted into 4595 Master of Art Therapy.

This unit aims to develop art therapy clinical practice skills. It will involve preparation for the field placements and group supervision of casework and issues arising from the placements. The unit involves 250 hours of clinical placement working under the guidance of a clinical supervisor.

400489.1   Clinical Studies in Art Therapy 2

Credit Points   20 **Level**   7

Prerequisite

400488.1 - Clinical Studies in Art Therapy 1

Equivalent Units

56157 Clinical Studies 2

Special Requirements

This unit is restricted to students enrolled in 4595 Master of Art Therapy.

This unit aims to develop clinical practice skills. The unit involves 250 hours of clinical placement working under the guidance of a clinical supervisor. It will involve group supervision of casework and issues arising from the placements.

400490.1 Clinical Studies in Art Therapy 3

Credit Points 20 **Level** 7

Prerequisite

400489.1 - Clinical Studies in Art Therapy 2

Equivalent Units

56158 Clinical Studies 3

Special Requirements

This unit is restricted to students enrolled in 4595 Master of Art Therapy.

This unit aims to develop clinical practice skills. The unit involves 250 hours of clinical placement working under the guidance of a clinical supervisor. It will involve group supervision of casework and issues arising from the placements.

101215.1 Cognitive Behaviour Therapy: Theory and Practice

Credit Points 10 **Level** 7

Prerequisite

101207.1 - Psychological Assessment 1 AND **101212.1** - Clinical Psychopathology AND **101209.1** - Core Skills: Counselling and Ethical Practice AND **101213.1** - Psychological Interventions 1

Incompatible Units

100459 Core Skills and Ethical Practice

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to student enrolled in 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

This unit provides an introduction to the theory and practice of Cognitive Behaviour Therapy (CBT). It provides basic instruction in case formulation and the development of treatment plans for specific psychological disorders and selected client populations. A widely used and evidence-based form of therapy, CBT is an important tool for psychologists working in diverse settings. The unit is designed to describe the theoretical and historical foundations of CBT, develop foundational skills in CBT assessment and therapy, and nurture critical appreciation of the effectiveness of CTB across a number of applications.

101029.1 Collaborative Practice

Credit Points 10 **Level** 7

This unit enables students to develop the skills and knowledge to work collaboratively with educators, parents, other professionals and the individual with special needs to ensure the appropriateness and continuity of service delivery. Students will examine policies, practices and strategies that assist collaboration across a range of settings and transitions including early childhood intervention, school systems, between home and care, education and intervention settings.

63290.1 Communication in the Information Age

Credit Points 10 **Level** 7

This unit explores the changing shape of communication in the information age, focusing on the shift from the interpersonal and individualistic to the renaissance of the collective and communal in post-industrial society. The unit aims to contextualise these changes through the study of globalisation and its impacts and to identify, define and investigate the communication challenges for civil society and political action.

101283.1 Communities and Primary Schools

Credit Points 10 **Level** 7

Equivalent Units

100185 Teaching & Learning in Diverse Communities

Incompatible Units

100979 Diversity, Social Justice and Schooling

Special Requirements

All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

This unit is designed to build on students' sociological understandings of primary schooling. The unit builds on experiential, theoretical and curriculum knowledge developed in the course. Primary schools have a long tradition of working with communities at the 'chalkface' of social change. Such relationships are complex, evolving and spatially/temporally different because of a local/global sense of place and the socio-political context. Possibilities for promoting socially just practices for different communities are therefore contingent upon a range of strategies for inclusion. This unit examines theoretical frameworks that can assist in understanding the complexities of these processes.

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400419.1   Community Development in Health

Credit Points   10 **Level**   7

Special Requirements

Students must be enrolled in a postgraduate course – course types 01, 02, 03, 04, 05, 06, 07, 11, 12, or 42.

The Unit examines the values, principles and processes of community development, and provides the knowledge necessary to successfully initiate and manage a community development project.

100924.1   Community Translation

Credit Points   10 **Level**   7

Equivalent Units

A7462.1 Community Translation

This unit aims to develop skills in translation from and into English in a number of specialised fields: medical documents; technical papers; legal documents; advertising material; journal articles. The aim of the unit is for students to develop skills in producing target texts in styles appropriate to the source text content and function, researching and developing appropriate specialist terminology, editing and revising, and producing camera-ready documents. The unit will be available, depending on sufficient demand, for Arabic, Japanese, Mandarin, Spanish and Vietnamese.

101067.1   Complexity and Applied Philosophy

Credit Points   10 **Level**   7

The unit explores the contested nature of philosophical explanations, and allows for their re-interpretation through Complexity Theory. It introduces and explores the concept of multi-attractor interactions, such as selected mathematical concepts, social systems, ways of knowing and human identity.

100923.1   Conference Interpreting

Credit Points   10 **Level**   7

Equivalent Units

A7461.1 Conference Interpreting

Students need to be Bilingual. Conference Interpreting is a highly complex activity which requires expertise in a variety of high level interpreting skills as well as knowledge of specialised terminology and contextual issues that relate to international fora. This unit aims to provide students with training in all of these areas. The theoretical concepts that underpin Interpreting will be taught and become the basis for all practical work.

101436.1   Conference Interpreting 1

Credit Points   10 **Level**   7

Special Requirements

NAATI accreditation at professional level or equivalent. Native or near native proficiency in at least two languages, English and one of the languages offered by the School of Humanities and Languages.

This unit is a core unit in the Master of Conference Interpreting (1649.1) and will provide a general introduction to conference interpreting. It aims to provide a foundation for the development of the high-level simultaneous and consecutive interpreting skills required for conference interpreting as well as essential background knowledge related to the profession.

101437.1   Conference Interpreting 2

Credit Points   10 **Level**   7

Special Requirements

NAATI accreditation at professional level or equivalent. Native or near native proficiency in at least two languages, English and one of the languages offered by the School of Humanities and Languages.

This unit is a core unit in the Master of Conference Interpreting (1649.1). It will provide an overview of the main theoretical underpinnings and research trends related to conference interpreting and will aim to apply these to the development of conference interpreting skills.

101438.1   Conference Interpreting 3

Credit Points   10 **Level**   7

Prerequisite

101436.1 - Conference Interpreting 1 AND **101437.1** - Conference Interpreting 2

Special Requirements

The prerequisite rule will be waived for students with equivalent knowledge to Conference Interpreting 1 and 2.

This unit is a core unit in the Master of Conference Interpreting (1649.1). It will aim to further develop students' consecutive and simultaneous interpreting skills to an advanced level. The unit will also focus on performance analysis, self-reflection and the practical applications of theory and research.

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101439.1   Conference Interpreting 4

Credit Points   10 **Level**   7

Prerequisite

101436.1 - Conference Interpreting 1 AND **101437.1** - Conference Interpreting 2

Special Requirements

The prerequisite rule will be waived for students with equivalent knowledge to Conference Interpreting 1 and 2.

This unit is a core unit in the Master of Conference Interpreting (1649.1). It will prepare conference interpreting students for the demands of the professional world through the application of their consecutive and simultaneous interpreting skills in mock conferences and other meetings. The unit aims to equip students with the requisite business skills to succeed as professional international conference interpreters.

101197.1   Consulting in Applied Psychology

Credit Points   10 **Level**   4

Equivalent Units

100532 Sport Psychology Consulting

Special Requirements

This unit is restricted to students enrolled in Courses 1500 Bachelor of Psychology and 1502 Postgraduate Diploma of Psychology Specialist Year only. Students must have submitted a Prohibited Employment Declaration prior to enrolling in this unit. Students must also attend an approved child protection workshop as part of this unit's requirements.

This unit will provide students with increased understanding of the knowledge and skills necessary to begin practice as a psychology consultant. This will involve understanding the dynamics of gaining consulting opportunities, ethical considerations, assessing client needs, understanding the unique demands of a particular performance environment, developing effective communication skills, understanding behaviour change principles, and incorporating evaluation procedures.

100800.2   Consumer Psychology

Credit Points   10 **Level**   3

Assumed Knowledge

Assumed knowledge of 100020 Social and Developmental Psychology. Consumer Psychology is an applied field. Assumed knowledge of core psychological issues will facilitate learning.

Consumer Psychology is the study of how people relate to and involve with products and services that they purchase or use. It attempts to describe, predict, explain, and/or influence consumer responses to products and service-related information and experiences. It contains a broad range of theoretical, conceptual, and methodological perspectives. It is indeed the psychology of how consumers think, feel, reason, and select between different alternatives (e.g., brands, products); how the consumer is influenced by his or her environment (e.g., culture, family, signs, media) and what leads to buying behaviour. By understanding the consumer, we will be able to make informed decisions and apply appropriate marketing and advertising strategies.

400451.1 Contemporary Approaches to Adult Learning and Teaching (PG)

Credit Points   10 **Level**   7

This unit is designed to introduce post-graduate students to contemporary approaches to adult learning and teaching. It aims to develop students' expertise and knowledge in the field of adult teaching and learning, as learners and as practitioners.

400425.1 Contemporary Issues in Health and Health Management

Credit Points   10 **Level**   7

Equivalent Units

E7313, Contemporary Issues in Health Services

Special Requirements

Students must be enrolled in a postgraduate course – course types 01, 02, 03, 04, 05, 06, 07, 11, 12, or 42.

In this unit, students will utilise skills gained in the course to assess and provide leadership for key issues in health services management, eg, corporate and clinical governance, management of multidisciplinary teams, risk management and community consultations and collaborations. The unit is designed to enable students to critically explore and analyse current issues and developments, of importance, in health services and health services management. The issues for exploration will change over time in line with contemporary developments within the sector.

400422.1 Contemporary Issues in Public Health

Credit Points   10 **Level**   7

Special Requirements

Students must be enrolled in a postgraduate course to study this unit.

Through a series of contemporary case studies, students are introduced to a range of public health issues and practices. These may be studied in the areas of population inequalities in health, environmental health, communicable diseases, and chronic diseases. The topics may change for each cohort of students.

100721.1   Contexts of TESOL

Credit Points   10 **Level**   7

This unit introduces students to the field of TESOL and to some of the social and academic contexts which influence it - adult education, linguistics, cultural and migration factors, curriculum studies. It provides students with some insight into the key issues in these fields which impact on the teaching and learning of English as a second or other language.

100918.1   Contrastive Linguistics

Credit Points   10 **Level**   7

Assumed Knowledge

Students of Contrastive Linguistics need to have some knowledge of a language other than English, although a high degree of fluency is not necessarily required. However, students do need to be able to call on bilingual knowledge to do many of the activities and exercises and the major project. For example, an older student with long-neglected high school French should be prepared to refresh their knowledge of the language in the early weeks of the unit. Students may also find it useful to draw on the knowledge of bilingual friends and relatives. Previous study of linguistics will be of advantage for this unit, but it is not a pre-requisite. Solid work on the readings will give the postgraduate student a good grounding in some of the broad themes of linguistics. However, students who have never studied linguistics before may feel more secure if they independently read a standard undergraduate course book.

Equivalent Units

A7443.1 Contrastive Linguistics

Contrastive Linguistics is fundamentally about learning to describe and discuss the differences and similarities between languages, and in doing so to better understand the complexity of cross-linguistic work. The unit is not designed to produce narrow specialists in any of the braches of linguistics; but the successful student will be able to engage with the broad mass of linguistics literature and thus be able to enrich their knowledge, develop specialised interests, and be able to use linguistic theory to enhance their professional work.

101426.1   Convergent Media Internship

Credit Points   10 **Level**   7

This professionally oriented internship consists of two components - work internship placement with Television Sydney (TVS) or a corporate media or community communications division of an organization. The focus on the internship is to research audience/community liaison and the cross media marketing plans of the organisation. During the placement students will develop a practical audience-oriented research project based on a specific agency or community group. The project could form the research stage of a project to be developed in other units of the course. These agencies may include UWS research centres, and educational and community and cultural agencies within Sydney, corporate organisations or off-shore, as agreed. Students research and develop a multiplatform project concept specifically targeted at a selected audience, with an understanding of television media markets.

101209.1 Core Skills: Counselling and Ethical Practice

Credit Points   10 **Level**   7

Equivalent Units

100459 Core Skills and Ethical Practice

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to student enrolled in 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

This unit develops basic counselling skills and ethically oriented practice in practising and research psychologists. It reviews the theoretical underpinnings of counselling practice and provides training in fundamental counselling skills of attending and listening. Ethical practice is grounded in a study of moral philosophy, sequential decision making, and relevant Codes of Ethics of the Australian Psychological Society and NSW Registration Board. The unit considers major practice problems faced by practitioners and researchers and modes of resolutions acceptable within the profession.

101247.1   Counselling and Consultation

Credit Points   10 **Level**   4

Equivalent Units

100457 Counselling and Collaborative Consultation 1

Special Requirements

This unit is restricted to students enrolled in Courses 1500 Bachelor of Psychology and 1502 Postgraduate Diploma of Psychology Specialist Year only.

This unit provides an introduction to basic counselling and consultation skills. Students are provided with a theoretical overview of the 'helping relationship' and have opportunities to learn and practice basic counselling skills. There is a focus on specific approaches such as solution focused and narrative therapies together with a range of ways of working with young children, adolescents, teachers and families. The unit provides structured opportunities to reflect on personal and professional development with the counsellor role.

101199.1   Counselling and Consultation 2

Credit Points   10 **Level**   4

Prerequisite

101247.1 - Counselling and Consultation

Equivalent Units

100458 Counselling & Collaborative Consultation 2

Special Requirements

Enrolment in 1569 Graduate Certificate in School Counselling. The highly content specific nature of this unit prevents the unit from being applicable as an elective in other awards.

The highly content specific nature of this unit prevents the unit from being applicable as an elective in other awards. This unit builds on the unit 101247.1 Counselling and Consultation. It addresses aspects of counselling and collaborative consultation in respect of the major issues that are commonly encountered by school counselling psychologists in educational settings. It explores theories of aetiology, problem maintenance and amelioration, and addresses the needs and perspective of students, educational staff and parents. A range of theoretical approaches in counselling and consultation are considered along with a spectrum of potentially appropriate interventions across the continuum of need.

101195.1   Counselling and Intervention through the lifespan

Credit Points   10 **Level**   4

Special Requirements

This unit is restricted to students enrolled in Courses 1500 Bachelor of Psychology and 1502 Postgraduate Diploma of Psychology Specialist Year only.

The unit adopts a lifespan approach to explore the range of counselling and intervention options, which can be used to optimize or enhance people's lives and to facilitate people in reaching their maximum potential at different stages of the lifespan.

100801.1   Counselling Children, Adolescents and Families

Credit Points   10 **Level**   7

Assumed Knowledge

Entry into Master of Psychology minimum.

Counselling Children, Adolescents and Families explores developmental issues in applied psychology by recognising that the ways we work with children, young people and their families. This unit will explore the history of and research into effective professional practice with children and youth and families as clients; ethical issues related to counselling minors (Child Protection legislation, multiple roles and confidentiality, safety). In addition to therapeutic interventions and issues for children, youth and families, the unit will deal with interviewing children (legal proceedings), esteem building; motivational counselling, humour, multiculturalism and applied positive psychology.

101435.1   Counselling: Practice and Professional Issues

Credit Points   10 **Level**   7

Equivalent Units

53308 Competency in Counselling: Towards Professional Practice

This unit is designed to provide learning packages, feedback and support during students' completion of the unit "Practicum Counselling: Professionals in Action". It deals with highly complex situations such as ethical, legal and professional issues. The student develops an advanced understanding of the contexts of counselling: structuring counselling sessions, monitoring situation of clients, management of counselling situation, evaluation of situation, conflict resolution and professional supervision. Problem-solving provides a foundation for this unit. Students also engage in self-examination of strengths and limitations, and the influences of their own beliefs, values and cultural backgrounds. This unit emphasises an integrated holistic and action-oriented approach to: counselling competency, ethics in practice and research, legal and professional issues.

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101434.1 Counselling: Principles and Paradigms in Practice (PG)

Credit Points 10 **Level** 7

Assumed Knowledge

Basic knowledge of Psychology

Equivalent Units

53010 Applied Counselling: Theories and Principles

The focus in this unit is on the understanding and critical evaluation of current theories of helping, important factors involved in establishing a successful counselling relationship with a client and on the way in which the counsellor can operate most effectively, efficiently and professionally in the total student/client welfare environment. It also focuses on the development of awareness, knowledge and skills necessary for conducting basic interviews and elementary helping sessions with clients through operationalising theoretical constructs, practice in tutorials and feedback from peers and supervisors.

100024.1 Country, Community and Cultural Interfaces

Credit Points 10 **Level** 7

This unit explores the influence of sense of place and sense of community on the capacity of individuals and groups to engage in successful intercultural communication and negotiation. In particular, it focuses on case studies in which indigenous Australians have managed their relationships with non-indigenous communities, organisations, and government agencies. The unit examines: comparison of Euro-Australian notions of landscape and place with Aboriginal Australian notions of 'country' and identity; the growing complexity of senses of belonging, intersecting identities and community affiliations; specific case studies of cultural interfaces; and useful ideas for the management of intercultural interfaces.

101443.1 Creative Music Therapy Practicum 1

Credit Points 20 **Level** 7

Equivalent Units

100913.1 Creative Music Therapy Practicum 1. This is a 10 credit point unit. Please see your Head of Program or Course Advisor regarding Advanced Standing if applicable.

Special Requirements

This unit is not available as an elective because of the intensive clinical nature of the work. Creative Music Therapy Practicum 1 is only available to students enrolled in the Master of Creative Music Therapy.

Criminal Record Check application (CRC) - this application form is to be completed by students who are going to be doing clinical placement/work experience/research in NSW Department of Health (NSW DOH) facilities only. When completing this form, students must also complete and submit a Prohibited Employment Declaration (PED). Students must be fully vaccinated to a level appropriate to the practicum workplace.

This unit focuses on the clinical practice of creative music therapy. Students apply their coursework studies to music therapy practice through working, under supervision, with adults or children with disabilities or in other areas of clinical work deemed suitable. In addition, practial applications of music therapy techniques are taught and students are required to critically reflect on the clinical experience.

101444.1 Creative Music Therapy Practicum 2

Credit Points 20 **Level** 7

Equivalent Units

100915.1 Creative Music Therapy Practicum 2. This is a 10 credit point unit. Please see your Head of Program or Course Advisor regarding Advanced Standing if applicable.

Special Requirements

This unit is not available as an elective because of the intensive clinical nature of the work. Creative Music Therapy Practicum 2 is only available to students enrolled in the Master of Creative Music Therapy. Criminal Record Check application (CRC) - this application form is to be completed by students who are going to be doing clinical placement/work experience/research in NSW Department of Health (NSW DOH) facilities only. When completing this form, students must also complete and submit a Prohibited Employment Declaration (PED). Students must be fully vaccinated to a level appropriate to the practicum workplace.

In this unit, the students provide creative music therapy for adults in aged care or in a psychiatric setting on clinical placement. A student may work alone but will receive in-depth supervision from an RMT. Students are expected to work effectively and independently within a multidisciplinary team.

63294.1 Crisis Communication

Credit Points 10 **Level** 7

The principles and practice of crisis communication will be examined. This examination will be informed by the concepts surrounding crisis within capitalist and command economies. A critical understanding of the

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elements of crisis and the balance between crisis and emergency planning will be pursued. Developing, executing and evaluating a crisis management plan will occur. Managing issues before they become a crisis and incorporating crisis communication into a communication management strategy for an organisation will be reviewed.

