



MACQUARIE  
UNIVERSITY

FACULTY OF  
HUMAN SCIENCES

## Human Sciences

Advanced Medicine  
Early Childhood  
Studies  
Editing  
and Publishing  
Education  
Health  
Linguistics  
Psychology  
Special Education  
Speech  
and Hearing Science  
Translating  
and Interpreting

**ANGELA (YU) ZHOU**  
MASTER OF TRANSLATING  
AND INTERPRETING



# 2010

Postgraduate  
Course Prospectus



*Executive Dean, Faculty of Human Sciences,  
Professor Janet Greeley*

# Welcome from the Dean

Welcome to the Faculty of Human Sciences at Macquarie University where we aim to make a difference in people's lives by promoting the advancement of a socially just and sustainable society through critical analysis of local and global issues, innovative research and leadership in professional practice.

In Human Sciences world-leading researchers and award-winning teachers will expertly guide you through professional and advanced studies in fields encompassing early childhood studies and education (leadership and early childhood, school, special and higher education); allied health (audiology, speech pathology, clinical and neuropsychology), advanced medicine; applied linguistics; and translation and interpreting.

Our goal is to help you become a leader in your profession and a globally engaged citizen through innovative courses informed by the latest research, expert teaching and high quality clinical education. We welcome staff and students from diverse social and cultural backgrounds who are all seeking an opportunity to engage in a rewarding educational experience both as teachers and learners.

We have strong relationships with professional and industry partners and well equipped facilities for professional training.

The Cochlear Head Office is under construction on campus and will be the only integrated research, manufacture, and distribution facility in Australia. This relationship will form a platform to extend existing Macquarie University postgraduate research and teaching in audiology, and cognitive and language sciences. The new Hearing Hub will bring together researchers from key hearing organisations across the country. The Australian School of Advanced Medicine, the first medical school to award degrees for subspecialties in surgery, will include a six-storey private teaching hospital, scheduled to open in 2010. This outstanding clinical training facility is complemented by on-campus clinics in the allied health fields of speech therapy, audiology, clinical psychology and neuropsychology.

Academic and student support staff in Human Sciences are committed to excellence in the delivery of your teaching and learning experience. Our flexible modes of course delivery (on-campus and distance education) are supported by appropriate teaching technologies (online support, specialist laboratories, and small group learning) and administrative services that suit different styles and patterns of study.

I invite you to help us make a difference through your postgraduate study in the Human Sciences.

Best wishes

**Professor Janet Greeley**

*Executive Dean*

Faculty of Human Sciences

# 5 Reasons to choose Human Sciences at Macquarie

**1. Focus your area of expertise** Macquarie works with you to focus your area of interest through professionally accredited programs and specialist degrees. You will belong to a faculty that is highly regarded for its postgraduate contribution in areas of international significance and benefit to Australia.

**2. Learn from leading professionals** and internationally recognised researchers in your field. As well as developing industry skills and knowledge, you will acquire the kind of critical, creative, solution-based thinking employers are looking for.

**3. Be a part of innovative research** As a member of Macquarie's renowned postgraduate community, you will have the opportunity to take part in a wide range of well-funded, ground-breaking research programs nourished in concentrated, cross-disciplinary research centres.

**4. Substantially develop your expertise** and expand your networks of contacts through Macquarie's partnerships with other universities, community organisations, government departments, private companies and medical institutions here and overseas.

**5. Take advantage of state-of the-art facilities** such as the world's first whole-head brain imaging system for children, as well as outstanding clinical and teacher education training facilities for professional courses.



# Want further information about postgraduate study at Macquarie University?

Complete this form and return it to: Faculty of Human Sciences C/- Graeme Hickey, Building X5B Level 3 Macquarie University NSW 2109 Australia

**We'll be in touch soon.**

[www.humansciences.mq.edu.au](http://www.humansciences.mq.edu.au)

First name: \_\_\_\_\_

Surname: \_\_\_\_\_

Email Address: \_\_\_\_\_

Mail address: \_\_\_\_\_

Phone: \_\_\_\_\_

Area of interest for postgraduate study: \_\_\_\_\_

Preferred method of contact: \_\_\_\_\_

Email      Mail      Phone

## FEEDBACK (please tick)

The unit descriptions should be included in this prospectus.    Yes     No

The unit descriptions should only be available on the Macquarie University website.    Yes     No

The unit descriptions should be available in both places.    Yes     No

**Disclaimer:** Macquarie University has a commitment to privacy, values individuals' privacy and actively seeks to preserve the privacy rights of those who share information with us. Personal information is collected by your consent that is evidenced by sending this information to the University. The University provides rights of access and alteration to personal information held of and about individuals and such rights are governed by the PPIPA and Freedom of Information Act. Macquarie University will only disclose personal information in accordance with the Information Protection Principle as modified by the University's Code of Practice. Cricos Provider Number 00002J



PHOTO: EFFY ALEXAKIS

# Human Sciences in profile

If you see yourself as someone who'd like to make a difference through your postgraduate study in fields such as education, communication, and health and medicine, then the Faculty of Human Sciences is for you. Human Sciences at Macquarie is perfect for postgraduate study where you can delve into exciting and contemporary areas such as early childhood studies, education, linguistics, psychology and advanced medicine.

Our teaching and research programs embody Macquarie's collaborative, multidisciplinary approach. Outstanding researchers in departments and centres of excellence contribute to the teaching in our high-calibre programs. Not only are you taught by world leaders in your field, you're armed with the knowledge, skills and personal attributes sought by employers across a broad range of fields.

## Who can you learn from?

At Macquarie, you'll learn from some of the best researchers teachers and clinical practitioners in the country. In fact, they could well be the author of your textbook.



For nearly 30 years, **Associate Professor Manjula Waniganayake** has been involved in advocacy and policy matters in early childhood through key positions held on the Boards of a variety of organisations such as Early Childhood Australia, Kindergarten Parents Victoria, Community Child Care and UNICEF.



**Professor Max Coltheart** is the director of the Macquarie Centre for Cognitive Science. He is a world renowned cognitive scientist with interests mainly in cognitive neuropsychology and cognitive neuropsychiatry.



**Professor John Hedberg** holds the Millennium Innovations Chair of ICT and Education. He has taught postgraduate courses on cognitive strategies, interface design for learning, and implementation and evaluation of technology-based learning.



**Professor Ron Rapee** is the Director of the Centre for Emotional Health (CEH), which includes the CEH Clinic on campus. He has established an international reputation for his research into the understanding and management of anxiety and related problems in both children and adults and has published widely in leading scientific journals. He has developed a number of empirically supported treatment programs that are used by researchers and therapists in countries across the world and has been honoured by awards from both scientific and consumer groups.



**Professor Christopher N Candlin** is a Senior Research Professor who currently shares oversight and support for research and publication in the Linguistics Department. He is associated with the Centre for Language in Social Life and the Centre for Translation and Interpreting Research, as well as researching professional-client interaction in speech pathology and audiology. He has received more than 50 grants from funding bodies, including the ARC, NHMRC, Macquarie University, UGC (Hong Kong) and The Leverhulme Trust (UK).



# Our leading facilities and activities

**Macquarie Centre for Cognitive Science** Carries out research and doctoral training in cognitive science (especially concerning Belief Formation, Visual Cognition and Language), particularly studying people with acquired or developmental disorders of cognition to learn more about normal processes of cognition. Our laboratories include the world's first magnetoencephalography laboratory for research with children.

**Macquarie E-Learning Centre of Excellence** An international focal point for e-learning infrastructure and standards development. Macquarie is at the leading edge of best practice in e-learning, and the centre is a recognised leader in implementing global standards and specifications for learning technology.

**Macquarie University Special Education Centre (MUSEC)** Home of the award-winning reading program MultiLit® recognises that Special Education is relevant to many educational and related contexts. If you're thinking of becoming a primary or secondary classroom teacher, an educational consultant, a school manager, or an employee in any other educational arena, you will benefit greatly from the programs of study we offer.

**The Child and Family Study Centre (Mia Mia)** Offers the community, staff and students a long day care service for children from 6 weeks until they start school. This Centre is an integral part of the Institute of Early Childhood and provides unique opportunities for staff research and observational studies for units offered in child development, curriculum studies and early childhood education.

# Where can your postgraduate studies take you?

Your postgraduate qualification in one of the Human Sciences can take you into a wide range of exciting careers. Our postgraduate courses are some of the most well regarded in the country, especially those in special education, and clinical and neuropsychology.

Linguistics graduates are employed in a wide range of areas such as speech pathology, creative arts, language teaching, lexicography, journalism and mass media and psychotherapy.

## The right choice

The Faculty of Human Sciences is the right choice for your postgraduate study if you want:

- ➔ to learn from leading researchers and professional practitioners
- ➔ a supportive and flexible learning environment
- ➔ well equipped clinical facilities
- ➔ the opportunity to develop the knowledge and skills to become a leader in your profession.



PHOTO: HOLIMAGE

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# Creating a postgraduate community

As one of Australia's premier teaching and research institutions, Macquarie University has developed from a small but innovative institution to a multi-faceted university in the heart of one of Australia's major high-technology parks over the past four decades.

Macquarie has continued to be a pioneer in Australian higher education, as reflected in our growing reputation in the area of research. Macquarie is respected as an innovative and entrepreneurial university with an exceptional commitment to scholarly, flexible, interdisciplinary studies. Enrolling its first undergraduate students in 1967, Macquarie now has over 32,000 students, including more than 11,500 postgraduate students, and has conferred more than 100,000 awards.

Macquarie is situated on beautiful parkland at North Ryde, 15 kilometres north-west of Sydney's CBD. The natural setting has been maintained and also includes substantial open green areas for sporting and other activities surrounding the University's teaching and research facilities. The campus is accessible by bus and train from the city and surrounding suburbs.

Macquarie City Campus, in the heart of the Sydney Central Business District, provides further study options. Conveniently located above Wynyard train station, Macquarie City Campus is strategically located in close proximity to numerous local and international business headquarters.

Macquarie offers outstanding opportunities for postgraduate study through a wide range of postgraduate programs and world-class research centres. The Macquarie University Research Park, our on-campus technology precinct, provides opportunities for many Macquarie students to participate in research projects with companies located in the area.



PHOTO: HOLIMAGE





PHOTO: PAUL WRIGHT

## Postgraduate options

With over 300 postgraduate coursework and research programs, Macquarie University offers a broad range of options for postgraduate study. Coursework degrees lead to three types of accreditation: Masters, Postgraduate Diploma or Postgraduate Certificate. Some coursework studies may be undertaken on a distance education basis with attendance at intensive on-campus sessions.

The University also offers research programs which may be taken either full-time or part-time; arrangements may be made for supervision of research to be conducted by distance mode under certain conditions. Students can either enrol in a pure research program or a combined research and coursework program.

In an increasingly borderless world, international experience is vital. Macquarie has an extensive Student Exchange Program with links to over 300 exchange partners in 60 countries worldwide.

## Looking forward

New courses are continually being developed to meet the changing needs of the community and to equip students with the skills to meet the challenges of modern society. Postgraduate students at Macquarie enjoy exceptional resources for study including advanced computing facilities and research laboratories. A new state-of-the-art \$92 million campus library, which will include Australia's first automated document storage and retrieval system, is scheduled to open in 2010.

PHOTO: BRETT CORNISH



## Research and industry partnerships

Macquarie is committed to developing collaborations with Australian and international industries which lead to innovative research and teaching outcomes.

Major partners include Cochlear Limited which will move its headquarters and principal manufacturing facilities to Macquarie University by 2010; Macquarie University Hospital which when opened in the first half of 2010 will be the most modern healthcare facility in the country; Macquarie University Clinic which will consist of

18 specialist consulting suites featuring teams of the best clinicians in specialisations such as neurosurgery, cardiology, urology, ophthalmology, plastic and reconstructive surgery, and orthopaedics; and the Macquarie Hearing Hub which will see Australia's leading organisations dedicated to helping the hearing impaired locate on the Macquarie campus in 2011.

Macquarie, through the Australian School of Advanced Medicine, has also formed a new medical alliance with GE Healthcare to tackle brain diseases including hypertension and arteriovenous malformations (AVMs).

## Student services and facilities

Macquarie provides a comprehensive range of services and facilities for students. These include childcare centres on campus, three on-campus accommodation complexes, a career development office, a counselling and health service, food outlets, catering services and entertainment facilities.

The University's \$17 million Sport and Aquatic Centre opened in mid-2007. It has a 50 metre FINA-compliant competition swimming pool, a 25 metre heated indoor swimming pool, gymnasium and numerous additional sport and recreation opportunities for students.

Macquarie will open a new campus library in 2010, providing a 21st century learning and research environment. The new building will feature an environment designed to accommodate students' needs, including adaptable, high-tech personal and collaborative learning spaces, learning lounges which will be open 24 hours a day and dedicated postgraduate research areas. Services and facilities available to

students will include specialist academic outreach librarians, support for technology enabled learning, a café and Australia's first automated book storage and retrieval system.

Student accommodation is available at Macquarie University Village and at two residential colleges which are only a few minutes' walk from the academic and administrative buildings on campus.

## Transport

The campus is accessible by bus, train and car from the city and surrounding suburbs. See page 79 for more information on transport options.



PHOTO: PHILLIPA JANOS

### María Angélica Miranda

Master of Early Childhood

*After completing a Bachelor of Early Childhood in my home country of Colombia I wanted to continue nourishing and reshaping my knowledge and experience and Macquarie was recommended to me by my university mentor since it has an excellent international reputation.*

*I am currently working in a long day centre where I am able to apply all the valuable concepts and teaching methods that I am learning.*

*When I return home I am planning to adapt all the knowledge I've acquired at Macquarie to open an innovative childcare centre that responds to the needs and characteristics of the children and families in my country.*



# Information for applicants

## Admission requirements

Macquarie University program information presented in this booklet is only applicable to Australian citizens, New Zealand citizens and Australian permanent residents. If you are applying as an international student, please refer to the 'International applicants' section on page 8.

The basic admission qualification for postgraduate courses is completion of a recognised Bachelor degree. Admission is competitive and applicants will be considered on academic merit and any

other criteria as specified by the Faculty. Details of admission qualifications and any additional requirements such as work experience, supplementary forms or interviews are listed in the information for each course. Details can also be obtained by contacting the Student Enquiry Service on (02) 9850 6410 or at [coursework@mq.edu.au](mailto:coursework@mq.edu.au).

In exceptional cases, an applicant may be admitted as a candidate for a specific course if the applicant submits other evidence of academic and/or professional attainments and the admission is approved by Academic Senate.

### English proficiency

Applicants whose first language is not English will need to provide evidence of English proficiency. Visit [www.postgrad.mq.edu.au/admissioninfo.htm](http://www.postgrad.mq.edu.au/admissioninfo.htm) for specific details regarding recognised proficiency, including recognised tests acceptable for English proficiency.

## How to apply

Applications for some programs must be lodged through the Universities Admissions Centre (UAC) while applications for other programs are lodged directly with Macquarie University. The 2010 Schedule of Coursework Programs at [www.postgrad.mq.edu.au/forms.html](http://www.postgrad.mq.edu.au/forms.html) sets out the method of application. Please ensure that you lodge your application at the correct location as incorrectly lodged applications will not be processed.

If the Schedule indicates that you must apply directly to Macquarie University, go to [www.postgrad.mq.edu.au/forms.html](http://www.postgrad.mq.edu.au/forms.html) to access the application form or contact the Student Enquiry Service for application information.

If the Schedule indicates that you must apply through UAC, go to [www.uac.edu.au/postgraduate.html](http://www.uac.edu.au/postgraduate.html) to access UAC's Apply-By-Web facility.

## Enrolment

### Acceptance of offer

Most applicants who have been offered a place in 2010 will be required to enrol online. Advice on how to enrol online will be forwarded to all successful applicants.

### Credit for previous studies

Candidates who have completed an award at postgraduate level at Macquarie University or another tertiary institution may receive credit up to one-quarter of the total credit points for the course. Those who have completed one or more units at postgraduate level at another tertiary institution, where the units do not form part of a complete course, may receive credit up to one-half of the total credit points for the course.

Credit cannot be granted for units completed elsewhere unless they correspond to units in the Macquarie study pattern (program).

Credit for previous studies is only granted if the studies have been completed within the previous ten years. Undergraduate units, professional qualifications and work experience do not attract credit.

