

# College of Arts

## Electronic Postgraduate Handbook 2009

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University of Western Sydney

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Information contained in this electronic handbook is correct at the time of production (September 2009), 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.

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## About the College of Arts Electronic Postgraduate Handbook

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### Sessions and dates

There are two main sessions in 2009: 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](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 2009 at:

[http://handbook.uws.edu.au/hbook/UNIT\\_SEARCH.ASP](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

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

<b>COLLEGE OF ARTS</b>	<b>1</b>
4585.1 Graduate Diploma in Adult Education (VET)	1
4586.1 Graduate Certificate in Adult Education (VET)	1
4595.3 Master of Art Therapy	1
4596.3 Graduate Diploma in Art Therapy	3
1579.3 Master of Arts (Social Ecology)	3
1578.2 Graduate Diploma in Social Ecology	4
1577.2 Graduate Certificate in Social Ecology	4
1595.2 Master of Arts (TESOL)	5
1635.1 Graduate Diploma in TESOL	6
1636.1 Graduate Certificate in TESOL	6
1640.1 Master of Arts Translation and Interpreting Studies	7
1637.1 Graduate Diploma in Interpreting	8
1638.1 Graduate Diploma in Translation	9
1649.1 Master of Conference Interpreting	10
1639.1 Master of Interpreting and Translation	11
1602.1 Graduate Certificate in Interpreting and Translation	12
1645.1 Master of Convergent Media	13
1646.1 Graduate Certificate in Convergent Media	14
1650.1 Master of Creative Music Therapy	14
1653.1 Master of Education	15
1588.2 Graduate Certificate in Education	17
1627.1 Master of Performance for Television	17
1629.1 Graduate Certificate in Performance for Television	18
1568.2 Master of Professional Communication	19
1567.2 Graduate Diploma in Professional Communication	20
1566.2 Graduate Certificate in Professional Communication	20
1568.3 Master of Professional Communication	20
1566.3 Graduate Certificate in Professional Communication	21
1546.3 Master of Psychology (Clinical Psychology)	21
1548.2 Master of Psychology (Sport Psychology)	22
1630.1 Graduate Diploma of Psychological Studies	23
1502.4 Postgraduate Diploma of Psychology	24
1647.2 Graduate Diploma in Counselling	25
1648.2 Graduate Certificate in Counselling	26
1569.2 Graduate Certificate in School Counselling	26
4617.2 Master of Social Science	27
4618.2 Graduate Diploma in Social Science	28
4619.2 Graduate Certificate in Social Science	29
4626.1 Master of Social Science (Child and Youth Studies)	30
4627.1 Graduate Diploma in Social Science (Child and Youth Studies)	31
1625.1 Master of Teaching (Early Childhood)	32
1631.1 Graduate Diploma in Educational Studies (Early Childhood)	33
1608.1 Master of Teaching (Primary)	34
1605.1 Master of Teaching (Primary) Advanced	36
1633.1 Graduate Diploma in Educational Studies (Primary)	37
1609.1 Master of Teaching (Secondary)	37
1606.1 Master of Teaching (Secondary) Advanced	38
1610.1 Graduate Diploma in Educational Studies (Secondary)	40
1513.2 Master of Teaching (Special Education)	40
1656.1 Graduate Certificate in Television Technical Operations	41
1654.1 Master of Teaching (Honours)	41
1641.1 Master of Urban Management	42
1642.1 Graduate Diploma of Urban Management	43
1643.1 Graduate Certificate of Urban Management	43



## COLLEGE OF ARTS

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### Graduate Diploma in Adult Education (VET)

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#### 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.

#### Location

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

#### Advanced Standing

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

#### Admission

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline.

#### 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)
- 101729.1** 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)
- 101728.1** Work, Organisation and Knowledge 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)

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#### 4586.1

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

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).

#### Master of Art Therapy

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#### 4595.3

Art therapy is a form of individual, family and group psychotherapy in which participants engage in visual art processes within a therapeutic relationship with a highly trained art therapy practitioner. Art therapy is internationally recognised as a valuable therapeutic approach to a wide range of psychological, social and physical conditions. The Master of Art Therapy is a clinical training program that equips graduates with theoretical knowledge and practical experience for work in a variety of contexts including government and community organisations, health care settings and private practice. The Graduate Diploma in Art Therapy is available as an exit point only. Completion of this course entitles graduates to apply for registration with the Australian and New Zealand Art Therapy Association and coverage under the NSW State Health Professionals Award.

#### Study Mode

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

**Location**

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

**Accreditation**

The Master of Art Therapy at UWS has been approved by the Accreditation Sub-committee of the Australian and New Zealand Art Therapy Association.

**Admission**

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicant must have:

Successfully completed an undergraduate degree in visual arts, fine arts or design

OR

Successfully completed an undergraduate degree in another area of the arts, social sciences, psychology, health sciences, education or humanities

AND

Have tertiary visual arts training (at least two visual arts units at university level within or additional to an undergraduate degree of a Diploma of Fine Arts)

AND (for all of the above)

\* Have a minimum of 1 year FTE work experience (paid, voluntary or student) in a supportive capacity with people in a community, welfare, health, the arts or education setting.

\* Have two written references/ letters of recommendation from currently available referees, at least one from a relevant work context as above.

\* Have evidence of a developed and sustained visual arts practice together with demonstrated understanding of how this practice relates to training as an art therapist, in the form of a portfolio of the applicant's artwork (originals or photo documentation) accompanied by a written artist's statement of 200-250 words.

**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**

**101303.1** Art Therapy: Histories, Theories, Groups  
**101506.1** Counselling 1

**Spring session**

**101304.1** Art Therapy: Application to Client Groups  
**101507.1** Counselling 2

**Year 2****Autumn session**

**101508.1** Clinical Studies  
**400421.1** Research Methods for Humanities and Social Sciences  
**400585.1** Theories of the Social

**Spring session**

**101509.1** Further Clinical Studies  
**400586.1** Integrating Theory, Research and Practice

**Part-time****Year 1****Autumn session**

**101303.1** Art Therapy: Histories, Theories, Groups

**Spring session**

**101304.1** Art Therapy: Application to Client Groups

**Year 2****Autumn session**

**101506.1** Counselling 1

**Spring session**

**101507.1** Counselling 2

**Year 3****Autumn session**

**101508.1** Clinical Studies

**Spring session**

**101509.1** Further Clinical Studies

**Year 4****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 Art Therapy****4596.3**

The Graduate Diploma in Art Therapy is available as an exit point only from the Master of Art Therapy.  
 4595.3 Master of Art Therapy

**Study Mode**

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

**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**

- 101303.1** Art Therapy: Histories, Theories, Groups  
**101506.1** Counselling 1

**Spring session**

- 101304.1** Art Therapy: Application to Client Groups  
**101507.1** Counselling 2

**Master of Arts (Social Ecology)****1579.3**

This course will be replaced by 1683 Master of Education (Social Ecology) from 2010.

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**

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

**Location**

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

**Admission**

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have:

Successfully completed an undergraduate degree in any discipline

OR

Successfully completed a Graduate Certificate in Social Ecology.

**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)

<b>101067.1</b>	Complexity and Applied Philosophy
<b>100024.1</b>	Country, Community and Cultural Interfaces
<b>SS807A.1</b>	Ecofeminist Perspectives
<b>100646.1</b>	Ecology and Spirituality
<b>100644.1</b>	Ecopsychology and Cultural Change
<b>101070.1</b>	Global Citizenship
<b>ASEC76.1</b>	Imagination in Action
<b>101072.1</b>	Independent Studies
<b>101065.2</b>	Introduction to Complexity, Chaos and Creativity
<b>100650.1</b>	Lifelong and Lifewide Learning
<b>SE832A.1</b>	Performing Social Action
<b>SE830A.1</b>	Place, Art and Culture in Central Australia
<b>SE828A.1</b>	Qualitative Research Design
<b>SE823A.1</b>	Sense of Place
<b>SE813A.1</b>	Social Ecology Research
<b>101081.1</b>	Study of Self-organisation of Human Dynamics
<b>100651.2</b>	Transformative Learning
<b>SE826A.1</b>	Understanding and Working with "Community"
<b>SE829A.1</b>	Writing, Creativity and Change
<b>101071.1</b>	Use of Fuzzy Logic and Narratology in Dealing with Social Complexity
<b>101066.2</b>	Managing Organisational Change at the Edge of Chaos

## Graduate Diploma in Social Ecology

### 1578.2

This course will be replaced by 1685 Graduate Diploma in Education (Social Ecology) from 2010.

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

This course will be replaced by 1684 Graduate Certificate in Education (Social Ecology) from 2010.

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	Full Time	Internal
Hawkesbury Campus	Part Time	Internal

### Admission

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable

proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have:

- Successfully completed an undergraduate degree in any discipline, OR
- Have 5 years' work experience in a Social Ecology-related area (community work; environmental work; outdoor education; counselling; adult education, facilitation and training and personal development).

## 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 Level 7 core units "101068 - Ecology of Learning" and "101069 - Leadership and Change" and two Level 7 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

And 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

And 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)

## 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 practitioners 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

Campus	Attendance	Mode
Bankstown Campus	Part Time	Internal

## Admission

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS. Applicants must have successfully completed an undergraduate degree in any discipline.

## 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

<b>100717.1</b>	Approaches to English Grammar
<b>100721.1</b>	Contexts of TESOL
<b>100919.1</b>	Investigating Second Language Acquisition
<b>A7444.1</b>	Language and Linguistics Research Methods

##### Spring session

<b>100722.1</b>	Functional Grammar
<b>100718.1</b>	TESOL Curriculum Development
<b>100725.1</b>	TESOL Methodology

Choose one of:

<b>101297.1</b>	Languages and Linguistics Special Project
<b>100726.2</b>	TESOL Internship

### Part-time

#### Year 1

##### Autumn session

<b>100717.1</b>	Approaches to English Grammar
<b>100721.1</b>	Contexts of TESOL

##### Spring session

<b>100722.1</b>	Functional Grammar
<b>100718.1</b>	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  
**100726.2** 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	Full Time	Internal
Bankstown Campus	Part Time	Internal
Westmead	Full Time	Internal
Westmead	Part Time	Internal

**Admission**

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline.

**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	Full Time	Internal
Bankstown Campus	Part Time	Internal
Westmead	Full Time	Internal
Westmead	Part Time	Internal

## Admission

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline.

## 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 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	Full Time	External
Bankstown Campus	Part Time	External
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

## Admission

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

UAC

International applicants must apply directly to the University of Western Sydney via UWS International.

UWS International

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

UAC

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline

AND

Have native or near-native proficiency in the languages offered (Arabic, Japanese, Mandarin and Spanish).

## 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

And one pool unit

##### Spring session

- 101297.1** Languages and Linguistics Special Project
- 100927.1** Interpreting and Translation Skills
- 100926.2** The Language of the Law

And 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

### **100926.2** The Language of the Law

And 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

And 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

## 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	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 with a minimum pass mark of 70%. Note: this examination adheres to NAATI requirements.

### Admission

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

UAC

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline

AND

Have native or near-native proficiency in the languages offered (Arabic, Japanese, Mandarin and Spanish).

### 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

<b>100927.1</b>	Interpreting and Translation Skills
<b>100921.1</b>	Interpreting and Translation Theory
<b>100916.1</b>	Legal Interpreting

##### Spring session

<b>100922.1</b>	Medical Interpreting
<b>A7456.1</b>	Interpreting and Translation Professional Practicum
<b>101482.1</b>	Accreditation Studies

#### Full-time, Mid-year intake:

##### Year 1

##### Spring session

<b>100927.1</b>	Interpreting and Translation Skills
<b>100921.1</b>	Interpreting and Translation Theory
<b>100922.1</b>	Medical Interpreting

##### Year 2

##### Autumn session

<b>100916.1</b>	Legal Interpreting
<b>A7456.1</b>	Interpreting and Translation Professional Practicum
<b>101482.1</b>	Accreditation Studies

### 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	External
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 Translation with a minimum mark of 70%\*. These examinations adhere to NAATI requirements. \*Note: NAATI requires a minimum pass mark of 70%.

## Admission

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline

AND

Have native or near-native proficiency in the languages offered (Arabic, Japanese, Mandarin and Spanish).

## 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

<b>100927.1</b>	Interpreting and Translation Skills
<b>100921.1</b>	Interpreting and Translation Theory
<b>100924.1</b>	Community Translation

##### Spring session

<b>100917.1</b>	Specialised Translation
<b>A7456.1</b>	Interpreting and Translation Professional Practicum
<b>101482.1</b>	Accreditation Studies

### Full-time, Mid-year intake:

#### Year 1

##### Spring session

<b>100927.1</b>	Interpreting and Translation Skills
<b>100921.1</b>	Interpreting and Translation Theory
<b>100917.1</b>	Specialised Translation

#### Year 2

##### Autumn session

<b>100924.1</b>	Community Translation
<b>A7456.1</b>	Interpreting and Translation Professional Practicum
<b>101482.1</b>	Accreditation Studies

## 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	Full Time	Internal
Bankstown Campus	Part Time	Internal

### Admission

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have:

Successfully completed an undergraduate degree in any discipline

AND

NAATI professional accreditation in interpreting or equivalent

AND

Native or near-native proficiency in one of the following languages: Arabic, 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

<b>100921.1</b>	Interpreting and Translation Theory
<b>101436.1</b>	Conference Interpreting 1
<b>101437.1</b>	Conference Interpreting 2

And one unit from the pool below

##### Spring session

<b>100927.1</b>	Interpreting and Translation Skills
<b>101438.2</b>	Conference Interpreting 3
<b>101439.2</b>	Conference Interpreting 4

And one unit from the pool below

### Part-time

#### Year 1

##### Autumn session

<b>100921.1</b>	Interpreting and Translation Theory
<b>100927.1</b>	Interpreting and Translation Skills

##### Spring session

Two units from the pool below

#### Year 2

##### Autumn session

<b>101436.1</b>	Conference Interpreting 1
<b>101437.1</b>	Conference Interpreting 2

##### Spring session

<b>101438.2</b>	Conference Interpreting 3
<b>101439.2</b>	Conference Interpreting 4

##### Pool Units

<b>101297.1</b>	Languages and Linguistics Special Project
<b>100916.1</b>	Legal Interpreting
<b>100922.1</b>	Medical Interpreting
<b>100926.2</b>	The Language of the Law

## 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**

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline AND

Have native or near-native proficiency in the languages offered (Arabic, Japanese, Mandarin and Spanish).

**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 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	Full Time	External
Bankstown Campus	Part Time	External
Bankstown Campus	Full Time	Internal
Bankstown Campus	Part Time	Internal

## Advanced Standing

Advanced Standing will be assessed in accordance with UWS policy.

## Admission

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).  
UAC

International applicants must apply directly to the University of Western Sydney via UWS International.  
UWS International

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).  
UAC

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline

AND

Be fully bilingual in the languages offered (Arabic, Japanese, Mandarin and Spanish).

## 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, 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  
**100926.2** 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

## 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

One year full-time or two years part-time

## Admission

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).  
UAC

International applicants must apply directly to the University of Western Sydney via UWS International.  
UWS International

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).  
UAC

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline.

## 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

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### 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

One semester full-time or one year part-time

#### Admission

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).  
UAC

International applicants must apply directly to the University of Western Sydney via UWS International.  
UWS International

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).  
UAC

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline.

#### 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

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### 1650.1

Continuing students should refer to 1592 - Master of Creative Music Therapy.

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 from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).  
UAC

International applicants must apply directly to the University of Western Sydney via UWS International.  
UWS International

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).  
UAC

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills

Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline.

AND

Applicants must attend an audition.

International applicants who are unable to attend the audition should submit a DVD demonstrating musical proficiency. For further information, contact the course advisor, Dr Alan Lem.

Audition:

You will be selected on an interview/audition in which personal aptitude, professional experience and educational qualifications are taken into consideration. At your audition you will be asked to perform two contrasting pieces of music, and you will be given some simple ear tests and an improvisation task. Bring any other relevant material to the audition, such as your portfolio of compositions.

## 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

#### Year 1

##### Autumn session

**101445.2** Music Therapy Skills 1  
**100910.1** Music Therapy Method

##### Spring session

**100912.2** Music Therapy Theory and Practice 1  
**101443.2** Creative Music Therapy Practicum 1

#### Year 2

##### Autumn session

**101446.2** Music Therapy Skills 2  
**100911.2** Music Therapy Professional Practice

##### Spring session

**100914.2** Music Therapy Theory and Practice 2  
**101444.2** Creative Music Therapy Practicum 2

### Group 2

#### Year 1

##### Autumn session

**101446.2** Music Therapy Skills 2  
**100911.2** Music Therapy Professional Practice

##### Spring session

**100914.2** Music Therapy Theory and Practice 2  
**101444.2** Creative Music Therapy Practicum 2

#### Year 2

##### Autumn session

**101445.2** Music Therapy Skills 1  
**100910.1** Music Therapy Method

##### Spring session

**100912.2** Music Therapy Theory and Practice 1  
**101443.2** Creative Music Therapy Practicum 1

## Master of Education

### 1653.1

This course will be replaced by 1680.1 Master of Education (Leadership) in 2010.

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 from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline

AND

3 years' FTE work experience in education or training.

## 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 from the following four:

**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 from the following four:

**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

And one alternate unit

#### 2H session

Core Unit:

**100695.1** Critical Developments in Pedagogy

And 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

This course will be replaced by 1681 Graduate Certificate in Education (Leadership) from 1H, 2010.