100695.1 Critical Developments in Pedagogy

Credit Points 10 **Level** 7

This unit provides an advanced introduction to critical concepts in thinking about pedagogy (way of teaching and learning). Current educational research indicates that didactic and transmission models of teaching and learning pervade western educational systems. These forms of thinking privilege cognition over other forms of learning and experience. This excludes other, powerful ways of thinking about and practising teaching. The unit addresses the following pedagogical concepts related to deep learning: constructivism; transformative learning; experiential learning; critical pedagogy; pedagogical leadership; embodied knowing; metacognition. Participants are encouraged to reflect upon the import of these concepts on their personal and organisational pedagogical practices.

101324.1 Culture, Health and Social Change

Credit Points 10 **Level** 2

Assumed Knowledge

Knowledge of sociological concepts and theories or 40 credit points of completed study

Equivalent Units

25026 Culture and Health

What is health? What is culture? In what ways is health 'cultural'? This unit focuses on students' own health beliefs and practices to discover which cultural factors influence their ideas and actions in relation to health. It makes comparisons with the health beliefs and practices of others – in Australian and other societies – using the case studies and examples (e.g., food or diet & eating, medical and non-medical healing rituals). It develops a critique of contemporary health promotion in western culture. Students are invited to critically and creatively consider issues relating to culture, health, diversity and change. The emphasis of this unit is on the importance of cross cultural understanding, non-discriminatory practice and positive interaction within and between cultures in the 21st century. Students are encouraged to investigate commonplace assumptions about their world and the future.

400452.1 Current Issues in Adult Learning and Teaching (PG)

Credit Points 10 **Level** 7

This unit aims to provide post-graduate students with a critical awareness and knowledge of current issues and trends in adult education. Issues such as vocationalisation of adult education, lifelong learning, social justice, information technology, recognition of prior learning, flexible delivery amongst others are explored in terms of their current and historical contexts of development.

400453.1 Current Issues in Vocational Education and Training (PG)

Credit Points 10 **Level** 7

This unit provides an opportunity to critically explore changes in vocational education and training and the implications for students, educators and society. Post-graduate students engage in a critical analysis of recent policy initiatives in vocational educational and training, and have an opportunity to research an issue of particular interest.

101098.1 Curriculum for Under Threes

Credit Points 10 **Level** 7

Special Requirements

This unit is only available to students in 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood). It relies heavily on professional knowledge acquired across the range of other core units and professional experiences within the Master of Teaching (Early Childhood) programme.

This unit examines the role of families and communities in children's learning and emphasises the essential role of partnerships in the provision of meaningful curriculum for young children. It also examines approaches to observing and documenting children's learning in ways that celebrate children's while also identifying any areas where children may require additional assistance. Curriculum for under threes also includes consideration of health and safety requirements, the role of interactions, play experiences and culturally responsive routines in the provision of learning environments for under threes.

101284.1 Curriculum in Practice

Credit Points 10 **Level** 7

Assumed Knowledge

An understanding of a primary school context.

Prerequisite

101292.1 - Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

Incompatible Units

101117.1 Learning Through Community Service

Special Requirements

This unit is available to Education students only as there is a professional experience component and a prerequisite. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

Primary teachers need in-depth understanding of the curriculum that they will be implementing. This unit provides on-site learning opportunities in which student teachers explore a key learning area in depth. Students work in a collaborative relationship involving an educational community and the university to develop and implement a project that strengthens their understanding of a key learning area and benefits the context in which they worked.

100010.2   Depth Psychology

Credit Points   10 **Level**   3

Assumed Knowledge

Unit 100018.1 Personality, Motivation and Emotion. This unit expands upon knowledge of theories of personality.

Prerequisite

101184.1 - Psychology: Human Behaviour AND **101183.1** - Psychology: Behavioural Science

Special Requirements

Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

This unit is designed to provide an introduction to Depth Psychology, its historical and intellectual context and to show how it relates to contemporary psychology. The unit will focus on the major theories, issues and questions that go to constitute the psychoanalytic traditions. Theoretical issues in psychology have been gradually making a "comeback", partly as a result of the postmodernist focus on identity and ideology, and its questioning of the adequacy of "traditional empiricism". As a result

contemporary psychology is currently experiencing a number of "revolutions" (e.g., what is consciousness, do dreams matter, emotional wellbeing, renewed cognitive, meaning).

101205.1   Developmental Neuropsychology

Credit Points   10 **Level**   7

Equivalent Units

100463 Neuropsychological Aspects of Development

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of psychology, the unit is only available to students in course 1545 Master of Psychology (Educational and Developmental).

This unit provides a comprehensive introduction to the neuropsychological assessment, diagnosis and management of developmental and acquired cognitive disorders in children and adolescents. Participants will examine developmental changes in brain structure and function, including the anatomical and behavioural indices of cerebral lateralization, the concept of cortical plasticity and the interaction between postnatal experience and neural development. The development of the cognitive systems involved in attention, memory, language, spatial processing, face recognition, social cognition and higher cognitive (executive) functions will be reviewed, with discussion of the neuropsychological assessment of each of these systems. The cognitive and behavioural sequelae of a range of developmental and acquired brain impairments will be examined in detail, with consideration of developmental learning disabilities, head injury, epilepsy, tumours, cerebrovascular disorders, meningitis, encephalitis and other neurological disorders.

100460.1   Developmental Psychology

Credit Points   10 **Level**   7

There are many attempts at explanation of lifespan development, and a continuing search for adequate models or theories of identity, growth, maturation and development. This unit explores these approaches and suggests ways to compare explanations and understand the dominant features of theories. There are too many theories to detail each one - so this unit selects those that have been popular, influential and representative of a class or family of theories. The contemporary life-span perspective is explored in depth.

101185.1   Developmental Psychology 0-18 years

Credit Points   10 **Level**   2

Equivalent Units

100011 Developmental Psychology in Applied Settings

Special Requirements

Students must have submitted a Prohibited Employment Declaration prior to enrolling in this unit. Students must also attend an approved child protection workshop as part of this unit's requirements.

Structured around an overview of lifespan development including diversity, this unit focuses on the holistic nature of growth and development from birth to early adulthood, 0 - 18 years. Opportunities to observe and interact with individuals in a variety of settings will enable student's to apply observation techniques, become familiar with individual differences and atypical development and apply developmental theories and principles in the interpretation and nurturing of an individual's development. A critical focus of this unit will be on the implications in applied settings for nurturing development and promoting the individual's well being.

100530.2   Developmental Psychopathology

Credit Points   10 **Level**   4

Equivalent Units

B7604 Developmental Psychopathology

Special Requirements

This unit is restricted to students enrolled in Courses 1500 Bachelor of Psychology and 1502 Postgraduate Diploma of Psychology Specialist Year only. The highly content specific nature of this unit prevents the unit from being applicable as an elective in other awards.

This unit will explore important issues related to developmental psychopathology in children and adolescents. It will focus on the criteria, etiology, and developmental progression, considering risk and resilience factors within a normative developmental approach. This unit will also consider the assessment, treatment and prevention and current developments including behaviour therapy, cognitive behaviour therapy, in childhood disorders. Psychopharmacology will also be discussed.

400454.1   Diversity and Workplace Texts (PG)

Credit Points   10 **Level**   7

This unit introduces post-graduate students to questions and issues in relation to the interpretation and implementation of texts designed to ensure access and equity in different workplace settings.

Students have the opportunity to explore texts in different workplace and educational settings. This unit focuses on understanding texts in diverse and different workplace settings.

100979.1   Diversity, Social Justice and Schooling

Credit Points   10 **Level**   7

This unit examines socio-cultural and political aspects of teachers' work, teacher's subjectivity, the curriculum, learning and schooling generally, and their intersections with inequality, diversity and difference. Of particular importance is the need to understand socio-cultural diversity and its manifestations and influences on schooling experiences, and to deconstruct its relationship to broader social discourses and ideologies. The unit provides understanding of the theory and practice of working with diverse communities and aims to develop critical reflexive practitioners, actively facilitating educational transformation through socially just pedagogies and practices.

101107.1 Early   Childhood   Professional Experience 1

Credit Points   10 **Level**   7

Assumed Knowledge

This Unit draws on knowledge of other Units being studied in previous and current semesters.

Special Requirements

This unit is only available to students in 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood). Students must have completed Child Protection training and signed a Prohibited Employment Declaration (PED).

In this unit students will interact with children under three years of age, with the staff who care for them in centre based care, and with childrens' families. Students will apply emerging and developing knowledge about their own professional growth, children and families to processes of documenting learning, planning environments and learning experiences and evaluating outcomes within caring well planned environments. Students are expected to apply knowledge gained in supporting units to their development of a Professional Experience Portfolio and to children's records. They will focus on the development of their own communication skills and understandings of the role of the early childhood educator. They will assist in the day to day running of a service for children.

Units

101108.1 Early Childhood Professional Experience 2

Credit Points 10 **Level** 7

Assumed Knowledge

This Unit draws on knowledge of other Units being studied in previous and current semesters.

Prerequisite

101107.1 - Early Childhood Professional Experience 1

Special Requirements

This unit is only available to students in 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood). Students must have completed Child Protection training and signed a Prohibited Employment Declaration (PED).

In this unit students will interact with either children 3-5 or 5-8 years of age, with the staff who work with them in centres or schools, and with children's familes. Students will apply emerging and developing knowledge about their own professional growth, and children and families to a range of approaches to curriculum with a particular focus on preschoolers and children in the early years of school. Students are expected to apply strategies for connecting curriculum to children's social worlds and for facilitating in-depth investgations and critical thinking. They will focus on the development of their own communication skills and understandings of the role of the ethical early childhood educator to apply and refine strategies for organising the total learning environment in ways that cater for diverse interests, abilities and backgrounds. They will assist in the day to day running of programs for children, focusing on either the 3-5 age group or the 5-8 age group. Students will focus some planning on the personal development, health and physical education, maths, science and technology, prosocial behaviours and transition to school programs.

101109.1 Early Childhood Professional Experience 3

Credit Points 10 **Level** 7

Assumed Knowledge

This Unit draws on knowledge of other Units being studied in previous and current semesters.

Prerequisite

101108.1 - Early Childhood Professional Experience 2

Special Requirements

This unit is only available to students in 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood). Students must have completed Child Protection training and signed a Prohibited Employment Declaration (PED).

In this unit students interact with children in settings for 3-5 year olds or 5-8 year olds. They will apply a reflexive approach to curriculum planning, implementation and evaluation. Students are required to engage in professional leadership experiences that demonstrates a critically reflexive orientation to inform approaches and strategies appropriate for the use of beginning teachers.

SS807A.1 Ecofeminist Perspectives

Credit Points 10 **Level** 7

To explore ecological feminist perspectives highlighting links between power, gender, and the social construction of knowledge and ethics. Themes include Western and indigenous conceptualisations of nature and the body; ecofeminism as standpoint epistemology and ethics; bio politics and reproductive structures; relations between ecofeminism and other postcolonial struggles; philosophical debates around essentialism and materialism; tensions between ecofeminism and more dominant but unreflexive social movements.

100646.1 Ecology and Spirituality

Credit Points 10 **Level** 7

Many ancient and contemporary spiritual tradition and practices emphasise humans an integral part of 'the living earth'. This becomes manifest in a variety of symbols, images and stories, which hold a common respect for the earth and its generative powers, celebrating it as the source of life, community and culture. In this context global threats to the environment can be seen as symptomatic of the human failure to recognise the sacredness of Earth and Nature. In this unit the principles of interconnection that underpin 'social ecology' will be extended into the understandings implicit in ecology and spirituality.

101068.1 Ecology of Learning

Credit Points 10 **Level** 7

Equivalent Units

100647.1 Ecology of Learning

Ecology of Learning is an applied experiential inquiry that engages with personal, social and environmental dimensions of change. This unit works with the notion that learning is a creative process that draws reflection and invites comment; such learning 'feeds back' into

experience. The unit focuses on the conditions, relationships and environments within which learning occurs. These can best be appreciated through considerations upon the complex, interconnected webs of being and knowing that underpin individual and social life.

100644.1 Ecopsychology and Cultural Change

Credit Points   10 **Level**   7

Ecopsychology is rare among fields of therapy in that is posits a relationship to the external world, in the form of the physical environment, as central to its practice. That environment is more often lamented than celebrated, hence the dis-ease. This highlights ecopsychology as a field of social, political and cultural critique as much as a healing practice. This unit applies the principle of systemic, relational, contextual understanding implicit in ecopsychology beyond the therapeutic. In doing so it considers cultural histories, wellness, embodied knowledge, emotional consciousness, ecological sustainability, activism communities, biocentrism and ways and means of cultural change.

101204.1 EdDev Professional Practice Seminar B

Credit Points   10 **Level**   7

Equivalent Units

100802 Professional Interventions Seminar

Since this unit focuses on knowledge and skill development specific to the practice of psychology, the unit is only available to students in course 1545 Master of Psychology (Educational and Developmental). EdDev Professional Practice Seminar B is focussed on monitoring students' progress in their external placements by providing a forum for discussion of client and professional practice issues arising in those placement settings. Students are required in their external placements to gain experience in a variety of professional settings and with diverse range of client groups. This unit will comprise the presentation and discussin of clinical case experiences arising from students practicums.

101203.1 Educational and Develomental Professional Practice Seminar A

Credit Points   10 **Level**   7

Corequisite

100803.1 - Psychology Placement 1

Equivalent Units

100802 Professional Interventions Seminary

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of psychology, the unit is only available to students in Course 1545 Master of Psychology (Educational and Developmental). Students who are enrolled in this unit, will also be enrolled in 100803 Psychology Placement 1 and will be required to have completed relevant criminal record checks and health checks as determined by the School of Psychology Placement Co-Coordinator.

Educational and Developmental Professional Practice Seminar A orients the student psychologist to the fundamentals of professional practice on supervised placement. The unit will include a module on Behaviour Analysis, Functional Analysis and Cognitive Behaviour Analysis using Single Subject Design for the management of a range of challenging behaviours and learning difficulties. Educational and Developmental Professional Practice Seminar A orients the intern psychologist to the fundamentals of professional practice in psychology. Interns will be familiarised with a range of measurement and assessment techniques and will start to acquire and utilise knowledge and skills in the areas of professional conduct, basic relaxation training, cognitive/behavioural assessment and good counselling practice. The unit will include a module on psychopharmacology and the use of pharmacotherapy in the management of psychological disorders. The unit will include both a formal didactic component as well as direct client contact.

100696.1 Educational Evaluation

Credit Points   10 **Level**   7

This unit provides students from a range of backgrounds with the skills to undertake evaluation studies of educational programs, projects, curricula etc., within organisations, institutions, schools, systems and education centres. Through the use of case studies, problem based and experiential learning techniques, and presentations by experienced evaluators, students will be introduced to the social, political and ethical factors which impact on educational evaluation, and explore different approaches and models for designing and implementing an evaluation.

101287.1 Educational Psychology for Primary Teaching

Credit Points   10 **Level**   7

Equivalent Units

100184 Psychology for Teaching

Special Requirements

This unit is available to Education students only as there is a professional experience component. All student entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

This unit introduces students to a number of the key theoretical perspectives and issues in relation to Education Psychology for Primary Teaching. These include psychological and sociological theories and the implications for learning and pedagogies for social access. The unit operates as two strands and critically addresses public debates related to equity, inclusion and cultural diversity in the context of global change. The unit examines the social construction of childhood and theories of child development that shape our understandings of teaching. The frameworks developed in this unit will inform critical understandings and practices oriented towards inclusion and professional responsiveness.

101211.1 Educational Psychology Interventions

Credit Points 10 **Level** 7

Equivalent Units

100810 Educational Psychology 2

Special Requirements

This unit is restricted to students in enrolled in the Masters level in Psychology program.

Theories of learning, development and educational psychology are considered, particularly in examing the relative contribution of, and the impact of, a range of variables on children leading to problems in learning and the achievement of academic skills. The application of educational strategies for the assessment, diagnosis, proactive prevention and remediation of the difficulties children may experience with learning and academic progress are explored. Particular emphasis is placed on oral language and literacy interventions and the importance of the sound evaluation of remedial programs in classroom and home contexts. Learning problems acquired through sensory deficits will also be considered, as well as the effect of negative factors occurring during the early development, and home and preschool influences on young children before starting school. The appropriate educational and psychological strategies for diagnosis and programming for individual children are discussed as they apply to the educational environments in which Counselling Psychologists work. In addition, the role of more innovative, and currently popular, approaches including collaborative consultation, parent teaching or tutoring and peer tutoring are critically examined.

100487.3 Empirical Research Methods Seminar

Credit Points 20 **Level** 4

Assumed Knowledge

This unit is taught on the assumption that all students have a statistical competence to the level of between-units multi-way analysis of variance, bivariate regression analysis, and basic non-parametric procedures (including correlational procedures). This includes demonstrated computational ability using the statistical package SPSS.

Special Requirements

This unit is restricted to students enrolled in 1502.2 Postgraduate Diploma of Psychology or 1500.3 Bachelor of Psychology Specialist Study.

This unit exposes students to advanced psychological methods. This will provide a strong basis for postgraduate studies and further strengthen applied research skills. The first half year will focus on qualitative methods. It will be assumed that students have not been exposed to these methods previously and this component of the unit will begin with an introduction to the topic before progressing to the major qualitative methods. The second half year will focus on quantitative methods and aims to extend and challenge some of the common statistical methods taught in earlier units.

100488.2 Empirical Research Project

Credit Points 30 **Level** 4

Special Requirements

This unit is restricted to students enrolled in 1502.2 Postgraduate Diploma of Psychology or 1500.3 Bachelor of Psychology Specialist Study.

This unit equips students with the skills needed to design and develop a research project, to operationalise their research question, to select and undertake the appropriate methods of analysis, and to effectively present results. The program is one year long, and is taught on the assumption that students have a statistical competence in multi-way analysis of variance, bivariate regression analysis, and basic non-parametric procedures. This includes demonstrated computational ability using the statistical package SPSS.

101099.1 Engaging Children in Curriculum

Credit Points 10 **Level** 7

Special Requirements

This unit is only available to students in 1625 Master of Teaching (Early Childhood) and 1631 Graduate

Diploma in Educational Studies (Early Childhood). It relies heavily on professional knowledge acquired across the range of other core units and professional experiences within the Master of Teaching (Early Childhood).

This unit examines a range of approaches to curriculum with a particular focus on preschoolers and children in the early years of school. It explores stategies for connecting curriculum to children's social worlds and for facilitating in-depth investigations and critical thinking. Students will examine strategies for organising the total learning environment in ways that cater for diverse interests, multiple intelligences and the need for a balance of active and quiet experiences. Students will also become familiar with the NSW Board of Studies Personal Development, Health and Physical Development Syllabus in this unit and investigate transition to school programs.

101285.1 English and Literacy in the K-6 Years

Credit Points 10 **Level** 7

This unit is designed to provide a comprehensive introduction to key concepts associated with the teaching of the English Key Learning Area in the K-6 years, set in the broader context of contemporary new literacy environments. It will examine the processes involved in the teaching of listening, speaking, reading and writing with a focus on the structure and grammar in a range of factual and literary multimodal texts.