Where Macquarie University offers a set of articulated coursework awards (degree/diploma/certificate), candidates who are enrolled in and who have completed requirements for one of the lesser courses in the set may have that award conferred and also receive full credit towards the higher award for relevant studies completed. If the lesser awards lead to several higher awards, the credit from the lesser awards in the pathway can only be used once.



PHOTO: PHILLIPA JANOS

## Ning Cao

Master of Translating and Interpreting with  
Master of Applied Linguistics (TESOL)

*I am doing the double degree program to enhance my bilingual skills as well as my language teaching skills.*

*At Macquarie I appreciate the enlightening guidance from my teachers and I enjoy working in teams with other interesting and diligent students. I've also been fortunate enough to meet language teachers from around the world who I can share experiences and ideas of language teaching with.*

*What I acquire at Macquarie will enable me to have more choices for my career plan – to be a professional interpreter in Australia or to continue being a language teacher, which I am currently doing part-time.*

Applicants should request credit at the time of application for admission or before enrolment. Applicants for admission through UAC should complete the Postgraduate Request for Credit Form which is available at [www.postgrad.mq.edu.au/forms.html](http://www.postgrad.mq.edu.au/forms.html). Certified full official transcripts (not result slips) of your previous tertiary studies and a description of all subjects completed taken from the institution's official handbook/calendar for the appropriate year, or other appropriate evidence, should be submitted along with your application. Direct entry applicants can request credit as part of their application.

## Fees and charges

As specified within program details in this booklet, postgraduate coursework programs are either fee-paying programs or they have Commonwealth supported places for which the Australian Government makes a contribution to the University towards the cost of a student's education.

### Fee-paying (tuition fees) programs

Tuition fees are calculated on a per credit point basis. Students are charged on the basis of the number of postgraduate credit points attempted and not for the number successfully completed. Tuition fees are payable each half year on the basis of the student load for that half year. The fees for each course are listed under each course heading. Fees are indexed each year.

### Commonwealth supported places (CSP)

A Commonwealth supported place (prior to 2005 known as a HECS place) is a higher education place for which the Australian Government makes a contribution to the University towards the cost of a student's education and the student also makes a contribution. This is called your student contribution. For eligible students, student contribution amounts can be paid through HECS-HELP. The Going to Uni website at [www.goingtouni.gov.au](http://www.goingtouni.gov.au) provides further information about HECS-HELP.

Commonwealth supported places are available to:

- Australian citizens;
- New Zealand citizens, or holders of an Australian permanent visa, who are enrolled in unit/s of study that are Commonwealth supported and who are residents in Australia for the duration of the unit/s of study.

Where it has been stated that a program has Commonwealth supported places, it is expected that, based on current enrolment numbers, all new students in that program will be given a CSP. If it is necessary to limit numbers, the CSP will be awarded on academic merit.

The availability of Commonwealth supported places may change from year to year and the University reserves the right to vary, without notice, any information relating to fees applicable to enrolment in any course or unit of study. Where a program is listed in this booklet as CSP/\$nnn, the amount after CSP is the cost per credit point that would apply if there were no available Commonwealth supported places in that course.

Fees listed in this booklet are applicable to domestic award fee-paying students only, that is, Australian and New Zealand citizens and Australian permanent residents. International students should refer to the Macquarie International website at [www.international.mq.edu.au](http://www.international.mq.edu.au).



PHOTO: BRETT CORNISH



PHOTO: BRETT CORNISH

## Financial assistance

### FEE-HELP Loan Scheme

FEE-HELP is a loan scheme that assists eligible students to pay their tuition fees. FEE-HELP can cover all or part of a student's tuition fees. Over their lifetime a student may borrow through FEE-HELP an amount up to the FEE-HELP limit to pay their tuition fees.

A FEE-HELP loan is repaid through the Australian Taxation Office. You must provide your Tax File Number to the University on the FEE-HELP application by the census date. Repayment will commence once your income is above the minimum threshold for compulsory payment. For 2008 the threshold was set at \$39,825.

You are eligible for FEE-HELP assistance for a unit of study if you:

- have received an offer of a domestic tuition fee-paying place for your course of study;
- enrol in the unit on or before the census date and remain enrolled at the end of the census date;
- meet the citizenship or residency requirements, which means you are either
  - an Australian Citizen, or
  - a holder of a permanent humanitarian visa who will be resident in Australia for the duration of the unit;
  - are not Commonwealth supported in relation to that unit;
  - submit your tax file number (TFN) to the higher education provider;
  - have completed, signed and submitted a valid Request for Fee-Help assistance (CAF) form;
  - have not exceeded the FEE-HELP limit.

For further information on FEE-HELP, visit the Department of Education, Employment and Workplace Relations website at [www.goingtouni.gov.au](http://www.goingtouni.gov.au).

### Equity scholarships

Macquarie University has a scheme for a limited number of eligible students to enrol in a tuition fee course at a reduced rate. Eligibility for the Equity Scholarships will be based on receipt of a means and assets tested living allowance from Centrelink and will also be subject to certain other conditions.

Visit [www.mq.edu.au/postgrad/fees.html#equityschol](http://www.mq.edu.au/postgrad/fees.html#equityschol) or contact the Student Enquiry Service for application forms and details of the requirements for the scholarship.

## Re-admission

Previous Macquarie University students who are returning to the same program (and who were not enrolled in 2009) should visit [www.postgrad.mq.edu.au/forms.html](http://www.postgrad.mq.edu.au/forms.html) or contact the Student Enquiry Service to access the re-admission application form.

If your request for re-admission is successful you will be admitted into the current version of your course and you will be liable for the current year's fees for your course.

If you are applying to return to a program in which you were given Early Withdrawn results for all units, you should not complete a re-admission application but should complete a new admission application form.

## International applicants

International students who are not permanent residents of Australia should apply to Macquarie International. For further information please contact Macquarie International:

Tel: (02) 9850 7346  
Email: [iso@mq.edu.au](mailto:iso@mq.edu.au)  
Web: [www.international.mq.edu.au](http://www.international.mq.edu.au)



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# ADVANCED MEDICINE

## Master of Surgery

The Master of Surgery program provides comprehensive, systematic, competency focused training for the surgeon who is undertaking career training in a surgical specialty. The program is designed to develop the specific technical and non-technical skills that define the surgeon in that specialty, and includes ethics and professionalism, research, advocacy, teaching and a personal commitment to lifelong learning. These programs are hands-on and assessment is based upon the standards of performance of the specific competencies.

### Enquiries

Dr Sharon Cleland

Tel: (02) 9850 4019

Fax: (02) 9850 4010

Email: sharon.cleland@mq.edu.au

Web: www.medicine.mq.edu.au

### Admission information

Fees per annum: \$42,000

Full-time candidature length (years): 2/EqP

Attendance modes: internal

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Graduation as MB,BS (or equivalent registrable qualification) from a recognised medical school; completion of at least one year of postgraduate medical practice; full registration as a medical practitioner in jurisdiction of residence or citizenship; Certificate of Good Standing with registration authority in jurisdiction of residence or citizenship; eligibility for registration as a medical practitioner in NSW; indemnity insurance in NSW

For international medical graduates an IELTS (or equivalent) English language proficiency of at least 7.0 overall with a minimum of 7.0 on any section

Credit points required for the award: 64

### Program structure

For full details of the study pattern ADV01P Neurosurgery, please contact Dr Sharon Cleland on the details listed above.

Units available for study within the program include:

Basic Concepts in Medical Education

Cerebrospinal Fluid Diversion

Cervical Discectomy

Cervical Laminectomy

Craniotomy

Critical Appraisal of the Medical Literature

Ethics, Law and Professionalism

Extra-axial Tumour - Infratentorial

Extra-axial Tumour - Supratentorial

Intra-axial Tumour

Lumbar Fusion

Lumbar Laminectomy

Medical Research Project

Nerve Entrapment

Stereotaxis

Sylvian Fissure Dissection

## Master of Advanced Surgery

The Master of Advanced Surgery program provides comprehensive, systematic, competency focused training for specialist surgeons who wish to take their career further along a pathway of super-specialisation. The program is designed to develop the specific technical and non-technical skills that are needed by the super-specialist surgeon and includes ethics and professionalism, research, advocacy, teaching and a personal commitment to lifelong learning. These programs are hands-on and super-specialty focused, with assessment based on the achievement of an appropriate standard of performance in each of the specified competencies.

### Enquiries

Dr Sharon Cleland

Tel: (02) 9850 4019

Fax: (02) 9850 4010

Email: sharon.cleland@mq.edu.au

Web: www.medicine.mq.edu.au

### Admission information

Fees per annum: \$42,000

Full-time candidature length (years): 1/EqP

Attendance modes: internal (selected units of study can be done externally provided the University requirements are met)

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Graduation as MB,BS (or equivalent registrable qualification) from a recognised medical school; completion of at least one year of postgraduate medical practice; full registration as a medical practitioner in jurisdiction of residence or citizenship; Certificate of Good Standing with registration authority in jurisdiction of residence or citizenship; eligibility for registration as a medical practitioner in NSW; indemnity insurance in NSW

For international medical graduates an IELTS (or equivalent) English language proficiency of at least 7.0 overall with a minimum of 7.0 on any section

Credit points required for the award: 32

### Program structure

For full details of the study pattern ADV05P Spinal Surgery, please contact Dr Sharon Cleland on the details listed above.

Units available for study within the program include:

Advanced Spinal Surgical Procedures

Basic Concepts in Education and Critical Appraisal

Ethics, Law and Professionalism

### Program structure

For full details of the study pattern ADV08P Neuro-oncology, please contact Dr Sharon Cleland on the details listed above.

Units available for study within the program include:

Advanced Neuro-oncological Surgical Procedures

**Basic Concepts in Education and Critical Appraisal  
Ethics, Law and Professionalism**

***Program structure***

For full details of the study pattern ADVM10P Cerebrovascular, please contact Dr Sharon Cleland on the details listed above.

**Units available for study within the program include:**  
Advanced Cerebrovascular Neurosurgical Procedures  
Basic Concepts in Education and Critical Appraisal  
Ethics, Law and Professionalism

***Program structure***

For full details of the study pattern ADVM12P Cardiothoracic Surgery, please contact Dr Sharon Cleland on the details listed above.

**Units available for study within the program include:**  
Advanced Cardiothoracic Surgical Procedures  
Basic Concepts in Education and Critical Appraisal  
Ethics, Law and Professionalism

***Program structure***

For full details of the study pattern ADVM15P Otolaryngology and Head and Neck Surgery, please contact Dr Sharon Cleland on the details listed above..

**Units available for study within the program include:**  
Advanced Otolaryngology/Head and Neck Procedures  
Basic Concepts in Education and Critical Appraisal  
Ethics, Law and Professionalism

***Program structure***

For full details of the study pattern ADVM18P Orthopaedic Surgery, please contact Dr Sharon Cleland on the details listed above.

**Units available for study within the program include:**  
Advanced Orthopaedic Procedures  
Basic Concepts in Education and Critical Appraisal  
Ethics, Law and Professionalism

***Program structure***

For full details of the study pattern ADVM20P Ophthalmology, please contact Dr Sharon Cleland on the details listed above..

**Units available for study within the program include:**  
Advanced Care of Ophthalmological Conditions  
Advanced Ophthalmological Diagnostic Techniques  
Advanced Ophthalmological Procedures and Management  
Basic Concepts in Education and Critical Appraisal  
Ethics, Law and Professionalism

***Program structure***

For full details of the study pattern ADVM22P Vascular Surgery, please contact Dr Sharon Cleland on the details listed above.

**Units available for study within the program include:**  
Advanced Vascular Surgical Procedures

**Basic Concepts in Education and Critical Appraisal  
Ethics, Law and Professionalism**

***Program structure***

For full details of the study pattern ADVM25P Uro-oncology, please contact Dr Sharon Cleland on the details listed above.

**Units available for study within the program include:**  
Advanced Topics in Urogenital Oncology  
Basic Concepts in Education and Critical Appraisal  
Ethics, Law and Professionalism

***Program structure***

For full details of the study pattern ADVM28P Prostate Surgery, please contact Dr Sharon Cleland on the details listed above.

**Units available for study within the program include:**  
Advanced Care of Prostatic Conditions  
Basic Concepts in Education and Critical Appraisal  
Ethics, Law and Professionalism

***Program structure***

For full details of the study pattern ADVM30P Military Surgery, please contact Dr Sharon Cleland on the details listed above.

**Units available for study within the program include:**  
Advanced Damage Control Surgery  
Basic Concepts in Education and Critical Appraisal  
Ethics, Law and Professionalism

## Master of Advanced Medicine

The Master of Advanced Medicine program provides comprehensive, systematic, competency focused training for specialist physicians who wish to take their career further along a pathway of super-specialisation. The program is designed to develop the specific technical and non-technical skills that are needed by the super-specialist physician and includes ethics and professionalism, research advocacy, teaching and a personal commitment to lifelong learning. These programs are hands-on and super-speciality focused with assessment based on achievement of an appropriate standard of performance in each of the specified competencies.

***Enquiries***

Dr Sharon Cleland  
Tel: (02) 9850 4019  
Fax: (02) 9850 4010  
Email: sharon.cleland@mq.edu.au  
Web: www.medicine.mq.edu.au

***Admission information***

Fees per annum: \$42,000  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal (ADVM35P, ADVM38P), external (ADVM32)  
Commencing: first half-year, second half-year  
Credit points required for the award: 32

Study modes: full-time (ADVM35P, ADVM38P), part-time (ADVM32P, ADVM35P, ADVM38P),

Admission requirements: Graduation as MBBS (or equivalent registrable qualification) from a recognised medical school; FRACP or Vocational Registration or equivalent; interview with the Dean of the Australian School of Advanced Medicine and the Course Director; review of portfolio of experience in curriculum vitae, together with support from relevant experts in clinical medicine based upon previous direct supervision of the applicant; full registration as a medical practitioner in jurisdiction of residence or citizenship; Certificate of Good Standing with registration authority in jurisdiction of residence or citizenship; registered or eligible for registration as a medical practitioner in NSW; indemnity insurance in NSW. For international medical graduates an IELTS English language proficiency of at least 7.0 overall with a minimum of 7.0 on any section

#### **Program structure**

For full details of the study pattern ADVM32P Musculoskeletal Medicine, please contact Dr Sharon Cleland on the details listed above.

Units available for study within the program include:

**Basic Concepts in Education and Critical Appraisal  
Ethics, Law and Professionalism  
Head and Neck Musculoskeletal Pain and Dysfunction  
Interrelated and Global Musculoskeletal Pain and Dysfunction  
Lower Body Musculoskeletal Pain and Dysfunction  
Upper Body Musculoskeletal Pain and Dysfunction**

#### **Program structure**

For full details of the study pattern ADVM35P Interventional Cardiology, please contact Dr Sharon Cleland on the details listed above.

Units available for study within the program include:

**Acute Management in a Coronary Care Unit  
Advanced Topics in Cardiology 1-2  
Basic Concepts in Education and Critical Appraisal  
Clinical Cardiovascular Examination and Risk Assessment  
Ethics, Law and Professionalism  
Intervention in Grafted Coronary Arteries  
Intervention in Native Coronary Arteries**

#### **Program structure**

For full details of the study pattern ADVM38P Cardiac Imaging, please contact Dr Sharon Cleland on the details listed above.

Units available for study within the program include:

**Advanced Cardiac Imaging 1-4  
Basic Concepts in Education and Critical Appraisal  
Clinical Cardiovascular Examination and Risk Assessment  
Clinical Research Project  
Ethics, Law and Professionalism**

## Master of Medical Practice

The Master of Medical Practice in hospital medicine program is designed for career medical officers seeking advanced skills in the general care of the hospitalised patient. It is suitable for practitioners at a variety of levels of experience, with mechanisms to give recognition for prior learning. The program focuses on the core bedside clinical, therapeutic and communication skills of the hospital doctor, with particular emphasis on evidence based practice, patient safety, team work and health systems. Elective units of study covering subspecialty clinical areas and managerial skills will also be available.