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 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.

#### Study Mode

Six months full-time or one year part-time

## Master of Performance for Television

### 1627.1

This course consists of eight units in a cohesive program of study for a screen performance career in the television industry. It provides both practical and theoretical training for performance and presenting specifically for television, on the basis of an understanding of the role of the media character or persona as a vehicle for television performance as entertainment, information and cultural expression. The course will provide a unique opportunity to learn TV performance and presentation techniques in the context of studio production processes, including production, direction and script development. This will take

place through a range of teaching and learning contexts including seminars, lectures, practical workshops, production planning sessions, hands-on experience and ongoing engagement with acting professionals.

Key areas of study include industry policy and ethics, global media trends, audience and media market trends, personal development, how the television studio works, dramatic and comedic acting for television, approaches to direction and production, script development, sound and music, and production of professional screen-based performance and presentation work for television broadcast.

Career pathways

Careers in the television and media industries more broadly in TV performance, screen presentation, script development, sound design, music direction, program research, character and persona work, production and direction.

Students develop their professional practice through internships with Television Sydney (TVS) as a basis for script development, market and audience studies, as well as a professional communications portfolio demonstrating an individual performance and media profile. Students undertake the production of both individual and collaborative television programming specifically for on-air broadcast on TVS, Sydney's free-to-air community channel.

#### Study Mode

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

#### Admission

Undergraduate degree or equivalent in a relevant discipline area and recent industry experience.

NB 'or equivalent' - Seek advice from Admissions regarding specifics of listing.

It is planned that admission will be generally done via UAC on the basis of clearly articulated eligibility. Only special cases will come back to UWS for advice.

#### 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

**101226.1** Global Media Trends: Working in the Creative Industries  
**101228.1** Performance for Television: How the Studio Works  
**101229.1** Performance for Television: Producing and Directing  
**101236.1** Television Internship 1: Audiences, Programs and Script Development

##### Spring session

**101227.1** Observation and Interaction: Media Research  
**101230.1** Performance for Television: Persona and Characterisation

- 101231.1** Performance for Television: Performance Project  
**101238.1** Television Internship: Performance Portfolio

## Part-time

### Year 1

#### Autumn session

- 101226.1** Global Media Trends: Working in the Creative Industries

and one of:

- 101228.1** Performance for Television: How the Studio Works  
**101229.1** Performance for Television: Producing and Directing

#### Spring session

- 101236.1** Television Internship 1: Audiences, Programs and Script Development

and one of:

- 101228.1** Performance for Television: How the Studio Works  
**101229.1** Performance for Television: Producing and Directing

### Year 2

#### Autumn session

- 101227.1** Observation and Interaction: Media Research

and one of:

- 101230.1** Performance for Television: Persona and Characterisation  
**101231.1** Performance for Television: Performance Project

#### Spring session

- 101238.1** Television Internship: Performance Portfolio

and one of:

- 101230.1** Performance for Television: Persona and Characterisation  
**101231.1** Performance for Television: Performance Project

## Graduate Certificate in Performance for Television

### 1629.1

This course consists of four units in a cohesive program of study for a performance career in the television industry. It provides both practical and theoretical performance training specifically for television, on the basis of an understanding of the role of the media character or persona as a vehicle for television performance as entertainment, information

and cultural expression. The course will provide a unique opportunity to learn TV performance techniques in the context of studio production processes, including production, direction and script development. This will take place through a range of teaching and learning contexts including seminars, lectures, practical workshops, production planning sessions, hands-on experience and ongoing engagement with performance professionals.

Key areas of study include industry policy and ethics, global media trends, audience and media market trends, persona research and development, how the television studio works, dramatic and comedic performance for television, approaches to direction and production, script development and production of professional performance work for television broadcast.

### Study Mode

One semester full-time or two semesters part-time.

### Admission

Undergraduate degree in a relevant discipline area (or equivalent) and recent industry experience.

NB: 'or equivalent' - Seek advice from Admissions regarding specifics of listing.

It is planned that admission will be generally done via UAC on the basis of clearly articulated eligibility. Only special cases will come back to UWS for advice.

### 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 - Start-Year Admission

##### Year 1

##### Autumn session

- 101226.1** Global Media Trends: Working in the Creative Industries  
**101228.1** Performance for Television: How the Studio Works  
**101229.1** Performance for Television: Producing and Directing  
**101236.1** Television Internship 1: Audiences, Programs and Script Development

#### Full-time - Mid-Year Admission

##### Year 1

##### Spring session

- 101227.1** Observation and Interaction: Media Research  
**101230.1** Performance for Television: Persona and Characterisation  
**101231.1** Performance for Television: Performance Project  
**101236.1** Television Internship 1: Audiences, Programs and Script Development

## Part-time - Start-Year Admission

### Year 1

#### Autumn session

**101226.1** Global Media Trends: Working in the Creative Industries

and one of:

**101228.1** Performance for Television: How the Studio Works

**101229.1** Performance for Television: Producing and Directing

#### Spring session

**101236.1** Television Internship 1: Audiences, Programs and Script Development

and one of:

**101230.1** Performance for Television: Persona and Characterisation

**101231.1** Performance for Television: Performance Project

## Part-time - Mid-Year Admission

### Year 1

#### Spring session

**101227.1** Observation and Interaction: Media Research

and one of:

**101230.1** Performance for Television: Persona and Characterisation

**101231.1** Performance for Television: Performance Project

### Year 2

#### Autumn session

**101236.1** Television Internship 1: Audiences, Programs and Script Development

and one of:

**101228.1** Performance for Television: How the Studio Works

**101229.1** Performance for Television: Producing and Directing

## 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.

### Admission

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in communication and media

OR

5 year's FTE work experience in the communication and media industries.

### 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.

## Recommended Sequence

### Full-time

#### 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.*

## 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 Professional Communication

### 1568.3

This version of the course will commence in Spring 2009. Please refer to the current version of this course.

1568.2 Master of Professional Communication

Delivered at UWS's Werrington South campus, the MPC is for graduates from any broadly related discipline (or those with considerable professional experience) who wish to develop their expertise in communication and public relations. The degree is aimed at unlocking professional potential, and at bringing knowledge to life through the practical application of academic models and theories. Taught by subject experts with considerable depth of academic and commercial experience, the MPC provides a balance between critical reflection, strategic thinking, and professional best practice. These synergistic strands give graduates a significant advantage in an increasingly commercial world and develop a professional skill-set appropriate to both in-house and consulting environments.

### 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 from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

UAC

Applicants must have successfully completed an undergraduate degree in any discipline

OR

Have a minimum of 5 years FTE work experience in a senior capacity in communication.

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

### Course Structure

Autumn units will not be taught until 2010. Spring units will be taught from Spring 2009.

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

<b>101422.1</b>	Media Contexts: Audience and Trends
<b>101550.1</b>	Integrated Marketing Communication
<b>101675.1</b>	Public Affairs
<b>101546.1</b>	Individual Project (Autumn)

#### Spring session

<b>101545.1</b>	Strategic Communication
<b>101549.1</b>	Critical Perspectives in Communication
<b>101548.1</b>	Setting the Agenda
<b>101547.1</b>	Individual Project (Spring)

## Graduate Certificate in Professional Communication

### 1566.3

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 any four core units from the Master of Professional Communication.

1568.3 Master of Professional Communication

## Master of Psychology (Clinical Psychology)

### 1546.3

This course version will be replaced by version 4 from 2010.

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

## 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 Psychologist Accreditation Council 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 (APAC) 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 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's 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

<b>101209.1</b>	Core Skills: Counselling and Ethical Practice
<b>101207.1</b>	Psychological Assessment 1
<b>101212.1</b>	Clinical Psychopathology
<b>101213.1</b>	Psychological Interventions 1

#### Spring session

<b>101215.1</b>	Cognitive Behaviour Therapy: Theory and Practice
<b>101210.1</b>	Child Clinical Psychology
<b>101214.1</b>	Psychological Interventions 2
<b>100472.1</b>	Advanced Research Design

**1H session**

**101216.1** Clinical Practice Seminar A

**2H Session**

**101216.1** Clinical Practice Seminar A  
**100803.2** 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  
**100804.2** Psychology Placement 2  
**100805.2** Psychology Placement 3  
**101240.2** Master of Psychology Placement 4

**2H session**

**101217.1** Clinical Practice Seminar B  
**101239.1** Applied Research Project  
**100804.2** Psychology Placement 2  
**100805.2** Psychology Placement 3  
**101240.2** Master of Psychology Placement 4

**Master of Psychology (Sport Psychology)****1548.2**

The Master of Psychology (Sport Psychology) is a fee-paying professional masters course designed to develop competent sport and exercise psychologists in the scientist/practitioner mode. All students complete specified coursework, a research thesis, and 1000 hours of supervised experience within sport and exercise and other settings.

**Study Mode**

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

**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**

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's 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**

**100459.1** Core Skills and Ethical Practice  
**B7621.1** Psychological Measurement  
**B7630.1** Introduction to Sport Science  
**B7637.1** Psychological Interventions 1

**Spring session**

**100459.1** Core Skills and Ethical Practice  
**B7631.1** Psychology of Exercise  
**B7632.1** Sport Psychology Applications  
**100472.1** Advanced Research Design

**2H session**

**100803.1** Psychology Placement 1

**Year 2****Year-long session**

**100474.1** Applied Research Project and Thesis  
**100804.1** Psychology Placement 2  
**100805.1** Psychology Placement 3

**Autumn session**

**B7633.1** Current Issues in Sport Psychology  
**100485.1** Technology in Sport Psychology

And one elective

**Spring session**

**100475.1** Consulting and Ethics in Sport Psychology

And one elective

## Graduate Diploma of Psychological Studies

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**1630.1**

For all enquiries, students should contact the Course Advisor for the Bankstown campus - Dr Helen Correia.

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 Psychologists 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	Full Time	Internal
Bankstown Campus	Part Time	Internal

**Advanced Standing**

All applicants will have the equivalent of a three year Bachelor's 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 Psychologists Registration Board and the Australian Psychologists Accreditation Council (APAC) as an accredited three year sequence in Psychology.

**Admission**

Applications from Australian and NZ citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline.

The Head of Program will assesses prior psychology-related studies and then specify 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

And one psychology pool unit

**Spring session**

**101183.1** Psychology: Behavioural Science  
**100018.1** Personality, Motivation and Emotion  
**100022.1** Biological Psychology and Perceptual Processes

And one psychology pool unit

**Year 2****Autumn session**

**100016.2** Human Learning and Cognition  
**100015.2** 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

And one psychology pool unit

#### Spring session

- 101184.1** Psychology: Human Behaviour  
**100013.1** Experimental Design and Analysis  
**100020.1** Social and Developmental Psychology

And 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  
**100931.3** 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

## Postgraduate Diploma of Psychology

### 1502.4

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 Psychologist Accreditation Council 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

### 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 year psychology bachelor's degree in the AQF framework and for specified credit for any fourth year psychology or equivalent units. Advanced standing will only be given for psychology or equivalent content units under the university's specified credit policy. 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

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in Psychology (APAC accredited). Entry is competitive, and requires a minimum GPA of 5.0.

## 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

At least one of the two alternate units must be drawn from the Core Discipline Alternate Pool.

#### Autumn session Pool units

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

#### Autumn Core Discipline Alternate Unit:

**101541.1** Advanced Topics in Psychology

#### Spring session Pool units

**101195.1** Counselling and Intervention Through the Lifespan  
**101197.2** Consulting in Applied Psychology  
**101201.1** Madness and Culture  
**101419.1** Applied Psychology in the Legal Context

#### Spring Core Discipline Alternate Pool:

**100530.2** Developmental Psychopathology  
**101541.1** Advanced Topics in Psychology

## Graduate Diploma in Counselling

### 1647.2

Counselling is a cross-disciplinary pathway into a career in helping human beings in distress. In counselling, clients learn self-knowledge and become able to change through a

dedicated helping relationship, in which high levels of skill, sensitivity, self-knowledge and ethical conduct are required of the helper. In contrast to some of the longer-established helping professions, counselling, as taught in this program, places greater emphasis on the creation of a therapeutic environment for the client than on specific techniques or the application of particular theoretical models. This program is aimed specifically at graduates in any discipline who can demonstrate the personal qualities required for this demanding profession.

### Study Mode

Two years part-time.

### Admission

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Students must have:

- Undergraduate degree in Psychology, Social Work or Social Welfare, AND
- Applicants must submit in writing a 200-250 word statement of intent that explains why the person is seeking entry to the course, AND
- Attend and satisfactorily perform at a small group entry interview process.

## 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

### Part-time

#### Year 1

##### First session

**101506.1** Counselling 1

##### Second session

**101507.1** Counselling 2

#### Year 2

##### First session

**101508.1** Clinical Studies

**Second session**

101509.1 Further Clinical Studies

**Graduate Certificate in Counselling****1648.2**

Counselling is a cross-disciplinary pathway into a career in helping human beings in distress. In counselling, clients learn self-knowledge and become able to change through a dedicated helping relationship, in which high levels of skill, sensitivity, self knowledge and ethical conduct are required of the helper. In contrast to some of the longer-established helping professions, counselling, as taught in this program, places greater emphasis on the creation of a therapeutic environment for the client than on specific techniques or the application of particular theoretical models. Sequenced training in basic skills and concomitant self-awareness forms a major part of the first year of the program.

Throughout, relevant theory is learned in direct relation to practice. This program is aimed specifically at graduates in psychology, social work or welfare work who are currently employed in counselling, and who wish to undertake a one year part-time program to broaden and deepen their existing skills and knowledge base. Students who wish to meet Professional Training Standards are advised to enrol in the Graduate Diploma in Counselling.

**Study Mode**

One year part-time.

**Admission**

Applications from Australian and New Zealand citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).  
UAC

International applicants must apply directly to the University of Western Sydney via UWS International.  
UWS International

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).  
UAC

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Students must have:

- Undergraduate degree in Psychology, Social Work or Social Welfare, AND
- Applicants must submit in writing a 200-250 word statement of intent that explains why the person is seeking entry to the course, AND
- Attend and satisfactorily perform at a small group entry interview process.

**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****First session**

101506.1 Counselling 1

**Second session**

101507.1 Counselling 2

**Graduate Certificate in School Counselling****1569.2**

The Graduate Certificate in School Counselling is a 40 credit point part-time award comprising 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.

**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

## Advanced Standing

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

### Admission

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have:

- Successfully completed an undergraduate degree in either education, humanities, or social sciences; OR
- Successfully completed a Graduate Diploma in either education, humanities, or social sciences; OR
- Successfully completed a Graduate Certificate in either education, humanities, or social sciences.

### 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)

**This specialisation is not available in 2009**

- 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)**

- 101303.1** Art Therapy: Histories, Theories, Groups  
**101304.1** Art Therapy: Application to Client Groups  
**101506.1** Counselling 1  
**101507.1** Counselling 2

**Public Health (Internal Study)**

- 400417.1** Epidemiology and Quantitative Methods  
**400418.1** Health Advancement and Health Promotion  
**400416.1** Public Health, Policy and Society

**The following units are not on offer. Please contact your Course Advisor for alternate units.**

- 400419.1** Community Development in Health  
**400422.1** Contemporary Issues in Public Health

**Health Services Management (Internal Study)**

- 400420.1** Health Economics and Comparative Health Systems  
**400801.1** Organisations and Management in Health Science

**The following units are not on offer. Please contact your Course Advisor for alternate units.**

- 400425.1** Contemporary Issues in Health and Health Management  
**400800.1** Financial Management in Health Services

**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 year part-time.

**Location**

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

**Admission**

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have:

- Successfully completed an undergraduate degree in either education, humanities, or social sciences; OR
- Successfully completed a Graduate Diploma in either education, humanities, or social sciences; OR
- Successfully completed a Graduate Certificate in either education, humanities, or social sciences.

**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)**

<b>300346.1</b>	Social Impacts of Tourism
<b>400366.1</b>	Tourism and Recreation Planning Information Systems
<b>300345.1</b>	Tourism Planning and Development 1
<b>300348.1</b>	Tourism Planning and Development 2

**Therapy and Counselling (Internal Study)**

<b>101303.1</b>	Art Therapy: Histories, Theories, Groups
<b>101304.1</b>	Art Therapy: Application to Client Groups
<b>101506.1</b>	Counselling 1
<b>101507.1</b>	Counselling 2

**Public Health (Internal Study)**

<b>400417.1</b>	Epidemiology and Quantitative Methods
<b>400418.1</b>	Health Advancement and Health Promotion
<b>400416.1</b>	Public Health, Policy and Society

**The following units are not on offer. Please contact your Course Advisor for alternate units.**

<b>400419.1</b>	Community Development in Health
<b>400422.1</b>	Contemporary Issues in Public Health

**Health Services Management (Internal Study)**

<b>400420.1</b>	Health Economics and Comparative Health Systems
<b>400801.1</b>	Organisations and Management in Health Science

**The following units are not on offer. Please contact your Course Advisor for alternate units.**

<b>400425.1</b>	Contemporary Issues in Health and Health Management
<b>400800.1</b>	Financial Management in Health Services

**Human Resource and Employment Relations (Internal Study)**

<b>46518.1</b>	Human Resource Management
<b>51109.1</b>	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**

<b>Campus</b>	<b>Attendance</b>	<b>Mode</b>
Parramatta Campus	Full Time	Internal
Parramatta Campus	Part Time	Internal

**Advanced Standing**

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

**Admission**

Successfully completed a Graduate Certificate in either education, humanities, or social sciences

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have:

- Successfully completed an undergraduate degree in either education, humanities, or social sciences; OR
- Successfully completed a Graduate Diploma in either education, humanities, or social sciences; OR
- Successfully completed a Graduate Certificate in either education, humanities, or social sciences.