101440.1 English Education: Contemporary Issues

Credit Points 10 **Level** 7

Equivalent Units

100700 English and Literacy Education: Contemporary Issues

Special Requirements

Students enrolled in 1589 Master of Education are required to complete and submit a Prohibited Employment Declaration (PED).

This unit will develop its curriculum from year-to-year based on the contexts, needs and interests of enrolled students. However, in general, it seeks to extend students' awareness of curriculum development, pedagogy and policy in the areas of English and literacy education through selecting a limited number of areas for intensive investigating. Thus, it builds on students' previous academic and professional experience in these areas, but also investigates key contemporary issues.

EH830A.1 Environmental Assessment

Credit Points 10 **Level** 7

Special Requirements

This unit is restricted to the following courses: 3602, 3603, 3604, 3605, 3606, 3607 (current courses) 3582, 3593, 3524, 3532, 475E, 475A, 456S, 456A, 473A, 3599, 3600, 3601, 3596, 3597, 3598, 3568 (legacy courses)

This unit emphasises the role of environmental management in attainment of ecologically sustainable development. Students will be introduced to a variety of methods relevant to the assessment of environmental impacts and review the history of impact assessment in legislation and policy. Students will be provided with a number of environmental assessments and be required to critically evaluate the quality of the process. In small groups students will undertake an environmental assessment of a proposed development to gain insight into the process of EIA preparation. Students will also be introduced to the field of environmental auditing through industrial visits incorporating auditing exercises. Other environmental assessment tools will be introduced.

EH829A.1 Environmental Management Systems

Credit Points 10 **Level** 7

Special Requirements

This unit is restricted to the following courses: 3602, 3603, 3604, 3605, 3606, 3607 (current courses) 475E, 475A, 456S, 456A, 473A, 3599, 3600, 3601, 3596, 3597, 3598, 3568 (legacy courses)

Students will learn to use tools and appreciate the complexity of regional environmental management and planning. Building on their local and site specific environmental management knowledge, the regional planning looks at the difficulties encountered when practicing environmental management on a broader spatial scale.

400417.1 Epidemiology and Quantitative Methods

Credit Points 10 **Level** 7

Equivalent Units

E7228 - Epidemiology and Quantitative Methods.

Special Requirements

Students must be enrolled in a postgraduate course – course types 01, 02, 03, 04, 05, 06, 07, 11, 12, or 42.

In this unit students study epidemiological design and analytic strategies as well as biostatistics. The unit also examines the use of surveillance and population datasets to measure and monitor population health

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and plan health services. Students will develop skills to critically appraise research in health and health care. A range of research studies is examined including studies of occurrence and risk factors for disease and studies evaluating intervention treatments or programs. Both the epidemiological and statistical evidence for the findings are critically assessed

101031.1   Evidence-Based Practice in Education

Credit Points   20 **Level**   7

Assumed Knowledge

An undergraduate degree.

Special Requirements

Students need to have had a Child Protection and Prohibited Persons Clearance prior to starting this unit.

This unit is designed to enable students to engage in evidence-based practice in their area of interest or specialisation. Students will develop skills in analysing, critiquing, and synthesising the education literature in an area of their choosing. Their evaluation of the available research evidence will then form the basis for their undertaking a self-directed project (eg. Action research; evaluation of teaching/learning approach; development of teaching/learning project) which addresses an issue of relevance to their practice.

100013.1   Experimental Design and Analysis

Credit Points   10 **Level**   2

Prerequisite

101183.1 - Psychology: Behavioural Science AND
101184.1 - Psychology: Human Behaviour

Special Requirements

Students must have completed 20 credit points of Psychology units including the pre-requisites. Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

This unit is driven by the scientific method with a focus on experimental design and related data analysis. Although some of the methods and techniques are dealt with in passing in earlier units, a more complete approach is adopted here. Research design and methodology issues, statistical concepts and techniques, computer analysis of data, and communicating research findings are all features of this unit.

DN805A.1   Feasibility Studies

Credit Points   10 **Level**   7

Assumed Knowledge

Knowledge of property development

This unit places greater emphasis on the evaluation and development of feasibility studies for the purposes of selecting development projects, evaluating different options and making the decision as to whether to proceed to detailed feasibility study stage.

400399.2 Field Placement Learning (Applied Counselling)

Credit Points   40 **Level**   7

Assumed Knowledge

Completion of the four "theory" units within the Graduate Diploma, 53006, 53010, 53007, 53308 (or approval of course coordinator)

This unit will give students the opportunity to develop counselling skills in a field agency and to develop their professional identity as a counsellor. The placement will consolidate the learning gained from the theory units in the Graduate Diploma and further assist students to integrate their theoretical framework with clinical practice before entering employment. Students will be able to choose from a range of counselling placements in a variety of field agencies in and around Sydney. The Field Placement Learning (Applied Counselling) lecturer will be responsible for the selection and arrangement of placements.

400800.1   Financial Management in Health Services

Credit Points   10 **Level**   7

Equivalent Units

400423 Financial management in human and health services

Special Requirements

Students must be enrolled in a postgraduate course – course types 01, 02, 03, 04, 05, 06, 07, 11, 12, or 42

The health sector must account for use of resources and ensure equity and efficiency from the cost centre level up. Managers need to consider the financial implications of decisions and are expected to understand and act on accounting information to stay on budget. This unit critically reviews the role of financing in health services. Students will focus on the use of financial tools and strategies in the day to day management of health care units.

101315.1 Financing Cities in the Global Economy

Credit Points 10 **Level** 7

Assumed Knowledge

Economics and some accounting foundations.

This unit focuses on develop strategic thinking of Cities as magnets of the global economy. Cities generate technologies, produce a growing share of international trade and attract both financial flows and migration. The unit will provide grounded understanding on the financial aspects of managing urban environments, and managing the creation of commercially viable environments. Urban managers and planners deal with regeneration projects that needs to be financed or export projects where understanding of international markets is an advantage. They also need to be aware of the new theories on natural capitalism and on accounting systems for intangibles such as innovation and intellectual assests or environmental assets.

101222.1 Forensic Professional Practice Seminar A

Credit Points 10 **Level** 7

Corequisite

100803.1 - Psychology Placement 1

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of forensic psychology, the unit is only available to students enrolled in 1547 Master of Psychology (Forensic).

This unit orients students to the many settings that forensic psychologists work in justice administration including police, adults and juvenile offenders, institutional and community based corrections, offenders and victims. The unit examines many of the current issues and debates in forensic psychology, and includes theoretical perspectives, research evidence and related areas of forensic practice. As such, this unit provides students with a contextual framework for forensic psychology and will equip the student to operate within a range of forensic organisations when on placement and thereafter. It will equip the student with the fundamentals of ethical conduct based upon the codes of conduct of the APS and the registration board as well as child protection issues. This unit will introduce students to priniciples of psychopharmacology in preparation for their first placement.

101223.1 Forensic Professional Practice Seminar B

Credit Points 10 **Level** 7

Prerequisite

101222.1 - Forensic Professional Practice Seminar A

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of forensic psychology, the unit is only available to students enrolled in 1547 Master of Psychology (Forensic).

This unit extends the orientation of students to the various settings and practices that forensic psychologists work in justice administration including police, adults and juvenile offenders, institutional and community based corrections, offenders and victims as provided in Forensic Professional Practice Seminar A. In particular this seminar series will provide expert knowledge and skills in the area of crisis intervention, forensic report writing, and forensic investigatory psychological skills. It will also provide the student with the opportunity to reflect upon their placement experience via the medium of case discussions.

101103.1 Fostering Creativity in Children's Learning

Credit Points 10 **Level** 7

Equivalent Units

100302 Creative Arts in Early Childhood

Special Requirements

This unit is only available to students in 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood). It relies heavily on professional knowledge acquired across the range of other core units and professional experiences within the Master of Teaching (Early Childhood) programme.

This unit focuses on processes of creative thinking and creative expression in young children and introduces students to the theory and practices of using drama, music, movement and visual arts in prior to school and school contexts. Collaborative learning and reflective practices are the key operating principles of the unit. The unit will encompass creativity both as it relates to the arts as well as its critical role in fostering creative thinking and practices. Students will explore the relevance of the arts in the development of children's play; and will engage with appropriate information and communication technologies for learning in the arts. The unit provides an understanding of the importance of art forms both as powerful teaching and learning

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strategies across the early childhodd years and as creative arts in their own right.

100543.2 Foundations of Analytical Psychology

Credit Points 10 **Level** 7

Special Requirements

This unit is available as an elective to students enrolled in courses 1500 Bachelor of Psychology Specialist year, 1502 Postgraduate Diploma of Psychology, 1554 Graduate Certificate in Analytical Psychology or 1555 Master of Analytical Psychology.

In 1913, the year when Jung left the psychoanalytic movement, he used the term 'analytical psychology' to identify what he called a new psychological science seen by him as having evolved out of psychoanalysis. At a later date, when he was firmly established in his own write, he referred to the 'psychoanalytic method' of Freud and the 'individual psychology' of Adler, and said that he preferred to call his own approach 'analytical psychology' by which he meant a general concept embracing both, as well as other endeavours.

100722.1 Functional Grammar

Credit Points 10 **Level** 7

This unit explores systemic functional grammar which relates language to its use in cultural and social contexts. This model of language is used in a wide variety of fields - teaching in school subject areas, teaching ESL, languages other than English and literacy, researching language in a range of settings. Students will explore functional grammar through texts from a range of social contexts.

101070.1 Global Citizenship

Credit Points 10 **Level** 7

Equivalent Units

100648.1 Global Citizenship

This unit explores discourses relating to citizenship and globalisation. Global citizenship is explored and theorized through conceiving of three dynamically interlinked spheres of interest: The social and political (including, for example, legal, economic, educational, health); The personal (relating to subjectivity, personal identity, national identity and sense of place); The material (nature, 'built' and natural environments).

101365.1 Group Interaction

Credit Points 10 **Level** 1

Equivalent Units

63148 Group Interaction

The study of groups is an essential element of human communication. This unit integrates knowledge of contemporary approaches to small group communication theory and research with learning about small group processes and practice of skills.

101224.1 Group Work Therapeutic Programs

Credit Points 10 **Level** 7

Equivalent Units

B7655 Group and Therapeutic Programmes

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of professional psychology, the unit is only available to students enrolled in courses 1547 Master of Psychology (Forensic Psychology) or 1545 Master of Psychology (Educational and Developmental).

This unit has a forensic focus and will provide opportunities for practical experience. Sessions will depart from the traditional lecture/tutorial format since these are not the ideal ways to learn about this practical application of psychological knowledge. The approach will be interactive and flexible within the framework of thirteen three-hour sessions. Please note that the unit is also experiential in the sense of being a "training group". This does not mean that it is "therapeutic" in intent; simply that it focuses on here-and-now processes in order to teach this experientially.

400418.1 Health Advancement and Health Promotion

Credit Points 10 **Level** 7

Equivalent Units

E7234 Health Advancement, E7306 Health Advancement

Special Requirements

Students must be enrolled in a postgraduate course – course types 01, 02, 03, 04, 05, 06, 07, 11, 12, or 42.

Health promotion is a process that seeks to enable individuals, communities and populations to increase control over their health by addressing the determinants of health, resulting in improved health outcomes. The historical development of international health promotion efforts will be traced. Various theoretical underpinnings of health promotion are explored, factors enhancing and limiting interventions reviewed and the levels of health promoting actions demonstrated with a view to developing best practice. Evaluation of health promotion activity is also reviewed.

100015.2   History and Philosophy of Psychology

Credit Points   10 **Level**   3

Prerequisite

101184.1 - Psychology: Human Behaviour AND **101183.1** - Psychology: Behavioural Science AND **100020.1** - Social and Developmental Psychology AND **100022.1** - Biological Psychology and Perceptual Processes

Equivalent Units

B6601 The History and Philosophy of Psychology

Special Requirements

Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

This unit provides an overview of the origins and historical development of psychology. It examines the major landmarks in the history of psychology, focusing on important individuals, schools of thought, and recurrent ideas and themes. Historical conceptual problems are related to areas of controversy within contemporary psychology, and an insight is provided into the philosophical underpinnings of the various new movements and major theoretical conflicts within psychology today. The unit also provides a critical appraisal of psychology's status as a science, and explores the limits of psychological inquiry.

100016.1   Human Learning and Cognition

Credit Points   10 **Level**   3

Assumed Knowledge

Completion of 20 credit points of Level 1 and 20 credit points of Level 2/3 psychology units including 100020 Social Development Psychology or equivalent unit.

For most living organisms, learning and remembering are integral to the organism's survival. For animals, this means the ability to remember where food is located and learn where predators may be lurking. For humans, it also means the ability to learn to talk, read, write, drive a car, and operate a computer. Even if humans did somehow survive until now without the ability to learn or remember, our lives would be empty movements from one moment to the next without any past or future, and we would be doomed to repeat the same behaviours, whether or not those behaviours were useful. Learning and cognition are critically important and are at the core of our experience of life. This unit is concerned with the experimental analysis of human behaviour. Definitions, assumptions and basic phenomena associated with the study of learning and cognition are described and evaluated in terms of their ability to account for various aspects of human behaviour and experience. The practical work highlights important concepts introduced in the lecture program.

100016.2   Human Learning and Cognition

Credit Points   10 **Level**   3

Prerequisite

101184.1 - Psychology: Human Behaviour AND **101183.1** - Psychology: Behavioural Science AND **100020.1** - Social and Developmental Psychology AND **100022.1** - Biological Psychology and Perceptual Processes

Special Requirements

Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

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101196.1 Human Performance in Applied Psychology

Credit Points 10 **Level** 4

Equivalent Units

B7608 Applied Sport Psychology

Special Requirements

This unit is restricted to students enrolled in Courses 1500 Bachelor of Psychology and 1502 Postgraduate Diploma of Psychology Specialist Year only.

This unit applies performance enhancement strategies in a variety of situations. It includes acquiring theorethical knowledge and practice of mental skills, as well as the design, implementation, and evaluation of a performance enhancement program. Although the focus of performance psychology has previously been on the elite sport performer, emphasis will be placed on the use of strategies and techniques in a variety of performance related activities.

46518.1 Human Resource Management

Credit Points 10 **Level** 7

This unit provides an introduction to the Human Resource Management (HRM) function in business and government organisations within the Australian socio-political context. It provides an overview of the function; an examination of its relationships with other business functions; a review of its foundation disciplines (psychology, sociology, law, economics, management and organisation theory); a study of the concept of professional HRM practice; and an examination of trends in HRM practice, taking into account projected legal, technological and economic change. Various models of the HR function are reviewed and an attempt is made to integrate HR and industrial relations activities into an HR employment relations model.

ASEC76.1 Imagination in Action

Credit Points 10 **Level** 7

This unit asks students to reflect upon imagination and its use in research, inquiry, and social action. It challenges students to devleop a personal understanding of imagination and to apply this imagination to the development of creative responses to personal and social concerns. Underlying this exploration is a challenge to students to reflect upon the relationship between form, content and communication, 'objectivity' and 'subjectivity', 'fiction' and 'non-fiction', 'the arts' and 'the artist', 'mediums' for most effective communication, imagination as an analytical tool, and an expressive device, imagination as a means for understanding and realising goals.

100984.1 Inclusive Education: Principles and Practices

Credit Points 10 **Level** 7

Students need to understand and assess the intellectual, emotional, social and physical needs of all children and young people in regular classrooms. They need to develop appropriate and relevant skills, attitudes and methodologies to enable them to assess, plan, implement and evaluate programs which meet the individual educational needs of students with disabilities, learning difficulties and/or behaviour disorders. This unit of study addresses professional skills, theories, approaches and relevant legislation in the implementation of the principles of inclusive education practices in secondary settings.

101286.1 Inclusive Teaching for Effective Learning

Credit Points 10 **Level** 7

Equivalent Units

100172 Inclusive Education Practices

Special Requirements

All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

Effective and inclusive teaching requires knowledge of how students learn as well as proficiency in applying appropriately tailored teaching strategies to cater for individual developmental needs. This unit provides a foundation of knowledge and practice that facilitates development of appropriate and inclusive attitudes and skills for teaching students with special needs in the main stream. In particular the capacity to structure individualised education and behaviour management programs will be developed drawing on practical experiences and a broad familiarity with the field.

200695.1 Income Property Appraisal

Credit Points 10 **Level** 7

Assumed Knowledge

Students undertaking this unit should have a sound knowledge of the property industry and an understanding of elementary financial mathematics.

This unit is replacing VA802Z - Income Property Appraisal. Develop understanding of theory and practice of valuation of retail, office and industrial property. Critically evaluate the various risk factors in retail, office and industrial property investments. This unit concentrates upon income producing properties. It

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forms an essential resource for property investment analysis and property development.

400455.1 Independent Project in Adult Education (PG)

Credit Points 10 **Level** 7

This self-directed learning project enables post-graduate students to choose a specific topic or area of study and pursue it in considerable depth. The unit offers students an opportunity to pursue areas of interest not directly offered by course work in other units and/or which may relate to their professional work.

101072.1 Independent Studies

Credit Points 10 **Level** 7

Equivalent Units

SE825A.1 Independent Studies in Social Ecology

This unit provides an opportunity for students to carry out an independent research project that is closely related to the themes and content of Master of Arts (Complexity, Chaos and Creativity) (or Master of Arts - Social Ecology). Approval to take this unit must be obtained from the course adviser.

100703.1 Independent Study 1

Credit Points 10 **Level** 7

Independent Study 1 enables students to engage in an intensive study of an aspect of workplace learning in order to develop, implement or improve some aspect of current professional practice. It provides opportunities for students to use workplace-based research skills and related theory directly in a workplace-based research task. The workplace may be a classroom or other professional setting.

100704.1 Independent Study 2

Credit Points 10 **Level** 7

Independent Study 2 enables students to engage in a second intensive study of an aspect of workplace learning in order to develop, implement or improve some aspect of current professional practice. It provides opportunities for students to use workplace-based research skills and related theory directly in a workplace-based research task. The workplace may be a classroom or other professional setting.

100705.2 Independent Study 3

Credit Points 20 **Level** 7

Prerequisite

100693.1 - Evidence-based Professional Practice

This unit is a continuation of Independent Study 1 and/or 2 and is designed to provide an opportunity for students to undertake in-depth research into an educational area, issue, or perspective that will make a major contribution both to their own and colleagues educational practices. This unit will contribute to the student's ability to engage with and sustain an intensive research focus on an identified aspect or aspects of workplace practice using acquired competence in research methodology. They will also be required to sustain a research focus over an extended period of time and produce a research project report. The unit is designed to advance the status of the student's profession through high level, in-depth study of a topic of major significance to the profession.

400485.2 Integrating Arts and Therapy

Credit Points 10 **Level** 7

Prerequisite

56152.1 - Professional Practice (PG) AND **56161.1** - An Introduction to Therapeutic Application of Creative Processes (PG)

Special Requirements

40 credit points of completed study including the pre-requisites. Only students enrolled in course 4593 Graduate Diploma in Expressive Therapies can enrol in this unit.

Through this unit students are provided with an opportunity to acquire the relevant level of critical reflection to integrae knowledge of the creative expressive arts and the areas of therapeutic theory and practice. Specific learning objectives and associated topics will be developed in consultation with an Academic Supervisor.