#### **Enquiries**

Dr Sharon Cleland  
Tel: (02) 9850 4019  
Fax: (02) 9850 4010  
Email: sharon.cleland@mq.edu.au  
Web: www.medicine.mq.edu.au

#### **Admission information**

Fees per annum: \$42,000  
Part-time candidature length (years): 2  
Attendance modes: internal  
Commencing: first half-year, second half-year  
Study modes: part-time

Admission requirements: Graduation as MB,BS; at least two years of postgraduation clinical experience; interview with the Dean of the Australian School of Advanced Medicine and the Course Director; portfolio of experience in curriculum vitae, together with support based upon previous direct supervision by hospital physicians  
Credit points required for the award: 32

#### **Program structure**

For full details of the study pattern ADVM40P Hospital Medical Care, please contact Dr Sharon Cleland on the details listed above.

Units available for study within the program include:

**Basic Concepts in Education and Critical Appraisal  
Ethics, Law and Professionalism  
Hospital Therapeutics  
Patient Assessment and Communication  
Resuscitation and Clinical Procedures  
Safety and Quality in Hospital Medical Care  
Topics in Hospital Care**

## EARLY CHILDHOOD STUDIES

### Master of Teaching (Birth to Five Years)

The Master of Teaching (Birth to Five Years) is a postgraduate level initial early childhood teaching qualification. It is designed to enable graduates of other disciplines to obtain an early childhood teaching

qualification without undertaking a further undergraduate degree. Graduates of this program will be eligible for employment as teachers in prior to school settings, typically preschools and long day care services.

#### **Enquiries**

Associate Professor Manjula Waniganayake  
Tel: (02) 9850 9825  
Fax: (02) 9850 9890  
Email: manjula.waniganayake@mq.edu.au  
Web: www.humansciences.mq.edu.au/areas\_of\_study/early\_childhood\_studies

#### **Admission information**

Fees per credit point: CSP/\$377  
Full-time candidature length (years): 2/EqP  
Attendance modes: internal  
Commencing: first half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree with a GPA of 2.5 or equivalent; applicants whose first language is not English must satisfy the English equivalent of IELTS 7.0  
Credit points required for the award: 64

#### **Program structure**

For the full structure of the study pattern ECHS02P Early Childhood Education, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Creativity and the Arts: Contemporary Perspectives  
Early Childhood Development  
Early Childhood Postgraduate Internship  
Early Childhood Professional Practice  
Early Intervention: Theory and Practice  
Families in Context  
Health and Well-being in Early Childhood  
Issues in Early Childhood Politics and Pedagogy  
Language and Literacy in Early Childhood  
Leading and Managing Early Childhood Services  
Learning Through Mathematics, Science and Technology in Early Childhood Settings  
Sociology and Education

## **Master of Early Childhood**

This program provides candidates with an opportunity to undertake advanced study in early childhood to enhance their professional knowledge and extend their understanding of related areas in early childhood. It also provides an opportunity for outstanding candidates to apply to research programs leading to a PhD.

Important: This program does NOT provide a teaching qualification in Early Childhood.

#### **Enquiries**

Associate Professor Manjula Waniganayake  
Tel: (02) 9850 9825  
Fax: (02) 9850 9890  
Email: manjula.waniganayake@mq.edu.au  
Web: www.humansciences.mq.edu.au/areas\_of\_study/early\_childhood\_studies

#### **Admission information**

Fees per credit point: CSP/\$384  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor of Education or Bachelor degree in education, social sciences or humanities; AND professional or academic practicum experience with infants and children (0-8 years) and their families. Applicants whose first language is not English must satisfy English equivalent of IELTS 7.0  
Credit points required for the award: 32

#### **Program structure**

For the full structure of the study pattern ECHS01P Early Childhood, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Conducting and Communicating a Research Project  
Creativity and the Arts: Contemporary Perspectives  
Designing Educational Research  
Early Childhood Development  
Early Intervention: Theory and Practice  
Families in Context  
Introduction to Educational Research  
Issues in Early Childhood Politics and Pedagogy  
Language and Literacy in Early Childhood  
Leading and Managing Early Childhood Services  
Organisation of Early Childhood Education  
Searching and Constructing a Literature Review

## **Postgraduate Diploma in Early Childhood**

This program provides candidates with an opportunity to undertake advanced study in early childhood to enhance their professional knowledge and extend their understanding of related areas in early childhood.

Important: This program does NOT provide a teaching qualification in Early Childhood.

#### **Enquiries**

Associate Professor Manjula Waniganayake  
Tel: (02) 9850 9825  
Fax: (02) 9850 9890

Email: manjula.waniganayake@mq.edu.au  
Web: www.humansciences.mq.edu.au/areas\_of\_study/early\_childhood\_studies

#### **Admission information**

Fees per credit point: CSP/\$377  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor of Education or Bachelor degree in education, social sciences or humanities; AND professional or academic practicum experience with infants and children (0-8 years) and their families. Applicants whose first language is not English must satisfy English equivalent of IELTS 7.0  
Credit points required for the award: 24

#### **Program structure**

For the full structure of the study pattern ECHS05P Early Childhood, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include those available within the Master of Early Childhood, listed above under ECHS01P.**

## Postgraduate Certificate in Early Childhood

This program provides candidates with an opportunity to undertake advanced study in early childhood to enhance their professional understanding and extend their knowledge of related areas in early childhood.

Important: This program does NOT provide a teaching qualification in Early Childhood.

#### **Enquiries**

Associate Professor Manjula Waniganayake  
Tel: (02) 9850 9825  
Fax: (02) 9850 9890  
Email: manjula.waniganayake@mq.edu.au  
Web: www.humansciences.mq.edu.au/areas\_of\_study/early\_childhood\_studies

#### **Admission information**

Fees per credit point: CSP/\$377  
Full-time candidature length (years): 0.5/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor of Education or Bachelor degree in education, social sciences or humanities. Applicants whose first language is not English must satisfy English equivalent of IELTS 7.0  
Credit points required for the award: 12

#### **Program structure**

For the full structure of the study pattern ECHS06P Early Childhood, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include those available within the Master of Early Childhood, listed above under ECHS01P.**

## Postgraduate Certificate in Research Methods (ACES)

#### **Early Childhood program**

The Postgraduate Certificate is a program designed to prepare students for admission to a higher degree by research. It will introduce students to research methods in education and assist with the development of a research proposal, a literature review and the design and piloting of a research project. It is also an introduction to research in educational studies for students wishing to apply research principles in work contexts. On completion of the Postgraduate Certificate candidates who achieve grades of credit or above may apply for entry to a research degree.

#### **Enquiries**

Associate Professor Manjula Waniganayake  
Tel: (02) 9850 9825  
Fax: (02) 9850 9890  
Email: manjula.waniganayake@mq.edu.au  
Web: www.humansciences.mq.edu.au/areas\_of\_study/early\_childhood\_studies

#### **Admission information**

Fees per credit point: CSP/\$377  
Part-time candidature length (years): 1  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: part-time  
Admission requirements: Bachelor degree or equivalent  
Credit points required for the award: 12

#### **Program structure**

For the full structure of the study pattern ECHS10P Early Childhood, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**  
**Conducting and Communicating a Research Project**  
**Designing Educational Research**  
**Searching and Constructing a Literature Review**

# EDITING AND PUBLISHING

## Master of Arts

### *Editing and Publishing program*

This program is only available for students with a Postgraduate Diploma in Editing and Publishing.

### *Enquiries*

Linguistics Postgraduate Office  
Tel: (02) 9850 7102  
Fax: (02) 9850 9352  
Email: [lingpgo@ling.mq.edu.au](mailto:lingpgo@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/pep.htm](http://www.ling.mq.edu.au/postgraduate/coursework/pep.htm)

### *Admission information*

Fees per credit point: \$445  
Part-time candidature length (years): 3  
Attendance modes: external  
Commencing: first half-year, second half-year  
Study modes: part-time  
Admission requirements: Bachelor degree AND completion of Postgraduate Diploma in Editing and Publishing  
Credit points required for the award: 32

### *Program structure*

For the full structure of the study pattern EDIT01P Editing and Publishing, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program:

Design and Production of Books  
Dissertation  
Editorial Issues and Responsibilities  
Essentials of Editing  
Language and Writing Style  
Options I and II  
Practicum  
Publishing and Management  
Structural and Electronic Editing

## Postgraduate Diploma in Editing and Publishing

This program is offered as a postgraduate training program for editors and others engaged in the publishing industry or in publications work within the corporate or government sector. It is intended as a professional qualification for those already employed in publishing work. The program is designed to set the work of editing in a full theoretical and practical context, and to widen candidates' experience of editing beyond whatever type of publishing they are already associated with. The practicum unit is built into the program as a way of enhancing students' experience of the actual operations of publishing.

During the second year of study, a placement of 26 hours (LING875 Practicum) will be arranged for each student, at a publishing unit other than the one at which she or he is currently employed, to be taken in a block during one of the University recesses.

### *Enquiries*

Linguistics Postgraduate Office  
Tel: (02) 9850 7102  
Fax: (02) 9850 9352  
Email: [lingpgo@ling.mq.edu.au](mailto:lingpgo@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/pep.htm](http://www.ling.mq.edu.au/postgraduate/coursework/pep.htm)

### *Admission information*

Fees per credit point: \$445  
Part-time candidature length (years): 3  
Attendance modes: internal  
Commencing: first half-year  
Study modes: part-time  
Admission requirements: Bachelor degree with at least three years of experience in editing or publishing  
Credit points required for the award: 24

### *Program structure*

For the full structure of the study pattern EDIT05P Editing and Publishing, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include those listed under the Master of Arts, Editing and Publishing program, listed above under EDIT01P, with the exception of the Dissertation units.

## Postgraduate Certificate in Editing

This program is designed for those who have some experience of the editorial process, and wish to extend it as a basis for professional editing.

### *Enquiries*

Linguistics Postgraduate Office  
Tel: (02) 9850 7102  
Fax: (02) 9850 9352  
Email: [lingpgo@ling.mq.edu.au](mailto:lingpgo@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/pep.htm](http://www.ling.mq.edu.au/postgraduate/coursework/pep.htm)

### *Admission information*

Fees per credit point: \$445  
Part-time candidature length (years): 2  
Attendance modes: internal, external  
Commencing: first half-year  
Study modes: part-time  
Admission requirements: Bachelor degree with at least one year of experience in editing or publishing OR a minimum of seven years of relevant experience  
Credit points required for the award: 12

### *Program structure*

For the full structure of the study pattern EDIT06P Editing, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program:

Editorial Issues and Responsibilities  
Essentials of Editing  
Language and Writing Style  
Structural and Electronic Editing

## EDUCATION

### Master of Educational Leadership (Early Childhood Education)

This program aims to develop knowledge of theory and research in educational leadership and management and explore implications for practice in early childhood settings.

#### *Enquiries*

Associate Professor Manjula Waniganayake  
Tel: (02) 9850 9825  
Fax: (02) 9850 9890  
Email: [manjula.waniganayake@mq.edu.au](mailto:manjula.waniganayake@mq.edu.au)  
Web: [www.humansciences.mq.edu.au/areas\\_of\\_study/early\\_childhood\\_studies](http://www.humansciences.mq.edu.au/areas_of_study/early_childhood_studies)

#### *Admission information*

Fees per credit point: CSP/\$384  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent and at least two years of relevant work experience; AND a written application  
Credit points required for the award: 32

#### *Program structure*

For the full structure of the study pattern EDUC01P Early Childhood Education—coursework, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Designing Educational Research  
Educational Institutions as Organisations  
Human Resource Management in Education  
Innovation and Change in Educational Organisations  
Introduction to Educational Research  
Issues in Early Childhood Politics and Pedagogy  
Leadership for Learning  
Legal Foundations for Leaders in Learning Institutions  
Organisation of Early Childhood Education

### *Program structure*

For the full structure of the study pattern EDUC02P Early Childhood Education—coursework and project, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Conducting and Communicating a Research Project  
Designing Educational Research  
Educational Institutions as Organisations  
Human Resource Management in Education  
Innovation and Change in Educational Organisations  
Introduction to Educational Research  
Issues in Early Childhood Politics and Pedagogy  
Leadership for Learning  
Legal Foundations for Leaders in Learning Institutions  
Organisation of Early Childhood Education  
Searching and Constructing a Literature Review

### Postgraduate Diploma in Educational Leadership (Early Childhood Education)

The program aims to develop knowledge of theory and research in educational leadership and management and explore implications for practice in early childhood settings.

#### *Enquiries*

Associate Professor Manjula Waniganayake  
Tel: (02) 9850 9825  
Fax: (02) 9850 9890  
Email: [manjula.waniganayake@mq.edu.au](mailto:manjula.waniganayake@mq.edu.au)  
Web: [www.humansciences.mq.edu.au/areas\\_of\\_study/early\\_childhood\\_studies](http://www.humansciences.mq.edu.au/areas_of_study/early_childhood_studies)

#### *Admission information*

Fees per credit point: CSP/\$377  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent and at least two years of relevant work experience AND a written application  
Credit points required for the award: 24

#### *Program structure*

For the full structure of the study pattern EDUC20P Early Childhood Education, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include those available within the Master of Educational Leadership (Early Childhood Education), listed above under EDUC01P, with some variation in required units.

## Postgraduate Certificate in Educational Leadership (Early Childhood Education)

The program aims to develop knowledge of theory and research in educational leadership and management and explore implications for practice in early childhood settings.

### Enquiries

Associate Professor Manjula Waniganayake

Tel: (02) 9850 9825

Fax: (02) 9850 9890

Email: manjula.waniganayake@mq.edu.au

Web: [www.humansciences.mq.edu.au/areas\\_of\\_study/early\\_childhood\\_studies](http://www.humansciences.mq.edu.au/areas_of_study/early_childhood_studies)

### Admission information

Fees per credit point: CSP/\$377

Full-time candidature length (years): 0.5/EqP

Attendance modes: internal, external

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Bachelor degree or equivalent and at least two years of relevant work experience; AND a written application

Credit points required for the award: 12

### Program structure

For the full structure of the study pattern EDUC30P Early Childhood Education, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Educational Institutions as Organisations

Leadership for Learning

Organisation of Early Childhood Education

## Master of Educational Leadership (School Education)

The program aims to develop knowledge of theory and research in educational leadership and management and explore implications for practice in school education.

### Enquiries

Dr Norman McCulla

Tel: (02) 9850 8650

Fax: (02) 9850 8674

Email: norman.mcculla@mq.edu.au

Web: [www.humansciences.mq.edu.au/areas\\_of\\_study/education](http://www.humansciences.mq.edu.au/areas_of_study/education)

### Admission information

Fees per credit point: CSP/\$384

Full-time candidature length (years): 1/EqP

Attendance modes: internal, external

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Bachelor degree or equivalent and at least two years of relevant work experience; AND a written application

Credit points required for the award: 32

### Program structure

For the full structure of the study pattern EDUC13P School Education—coursework, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Designing Educational Research

Educational Institutions as Organisations

Environmental Education Programs

Human Resource Management in Education

Innovation and Change in Educational Organisations

Introduction to Educational Research

Leadership for Learning

Legal Foundations for Leaders in Learning Institutions

Organisation of School Education

### Program structure

For the full structure of the study pattern EDUC14P School Education—coursework and project, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Conducting and Communicating a Research Project

Designing Educational Research

Educational Institutions as Organisations

Human Resource Management in Education

Innovation and Change in Educational Organisations

Introduction to Educational Research

Leadership for Learning

Legal Foundations for Leaders in Learning Institutions

Organisation of School Education

Searching and Constructing a Literature Review

## Postgraduate Diploma in Educational Leadership (School Education)

The program aims to develop knowledge of theory and research in educational leadership and management and explore implications for practice in school education.

### Enquiries

Dr Norman McCulla

Tel: (02) 9850 8650

Fax: (02) 9850 8674

Email: norman.mcculla@mq.edu.au

Web: [www.humansciences.mq.edu.au/areas\\_of\\_study/education](http://www.humansciences.mq.edu.au/areas_of_study/education)

### Admission information

Fees per credit point: CSP/\$377

Full-time candidature length (years): 1/EqP

Attendance modes: internal, external

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Bachelor degree or equivalent and at least two years of relevant work experience; AND a written application

Credit points required for the award: 24

### Program structure

For the full structure of the study pattern EDUC26P School Education, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include those available within the Master of Educational Leadership (School Education), listed above under EDUC13P, with some variation in required units.**

## Postgraduate Certificate in Educational Leadership (School Education)

The program aims to develop knowledge of theory and research in educational leadership and management and explore implications for practice in school education.