**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);

<b>400421.1</b>	Research Methods for Humanities and Social Sciences
<b>400585.1</b>	Theories of the Social

Students may then elect to complete the following unit (20 credit points)

<b>400586.1</b>	Integrating Theory, Research and Practice
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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)

- 101303.1** Art Therapy: Histories, Theories, Groups  
**101304.1** Art Therapy: Application to Client Groups  
**101506.1** Counselling 1  
**101507.1** Counselling 2

### Public Health (Internal Study)

- 400417.1** Epidemiology and Quantitative Methods  
**400418.1** Health Advancement and Health Promotion  
**400416.1** Public Health, Policy and Society

The following units are not on offer. Please contact your Course Advisor for alternate units.

- 400419.1** Community Development in Health  
**400422.1** Contemporary Issues in Public Health

### Health Services Management (Internal Study)

- 400420.1** Health Economics and Comparative Health Systems  
**400801.1** Organisations and Management in Health Science

The following units are not on offer. Please contact your Course Advisor for alternate units.

- 400425.1** Contemporary Issues in Health and Health Management  
**400800.1** Financial Management in Health Services

### 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

This course is suspended from 2010.

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

### Advanced Standing

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

### Admission

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have:

- Successfully completed an undergraduate degree in either education, humanities, or social sciences; OR

- Successfully completed a Graduate Diploma in either education, humanities, or social sciences; OR
- Successfully completed a Graduate Certificate in either education, humanities, or social sciences.

## 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

This course is suspended from 2010.

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	Full Time	Internal
Parramatta Campus	Part Time	Internal

### Advanced Standing

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

### Admission

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have:

- Successfully completed an undergraduate degree in either education, humanities, or social sciences; OR

- Successfully completed a Graduate Diploma in either education, humanities, or social sciences; OR
- Successfully completed a Graduate Certificate in either education, humanities, or social sciences.

### 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

### Master of Teaching (Early Childhood)

#### 1625.1

This course will be replaced by 1673 - Master of Teaching (Birth - 12 years) from 2010. There is an early exit of a Master of Teaching (Birth - 5) for students seeking a Birth - 5 qualification only.

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. 1631 Graduate Diploma in Educational Studies (Early Childhood)

### 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

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline with appropriate study for early childhood teaching.

Additional Information for Applicants:

The appropriateness of the studies taken in the first degree must be consistent with the qualifications standards set by the NSW Institute of Teachers Subject Content Requirements for Teaching in a NSW Primary School. NSW Institute of Teachers Subject Content Requirements for Teaching in a NSW Primary School

In addition to meeting the subject content requirements for the NSW Institute of Teachers, applicants must also meet the following mandatory requirements for teaching in NSW prior to school settings and schools: child development, special education, children's health, Indigenous studies and cross-cultural/diversity studies. Students who have not completed study in the subject content and mandatory

areas may be eligible for admission but will be required to complete additional study as non-award units.

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

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

##### 2H session

<b>101105.1</b>	Prosocial Learning Environments
<b>101106.1</b>	Literacy 0-8
<b>101099.1</b>	Engaging Children in Curriculum
<b>101108.1</b>	Early Childhood Professional Experience 2

##### Year 2

##### 1H session

<b>101101.1</b>	Children's Services: Management and Administration
<b>101102.1</b>	Investigating Social Worlds
<b>101100.1</b>	The Reflective Practitioner
<b>101109.1</b>	Early Childhood Professional Experience 3

#### Full-time, Mid-year Intake

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

##### Year 1

##### 2H session

<b>101106.1</b>	Literacy 0-8
<b>101105.1</b>	Prosocial Learning Environments

##### Year 2

##### 1H session

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

##### 2H session

<b>101099.1</b>	Engaging Children in Curriculum
<b>101108.1</b>	Early Childhood Professional Experience 2

##### Year 3

##### 1H session

<b>101101.1</b>	Children's Services: Management and Administration
<b>101102.1</b>	Investigating Social Worlds
<b>101100.1</b>	The Reflective Practitioner
<b>101109.1</b>	Early Childhood Professional Experience 3

#### Part-time, Start-year Intake

##### Year 1

##### 1H session

<b>101103.1</b>	Fostering Creativity in Children's Learning Curriculum for Under Threes
<b>101098.1</b>	Curriculum for Under Threes
<b>101107.1</b>	Early Childhood Professional Experience 1

##### 2H session

<b>101105.1</b>	Prosocial Learning Environments
<b>101106.1</b>	Literacy 0-8

##### Year 2

##### 1H session

<b>101104.1</b>	Mathematics, Science and Technology 0-8
<b>101102.1</b>	Investigating Social Worlds

##### 2H session

<b>101099.1</b>	Engaging Children in Curriculum
<b>101108.1</b>	Early Childhood Professional Experience 2

##### Year 3

##### 1H session

<b>101101.1</b>	Children's Services: Management and Administration
<b>101100.1</b>	The Reflective Practitioner
<b>101109.1</b>	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).

Childhood). The course is comprised of 80 credit points of study.

### Study Mode

One and a half years full-time, two years part-time, one year accelerated mode.

### 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 Curriculum for Under Threes
- 101098.1**

##### 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 Curriculum for Under Threes
- 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 Curriculum for Under Threes
- 101098.1**

##### 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

##### Year 1

##### 1H session

- 101104.1** Mathematics, Science and Technology 0-8
- 101103.1** Fostering Creativity in Children's Learning Curriculum for Under Threes
- 101098.1**
- 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, 18 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 from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline with appropriate qualifications for primary teaching.

Additional Information for Applicants:

The appropriateness of the studies taken in the first degree must be consistent with the qualifications standards set by the NSW Institute of Teachers Subject Content Requirements for Teaching in a NSW Primary School. NSW Institute of Teachers Subject Content Requirements for Teaching in a NSW Primary School

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
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##### 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
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##### 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

**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 than 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**

Two years full-time or one and a half years accelerated.

**Location**

Campus	Attendance	Mode
Bankstown Campus	Full Time	Internal

**Admission**

Applications from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline with appropriate qualifications for primary teaching.

Additional Information for Applicants:

The appropriateness of the studies taken in the first degree must be consistent with the qualifications standards set by the NSW Institute of Teachers Subject Content Requirements for Teaching in a NSW Primary School. NSW Institute of Teachers Subject Content Requirements for Teaching in a NSW Primary School

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 option for exiting at two earlier points.

**Recommended Sequence****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, students 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, students can exit with a Master of Teaching (Primary) - 120 credit points.

#### Session 2H

- 101031.1** Evidence-Based Practice in Education  
**101061.1** Professional Residency

## Graduate Diploma in Educational Studies (Primary)

### 1633.1

This course is an exit point only.

### 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 (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 18 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 from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC).

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline with appropriate qualifications for secondary teaching.

Additional Information for Applicants:

The appropriateness of the studies taken in the first degree must be consistent with the qualifications standards set by the NSW Institute of Teachers Subject Content Requirements for Teaching in a NSW Secondary School. NSW Institute of Teachers Subject Content Requirements for Teaching in a NSW Secondary School

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

<b>100972.2</b>	Pedagogies for Learning
<b>101074.1</b>	Professional Experience 1
<b>101398.1</b>	Secondary Method 1A
<b>101399.1</b>	Secondary Method 1B

##### 2H session

<b>100978.1</b>	Professional Experience II
<b>101401.1</b>	Secondary Method 2A
<b>101402.1</b>	Secondary Method 2B

Choose one of:

<b>100979.1</b>	Diversity, Social Justice and Schooling
<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101396.1</b>	Literacies for Learning
<b>101397.1</b>	Psychology for Teaching

##### Year 2

##### 1H session

<b>101075.1</b>	Professional Experience III
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Choose the remaining three of:

<b>100979.1</b>	Diversity, Social Justice and Schooling
<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101396.1</b>	Literacies for Learning
<b>101397.1</b>	Psychology for Teaching

(With

<b>101400.1</b>	Secondary Method 1C
<b>101403.1</b>	Secondary Method 2C

as needed)

#### Accelerated Full-time progression (12 months)

##### Year 1

##### 1H session

<b>100972.2</b>	Pedagogies for Learning
<b>101074.1</b>	Professional Experience 1
<b>101398.1</b>	Secondary Method 1A
<b>101399.1</b>	Secondary Method 1B

Choose two of:

<b>100979.1</b>	Diversity, Social Justice and Schooling
<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101396.1</b>	Literacies for Learning
<b>101397.1</b>	Psychology for Teaching

##### 2H session

<b>100978.1</b>	Professional Experience II
<b>101075.1</b>	Professional Experience III
<b>101401.1</b>	Secondary Method 2A
<b>101402.1</b>	Secondary Method 2B

Choose the remaining two of:

<b>100979.1</b>	Diversity, Social Justice and Schooling
<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101396.1</b>	Literacies for Learning
<b>101397.1</b>	Psychology for Teaching

(With

<b>101400.1</b>	Secondary Method 1C
<b>101403.1</b>	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 Educational Studies for more information.

1610 Graduate Diploma in Educational Studies (Secondary)

#### 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 two 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 from Australian citizens and holders of permanent resident visas must be made via the Universities Admissions Centre (UAC).

International applicants must apply directly to the University of Western Sydney via UWS International.

Applicants who have undertaken studies overseas may have to provide proof of proficiency in English. Details of minimum English proficiency requirements and acceptable proof can be found on the Universities Admissions Centre website (UAC)

Overseas qualifications must be deemed by the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications in order to be considered by UAC and UWS.

Applicants must have successfully completed an undergraduate degree in any discipline with appropriate qualifications for secondary teaching.

Additional Information for Applicants:

The appropriateness of the studies taken in the first degree must be consistent with the qualifications standards set by the NSW Institute of Teachers Subject Content Requirements for Teaching in a NSW Secondary School. NSW Institute of Teachers Subject Content Requirements for Teaching in a NSW Secondary School

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.

**Recommended Sequence****1.5 year accelerated pattern****Year 1****Session 1H**

<b>100972.2</b>	Pedagogies for Learning
<b>101074.1</b>	Professional Experience 1
<b>101398.1</b>	Secondary Method 1A
<b>101399.1</b>	Secondary Method 1B

Choose two of:

<b>100979.1</b>	Diversity, Social Justice and Schooling
<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101396.1</b>	Literacies for Learning
<b>101397.1</b>	Psychology for Teaching

**Session 2H**

<b>100978.1</b>	Professional Experience II
<b>101075.1</b>	Professional Experience III
<b>101401.1</b>	Secondary Method 2A
<b>101402.1</b>	Secondary Method 2B

Choose the remaining two of:

<b>100979.1</b>	Diversity, Social Justice and Schooling
<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101396.1</b>	Literacies for Learning
<b>101397.1</b>	Psychology for Teaching

Exit point for Master of Teaching (Secondary) - 120 credit points

**Year 2****Session 1H**

<b>101031.1</b>	Evidence-Based Practice in Education
<b>101061.1</b>	Professional Residency

**2 Years Full-Time Pattern****Year 1****Session 1H**

<b>100972.2</b>	Pedagogies for Learning
<b>101074.1</b>	Professional Experience 1
<b>101398.1</b>	Secondary Method 1A
<b>101399.1</b>	Secondary Method 1B

**Session 2H**

<b>100978.1</b>	Professional Experience II
<b>101401.1</b>	Secondary Method 2A
<b>101402.1</b>	Secondary Method 2B

Choose one of:

<b>100979.1</b>	Diversity, Social Justice and Schooling
<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101396.1</b>	Literacies for Learning
<b>101397.1</b>	Psychology for Teaching

**Year 2****Session 1H**

<b>101075.1</b>	Professional Experience III
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Choose the remaining three of:

<b>100979.1</b>	Diversity, Social Justice and Schooling
<b>100984.1</b>	Inclusive Education: Principles and Practices
<b>101396.1</b>	Literacies for Learning
<b>101397.1</b>	Psychology for Teaching

Exit point for Master of Teaching (Secondary) - 120 points

**Session 2H**

<b>101031.1</b>	Evidence-Based Practice in Education
<b>101061.1</b>	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.

## 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 18 months standard full-time progression.

### Location

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

## Master of Teaching (Special Education)

### 1513.2

This course will be replaced by 1682.1 Master of Special Education from 2010.

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.

### Study Mode

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

### Location

Campus	Attendance	Mode
Penrith Campus	Full Time	Multi Modal
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 7.0 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.

There will be a mid-year intake.

## Recommended Sequence

### Full-time

#### Year 1

##### 1H session

<b>101027.1</b>	Teaching and Learning in Special Education
<b>101028.1</b>	Behaviour Management
<b>101030.1</b>	Learning in Context

##### 2H session

<b>101029.1</b>	Collaborative Practice
<b>101031.1</b>	Evidence-Based Practice in Education
<b>101073.1</b>	Professional Practice in Context

### Part-time

#### Year 1

##### 1H session

<b>101027.1</b>	Teaching and Learning in Special Education
<b>101028.1</b>	Behaviour Management

##### 2H session

<b>101031.1</b>	Evidence-Based Practice in Education
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#### Year 2

##### 1H session

<b>101030.1</b>	Learning in Context
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##### 2H session

<b>101029.1</b>	Collaborative Practice
<b>101073.1</b>	Professional Practice in Context

## Graduate Certificate in Television Technical Operations

### 1656.1

The Graduate Certificate in Television Technical Operations is a 40 credit point award comprising 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

One year part-time.

### 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

<b>101478.1</b>	Broadcast Operations Introduction
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Choose one of:

<b>101477.1</b>	Audio Commentary Systems
<b>101480.1</b>	Camera, CCU, Lighting and Server Operations

#### Semester 2

<b>101479.1</b>	Broadcast Operations Advanced
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Choose one of:

<b>101477.1</b>	Audio Commentary Systems
<b>101480.1</b>	Camera, CCU, Lighting and Server Operations

## Master of Teaching (Honours)

### 1654.1

The Honours year in education is a separate award which permits UWS and other education graduates to take a challenging year of study by coursework and research. All UWS education degrees are followed by a one year, 80 credit point, HECS-based Honours program. The Honours year has research education units (Understanding Educational Research and Education Research Methods and Design), a one-semester seminar series and a major thesis. The award is offered at Bankstown/Penrith campuses with online components. For those who meet entry requirements (GPA of 5 or equivalence through academic nomination) this award provides a pathway to higher degree study.

### Study Mode

One year full-time study.

**Location**

Campus	Attendance	Mode
Bankstown Campus	Full Time	Multi Modal
Penrith Campus	Full Time	Multi Modal

**Admission**

Students will be eligible for entry if they have a GPA of 5 or more over all units completed in their Education degree study (four to six units). Equivalence in M Teach Primary will be established by reference to the GPA achieved in the undergraduate program and by academic nomination. Students without UWS qualification will submit their transcripts establishing GPA.

**Course Structure**

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

**Recommended Sequence****Full-time****1H**

<b>101079.1</b>	Understanding Educational Research
<b>101475.1</b>	Education Research Methods and Design

**2H**

<b>101476.1</b>	Education Research Seminar
<b>100689.3</b>	Education Research Thesis

**Master of Urban Management****1641.1**

This course will be replaced by 1674 Master of Urban Management and Planning from Autumn, 2010.

The Master 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 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**

<b>101310.1</b>	Metropolitan Structures: Cities in Transformation
<b>101311.1</b>	Urban Challenges: Developing Sustainable Places
<b>101312.1</b>	Project Research Design Seminar 1
<b>101313.1</b>	Urban Management Placement Project

And 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**

<b>101314.1</b>	Urban Management Practice: Governance and Power in the City
<b>101315.1</b>	Financing Cities in the Global Economy
<b>101316.1</b>	Project Research Design Seminar 2
<b>101317.1</b>	Urban Management Placement Thesis

And 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**

<b>300346.1</b>	Social Impacts of Tourism
<b>300345.1</b>	Tourism Planning and Development 1
<b>300348.1</b>	Tourism Planning and Development 2
<b>400366.1</b>	Tourism and Recreation Planning Information Systems

**Environmental Management Pool Units**

<b>EH830A.1</b>	Environmental Assessment
<b>EH829A.1</b>	Environmental Management Systems
<b>300400.1</b>	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

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### 1642.1

This course will be replaced by 1675 - Graduate Diploma in Urban Management and Planning from Autumn, 2010.

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

And 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

And 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

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### 1643.1

This course will be replaced by 1676 Graduate Certificate in Urban Management and Planning from Autumn 2010.

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

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### 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 courses 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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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 abnormality 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.

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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

This unit is available only to students enrolled in courses 1500 Bachelor of Psychology: Specialist Fourth Year and 1502 Postgraduate Diploma of Psychology. The highly content specific nature of this unit prevents the unit from being applicable as an elective in other awards.

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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

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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

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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.

### 101483.1 Advanced Academic and Language Skills

**Credit Points** 10 **Level** 7

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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).

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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 courses 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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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.

### 101541.1 Advanced Topics in Psychology

**Credit Points** 10 **Level** 4

#### Special Requirements

The unit is restricted to students enrolled in courses 1500 Bachelor of Psychology: Specialist Fourth Year and 1502 Postgraduate Diploma of Psychology.