400586.1 Integrating Theory, Research and Practice

Credit Points 20 **Level** 7

Prerequisite

400585.1 - Theories of the Social AND **400421.1** - Research Methods for Humanities and Social Sciences

This unit is the capstone for the Master of Social Science. It extends students' critical practice in their specialist field, building on 'Theories of the Social' and 'Research Methods for the Humanities and Social Sciences'. Students will undertake intensive analyses of the links between theory, research and practice and prepare and carry out an investigation negotiated with an academic advisor. The unit consists of intensive workshops and a plenary seminar in which students

present their work. Throughout the semester study groups based on specialties will meet with an academic 'advisor'. A substantial 'research report' of activities/ investigations, analyses and interpretations will be produced that complies with the unit's objectives. Note: Projects are not individually supervised, but will require the production of an individually completed research project and report.

101366.1   Interpersonal Interaction

Credit Points   10 **Level**   1

Equivalent Units

63147 Interpersonal Interaction

This unit looks at the importance of interpersonal interaction in personal and work life. It will present theories from social psychology and human communication. Communication skills and the different forms of communications will also be examined. For example, effective listening, non-verbal communication, disclosing, and asserting. Students will be encouraged to observe and reflect on the interpersonal interactions around them, including their own.

A7456.1   Interpreting and Translation Professional Practicum

Credit Points   10 **Level**   7

Assumed Knowledge

Students need to be bilingual.

Corequisite

100916.1 - Legal Interpreting OR **100917.1** - Specialised Translation OR **100922.1** - Medical Interpreting OR **100924.1** - Community Translation

This unit is aimed at providing students with the opportunity to make useful observations about practical aspects of the Interpreting and/or Translation professions and related fields (such as the Legal System), as well as with supervised practice in the workplace. Students will complete the practical work relevant to their field of specialisation, i.e., Interpreting or Translation or Interpreting and Translation.

100927.1   Interpreting and Translation Skills

Credit Points   10 **Level**   7

Equivalent Units

A7535.1 Interpreting and Translation Skills

This core unit in the postgraduate Interpreting and Translation programs is divided into two main sections: interpreting techniques and translation techniques, including information technology. This unit deals with high-level specialised technical skills necessary for the

different types of interpreting: dialogue, consecutive, simultaneous and sight translation. It also deals with various aspects of translation and information technology relevant to translation (i.e., computer-assisted translation technologies and the use of the Internet). The unit is run in English for students of all languages.

100921.1   Interpreting and Translation Theory

Credit Points   10 **Level**   7

Equivalent Units

A7454.1 Interpreting and Translation Theory

This unit will aim to provide an overview of the major theoretical notions which underpin the practice of Interpreting and Translation. A background knowledge of this theory is essential in the development of professional skills, behaviour and praxis.

101065.2 Introduction to Complexity, Chaos and Creativity

Credit Points   10 **Level**   7

Equivalent Units

SE839A Introduction to Complexity, Chaos & Creativity

This unit introduces students to the new Paradigm of Complexity as an insightful holistic perspective for understanding and dealing with the secalating social complexity. Complexity and Chaos theories are introduced as new conceptual and practically useful frameworks for working with socio-ecological realities (this includes also placing the paradigm of complexity in a broad philosophical framework). The following major concepts of Chaos and Complexity theories are introduced and discussed: nonlinear dynamics; phase space; emergence; self-organisation; fractals; strange attractors and repellers; butterfly effect; bifurcations; self-organising criticality; edge of chaos. Applications of complexity to areas of students' interest will be emphasised.

400164.1   Introduction to Sociology of Health

Credit Points   10 **Level**   2

Equivalent Units

E2231 Social Dimensions of Health & Illness OR 25006 Introduction to Sociology of Health

The aim of this unit is to offer students new understandings of people in their relations with each other in complex social and cultural contexts. The unit uses health and illness as the prism through which such understandings can be gleaned. The unit introduces students to sociological perspectives and it applies sociological ways of thinking to questions of

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health, illness and disability. Students will study the influence of culture and social institutions, and of social determinants such as class (socio-economic status), gender, race/ethnicity in shaping social relations and in the production of differing patterns of health and illness. The 'body' as a social and cultural construct, as well as a physical entity, will be explored, as will models of health and health care.

400136.1 Introduction to the Psychology of Health

Credit Points 10 **Level** 1

Equivalent Units

E2238 Health & Human Behaviour

This unit introduces some of the core concepts, models, theories and methods of inquiry in psychology as they apply to health. Assumptions of human behaviour are examined, showing how these assumptions form the four foundational models of psychology. Those models being psychobiological, learning, cognitive and social. The application of these models to issues of development, personality, motivation and clinical applications allows students to address health topics such as stress, resilience and coping, smoking, eating disorders, disability and health practices.

101290.1 Investigating Primary Mathematics

Credit Points 10 **Level** 7

Assumed Knowledge

A demonstrated knowledge of basic mathematics.

Equivalent Units

100186 Understanding Curriculum 1: Mathematics, Science and Technology

Special Requirements

This unit is only available to students enrolled in course 1608 Master of Teaching (Primary). Requirement of 2 Unit Mathematics at HSC. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

Mathematics is constructed by a thinking individual with the assistance and support of others. Some of these 'others' are called 'teachers'. In this unit, beginning teachers investigate how they can facilitate and support the learning of mathematics by students in the K-6 school years so that these students can show their full potential as mathematics learners. The unit will study the NSW K-6 Mathematics Syllabus in all of its strands, with a particular emphasis on working mathematically. A strong emphasis will be placed on investigation, exploration, problem solving and the use

of technology in the development of mathematical ideas.

100919.1 Investigating Second Language Acquisition

Credit Points 10 **Level** 7

Assumed Knowledge

Knowledge of a LOTE and/or some Linguistics and/or some language teaching experience.

Equivalent Units

A7449.1 Investigating Second Language Acquisition

This is an elective unit for honours and postgraduate students of languages and linguistics to provide a focused theoretical and research framework in the area of second language acquisition (SLA) from a psycholinguistic viewpoint. This unit widens the theoretical and methodological basis of those students intending to undertake further studies and/or research in the Linguistics and SLA area and also serves the language teachers interested in applying SLA-based knowledge to pedagogy and classroom research.

101102.1 Investigating Social Worlds

Credit Points 10 **Level** 7

Equivalent Units

100313 Investigating Social Worlds

Special Requirements

This unit is only available to students in 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood). It relies heavily on professional knowledge acquired across the range of other core units and professional experiences within the Master of Teaching (Early Childhood) programme.

In this unit, students will draw on Bourdieu's frameworks of social and cultural capital and critically examine the relationship between the 'self' and the 'social' in relation to how children learn about identity, family, culture, environments, social justice, critical thinking, decision-making, understanding and promoting diversity in a globalised changing world. This unit develops students' understanding of social worlds curriculum through the exploration of key curriculum frameworks in both prior-to-school and school settings.

A7444.1 Language and Linguistics Research Methods

Credit Points 10 **Level** 7

This unit aims to help postgraduate students acquire the knowledge and skills to design and carry out a

research project in the field of Languages and Linguistics (I.e. Contrastive Linguistics, Sociolinguistics, Language-in-Education Planning, First and Second Language Acquisition, Interpreting and Translation, Discourse Analysis and Descriptive Linguistics). It includes theoretical and practical work in specific areas of research in Languages and Linguistics.

101297.1 Languages and Linguistics Special Project

Credit Points 10 **Level** 7

Assumed Knowledge

Depending on the project chosen, the student should be familiar with research design and procedure, as in A7444 Research Methods, or be familiar with TESOL methodology or be undertaking concurrently 100725 TESOL Methodology.

Equivalent Units

100726 - TESOL Internship OR 100720 - TESOL Dissertation OR A7526 - Languages and Linguistics Dissertation

Special Requirements

This unit is restricted to students who are enrolled in courses 1595 - Master of Arts (TESOL), 1635 - Graduate Diploma in TESOL, 1636 - Graduate Certificate in TESOL OR 1640 - Master of Arts Translation and Interpreting Studies.

This unit provides the opportunity for students in postgraduate TESOL and Interpreting and Translation programs to undertake a special project related to their needs and interests, such as a professional Internship in TESOL; or an action research project in TESOL; or an independent research project in TESOL or Translation and Interpreting Studies.

101069.1 Leadership and Change

Credit Points 10 **Level** 7

Equivalent Units

100649.1 Leadership and Change

This unit explores the rich theoretical and practical dimensions of leadership under today's accelerated dynamic changes. The unit inquires into the context of leadership while asking what kinds of leaders global society needs, what metaphors from the new paradigm of complexity, organisational management, social ecology and lifelong learning inform the science and art of leadership, and what historical or contemporary individuals embody leadership practice. Ethical and philosophical aspects of leadership are also in the focus of the unit.

100701.1 Leadership, Mentoring and Professional Growth

Credit Points 10 **Level** 7

Becoming a professional in institutions is a complex and intricate process. It takes not only adequate initial training (both theoretical and the implementation of theory into practice) but a commitment and undertaking to career-long learning and professional development. Such commitment and undertaking need not be an isolated process. Educational leaders are available to assist in the promotion of professional development. This unit provides leaders with the understandings and strategies for implementing mentoring and professional development programs.

100694.1 Leading Curriculum Change

Credit Points 10 **Level** 7

This unit is a foundation component for M Ed (Coursework) students. It engages with the theoretical basis of curriculum and critically examines contextual factors and their implications. These include: the information age; the future of schooling; lifelong learning; citizenship; and globalisation. The unit provides a critical overview of perspectives on curriculum and then offers a focused examination of a sample of current school syllabi. Examples of selected curriculum issues include: middle schooling; vocational education in schools; parent and community participation; ICT management in schools; and integration. The overall focus is on curriculum decision-making and planning for improved learning outcomes.

100702.1 Leading Organisational Change

Credit Points 10 **Level** 7

This is an elective unit for the Master of Education (Coursework). It is a specialist unit for students wishing to take out a leadership specialisation. Students will be required to understand basic theories and concepts in leadership and management. (For example, leadership theory, strategic planning/risk management, school effectiveness, change management).

101030.1 Learning in Context

Credit Points 20 **Level** 7

This unit comprises a specified number of learning modules in areas related to the specialisations. Each module comprises a series of content and assessment tasks to a total of 10 credit points. Thus, for example, students are able to either complete two modules for a total of 20 credit points or negotiate to undertake a range of tasks from a number of the modules to reach the 20 credit point target. The only restriction is that

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students must complete more than 50% of the credit points available in their specialisation. The content in the specialisations includes but is not restricted to: EARLY CHILDHOOD INTERVENTION: Identification and Atypical Development; Working with Families; INCLUSIVE SETTINGS: Literacy and Numeracy; Approaches to working in inclusive settings; SUPPORTED SETTINGS: Adaptive Technologies; Assessment and Programming; GIFTED EDUCATION: Thinking Skills; Differentiated Curricula.

100916.1   Legal Interpreting

Credit Points   10 **Level**   7

Assumed Knowledge

Bilingual competence in English and one of the languages offered by the School.

Equivalent Units

A7459.1 Legal Interpreting

This unit aims to equip students to perform adequately as legal interpreters by providing them with the relevant theoretical and practical training.

100650.1   Lifelong and Lifewide Learning

Credit Points   10 **Level**   7

In recent literature lifelong learning has three critical goals - educating for: a skilled and productive workforce; personal growth and fulfilment; and active participation in a democratic society. This unit examines the implications of whole of life and lifespan learning for those involved in education and learning for people of all ages. The unit critiques current structuralist educational approaches which place barriers between educational sectors and discourage flexible transitions. It examines appropriate approaches to curriculum, educational structures, teaching methodologies and applications of learning. It also critiques the emerging concept of lifewide learning which stresses ongoing diversity and holism in curriculum.

101396.1   Literacies for Learning

Credit Points   10 **Level**   7

Special Requirements

This is a core unit and only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

The focus of this unit is to enable the student teacher to investigate the central role language plays in learning and to consider how literacy perspectives in teaching can enhance specific subject learning. Particular emphasis will be placed on the need for all subject teachers to see themselves as teachers of the "literacies" of their subject. It is crucial that secondary teachers have a thorough understanding of the specific literacy demands inherent in their various subject disciplines. Failure on a secondary school teacher's part to adopt a literacy perspective as part of their teaching repertoire will result in a curriculum that does not provide access for all students. Fundamentally then, literacy education addresses the equity issue of every student's right to a full and rewarding school education. This unit is designed to develop and extend student teachers' understanding of how to address literacy issues as they arise in the secondary school classroom.

101106.1   Literacy 0-8

Credit Points   10 **Level**   7

Special Requirements

This unit is only available to students in 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood). It relies heavily on professional knowledge acquired across the range of other core units and professional experiences within the Master of Teaching (Early Childhood) programme.

This unit focuses on issues relating to the language and literacy development of young children in the years birth to eight. It investigates the nature of literacy learning which incorporates listening, speaking, reading, wiriting, spelling, drawing, visual literacy and critical literacy as it occurs in children's daily lives in diverse contexts. It is important to consider the language and literacy learning process for second as well as first English language users. The unit also focuses on the role of early childhood educators in supporting young children's literacy in settings and schools by recognizing the value of home literacies and by the establishment of environments reflecting a range of literacy practices and artefacts.

100925.1   Literary Translation

Credit Points   10 **Level**   7

Equivalent Units

A7463.1 Literary Translation

This unit aims to develop in students an appreciation of different literary genres in English and in their other language (LOTE) with an emphasis on stylistic and cultural issues to provide a basis for literary translation. The unit will cover literary translation theory and introduce relevant strategies to be applied in practice. The class will be non-language specific, but students

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will be expected to work from and into their language other than English.

101425.1 Live Links: Scripting, Interviewing and Presenting

Credit Points 10 **Level** 7

Assumed Knowledge

Basic operational knowledge of basic video camera use and basic non-linear editing technique, and moderate computer literacy. Basic knowledge of news gathering and journalistic writing style. Knowledge of ethical requirements of journalists.

This unit is designed to introduce students to the basics of reporting for television news and information programs. Students will analyse the kinds of stories commonly covered by television news and information programs and undertake their own projects. Students will also analyse he consruction and function of televisionews nd information programs within the broader media environment. Students will prepare prepackaged material and also present reports or 'location hostings' from outside the studio to be linked back to central control.

101201.1 Madness and Culture

Credit Points 10 **Level** 4

Equivalent Units

100548 Notions of Madness

Special Requirements

This unit is restricted to students enrolled in Courses 1500 Bachelor of Psychology and 1502 Postgraduate Diploma of Psychology, 1554 Graduate Certificate in Analytical Psychology and 1555 Master of Analytical Psychology.

This academic unit is designed to provide an opportunity for students to ask provocative questions about madness, health and therapy in familiar cultural contexts and discover some imaginative ways of addressing them. The tradition of Analytical psychology sees the recovery of the imagination as part of its therapeutic task. It is a way of taking seriously the place and function of dreams and ideals as a source of social inspiration. The focus of the unit is thoroughly psychological, but our purposes are less about the goal of 'sanity' via the clinic than the struggle to consider the health of diverse aspects of Australian culture. The domains of this work may include contemporary politics, the environment, public policy, intercultural communication, religion, workplaces, arts, law, media and the academy. Distinctions are made between psychotic madness and the madness of borderline states, individual madness and cultural

madness, normal madness and the madness of the normal. The mutually shaping relationship of culture and madness will be emphasized.

300400.1 Managing for Sustainable Development

Credit Points 10 **Level** 7

Prerequisite

300397.1 - Perspectives of Sustainable Development

Equivalent Units

EH825A.1 Environment Management Cores Studies 2; EH832A.1 Environmental & Occupational Health Development and Management

Special Requirements

This unit is restricted to the following courses: 3602, 3603, 3605, 3606 (current courses) 475E, 475A, 473A, 3599, 3596 (legacy courses)

This unit examines environmental management policy and its practice in a variety of settings. In terms of policy, the unit begins with a brief overview of the policy principles associated with the concept of sustainable development. In terms of management practice, students are invited to select a vocationally relevant change strategy from a range introduced in the study materials. These include National and Local Planning, ISO 140000 and Healthy Settings. Students are required to examine the implications of the use of one of these strategies in their workplace/community. The unit guides this process by providing in depth materials in the fields of change management, organisational learning and policy development. The unit is offered in a distance-learning mode with two compulsory workshops.

400456.1 Managing in Educational Contexts (PG)

Credit Points 10 **Level** 7

This unit focuses on strategic management issues facing adult educators and trainers and explores ways of thinking about management strategy in government, business, and not-for-profit organisations. This is achieved by critically evaluating these ways of thinking, and their utility for management programs, through students' critical reflections on the literature and their own observations and/or experience. Having explored the strategic management issues, the unit focuses on key changes in the Australian educational context and challenges post-graduate students to identify the impact of these changes for managers.

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101066.2 Managing Organisational Change at the Edge of Chaos

Credit Points 10 **Level** 7

Equivalent Units

SE842A Managing Organisational Change at the Edge of Chaos

This unit focuses on the application of the concepts, principles and approaches of Complexity and Chaos Theriories for managing organisational dynamics under conditions of criticality - at the edge of chaos. The major concepts of Complexity and Chaos are discussed in the practical context of organisation development.

101240.1 Master of Psychology Placement 4

Credit Points 0 **Level** 7

Assumed Knowledge

These are supervised psychology placements involving students/clients in an external agency. Placement is subject to the student's level of skill development and managed by an individual learning contact.

Final placement for intern psychologists in M.Psych (Clinical Psychology) where they refine specialist psychological practice in a relevant setting.

101104.1 Mathematics, Science and Technology 0-8

Credit Points 10 **Level** 7

Equivalent Units

100299 Mathematics in Early Childhood

Special Requirements

This unit is only available to students in 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood). It relies heavily on professional knowledge acquired across the range of other core units and professional experiences within the Master of Teaching (Early Childhood).

This unit aims to develop a critical and meaningful understanding of how mathematics, science and technology shape our lives and the world we live in. It will extend students' understanding of the investgative nature of these areas, how they integrate and impact on each other and how they can be promoted in creative, positive and challenging ways in the learning environment. This unit will foster positive dispositions towards, science, mathematics and technology in both themselves and young children.

100561.1 Media and Audience

Credit Points 10 **Level** 7

This unit fosters an appreciation of the range of traditions of enquiry which have been brought to bear, historically, on the problem of audience/text relations. A multidisciplinary approach to these relations is used, drawing on ethnography, literary theory and theories of discourse, with particular emphasis on texts and audiences produced or affected by audio-visual media and computers. This unit seeks to develop varied research skills appropriate to the audience - text interface, and to explore implications for communication produced by textual attempts to limit the variability of interpretation and audience participation in the social and leisure worlds.

101422.1 Media Contexts: Audience and Trends

Credit Points 10 **Level** 7

The introduction of broadband, internet and mobile media have transformed audiences from passive consumers to creative consumer/producers of media content. They have enriched the media experiences of audiences by facilitating the creatve use of collective intelligence and social networking while increasing levels of surveillance and diminishing personal privacy. This unit explores the uneasy fit between creative and mobile audiences, new media arts practice, global commercial significance of media arts and new media audiences today in terms of the theoretical and policy issues, and interrogates questions raised by increased access and mobility. It includes case studies of existing and emerging new media forms such as those found at YouTube, MySpace, Flickr and other mass user sites and examines the social impact and ethical issues raised by these developments. The unit is organized into three modules: Global Media Trends; The Network Society; and Key Policy Debates.