### Enquiries

Dr Norman McCulla

Tel: (02) 9850 8650

Fax: (02) 9850 8674

Email: [norman.mcculla@mq.edu.au](mailto:norman.mcculla@mq.edu.au)

Web: [www.humansciences.mq.edu.au/areas\\_of\\_study/education](http://www.humansciences.mq.edu.au/areas_of_study/education)

### Admission information

Fees per credit point: CSP/\$377

Full-time candidature length (years): 0.5/EqP

Attendance modes: internal, external

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Bachelor degree or equivalent and at least two years of relevant work experience; AND a written application

Credit points required for the award: 12

### Program structure

For the full structure of the study pattern EDUC36P School Education, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program are:**

**Educational Institutions as Organisations**

**Leadership for Learning**

**Organisation of School Education**

## Master of Education

The Master of Education is a cohesive program of studies designed to enhance the knowledge, skills and professional development of educators and others with an interest in studies in education. Four focus areas are offered: Education—coursework; Education—coursework and project; Information and Communication Technologies (ICT) in Education—coursework; and ICT in Education—coursework and project. Those who complete the degree with a project and achieve grades of credit or above may apply for entry to a research degree.

Please note: this is NOT a teaching qualification.

### Enquiries

Dr Michael Cavanagh

Tel: (02) 9850 8239

Fax: (02) 9850 8674

Email: [michael.cavanagh@mq.edu.au](mailto:michael.cavanagh@mq.edu.au)

Web: [www.humansciences.mq.edu.au/areas\\_of\\_study/education](http://www.humansciences.mq.edu.au/areas_of_study/education)

### Admission information

Fees per credit point: CSP/\$384

Full-time candidature length (years): 1/EqP

Attendance modes: internal, external

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Bachelor degree or equivalent

Credit points required for the award: 32

### Program structure

For the full structure of the study pattern EDUC40P Education—coursework, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**

**Assessment Issues**

**Contemporary Issues in Mathematics Education**

**Curriculum Studies**

**Education and the Workforce**

**Educational Institutions as Organisations**

**Educational Psychology and Practice**

**Gender and Education**

**Introduction to Educational Research**

**Pedagogies in Geography**

**Sociology and Education**

### Program structure

For the full structure of the study pattern EDUC41P Education—coursework and project, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**

**Assessment Issues**

**Conducting and Communicating a Research Project**

**Curriculum Studies**

**Designing Educational Research**

Educational Institutions as Organisations  
Educational Psychology and Practice  
Introduction to Educational Research  
Searching and Constructing a Literature Review  
Sociology and Education

#### *Program structure*

For the full structure of the study pattern EDUC42P ICT in Education—coursework, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Adult Learning  
Conducting and Communicating a Research Project  
Designing Educational Research  
Designing ICT-based Courses and Learning Resources  
Educational Programs and Information Technology  
Evaluation of Educational Programs  
ICT and Classroom Practice  
Innovation and Change in Educational Organisations  
Introduction to Educational Research  
Leading and Managing the Development of E-learning Environments  
Learning and Teaching in Higher Education  
Searching and Constructing a Literature Review

#### *Program structure*

For the full structure of the study pattern EDUC43P ICT in Education—coursework and project, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Adult Learning  
Conducting and Communicating a Research Project  
Designing Educational Research  
Designing ICT-based Courses and Learning Resources  
Educational Programs and Information Technology  
Evaluation of Educational Programs  
ICT and Classroom Practice  
Innovation and Change in Educational Organisations  
Introduction to Educational Research  
Leading and Managing the Development of E-learning Environments  
Learning and Teaching in Higher Education  
Searching and Constructing a Literature Review

## Postgraduate Diploma in Education Studies

The Postgraduate Diploma in Education Studies is the second step in a performance-based pathway of scholarship. This involves the completion of six postgraduate units in a coherent educational framework.

Please note: This is NOT a teaching qualification.

#### *Enquiries*

Dr Michael Cavanagh  
Tel: (02) 9850 8239  
Fax: (02) 9850 8674  
Email: [michael.cavanagh@mq.edu.au](mailto:michael.cavanagh@mq.edu.au)  
Web: [www.humansciences.mq.edu.au/areas\\_of\\_study/education](http://www.humansciences.mq.edu.au/areas_of_study/education)

#### *Admission information*

Fees per credit point: CSP/\$377  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent  
Credit points required for the award: 24

#### *Program structure*

For the full structure of the study pattern EDUC45P Education Studies, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Assessment Issues  
Contemporary Issues in Mathematics Education  
Curriculum Studies  
Educational Institutions as Organisations  
Educational Psychology and Practice  
Gender and Education  
Introduction to Educational Research  
Learning and Teaching in Higher Education  
Pedagogies in Geography  
Sociology and Education

#### *Program structure*

For the full structure of the study pattern EDUC52P ICT in Education, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Adult Learning  
Conducting and Communicating a Research Project  
Current Topics in Education  
Designing Educational Research  
Designing ICT-based Courses and Learning Resources  
Educational Programs and Information Technology  
Evaluation of Educational Programs  
ICT and Classroom Practice  
Innovation and Change in Educational Organisations  
Leading and Managing the Development of E-learning Environments  
Learning and Teaching in Higher Education  
Searching and Constructing a Literature Review

## Postgraduate Certificate in Education Studies

The Postgraduate Certificate in Education Studies is a flexible program designed to cater for the needs of those interested in entry level postgraduate studies related to education and training contexts.

Please note: This is NOT a teaching qualification.

### Enquiries

Dr Michael Cavanagh

Tel: (02) 9850 8239

Fax: (02) 9850 8674

Email: michael.cavanagh@mq.edu.au

Web: www.humansciences.mq.edu.au/  
areas\_of\_study/education

### Admission information

Fees per credit point: CSP/\$377

Full-time candidature length (years): 0.5/EqP

Attendance modes: internal, external

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Bachelor degree or equivalent

Credit points required for the award: 12

### Program structure

For the full structure of the study pattern EDUC46P Education Studies, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

#### Assessment Issues

Contemporary Issues in Mathematics Education

Education and Culture

Education in a Global Society

Gender and Education

Learning and Teaching in Higher Education

Pedagogies in Geography

Sociology and Education

### Program structure

For the full structure of the study pattern EDUC49P ICT in Education, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

#### Adult Learning

Designing ICT-based Courses and Learning Resources

Educational Programs and Information Technology

ICT and Classroom Practice

Innovation and Change in Educational Organisations

Leading and Managing the Development of E-learning Environments

Learning and Teaching in Higher Education

## Postgraduate Certificate in Research Methods (ACES)

### Education program

The Postgraduate Certificate is a program designed to prepare students for admission to a higher degree by research. It will introduce students to research methods in education and assist with the development of a research proposal, a literature review and the design and piloting of a research project. It is also an introduction to research in educational studies for students wishing to apply research principles in work contexts.

On completion of the Postgraduate Certificate candidates who achieve grades of credit or above may apply for entry to a research degree.

### Enquiries

Dr Michael Cavanagh

Tel: (02) 9850 8239

Fax: (02) 9850 8674

Email: michael.cavanagh@mq.edu.au

Web: www.humansciences.mq.edu.au/  
areas\_of\_study/education

### Admission information

Fees per credit point: CSP/\$377

Part-time candidature length (years): 1

Attendance modes: internal, external

Commencing: first half-year, second half-year

Study modes: part-time

Admission requirements: Bachelor degree or equivalent

Credit points required for the award: 12

### Program structure

For the full structure of the study pattern EDUC48P Education, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Conducting and Communicating a Research Project

Designing Educational Research

Searching and Constructing a Literature Review

## Master of Higher Education

The Master of Higher Education is a flexible program for those wishing to study higher education and higher education development. Areas of specialisation include higher education learning and teaching, e-learning and leadership and management. The program also provides an opportunity for outstanding candidates to progress to research programs.

### Enquiries

Dr Laurie Field

Tel: (02) 9850 8683

Fax: (02) 9850 8674

Email: [laurie.field@mq.edu.au](mailto:laurie.field@mq.edu.au)  
Web: [www.humansciences.mq.edu.au/areas\\_of\\_study/education](http://www.humansciences.mq.edu.au/areas_of_study/education)

#### **Admission information**

Fees per credit point: CSP/\$384  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements for EDUC61P, EDUC62P: Bachelor degree or equivalent; recent teaching or teaching-related experience in higher education  
Admission requirements for EDUC64P: Bachelor degree or equivalent; at least two years of relevant work experience  
Admission requirements for EDUC66P: Bachelor degree in Medicine  
Credit points required for the award: 32

#### **Program structure**

For the full structure of the study pattern EDUC61P Higher Education: E-Learning, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:  
Critical Reflective Practice in Higher Education  
Curriculum Design and Assessment in Higher Education  
Designing ICT-based Courses and Learning Resources  
Educational Institutions as Organisations  
Educational Programs and Information Technology  
Evaluation of Educational Programs  
Governance, Structure and Organisation of Higher Education  
Human Resource Management in Education  
Innovation and Change in Educational Organisations  
Leadership for Learning  
Leading and Managing the Development of E-learning Environments  
Learning and Teaching in Higher Education

#### **Program structure**

For the full structure of the study pattern EDUC62P Higher Education: Learning and Teaching, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:  
Critical Reflective Practice in Higher Education  
Curriculum Design and Assessment in Higher Education  
Designing ICT-based Courses and Learning Resources  
Educational Institutions as Organisations  
Educational Programs and Information Technology  
Evaluation of Educational Programs  
Governance, Structure and Organisation of Higher Education  
Innovation and Change in Educational Organisations  
Leadership for Learning  
Leading and Managing the Development of E-learning Environments  
Learning and Teaching in Higher Education

#### **Program structure**

For the full structure of the study pattern EDUC64P Higher Education: Leadership and Management, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:  
Critical Reflective Practice in Higher Education  
Curriculum Design and Assessment in Higher Education  
Designing ICT-based Courses and Learning Resources  
Educational Institutions as Organisations  
Educational Programs and Information Technology  
Evaluation of Educational Programs  
Governance, Structure and Organisation of Higher Education  
Human Resource Management in Education  
Innovation and Change in Educational Organisations  
Leadership for Learning  
Learning and Teaching in Higher Education

#### **Program structure**

For the full structure of the study pattern EDUC66P Higher Education: Medical Education, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:  
Assessment of Surgical Competency  
Conducting and Communicating a Research Project  
Critical Reflective Practice in Higher Education  
Curriculum Design and Assessment in Higher Education  
Designing Educational Research  
Designing ICT-based Courses and Learning Resources  
Evaluation of Educational Programs  
Introduction to Educational Research  
Learning and Teaching in Higher Education  
Medical Research Project  
Role of Supervisor  
Searching and Constructing a Literature Review

## **Postgraduate Diploma in Higher Education**

The Postgraduate Diploma in Higher Education is a flexible program for those wishing to study higher education and higher education development. Areas of specialisation include higher education learning and teaching, e-learning and leadership and management.

#### **Enquiries**

Dr Laurie Field  
Tel: (02) 9850 8683  
Fax: (02) 9850 8674  
Email: [laurie.field@mq.edu.au](mailto:laurie.field@mq.edu.au)  
Web: [www.humansciences.mq.edu.au/areas\\_of\\_study/education](http://www.humansciences.mq.edu.au/areas_of_study/education)

#### **Admission information**

Fees per credit point: CSP/\$377  
Full-time candidature length (years): 1/EqP

Attendance modes: internal, external

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements for EDUC69P, EDUC72P: Bachelor degree or equivalent; recent teaching or teaching-related experience in higher education

Admission requirements for EDUC70P: Bachelor degree or equivalent; at least two years of relevant work experience

Credit points required for the award: 24

#### **Program structure**

For the full structure of the study pattern EDUC69P Higher Education: E-Learning, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include those available within the Master of Higher Education, listed above under EDUC61P.**

#### **Program structure**

For the full structure of the study pattern EDUC72P Higher Education: Learning and Teaching, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include those available within the Master of Higher Education, listed above under EDUC62P.**

#### **Program structure**

For the full structure of the study pattern EDUC70P Higher Education: Leadership and Management, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include those available within the Master of Higher Education, listed above under EDUC64P.**

## Postgraduate Certificate in Higher Education

This is a flexible program for those wishing to study higher education and higher education development. Areas of specialisation include higher education learning and teaching, e-learning and leadership and management.

#### **Enquiries**

Dr Laurie Field

Tel: (02) 9850 8683

Fax: (02) 9850 8674

Email: [laurie.field@mq.edu.au](mailto:laurie.field@mq.edu.au)

Web: [www.humansciences.mq.edu.au/areas\\_of\\_study/education](http://www.humansciences.mq.edu.au/areas_of_study/education)

#### **Admission information**

Fees per credit point: CSP/\$377

Part-time candidature length (years): 1

Attendance modes: internal, external

Commencing: first half-year, second half-year

Study modes: part-time

Admission requirements for EDUC76P, EDUC80P: Bachelor degree or equivalent; recent teaching or teaching-related experience in higher education

Admission requirements for EDUC78P: Bachelor degree or equivalent; at least two years of relevant work experience

Credit points required for the award: 12

#### **Program structure**

For the full structure of the study pattern EDUC76P Higher Education: E-Learning, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**  
Designing ICT-based Courses and Learning Resources  
Educational Programs and Information Technology  
Leading and Managing the Development of E-learning Environments  
Learning and Teaching in Higher Education

#### **Program structure**

For the full structure of the study pattern EDUC80P Higher Education: Learning and Teaching, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**  
Critical Reflective Practice in Higher Education  
Curriculum Design and Assessment in Higher Education  
Designing ICT-based Courses and Learning Resources  
Learning and Teaching in Higher Education

#### **Program structure**

For the full structure of the study pattern EDUC78P Higher Education: Leadership and Management, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**  
Educational Institutions as Organisations  
Governance, Structure and Organisation of Higher Education  
Leadership for Learning

## HEALTH

### Master of Social Health

The Social Health programs aim to produce graduates with a broad knowledge and understanding of the personal and social contexts within which social health issues arise and are maintained, the impact of social health issues, and the current responses to these phenomena. A graduate will also have a critical appreciation of the variety of preventive strategies, and a basic competence in developing and implementing such strategies, together with knowledge of the variety of current treatment approaches and goals, and of their relationship to current health care practices. The program also highlights the need for and role of research in this area.

### Enquiries

Adriana Glusman (Academic)  
Tel: (02) 9850 8714  
Fax: (02) 9850 8062  
Email: [adriana.glusman@mq.edu.au](mailto:adriana.glusman@mq.edu.au)

Administrative Assistant (General)  
Tel: (02) 9850 7738  
Fax: (02) 9850 8062  
Email: [health@psy.mq.edu.au](mailto:health@psy.mq.edu.au)  
Web: <http://online.mq.edu.au/pub/PSYMSH/>

### Admission information

Fees per credit point: CSP/\$540  
Full-time candidature length (years): 2/EqP  
Attendance modes: internal  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree including research project  
OR Postgraduate Diploma in Social Health  
Credit points required for the award: 64

### Program structure

For the full structure of the study pattern HLTH20P Social Health, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Child Abuse and Neglect  
Cognitive Behavioural Approaches  
Counselling and Professional Practice  
Drugs and Social Health  
Invitations to Responsibility  
Narrative Approaches to Social Health  
Psychological Testing  
Research Project  
Social Health Perspectives  
Trauma: Legacies and Interventions  
Working with Children

## Postgraduate Diploma in Social Health

This program is an abbreviated version of the Master of Social Health. The aims and learning objectives of the Diploma are the same as those for the Master.

### Enquiries

Adriana Glusman (Academic)  
Tel: (02) 9850 8714  
Fax: (02) 9850 8062  
Email: [adriana.glusman@mq.edu.au](mailto:adriana.glusman@mq.edu.au)

Administrative Assistant (General)  
Tel: (02) 9850 7738  
Fax: (02) 9850 8062  
Email: [health@psy.mq.edu.au](mailto:health@psy.mq.edu.au)  
Web: <http://online.mq.edu.au/pub/PSYMSH/>

### Admission information

Fees per credit point: CSP/\$530  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree in a related field or  
Postgraduate Certificate in Social Health  
Credit points required for the award: 32

### Program structure

For the full structure of the study pattern HLTH25P Social Health, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include those available within the Master of Social Health, listed above under HLTH20P, with the exception of the Research Project units.

## Postgraduate Certificate in Social Health

This program is an abbreviated version of the Diploma of Social Health. The aims and learning objectives of the Certificate are the same as those for the Diploma.