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The aim of this unit is to develop an advanced level of theoretical and empirical knowledge in core topics of psychology, and an awareness of how this knowledge underpins evidence-based approaches to psychological intervention. The unit fosters an appreciation of how psychology as a scientific discipline based on sound research provides the foundation for psychological intervention and practice. Skills in the critical evaluation of knowledge and research are developed.

### 63313.1 Advertising, Promotion and Publicity

**Credit Points** 10 **Level** 7

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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.

### 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 - 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 courses 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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This elective unit builds on concepts and theories introduced in 100016 - Human Learning and Cognition. 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.

### 101419.1 Applied Psychology in the Legal Context

**Credit Points** 10 **Level** 4

#### Special Requirements

This unit is restricted to students enrolled in courses 1500 Bachelor of Psychology: Specialist Fourth Year and 1502 Postgraduate Diploma of Psychology. Only available to students who have completed a three year undergraduate degree in Psychology.

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.

### 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.

### 100474.1 Applied Research Project and Thesis

**Credit Points** 30 **Level** 7

The research project requires one year of supervised study in an area of interest to the student that has theoretical or practical relevance to the student's disciplinary specialisation. It must make some original contribution to the field, and be the student's own work, with due acknowledgment of any sources that are drawn on. This project is to be reported in the form of a research thesis of approximately 10,000 words. Once completed to the satisfaction of the student's supervisor, the thesis is examined by one internal and one external examiner. The supervisor may not be an examiner. To acknowledge the importance of the research project and thesis it is 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 or Master of Social Science and foundational Art Therapy Theory and Practice knowledge.

#### Prerequisite

**101303.1** Art Therapy: Histories, Theories, Groups

#### Equivalent Units

56154 - Art Therapy Theory and Practice 3

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

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This unit explores theories and practical experiences relevant to art therapy. Consideration is given to the major theoretical 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.

### **100920.1 Aspects of Bilingualism and Intercultural Communication**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

A7450 - Aspects of Bilingualism and Intercultural Communication

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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

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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 Television Technical Operations.

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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 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.

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This unit will be replaced by 101581 - Learning for Teaching from 1H, 2010. 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 - Proactive Approaches to Understanding and Managing Challenging Behaviour

#### **Special Requirements**

All students must complete a Prohibited Employment Declaration.

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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 - Biological Psychology and Sensory Processes

#### Special Requirements

Pre-requisites will not apply to students enrolled in courses 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 machinery 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 Television 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 Television 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 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 Television 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 specific 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 students enrolled in courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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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.

### 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 highly 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.

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This unit explores the behaviour of children and young people from different perspectives. 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 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 enrolled in courses 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.

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This unit will be replaced by 101630 from 2H, 2010. 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 important 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 students enrolled in courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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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 psychological practice will be explored, with consideration of a range of developmental 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).

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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 Dearthoff, 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 course 1546 Master of Psychology (Clinical Psychology).

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This unit will be replaced by 101692 - Psychological Interventions 4 from 2011. Clinical Practice Seminar A orients the intern psychologist to the fundamentals of clinical practice in 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 course 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-ordinator.

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This unit will be replaced by 101693 - Clinical Psychology Research Seminar from 2011. 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 courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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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.

**101508.1 Clinical Studies**

**Credit Points** 20 **Level** 7

**Assumed Knowledge**

Knowledge of art therapy and/or counselling theory and practice and professional practice in a clinical context.

**Prerequisite**

**101506.1** Counselling 1 AND **101507.1** Counselling 2

**Equivalent Units**

400489 - Clinical Studies in Art Therapy 2, 400399 - Field Placement Learning (Applied Counselling), 400085 - Workbased Learning (Applied Counselling).

### Special Requirements

Additional pre-requisites for Master of Art Therapy students: 101303 - Art Therapy: Histories, theories, Groups and 101304 - Art Therapy: Application to Client Groups. This unit is a specifically designed unit within the art therapy and counselling clinical training programs. It is only available to students who have been accepted for these courses of study. Criminal records and prohibited checks are done on enrolment to Master of Art Therapy and Graduate Diploma in Counselling.

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This unit aims to develop clinical practice skills: in Art Therapy for Master of Art Therapy students and in Counselling for Graduate Diploma in Counselling students. It will involve preparation for the field placements and group supervision of casework and issues arising from the placements. The unit involves a clinical placement working under the guidance of a clinical supervisor from the professional background of the students under supervision. Master of Art Therapy students will undertake 375 hours of placement ie 50% of the hours required for registration with the professional association. Counselling students will undertake 150 placement hours.

### 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 courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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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

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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

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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.

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This unit will be replaced by 101578 - Education, Knowledge, Society and Change from 1H, 2010. 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.

### 400419.1 Community Development in Health

**Credit Points** 10 **Level** 7

#### Special Requirements

Students must be enrolled in a postgraduate course.

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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 - Community Translation

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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

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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 - Conference Interpreting

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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.

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This unit is a core unit in course 1649 Master of Conference Interpreting 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.

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This unit is a core unit in course 1649 Master of Conference Interpreting. 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.

### 101438.2 Conference Interpreting 3

**Credit Points** 10 **Level** 7

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This unit is a core unit in course 1649 Master of Conference Interpreting. 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.

### 101439.2 Conference Interpreting 4

**Credit Points** 10 **Level** 7

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This unit is a core unit in course 1649 Master of Conference Interpreting. 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.

### 100475.1 Consulting and Ethics in Sport Psychology

**Credit Points** 10 **Level** 7

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This unit is designed to provide students with knowledge and skills specific to sport psychology consulting. This involves understanding the unique demands of a performance environment, developing advanced counselling skills, having an awareness of the specific ethical considerations in sport regarding duty of care and confidentiality, and assessing the needs of clients not only in their sport but in other areas of their lives.

### 101197.2 Consulting in Applied Psychology

**Credit Points** 10 **Level** 4

#### Assumed Knowledge

The assumed knowledge consists of strategies taught in 101196 - Human Performance in Applied Psychology which are applicable for consulting in an applied field.

#### Prerequisite

**101196.1** Human Performance in Applied Psychology

#### Equivalent Units

100529 - 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. All class members will have to have completed a workshop on Child Protection measures and will have received a Certificate of Attainment when enrolled in unit 101196 - Human Performance in Applied Psychology. Students enrolled in this unit will be consulting with Southwest Academy of Sport sub-elite athletes, and they need to have the specific prior knowledge before working with these athletes.

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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.

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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

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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.

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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.

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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

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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 - Contrastive Linguistics

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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 branches 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

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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.

### 100459.1 Core Skills and Ethical Practice

**Credit Points** 20 **Level** 7

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This unit provides basic counselling skills and considers ethically oriented practices of 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 and relevant codes of ethics of Australian, American and Canadian psychological associations. The unit reviews the major practice problems faced by practitioners and researchers, and modes of resolution acceptable within the profession. The unit concludes with elective modules that address basic skills relevant to the specialisations of clinical, forensic and sports psychology.

### 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 students enrolled in courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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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.

### 101506.1 Counselling 1

**Credit Points** 20 **Level** 7

#### Equivalent Units

101432 - Skills in Counselling 1, 101434 - Counselling: Principles and Paradigms in Practice

#### Special Requirements

This unit is specifically designed for students selected to study counselling and art therapy at postgraduate level. It is not suited to be taken as an elective by students who have not been interviewed for their suitability for undertaking studies in counselling. This relates to the emotionally intense and challenging nature both of the content and of the required in-class activities.

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This unit is a foundational unit for postgraduate counselling and therapeutic studies. It forms the first part of a 40 credit point sequence undertaken during the first year. Counselling 1 presents the foundational skills necessary for the successful inception of a productive counselling relationship. The sequenced, progressive presentation of

these skills via experiential learning is framed by the simultaneous presentation of key theoretical concepts relevant to the skills in question. Students will be asked to consider how each of the major theoretical approaches to counselling and psychotherapy would conceptualise this stage of the relationship and the skills associated with it.

### 101507.1 Counselling 2

**Credit Points** 20 **Level** 7

#### Prerequisite

101506.1 Counselling 1

#### Equivalent Units

101433 - Skills in Counselling 1, 53010 - Counselling: Principles and Paradigms in Practice

#### Special Requirements

This unit is specifically designed for students selected to study counselling and art therapy at postgraduate level. It is not suited to be taken as an elective by students who have not been interviewed for their suitability for undertaking studies in counselling. This relates to the emotionally intense and challenging nature both of the content and of the required in-class activities.

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This unit is a foundational unit for postgraduate counselling and therapeutic studies. It forms the second part of a 40 credit point sequence undertaken during the first year. Counselling 2 offers further practice in foundational counselling skills introduced in Counselling 1. In addition, students are introduced to skills appropriate to the unfolding counselling/therapy relationship, such as confrontation and immediacy (here-and-now intervention). Continued skills practice in triads is required, plus continuing membership in the 'Here and Now' group initiated in 101328. Group work in this unit will be more challenging, inviting deeper levels of vulnerability and greater openness to giving and receiving honest feedback. Assessment tasks will require analysis of group process and of students' own counselling skills over 6-8 counselling sessions with an undergraduate volunteer client. Theoretical perspectives will include concepts of problem-formation and change facilitation across the major paradigms; the significance of the therapeutic relationship across the major paradigms ('here and now' intervention vs 'there and soon' intervention); stages and change-points in the adult life cycle with appropriateness of varying therapeutic models to each stage.

### 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.

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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

This unit is restricted to students enrolled in course 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.

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This unit builds on the unit 101247 - 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.

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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.

### 100024.1 Country, Community and Cultural Interfaces

**Credit Points** 10 **Level** 7

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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.

### **101443.2 Creative Music Therapy Practicum 1**

**Credit Points** 20 **Level** 7

**Prerequisite**

**101446.2** Music Therapy Skills 2

**Corequisite**

**100914.2** Music Therapy Theory and Practice 2

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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, practical applications of various music therapy techniques are taught. Students are required to critically reflect on the clinical experience.

### **101444.2 Creative Music Therapy Practicum 2**

**Credit Points** 20 **Level** 7

**Prerequisite**

**101446.2** Music Therapy Skills 2

**Corequisite**

**100914.2** Music Therapy Theory and Practice 2

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In this unit, students on placement provide music therapy to adults in aged care or in a psychiatric setting, or any other population group deemed appropriate. 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

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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 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.

### **101549.1 Critical Perspectives in Communication**

**Credit Points** 10 **Level** 7

**Assumed Knowledge**

Basic undergraduate level understanding of at least one type of media or communications theory or practice.

**Equivalent Units**

63290 - Communication in the Information Age

**Special Requirements**

This unit is offered at post graduate level. It will be available to coursework masters students, but not at undergraduate level.

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Critical approaches to the study and analysis of communications media will be explored, and their social, cultural, economic, political and industrial contexts. The topics will range from classical accounts of rhetoric, through modern and postmodern theories of media and communications, critical methods of cultural analysis, to the current global, social and technological dimensions of the communications environment. Critical analyses of specific communications practices will be developed and presented in an open learning framework. The aim is to provide a substantive foundation for understanding communication theory and what it has to do with the practice of communication.

### **400452.1 Current Issues in Adult Learning and Teaching (PG)**

**Credit Points** 10 **Level** 7

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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.

### **B7633.1 Current Issues in Sport Psychology**

**Credit Points** 10 **Level** 7

**Prerequisite**

**B7630.1** Introduction to Sport Science

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Numerous issues have arisen with the growth of sport and exercise psychology which have sparked controversy among researchers and practitioners. Examples include policies about the use of anabolic steroids and other banned substances, homosexuality in sport, gender and equity issues, participation in sport of individuals testing positive for HIV, ethical issues, delegating financial resources toward elite sport as opposed to community sport participation, efficacy of sport psychology interventions, and the appropriate use of inventories and other treatments to assess potential performance outcomes. These issues, among others, are identified, reviewed and debated.

### **400453.1 Current Issues in Vocational Education and Training (PG)**

**Credit Points** 10 **Level** 7

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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 enrolled in courses 1625 Master of Teaching (Early Childhood) and 1631 Graduate Diploma in Educational Studies (Early Childhood) as well as 1673 Master of Teaching (Birth-12 years) and 1672 Master of Teaching (Birth - 5 Years). 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.

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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

#### **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.

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This unit will be replaced by 101576 - Primary Personal Development Health & Physical Education (PDHPE) from 2010. 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**

100018 - 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 courses 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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Depth Psychology 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).

### **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.

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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.

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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.

### **101729.1 Diversity and Workplace Texts PG**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

400454 - Diversity and Workplace Texts PG

#### **Special Requirements**

This unit is only available to students enrolled in Postgraduate degrees.

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This unit focuses on understanding texts in diverse and different workplace settings. The unit introduces post-graduate students to questions and issues in relation to the interpretation and implementation of texts designed to ensure access and equity and fairness in different workplace settings.

### **100979.1 Diversity, Social Justice and Schooling**

**Credit Points** 10 **Level** 7

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This unit will be replaced by 101641 - Diversity, Social Justice and Equity from 1H, 2010. 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 enrolled in courses 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).

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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.

### **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 enrolled in courses 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).

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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 families. 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 investigations 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 enrolled in courses 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).

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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

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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

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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 - Ecology of Learning

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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

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Ecopsychology is rare among fields of therapy in that it 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.

### **101475.1 Education Research Methods and Design**

**Credit Points** 10 **Level** 7

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The unit provides an introduction to the research methods used in educational research. This is a practical unit where students develop the knowledge and skills to develop research instruments and collect and analyse data with a

variety of data collection tools. The unit requires students to complete a critical analysis of literature

### 101476.1 Education Research Seminar

**Credit Points** 10 **Level** 7

#### Corequisite

- 101079.1 Understanding Educational Research AND
- 101475.1 Education Research Methods and Design

This unit requires that students make an oral presentation on their chosen topic for the thesis and attend a series of seminars delivered within the College.

### 100689.3 Education Research Thesis

**Credit Points** 50 **Level** 7

#### Prerequisite

- 101079.1 Understanding Educational Research AND
- 101475.1 Education Research Methods and Design AND
- 101476.1 Education Research Seminar

This unit inducts students into a community of researchers and scholars while specializing in an area of professional and educational interest. Working closely with their supervisors, students undertake a scholarly research and produce a high quality written thesis (max.15,000 words) reporting on their research. Students participate in a range of research education and support activities including a Seminar Series and the UWS Education or College Research Conference.

### 100696.1 Educational Evaluation

**Credit Points** 10 **Level** 7

This unit will be replaced by 101659 - Evaluating Learning Programs from 2H, 2010. 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 students entering schools and undertaking Professional Experience must have attended the Child Protection Lectures organised by the University.

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This unit will be replaced by 101613 - Educational Psychology for Primary Teaching from 1H, 2010. 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.

### 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 courses 1502 Postgraduate Diploma of Psychology or 1500 Bachelor of Psychology Specialist year of study.

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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 courses 1502 - Postgraduate Diploma of Psychology or 1500 - Bachelor of Psychology Specialist Study.

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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 enrolled in courses 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).

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In this unit students will have the opportunity to examine a range of approaches to curriculum with a particular focus on children in the 3-5 years age range. Students will develop strategies for connecting curriculum to children's social worlds and for facilitating children's in-depth investigations and critical thinking. They will also 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. Given the increasing focus on preschool education and transition to school students will also explore issues related to school readiness and transition to school.

### **101285.1 English and Literacy in the K-6 Years**

**Credit Points** 10 **Level** 7

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This unit will be replaced by 101579 - Primary English and Literacy 1 from 1H, 2010. 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 course 1589 Master of Education are required to complete and submit a Prohibited Employment Declaration (PED).

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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)

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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)

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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.

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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 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.

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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 courses 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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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

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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.

### 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.

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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.

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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 assets or environmental assets.

### 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 enrolled in courses 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.

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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, dance and visual arts in prior to school (0-5 years) and school contexts (5-12 years). 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 the art forms both as powerful teaching and learning approaches across the early childhood 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.

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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

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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.

### **101509.1 Further Clinical Studies**

**Credit Points** 20 **Level** 7

#### **Prerequisite**

**101508.1** Clinical Studies

#### **Equivalent Units**

400490 - Clinical Studies in Art Therapy 3, 403399 - Field Placement Learning (Applied Counselling), 400085 - Workbased Learning (Applied Counselling).

#### **Special Requirements**

This is a specifically designated unit within the Clinical Masters training program. It is only available to students who have been accepted for this course of study. Criminal records and prohibited persons checks are done on enrolment to Master of Art Therapy and Graduate Diploma in Counselling.

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This unit aims to develop clinical practice skills to the level required for professional registration. The unit involves 375 hours of clinical placement [Art Therapy students] and 150 hours [Counselling students] working under the guidance of a clinical supervisor. It will involve group supervision of casework and in-depth discussion of issues arising from placements.

### **101070.1 Global Citizenship**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

100648.1 Global Citizenship

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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).

### **101226.1 Global Media Trends: Working in the Creative Industries**

**Credit Points** 10 **Level** 7

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This unit examines the uneasy fit between creative media arts practice and the commercial realities associated with audience development. It introduces the government departments, industry association, statutory authorities and funding/sponsoring bodies that shape the framework in which production occurs. The unit addresses the interface between policy, politics, and community, as well as the relevant disciplinary approaches to understanding the cultural significance of media arts today and their increasing accountability for the public funding they attract. It includes cases studies of existing and emerging media and television industry forms and practices, and in addition, critically examines ethical and legal issues confronted by media practitioners.