101421.1 Media Contexts: Community

Credit Points 10 **Level** 7

In the field of media and communication studies citizens have been largely ignored as producers of media. This unit provides an introduction to community media practices and contexts and provides an in-depth examination of contemporary community media production. In the last ten years there has been an exponential growth in research and interest on 'community media', 'alternative media', 'radical communication', 'small media', 'autonomous media', 'participatory media' and 'tactical media' and therefore this unit looks at a range of representational exemplars of community media from public access television to

blogging. Case studies are chosen from Australian and international contexts leading to a better understanding of best practices in community media content production. It investigates the traditional and new media interventions of some communities, identifying how they have used the media and media production strategies to challenge dominant media structures, foster social change and cultural revitalization, preserve and re-invent values, attitudes and stories and ultimately, provide spaces for alternative media production and community building.

101424.1   Media Production

Credit Points   20 **Level**   7

This unit offers an individual, or group of, student(s) the opportunity to develop, produce and evaluate a Media Project developed in the media project proposal unit. The project production will cover implementation and evaluation issues relevant to media products. The outcome is intended to be a significant media product.

101423.1   Media Project Proposal

Credit Points   20 **Level**   7

This unit offers each student the opportunity to develop a detailed media project proposal to the proof of concept/pilot stage in response to a chosen set "live" brief. Projects may be for television, online delivery or cross platform delivery. The project proposal will cover background research, precedent and case studies, specification/treatment, pilot and pitch to industry professionals. The objective is to provide a detailed specification for the major media project production unit that follows.

100922.1   Medical Interpreting

Credit Points   10 **Level**   7

Equivalent Units

A7460.1 Medical Interpreting

This unit aims to develop students' skills in interpreting at the Professional level (formerly NAATI Level 3) through the modes of dialogue interpreting, consecutive interpreting, simultaneous interpreting and sight translation in the domain of health services.

101310.1   Metropolitan   Structures: Cities   in Transformation

Credit Points   10 **Level**   7

Assumed Knowledge

Quantitative analysis and statistical knowledge.

This unit will deal with the significance of the morphology of the city and the changes influencing its

transformatin within metropolitan regions. Urban managers make decisions in relation to land use, housing and transportation that will require the capability and the tools to perform spatial demographic and statistical analysis of the suburbanisation processes will provide the understanding and the tools to design solutions to urban challenges. This unit will provide an overview of the expertise to be acquired within the full program.

101352.1   Mind, Body and Emotion

Credit Points   10 **Level**   2

Assumed Knowledge

40 credit points in social sciences, humanities, health or psychology.

Equivalent Units

25733 Mind, Body and Emotion

This unit introduces students to theories and methods in the study of the mind, body and emotions in social science. It employs the study of multi-disciplinary work from psychology, sociology and philosophy as ways of understanding the links, relationship and interactions between the self and society in illness, disability and health. This unit has special relevance for health and community workers, assisting them to develop their understanding of the dynamics and politics of health, illness and care.

100910.1   Music Therapy Method

Credit Points   10 **Level**   7

Assumed Knowledge

For students enrolling in the Master of Creative Music Therapy, successful completion of audition/interview prior to enrolment.

Corequisite

33016.1 - Music Therapy Skills 1 OR **101445.1** - Music Therapy Skills 1

Equivalent Units

56152 - Professional Practice (PG)

Music Therapy Method provides a background to the historical development and theoretical underpinnings of music therapy worldwide with an emphasis on Creative Music Therapy. Government legislation and social attitudes that impinge on the delivery of music therapy to the community are discussed. The Constitution and Code of Ethics of the AMTA are outlined. Normal human development through the lifespan is looked at in depth paralleled with studies on developmental disabilities and other disorders. Culture, gender, race, religion and socio-economics are examined within the context of understanding the

place of music therapy in society. Counselling and music therapy is introduced. Aspects of self-care for music therapy practitioners and students are addressed.

100911.1   Music Therapy Professional Practice

Credit Points   10 **Level**   7

Assumed Knowledge

Successful completion of audition/interview prior to enrolment.

Special Requirements

Must be enrolled in course 1592 or 1650 - Master of Creative Music Therapy

This unit consists of two modules. Module 1 provides students with professional skills in academic, clinical and report writing plus professional presentation skills. In the second module students are introduced to receptive methods of music therapy professional practice as well as being given a background to professional research and research writing in preparation for the in-depth research studies in semester 4.

101445.1   Music Therapy Skills 1

Credit Points   20 **Level**   7

Assumed Knowledge

Successful completion of audition/interview prior to enrolment.

Equivalent Units

33016 - Music Therapy Skills 1. This is a 10 credit point unit. Please see your Head of Program or Course Advisor regarding Advanced Standing if applicable.

Special Requirements

This unit is not available as an elective because of the intensive clinical nature of the work. Creative Music Therapy Practicum 2 is only available to students enrolled in the Master of Creative Music Therapy. Criminal Record Check application (CRC) - this application form is to be completed by students who are going to be doing clinical placement/work experience/research in NSW Department of Health (NSW DOH) facilities only. When completing this form, students must also complete and submit a Prohibited Employment Declaration (PED). Students must be fully vaccinated to a level appropriate to the practicum workplace.

Through a combination of music therapy skills and practicum , the unit opens up an exploration of improvisation, instrumental playing, repertoire, song writing, voice work and composition as techniques for music therapy. Videos of case studies are played to

illustrate this work. The Practicum introduces students to the practice of music therapy through observing and working with a registered music therapist (RMT).

101446.1   Music Therapy Skills 2

Credit Points   20 **Level**   7

Equivalent Units

33017 - Music Therapy Skills 2. This is a 10 credit point unit. Please see your Head of Program or Course Advisor regarding Advanced Standing if applicable.

Special Requirements

This unit is not available as an elective because of the intensive clinical nature of the work. Music Therapy Skills 2 is only available to students enrolled in the Master of Creative Music Therapy. Criminal Record Check application (CRC) - this application form is to be completed by students who are going to be doing clinical placement/work experience/research in NSW Department of Health (NSW DOH) facilities only. When completing this form, students must also complete and submit a Prohibited Employment Declaration (PED). Students must be fully vaccinated to a level appropriate to the practicum workplace.

Through music therapy skill development and music therapy practicum, this unit engages students with the study of improvisation, instrumental playing, repertoire, song writing, voice work and composition illustrated with advanced case material. In the Practicum, students begin to practice music therapy themselves under supervision. Work is undertaken with children or adolescents with an RMT or student colleague.

100912.1   Music Therapy Theory and Practice 1

Credit Points   10 **Level**   7

Assumed Knowledge

Successful completion of audition/interview prior to enrolment.

Equivalent Units

33018 - Music Therapy Skills 3

Special Requirements

Must be enrolled in course 1592 or 1650 - Master of Creative Music Therapy

This unit has two modules. Module 1 places greater emphasis on skill mastery and the ability of students to draw on concurrent Practicum work for musical material relating to work with adult clients with diverse needs in different clinical situations. Students will engage with reflective writing on their work with clients. In Module 2 contemporary psychological theories are examined in depth as well as the relationship of music therapy to other arts therapies. Students receive an

Units

introduction to psychotherapy and music psychology. Students are introduced to Literature Reviews.

100914.1   Music Therapy Theory and Practice 2

Credit Points   10 **Level**   7

Assumed Knowledge

Successful completion of audition/interview prior to enrolment.

Corequisite

100913.1 - Creative Music Therapy Practicum 1 OR
100915.1 - Creative Music Therapy Practicum 2 OR
101443.1 - Creative Music Therapy Practicum 1 OR
101444.1 - Creative Music Therapy Practicum 2

Equivalent Units

33019 - Music Therapy Skills 4

Special Requirements

Must be enrolled in course 1592 or 1650 - Master of Creative Music Therapy

This unit has two modules. Module 1 continues the skill mastery and the ability of students to draw on concurrent clinical work with adult clients in different clinical situations including psychiatry, palliative care, aged care. In Module 2 students are introduced to the study of psychiatry, palliative care and aged care. Research methods relevant to music therapy are also examined in depth.

101202.1   Narrative and Jungian Psychology

Credit Points   10 **Level**   4

Equivalent Units

100546 Jungian Biography

Special Requirements

This unit is restricted to students enrolled in Courses 1500 Bachelor of Psychology and 1502 Postgraduate Diploma of Psychology, 1554 Graduate Certificate in Analytical Psychology and 1555 Master of Analytical Psychology Specialist Year only.

This academic unit is designed to show how both Jung and Freud were great believers in the direct connection between a particular psychological theory developed, for example Jungian or Freudian theory, and the particularity of the person involved (one's personal psychology). They saw the specificity of how a person lived in 'place' with a particular history as being a determinant in the 'personality' of the theory (its character and sense of direction). "…our way of looking at things is conditioned by what we are" (Jung CW 4, p.335). Life stories, case studies, narrative plots … these have become the hallmark of depth psychology. It is a though there is no psychological

experience without the 'story' that supports its. The story/biography is both its context and its source of meaning.

100931.2   Neuroscience

Credit Points   10 **Level**   3

Prerequisite

100022.1 - Biological Psychology and Perceptual Processes

Equivalent Units

B3919 Neuroscience

Special Requirements

Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

This unit builds on the information studied in Biological Psychology and Perceptual Processes (100022.1). It provides information on the neural and hormonal substrates of (a) learning, memory and cognition; (b) motivational and emotional behaviours; (c) states of consciousness; and (d) disorders of the human brain. Many of these topic areas have been studied in other units. Neuroscience extends the information obtained in those units by describing the biological basis in detail.

101291.1   New Knowledge, New Learning

Credit Points   10 **Level**   7

Corequisite

101288.1 - Professional Practice II: Engaging in the Profession

Equivalent Units

100183 Programming and Assessment for Learning

Special Requirements

This unit has a co-requisite practicum unit that has to be completed for the assessment items so can only be available for Master of Teaching students as a core. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

This unit aims to directly challenge students to inquire into, reflect upon and subsequently develop classroom pedagogies and assessment practices that work towards socially just learning outcomes in new times and new teaching environments. It introduces students

Units

to contemporary theories and practical frameworks that open up opportunities for them to take individual responsibility for translating syllabus documents into teaching and learning experiences that encourage learners of all social and cultural backgrounds to have engaging and productive relationships with education, schools and classrooms.

100699.1   New Literacies

Credit Points   10 **Level**   7

This unit examines new perspectives on literacy and literacy learning that reflect the social, economic and technological changes in the late twentieth and early twenty-first centuries. Advances in technologies mean that multimodal texts, popular culture, media and consumer texts have a prominent role in children's lives and in their literacy learning. This unit explores a broad view of literacy that is inclusive of a range of literacy practices and texts. New conceptions of literacy include visual literacies as well as spoken and written language and incorporate a range of texts including oral, visual, multimodal, digital and paper-based texts. A focus on critical literacies is also included as an essential component of literacy.

101367.1   Non-Verbal Communication

Credit Points   10 **Level**   2

Assumed Knowledge

40 credit points of completed study with knowledge of social psychology.

Equivalent Units

63145 Non-Verbal Communication

This unit covers the nature and principal functions of non-verbal communication: the major non-verbal communication subsystems: facial communication, paralanguage, kinesics and proxemics. Non-verbal communication could be considered the dominant channel of communication because we place more faith in what people do than what they say. Verbal communications can be negated in a second by a facial expression. This unit explores the theory and research that helps us to understand this complex communication form in a variety of social contexts

100473.1   Organisational Psychology

Credit Points   10 **Level**   7

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of forensic psychology, the unit is only available to students enrolled in 1547 Master of Psychology (Forensic).

Organisational Psychology is a branch of psychology that applies the principles of psychology to the workplace and other organisational settings. Organisational Psychology is concerned with issues of leadership, job satisfaction, employee motivation, organisational communication, conflict management, organisational change, and group processes within the organisation. Forensic psychologists generally work in organisational contexts. This unit includes issues related to organisational behaviour, such as culture and psychological socialisation, work stress, personnel selection evaluation and training, working in institutional settings, and organisational change. Emphasis is given to organisaitons in forensic environments, with specific reference to the forensic psychologist's role in the process of organisational cultural change.

101191.1   Organisational Psychology

Credit Points   10 **Level**   3

Assumed Knowledge

This unit applies knowledge and skills introduced in the units 100020.1 Social and Developmental Psychology and 100013.1 Experimental Design and Analysis. Completion of these units is desirable.

Prerequisite

101184.1 - Psychology: Human Behaviour AND
101183.1 - Psychology: Behavioural Science

Equivalent Units

B3906 Organisational Psychology

Special Requirements

Students must complete 20 credit points of Psychology units including the pre-requisites. Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

This unit is designed to provide students with an understanding of the relationship between psychological theory and principles and practices of human behaviour that occur within the workplace environment.

Units

400801.1 Organisations and Management in Health Science

Credit Points 10 **Level** 7

Equivalent Units

400424 Organisations and management in human and health services

Special Requirements

Students must be enrolled in a postgraduate course – course types 01, 02, 03, 04, 05, 06, 07, 11, 12, or 42

This unit explores the nature of health services organisations and their management in contemporary social and political contextual frameworks. It examines, and integrates, the contributions of social science, management and organisation theory to these organisations with the utilisation of applied and specific examples relevant to the need of students and within a comparative and international context. The unit provides the opportunity for practical consideration and evaluation of actual health service settings and programs. The issues for detailed consideration are chosen on the basis of students' organisational and workplace experience and learning needs.

400595.1 Partnership with Children, Young People and Carers

Credit Points 10 **Level** 7

Students examine the concept of childhood particularly focusing on issues relevant to care and protection work and to agency and work methods. Concepts and skills for working in partnership with children, youth and families are studied and discussed in terms of constructing effective policy, practice and management approaches.

100972.1 Pedagogies for Learning

Credit Points 10 **Level** 7

Corequisite

101074.1 - Professional Experience 1

The understandings, competencies and practical skills required of a teacher are many and complex. This unit provides opportunities for students to develop understandings of the nature of teaching and learning and its effect on school-aged learners. Students are encouraged to critically reflect upon their initial views of teaching and to develop them on the basis of the theoretical and practical components and other related curriculum and foundation units. As well as examining holistic and contextual factors that influence the practice of teaching and student learning, this unit examines various discrete teaching skills that will help

students develop their personal classroom practice. Opportunities to develop a personal philosophy of teaching which values the individuatlity, diversity and emerging maturity of the school-age learners are provided. Fundamental to the rationale of this unit is that students will begin to develop a sense of teaching as a profession and a personal philosophy of teaching through reflecting on their practice in schools.

100972.2 Pedagogies for Learning

Credit Points 10 **Level** 7

Special Requirements

This is a core unit and only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

The understandings, competencies and practical skills required of a teacher are many and complex. This unit provides opportunities for students to develop understandings of the nature of teaching and learning and its effect on school-aged learners. Students are encouraged to critically reflect upon their initial views of teaching and to develop these on the basis of this units and other related curriculum and foundation units. As well as examining holistic and contextual factors that influence the practice of teaching and student learning, this unit examines various discrete teaching skills that will help students develop their personal classroom practice. Opportunities to develop a personal philosophy of teaching which values the individuality, diversity and emerging maturity of school-age learners are provided. Fundamental to the rationale of this unit is that students will begin to develop a sense of teaching as a profession and a personal philosophy of teaching through reflecting on their practice in schools.

101219.1 Performance Management Psychology

Credit Points 10 **Level** 7

Prerequisite

101213.1 - Psychological Interventions 1 AND **101212.1** - Clinical Psychopathology AND **101209.1** - Core Skills: Counselling and Ethical Practice AND **101207.1** - Psychological Assessment 1

This unit applies cognitive and behavioural interventions that maximise healthy lifestyles. It includes the psychological factors that inhibit optimal performance in a variety of fields, and provides strategies to enhance performance. The psychological benefits of exercise are discussed, and the relationship of exercise and physical health of psychological and emotional disorders. Emphasis will be placed on the

use of strategies and techniques in a variety of performance related activities.

SE832A.1   Performing Social Action

Credit Points   10 **Level**   7

This unit will provide students with insight into performance from an ecological perspective. It will incorporate a study of performance as a medium of 'transformation', performance anthropology, performance as embodied process, performance as communicative action and performance as a knowledge and/or learning system. The study will be undertaken both through the study and the experience of performance. In developing their projects students will be expected to draw on community experience of performance.

100018.1   Personality, Motivation and Emotion

Credit Points   10 **Level**   2

Prerequisite

101183.1 - Psychology: Behavioural Science AND
101184.1 - Psychology: Human Behaviour

Special Requirements

Students must complete 20 credit points of Psychology units including the pre-requisites. Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

This unit explores a range of theories, issues and controversies in personality, motivation and emotion. In this unit, students will examine key theoretical developments, research methodologies, and applications to current therapeutic and professional workplace practice. We shall discuss the work of both traditional and contemporary personality theorists, their methods, their techniques, and the therapies associated with them. Issues related to motivation and emotion will also be addressed from a number of different theoretical and applied perspectives. Strong link between personality, and motivation and emotion will be established. Contributions from the field of emotions, clinical, social, and experimental psychology, psychiatry and psychoanalysis will be examined. This unit will upraise awareness in students that responding to the psychological needs of individuals within the community requires the application of elements of all three perspectives.

300397.1   Perspectives of Sustainable Development

Credit Points   10 **Level**   7

Equivalent Units

EH824A.1 Environmental Management Core Studies 1; EH833A.1 Environmental Management

Special Requirements

This unit is restricted to the following courses: 3602, 3603, 3604, 3605, 3606, 3607 (current courses) 475E, 475A, 456S, 456A, 473A, 3599, 3600, 3601, 3596, 3597, 3598, 3568 (legacy courses)

This unit explores the philosophy, policies and practice of sustainable development. In exploring environmental philosophy the unit provides students with an understanding of the nature and emergence of both modern and post-modern paradigms that influence the direction and nature of current development policy. The nature of environmental policy is examined by developing an understanding of how values and attitudes shape a governing ethic about environmental management. The social, political, economic and ecological elements of sustainable development are unfolded to aid students understanding of what needs to be managed. Particular attention is given to those issues confronting developing countries as they move to become industrialised nations yet have high levels of poverty. Finally, the unit introduces the practice of environmental impact assessment as one management tool used in the management process.

400457.1 Philosophy, Politics and Practices in Adult Education (PG)

Credit Points   10 **Level**   7

This unit will introduce post-graduate students to educational debates about adult learning and to fundamental concepts concerning adult education and training. The contribution of significant theorists will be examined and students will be asked to consider these ideas as a basis for critically articulating their own educational 'stances'.

SE830A.1 Place, Art and Culture in Central Australia

Credit Points   10 **Level**   7

This elective unit provides students with an intensive on site experience and understanding of issues of place and culture, with emphasis on traditional and contemporary Aboriginal art, through a three week field trip to Central Australia during the first session break in June. Students stay on several Aboriginal settlements,

attend art and culture workshops in and around Alice Springs, take a five day trip to Uluru National Park, and spend a week at Hamilton Downs learning about ethnobotany, art and desert sense of place. Assessment is based on a final report and class participation. It has an additional fee of $2,250 payable in full by the end of March to cover airfare, accommodation, travel, food and local tuition costs.

400597.1 Policy and Decision Making in Human Services Organisations

Credit Points 10 **Level** 7

In this unit students build on their understanding of the legal, administrative and institutional contexts for decision making in care and protection work. Students critically examine current policy and practice models and tools for decision making in terms of the complexity and ambiguity which characterises care and protection work. Decision making processes are analysed and strategies formulated in relation to the obstacles and benefits of partnership with consumers and agencies.