### Enquiries

Adriana Glusman (Academic)  
Tel: (02) 9850 8714  
Fax: (02) 9850 8062  
Email: [adriana.glusman@mq.edu.au](mailto:adriana.glusman@mq.edu.au)

Administrative Assistant (General)  
Tel: (02) 9850 7738  
Fax: (02) 9850 8062  
Email: [health@psy.mq.edu.au](mailto:health@psy.mq.edu.au)  
Web: <http://online.mq.edu.au/pub/PSYMSH/>

### Admission information

Fees per credit point: CSP/\$530  
Full-time candidature length (years): 0.5/EqP  
Attendance modes: internal  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree in a related field OR  
relevant professional experience  
Credit points required for the award: 16

### Program structure

For the full structure of the study pattern HLTH26P Social Health, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include those available within the Master of Social Health, listed above under HLTH20P, with the exception of the Research Project units.

# LINGUISTICS

## Master of Applied Linguistics

The Master of Applied Linguistics is intended for Australian and overseas practitioners in a variety of professions whose work is concerned with applied language study. These programs offer the opportunity for students to specialise in one or more areas of applied linguistics from a common basis of descriptive and empirical training.

### Enquiries

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### Admission information

Fees per credit point: \$445  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent and at least two years of relevant professional experience OR Postgraduate Diploma in Applied Linguistics with GPA of 3.0  
Credit points required for the award: 32

### Program structure

For the full structure of the study pattern LING02P Applied Linguistics, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Bilingualism  
Dictionaries in Language Teaching  
Discourse in Professional and Organisational Contexts  
Evaluating Communication Systems, Processes and Products  
Exploring Discourse in Context and Action  
Grammar, Meaning and Discourse  
Inter and Intra-cultural Communication  
Language and Cognition  
Languages and Cultures in Contact  
Mediated Communication  
Phonetics and Phonology  
Pragmatics  
Reading Development and Disorders  
Second Language Acquisition  
Stylistics and the Teaching of Literature  
Teaching English for Academic Purposes  
TESOL in Context

## Postgraduate Diploma in Applied Linguistics

The Postgraduate Diploma in Applied Linguistics is for students who have a recognised degree obtained either in Australia or overseas, and who wish to undertake further study in applied linguistics. The program is designed to cover theoretical and methodological issues relevant to practitioners in a variety of professions whose work is concerned with applied language study. Full credit may be carried forward into the Master of Applied Linguistics programs, provided a minimum GPA of 3.0 has been attained.

### Enquiries

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### Admission information

Fees per credit point: \$445  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree plus at least one year of relevant professional experience OR Postgraduate Certificate from the Applied Linguistics program with GPA of 3.0  
Credit points required for the award: 24

### Program structure

For the full structure of the study pattern LING05P Applied Linguistics, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Bilingualism  
Dictionaries in Language Teaching  
Exploring Discourse in Context and Action  
Grammar, Meaning and Discourse  
Language and Cognition  
Languages and Cultures in Contact  
Phonetics and Phonology  
Pragmatics  
Reading Development and Disorders  
Second Language Acquisition  
Stylistics and the Teaching of Literature  
Teaching English for Academic Purposes  
TESOL in Context

## Master of Applied Linguistics (Language Program Management)

This program is intended for Australian and overseas language teaching professionals who wish to take up management roles or

develop their management skills in language teaching programs. It provides participants with the knowledge and skills they require for successful language program management in a variety of language teaching contexts.

### **Enquiries**

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### **Admission information**

Fees per credit point: \$445  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent and at least two years of relevant professional experience OR Postgraduate Diploma in the Applied Linguistics program with a GPA of 3.0  
Credit points required for the award: 32

### **Program structure**

For the full structure of the study pattern LING11P Language Program Management, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Computer-Mediated Communication in Second Language Acquisition  
Concepts in Managing Language Programs  
Context, Use and Analysis of the English Language: A Global Perspective  
Curriculum Change in TESOL  
Dictionaries in Translating and Interpreting  
Discourse in Professional and Organisational Contexts  
Exploring Discourse in Context and Action  
First Language Acquisition  
Grammar, Meaning and Discourse  
Inter and Intra-cultural Communication  
Mediated Communication  
Organisational Communication  
Professional-client Communication  
Stylistics and the Teaching of Literature  
TESOL in Context

## **Postgraduate Certificate in Managing Language Programs**

This program is designed to meet the needs of Australian and international students and language teaching professionals who wish to take up management roles or develop their management skills in language teaching programs. It provides participants with the knowledge and skills they require for successful language program management in a variety of language teaching contexts.

### **Enquiries**

Linguistics Postgraduate Officer  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### **Admission information**

Fees per credit point: \$519  
Full-time candidature length (years): 0.5/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree AND at least one year (or equivalent) of relevant professional experience  
Credit points required for the award: 12

### **Program structure**

For the full structure of the study pattern LING15P Managing Language Programs, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program:

Concepts in Managing Language Programs  
Curriculum Change in TESOL  
Organisational Communication

## **Master of Applied Linguistics (Literacy)**

The Master of Applied Linguistics (Literacy) is intended for Australian and overseas language professionals who wish to develop a specialisation in the area of functional literacy for children or adults.

### **Enquiries**

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### **Admission information**

Fees per credit point: \$445  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent and at least two years of relevant professional experience OR Postgraduate Diploma in Applied Linguistics with GPA of 3.0  
Credit points required for the award: 32

### **Program structure**

For the full structure of the study pattern LING21P Literacy, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Acquiring Professional Communicative Expertise  
Context, Use and Analysis of the English Language: A Global Perspective  
Curriculum Change in TESOL  
Dictionaries in Language Teaching  
Discourse in Professional and Organisational Contexts  
Exploring Discourse in Context and Action  
First Language Acquisition  
Grammar, Meaning and Discourse  
Language and Cognition  
Language Planning and Language Policy  
Literacy  
Mediated Communication  
Organisational Communication  
Phonetics and Phonology  
Reading Development and Disorders  
Second Language Acquisition  
Stylistics and the Teaching of Literature

## Postgraduate Diploma in Applied Linguistics (Literacy)

This program is for those who have a recognised degree obtained either in Australia or overseas, and who wish to undertake further study in applied linguistics. The program is designed to cover theoretical and methodological issues relevant to practitioners in a variety of professions whose work is concerned with applied language study. Full credit may be carried forward into the Master of Applied Linguistics programs, provided a minimum GPA of 3.0 has been attained.

### Enquiries

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### Admission information

Fees per credit point: \$445  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree plus at least one year of relevant professional experience OR Postgraduate Certificate from the Applied Linguistics program with a GPA of 3.0  
Credit points required for the award: 24

### Program structure

For the full structure of the study pattern LING25P Literacy, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Context, Use and Analysis of the English Language: A Global Perspective  
Curriculum Change in TESOL  
Dictionaries in Language Teaching  
Exploring Discourse in Context and Action  
First Language Acquisition  
Grammar, Meaning and Discourse  
Language and Cognition  
Language Planning and Language Policy  
Literacy  
Organisational Communication  
Phonetics and Phonology  
Reading Development and Disorders  
Second Language Acquisition  
Stylistics and the Teaching of Literature

## Master of Applied Linguistics (TESOL)

The Master of Applied Linguistics (TESOL) is intended for Australian and overseas language professionals wishing to teach English as a foreign or second language. It has been designed to cater for experienced teachers wishing to extend their qualifications to include TESOL. It provides participants with extended theoretical and practical knowledge about language, and about curriculum design and methodologies for language education. Subjects are designed to be internationally relevant in the development of skills in analysing learners' language and English as an international language. The program is also suitable for those who wish to teach languages other than English.

### Enquiries

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### Admission information

Fees per credit point: \$445  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent and at least two years of relevant professional language teaching experience in an accredited teaching institution OR Postgraduate Diploma in Applied Linguistics (TESOL) with a GPA of 3.0  
Credit points required for the award: 32

### Program structure

For the full structure of the study pattern LING31P TESOL, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Computer-Mediated Communication in Second Language Acquisition  
Context, Use and Analysis of the English Language: A Global Perspective  
Curriculum Change in TESOL  
Dictionaries in Language Teaching  
Discourse in Professional and Organisational Contexts  
Grammar, Meaning and Discourse  
Inter and Intra-cultural Communication  
Language and Cognition  
Language Testing and Evaluation  
Languages and Cultures in Contact  
Literacy  
Mediated Communication  
Organisational Communication  
Reading Development and Disorders  
Second Language Acquisition  
Teaching English for Academic Purposes  
TESOL in Context

## Postgraduate Diploma in Applied Linguistics (TESOL)

The Postgraduate Diploma in Applied Linguistics (TESOL) is intended for language professionals wishing to teach English as a foreign or second language. It has been designed to cater for experienced teachers wishing to extend their qualifications to include TESOL. Full credit may be carried forward into the Master of Applied Linguistics (TESOL), provided a minimum GPA of 3.0 has been attained.

### Enquiries

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### Admission information

Fees per credit point: \$445  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent and at least one year of relevant professional language teaching experience in an accredited teaching institution OR Postgraduate Certificate in TESOL with a GPA of 3.0 or equivalent  
Credit points required for the award: 24

### Program structure

For the full structure of the study pattern LING35P TESOL, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Computer-Mediated Communication in Second Language Acquisition  
Context, Use and Analysis of the English Language: A Global Perspective  
Curriculum Change in TESOL  
Dictionaries in Language Teaching  
Grammar, Meaning and Discourse  
Language and Cognition  
Language Testing and Evaluation  
Languages and Cultures in Contact  
Literacy  
Organisational Communication  
Reading Development and Disorders  
Second Language Acquisition  
Teaching English for Academic Purposes  
TESOL in Context

## Postgraduate Certificate in Applied Linguistics (TESOL)

This program has been designed to cater for experienced teachers wishing to extend their theoretical and practical knowledge of language and curriculum design and methodologies for language education. Full credit may be carried forward into the Postgraduate Diploma of Applied Linguistics (TESOL), provided a minimum GPA of 3.0 has been attained.

### Enquiries

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### Admission information

Fees per credit point: \$445  
Full-time candidature length (years): 0.5/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent AND one year of relevant professional language teaching experience in an accredited teaching institution  
Credit points required for the award: 12

### Program structure

For the full structure of the study pattern LING37P TESOL, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program:

Context, Use and Analysis of the English Language: A Global Perspective  
Curriculum Change in TESOL  
TESOL in Context

## Master of Applied Linguistics (TESP)

The Master of Applied Linguistics degrees are intended for Australian and overseas practitioners in a variety of professions whose work is concerned with applied language study. The Master of Applied Linguistics (TESP) degree explores the increasing use of English as a medium of instruction across all levels of education, and the worldwide demand for English proficiency in the globalising workplace.

### Enquiries

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### Admission information

Fees per credit point: \$445  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent and at least two years of relevant professional language teaching experience in an accredited teaching institution OR Postgraduate Diploma in Applied Linguistics (TESP) with a GPA of 3.0.  
Credit points required for the award: 32

### Program structure

For the full structure of the study pattern LING41P TESP, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Acquiring Professional Communicative Expertise  
Computer-Mediated Communication in Second Language Acquisition  
Concepts in Managing Language Programs  
Curriculum Change in TESOL  
Dictionaries in Language Teaching  
Dictionaries in Translating and Interpreting  
Discourse in Professional and Organisational Contexts  
First Language Acquisition  
Language for Specific Purposes  
Languages and Cultures in Contact  
Literacy  
Reading Development and Disorders  
Second Language Acquisition  
TESOL in Context

## Postgraduate Diploma in Applied Linguistics (TESP)

This program is designed for practitioners who wish to undertake further study in applied linguistics. The program explores the increasing use of English as a medium of instruction across all levels of education, and the worldwide demand for English proficiency in the globalising workplace. Full credit may be carried forward to the Master of Applied Linguistics program, provided a minimum GPA of 3.0 has been attained.

### Enquiries

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### Admission information

Fees per credit point: \$445  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree plus at least one year of relevant professional experience OR Postgraduate Certificate in Applied Linguistics (TESP) with a GPA of 3.0.  
Credit points required for the award: 24

### Program structure

For the full structure of the study pattern LING45P TESP, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Computer-Mediated Communication in Second Language Acquisition  
Concepts in Managing Language Programs  
Context, Use and Analysis of the English Language: A Global Perspective  
Curriculum Change in TESOL  
Dictionaries in Language Teaching  
Dictionaries in Translating and Interpreting  
First Language Acquisition  
Language for Specific Purposes  
Languages and Cultures in Contact  
Literacy  
Reading Development and Disorders  
Second Language Acquisition  
Teaching English for Academic Purposes  
TESOL in Context

## Postgraduate Certificate in Applied Linguistics (TESP)

This program is designed for practitioners who wish to undertake further study in applied linguistics. The program explores the increasing use of English as a medium of instruction across all levels of education, and the worldwide demand for English proficiency in the globalising workplace. Full credit may be carried forward to the Postgraduate Diploma in Applied Linguistics (TESP), provided a minimum GPA of 3.0 has been attained.

### Enquiries

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### Admission information

Fees per credit point: \$445  
Full-time candidature length (years): 0.5/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent AND at least one year of relevant professional experience  
Credit points required for the award: 12

### Program structure

For the full structure of the study pattern LING46P TESP, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

#### Units available for study within the program:

Curriculum Change in TESOL  
Language for Specific Purposes  
Teaching English for Academic Purposes

## Master of Communication in Professions and Organisations

This program is designed for (a) those professionals for whom communication plays a central role in their work, and who want to investigate more fully the effectiveness and impact of communication in their own practices, and (b) those primarily engaged in communication issues or communication training in a range of commercial, professional, organisational and institutional workplaces, such as trainers, information experts, technical writers, evaluators of organisational quality and appraisers of the quality of communicative products. The program will be grounded in practice, and involve regular reflexive contact with the sites and contexts from which its participants derive. Nested within the Master-level program are the Postgraduate Diploma and Postgraduate Certificate programs (see below).

### Enquiries

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/cpop/programs.htm](http://www.ling.mq.edu.au/postgraduate/coursework/cpop/programs.htm)

### Admission information

Fees per credit point: \$445  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent AND at least two years of relevant professional and/or organisational workplace experience  
Credit points required for the award: 32

### Program structure

For the full structure of the study pattern LING50P Professional Communication, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

#### Units available for study within the program:

Acquiring Professional Communicative Expertise  
Discourse in Professional and Organisational Contexts  
Dissertation  
Evaluating Communication Systems, Processes and Products  
Grammar, Meaning and Discourse  
Inter and Intra-cultural Communication  
Language and Image in Media Discourse  
Mediated Communication  
Organisational Communication  
Professional-client Communication  
Researching Professional and Organisational Communication  
Special Studies in Applied Linguistics  
Writing in Professions and Organisations

## Postgraduate Diploma in Communication in Professions and Organisations

This program is an abbreviated version of the Master of Communication in Professions and Organisations. The Postgraduate Diploma shares similar aims to those stated for the Masters program.

### Enquiries

Linguistics Postgraduate Office  
Tel: (02) 9850 9243  
Fax: (02) 9850 9352  
Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/cpop/programs.htm](http://www.ling.mq.edu.au/postgraduate/coursework/cpop/programs.htm)

### **Admission information**

Fees per credit point: \$445

Full-time candidature length (years): 1/EqP

Attendance modes: internal, external

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Bachelor degree or equivalent AND at least two years of relevant professional and/or organisational workplace experience

Credit points required for the award: 24

### **Program structure**

For the full structure of the study pattern LING55P Professional Communication, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include those available with the Master of Communication in Professions and Organisations, listed above under LING50P, except for the Dissertation units.**

## **Postgraduate Certificate in Communication in Professions and Organisations**

This program is an abbreviated version of the Master of Communication in Professions and Organisations. The Postgraduate Diploma shares similar aims to those stated for the Masters program.