### **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.

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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.

### **400420.1 Health Economics and Comparative Health Systems**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

E7232 - Economics and Organisation of Health Services, 400967 - Health Economics and Comparative Health Systems

#### **Special Requirements**

Students must be enrolled in a postgraduate course.

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This unit is being replaced by 400967 - Health Economics and Comparative Health Systems in 2010. The unit explores contemporary examples of the role of economics in the organisation, funding and provision of health services. Case examples include, Australia, America, China, Hong Kong, Scandinavia, United Kingdom and India. Students use the principles of economics to assess funding of health with a focus on the interface between economics, ethics and equity in decision making. They also consider the tendency for health systems to be organised around economic principles in areas such as, contracting out, health insurance and pharmaceuticals. Students are encouraged to reflect on the challenges and future directions of their own health system in the context of the unit components.

### **101193.1 Health Psychology**

**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**

B3916 - Health Psychology

#### **Special Requirements**

Students must successfully complete 20 credit points of Psychology units including the pre-requisites. Pre-requisites will not apply to students enrolled in courses 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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Health Psychology is a branch of psychology concerned with the inter-relationship between psychological factors and physical health. It addresses such issues as the possible role of psychological characteristics in health maintenance and promotion, and in the development of illness. Other aspects include reactions to illness, the contribution of psychology to treatment, and explicit means by which health-relevant behaviours might be modified. This unit provides an introduction to Health Psychology and covers theoretical and research issues, the nature and management of stress and pain, issues concerning the receipt of health care and a selection of specific health problems.

### **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 courses 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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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.

### **100016.2 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 courses 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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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.

### 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.

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This unit applies performance enhancement strategies in a variety of situations. It includes acquiring theoretical 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

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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

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This unit asks students to reflect upon imagination and its use in research, inquiry, and social action. It challenges students to develop 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

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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.

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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.

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This unit replaces 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 forms an essential resource for property investment analysis and property development.

### 400455.1 Independent Project in Adult Education (PG)

**Credit Points** 10 **Level** 7

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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 - Independent Studies in Social Ecology

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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

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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

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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

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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.

### 101546.1 Individual Project (Autumn)

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Students are expected to have completed a degree in a quite broadly related discipline, such as: economics, human geography, computer science, communications, media studies, English language or literature, sociology, political science, law, journalism, etc. All entrants must satisfy the university's English language requirements. In rare cases, the Course Advisor may admit a non-graduate to the program, but only on the basis of the applicant having very considerable professional / commercial experience. A journalist with 10 years' experience, for instance, might satisfy this criterion.

#### Special Requirements

This unit is offered at post graduate level. It will be available to coursework masters students, but not at undergraduate level.

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Delivered on a one-to-one basis and sitting in a reciprocal, synergistic relationship with the Individual Project offering of the Spring semester, this unit enables students to frame and deliver a closely supervised, staged strategic communications project privileging advanced creative and strategic thinking, commercial and organisational modelling, research, and commercial best practice. Students who have successfully completed the Spring semester's Individual Project (or who demonstrate high level professional or academic experience in strategic communication) may, at the lecturer's discretion, undertake a major project for a real-world client.

### 101547.1 Individual Project (Spring)

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Students are expected to have completed a degree in a quite broadly related discipline, such as: economics, human geography, computer science, communications, media studies, English language or literature, sociology, political science, law, journalism, etc. All entrants must satisfy the university's English language requirements. In rare cases, the Course Advisor may admit a non-graduate to the program, but only on the basis of the applicant having very considerable professional / commercial experience. A journalist with 10 years' experience, for instance, might satisfy this criterion.

#### Special Requirements

This unit is offered at post graduate level. It will be available to coursework masters students, but not at undergraduate level.

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Delivered on a one-to-one basis and sitting in a reciprocal, synergistic relationship with the Individual Project offering of the Autumn semester, this unit enables students to frame and deliver a closely supervised, staged strategic communications project privileging advanced creative and strategic thinking, commercial and organisational modelling, research, and commercial best practice. Students who have successfully completed the Autumn semester's Individual Project (or who demonstrate high level professional or academic experience in strategic communication) may, at the lecturer's discretion, undertake a major project for a real-world client.

### 101550.1 Integrated Marketing Communication

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Computer literacy.

#### Equivalent Units

63313 - Advertising Publicity and Promotion

#### Special Requirements

This unit is offered at post graduate level. It will be available to coursework masters students, but not at undergraduate level.

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Integrated Marketing Communication breaks down the traditional advertising, public relations, and marketing paradigms by challenging practitioners to apply the optimum mix of media and message to motivate the target audience to act. IMC is a key component of marketing strategy and management; therefore, its management is critical to the success of brands. The impact of the Internet and now Web 2.0 support the need to embrace integrated marketing communications as a comprehensive approach to reach target audiences on their terms. The unit encourages students to produce a range of strategies to foster critical enquiry and intellectual debate in the new discipline of Integrated Marketing Communication.

### 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

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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.

### 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

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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 - Interpreting and Translation Skills

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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 - Interpreting and Translation Theory

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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

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This unit introduces students to the new Paradigm of Complexity as an insightful holistic perspective for understanding and dealing with the escalating 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.

### B7630.1 Introduction to Sport Science

**Credit Points** 10 **Level** 7

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This unit gives students without a background in sport sciences essential knowledge about the basic conceptual frameworks of sport sciences along with their application in sport and exercise. Areas covered include: exercise physiology, biomechanics, motor/learning control, sport pedagogy and psychophysiology. These areas of knowledge are essential to the understanding of human performance, and are required in training sport psychologists.

### 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.

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This unit will be replaced by 101580 - Primary Mathematics and Numeracy 1 from 1H, 2010. 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 - Investigating Second Language Acquisition

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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 enrolled in courses 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.

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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

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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, 100720 - TESOL Dissertation, 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, 1640 - Master of Arts Translation and Interpreting Studies.

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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 - Leadership and Change

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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

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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

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This unit will be replaced by 101660 - Curriculum Futures from 1H, 2010. This unit is a foundation component for Master of Education (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

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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

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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 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 - Legal Interpreting

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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

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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.

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This unit will be replaced by 101640 - Pedagogies in Practice from 2H, 2010. 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 enrolled in courses 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.

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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, writing, 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 - Literary Translation

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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 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.

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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 the construction and function of television news and 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.

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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 - Environment Management Cores Studies 2,  
EH832A - 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

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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.

### **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

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This unit focuses on the application of the concepts, principles and approaches of Complexity and Chaos Theories 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.

### **101240.2 Master of Psychology Placement 4**

**Credit Points** 0 **Level** 7

#### **Special Requirements**

Students must be enrolled in course 1546 Master of Psychology (Clinical) and must also meet the special requirements as those stipulated by NSW Health and NSW Psychologists Registration Board. At present, these include: Criminal Record Check (CRC); Prohibited Employment Declaration (PED); Child Protection Training; Conditional Registration with the NSW Psychologists Registration Board.

Placements give students the opportunity to gain knowledge and skills in the areas of assessment, therapy and professional conduct. Each student is required to undertake a total of 1000 hours of supervised placement, divided into 3 or 4 placements. A Learning Contract outlining placement activities is completed (in consultation with the Placement Supervisor) and is submitted to the Placement Coordinator prior to the commencement of the placement. 100% attendance in accordance with the Learning Contract is required. This final placement unit is designed to allow Master of Psychology (Clinical) students to expand their client interview skills; assessment skills; intervention and therapy skills; record keeping skills; and skills in ethical, legal and professional matters.

### **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 enrolled in courses 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).

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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 investigative 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

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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 creative 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

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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

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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

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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 - Medical Interpreting

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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.

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This unit will be replaced by 101633 - Managing Cities: History and Theory from 2010. 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.

### 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)

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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.

### 100911.2 Music Therapy Professional Practice

**Credit Points** 10 **Level** 7

#### Corequisite

**101446.2** Music Therapy Skills 2

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This unit provides students with professional skills in academic, clinical and report writing plus professional presentation skills. Students are also 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. Aspects of self-care for music therapy practitioners and students are addressed.

### 101445.2 Music Therapy Skills 1

**Credit Points** 20 **Level** 7

#### Corequisite

**100910.1** Music Therapy Method

#### Equivalent Units

33017 - Music Therapy Skills 1

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Through a combination of music skills workshop and clinical placement, the unit opens up an exploration of improvisation, instrumental playing, repertoire, song writing, voice work and composition as techniques for music therapy. Listening techniques and the effects of music on human physiology and psychology are explored. Videos of case studies are played to illustrate clinical work. The placement introduces students to the practice of music therapy through observation and work with a registered music therapist (RMT).

### 101446.2 Music Therapy Skills 2

**Credit Points** 20 **Level** 7

#### Corequisite

**100911.2** Music Therapy Professional Practice

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Through a combination of music therapy skill development and clinical placement, this unit engages students in the study of improvisation, instrumental playing, repertoire, song writing, voice work and composition illustrated with advanced case material. The clinical placement introduces students to the practice of music therapy with younger clients, observing and working with a Registered Music Therapist (RMT).

### 100912.2 Music Therapy Theory and Practice 1

**Credit Points** 10 **Level** 7

#### **Prerequisite**

**100910.1** Music Therapy Method

#### **Corequisite**

**101443.2** Creative Music Therapy Practicum 1

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This unit examines contemporary psychological theories with the specific focus on their implications for Creative Music Therapy. Students receive an introduction to psychotherapy, music psychology, and explore the fundamental tenets of research plus writing for clinical purposes. Emphasis is placed on skill mastery and the ability of students to draw on concurrent clinical placement for musical material relating to work with clients with diverse needs in different clinical situations.

### 100914.2 Music Therapy Theory and Practice 2

**Credit Points** 10 **Level** 7

#### **Prerequisite**

**100911.2** Music Therapy Professional Practice

#### **Corequisite**

**101444.2** Creative Music Therapy Practicum 2

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The unit 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 and aged care. Research methodologies relevant to these particular clinical areas are introduced. Explored are also theories of stress, grief and loss.

### 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.

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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 as though there is no psychological experience without the 'story' that supports its. The story/biography is both its context and its source of meaning.

### 100931.3 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 courses 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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This unit builds on the information studied in 100022 - Biological Psychology and Perceptual Processes. 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.

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This unit will be replaced by 101587 - Teaching in New Times from 2H, 2010. 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 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

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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.

### 101227.1 Observation and Interaction: Media Research

**Credit Points** 10 **Level** 7

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This unit provides an entry into observation research as an underpinning of understanding contemporary television content. It looks at a range of representational techniques for personae and narrative development, and case studies of current television content as the invention of social characters drawn from life. It investigates the traditional and new media interventions of some communities and sub-cultures, identifying how they have used the media and media production strategies to preserve and reinvent values, attitudes, stories and narratives. It also investigates new audience research into fan communities, and interactive audiences, Blog communities and new mobile audience formations whose exploration of the frontier of media convergence is actively shaping the future of the telecommunications landscape.

### 101191.1 Organisational Psychology

**Credit Points** 10 **Level** 3

#### Assumed Knowledge

This 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

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 courses 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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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.

### 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.

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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

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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.

### 100972.2 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.

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This unit will be replaced by 101639 - Introduction to Teaching and Learning from 1H, 2010. 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 unit 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.

### 101228.1 Performance for Television: How the Studio Works

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Knowledge of basic digital video camera use and basic non-linear editing technique. Some knowledge of news gathering and journalistic writing style. Knowledge of ethical requirements of journalists.

#### Special Requirements

This unit is only available to student enrolled in course 1627 Master of Performance for Television.

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This unit is designed to introduce students to the basics of acting for screen-based performance, and the need to have a basic practical understanding of all aspects of how the television production process takes place, including camera, sound, lighting, and editing. Students will analyse the kinds of stories commonly covered by television news and information programs and undertake a range of performance exercises as screen presenters. Students will also analyse the construction and function of television news and information programs within the broader media environment. Students will work in collaboration with production students as screen presenters for television news story project productions.

### 101231.1 Performance for Television: Performance Project

**Credit Points** 10 **Level** 7

#### Special Requirements

This is an advanced level unit specifically for this cohort and is only available for students enrolled in courses 1627 Master of Performance for Television and 1629 Graduate Certificate of Performance for Television.

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This unit examines professional approaches to dramatic expression, screen presence and audience engagement through exploration of a range of dramatic and comedic genres and techniques, with a focus on voice, movement and experimental performance practices for screen media contexts. Students develop and produce a performance work based on their individual response to a given performance scenario or script with feedback from established screen actors.

### 101230.1 Performance for Television: Persona and Characterisation

**Credit Points** 10 **Level** 7

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This unit examines the contemporary screen character as a media personality and entertainer. It introduces a background to character development and persona building through tracing characterisation and the public character through a range of screen media formats and genres including humour, parody, mimicry, and pathos. The unit addresses the interface between the persona and the audience, in a broadcast and interactive media context. It includes case studies of existing and emerging media and television industry personae, and a range of issues confronted by media performance practitioners in a global media environment.

### 101229.1 Performance for Television: Producing and Directing

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Fundamentals of video and audio recording skills, picture and sound editing skills, video production experience.

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Performance for Television: Producing and Directing provides students with the knowledge and skills to create a half hour television program, an understanding of a range of television formats, and an insight into the range of production and performance roles involved. It exposes students to a wide variety of program formats and considers cutting edge development in television production and screen performance modes, including interactive television approaches. Students will have the opportunity to gain skills and knowledge through participation in the development of a series of short television program segments, working collaboratively to define specific topics and both production and performance formats. Students will be exposed to the requirements of producing and directing specifically for television, in both studio and location settings. They will be required to demonstrate creative and organisational skill in their production and performance roles, and develop ongoing critical and reflective approaches to their work.

### 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

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This unit will be replaced by 101691 - Psychological Interventions 3 from 2010. 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**

Pre-requisites will not apply to students enrolled in courses 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 - Environmental Management Core Studies 1,  
EH833A - 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.

This unit will be replaced by 101583 - Primary Science & Technology from 1H, 2010. 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 will be replaced by 101585 - Primary Creative Arts from 2H, 2010. 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.

### 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

**Special Requirements**

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

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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

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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 perspectives 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

### Special Requirements

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

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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 Teachers' 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 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**

This unit is restricted to students enrolled in course 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.

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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.

### 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 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 - 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 credit points of study in the Master of Teaching (Primary) - Advanced. Completion of 120 credit points 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.

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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.

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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

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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.

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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 enrolled in courses 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).

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Educators of young children are responsible for guiding 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 approaches 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**

This unit is restricted to students enrolled in course 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.

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This unit focuses on the understanding and assessment of emotional and behavioural difficulties 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 difficulties. 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

#### **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 courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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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.

### **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 students enrolled in courses 1546 Master of Psychology (Clinical), 1545 Master of Psychology (Educational and Developmental) or 1547 Master of Psychology (Forensic).

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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.

### **B7637.1 Psychological Interventions 1**

**Credit Points** 10 **Level** 7

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Psychology is a science. Seeking to help those in need, clinical psychology draws its strength and uniqueness from the ethic of scientific validation - clinical psychologists focus on what works. They bear a fundamental ethical responsibility to use, where possible interventions that work, and to subject any intervention used to scientific scrutiny. (Chambles et.al., 1996:10). Rather than encouraging an ideological commitment to a particular psychotherapeutic model, this unit acquaints students with the use of experimental and clinical psychological literature to develop a critical empiricist perspective on the use of therapeutic interventions.

### **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 students enrolled in courses 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 provide training in specific skills for managing complex clinical problems. The unit utilises a cognitive behavioural perspective to 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.

### **B7621.1 Psychological Measurement**

**Credit Points** 10 **Level** 7

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This is a modular practice unit providing a thorough grounding in the three main sources of psychological assessment: structured interviews, behavioural assessment and tests. It is a companion unit to the second placement in which psychological assessment is a major skills component. Most students gained some familiarity with testing and assessment at an undergraduate level or in their subsequent employment and this unit has some structural flexibility to permit students to spend more time on unfamiliar avenues of assessment. All students must demonstrate competence in a series of proficiency tests before any credit is granted.

### **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 courses 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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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.

### **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.

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This unit will be replaced by 101642 - Positive Learning Environments from 1H, 2010. 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.

### **B7631.1 Psychology of Exercise**

**Credit Points** 10 **Level** 7

#### **Prerequisite**

**B7630.1** Introduction to Sport Science

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Exercise psychology is concerned with examining the application of the educational, scientific and professional contributions of psychology and understanding the parameters of physical fitness and exercise as they relate to participation, coping with stress and adherence over time.

### **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 courses 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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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.

### **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 information 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

Pre-requisites will not apply to students enrolled in courses 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.

### 100803.2 Psychology Placement 1

**Credit Points** 0 **Level** 7

#### Prerequisite

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

#### Special Requirements

Students must be enrolled in courses 1546 Master of Psychology (Clinical), 1547 Master of Psychology (Forensic) or 1545 Master of Psychology (Educational & Developmental). Students must also meet special requirements as those stipulated by NSW Health and NSW Psychologists Registration Board. At present, these include: Criminal Record Check (CRC); Prohibited Employment Declaration (PED); Child Protection Training; Conditional Registration with the NSW Psychologists Registration Board.