100573.1 Practice-Based Elective

Credit Points 10 **Level** 7

Students work with selected community organisations and external agencies to research, develop, and define specific strategic communication objectives, and then to produce communication tools and outcomes, which reflect contemporary professional communication practices. Students engage with a range of real-world scenarios, and have the opportunity to fully engage with the complexities of practice-based professional communication within an organisational and community-based context.

101292.1 Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

Credit Points 10 **Level** 7

Special Requirements

This unit is available to Education students only as there is a professional experience component. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University. Prohibited Employment Declaration Form must be completed.

Primary teachers need understanding of the curriculum that they will be implementing. This unit provides opportunities for gaining familiarity with and developing initial knowledge and skills to implement the NSW K-6 syllabuses in the Creative Arts, Human Society and Its Environment, Personal Development, Health and Physical Education, and Science and Technology key learning areas. Students will explore the theoretical underpinnings, content, and pedagogies for effective teaching of these key learning areas. Students will also explore the curriculum requirements of the mandatory Aboriginal Education Policy.

101293.1 Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology

Credit Points 10 **Level** 7

Prerequisite

101292.1 - Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6

Special Requirements

This unit is available to Education students only as there is a professional experience component. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

This unit extends on Primary Curriculum 1 and students' curriculum experiences in schools. Students explore the content and pedagogies of Creative Arts, Human Society and Its Environment, Personal Development, Health and Physical Education, and Science and Technology key learning areas in more depth. Students explore features of quality teaching and student engagement in each of these areas.

101198.1 Principles and Practices of Forensic Psychology

Credit Points 10 **Level** 4

Equivalent Units

100034 Introduction to Forensic Psychology, 100038 Forensic Psychology in the Legal Context

Special Requirements

This unit is restricted to students enrolled in Courses 1500 Bachelor of Psychology Specialist Year and 1502 Postgraduate Diploma of Psychology only.

Forensic Psychology is where psychological knowledge and research is applied to the components of the legal and justice systems. Law and psychology can be seen as two significant points on the same axis in the quest to understand the meaning of human behaviour. Recently there has been increased interest in the interface between psychology and the law. The legal system and the law itself provide a fruitful domain of study for psychologists and this topic is now recognised as a major area in applied psychology since most of the fundamental assumptions underlying the legal and justice systems are psychological in nature. This unit provides students with practical skills

to work in the many settings in which forensic psychologists work within the law and justice administration including probation and parole, policing, juvenile justice, the courts, and corrections. Specifically it aims to introduce students to psychological practice and current issues in various forensic settings.

400486.1 Principles of Psychotherapy for Arts Therapists

Credit Points 10 **Level** 7

Assumed Knowledge

Foundation knowledge in psychology theory

Equivalent Units

56032 Psychotherapy 1

This unit considers the basic theories and practices of analytical psychotherapy, with particular attention being given to the therapeutic relationship and the language of psychotherapy. The spectrum of mental illness and health will also be considered.

100571.1 Professional Communication Theory

Credit Points 10 **Level** 7

This unit extends students' knowledge of the communication ideas that inform and support effective professional communication. Current work in the fields of organisational, public, mass, speech, computer mediated and visual communication will be investigated in order to improve workplace practice and outcomes. New research that supports professional communication will also be explored.

101074.1 Professional Experience 1

Credit Points 10 **Level** 7

Corequisite

100972.1 - Pedagogies for Learning

Child Protection: All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University. This unit is only available to Education students. As the first Professional Experience unit of the Master of Teaching course, Professional Experience 1 is designed to introduce all students to the philosophical, ethical, practical and pedagogical perspectives of becoming a teacher in contemporary educational settings. The unit requires students to develop the knowledge, understanding, skills and attitudes necessary to begin teaching. As part of this process they will recognise that teaching demands a continuous process of self-reflection, self-awareness, critical evaluation of one's practice, and the capacity to

modify and adjust teaching practice to best meet the needs of all students. This unit aims to facilitate the development of teacher education students as reflective practitioners who possess deeply-held commitments to quality education for students and high order communication competencies. In-school experience is a mandatory component of the Master of Teaching course. The preparation for, and evaluation of, the school-based experiences will be integral to this unit.

100978.1 Professional Experience II

Credit Points 10 **Level** 7

Prerequisite

101074.1 - Professional Experience 1

This unit is designed to extend Student Teachers' learning experiences in classrooms, to such an extent that they are able to demonstrate the competencies expected from a new teacher. Apart from the basic teaching skills, these competencies include being able to incorporate broader educational perspecitives such as technology, literacy, social justice, learning theories and assessment strategies into their teaching. The focus of the unit will be to help prepare students for the classroom by exploring effective pedagogy. The desired effect of this exploration of teaching style will be to introduce the concept of professional development through reflective practice. In this way, the Professional Experience undertaken during this unit will cohere with and enhance the pre-service teacher education student's perspective on the theory and practice of teaching and learning in schools.

101075.1 Professional Experience III

Credit Points 10 **Level** 7

Corequisite

100972.1 - Pedagogies for Learning

Child Protection: All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University. This unit is only available to Education students. Pre-service teacher education students need extensive and purposeful experience in diverse educational settings. This unit provides students with the opportunity to broaden their professional experience in a range of alternative educational settings within and beyond schools. Professional Experience 3 is based on the general principle of broadening and deepening Student Teacher's understanding of the issues confronting the wider education community. The more informed the Teacher is about these educational issues, the more effective that Teacher can be in their own classroom. To

Units

facilitate this understanding, the Teacher needs to explore how learning and teaching are conducted in a variety of settings. Underpinning Professional Experience 3 is the recognition that teachers often only see a limited part of the total curriculum and schooling process, and that students will benefit from working collaboratively with those both within and outside the school settings.

52340.1 Professional Issues in Psychological Practice

Credit Points 10 **Level** 7

Special Requirements

Enrolment in 1569 Graduate Certificate in School Counselling. The highly content specific nature of this unit prevents the unit from being applicable as an elective in other awards.

This unit considers the professional, philosophical and practical parameters with which the professional works. It focuses on dimensions of the typical systems operating in educational organisations and related services and considers strategies that may be used successfully to negotiate with these systems. It also focuses on a range of social, cultural and political phenomena prevalent in contemporary Australian society which impact on clients and their communities.

56152.1 Professional Practice (PG)

Credit Points 10 **Level** 7

This unit provides an overview of the professional working environment of the arts therapist and various systems of mental health care. A series of guest lectures deal with psychiatric and psychological treatments, clinical investigation, the multidisciplinary team, and the health service. It also provides an opportunity for candidates to analyse and critique professional practice.

101289.1 Professional Practice I

Credit Points 10 **Level** 7

Corequisite

101282.1 - Becoming a Teacher

Equivalent Units

100189 Understanding Learning and Teaching

Incompatible Units

100345 Professional Experience (Secondary)

Special Requirements

Only available to Education students because of the professional experience component and a co-requisite of the unit "Becoming a Teacher". All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

As the first Professional Experience unit of the Master of Teaching (Primary) course, 'Professional Practice I' is designed to introduce all students to the philosophical, ethical, practical and pedagogical perspectives of becoming a teacher in contemporary educational settings. The unit requires students to develop the knowledge, understanding, skills and attitudes necessary to begin teaching. As part of this process they will recognise that teaching demands a continuous process of self-reflection, self-awareness, critical evaluation of one's practice, and the capacity to modify and adjust teaching practice to best meet the needs of all students. This unit aims to facilitate the development of teacher education students as reflective practitioners who possess deeply-held commitments to quality education for students and high order communication competencies. Professional experience is a mandatory component of the Master of Teaching course. The preparation for, and evaluation of, the school-based experiences will be integral to this unit.

101288.1 Professional Practice II: Engaging in the Profession

Credit Points 10 **Level** 7

Prerequisite

101289.1 - Professional Practice I

Equivalent Units

100180 Contextual and Professional Studies

Incompatible Units

100978 Professional Experience II

Special Requirements

This unit is available to Education students only because of the professional experience component. All students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

Students need to have a variety of experiences that are set in the context of their future profession. Through these experiences students will be prepared by exploring issues involved in understanding the needs of learners within specific school and classroom contexts, and then supporting them in designing and teaching experiences to cater for these learners in a way that will enhance student engagement and learning outcomes. This unit also gives students opportunity to reflect on the processes involved, and refine their competencies as beginning teachers. The

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unit includes a final practicum experience that will show the interrelationship between theory and practice as well as enabling students to construct new knowledge and new ways of practice as part of their transition into the teaching profession.

101073.1   Professional Practice in Context

Credit Points   10 **Level**   7

Equivalent Units

100339.1 Researching Special Education Practice

Special Requirements

Students must generally have completed 40 credit points of the degree before undertaking the practicum component to give them the theoretical background to undertake the placement.

This unit involves school-based experiences and is the final practicum experience for students undertaking their degree in Special Education and is not suitable for those without a teaching qualification or equivalent experience. This unit involves students completing a practicum, and a series of field visits and observations across a range of special education and early childhood intervention settings. The practicum will be completed in the student's area of specialisation in an early childhood, primary, secondary or other relevant setting. Students will be expected to demonstrate a range of skills in planning, implementing and evaluating individual programs for students with special education needs.

101061.1   Professional Residency

Credit Points   20 **Level**   7

Assumed Knowledge

Completion of 120 cpts of study in the Master of Teaching (Primary) - Advanced Completion of 120 cpts of study in the Master of Teaching (Secondary) - Advanced

Corequisite

101031.1 - Evidence-Based Practice in Education

Special Requirements

Students need to have had a Child Protection and Prohibited Persons Clearance prior to starting this unit.

Teacher education students need to have a variety of experiences that are set in the context of their future profession. This unit bridges preservice teacher education and induction into the teaching profession. As a professional residency, this unit gives students the opportunity to undertake specialised practice with the guidance and support of experienced teaching practitioners.

100575.1   Professional Writing and Editing

Credit Points   10 **Level**   7

This unit focuses on developing competence in producing written communication which is purposeful, clearly structured, reader-centred, appropriate for its social context and creatively realised. In the editing component, students will apply these skills to enhancing the work of others. In addition, this unit introduces students to collaborative approaches in developing writing skills.

400458.1   Program Development (PG)

Credit Points   10 **Level**   7

This unit invites postgraduate students to explore various approaches to program development within different contexts. It assists students to identify and practice strategies for planning, designing and evaluating programs relevant to learners and learning contexts. It also critically explores the current context of training reform in Australia.

101312.1   Project Research Design Seminar 1

Credit Points   10 **Level**   7

Assumed Knowledge

Some occupational or prior educational experience of research or urban related project development.

The unit will provide students with the opportunity to develop a high level of conceptual understanding in relation to their chosen local or offshore Urban management project. The unit is intended to facilitate the effective conduct of the Urban Management Placement Project. It will be tailored to meet the research and analytical needs of students undertaking scoping for a diverse range of placement projects.

101316.1   Project Research Design Seminar 2

Credit Points   10 **Level**   7

Assumed Knowledge

Some occupational or prior educational experience of research or urban related project development.

The unit will provide students with the opportunity to develop a high level of conceptual understanding in relation to their chosen local or offshore Urban Management Project. The unit is intended to facilitate the effective completion of the Urban Management Placement Thesis. It will be tailored to meet the research and analytical needs of students undertaking a diverse range of placement projects.

MCB617.1   Property Development (V2)

Credit Points   10 **Level**   7

Property development is an extremely complex activity which involves a vast range of considerations over a wide range of inter related subject areas. It is probably the most complex activity undertaken by property people except perhaps 'active' property management which should incorporate property development activities. The aims of this unit are to provide a wide ranging study of the property development process including such considerations as the objectives, functions, roles and methods of operation of all those involved in the development process, the financial aspects of development, social considerations, taxation aspects, planning matters and others, and to provide students with the opportunity to develop their understanding of and their expertise in the subject.

CO810A.1   Property Portfolio Analysis

Credit Points   10 **Level**   7

Assumed Knowledge

Knowledge of property.

This unit examines the role of property in an investment portfolio, with particular attention given to property portfolio performance analysis and property investment strategy. The performance analysis of both direct and indirect property is also examined to assess the strategic contribution of property to an investment portfolio.

101105.1   Prosocial Learning Environments

Credit Points   10 **Level**   7

Special Requirements

This unit is only available to students in 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood). It relies heavily on professional knowledge acquired across the range of other core units and professional experiences within the Master of Teaching (Early Childhood).

Educators of young children are responsible for guidking and leading children in the development of self-discipline, moral autonomy, a sense of social belonging and well being while acknowledging developmental needs, pluralistic community values, expectations, standards, norms and rules. Despite increased knowledge in child development and children's social and cultural contexts the guidance and management of children's behaviour remains a contentious area for educators, parents and children. This unit will provide students with the opportunity to focus in depth on a range of aproaches to behaviour, social interactions and guidance. It also enables students to reflect on the impact of these approaches on children's development and learning while critically evaluating their personal and professional dispositions regarding behaviour and guidance.

101415.2 Psychological and Educational Assessment: Theories and Skills 2

Credit Points   10 **Level**   7

Assumed Knowledge

Undergraduate degree with an accredited sequence in psychology, accredited by the Australian Psychology Accreditation Council (APAC).

Prerequisite

101420.1 - Theory and Practice of Psychological Assessment and Intervention

Equivalent Units

52322 Psychological and Educational Assessment: Theories and Skills 2

Special Requirements

Enrolment in 1569 Graduate Certificate in School Counselling. The highly content specific nature of this unit prevents the unit from being applicable as an elective in other awards.

This unit foucses on the understanding and assessment of emotional and behavioural diffuclties in children and adolescents by introducing students to a range of contemporary standardised tests and diagnostic assessments. The characteristics of different childhood problems and the rationale for utilising different assessment will be emphasised. Consistent with the latest research in developmental psychology and developmental psychopathology, special attention will be given to the assessment of the child's cognitions, emotions, and behaviour. Students are expected to develop a critical awareness of instruments that may constitute an appropriate test battery for children with a range of presenting difficulities. The use of assessment information for intervention and prevention will also be discussed. Students are also encouraged to reflect on the issues of labelling children and the possible misuse of psychological and educational tests. The integration and effective communication of assessment findings is practised through case study report writing.

101207.1   Psychological Assessment 1

Credit Points   10 **Level**   7

Equivalent Units

B7621 Psychological Measurement

Units

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to student enrolled in 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

This unit provides a comprehensive introduction to the psychological assessment of children, adolescents and adults. It is designed to assist students in the professional psychology programs to develop theoretical knowledge and practical skills in the assessment of clients. Through lectures, seminars and independent study, students will become familiar with the current theoretical and empirical foundations of psychological assessment, and the application of these theories and research findings to the development of empirically-based assessment practice. Students will be introduced to contemporary practice in the assessment of cognition, behaviour, mood, personality, and other psychological constructs, and popular psychological measures of these functions will be critically evaluated. Training in the administration of key instruments will be provided. Students will be instructed in the integration of assessment data into clinically-useful reports. Different approaches to psychological assessment will be compared and evaluated. Ethical and professional issues in psychological assessment will be discussed.

101208.1   Psychological Assessment 2

Credit Points   10 **Level**   7

Prerequisite

101207.1 - Psychological Assessment 1

Equivalent Units

100808 Assessment: Theories and Skills 2

This unit provides advanced skills in the psychological assessment of children, adolescents and adults. It is designed to further develop students' skills and knowledge in educational and developmental assessment. Through lectures, seminars and indepentent study, students will gain advanced skills in the empirically-based assessment of cognitive abilities, academic achievement, behavioural, emotional and social functioning, and family functioning. Training in the administratin of key instruments will be provided. Students will develop advanced skills in the production of clinically useful reports. Applications in diverse fields of educational and developmental psychological practice will be explored. Ethical and professional issues in psychological assessment will be discussed.

101213.1   Psychological Interventions 1

Credit Points   10 **Level**   7

Equivalent Units

B7637 Psychological Interventions 1

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to student enrolled in 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

This unit acquaints students with the use of the experimental and clinical psychological literature to develop a critical empiricist perspective on the use of therapeutic interventions. The unit begins with an overview of clinical psychology practice models and a critique of the effectiveness of psychotherapy. It proceeds to introduce students to the major paradigms of psychotherapeutic intervention and presents a critical review of psychological interventions for the major psychological disorders. Students will be encouraged to critically consider the application of therapeutic interventions and in particular to develop an awareness of the broader person and ecological issues in the psychotherapeutic process.

101214.1   Psychological Interventions 2

Credit Points   10 **Level**   7

Prerequisite

101213.1 - Psychological Interventions 1

Equivalent Units

B7638 Psychological Interventions 2

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of clinical psychology, the unit is only available to student enrolled in 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

The unit focuses on more complex psychological disorders than Psychological Interventions 1 and presents a range of alternative intervention modes other than individual psychotherapy. The unit further enhances students' therapeutic skills by requiring critical evaluation of existing interventions for complex disorders and by continuing to procide training in specific skills for managing complex clinical problems. The unit utilises a cognitive behavioural perspective to

Units

encourage the development of a cohesive and coherent organising model for clinical practice grounded within the existing clinical psychology literature. Students are encouraged to acquire an empiricist hypothesis-testing framework to the application of clinical interventions.

100539.2 Psychology Across Cultures

Credit Points 10 **Level** 3

Prerequisite

101184.1 - Psychology: Human Behaviour AND **101183.1** - Psychology: Behavioural Science

Special Requirements

Students must complete 20 credit points of Psychology units including the pre-requisites. Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

Cross-Cultural Psychology is a particularly challenging area of study, as it addresses issues in most of the major areas of psychology. This unit concentrates on the study of human behaviour and experience as it occurs in different cultures and/or is influenced by cultural factors.

101221.1 Psychology and the Law

Credit Points 10 **Level** 7

Prerequisite

101207.1 - Psychological Assessment 1

Equivalent Units

B7661 Psychology and the Law

Special Requirements

Since this unit focuses on knowledge and skill development specific to the practice of professional psychology, the unit is only available to students enrolled in courses 1546 Master of Psychology (Clinical Psychology), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic Psychology).

This unit provides an overview of psychology in the legal context. It introduces students to psychological perspectives and current issues in various forensic settings. This unit provides an understanding of the contextual framework within which the law and legal systems operate: how well the law works, whose rules and for whom. By studying various theoretical

approaches and research students critically evaluate practices and procedures and examine proposed models for reform and change within the criminal justice process.

101397.1 Psychology for Teaching

Credit Points 10 **Level** 7

Special Requirements

This is a core unit and only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

This unit focuses on understanding how children and adolescents grow, develop and learn. It explores how educational and developmental psychology underpin and inform curriculum development and pedagogical practice. Theories of learning, motivation, development and behaviour management will be critically analysed, to ensure that students can employ these theories and principles to create positive environments for effective teaching and learning.

100023.2 Psychology of Language

Credit Points 10 **Level** 3

Prerequisite

101184.1 - Psychology: Human Behaviour AND **101183.1** - Psychology: Behavioural Science

Special Requirements

Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

This unit acquaints students with major issues in the psychology of language. It examines different approaches to research and theory on questions such as: the acquisition and development of language; the relationship between language and thought; bilingualism and multilingualism; the neurophysiological underpinnings of language; patterns of language breakdown and communication disorders; social aspects of language; reading and writing; the language of music; non-verbal communication; language in non-human animals; the focus on language in more recent research fields including speech technology.