### **Enquiries**

Linguistics Postgraduate Office

Tel: (02) 9850 9243

Fax: (02) 9850 9352

Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)

Web: [www.ling.mq.edu.au/postgraduate/coursework/cpop/programs.htm](http://www.ling.mq.edu.au/postgraduate/coursework/cpop/programs.htm)

### **Admission information**

Fees per credit point: \$445

Full-time candidature length (years): 0.5/EqP

Attendance modes: internal, external

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Bachelor degree or equivalent AND at least two years of relevant professional workplace and/or organisational experience in a relevant field

Credit points required for the award: 12

### **Program structure**

For the full structure of the study pattern LING56P Professional Communication, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program:**

**Acquiring Professional Communicative Expertise**

Discourse in Professional and Organisational Contexts

Evaluating Communication Systems, Processes and Products

## **Postgraduate Certificate in Linguistics Research**

This program is designed for students who wish to pursue a higher research degree (eg PhD or Master of Philosophy), but who are not currently eligible to apply because there is no research dissertation component in their earlier degrees.

Please note: completion of this program does not guarantee entry to a higher research degree.

### **Enquiries**

Linguistics Postgraduate Office

Tel: (02) 9850 9243

Fax: (02) 9850 9352

Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)

Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

### **Admission information**

Fees per credit point: \$445

Full-time candidature length (years): 0.5/EqP

Attendance modes: internal, external

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Masters degree in linguistics or applied linguistics without a dissertation component or equivalent (with a Macquarie University equivalent GPA of 3.0)

Credit points required for the award: 12

### **Program structure**

For the full structure of the study pattern LING60P Linguistics Research, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**

**Dissertation**

**Research Design Skills**

**Research in Human Communication Disorders**

**Research Methods in Language Study**

**Research Methods in Translation and Interpreting**

**Researching Professional and Organisational Communication**

## **PSYCHOLOGY**

## **Postgraduate Diploma in Psychology**

The program is recognised by the NSW Psychologists Registration Board as constituting a Fourth Year in Psychology and has accreditation from the Australian Psychology Accreditation Council (APAC). Graduates of Macquarie Fourth Year awards are equipped with advanced level skills in research design, methodology and

analysis, with practice-oriented theoretical skills, and generic interpersonal competencies to allow them to gain employment in a variety of psychological or psychology-related professions.

Please note: Prospective students need to fully understand the time commitment involved in undertaking the Postgraduate Diploma in Psychology program. The coursework and Research Project (PSYC955) student load are equivalent to an Honours program, and therefore require a substantial time commitment throughout the year. These considerations apply particularly to the full year unit PSYC955 which is weighted at 16 credit points. Students who anticipate a full-time work arrangement are strongly encouraged to consider part-time enrolment in the program.

### **Enquiries**

Dr Kerry Sherman (Academic)  
Tel: (02) 9850 6874  
Fax: (02) 9850 8062  
Email: [kerry.sherman@mq.edu.au](mailto:kerry.sherman@mq.edu.au)

Ms Kaye Separovic (General)  
Tel: (02) 9850 8895  
Fax: (02) 9850 4089  
Email: [kaye.separovic@mq.edu.au](mailto:kaye.separovic@mq.edu.au)  
Web: [www.psy.mq.edu.au/courses/c\\_pdp.htm](http://www.psy.mq.edu.au/courses/c_pdp.htm)

### **Admission information**

Fees per credit point: \$550  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal  
Commencing: first half-year  
Study modes: full-time, part-time  
Admission requirements: Three-year degree accredited by APAC (Australian Psychology Accreditation Council), including a credit average over all Psychology units. A quota will apply.  
Credit points required for the award: 32

### **Program structure**

For the full structure of the study pattern PSYC05P Psychology, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**

**Advanced Issues in Developmental Psychology**  
**Advanced Issues in Developmental Psychology: Child Abuse and Neglect**  
**Advanced Issues in Personality**  
**Advanced Issues in Social Psychology**  
**Advanced Issues in Thinking and Reasoning**  
**Advanced Topics in Physiological Psychology**  
**Ethics and Psychological Assessment**  
**Health Psychology**  
**History and Theory in Psychology**  
**Introduction to Theories of Counselling**  
**Psychological Assessment and Evaluation**  
**Psychology at Work: Theory, Research and Application**  
**The Psychology of Driving**  
**Research and Design**  
**Research Project**

## **Postgraduate Diploma in Applied Psychology**

The Postgraduate Diploma in Applied Psychology is designed to help fourth year psychology graduates gain the necessary theoretical and practical training to meet the requirements for registration as a psychologist in New South Wales. The program provides considerably more hours of training than is required for registration, provides skills and competencies in the key standards identified by the NSW Psychologists Registration Board, provides assistance in obtaining placements, and facilitates arrangements of appropriate supervision so that our students will qualify to apply for full registration as a psychologist after graduating from this program. The program focuses on developing therapeutic and professional skills, although some of the teaching modules are able to flexibly address other areas of psychological skill development of interest to students.

The Diploma involves eight core units. These units have been designed to cover the requisite theoretical and practical training for the successful completion of most components of certificates required by the NSW Psychologists Registration Board for full registration as a psychologist.

Students may incur an additional cost for individual supervision, which will vary on the basis of individual arrangements made with external supervisors. Students will receive assistance in arranging suitable placements for the period of their enrolment, but placements are not guaranteed.

### **Enquiries**

Mr Norman Rees (Academic)  
Tel: (02) 9850 8093  
Fax: (02) 9850 8062  
Email: [norman.rees@mq.edu.au](mailto:norman.rees@mq.edu.au)

Administrative Officer (General)  
Tel: (02) 9850 7738  
Fax: (02) 9850 8062  
Email: [health@psy.mq.edu.au](mailto:health@psy.mq.edu.au)  
Web: [www.psy.mq.edu.au/courses/applied.htm](http://www.psy.mq.edu.au/courses/applied.htm)

### **Admission information**

Fees per credit point: \$550  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Four-year program that is recognised by the NSW Psychologists Registration Board  
Credit points required for the award: 32

### **Program structure**

For the full structure of the study pattern PSYC08P Applied Psychology, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include Applied Psychology units 1 to 8.**

## Postgraduate Certificate in Applied Psychology

The Postgraduate Certificate in Applied Psychology is designed to help fourth year psychology graduates gain the necessary theoretical and practical training to meet the requirements for registration as a psychologist in New South Wales. The program provides considerably more hours of training than is required for registration, provides skills and competencies in the key standards identified by the NSW Psychologists Registration Board, and facilitates arrangements of appropriate supervision so that our students will qualify to apply for full registration as a psychologist after graduating from this program. The program focuses on developing therapeutic and professional skills, although some of the teaching modules are able to flexibly address other areas of psychological skill development of interest to students.

The Certificate involves four core units. These units have been designed to cover the requisite theoretical and practical training for the successful completion of most components of the certificates required by the NSW Psychologists Registration Board for full registration as a psychologist.

Students may incur an additional cost for individual supervision, which will vary on the basis of individual arrangements made with external supervisors. Students will receive assistance in arranging suitable placements for the period of their enrolment, but placements are not guaranteed.

### Enquiries

Mr Norman Rees (Academic)  
Tel: (02) 9850 8093  
Fax: (02) 9850 8062  
Email: [norman.rees@mq.edu.au](mailto:norman.rees@mq.edu.au)

Administrative Officer (General)  
Tel: (02) 9850 7738  
Fax: (02) 9850 8062  
Email: [health@psy.mq.edu.au](mailto:health@psy.mq.edu.au)  
Web: [www.psy.mq.edu.au/courses/applied.htm](http://www.psy.mq.edu.au/courses/applied.htm)

### Admission information

Fees per credit point: \$550  
Part-time candidature length (years): 1  
Attendance modes: internal  
Commencing: first half-year, second half-year  
Study modes: part-time  
Admission requirements: Four-year course that is recognised by the NSW Psychologists Registration Board  
Credit points required for the award: 16

### Program structure

For the full structure of the study pattern PSYC09P Applied Psychology, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include Applied Psychology units 1 to 8.

## Master of Clinical Neuropsychology

This program aims to produce scientists/professionals of high calibre, well grounded theoretically and professionally, capable of moving across a range of clinically oriented areas and of assuming full independent professional responsibility in clinical settings and of maintaining an enquiring research attitude in day-to-day work.

Part-time candidates are required, as a minimum, to complete units PSYN803, PSYN821 and PSYN823 in their first year. In addition, all candidates will be required to have passed PSYN824 Neuroanatomy for Neuropsychologists before proceeding to the second year of the program.

### Enquiries

Dr Jennifer Batchelor (Academic)  
Tel: (02) 9850 8012  
Fax: (02) 9850 8062  
Email: [jennifer.batchelor@mq.edu.au](mailto:jennifer.batchelor@mq.edu.au)

Dr Melanie Porter (Academic)  
Tel: (02) 9850 6768  
Fax: (02) 9850 8062  
Email: [melanie.porter@mq.edu.au](mailto:melanie.porter@mq.edu.au)

Postgraduate Officer (General)  
Tel: (02) 9850 8087  
Fax: (02) 9850 8062  
Email: [PGOfficer@psy.mq.edu.au](mailto:PGOfficer@psy.mq.edu.au)  
Web: [www.psy.mq.edu.au](http://www.psy.mq.edu.au)

### Admission information

Fees per credit point: \$556  
Full-time candidature length (years): 2/EqP  
Attendance modes: internal  
Commencing: first half-year  
Study modes: full-time, part-time\*  
Admission requirements: Honours degree in Psychology  
Credit points required for the award: 64  
\*Note: Units are not repeated for part-time students. All intending part-time applicants should be able to obtain leave from their employer for at least one day each week.

### Program structure

For the full structure of the study pattern PSYC15P Clinical Neuropsychology, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Advanced Psychopathology  
Case Conference  
Cognitive Behaviour Therapy  
Cognitive Neuropsychology  
Developmental Neuropsychology  
Dissertation  
Neuroanatomy for Neuropsychologists  
Neuropsychological Disorders  
Neuropsychological Recovery and Rehabilitation  
Neuropsychology Research Seminar

Neuropsychopathology  
Neuropsychopharmacology  
Psychological Assessment  
Research Design and Evaluation  
Research Proposal  
Supervised Internship

## Master of Clinical Psychology

This program aims to produce scientist practitioners of high calibre who are well grounded in theory and practice, and capable of moving across a range of clinically oriented areas and of assuming full independent professional responsibility in clinical settings and of maintaining an enquiring research attitude in day-to-day work.

The Masters of Clinical Psychology is the essential qualification for practice as a Clinical Psychologist in Australia and is accredited by the Australian Psychology Accreditation Council. The Doctor of Psychology (Clinical Psychology) covers all the Masters and provides additional research and clinical training.

### Enquiries

Dr Andrew Baillie (Academic)  
Tel: (02) 9850 9436  
Fax: (02) 9850 8062  
Email: [andrew.baillie@mq.edu.au](mailto:andrew.baillie@mq.edu.au)

Postgraduate Officer (General)  
Tel: (02) 9850 8087  
Fax: (02) 9850 8062  
Email: [PGOfficer@psy.mq.edu.au](mailto:PGOfficer@psy.mq.edu.au)  
Web: [www.psy.mq.edu.au](http://www.psy.mq.edu.au)

### Admission information

Fees per credit point: \$556

Full-time candidature length (years): 2/EqP

Attendance modes: internal

Commencing: first half-year

Study modes: full-time, part-time\*

Admission requirements: Honours degree in Psychology

Credit points required for the award: 64

\*Note: Units are not repeated for part-time students, all intending part-time applicants should be able to obtain leave from their employer for at least one day each week. In addition, part-time applicants must demonstrate availability to complete 1000 hours of supervised placements. Please contact the Department of Psychology to discuss requirements for part-time students.

### Program structure

For the full structure of the study pattern PSYC20P Clinical Psychology, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Advanced Psychopathology  
Clinical Psychopharmacology  
Cognitive Behaviour Therapy  
Counselling and Cultural Perspectives

Developmental Psychopathology  
Dissertation  
Evidence Based Clinical Psychology  
Groups  
Narrative Therapy  
Neuropsychological Disorders  
Professional Practice  
Psychological Assessment  
Psychology of Health  
Psychotherapy  
Research Design and Evaluation  
Research Proposal  
Supervised Internship  
Therapy with Children and Families  
Trauma: Theories and Intervention

## Master of Organisational Psychology

Students completing this program will work as organisational psychologists in consultancies, large companies or government departments in areas such as human resource management, training, job design, work place and career counselling, rehabilitation and occupational health and safety.

This program involves attendance at the University for approximately one to two half-days and some evenings each week during the year.

### Enquiries

Associate Professor Mark Wiggins (Academic)  
Tel: (02) 9850 9705  
Fax: (02) 9850 8062  
Email: [mark.wiggins@mq.edu.au](mailto:mark.wiggins@mq.edu.au)

Postgraduate Officer (General)  
Tel: (02) 9850 8087  
Fax: (02) 9850 8062  
Email: [PGOfficer@psy.mq.edu.au](mailto:PGOfficer@psy.mq.edu.au)  
Web: [www.psy.mq.edu.au](http://www.psy.mq.edu.au)

### Admission information

Fees per credit point: \$540

Full-time candidature length (years): 2/EqP

Attendance modes: internal

Commencing: first half-year

Study modes: full-time, part-time\*

Admission requirements: Honours degree in Psychology or equivalent

Credit points required for the award: 64

\*Note: Part-time candidates are expected to enrol in at least eight credit points per semester. Part-time programs must be discussed with the Course Director.

### Program structure

For the full structure of the study pattern PSYC35P Organisational Psychology, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Applied Psychology in Human Resource Management  
Coaching and Positive Psychology  
Dissertation  
Human Factors and New Technology  
Industrial and Organisational Psychology  
Organisational Change and Development  
Performance Assessment of Organisations and Employees  
Professional Practice  
Psychological Assessment and Evaluation  
Research Design and Evaluation  
Research Proposal  
Supervised Placement  
Team Factors in the Workplace  
Training in Organisations

## Postgraduate Diploma in Organisational Behaviour

This program requires the completion of eight units which are part of the professional Masters program in Organisational Psychology, but without the required 1000 hours of placement and the research component.

Please note: This program does not lead to membership of the Australian Psychological Society or eligibility for registration with the NSW Registration Board. However, students who complete units for the Postgraduate Diploma in Organisational Behaviour may credit these towards a Master of Organisational Psychology, providing they are accepted into the full Masters program.

### Enquiries

Associate Professor Mark Wiggins (Academic)  
Tel: (02) 9850 9705  
Fax: (02) 9850 8062  
Email: mark.wiggins@mq.edu.au

Postgraduate Officer (General)  
Tel: (02) 9850 8087  
Fax: (02) 9850 8062  
Email: PGOfficer@psy.mq.edu.au  
Web: www.psy.mq.edu.au

### Admission information

Fees per credit point: \$550  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal  
Commencing: first half-year  
Study modes: full-time, part-time  
Admission requirements: Honours degree in Psychology or equivalent  
Credit points required for the award: 32

### Program structure

For the full structure of the study pattern PSYC38P Organisational Behaviour, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Applied Psychology in Human Resource Management  
Coaching and Positive Psychology  
Human Factors and New Technology  
Industrial and Organisational Psychology  
Organisational Change and Development  
Performance Assessment of Organisations and Employees  
Psychological Assessment and Evaluation  
Research Design and Evaluation  
Team Factors in the Workplace  
Training in Organisations

## Postgraduate Certificate in Organisational Behaviour

This program involves the completion of four units which are part of the professional Masters program in Organisational Psychology, but without the required 1000 hours of placement and the research component.

Please note: This program does not lead to membership of the Australian Psychological Society or eligibility for registration with the NSW Registration Board. However, students who complete units for the Postgraduate Certificate in Organisational Behaviour may credit these towards a Master of Organisational Psychology, providing they are accepted into the full Masters program.

### Enquiries

Associate Professor Mark Wiggins (Academic)  
Tel: (02) 9850 9705  
Fax: (02) 9850 8062  
Email: mark.wiggins@mq.edu.au

Postgraduate Officer (General)  
Tel: (02) 9850 8087  
Fax: (02) 9850 8062  
Email: PGOfficer@psy.mq.edu.au  
Web: www.psy.mq.edu.au

### Admission information

Fees per credit point: \$530  
Full-time candidature length (years): 0.5/EqP  
Attendance modes: internal  
Commencing: first half-year  
Study modes: full-time, part-time  
Admission requirements: Honours degree in Psychology or equivalent  
Credit points required for the award: 16

### *Program structure*

For the full structure of the study pattern PSYC39P Organisational Behaviour, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include those available within the Postgraduate Diploma in Organisational Behaviour, listed above under PSYC38P, with some variation in required units.