Placements give students the opportunity to gain knowledge and skills in the areas of assessment, therapy and professional conduct. Each student is required to undertake a total of 1000 hours of supervised placement, divided into three or four placements. A Learning Contract outlining placement activities is completed (in consultation with the Placement Supervisor) and is submitted to the Placement Coordinator prior to the commencement of the placement. 100 percent attendance in accordance with the Learning Contract is required. This introductory placement unit is designed to allow students to begin to apply the theoretical knowledge and skills they have gained in the following units: Core Skills & Ethical Practice; Psychological Assessment 1; Clinical Psychopathology and Psychological Interventions 1.

### 100804.1 Psychology Placement 2

**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.

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.

### 100804.2 Psychology Placement 2

**Credit Points** 0 **Level** 7

#### Special Requirements

Students must be enrolled in courses 1546 Master of Psychology (Clinical), 1547 Master of Psychology (Forensic) or 1545 Master of Psychology (Educational & Developmental). Students must also meet special requirements as those stipulated by NSW Health and NSW Psychologists Registration Board. At present, these include: Criminal Record Check (CRC); Prohibited Employment Declaration (PED); Child Protection Training; Conditional Registration with the NSW Psychologists Registration Board.

Placements give students the opportunity to gain knowledge and skills in the areas of assessment, therapy and professional conduct. Each student is required to undertake a total of 1000 hours of supervised placement, divided into 3 or 4 placements. A Learning Contract outlining placement activities is completed (in consultation with the Placement Supervisor) and is submitted to the Placement Coordinator prior to the commencement of the placement. 100% attendance in accordance with the Learning Contract is required. This placement unit is designed to allow students to develop their client interview skills; assessment skills; intervention and therapy skills; record keeping skills; and skills in ethical, legal and professional matters.

### 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 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.

### 100805.2 Psychology Placement 3

**Credit Points** 0 **Level** 7

#### Special Requirements

Students must be enrolled in courses 1546 Master of Psychology (Clinical), 1547 Master of Psychology (Forensic) or 1545 Master of Psychology (Educational & Developmental). Students must also meet special requirements as those stipulated by NSW Health and NSW Psychologists Registration Board. At present, these include: Criminal Record Check (CRC); Prohibited Employment Declaration (PED); Child Protection Training; Conditional Registration with the NSW Psychologists Registration Board.

Placements give students the opportunity to gain knowledge and skills in the areas of assessment, therapy and professional conduct. Each student is required to undertake a total of 1000 hours of supervised placement, divided into three or four placements. A Learning Contract outlining placement activities is completed (in consultation with the Placement Supervisor) and is submitted to the Placement Coordinator prior to the commencement of the placement. 100 percent attendance in accordance with the Learning Contract is required. This placement unit is designed to allow students to expand their client interview skills; assessment skills; intervention and therapy skills; record keeping skills; and skills in ethical, legal and professional matters.

### 101183.1 Psychology: Behavioural Science

**Credit Points** 10 **Level** 1

#### Equivalent Units

B1910 - Psychology 1B, 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 including: the history of psychology, intelligence, social psychology, developmental psychology, personality, and abnormal psychology.

### 101675.1 Public Affairs

**Credit Points** 10 **Level** 7

#### Equivalent Units

100570 - The Electronic Text, 101544 - Advocacy and Third Sector Communication

#### Special Requirements

This unit is only available to Postgraduate students.

This unit critically explores and teaches, through individual and team work, cutting-edge communication strategies and skills in major areas of public affairs such as advocacy, lobbying, public campaigns and online activism.

### **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.

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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

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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 course 1589 Master of Education are required to complete and submit a Prohibited Employment Declaration (PED).

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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**

53220 - Research Methods for Humanities and Social Sciences

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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

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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

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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.

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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.

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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 modelled. 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.

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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.

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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 modelled. 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.

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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 modelled. 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.

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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 modelled. 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

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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

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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.

### 101548.1 Setting the Agenda

**Credit Points** 10 **Level** 7

#### Assumed Knowledge

Computer literacy.

#### Equivalent Units

63294 - Crisis Communication

#### Special Requirements

This unit is offered at post graduate level. It will be available to coursework masters students, but not at undergraduate level.

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This unit provides students with a fundamental understanding of issues and crisis management, risk communication, media relations and public-opinion research techniques in multiple contexts. It introduces students to issues management principles, strategies, tactics, and communications methods. Participants work as a team to develop a management plan for analysis and discussion. Successful students are able to transfer to the workplace the knowledge and skills developed in this unit. They learn to predict, manage and control real-world controversies that they may confront as they pursue their careers. Moreover, students are able to manage effectively, participate in, and control volatile situations involving the news media.

### 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

Pre-requisites will not apply to students enrolled in courses 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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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**

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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**

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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 courses 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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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.

### **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 - Specialised Translation

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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

### **B7632.1 Sport Psychology Applications**

**Credit Points 10 Level 7**

#### **Prerequisite**

**B7630.1** Introduction to Sport Science

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This unit examines current research and practice in applied sport psychology. It includes acquiring theoretical knowledge and practice of mental skills, as well as the design, implementation and evaluation of psychological skills training programs. Models of applied psychology are examined and students are provided with a broad range of psychological techniques applicable to the sporting situation, other performance related activities, and to personal development.

### **51109.1 Strategic Analysis and Decision-Making**

**Credit Points** 10 **Level** 7

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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.

### **101545.1 Strategic Communication**

**Credit Points** 10 **Level** 7

#### **Special Requirements**

This unit is offered at postgraduate level. It will be available to coursework masters students, but not at undergraduate level.

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This is an advanced unit in the Master of Professional Communication program. Students will learn how to design and implement strategic communication plans at professional level and in real situations. Special emphasis is placed on formative and evaluative research on which strategic communication is based.

### **101081.1 Study of Self-organisation of Human Dynamics**

**Credit Points** 10 **Level** 7

#### **Incompatible Units**

SE843A - Study of Human Identity, SE840A - Working with Complexity

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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

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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 - Effective Special Education Practices

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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.

### **100485.1 Technology in Sport Psychology**

**Credit Points** 10 **Level** 7

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Technology is playing an increasing role in all aspects of modern life, and sport is no exception. This unit is designed to give students familiarity with technology that can be used to enhance psychological skills training, and that can enhance sport psychology practice and research.

### **101236.1 Television Internship 1: Audiences, Programs and Script Development**

**Credit Points** 10 **Level** 7

This professionally oriented internship consists of two components - a work experience production placement with TVS with a focus on audience, script development and media marketing, plus an outreach project in audience-oriented content based on a specific agency or community group. These agencies may include UWS research centres, and educational and community and cultural agencies, as agreed. Students research and develop a framework for a television script, specifically targeted at a selected audience, with an understanding of television media markets. This material may be further developed in other projects across the course.

### **101238.1 Television Internship: Performance Portfolio**

**Credit Points** 10 **Level** 7

#### **Assumed Knowledge**

This is a capstone unit requiring an advanced level of expertise in a range of aspects of television production and performance. Professional outcomes will be provided to TVS for on-air broadcast, as per TVS program guidelines. OH&S issues apply to expertise required.

#### **Prerequisite**

**101236.1** Television Internship 1: Audiences, Programs and Script Development

#### **Special Requirements**

This is a capstone unit requiring an advanced level of expertise in a range of aspects of television production and performance. Professional outcomes will be provided to TVS for on-air broadcast, as per TVS program guidelines. OH&S issues apply to expertise required. This unit will be restricted to students enrolled in course 1627 Master of Performance for Television.

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This capstone unit involves a professional hands-on engagement with the TVS television station throughout the semester, involving a seminar program, a performance production placement on a TVS program; and individual or collaborative program development, performance and production for on-air broadcast on TVS. Students undertake a series of seminars in project management and professional media communications towards the development of an individual portfolio for working in the television industry. All students pitch and develop their ideas for specific television programs, either individually or collaboratively for a defined series for television episodes, or stand-alone programs. Students work in clearly defined teams, with agreed production and performance roles and outcomes, working alongside guest industry professionals to TVS station guidelines.

### **100718.1 TESOL Curriculum Development**

**Credit Points** 10 **Level** 7

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This unit explores issues, approaches and stages in the TESOL 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.

### **100726.2 TESOL Internship**

**Credit Points** 10 **Level** 7

#### **Assumed Knowledge**

Knowledge of TESOL field and methodology.

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This is a professional practice unit which consists of an internship in an English language teaching organisation for students of TESOL. It involves participation in the various aspects of the work of the teaching organisation, including a supervised English language teaching practice component for local students.

### **100725.1 TESOL Methodology**

**Credit Points** 10 **Level** 7

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This unit is being replaced by unit code 101697 - TESOL Methodology and Curricula in 2010. 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

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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

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This unit explores the practical and social aspects of the phenomena of electronic writing and hypermedia, from the standpoint of rhetoric and communication.

### **100926.2 The Language of the Law**

**Credit Points** 10 **Level** 7

#### **Equivalent Units**

A7528 - The Language of the Law

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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. Familiarity 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 courses 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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The unit introduces and defines the concepts of superstition and the paranormal, which remain strong themes in modern society. The development and 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 variations 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 enrolled in course 1625 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).

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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.

### **400585.1 Theories of the Social**

**Credit Points** 10 **Level** 7

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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

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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 Postgraduate Diploma in Psychology, 1504 Bachelor of Arts (Honours) Psychology and 1500 Bachelor of Psychology fourth year students.

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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

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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

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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

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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.

### **100651.2 Transformative Learning**

**Credit Points** 10 **Level** 7

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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

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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

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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.

### **101079.1 Understanding Educational Research**

**Credit Points** 10 **Level** 7

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This unit explores the nature and reporting of education research. Students will develop a critical awareness of the social and educational role of educational research as consumers and practitioners, and the application of research for professional practice. The unit facilitates the completion of the Ethics Proposal and Literature Review

### 100578.1 Understanding Online Design and Production

Credit Points 10 Level 7

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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

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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

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This unit will be replaced by 101636 - Developing Sustainable Places from Spring 2010. 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, economic, 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

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This unit will be replaced by 101635 - Urban Planning Placement Project from Autumn 2010. 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 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 anticipate the placement to insure the maximum benefit from placement when it occurs.

### 101317.1 Urban Management Placement Thesis

Credit Points 10 Level 7

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This unit is being replaced by 101637 - Urban Research Report from Spring 2010. 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**

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This unit will focus on understanding the complex webs of stakeholders, government departments, 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 need 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 - Fuzzy Logic in Social Science and Humanist Research, SE844A - Use of Narratology in Dealing with Social Complexity

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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**

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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.

### **101728.1 Work, Organisation and Knowledge PG**

**Credit Points 10 Level 7**

#### **Equivalent Units**

400459 - Work, Organisation and Adult Education PG

#### **Special Requirements**

This unit is only available to students enrolled in Postgraduate degrees.

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This unit introduces adult education and training issues relating to organisational 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). Students explore methods of understanding organisations as a basis for developing the art of organisational analysis across a range of different organisational purposes. The unit focuses on operational management issues, providing 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.

### **400462.1 Workbased Project (VET) PG**

**Credit Points 10 Level 7**

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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**

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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.

### **400461.1 Workplace Learning in Organisations (PG)**

**Credit Points 10 Level 7**

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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

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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.

## Index for courses by course code order

Course	Description	Page
1502.4	Postgraduate Diploma of Psychology	24
1513.2	Master of Teaching (Special Education)	40
1546.3	Master of Psychology (Clinical Psychology)	21
1548.2	Master of Psychology (Sport Psychology)	22
1566.2	Graduate Certificate in Professional Communication	20
1566.3	Graduate Certificate in Professional Communication	21
1567.2	Graduate Diploma in Professional Communication	20
1568.2	Master of Professional Communication	19
1568.3	Master of Professional Communication	20
1569.2	Graduate Certificate in School Counselling	26
1577.2	Graduate Certificate in Social Ecology	4
1578.2	Graduate Diploma in Social Ecology	4
1579.3	Master of Arts (Social Ecology)	3
1588.2	Graduate Certificate in Education	17
1595.2	Master of Arts (TESOL)	5
1602.1	Graduate Certificate in Interpreting and Translation	12
1605.1	Master of Teaching (Primary) Advanced	36
1606.1	Master of Teaching (Secondary) Advanced	38
1608.1	Master of Teaching (Primary)	34
1609.1	Master of Teaching (Secondary)	37
1610.1	Graduate Diploma in Educational Studies (Secondary)	40
1625.1	Master of Teaching (Early Childhood)	32
1627.1	Master of Performance for Television	17
1629.1	Graduate Certificate in Performance for Television	18
1630.1	Graduate Diploma of Psychological Studies	23
1631.1	Graduate Diploma in Educational Studies (Early Childhood)	33
1633.1	Graduate Diploma in Educational Studies (Primary)	37
1635.1	Graduate Diploma in TESOL	6
1636.1	Graduate Certificate in TESOL	6
1637.1	Graduate Diploma in Interpreting	8
1638.1	Graduate Diploma in Translation	9
1639.1	Master of Interpreting and Translation	11
1640.1	Master of Arts Translation and Interpreting Studies	7
1641.1	Master of Urban Management	42
1642.1	Graduate Diploma of Urban Management	43
1643.1	Graduate Certificate of Urban Management	43
1645.1	Master of Convergent Media	13
1646.1	Graduate Certificate in Convergent Media	14
1647.2	Graduate Diploma in Counselling	25
1648.2	Graduate Certificate in Counselling	26
1649.1	Master of Conference Interpreting	10
1650.1	Master of Creative Music Therapy	14
1653.1	Master of Education	15
1654.1	Master of Teaching (Honours)	41
1656.1	Graduate Certificate in Television Technical Operations	41
4585.1	Graduate Diploma in Adult Education (VET)	1
4586.1	Graduate Certificate in Adult Education (VET)	1
4595.3	Master of Art Therapy	1
4596.3	Graduate Diploma in Art Therapy	3
4617.2	Master of Social Science	27
4618.2	Graduate Diploma in Social Science	28
4619.2	Graduate Certificate in Social Science	29
4626.1	Master of Social Science (Child and Youth Studies)	30
4627.1	Graduate Diploma in Social Science (Child and Youth Studies)	31

## Index for courses by course description order

Course	Description	Page
4586.1	Graduate Certificate in Adult Education (VET)	1
1646.1	Graduate Certificate in Convergent Media	14
1648.2	Graduate Certificate in Counselling	26
1588.2	Graduate Certificate in Education	17
1602.1	Graduate Certificate in Interpreting and Translation	12
1629.1	Graduate Certificate in Performance for Television	18
1566.2	Graduate Certificate in Professional Communication	20
1566.3	Graduate Certificate in Professional Communication	21
1569.2	Graduate Certificate in School Counselling	26
1577.2	Graduate Certificate in Social Ecology	4
4619.2	Graduate Certificate in Social Science	29
1656.1	Graduate Certificate in Television Technical Operations	41
1636.1	Graduate Certificate in TESOL	6
1643.1	Graduate Certificate of Urban Management	43
4585.1	Graduate Diploma in Adult Education (VET)	1
4596.3	Graduate Diploma in Art Therapy	3
1647.2	Graduate Diploma in Counselling	25
1631.1	Graduate Diploma in Educational Studies (Early Childhood)	33
1633.1	Graduate Diploma in Educational Studies (Primary)	37
1610.1	Graduate Diploma in Educational Studies (Secondary)	40
1637.1	Graduate Diploma in Interpreting	8
1567.2	Graduate Diploma in Professional Communication	20
1578.2	Graduate Diploma in Social Ecology	4
4618.2	Graduate Diploma in Social Science	28
4627.1	Graduate Diploma in Social Science (Child and Youth Studies)	31
1635.1	Graduate Diploma in TESOL	6
1638.1	Graduate Diploma in Translation	9
1630.1	Graduate Diploma of Psychological Studies	23
1642.1	Graduate Diploma of Urban Management	43
4595.3	Master of Art Therapy	1
1579.3	Master of Arts (Social Ecology)	3
1595.2	Master of Arts (TESOL)	5
1640.1	Master of Arts Translation and Interpreting Studies	7
1649.1	Master of Conference Interpreting	10
1645.1	Master of Convergent Media	13
1650.1	Master of Creative Music Therapy	14
1653.1	Master of Education	15
1639.1	Master of Interpreting and Translation	11
1627.1	Master of Performance for Television	17
1568.2	Master of Professional Communication	19
1568.3	Master of Professional Communication	20
1546.3	Master of Psychology (Clinical Psychology)	21
1548.2	Master of Psychology (Sport Psychology)	22
4617.2	Master of Social Science	27
4626.1	Master of Social Science (Child and Youth Studies)	30
1625.1	Master of Teaching (Early Childhood)	32
1654.1	Master of Teaching (Honours)	41
1608.1	Master of Teaching (Primary)	34
1605.1	Master of Teaching (Primary) Advanced	36
1609.1	Master of Teaching (Secondary)	37
1606.1	Master of Teaching (Secondary) Advanced	38
1513.2	Master of Teaching (Special Education)	40
1641.1	Master of Urban Management	42
1502.4	Postgraduate Diploma of Psychology	24