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101186.1 Psychology of Learning Environments

Credit Points 10 **Level** 2

Equivalent Units

100012 Educational Psychology

Special Requirements

Students must have submitted a Prohibited Employment Declaration prior to enrolling in this unit. Students must also attend an approved child protection workshop as part of this unit's requirements.

Motivation and learning will be pivotal themes used to explore the diverse range of learners and learning styles which engage learners actively in developing knowledge and maximising potential. The study of motivation and learning will not only introduce the student to educational psychology but also illustrate how educational psychology underpins and informs pedagogy. Concepts of individual differences and different ways of processing informatin will underpin this unit. Theories of learning and motivation will be analysed in order to develop students' abilities of critical reflection, synthesis, application and evaluation of pedagogical principles derived from these theories to their future work environments.

101192.1 Psychology of Religion

Credit Points 10 **Level** 3

Assumed Knowledge

The unit applies knowledge and skills introduced in the units 100020 Social and Developmental Psychology and 100018 Personality, Motivation and Emotion. Completion of these units is desirable.

Prerequisite

101184.1 - Psychology: Human Behaviour AND **101183.1** - Psychology: Behavioural Science

Equivalent Units

B3921 Psychology of Religion

Special Requirements

Students must complete 20 credit points of Psychology units including the pre-requisites. Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

Religion is an important aspect of cultural diversity within Australia. Since a person's religion or spirituality is shaped by psychological processes, and personal religion/spirituality affects an individual's psychological functioning, it is an important focus of psychological inquiry. The objective of the unit is to allow students to reflect on the complexity of religion and spirituality, to evaluate psychological accounts of religion, understand the impact of religiosity upon physical and mental health, and to explore different approaches to therapy with religious clients.

100803.1 Psychology Placement 1

Credit Points 0 **Level** Z

Assumed Knowledge

These are supervised psychology placements involving students/clients in an external agency. Placement is subject to the student's level of skill development and managed by an individual learning contact.

This is a "Work Experience in Industry" unit, for which no student contribution or fee is charged. Enrolment in the unit will not consume Student Learning Entitlement (SLE). This is an introductory placement to orient intern psychologists to the fundamentals of psychological practice in a relevant setting.

100804.1 Psychology Placement 2

Credit Points 0 **Level** Z

Assumed Knowledge

These are supervised psychology placements involving students/clients in an external agency. Placement is subject to the student's level of skill development and managed by an individual learning contact.

This is a "Work Experience in Industry" unit, for which no student contribution or fee is charged. Enrolment in the unit will not consume Student Learning Entitlement (SLE). Master of Psychology students on their second placement are provided with experience of specific area of professional specialisation of psychological practice in a relevant setting.

100805.1 Psychology Placement 3

Credit Points 0 **Level** Z

Assumed Knowledge

These are supervised psychology placements involving students/clients in an external agency. Placement is subject to the student's level of skill development and managed by an individual learning contact.

This is a "Work Experience in Industry" unit, for which no student contribution or fee is charged. Enrolment in

Units

the unit will not consume Student Learning Entitlement (SLE). This is the final placement for intern psychologists in Master of Psychology awards where they refine specialist psychological practice in a relevant setting.

101183.1 Psychology: Behavioural Science

Credit Points 10 **Level** 1

Equivalent Units

B1910 Psychology 1B AND 100930 Psychology 1B

Psychology is a field of scientific inquiry that uses a set of scientific techniques and methods to explain and understand the causes of behaviour. As a profession, psychology applies its knowledge to practical problems in human behaviour. This unit covers a range of topics in psychology at an introductory level including memory, perception, learning, and the workings of the brain.

101184.1 Psychology: Human Behaviour

Credit Points 10 **Level** 1

Equivalent Units

B1909 Psychology 1A 100929 Psychology 1A

Psychology is a field of scientific inquiry that uses a set of scientific techniques and methods to explain and understand the causes of behaviour. As a profession, psychology applies its knowledge to practical problems in human behaviour. This unit covers a range of topics in psychology at an introductory level includiing: the history of psychology, intelligence, social psychology, developmental psychology, personality, and abnormal psychology.

400416.1 Public Health, Policy and Society

Credit Points 10 **Level** 7

Equivalent Units

E7229 - Health Management: Policy and Society; E7305 - Health Management Policy and Society

Special Requirements

Students must be enrolled in a postgraduate course – course types 01, 02, 03, 04, 05, 06, 07, 11, 12, or 42.

This unit examines the nature of public health and develops a systemic understanding of various public health policy frameworks and issues. The unit provides the context and history for understanding public health approaches, explores the cultural and social dimensions of health and illness and the economic and political environment in which health policies and strategies are developed and implemented. The unit advocates a view of health that includes an implicit recognition of the physical, social and economic environment, affirms the importance of social justice and equity in health care, and emphasises the importance of inter-sectoral collaboration.

SE828A.1 Qualitative Research Design

Credit Points 10 **Level** 7

The unit is designed to enable students to (using social ecology framework) select a topic for investigation, define achievable research goals, and design and plan a research program based on familiarity with a range of qualitative methodologies (eg; phenomenology, hermeneutics, heuristics, grounded theory, biography, ethnomethodology, case study, narratology, action research, collaborative inquiry, transpersonal research), select appropriate ones, conduct a focused literature search, write a critical review of literature relevant to the topic and the chosen methodologies prepare an ethics application, conduct a pilot project and write a 'publication quality' report of the work.

101427.1 Research and Professional Practice

Credit Points 10 **Level** 7

Equivalent Units

100693 Evidence-based Professional Practice

Special Requirements

Students enrolled in 1589 Master of Education are required to complete and submit a Prohibited Employment Declaration (PED).

Education practitioners are continually seeking new ways of understanding and improving their practices in the workplace. A range of applied research methodologies provides valuable tools to sustain developments in learning processes. For educators to benefit from research they need to understand research methodology and methods and apply them in their workplace practice. This unit introduces students to practitioner research methodologies in general and action research in particular. The unit will develop students as reflective practitioners and researchers who are capable of making informed improvements to professional practice.

400421.1 Research Methods for Humanities and Social Sciences

Credit Points 10 **Level** 7

Assumed Knowledge

Students need to be enrolled in a course at the appropriate level

Equivalent Units

Unit was previously coded 53220.

This unit provides core research training within a range of postgraduate courses. It requires the completion of four research topics in the following areas: research theory and design (e.g. epistemology, qualitative & quantitative) specific approaches (e.g. critical discourse analysis, feminist research); data collection methods (e.g. interviews, questionnaires) and methods of analysis (e.g. quantitative & qualitative). This unit is offered in flexible mode according to topic (typically one day's attendance or equivalent per topic). Topics vary each session depending on student demand.

100697.1 Responsive Curriculum for the Middle Years

Credit Points 10 **Level** 7

The unit explores strategies for building learning achievement and motivation amongst young people. It reviews four perspectives in middle years pedagogy: lifelong learning; constructivism; andragogy (adult learning); and resilience, and examines the key concept of responsive curriculum. It emphasises building learning communities, and examines negotiated curriculum and active, problem-based and experiential learning. It also examines the importance of home/school relationships in educational success, and ways to increase family and community participation in education. Within this framework participants explore alternatives to traditional classroom-based curriculum, including students as researchers in their communities, enterprise education and vocational education and training.

101447.1 School Counselling Placement

Credit Points 0 **Level** 4

The aim of this unit is to provide 210 hours of supervised field practice within a departmental school. Students will be individually placed in settings designed to reinforce their skills development as school counsellors and to bolster areas of perceived growth potential. Working under the supervision of an experienced school counsellor they will have time to practice and reflect on their training to date.

101398.1 Secondary Method 1A

Credit Points 10 **Level** 7

Special Requirements

This is a core unit and only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

This unit covers teaching methodology for Years 7-10 in students' FIRST teaching area. It must be completed by all students seeking qualification in secondary teaching. This unit seeks to develop in students the capacity to teach effectively the curriculum appropriate to the secondary Years 7-10 in their particular chosen first teaching area. Current "best practice" in that specific teaching area will be examined and modeled. The specifics of the relevant Years 7-10 Syllabus in NSW and elsewhere will be examined and critiqued. Emphasis will be placed on the principles which should underlie the teaching of the specific secondary subject at this level, and on appropriate objectives and outcomes for the teaching of that subject and on course planning. Opportunities for investigation and discussion of current research into the teaching of the specific subject area will be important.

101399.1 Secondary Method 1B

Credit Points 10 **Level** 7

Special Requirements

This is a core unit and only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

This unit covers teaching methodology for Years 7-10 in students' SECOND teaching area. It must be completed by all students seeking qualification in secondary teaching. This unit seeks to develop in students the capacity to teach effectively the curriculum appropriate to the secondary in their particular chosen second teaching area. Current "best practice" in that specific teaching area will be examined and modeled. The specifics of the relevant Years 7-10 Syllabus in NSW and elsewhere will be examined and critiqued. Emphasis will be placed on the principles which should underlie the teaching of the specific secondary subject at this level and on appropriate objectives and outcomes for the teaching of that subject and on course planning. Opportunities for investigation and discussion of current research into the teaching of the specific subject area will be important.

101400.1 Secondary Method 1C

Credit Points 10 **Level** 7

Assumed Knowledge

Relevant undergraduate studies to qualify students to teach a specific subject in secondary schools.

Special Requirements

This is a core unit and only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

This unit covers teaching methodology for Years 7-10 in students' THIRD teaching area. It must be completed by all students seeking to develop in students the capacity to teach effectively the curriculum appropriate to the secondary Years 7-10 in their particular chosen third teaching area. Current "best practice" in that specific teaching area will be examined and modeled. The specifics of the relevant Years 7-10 Syllabus in NSW and elsewhere will be examined and critiqued. Emphasis will be placed on the principles which should underlie the teaching of the specific secondary subject at this level, and on appropriate objectives and outcomes for the teaching of that subject and on course planning. Opportunities for investigation and discussion of current research into the teaching of the specific subject area will be important.

101401.1   Secondary Method 2A

Credit Points   10 **Level**   7

Assumed Knowledge

Relevant undergraduate studies to qualify students to teach a specific subject in secondary schools.

Special Requirements

This is a core unit and only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

This unit covers teaching methodology for Years 11-12 in students' FIRST teaching area. It must be completed by all students seeking qualification in secondary teaching. This unit seeks to develop in students the capacity to teach effectively the curriculum appropriate to the secondary in their particular chosen first teaching area. Current "best practice" in that specific teaching area will be examined and modeled. The specifics of the relevant Years 11-12 Syllabus in NSW and elsewhere will be examined and critiqued. Emphasis will be placed on the principles which should underlie the teaching of the specific secondary subject at this level and on appropriate objectives and outcomes for the teaching of that subject and on course planning. Opportunities for investigation and discussion of current research

into the teaching of the specific subject area will be important.

101402.1   Secondary Method 2B

Credit Points   10 **Level**   7

Assumed Knowledge

Relevant undergraduate studies to qualify students to teach a specific subject in secondary schools.

Special Requirements

This is a core unit and only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

This unit covers teaching methodology for Years 11-12 in students' SECOND teaching area. It must be completed by all students seeking qualification in secondary teaching. This unit seeks to develop in students the capacity to teach effectively the curriculum appropriate to the secondary in their particular chosen second teaching area. Current "best practice" in that specific teaching area will be examined and modeled. The specifics of the relevant Years 11-12 Syllabus in NSW and elsewhere will be examined and critiqued. Emphasis will be placed on the principles which should underlie the teaching of the specific secondary subject at this level and on appropriate objectives and outcomes for the teaching of that subject and on course planning. Opportunities for investigation and discussion of current research into the teaching of the specific subject area will be important.

101403.1   Secondary Method 2C

Credit Points   10 **Level**   7

Assumed Knowledge

Relevant undergraduate studies to qualify students to teach a specific subject in secondary schools.

Special Requirements

This is a core unit and only available to students enrolled in courses 1609 Master of Teaching (Secondary), 1610 Graduate Diploma in Educational Studies (Secondary) and 1606 Master of Teaching (Secondary) Advanced and Non-Award students.

This unit covers teaching methodology for Years 11-12 in students' THIRD teaching area. It must be completed by all students seeking to develop the capacity to teach effectively the curriculum appropriate to the secondary Year 11-12 in their particular chosen third teaching area. Current "best practice" in that specific teaching area will be examined and modeled.

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The specifics of the relevant Years 11-12 Syllabus in NSW and elsewhere will be examined and critiqued. Emphasis will be placed on the principles which should underlie the teaching of the specific secondary subject at this level and on appropriate objectives and outcomes for the teaching of that subject and on course planning. Opportunities for investigation and discussion of current research into the teaching of the specific subject area will be important.

100572.1 Self-Directed Elective

Credit Points 10 **Level** 7

Candidates engage in a self-directed elective outside of the formal electives on offer. With the broad range of interests and specialisations possible in new media, it is important to enable candidates to identify a particular topic, possibly introduced in another unit, and to pursue this in more detail. This unit allows research and theoretical investigation of a particular topic of interest, as agreed by the course coordinator.

SE823A.1 Sense of Place

Credit Points 10 **Level** 7

This course provides course members with broader awareness and greater understanding of the way in which interaction with the natural environment affects their professional and personal lives. It develops a deeper understanding of sense of place through a combination of direct experience, intellectual engagement and personal reflection. Students select a place of personal and professional significance, visit weekly, and document their developing understanding of place from an experiential and conceptual perspective.

400280.3 Sexuality

Credit Points 10 **Level** 3

The unit "Sexuality" provides an opportunity to develop awareness and understanding of some facets of human sexuality through considering behaviours, values, gender & concerns from differing perspectives, with a particular focus on issues of adolescent sexuality. It uses a multi-disciplinary approach, drawing primarily from sociology, psychology, anthropology & biology.

101432.1 Skills in Counselling 1

Credit Points 10 **Level** 7

Corequisite

101434.1 - Counselling: Principles and Paradigms in Practice (PG)

Equivalent Units

53006 Skills in Counselling: Application of Concepts

This unit introduces students to the foundational skills of all forms of counselling and psychotherapy: reflecting content and feeling, listening for themes, open questioning and the appropriate use of silence. Students practise these skills in simulated mini-counselling sessions. Feedback and coaching are provided both in class, and via a written analysis of a taped counselling session. Appropriate use of counselling skills requires well developed awareness of self and others. A small group experience (continued in Skills in Counselling II) provides students with the opportunity to learn how their behaviour affects others, in a supportive interpersonal environment. Students identify their basic personality type, and those of others, as part of an appreciation of client differences and differential responding.

101433.1 Skills in Counselling 2

Credit Points 10 **Level** 7

Prerequisite

101432.1 - Skills in Counselling 1

Equivalent Units

53007 Practicum Counselling: Professionals in Action

This unit offers further practice in foundational counselling skills introduced in Skills in Counselling 1. Additionally, students are introduced to skills appropriate to the unfolding counselling relationship, such as confrontation, and immediacy. Continuing membership in the small here-and-now group environment initiated in 101432 is required. In particular, to build awareness and skills in immediacy (here and now intervention). Group work in this unit will be more challenging, inviting deeper levels of vulnerability, and openness to giving and receiving honest feedback within the group. Assessment tasks will require analysis of group process over five sessions, and of students' own counselling skills, over 8 counselling sessions conducted with a volunteer client. Lectures will also revisit each Enneagram type, emphasising the kinds of behaviour typical of extremes of each type, and the ways that each type may present in counselling.

100020.1 Social and Developmental Psychology

Credit Points 10 **Level** 2

Prerequisite

101183.1 - Psychology: Behavioural Science AND
101184.1 - Psychology: Human Behaviour

Special Requirements

Students must complete 20 credit points of Psychology units including the pre-requisites. Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

This unit explores a range of issues and controversies in social and developmental psychology. The focus within social psychology is on the cognitive and social competencies and behaviours of the individual, acquired and expressed in interpersonal settings. Within developmental psychology, the focus is on understanding the processes of change across the lifespan through studying aspects of physical, cognitive, social, moral, emotional and personality development. The unit covers key theoretical developments, research methodologies, and application to current social and developmental issues.

SE813A.1 Social Ecology Research

Credit Points   10 **Level**   7

The unit is designed to enable students to (using a social ecology framework) conduct a research investigation, employing usually two or more qualitative methodologies (eg; phenomenology, hermeneutics, heuristics, grounded theory, biography, ethnomethodology, case study, narratology, action research, collaborative inquiry, transpersonal research, prepare an ethics application, and write a 'publication quality' report of the work.

300346.1   Social Impacts of Tourism

Credit Points   10 **Level**   7

This unit aims to explore positive and negative social impacts of tourism, techniques for assessment and the importance in community development of planning for social impacts in a range of developed/ developing and urban/ non-urban settings. The unit's objectives are to provide an understanding of the nature of social impacts associated with tourism planning and development; the paradoxes generated by and oppositional forces at play created by social impacts of tourism in a community and methods and techniques of social impact assessment and their use in tourism contexts.

100932.2   Social Processes and Behaviour

Credit Points   10 **Level**   3

Assumed Knowledge

The unit applies knowledge and skills introduced in the units 100020 Social and Developmental Psychology and 100013 Experimental Design and Analysis. Completion of these units is desirable.

Prerequisite

101184.1 - Psychology: Human Behaviour AND **101183.1** - Psychology: Behavioural Science

Equivalent Units

B3922 Social Processes and Behaviour

Special Requirements

Students must complete 20 credit points of Psychology units including the pre-requisites. Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

This unit examines, at an advanced level, the factors that influence psychological functioning in social environments. The unit considers the latest theories, research and applications in areas such as impression formation, attitudes and behaviour, stereotyping and prejudice, social cognition and emotion, attributional processes, and intergroup processes. Emphasis is placed upon the role of contemporary research and theory in increasing our understanding of social phenomena and the relevance of this work to everyday life. The unit offers students an opportunity to develop research skills through the practice of planning and conducting research into the social bases of behaviour.

400089.2   Social Psychology and Human Nature

Credit Points   10 **Level**   3

Assumed Knowledge

101366 Interpersonal Interaction 101365 Group Interaction Or equivalent Social Psychology unit

Special Requirements

80 credit points of completed study

Differing, and at times competing, ways to approach social psychology arise from different assumptions about the nature of being human and the most appropriate forms of explanation of social behaviour. By engaging with these differences, this unit

Units

addresses some of the fundamental issues in attempts to explain human social behaviour.

100917.1 Specialised Translation

Credit Points 10 **Level** 7

Assumed Knowledge

Sufficient proficiency in English plus one other language. A language specific unit.