## SPECIAL EDUCATION

### Master of Special Education

The Master of Special Education allows students to focus on specialised areas and includes the option of completing a small-scale research project in an area of interest. Candidates should have a genuine interest in special education and a respect for the dignity and rights of all people to learn, regardless of their physical or intellectual disabilities or other special needs. A prior teaching qualification is not required unless applicants want to work as a special education teacher in schools. Career opportunities exist in a wide range of special education and disability settings from the preschool years to adulthood.

#### *Enquiries*

Ms Sharyn Gilkes  
Tel: (02) 9850 8695  
Fax: (02) 9850 8254  
Email: [sharyn.gilkes@mq.edu.au](mailto:sharyn.gilkes@mq.edu.au)  
Web: [www.musec.mq.edu.au](http://www.musec.mq.edu.au)

#### *Admission information*

Fees per credit point: CSP/\$384  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent  
Credit points required for the award: 32

#### *Program structure*

For the full structure of the study pattern SPED01P Special Education, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:  
Behaviour Problems and Classroom Management  
Communication for Individuals with High Support Needs  
Current Issues in Special Education  
Curriculum and Instruction for Individuals with High Support Needs  
Effective Instruction for Students with Special Education Needs  
Effective Literacy Instruction  
Effective Numeracy Instruction  
Key Research Issues and Methods in Special Education

Special Education Project Stage I  
Special Education Project Stage II

## Postgraduate Diploma in Special Education

The Postgraduate Diploma provides a coherent program of study in special education to prepare students for the advanced professional duties of a qualified Special Educator. The program structure and content is philosophically based upon a contemporary view of applied behaviour analysis. Candidates should have a genuine interest in special education and a respect for the dignity and rights of all people to learn, regardless of their physical or intellectual disabilities or other special needs. A prior teaching qualification is not required unless applicants want to work as a special education teacher in schools. Career opportunities exist in a wide range of special education and disability settings from the preschool years to adulthood.

Candidates successfully completing the requirements for a Postgraduate Diploma may have these units credited towards the Master of Special Education (upon admission to the Masters program).

#### *Enquiries*

Ms Sharyn Gilkes  
Tel: (02) 9850 8695  
Fax: (02) 9850 8254  
Email: [sharyn.gilkes@mq.edu.au](mailto:sharyn.gilkes@mq.edu.au)  
Web: [www.musec.mq.edu.au](http://www.musec.mq.edu.au)

#### *Admission information*

Fees per credit point: CSP/\$377  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree or equivalent  
Credit points required for the degree: 24

#### *Program structure*

For the full structure of the study pattern SPED05P Special Education, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:  
Behaviour Problems and Classroom Management  
Curriculum and Instruction for Individuals with High Support Needs  
Effective Instruction for Students with Special Education Needs  
Effective Literacy Instruction  
Effective Numeracy Instruction  
Key Research Issues and Methods in Special Education

## Postgraduate Certificate in Special Education (Behavioural Problems)

This program provides a substantive non-categorical rationale for the management of behaviour. The program is designed to introduce students to a wide range of research-based practice in behaviour management and to assist students to develop a research-based approach to the day-to-day management of behaviour. The inclusion of the unit SPED804 Effective Literacy Instruction reflects the emphasis on the relationship between poor classroom behaviour and lack of academic success and, in particular, poor academic progress in literacy. This unit ensures that students undertaking the Certificate have a sound grasp of effective literacy instruction as well as the research-based instructional principles underpinning effective behaviour and classroom management.

Candidates successfully completing the requirements for the Certificate may have these units credited towards the Postgraduate Diploma in Special Education and/or the Master of Special Education (upon admission to the relevant degree).

### Enquiries

Ms Sharyn Gilkes  
Tel: (02) 9850 8695  
Fax: (02) 9850 8254  
Email: sharyn.gilkes@mq.edu.au  
Web: www.musec.mq.edu.au

### Admission information

Fees per credit point: CSP/\$377  
Part-time candidature length (years): 1  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: part-time  
Admission requirements: Bachelor degree or equivalent  
Credit points required for the award: 12

### Program structure

For the full structure of the study pattern SPED06P Behaviour Problems, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**  
**Behaviour Problems and Classroom Management**  
**Effective Instruction for Students with Special Education Needs**  
**Effective Literacy Instruction**

## Postgraduate Certificate in Special Education (High Support Needs)

The Postgraduate Certificate in Special Education (High Support Needs) provides professional training for individuals working with students with intellectual or other developmental disabilities. The program of study is appropriate to a wide range of individuals including teachers, therapists, psychologists, residential care workers and workplace trainers. Units within the program of study address instructional technology, curriculum issues and communication.

Candidates successfully completing the requirements for the Certificate may have these units credited towards the Postgraduate Diploma in Special Education and/or the Master of Special Education (upon admission to the relevant degree).

### Enquiries

Ms Sharyn Gilkes  
Tel: (02) 9850 8695  
Fax: (02) 9850 8254  
Email: sharyn.gilkes@mq.edu.au  
Web: www.musec.mq.edu.au

### Admission information

Fees per credit point: CSP/\$377  
Part-time candidature length (years): 1  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: part-time  
Admission requirements: Bachelor degree or equivalent  
Credit points required for the award: 12

### Program structure

For the full structure of the study pattern SPED12P High Support Needs, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**  
**Communication for Individuals with High Support Needs**  
**Curriculum and Instruction for Individuals with High Support Needs**  
**Effective Instruction for Students with Special Education Needs**

## Postgraduate Certificate in Special Education (Learning Difficulties)

This program has been designed to assist teachers and clinicians who are working with students with learning difficulties. The approach taken is non-categorical, the emphasis being on the literacy and/or numeracy problems encountered by students and not the underlying aetiology. Central to this program is the instructional technology that has been identified in the literature as being effective in teaching students who have difficulties in learning. Selection of content for literacy and numeracy programs, the focus of these programs, and the assessment of prerequisite skills are examined within an empirical framework. Students will be provided with many practical ideas for assessment and programming, always based on current research evidence.

Candidates successfully completing the requirements for the Certificate may have these units credited towards the Postgraduate Diploma in Special Education and/or the Master of Special Education (upon admission to the relevant degree).

### Enquiries

Ms Sharyn Gilkes  
Tel: (02) 9850 8695  
Fax: (02) 9850 8254

Email: sharyn.gilkes@mq.edu.au  
Web: www.musec.mq.edu.au

#### **Admission information**

Fees per credit point: CSP/\$377  
Part-time candidature length (years): 1  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: part-time  
Admission requirements: Bachelor degree or equivalent  
Credit points required for the award: 12

#### **Program structure**

For the full structure of the study pattern SPED14P Learning Difficulties, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**

**Effective Instruction for Students with Special Education Needs**  
**Effective Literacy Instruction**  
**Effective Numeracy Instruction**

## **Postgraduate Certificate in Research Methods (ACES)**

#### **Special Education program**

The aim of this certificate is to prepare students for research in special education. It is an essential prerequisite for students who wish to study for a postgraduate degree by research thesis at Macquarie University Special Education Centre but is available to anyone who is keen to learn the basics of research in special education. On completion of the Postgraduate Certificate candidates who achieve grades of credit or above may apply for entry to a research degree.

#### **Enquiries**

Ms Sharyn Gilkes  
Tel: (02) 9850 8695  
Fax: (02) 9850 8254  
Email: sharyn.gilkes@mq.edu.au  
Web: www.musec.mq.edu.au

#### **Admission information**

Fees per credit point: CSP/\$377  
Part-time candidature length (years): 1  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: part-time  
Admission requirements: Bachelor degree or equivalent in a relevant area  
Credit points required for the award: 12

#### **Program structure**

For the full structure of the study pattern SPED20P Special Education, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**

**Key Research Issues and Methods in Special Education**  
**Special Education Project Stage I**  
**Special Education Project Stage II**

## **SPEECH AND HEARING SCIENCE**

### **Master of Communication Disorders**

This program has been developed to meet the needs of graduates who wish to pursue an interest in communication disorders. It caters for speech pathologists and allied professionals, such as special educators and psychologists, wishing to upgrade their qualifications to Masters level and to specialise in areas of interest. Focus areas include developmental language disorders, reading development and disorders, psycholinguistic approaches to the study of aphasia, discourse analysis, language and cognition, and bilingualism. The focus is on exploring theories and research relevant to assessment and intervention.

#### **Enquiries**

Linguistics Postgraduate Office  
Tel: (02) 9850 7102  
Fax: (02) 9850 9352  
Email: lingpgo@ling.mq.edu.au  
Web: [www.ling.mq.edu.au/postgraduate/coursework/cd.htm](http://www.ling.mq.edu.au/postgraduate/coursework/cd.htm)

#### **Admission information**

Fees per credit point: \$462  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal, external  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree in Speech Pathology or four-year degree with relevant major eg Special Education; and a minimum of one year of relevant work experience. Applicants who do not have the necessary grounding in statistics may be required to complete an additional unit, STAT170, as non-award study. This unit would incur an additional cost.  
Credit points required for the award: 32

#### **Program structure**

For the full structure of the study pattern SPHE01P Communication Disorders, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program:**

**Cognitive Neuropsychology**  
**Developmental Language Disorders**

Grammar, Meaning and Discourse  
 Language and Cognition  
 Languages and Cultures in Contact  
 Linguistic Description of Disordered Language  
 Linguistics of Signed Languages  
 Literacy  
 Phonetics and Phonology  
 Pragmatics  
 Psycholinguistics and Aphasia  
 Reading Development and Disorders  
 Research Methods for Communication Disorders  
 Second Language Acquisition  
 Special Project Communication Disorders

## Master of Clinical Audiology

On completion of this program, students will have acquired the skills necessary to join the profession of audiology and practice in a variety of employment settings. Clinical training is provided as a formal part of the program, with the cooperation of audiological institutions. The program aims to provide skills in basic and advanced assessment strategies, rehabilitation and habilitation of the hearing impaired, and the non medical management of hearing impairment and related pathologies. Students will also gain skills in research design with an optional project and an awareness of client management strategies.

Applicants should note that an interview may be required as part of the selection process. Applicants are strongly recommended to submit their application by 31 October.

### Enquiries

Linguistics Postgraduate Office  
 Tel: (02) 9850 7102  
 Fax: (02) 9850 9352  
 Email: [lingpgo@ling.mq.edu.au](mailto:lingpgo@ling.mq.edu.au)

Dr Mridula Sharma  
 Tel: (02) 9850 4863  
 Fax: (02) 9850 9352  
 Email: [mridula.sharma@mq.edu.au](mailto:mridula.sharma@mq.edu.au)  
 Web: [www.ling.mq.edu.au/postgraduate/coursework/ca.htm](http://www.ling.mq.edu.au/postgraduate/coursework/ca.htm)

### Admission information

Fees per credit point: \$519  
 Full-time candidature length (years): 2  
 Attendance modes: internal  
 Commencing: first half-year  
 Study modes: full-time  
 Admission requirements: Relevant Bachelor degree AND applicants whose first language is not English must satisfy the English equivalent of IELTS 7.0  
 Credit points required for the award: 64

### Program structure

For the full structure of the study pattern SPHE05P Clinical Audiology, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Advanced Hearing Aids  
 Assessment Strategies  
 Audiology Project  
 Clinical Practicum  
 Community Audiology  
 Fundamentals of Audiological Practice  
 Hearing Aids  
 Objective Assessment Strategies  
 Paediatric Hearing Assessment  
 Principles of Management of Childhood Deafness  
 Research Design Skills  
 Strategies of Aural Rehabilitation  
 Theoretical Bases of Audiology

## Master of Speech and Language Pathology

This program prepares graduates for the profession of speech pathology, enabling them to work clinically with individuals with developmental or acquired communication and swallowing disorders. Coursework covers normal and disordered speech, language, and swallowing processes, building on fundamental knowledge in linguistics, psychology, anatomy and physiology. In addition, students engage in comprehensive supervised clinical placements, which provide them with the opportunity to develop skills in assessment, intervention, service delivery and other aspects of professional practice. The program is accredited by the Speech Pathology Association of Australia.

Applicants are strongly recommended to submit their application by 31 October.

### Enquiries

Linguistics Postgraduate Office  
 Tel: (02) 9850 7102  
 Fax: (02) 9850 9352  
 Email: [lingpgo@ling.mq.edu.au](mailto:lingpgo@ling.mq.edu.au)

Dr Elisabeth Harrison  
 Tel: (02) 9850 6716  
 Fax: (02) 9850 9352  
 Email: [elisabeth.harrison@mq.edu.au](mailto:elisabeth.harrison@mq.edu.au)  
 Web: [www.ling.mq.edu.au/programs/mslpath](http://www.ling.mq.edu.au/programs/mslpath)

### Admission information

Fees per credit point: \$564  
 Full-time candidature length (years): 2  
 Attendance modes: internal  
 Commencing: first half-year  
 Study modes: full-time

Admission requirements: Bachelor degree in Speech and Hearing Sciences or equivalent

Credit points required for the award: 64

### **Program structure**

For the full structure of the study pattern SPHE15P Speech and Language Pathology—coursework, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

**Audiology for Speech-Language Pathologists**

**Aural Rehabilitation**

**Neuroanatomy for Speech Pathologists**

**Neurosciences for Speech Pathology**

**Paediatric Hearing Assessment**

**Practicum I**

**Practicum II**

**Professional Practice**

**Psycholinguistics and Aphasia**

**Speech Pathology I: Developmental and Acquired Speech and Swallowing Disorders**

**Speech Pathology IIA: Developmental and Acquired Language Disorders**

**Speech Pathology IIB: Developmental and Acquired Language Disorders**

**Speech Pathology IV: Disorders of Voice and Fluency**

**Speech Pathology Project**

# TRANSLATING AND INTERPRETING

## Master of Translating and Interpreting

The translating and interpreting program is designed to meet the needs of those who have good linguistic skills and are seeking to develop professionally as translators or interpreters and to acquire a higher degree. The program is offered in a number of languages, depending on demand and resources. Chinese, Japanese, Korean, Spanish, French and English are currently available. The program is a NAATI approved course. Australian Sign Language (Auslan)/English interpreters who are already accredited at NAATI Paraprofessional level can study towards interpreter level accreditation.

### **Enquiries**

Translating and Interpreting enquiries

Translating and Interpreting Office

Tel: (02) 9850 6782

Fax: (02) 9850 7896

Email: [translate@ling.mq.edu.au](mailto:translate@ling.mq.edu.au)

Website: [www.ling.mq.edu.au/postgraduate/coursework/tip.htm](http://www.ling.mq.edu.au/postgraduate/coursework/tip.htm)

### **Auslan/English enquiries**

Dr Jemina Napier/Ms Della Goswell

Tel: (02) 9850 8756

Fax: (02) 9850 9199

Email: [jemina.napier@mq.edu.au](mailto:jemina.napier@mq.edu.au)

[della.goswell@mq.edu.au](mailto:della.goswell@mq.edu.au)

Web: [www.ling.mq.edu.au/postgraduate/coursework/tip.htm](http://www.ling.mq.edu.au/postgraduate/coursework/tip.htm)

### **Admission information**

Fees per credit point: \$445

Full-time candidature length (years): 1.5/EqP

Attendance modes: internal

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Bachelor degree with a GPA of 2.5; AND strong command of one of the available languages; AND applicants whose first language is not English must satisfy the English equivalent of IELTS 7.0

Credit points required for the award: 40

### **Program structure**

For the full structure of the study pattern TRAN01P Translating and Interpreting, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

**Advanced Language Studies**

**Advanced Writing Skills for Translators**

**Community Based Interpreting**

**Contrastive Language Studies**

**Dictionaries in Translating and Interpreting**

**Interpreting Practice**

**Interpreting Techniques**

**Introduction to Text Analysis and Translation**

**Introduction to Translation Theory and Practice**

**Language Transfer in the Media**

**Literary Translation**

**Public Speaking**

**Research Methods in Translation and Interpreting**

**Translation Practice**

### **Program structure**

For the full structure of the study pattern TRAN02P Auslan/English Interpreting, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

**Advanced Auslan Interpreting**

**Community Based Interpreting**

**Contrastive Language Studies**

**Discourse Analysis for Auslan Interpreters**

**Interpreting Practice**

**Interpreting Techniques**

**Introduction to Text Analysis and Translation**

**Introduction to Translation Theory and Practice**

**Language and Gesture**

**Languages and Cultures in Contact**

**Linguistics of Signed Languages**

**Pragmatics**

**Research Methods in Translation and Interpreting**

## Postgraduate Diploma in Translating and Interpreting

The Postgraduate Diploma in Translating and Interpreting is designed to meet the needs of those who have good linguistic skills and are seeking to develop professionally as translators or interpreters. The program is offered in a number of languages, depending on demand and resources. Chinese, Japanese, Korean, Spanish, French and English are currently available. This program is a NAATI approved course.