## Index for units by unit code order

Unit	Description	Page	Unit	Description	Page
			<b>100910.1</b>	Music Therapy Method	74
			<b>100911.2</b>	Music Therapy Professional Practice	74
<b>100004.2</b>	Abnormal Behaviour and Psychological Testing	45	<b>100912.2</b>	Music Therapy Theory and Practice 1	75
<b>100006.1</b>	Advanced Survey Design and Analysis	46	<b>100914.2</b>	Music Therapy Theory and Practice 2	75
<b>100007.2</b>	Applied Cognition and Human Performance	46	<b>100916.1</b>	Legal Interpreting	71
<b>100010.2</b>	Depth Psychology	58	<b>100917.1</b>	Specialised Translation	90
<b>100013.1</b>	Experimental Design and Analysis	63	<b>100918.1</b>	Contrastive Linguistics	55
<b>100015.2</b>	History and Philosophy of Psychology	65	<b>100919.1</b>	Investigating Second Language Acquisition	69
<b>100016.2</b>	Human Learning and Cognition	65	<b>100920.1</b>	Aspects of Bilingualism and Intercultural Communication	48
<b>100018.1</b>	Personality, Motivation and Emotion	78	<b>100921.1</b>	Interpreting and Translation Theory	69
<b>100020.1</b>	Social and Developmental Psychology	89	<b>100922.1</b>	Medical Interpreting	74
<b>100021.2</b>	The Psychology of Superstitious Belief and Paranormal Experiences	93	<b>100923.1</b>	Conference Interpreting	53
<b>100022.1</b>	Biological Psychology and Perceptual Processes	49	<b>100924.1</b>	Community Translation	53
<b>100023.2</b>	Psychology of Language	84	<b>100925.1</b>	Literary Translation	71
<b>100024.1</b>	Country, Community and Cultural Interfaces	56	<b>100926.2</b>	The Language of the Law	92
<b>100027.2</b>	Addictive Behaviours	45	<b>100927.1</b>	Interpreting and Translation Skills	68
<b>100459.1</b>	Core Skills and Ethical Practice	55	<b>100931.3</b>	Neuroscience	75
<b>100472.1</b>	Advanced Research Design	46	<b>100932.2</b>	Social Processes and Behaviour	90
<b>100474.1</b>	Applied Research Project and Thesis	47	<b>100972.2</b>	Pedagogies for Learning	76
<b>100475.1</b>	Consulting and Ethics in Sport Psychology	53	<b>100978.1</b>	Professional Experience II	80
<b>100485.1</b>	Technology in Sport Psychology	91	<b>100979.1</b>	Diversity, Social Justice and Schooling	59
<b>100487.3</b>	Empirical Research Methods Seminar	61	<b>100984.1</b>	Inclusive Education: Principles and Practices	66
<b>100488.2</b>	Empirical Research Project	61	<b>101027.1</b>	Teaching and Learning in Special Education	91
<b>100530.2</b>	Developmental Psychopathology	59	<b>101028.1</b>	Behaviour Management	48
<b>100539.2</b>	Psychology Across Cultures	84	<b>101029.1</b>	Collaborative Practice	52
<b>100543.2</b>	Foundations of Analytical Psychology	64	<b>101030.1</b>	Learning in Context	70
<b>100561.1</b>	Media and Audience	73	<b>101031.1</b>	Evidence-Based Practice in Education	63
<b>100570.1</b>	The Electronic Text	92	<b>101061.1</b>	Professional Residency	81
<b>100571.1</b>	Professional Communication Theory	79	<b>101065.2</b>	Introduction to Complexity, Chaos and Creativity	69
<b>100572.1</b>	Self-Directed Elective	89	<b>101066.2</b>	Managing Organisational Change at the Edge of Chaos	72
<b>100573.1</b>	Practice-Based Elective	79	<b>101067.1</b>	Complexity and Applied Philosophy	53
<b>100574.1</b>	Visual Design and Production Literacies	96	<b>101068.1</b>	Ecology of Learning	60
<b>100575.1</b>	Professional Writing and Editing	81	<b>101069.1</b>	Leadership and Change	70
<b>100576.1</b>	Theory and Practice of New Media	93	<b>101070.1</b>	Global Citizenship	64
<b>100578.1</b>	Understanding Online Design and Production	95	<b>101071.1</b>	Use of Fuzzy Logic and Narratology in Dealing with Social Complexity	96
<b>100644.1</b>	Ecopsychology and Cultural Change	60	<b>101072.1</b>	Independent Studies	67
<b>100646.1</b>	Ecology and Spirituality	60	<b>101073.1</b>	Professional Practice in Context	81
<b>100650.1</b>	Lifelong and Lifewide Learning	71	<b>101074.1</b>	Professional Experience 1	80
<b>100651.2</b>	Transformative Learning	94	<b>101075.1</b>	Professional Experience III	80
<b>100689.3</b>	Education Research Thesis	61	<b>101079.1</b>	Understanding Educational Research	94
<b>100694.1</b>	Leading Curriculum Change	70	<b>101081.1</b>	Study of Self-organisation of Human Dynamics	91
<b>100695.1</b>	Critical Developments in Pedagogy	57	<b>101098.1</b>	Curriculum for Under Threes	58
<b>100696.1</b>	Educational Evaluation	61	<b>101099.1</b>	Engaging Children in Curriculum	62
<b>100697.1</b>	Responsive Curriculum for the Middle Years	87	<b>101100.1</b>	The Reflective Practitioner	93
<b>100698.1</b>	Understanding Young Learners 10-15	95	<b>101101.1</b>	Children's Services: Management and Administration	50
<b>100699.1</b>	New Literacies	76	<b>101102.1</b>	Investigating Social Worlds	69
<b>100701.1</b>	Leadership, Mentoring and Professional Growth	70	<b>101103.1</b>	Fostering Creativity in Children's Learning	63
<b>100702.1</b>	Leading Organisational Change	70	<b>101104.1</b>	Mathematics, Science and Technology 0-8	73
<b>100703.1</b>	Independent Study 1	67	<b>101105.1</b>	Prosocial Learning Environments	82
<b>100704.1</b>	Independent Study 2	67	<b>101106.1</b>	Literacy 0-8	71
<b>100705.2</b>	Independent Study 3	67	<b>101107.1</b>	Early Childhood Professional Experience 1	59
<b>100717.1</b>	Approaches to English Grammar	47	<b>101108.1</b>	Early Childhood Professional Experience 2	59
<b>100718.1</b>	TESOL Curriculum Development	92	<b>101109.1</b>	Early Childhood Professional Experience 3	60
<b>100721.1</b>	Contexts of TESOL	54	<b>101183.1</b>	Psychology: Behavioural Science	86
<b>100722.1</b>	Functional Grammar	64	<b>101184.1</b>	Psychology: Human Behaviour	86
<b>100725.1</b>	TESOL Methodology	92	<b>101185.1</b>	Developmental Psychology 0-18 years	58
<b>100726.2</b>	TESOL Internship	92	<b>101186.1</b>	Psychology of Learning Environments	84
<b>100800.2</b>	Consumer Psychology	54	<b>101191.1</b>	Organisational Psychology	76
<b>100803.1</b>	Psychology Placement 1	85	<b>101192.1</b>	Psychology of Religion	85
<b>100803.2</b>	Psychology Placement 1	85	<b>101193.1</b>	Health Psychology	65
<b>100804.1</b>	Psychology Placement 2	85			
<b>100804.2</b>	Psychology Placement 2	86			
<b>100805.1</b>	Psychology Placement 3	86			
<b>100805.2</b>	Psychology Placement 3	86			

Unit	Description	Page	Unit	Description	Page
101195.1	Counselling and Intervention Through the Lifespan	56	101315.1	Financing Cities in the Global Economy	63
101196.1	Human Performance in Applied Psychology	66	101316.1	Project Research Design Seminar 2	82
101197.2	Consulting in Applied Psychology	54	101317.1	Urban Management Placement Thesis	95
101198.1	Principles and Practices of Forensic Psychology	79	101396.1	Literacies for Learning	71
101199.1	Counselling and Consultation 2	56	101397.1	Psychology for Teaching	84
101200.1	Children, Young People and Behaviour	50	101398.1	Secondary Method 1A	88
101201.1	Madness and Culture	72	101399.1	Secondary Method 1B	88
101202.1	Narrative and Jungian Psychology	75	101400.1	Secondary Method 1C	88
101207.1	Psychological Assessment 1	83	101401.1	Secondary Method 2A	88
101209.1	Core Skills: Counselling and Ethical Practice	55	101402.1	Secondary Method 2B	88
101210.1	Child Clinical Psychology	50	101403.1	Secondary Method 2C	89
101212.1	Clinical Psychopathology	51	101415.2	Psychological and Educational Assessment: Theories and Skills 2	82
101213.1	Psychological Interventions 1	83	101419.1	Applied Psychology in the Legal Context	47
101214.1	Psychological Interventions 2	83	101420.1	Theory and Practice of Psychological Assessment and Intervention	93
101215.1	Cognitive Behaviour Therapy: Theory and Practice	52	101421.1	Media Contexts: Community	73
101216.1	Clinical Practice Seminar A	51	101422.1	Media Contexts: Audience and Trends	73
101217.1	Clinical Practice Seminar B	51	101423.1	Media Project Proposal	73
101218.1	Clinical and Forensic Neuropsychology	50	101424.1	Media Production	73
101219.1	Performance Management Psychology	77	101425.1	Live Links: Scripting, Interviewing and Presenting	71
101220.1	Clinical Health Psychology	50	101426.1	Convergent Media Internship	55
101226.1	Global Media Trends: Working in the Creative Industries	64	101427.1	Research and Professional Practice	87
101227.1	Observation and Interaction: Media Research	76	101436.1	Conference Interpreting 1	53
101228.1	Performance for Television: How the Studio Works	77	101437.1	Conference Interpreting 2	53
101229.1	Performance for Television: Producing and Directing	77	101438.2	Conference Interpreting 3	53
101230.1	Performance for Television: Persona and Characterisation	77	101439.2	Conference Interpreting 4	53
101231.1	Performance for Television: Performance Project	77	101440.1	English Education: Contemporary Issues	62
101236.1	Television Internship 1: Audiences, Programs and Script Development	91	101443.2	Creative Music Therapy Practicum 1	57
101238.1	Television Internship: Performance Portfolio	92	101444.2	Creative Music Therapy Practicum 2	57
101239.1	Applied Research Project	47	101445.2	Music Therapy Skills 1	74
101240.2	Master of Psychology Placement 4	72	101446.2	Music Therapy Skills 2	74
101247.1	Counselling and Consultation	56	101447.1	School Counselling Placement	87
101282.1	Becoming a Teacher	48	101475.1	Education Research Methods and Design	60
101283.1	Communities and Primary Schools	52	101476.1	Education Research Seminar	61
101284.1	Curriculum in Practice	58	101477.1	Audio Commentary Systems	48
101285.1	English and Literacy in the K-6 Years	62	101478.1	Broadcast Operations Introduction	49
101286.1	Inclusive Teaching for Effective Learning	66	101479.1	Broadcast Operations Advanced	49
101287.1	Educational Psychology for Primary Teaching	61	101480.1	Camera, CCU, Lighting and Server Operations	49
101288.1	Professional Practice II: Engaging in the Profession	81	101482.1	Accreditation Studies	45
101289.1	Professional Practice I	80	101483.1	Advanced Academic and Language Skills	45
101290.1	Investigating Primary Mathematics	69	101506.1	Counselling 1	55
101291.1	New Knowledge, New Learning	75	101507.1	Counselling 2	56
101292.1	Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6	79	101508.1	Clinical Studies	51
101293.1	Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology	79	101509.1	Further Clinical Studies	64
101297.1	Languages and Linguistics Special Project	70	101541.1	Advanced Topics in Psychology	46
101303.1	Art Therapy: Histories, Theories, Groups	48	101545.1	Strategic Communication	91
101304.1	Art Therapy: Application to Client Groups	47	101546.1	Individual Project (Autumn)	67
101310.1	Metropolitan Structures: Cities in Transformation	74	101547.1	Individual Project (Spring)	68
101311.1	Urban Challenges: Developing Sustainable Places	95	101548.1	Setting the Agenda	89
101312.1	Project Research Design Seminar 1	82	101549.1	Critical Perspectives in Communication	57
101313.1	Urban Management Placement Project	95	101550.1	Integrated Marketing Communication	68
101314.1	Urban Management Practice: Governance and Power in the City	96	101675.1	Public Affairs	86
			101728.1	Work, Organisation and Knowledge PG	96
			101729.1	Diversity and Workplace Texts PG	59
			200695.1	Income Property Appraisal	67
			300345.1	Tourism Planning and Development 1	94
			300346.1	Social Impacts of Tourism	90
			300348.1	Tourism Planning and Development 2	94
			300397.1	Perspectives of Sustainable Development	78
			300400.1	Managing for Sustainable Development	72
			400366.1	Tourism and Recreation Planning Information Systems	94
			400416.1	Public Health, Policy and Society	87
			400417.1	Epidemiology and Quantitative Methods	62
			400418.1	Health Advancement and Health Promotion	64
			400419.1	Community Development in Health	52
			400420.1	Health Economics and Comparative Health Systems	65

Unit	Description	Page	Unit	Description	Page
400421.1	Research Methods for Humanities and Social Sciences	87	SS807A.1	Ecofeminist Perspectives	60
400422.1	Contemporary Issues in Public Health	54			
400425.1	Contemporary Issues in Health and Health Management	54			
400448.1	Adult Language, Literacy and Numeracy (PG)	45			
400449.1	Adult Teaching and Learning Strategies (PG)	45			
400450.1	Assessing and Reporting Professional and Vocational Competence (PG)	48			
400451.1	Contemporary Approaches to Adult Learning and Teaching (PG)	54			
400452.1	Current Issues in Adult Learning and Teaching (PG)	57			
400453.1	Current Issues in Vocational Education and Training (PG)	58			
400455.1	Independent Project in Adult Education (PG)	67			
400456.1	Managing in Educational Contexts (PG)	72			
400457.1	Philosophy, Politics and Practices in Adult Education (PG)	78			
400458.1	Program Development (PG)	81			
400460.1	Working with Cultural Differences in Educational Settings (PG)	96			
400461.1	Workplace Learning in Organisations (PG)	96			
400462.1	Workbased Project (VET) PG	96			
400585.1	Theories of the Social	93			
400586.1	Integrating Theory, Research and Practice	68			
400595.1	Partnership with Children, Young People and Carers	76			
400596.1	The Ecology of Child Abuse and Neglect	92			
400597.1	Policy and Decision Making in Human Services Organisations	78			
400598.1	Sustainable Environments for Children and Young People	91			
400800.1	Financial Management in Health Services	63			
400801.1	Organisations and Management in Health Science	76			
46518.1	Human Resource Management	66			
51109.1	Strategic Analysis and Decision-Making	91			
52340.1	Professional Issues in Psychological Practice	80			
63290.1	Communication in the Information Age	52			
63293.1	Transnational Communication	94			
63294.1	Crisis Communication	57			
63313.1	Advertising, Promotion and Publicity	46			
A7444.1	Language and Linguistics Research Methods	70			
A7456.1	Interpreting and Translation Professional Practicum	68			
ASEC76.1	Imagination in Action	66			
B7621.1	Psychological Measurement	84			
B7630.1	Introduction to Sport Science	69			
B7631.1	Psychology of Exercise	84			
B7632.1	Sport Psychology Applications	90			
B7633.1	Current Issues in Sport Psychology	57			
B7637.1	Psychological Interventions 1	83			
CO810A.1	Property Portfolio Analysis	82			
DN805A.1	Feasibility Studies	63			
EH829A.1	Environmental Management Systems	62			
EH830A.1	Environmental Assessment	62			
MCB617.1	Property Development (V2)	82			
SE813A.1	Social Ecology Research	90			
SE823A.1	Sense of Place	89			
SE826A.1	Understanding and Working with "Community"	94			
SE828A.1	Qualitative Research Design	87			
SE829A.1	Writing, Creativity and Change	97			
SE830A.1	Place, Art and Culture in Central Australia	78			
SE832A.1	Performing Social Action	78			