Equivalent Units

A7464.1 Specialised Translation

This unit aims to develop skills in translation from and into English in a number of specialised fields: medical documents; technical papers; legal documents; advertising material; journal articles. The aim of the unit is for students to develop skills in producing target texts in styles appropriate to the source text content and function, researching and developing appropriate specialist terminology, editing and revising, and producing camera-ready documents. The unit will be available, depending on sufficient demand, for Arabic, Japanese, Mandarin and Spanish

51109.1 Strategic Analysis and Decision-Making

Credit Points 10 **Level** 7

This capstone unit synthesises concepts and understanding developed in the core of the course. Strategic decisions are those that determine the overall direction of an enterprise and its ultimate viability in the light of the predictable changes that may occur in its environments. Typically, strategic decisions follow an analysis of an enterprise's strengths, weaknesses, opportunities and external constraints. This unit examines these processes, recognising that they cannot be divorced from the interests of stakeholders and the constraints of structure and information networks. The unit places strategic management in an historical context to identify changing trends, in particular the pressures towards internationalisation, globalisation, and gaining a competitive advantage. It critically examines the major theoretical approaches to strategy and emerging trends in this field of study. It analyses how decision-making processes, leadership, and organisational politics impact on the strategic activities of managers. Drawing on various concepts, theories and approaches, a dynamic, contingent and contested view is presented of strategic management. A critical overview is provided of the frameworks and models used in strategic analysis and decision-making. Strategic decisions follow from an analysis of corporate (multi-business), business (competitive) and functional (value-added) level strategies. These strategic processes cannot be divorced from the

interests of stakeholders and the negotiated order found in all organisations. Issues relating to the implementation of strategy, particularly in relation to managing change are examined.

101081.1 Study of Self-organisation of Human Dynamics

Credit Points 10 **Level** 7

Incompatible Units

SE843A.1 Study of Human Identity SE840A.1 Working with Complexity

This unit introduces students to the Science and Art of Self-organization - an insightful holistic inquiry into dynamics of human and ecological complexity with practical applications to Health, Management, Ecology and Pedagogy. The unfolding of life is driven by an inherent urge towards self-organization. By understanding the ways this urge manifests: its origin and characteristics, its stimulators and impediments, catalysts and inhibitors, factors which support, sustain, impede, or block its inward and outward realizations, we learn how to ride its dynamics and apply their creative power in different fields of activities.

400598.1 Sustainable Environments for Children and Young People

Credit Points 10 **Level** 7

In this unit the family, community and societal support are emphasised and strategies for creating a 'child-friendly' community explored. Students examine concepts and models for facilitating the development of a child and young-person friendly society as they apply to contemporary child welfare issues. The relationship between child welfare, care and protection and abuse is explored.

101027.1 Teaching and Learning in Special Education

Credit Points 10 **Level** 7

Assumed Knowledge

Mandatory unit in special education in a teacher education program or equivalent.

Equivalent Units

100334.1 Effective Special Education Practices

This unit examines a range of theories of teaching and learning and explores the ways in which teachers can utilise an understanding of them in working with children with additional needs across a range of inclusive and specialised settings. Issues related to the accommodation of specific needs within inclusive settings, curriculum review and the development of

individualised plans will also be considered. Students will be able to apply their understandings to the age range of most interest to them and to their area of specialisation.

100718.1 TESOL Curriculum Development

Credit Points 10 **Level** 7

This unit explores issues, approaches and stages in the TESL curriculum development process within a range of contexts. It assists students to identify and implement effective strategies for planning, designing and evaluating language learning programs relevant to the needs of the learners and the contexts of learning.

100726.1 TESOL Internship

Credit Points 10 **Level** 7

Assumed Knowledge
Knowledge of TESOL field and methodology

Corequisite
100725.1 - TESOL Methodology AND **100721.1** - Contexts of TESOL

This is a professional practice unit which constitutes for students of TESOL an internship in a English language teaching organization. It involves participation in the various aspects of the work of the teaching organisation, including a supervised English language teaching practice component.

100725.1 TESOL Methodology

Credit Points 10 **Level** 7

This unit focuses on the process of teaching English as a second or other language. It aims to give students in the field of TESOL knowledge, skills and strategies in teaching such as choosing teaching approaches, selecting and sequencing language content, managing classrooms, evaluating and designing teaching and learning resources for a wide range of learner levels and types. The unit also aims to develop skills of critical reflection, action research and evaluation of their own practice for new teachers which will enable them to develop as independent professionals in the field.

400596.1 The Ecology of Child Abuse and Neglect

Credit Points 10 **Level** 7

In this unit students explore the issue of child abuse and neglect and its relationship to socio-political and economic factors. The complexities and ambiguities of care and protection work are dissected at an advanced level. Reference is made to students' agencies and how they have developed particular responses to the issue of child abuse. This unit develops and defines existing knowledge and theoretical frameworks and challenges students to deconstruct various approaches to care and protection practice.

100570.1 The Electronic Text

Credit Points 10 **Level** 7

This unit explores the practical and social aspects of the phenomena of electronic writing and hypermedia, from the standpoint of rhetoric and communication.

100926.1 The Language of the Law

Credit Points 10 **Level** 7

Equivalent Units
A7528.1 The Language of the Law

This unit aims to develop in students an understanding of the intricacies of the language of the law when used in written documents and mainly in the context of the courtroom. It will provide students with a historical overview of the development of Law English, its aims and purposes and its current uses. Special emphasis will be placed on the implications of legal language on legal translations and court interpreting, but the unit is suitable for monolingual students interested in the language of the law.

100021.2 The Psychology of Superstitious Belief and Paranormal Experiences

Credit Points 10 **Level** 3

Assumed Knowledge
Topics introduced in 100020 Social and Developmental Psychology, 100022 Biological Psychology and Perceptual Processes, and 100016 Human Learning and Cognition are reintroduced and applied to the content of the unit. Familirarity with these topics is desirable.

Prerequisite
101184.1 - Psychology: Human Behaviour AND **101183.1** - Psychology: Behavioural Science

Special Requirements
Pre-requisites will not apply to students enrolled in course codes 1630 Graduate Diploma in Psychological Studies and 1501 Graduate Diploma in Psychology. Enrolment in these awards requires graduate status; hence the students have demonstrated proficiency in tertiary studies. Each applicant in these awards is assessed individually and provided with an individual study sequence by the Course Advisor.

The unit introduces and defines the concepts of superstition and the paranormal, which remain strong themes in modern society. The development and

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manifestations of superstitious and paranormal belief are examined with reference to learning, cognitive and personality factors. In addition, putative reasons for the experience of seemingly irrational and bizarre events (e.g., ghost and UFO visitations) are examined with particular reference to neuropsychological variatins within the population.

101100.1   The Reflective Practitioner

Credit Points   10 **Level**   7

Equivalent Units

100307 Curriculum, Pedagogy and Professional Practice 5: The Reflective Practitioner

Special Requirements

This unit is only available to students in Master of Teaching (Early Childhood). It relies heavily on professional knowledge acquired across the range of other core units and professional experiences within the Master of Teaching (Early Childhood).

Key to the unit is the development of a critically reflexive orientation and the development of collaborative reflective strategies as they relate to curriculum planning, implementation and evaluation. The unit locates this important attribute in the context of understandings of professionalism and aims to position students as pedagogical leaders in the field of early childhood education.

56160.1   Theoretical Approaches to Therapy

Credit Points   10 **Level**   7

This unit considers the major theoretical frameworks of therapy (psychodynamic, humanist, behavioural, cognitive, developmental), including perspectives on historical developments.

400585.1   Theories of the Social

Credit Points   10 **Level**   7

This unit develops critical reflection on the role of theory in the social sciences. It requires the completion of four topics in areas such as: epistemology and disciplinary positioning of social theory; theories in social, cultural, historical and political contexts; current debates and theories in the social sciences. The unit is offered in flexible mode according to topic (typically one day's attendance or equivalent per topic). Topics vary each session depending on student demand.

100576.1   Theory and Practice of New Media

Credit Points   10 **Level**   7

In this unit students will be introduced to theoretical and critical understandings of new media design issues. Students will engage in critical analysis of new media products and in case study exploration of design process and application. Emphasis will be placed on understanding the context of new media practice, including precedents and historical understandings. New media design projects are examined in light of the background of shifting production languages, convergent technologies and technical contexts.

101420.1 Theory and Practice of Psychological Assessment and Intervention

Credit Points   10 **Level**   4

Special Requirements

This unit is restricted to students enrolled in courses 1502, 1504 and 1500 fourth year students.

Theory and Practice of Psychological Assessment and Intervention has been designed to develop practitioner competence by providing you with both relevant practical as well as theoretical input regarding the administration, scoring, and interpretation of some of the more frequently used standardised measures within an assessment context. In this unit, the scientific and ethical underpinnings of psychological testing and assessment are initially advanced in order to provide a general context for the employment of standardised psychological tests. Emphasis will then be placed on familiarising you with i) the processes that practitioners go through during a testing session and ii) current research employing the standardised tests presented in this unit. The unit will provide you with a foundation in psychological testing and assessment, allowing you to make informed use of some testing data and psychological reports. A further aim of the unit is to familiarise students with the principles of evidence based practice in psychological interventions.

400366.1 Tourism and Recreation Planning Information Systems

Credit Points   10 **Level**   7

This unit integrates tourism and recreation planning with the use of geographic information systems (GIS). It introduces GIS principles and develops database management and mapping and spatial analysis skills. No previous GIS experience is assumed. It examines the application of GIS to sustainable tourism planning and research. Research methods are stressed through the collection of field data and the critical examination of the representation of places through GIS and the World Wide Web. Problems of strategic environmental assessment and social impacts of development are addressed. The unit involves a problem-oriented

approach, workshops, computer laboratory sessions, fieldwork, group work and presentations.

300345.1 Tourism Planning and Development 1

Credit Points 10 **Level** 7

This unit introduces students to the basic theories of tourism planning in the context of sustainable development. Students will understand the critical contemporary issues in relation to sustainable tourism planning and development. The planning implications and critical problems of local participation in the planning process through a wide range of situational case studies in both developed and developing countries will be discussed. The emphasis of this unit is the dynamic and complex theories of tourism planning. The changes brought by tourism development require both public and private sectors to have specialised knowledge and training in order to achieve sustainable outcomes.

300348.1 Tourism Planning and Development 2

Credit Points 10 **Level** 7

Prerequisite

300345.1 - Tourism Planning and Development 1

This unit introduces students to the application of tourism planning tools for impact assessment, evaluation and monitoring systems to conserve tourism resources as well as satisfy all tourism stakeholders. Case studies of sustainable tourism planning and development practices from around the world will be used to show lessons to be learned. The emphasis of the unit is on applied planning skills for integrated tourism planning in the varied developmental contexts of tourist destinations. Multi-dimensional tourism development impacts will be evaluated. Tourism master plan and strategic action plans in selected case studies will be critiqued and assessed as a student final project.

100651.1 Transformative Learning

Credit Points 10 **Level** 7

Transformative Learning (TL) occurs when we cross significant thresholds of understanding (also awareness, empowerment, vision, values, consciousness, imagination, competence, commitment). It is the product of interactions between our drive to develop and the changing contexts within which we live. Because it involves critical reflection and 'testing', it is usually associated with adult learning. This unit provides opportunities to examine theories and practices associated with TL (within oneself and society); and its potential role in change towards personal wellbeing and meaning, social justice and peace, and ecological sustainability. It aims to develop competencies of educators and change agents in supporting TL.

63293.1 Transnational Communication

Credit Points 10 **Level** 7

Communication across national boundaries is becoming more common and complex. To be effective such communication involves an understanding of the challenges associated with transcultural communication, cross-linguistic communication and cross-cultural communication. This unit provides an overview of these issues, with particular attention to relations between Australia and its Asian neighbours. Related topics including communicating development, communication flow, national and international communication policies and regulation will be critically analysed.

SE826A.1 Understanding and Working with "Community"

Credit Points 10 **Level** 7

This unit will enable students to critically explore social, cultural and personal meanings and constitutions of 'community'. This exploration will occur through readings and reflection by the students on communities using a 'case study' approach. Our aim is to understand present practices with a view to using what is currently useful and moving beyond the present.

100578.1 Understanding Online Design and Production

Credit Points 10 **Level** 7

The unit introduces the Internet as a publications medium. Students will be introduced to the specific design characteristics of this emerging medium, and work towards the design and development of a web site. This unit is designed to enable students to explore and examine the evolving current and future opportunities for visual communication using online digital technologies. The unit will introduce students to current digital technologies for communication, commerce and publication. These technologies currently include the world wide web, the Internet more generally, and the broadband technologies of interactive television. Students will design and produce material in, and for, the world wide web; examine and critique current styles and trends in online communication; consider the impact of these emerging technologies on the practice of design; and investigate the potential social and cultural context of such developments.

100698.1   Understanding Young Learners 10-15

Credit Points   10 **Level**   7

This unit focuses on the nature of children in middle childhood and adolescents, their social and emotional development, and their cultural and educational needs. In dealing with these issues participants examine the importance of adult mentors for young people, of high expectations, of providing empowering feedback, and the need for success amongst young people. Participants explore major issues concerning young people in a rapidly changing world: these may include gender issues, cultural issues, poverty and its impact, employment goals and mental health issues. The unit also involves participants being exposed to the views of young people concerning broad social issues, education and schooling. The understandings about young people generated in this unit are foundations for understanding curriculum and pedagogical issues raised in later units.

101311.1 Urban   Challenges: Developing Sustainable Places

Credit Points   10 **Level**   7

Assumed Knowledge

Foundations of industry economics

This unit deals with the globalisation of the economy and the increasing 'regionalisation' of economic activity and the challenges they bring to the work of urban managers and planners. The unit will provide a solid understanding of the social, econimic, industrial, technological, employment, environmental and innovation factors affecting urban development. Students will learn how labour markets, industry knowledge intensity, environmental innovation, industrial restructuring; design of living places and business networks shape patterns of local and regional development. An important competence to be built by the students is the capacity to analyse global forces acting at the local level and how to provide the strategies needed to deal with these forces in a sustainable way.

101313.1   Urban Management Placement Project

Credit Points   10 **Level**   7

The Urban Management Placement Project and thesis are the capstone units for the award. They are undertaken in conjunction with the Project Research Design Seminars which provide many of the research tools for the project and thesis. The project and thesis will enable a high level of conceptual engagement, practical experience, research and critical analysis to be applied to a local or international urban management problem. Students will be offered and negotiate placements in the local urban industry or in slelect cases abroad. For some local students these placement projects may address appropriate urban management problems in their firm or organisation. In close conjunction with the skills development in the Masters Research project they will undertake the completion of analysis and reporting on the resolution of a particular urban management research project. These may relate for example to aspects of planning and development, to environmental management, to local economic social or cultural development. The Project will culminate in the presentation of a project Report/Thesis. The thesis will be developed in the second half based on the placement project in the first half year of the program. The progressive development of the report and the methodology for its prosecution I anticipate the placement to insure the maximum benefit from placement when it occurs.

101317.1   Urban Management Placement Thesis

Credit Points   10 **Level**   7

The Urban Management Placement Project and Thesis are the capstone units for the award. They are undertaken in conjunction with the Project Research Design Seminars which provide many of the research tools for the project and thesis. The project and thesis will enable a high level of conceptual engagement, practical experience, research and critical analysis to be applied to a local or international urban management problem. Students will be offered and negotiate placements in the local urban industry or in select cases abroad. For some local students these placement projects may address appropriate urban management problems in their firm or organisation. In close conjunction with the skills development in the Masters Research project they will undertake the completion of analysis and reporting on the resolution of a particular urban management research project. These may relate for local economic social or cultural development. The Project will culminate in the presentation of a project Report/Thesis. The Thesis will be developed in the second half based on the placement project in the first half year of the program. The progressive development of the report and the methodology for its prosecution anticipate the placement to insure the maximum benefit from placement when it occurs.

101314.1 Urban   Management   Practice: Governance and Power in the City

Credit Points   10 **Level**   7

This unit will focus on understanding the complex webs of stakeholders, government departments,

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industry interest groups and powerful not-for profit organisations co-existing in urban settlements today. Understanding how these different systems work, which governance models they follow and which regulations needs to be taken into account at the Australian and International level is a critical competence for planners and urban managers. The rise of metropolitan regions such as Sydney, Los Angeles or Barcelona point out the need for expertise on metropolitan management. Governance also impacts upon social integration or exclusion; students will learn to design strategies that promote social cohesion as a key foundation of economic competitiveness.

101071.1 Use of Fuzzy Logic and Narratology in Dealing with Social Complexity

Credit Points 10 **Level** 7

Incompatible Units

SE841A.1 Fuzzy Logic in Social Science and Humanist Research SE844A.1 Use of Narratology in Dealing with Social Complexity

This unit introduces and explains Social Fuzziology - a new interdisciplinary branch of human knowing which explores the fuzziness inherent in human understanding and dealing with social complexity, and Narratology - study of human stories as a holistic approach for research into complexity of interactive human dynamics. The unit shows how to apply Social Fuzziology and Narratology in dealing with conflict, human and environment health, management, learning, education, organizational development, and other social issues and processes.

100574.1 Visual Design and Production Literacies

Credit Points 10 **Level** 7

In this unit students will be introduced to fundamental visual (screen) design skills and concepts, alongside design production literacies. Students will engage in critical analysis of content to be communicated and in practical exploration of content structure, information architecture and layout. Emphasis will be placed on understanding the role of process in the design and production contexts, (including screen design) and a broader understanding of the roles and responsibilities inherent in production processes. Design situations are examined in light of the background of shifting production languages, convergent technologies and professional contexts.

400459.1 Work, Organisation, Adult Education (PG)

Credit Points 10 **Level** 7

This unit introduces adult education and training issues relating to organisation analysis, management and the changing nature of work in a variety of contexts (e.g. private enterprise, community organisations, government organisations, education and training organisations). Postgraduate students explore ways of understanding organisations as a basis for developing the art of organisational analysis, and critical reflection on their own workplace and other organisations and industries. The unit focuses on operational management issues, providing postgraduate students with opportunities to gain skills, knowledge and expertise in dealing with a specific operational or logistical issue in the company; the TAFE college; the private provider; the community-based organisation; or the work of the consultant.

400085.2 Workbased Learning (Applied Counselling)

Credit Points 40 **Level** 7

This unit provides candidates with the opportunity to implement a complex workbased learning initiative in consultation with relevant organisations, communities and individuals relevant to counselling practice. The workbased learning initiative is to be developed in close consultation with the academic supervisor(s) and workplace supervisors and managers.

400462.1 Workbased Project (VET) PG

Credit Points 10 **Level** 7

This unit provides postgraduate students with the opportunity to participate in a workbased project which reflects the professional contexts within which students conduct their work.

400460.1 Working with Cultural Differences in Educational Settings (PG)

Credit Points 10 **Level** 7

The unit focuses on cultural differences and ways of working with cultural differences. Postgraduate students critically examine concepts of culture and difference. Drawing on theories of culture, difference and discourse postgraduate students critically analyse the application of these theories in different contexts, and in relation to different social and educational issues.

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400461.1 Workplace Learning in Organisations (PG)

Credit Points 10 **Level** 7

Changes in work practices as a result of organisational restructuring and globalisation have brought into focus the key role of the adult educator in the process of workplace learning. Learning has become a key issue for organisational management. This unit explores and critiques different approaches to learning in organisations and the contribution that these ideas can make. Integral to this exploration is the identification of the role of the adult educator in the establishment of these approaches. Postgraduate students are encouraged to critically reflect on changes likely to emerge as organisations integrate different learning strategies, and the implications of these changes for workplace educators.

SE829A.1 Writing, Creativity and Change

Credit Points 10 **Level** 7

This unit invites students to consider more deeply the manner and effectiveness of their written communication. It is important in the development and refinement of existing skills and the appreciation of the relationship between language, learning and social process. It is presented through a synthesis of critical, creative and applied approaches to written communication. Students attend a residential and a mid session workshop and maintain contact with staff and peers as they undertake the writing process. Peer group discussion is an important part of the course. Assessment includes a major writing project, peer and self assessment and a critical analysis of readings.

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