## Index for units by unit description order

Unit	Description	Page	Unit	Description	Page
			<b>101209.1</b>	Core Skills: Counselling and Ethical Practice	55
<b>100004.2</b>	Abnormal Behaviour and Psychological Testing	45	<b>101506.1</b>	Counselling 1	55
<b>101482.1</b>	Accreditation Studies	45	<b>101507.1</b>	Counselling 2	56
<b>100027.2</b>	Addictive Behaviours	45	<b>101247.1</b>	Counselling and Consultation	56
<b>400448.1</b>	Adult Language, Literacy and Numeracy (PG)	45	<b>101199.1</b>	Counselling and Consultation 2	56
<b>400449.1</b>	Adult Teaching and Learning Strategies (PG)	45	<b>101195.1</b>	Counselling and Intervention Through the Lifespan	56
<b>101483.1</b>	Advanced Academic and Language Skills	45	<b>100024.1</b>	Country, Community and Cultural Interfaces	56
<b>100472.1</b>	Advanced Research Design	46	<b>101443.2</b>	Creative Music Therapy Practicum 1	57
<b>100006.1</b>	Advanced Survey Design and Analysis	46	<b>101444.2</b>	Creative Music Therapy Practicum 2	57
<b>101541.1</b>	Advanced Topics in Psychology	46	<b>63294.1</b>	Crisis Communication	57
<b>63313.1</b>	Advertising, Promotion and Publicity	46	<b>100695.1</b>	Critical Developments in Pedagogy	57
<b>100007.2</b>	Applied Cognition and Human Performance	46	<b>101549.1</b>	Critical Perspectives in Communication	57
<b>101419.1</b>	Applied Psychology in the Legal Context	47	<b>400452.1</b>	Current Issues in Adult Learning and Teaching (PG)	57
<b>101239.1</b>	Applied Research Project	47	<b>B7633.1</b>	Current Issues in Sport Psychology	57
<b>100474.1</b>	Applied Research Project and Thesis	47	<b>400453.1</b>	Current Issues in Vocational Education and Training (PG)	58
<b>100717.1</b>	Approaches to English Grammar	47	<b>101098.1</b>	Curriculum for Under Threes	58
<b>101304.1</b>	Art Therapy: Application to Client Groups	47	<b>101284.1</b>	Curriculum in Practice	58
<b>101303.1</b>	Art Therapy: Histories, Theories, Groups	48	<b>100010.2</b>	Depth Psychology	58
<b>100920.1</b>	Aspects of Bilingualism and Intercultural Communication	48	<b>101185.1</b>	Developmental Psychology 0-18 years	58
<b>400450.1</b>	Assessing and Reporting Professional and Vocational Competence (PG)	48	<b>100530.2</b>	Developmental Psychopathology	59
<b>101477.1</b>	Audio Commentary Systems	48	<b>101729.1</b>	Diversity and Workplace Texts PG	59
<b>101282.1</b>	Becoming a Teacher	48	<b>100979.1</b>	Diversity, Social Justice and Schooling	59
<b>101028.1</b>	Behaviour Management	48	<b>101107.1</b>	Early Childhood Professional Experience 1	59
<b>100022.1</b>	Biological Psychology and Perceptual Processes	49	<b>101108.1</b>	Early Childhood Professional Experience 2	59
<b>101479.1</b>	Broadcast Operations Advanced	49	<b>101109.1</b>	Early Childhood Professional Experience 3	60
<b>101478.1</b>	Broadcast Operations Introduction	49	<b>SS807A.1</b>	Ecofeminist Perspectives	60
<b>101480.1</b>	Camera, CCU, Lighting and Server Operations	49	<b>100646.1</b>	Ecology and Spirituality	60
<b>101210.1</b>	Child Clinical Psychology	50	<b>101068.1</b>	Ecology of Learning	60
<b>101200.1</b>	Children, Young People and Behaviour	50	<b>100644.1</b>	Ecopsychology and Cultural Change	60
<b>101101.1</b>	Children's Services: Management and Administration	50	<b>101475.1</b>	Education Research Methods and Design	60
<b>101218.1</b>	Clinical and Forensic Neuropsychology	50	<b>101476.1</b>	Education Research Seminar	61
<b>101220.1</b>	Clinical Health Psychology	50	<b>100689.3</b>	Education Research Thesis	61
<b>101216.1</b>	Clinical Practice Seminar A	51	<b>100696.1</b>	Educational Evaluation	61
<b>101217.1</b>	Clinical Practice Seminar B	51	<b>101287.1</b>	Educational Psychology for Primary Teaching	61
<b>101212.1</b>	Clinical Psychopathology	51	<b>100487.3</b>	Empirical Research Methods Seminar	61
<b>101508.1</b>	Clinical Studies	51	<b>100488.2</b>	Empirical Research Project	61
<b>101215.1</b>	Cognitive Behaviour Therapy: Theory and Practice	52	<b>101099.1</b>	Engaging Children in Curriculum	62
<b>101029.1</b>	Collaborative Practice	52	<b>101285.1</b>	English and Literacy in the K-6 Years	62
<b>63290.1</b>	Communication in the Information Age	52	<b>101440.1</b>	English Education: Contemporary Issues	62
<b>101283.1</b>	Communities and Primary Schools	52	<b>EH830A.1</b>	Environmental Assessment	62
<b>400419.1</b>	Community Development in Health	52	<b>EH829A.1</b>	Environmental Management Systems	62
<b>100924.1</b>	Community Translation	53	<b>400417.1</b>	Epidemiology and Quantitative Methods	62
<b>101067.1</b>	Complexity and Applied Philosophy	53	<b>101031.1</b>	Evidence-Based Practice in Education	63
<b>100923.1</b>	Conference Interpreting	53	<b>100013.1</b>	Experimental Design and Analysis	63
<b>101436.1</b>	Conference Interpreting 1	53	<b>DN805A.1</b>	Feasibility Studies	63
<b>101437.1</b>	Conference Interpreting 2	53	<b>400800.1</b>	Financial Management in Health Services	63
<b>101438.2</b>	Conference Interpreting 3	53	<b>101315.1</b>	Financing Cities in the Global Economy	63
<b>101439.2</b>	Conference Interpreting 4	53	<b>101103.1</b>	Fostering Creativity in Children's Learning	63
<b>100475.1</b>	Consulting and Ethics in Sport Psychology	53	<b>100543.2</b>	Foundations of Analytical Psychology	64
<b>101197.2</b>	Consulting in Applied Psychology	54	<b>100722.1</b>	Functional Grammar	64
<b>100800.2</b>	Consumer Psychology	54	<b>101509.1</b>	Further Clinical Studies	64
<b>400451.1</b>	Contemporary Approaches to Adult Learning and Teaching (PG)	54	<b>101070.1</b>	Global Citizenship	64
<b>400425.1</b>	Contemporary Issues in Health and Health Management	54	<b>101226.1</b>	Global Media Trends: Working in the Creative Industries	64
<b>400422.1</b>	Contemporary Issues in Public Health	54	<b>400418.1</b>	Health Advancement and Health Promotion	64
<b>100721.1</b>	Contexts of TESOL	54	<b>400420.1</b>	Health Economics and Comparative Health Systems	65
<b>100918.1</b>	Contrastive Linguistics	55	<b>101193.1</b>	Health Psychology	65
<b>101426.1</b>	Convergent Media Internship	55	<b>100015.2</b>	History and Philosophy of Psychology	65
<b>100459.1</b>	Core Skills and Ethical Practice	55	<b>100016.2</b>	Human Learning and Cognition	65
			<b>101196.1</b>	Human Performance in Applied Psychology	66
			<b>46518.1</b>	Human Resource Management	66

Unit	Description	Page	Unit	Description	Page
<b>ASEC76.1</b>	Imagination in Action	66	<b>400801.1</b>	Organisations and Management in Health Science	76
<b>100984.1</b>	Inclusive Education: Principles and Practices	66	<b>400595.1</b>	Partnership with Children, Young People and Carers	76
<b>101286.1</b>	Inclusive Teaching for Effective Learning	66	<b>100972.2</b>	Pedagogies for Learning	76
<b>200695.1</b>	Income Property Appraisal	67	<b>101228.1</b>	Performance for Television: How the Studio Works	77
<b>400455.1</b>	Independent Project in Adult Education (PG)	67	<b>101231.1</b>	Performance for Television: Performance Project	77
<b>101072.1</b>	Independent Studies	67	<b>101230.1</b>	Performance for Television: Persona and Characterisation	77
<b>100703.1</b>	Independent Study 1	67	<b>101229.1</b>	Performance for Television: Producing and Directing	77
<b>100704.1</b>	Independent Study 2	67	<b>101219.1</b>	Performance Management Psychology	77
<b>100705.2</b>	Independent Study 3	67	<b>SE832A.1</b>	Performing Social Action	78
<b>101546.1</b>	Individual Project (Autumn)	67	<b>100018.1</b>	Personality, Motivation and Emotion	78
<b>101547.1</b>	Individual Project (Spring)	68	<b>300397.1</b>	Perspectives of Sustainable Development	78
<b>101550.1</b>	Integrated Marketing Communication	68	<b>400457.1</b>	Philosophy, Politics and Practices in Adult Education (PG)	78
<b>400586.1</b>	Integrating Theory, Research and Practice	68	<b>SE830A.1</b>	Place, Art and Culture in Central Australia	78
<b>A7456.1</b>	Interpreting and Translation Professional Practicum	68	<b>400597.1</b>	Policy and Decision Making in Human Services Organisations	78
<b>100927.1</b>	Interpreting and Translation Skills	68	<b>100573.1</b>	Practice-Based Elective	79
<b>100921.1</b>	Interpreting and Translation Theory	69	<b>101292.1</b>	Primary Curriculum I: Creative Arts, HSIE, PDHPE, Science and Technology K-6	79
<b>101065.2</b>	Introduction to Complexity, Chaos and Creativity	69	<b>101293.1</b>	Primary Curriculum II: Creative Arts, HSIE, PDHPE, Science and Technology	79
<b>B7630.1</b>	Introduction to Sport Science	69	<b>101198.1</b>	Principles and Practices of Forensic Psychology	79
<b>101290.1</b>	Investigating Primary Mathematics	69	<b>100571.1</b>	Professional Communication Theory	79
<b>100919.1</b>	Investigating Second Language Acquisition	69	<b>101074.1</b>	Professional Experience 1	80
<b>101102.1</b>	Investigating Social Worlds	69	<b>100978.1</b>	Professional Experience II	80
<b>A7444.1</b>	Language and Linguistics Research Methods	70	<b>101075.1</b>	Professional Experience III	80
<b>101297.1</b>	Languages and Linguistics Special Project	70	<b>52340.1</b>	Professional Issues in Psychological Practice	80
<b>101069.1</b>	Leadership and Change	70	<b>101289.1</b>	Professional Practice I	80
<b>100701.1</b>	Leadership, Mentoring and Professional Growth	70	<b>101288.1</b>	Professional Practice II: Engaging in the Profession	81
<b>100694.1</b>	Leading Curriculum Change	70	<b>101073.1</b>	Professional Practice in Context	81
<b>100702.1</b>	Leading Organisational Change	70	<b>101061.1</b>	Professional Residency	81
<b>101030.1</b>	Learning in Context	70	<b>100575.1</b>	Professional Writing and Editing	81
<b>100916.1</b>	Legal Interpreting	71	<b>400458.1</b>	Program Development (PG)	81
<b>100650.1</b>	Lifelong and Lifewide Learning	71	<b>101312.1</b>	Project Research Design Seminar 1	82
<b>101396.1</b>	Literacies for Learning	71	<b>101316.1</b>	Project Research Design Seminar 2	82
<b>101106.1</b>	Literacy 0-8	71	<b>MCB617.1</b>	Property Development (V2)	82
<b>100925.1</b>	Literary Translation	71	<b>CO810A.1</b>	Property Portfolio Analysis	82
<b>101425.1</b>	Live Links: Scripting, Interviewing and Presenting	71	<b>101105.1</b>	Prosocial Learning Environments	82
<b>101201.1</b>	Madness and Culture	72	<b>101415.2</b>	Psychological and Educational Assessment: Theories and Skills 2	82
<b>300400.1</b>	Managing for Sustainable Development	72	<b>101207.1</b>	Psychological Assessment 1	83
<b>400456.1</b>	Managing in Educational Contexts (PG)	72	<b>101213.1</b>	Psychological Interventions 1	83
<b>101066.2</b>	Managing Organisational Change at the Edge of Chaos	72	<b>B7637.1</b>	Psychological Interventions 1	83
<b>101240.2</b>	Master of Psychology Placement 4	72	<b>101214.1</b>	Psychological Interventions 2	83
<b>101104.1</b>	Mathematics, Science and Technology 0-8	73	<b>B7621.1</b>	Psychological Measurement	84
<b>100561.1</b>	Media and Audience	73	<b>100539.2</b>	Psychology Across Cultures	84
<b>101422.1</b>	Media Contexts: Audience and Trends	73	<b>101397.1</b>	Psychology for Teaching	84
<b>101421.1</b>	Media Contexts: Community	73	<b>B7631.1</b>	Psychology of Exercise	84
<b>101424.1</b>	Media Production	73	<b>100023.2</b>	Psychology of Language	84
<b>101423.1</b>	Media Project Proposal	73	<b>101186.1</b>	Psychology of Learning Environments	84
<b>100922.1</b>	Medical Interpreting	74	<b>101192.1</b>	Psychology of Religion	85
<b>101310.1</b>	Metropolitan Structures: Cities in Transformation	74	<b>100803.1</b>	Psychology Placement 1	85
<b>100910.1</b>	Music Therapy Method	74	<b>100803.2</b>	Psychology Placement 1	85
<b>100911.2</b>	Music Therapy Professional Practice	74	<b>100804.1</b>	Psychology Placement 2	85
<b>101445.2</b>	Music Therapy Skills 1	74	<b>100804.2</b>	Psychology Placement 2	86
<b>101446.2</b>	Music Therapy Skills 2	74	<b>100805.1</b>	Psychology Placement 3	86
<b>100912.2</b>	Music Therapy Theory and Practice 1	75	<b>100805.2</b>	Psychology Placement 3	86
<b>100914.2</b>	Music Therapy Theory and Practice 2	75	<b>101183.1</b>	Psychology: Behavioural Science	86
<b>101202.1</b>	Narrative and Jungian Psychology	75	<b>101184.1</b>	Psychology: Human Behaviour	86
<b>100931.3</b>	Neuroscience	75	<b>101675.1</b>	Public Affairs	86
<b>101291.1</b>	New Knowledge, New Learning	75	<b>400416.1</b>	Public Health, Policy and Society	87
<b>100699.1</b>	New Literacies	76	<b>SE828A.1</b>	Qualitative Research Design	87
<b>101227.1</b>	Observation and Interaction: Media Research	76	<b>101427.1</b>	Research and Professional Practice	87
<b>101191.1</b>	Organisational Psychology	76			

Unit	Description	Page	Unit	Description	Page
<a href="#">400421.1</a>	Research Methods for Humanities and Social Sciences	87	<a href="#">SE829A.1</a>	Writing, Creativity and Change	97
<a href="#">100697.1</a>	Responsive Curriculum for the Middle Years	87			
<a href="#">101447.1</a>	School Counselling Placement	87			
<a href="#">101398.1</a>	Secondary Method 1A	88			
<a href="#">101399.1</a>	Secondary Method 1B	88			
<a href="#">101400.1</a>	Secondary Method 1C	88			
<a href="#">101401.1</a>	Secondary Method 2A	88			
<a href="#">101402.1</a>	Secondary Method 2B	88			
<a href="#">101403.1</a>	Secondary Method 2C	89			
<a href="#">100572.1</a>	Self-Directed Elective	89			
<a href="#">SE823A.1</a>	Sense of Place	89			
<a href="#">101548.1</a>	Setting the Agenda	89			
<a href="#">100020.1</a>	Social and Developmental Psychology	89			
<a href="#">SE813A.1</a>	Social Ecology Research	90			
<a href="#">300346.1</a>	Social Impacts of Tourism	90			
<a href="#">100932.2</a>	Social Processes and Behaviour	90			
<a href="#">100917.1</a>	Specialised Translation	90			
<a href="#">B7632.1</a>	Sport Psychology Applications	90			
<a href="#">51109.1</a>	Strategic Analysis and Decision-Making	91			
<a href="#">101545.1</a>	Strategic Communication	91			
<a href="#">101081.1</a>	Study of Self-organisation of Human Dynamics	91			
<a href="#">400598.1</a>	Sustainable Environments for Children and Young People	91			
<a href="#">101027.1</a>	Teaching and Learning in Special Education	91			
<a href="#">100485.1</a>	Technology in Sport Psychology	91			
<a href="#">101236.1</a>	Television Internship 1: Audiences, Programs and Script Development	91			
<a href="#">101238.1</a>	Television Internship: Performance Portfolio	92			
<a href="#">100718.1</a>	TESOL Curriculum Development	92			
<a href="#">100726.2</a>	TESOL Internship	92			
<a href="#">100725.1</a>	TESOL Methodology	92			
<a href="#">400596.1</a>	The Ecology of Child Abuse and Neglect	92			
<a href="#">100570.1</a>	The Electronic Text	92			
<a href="#">100926.2</a>	The Language of the Law	92			
<a href="#">100021.2</a>	The Psychology of Superstitious Belief and Paranormal Experiences	93			
<a href="#">101100.1</a>	The Reflective Practitioner	93			
<a href="#">400585.1</a>	Theories of the Social	93			
<a href="#">100576.1</a>	Theory and Practice of New Media	93			
<a href="#">101420.1</a>	Theory and Practice of Psychological Assessment and Intervention	93			
<a href="#">400366.1</a>	Tourism and Recreation Planning Information Systems	94			
<a href="#">300345.1</a>	Tourism Planning and Development 1	94			
<a href="#">300348.1</a>	Tourism Planning and Development 2	94			
<a href="#">100651.2</a>	Transformative Learning	94			
<a href="#">63293.1</a>	Transnational Communication	94			
<a href="#">SE826A.1</a>	Understanding and Working with "Community"	94			
<a href="#">101079.1</a>	Understanding Educational Research	94			
<a href="#">100578.1</a>	Understanding Online Design and Production	95			
<a href="#">100698.1</a>	Understanding Young Learners 10-15	95			
<a href="#">101311.1</a>	Urban Challenges: Developing Sustainable Places	95			
<a href="#">101313.1</a>	Urban Management Placement Project	95			
<a href="#">101317.1</a>	Urban Management Placement Thesis	95			
<a href="#">101314.1</a>	Urban Management Practice: Governance and Power in the City	96			
<a href="#">101071.1</a>	Use of Fuzzy Logic and Narratology in Dealing with Social Complexity	96			
<a href="#">100574.1</a>	Visual Design and Production Literacies	96			
<a href="#">101728.1</a>	Work, Organisation and Knowledge PG	96			
<a href="#">400462.1</a>	Workbased Project (VET) PG	96			
<a href="#">400460.1</a>	Working with Cultural Differences in Educational Settings (PG)	96			
<a href="#">400461.1</a>	Workplace Learning in Organisations (PG)	96			