### Enquiries

Translating and Interpreting Office

Tel: (02) 9850 6782

Fax: (02) 9850 7896

Email: [translate@ling.mq.edu.au](mailto:translate@ling.mq.edu.au)

Web: [www.ling.mq.edu.au/postgraduate/coursework/tip.htm](http://www.ling.mq.edu.au/postgraduate/coursework/tip.htm)

### Admission information

Fees per credit point: \$445

Full-time candidature length (years): 1/EqP

Attendance modes: internal

Commencing: first half-year, second half-year\*

Study modes: full-time, part-time

Admission requirements: Bachelor degree with a GPA of 2.5; AND strong command of one of the available languages; AND applicants whose first language is not English must satisfy the English equivalent of IELTS 7.0

Credit points required for the award: 28

\*Note: Commencement in second half-year applies to Chinese, Japanese and Korean students only.

### Program structure

For the full structure of the study pattern TRAN05P Translating and Interpreting, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Advanced Language Studies

Community Based Interpreting

Computing and Translation

Contrastive Language Studies

Dictionaries in Translating and Interpreting

Interpreting Practice

Interpreting Techniques

Introduction to Text Analysis and Translation

Introduction to Translation Theory and Practice

Language Transfer in the Media

Languages and Cultures in Contact

Pragmatics

Public Speaking

Translation Practice

## Postgraduate Diploma in Auslan/English Interpreting

The Postgraduate Diploma in Auslan/English Interpreting is designed to meet the needs of those who have excellent Auslan skills at NAATI paraprofessional level, and are seeking to develop professionally as Auslan interpreters.

### Enquiries

Dr Jemina Napier/Ms Della Goswell

Tel: (02) 9850 8756

Fax: (02) 9850 9199

Email: [jemina.napier@ling.mq.edu.au](mailto:jemina.napier@ling.mq.edu.au)

[della.goswell@ling.mq.edu.au](mailto:della.goswell@ling.mq.edu.au)

Web: [www.ling.mq.edu.au/postgraduate/coursework/tip.htm](http://www.ling.mq.edu.au/postgraduate/coursework/tip.htm)

### Admission information

Fees per credit point: CSP/\$374

Part-time candidature length (years): 2

Attendance modes: external

Commencing: first half-year

Study modes: part-time

Admission requirements: Bachelor degree or equivalent AND NAATI Paraprofessional accreditation (minimum two years)

Credit points required for the award: 28

### Program structure

For the full structure of the study pattern TRAN10P Auslan/English Interpreting, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Advanced Auslan Interpreting

Auslan Interpreting in Educational Settings

Auslan Interpreting in Legal Settings

Auslan Interpreting in Medical Settings

Community Based Interpreting

Discourse Analysis for Auslan Interpreters

Interpreting Practice

Interpreting Techniques

Introduction to Translation Theory and Practice

Language and Gesture

Languages and Cultures in Contact

Linguistics of Signed Languages

Pragmatics

Special Electives in Auslan

## Master of Translating and Interpreting/Master of Applied Linguistics (TESOL)

The Master of Translating and Interpreting with the degree of Master of Applied Linguistics (TESOL) is designed to meet the needs of those who have good linguistic skills and are seeking to develop

professionally as translators or interpreters, as well as language professionals working in the area of language teaching, curriculum development, education assessment and program evaluation, teacher training, policy development, management or community service where language and communication are critical issues.

Current languages available in TRAN units are Chinese, Japanese, Korean, Spanish and French.

### **Enquiries**

#### *Linguistics enquiries*

Linguistics Postgraduate Office

Tel: (02) 9850 9243

Fax: (02) 9850 9352

Email: [lingdl@ling.mq.edu.au](mailto:lingdl@ling.mq.edu.au)

Web: [www.ling.mq.edu.au/postgraduate/coursework/alp.htm](http://www.ling.mq.edu.au/postgraduate/coursework/alp.htm)

#### *Translating and Interpreting enquiries*

Translating and Interpreting Office

Tel: (02) 9850 6782

Fax: (02) 9850 7896

Email: [translate@ling.mq.edu.au](mailto:translate@ling.mq.edu.au)

Website: [www.ling.mq.edu.au/postgraduate/coursework/tip.htm](http://www.ling.mq.edu.au/postgraduate/coursework/tip.htm)

### **Admission information**

Fees per credit point: \$445

Full-time candidature length (years): 2/EqP

Attendance modes: internal

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Bachelor degree with a GPA of 2.5; AND strong command of one of the available languages; AND at least two years of relevant professional language teaching experience in an accredited teaching institution; AND applicants whose first language is not English must satisfy the English equivalent of IELTS 7.0

Credit points required for the award: 56

### **Program structure**

For the full structure of the study pattern TRAN30P Translating and Interpreting, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Context, Use and Analysis of the English Language: A Global Perspective

Contrastive Language Studies

Curriculum Change in TESOL

Interpreting Practice

Interpreting Techniques

Introduction to Text Analysis and Translation

Introduction to Translation Theory and Practice

Language Testing and Evaluation

Research Methods in Language Study

Research Methods in Translation and Interpreting

Second Language Acquisition

TESOL in Context

Translation Practice

## **Master of Translating and Interpreting/ Master of International Relations**

There are strong links between the programs in international relations and translation and interpreting, both pedagogical and in terms of job opportunities. International organisations, a major focus of international relations study, are a major employer of graduates in translation and interpretation. The double degree in Master of Translating and Interpreting/Master of International Relations allows graduates to acquire skills and knowledge in both areas, making them highly employable.

### **Enquiries**

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Web: [www.ling.mq.edu.au/postgraduate/coursework/tip.htm](http://www.ling.mq.edu.au/postgraduate/coursework/tip.htm)

### **Admission information**

Fees per credit point: \$454

Full-time candidature length (years): 2/EqP

Attendance modes: internal

Commencing: first half-year, second half-year

Study modes: full-time, part-time

Admission requirements: Bachelor degree with a GPA of 2.5; applicants whose first language is not English must satisfy the English equivalent of IELTS 7.0

Credit points required for the award: 56

### **Program structure**

For the full structure of the study pattern TRAN15P Translating, Interpreting and International Relations, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Advanced Language Studies

Community Based Interpreting

Contrastive Language Studies

International Law and Institutions

International Political Economy

Interpreting Practice

Interpreting Techniques

Introduction to Text Analysis and Translation

Introduction to Translation Theory and Practice

Research Methods in Translation and Interpreting

The Politics of International Human Rights Law

The World Since 1750

Theories of International Relations

Translation Practice

## Master of Conference Interpreting

This program aims to enhance the qualifications of practising interpreters who are accredited at professional level by NAATI or have had training in interpreting equivalent to this level (see admission requirements below), by teaching research and practical skills involved in conference interpreting in a simulated conference setting. The program will thus prepare students to take the NAATI conference interpreting exam and gain accreditation at that level. Current languages available are Chinese, Japanese and Korean.

### Enquiries

Translating and Interpreting Office  
Tel: (02) 9850 6782  
Fax: (02) 9850 7896  
Email: [translate@ling.mq.edu.au](mailto:translate@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/tip.htm](http://www.ling.mq.edu.au/postgraduate/coursework/tip.htm)

### Admission information

Fees per credit point: \$454  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal  
Commencing: first half-year  
Study modes: full-time, part-time  
Admission requirements: NAATI professional accreditation in interpreting; OR completion of Postgraduate Diploma or Master of Translating and Interpreting with a minimum grade of distinction for TRAN822  
Credit points required for the award: 32  
\*Note: Part-time load available to local students only.

### Program structure

For the full structure of the study pattern TRAN20P Conference Interpreting, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Action Research in Interpreting  
Advanced Consecutive Interpreting  
Advanced Translation Practice  
Dissertation  
International Political Economy  
Introduction to Simultaneous Interpreting  
Languages and Cultures in Contact  
Mock Conference  
Pragmatics  
Simultaneous Interpreting into English  
Simultaneous Interpreting into LOTE  
Special Topics for Conference Interpreters  
The International System  
Theories of International Relations

## Master of Advanced Translation

This program will enhance the qualifications of practising translators who are accredited at professional level by NAATI or have had

training in translation equivalent to this level (see admission requirements below), by teaching them research and practical skills involved in translating highly sophisticated, specialised texts. The program will thus prepare students to take the NAATI advanced translator exam and gain accreditation at that level. Current languages available are Chinese, Japanese and Korean.

### Enquiries

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Tel: (02) 9850 6782  
Fax: (02) 9850 7896  
Email: [translate@ling.mq.edu.au](mailto:translate@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/tip.htm](http://www.ling.mq.edu.au/postgraduate/coursework/tip.htm)

### Admission information

Fees per credit point: \$454  
Full-time candidature length (years): 1/EqP  
Attendance modes: internal  
Commencing: first half-year, second half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree with NAATI Professional accreditation in translation OR completion of Postgraduate Diploma or Master of Translating and Interpreting with a minimum grade of credit for TRAN820  
Credit points required for the award: 32

### Program structure

For the full structure of the study pattern TRAN25P Translating, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

Units available for study within the program include:

Advanced Consecutive Interpreting  
Advanced Translation Practice  
Community Based Interpreting  
Computing and Translation  
Dictionaries in Translating and Interpreting  
Dissertation  
Language Transfer in the Media  
Languages and Cultures in Contact  
Literary Translation  
Mock Conference  
Pragmatics  
Research Methods in Translation and Interpreting  
Theory of Translation  
Topics in Translation

## Master of Translation and Interpreting Pedagogy

This program draws on the expertise in related disciplinary areas within the Department of Linguistics, the Translation and Interpreting program, and through cross-disciplinary collaboration with the Department of Education and Macquarie's Learning and Teaching Centre to provide an up-to-date and rigorous approach to the teaching of translation and interpreting.

### **Enquiries**

Translating and Interpreting Office  
Tel: (02) 9850 6782  
Fax: (02) 9850 7896  
Email: [translate@ling.mq.edu.au](mailto:translate@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/tip.htm](http://www.ling.mq.edu.au/postgraduate/coursework/tip.htm)

### **Admission information**

Fees per credit point: \$454  
Full-time candidature length (years): 1Eq/P  
Attendance modes: internal  
Commencing: first half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree AND NAATI accreditation at Professional level with at least three years of practitioner experience AND a minimum of six months of full-time or equivalent T&I classroom teaching experience  
Credit points required for the award: 32

### **Program structure**

For the full structure of the study pattern TRAN35P Translation and Interpreting Pedagogy, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**

Advanced Translation Practice  
Concepts in Managing Language Programs  
Contemporary Translation and Interpreting Theory  
Critical Reflective Practice in Higher Education  
Curriculum Design and Assessment in Higher Education  
Dictionaries in Translating and Interpreting  
Evaluation of Educational Programs  
Language Planning and Language Policy  
Learning and Teaching in Higher Education  
Pedagogical Approaches to Teaching T & I  
Pragmatics  
Teaching Consecutive Interpreting  
Teaching Simultaneous Interpreting  
Teaching Translation

## **Postgraduate Diploma in Translation and Interpreting Pedagogy**

This program draws on the expertise in related disciplinary areas within the Department of Linguistics, the Translation and Interpreting program, and through cross-disciplinary collaboration with the Department of Education and Macquarie's Learning and Teaching Centre to provide an up-to-date and rigorous approach to the teaching of translating and interpreting.

### **Enquiries**

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Fax: (02) 9850 7896

Email: [translate@ling.mq.edu.au](mailto:translate@ling.mq.edu.au)  
Web: [www.ling.mq.edu.au/postgraduate/coursework/tip.htm](http://www.ling.mq.edu.au/postgraduate/coursework/tip.htm)

### **Admission information**

Fees per credit point: \$445  
Full-time candidature length (years): 1Eq/P  
Attendance modes: internal  
Commencing: first half-year  
Study modes: full-time, part-time  
Admission requirements: Bachelor degree AND NAATI accreditation at Professional level with at least three years of practitioner experience AND a minimum of six months of full-time or equivalent T&I classroom teaching experience  
Credit points required for the award: 24


### **Program structure**

For the full structure of the study pattern TRAN38P Translation and Interpreting Pedagogy, please refer to the online handbook at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au) or contact the person named above.

**Units available for study within the program include:**

Contemporary Translation and Interpreting Theory  
Critical Reflective Practice in Higher Education  
Curriculum Design and Assessment in Higher Education  
Learning and Teaching in Higher Education  
Pedagogical Approaches to Teaching T & I  
Teaching Consecutive Interpreting  
Teaching Simultaneous Interpreting  
Teaching Translation

# Unit descriptions



*Please note that not all of the units listed are available at all times. Up-to-date information about unit availability is available from the relevant website listed in the information for each program.*

*Alternatively, you may enquire with the relevant contact person, also listed in the information for each program.*

*Units may have prerequisites and/or corequisites. For information regarding these please refer to the Handbook of Postgraduate Studies at [www.handbook.mq.edu.au](http://www.handbook.mq.edu.au)*

## ABST: Aboriginal Studies

### ABST800 Indigenous Social Health

This unit is for non-Indigenous students. It explores the cultural and environmental patterns of Indigenous social health (focusing on Australian and S-W Pacific region) particularly as they relate to traditional healing and other Indigenous health strategies, the land, recent strategies to address Indigenous health issues, and the relationship between health and development. Skills training in culturally appropriate interventions.

### ABST801 Indigenous Health Workers I

Indigenous identity is a requirement for enrolment. The unit explores the cultural and environmental patterns of Indigenous social health (focusing on Australian and Southwest Pacific region) particularly as they relate to traditional healing and other Indigenous health strategies, the land, recent strategies to address Indigenous health issues, and the relationship between health and development.

### ABST802 Indigenous Health Workers II

This unit provides further theory and skills development for Indigenous health workers.

## ACAR: Cardiac Imaging

### ACAR801 Clinical Cardiovascular Examination and Risk Assessment

The graduate will demonstrate subspecialist expertise in clinical cardiovascular examination and risk assessment on patients.

### ACAR802 Clinical Research Project

The graduate will demonstrate competence in the planning, implementation, data analysis and write-up of a clinical research project in cardiac imaging.

### ACAR803 Advanced Cardiac Imaging 1

The graduate will demonstrate subspecialist expertise in the choice, application and analysis of advanced cardiac imaging techniques in the diagnosis of anatomical, physiological and functional abnormalities of the heart and related structures.

### **ACAR804 Advanced Cardiac Imaging 2**

The graduate will demonstrate subspecialist expertise in the choice, application and analysis of advanced cardiac imaging techniques in the diagnosis of anatomical, physiological and functional abnormalities of the heart and related structures.

### **ACAR805 Advanced Cardiac Imaging 3**

The graduate will demonstrate subspecialist expertise in the choice, application and analysis of advanced cardiac imaging techniques in the diagnosis of anatomical, physiological and functional abnormalities of the heart and related structures.

### **ACAR806 Advanced Cardiac Imaging 4**

The graduate will demonstrate subspecialist expertise in the choice, application and analysis of advanced cardiac imaging techniques in the diagnosis of anatomical, physiological and functional abnormalities of the heart and related structures.

## **ACES: Australian Centre for Educational Studies**

### **ACES800 Introduction to Educational Research**

By completing a series of modules, students develop a basic understanding of the research methods used to explore contemporary issues in a variety of education settings (eg Early Childhood, School, Workplace, Technical and Further, and Higher Education). Students are supported in their learning through guided reading and a series of face to face workshops. For those students who are unable to attend, audio recordings of the workshops are distributed via the unit's Blackboard site. The site is also used for electronic submission of all assessment tasks.

### **ACES801 Designing Educational Research**

This unit aims to support students to develop their knowledge of, and skills in using, the advanced research techniques necessary to conduct a research project in ACES803. The work in the unit is individually tailored to each student's needs through a learning contract negotiated between the student, their supervisor and the unit convenor. Extensive use is made of online technologies.

### **ACES802 Searching and Constructing a Literature Review**

In consultation with an academic supervisor, students in this unit undertake a comprehensive and critical review of literature which provides the theoretical foundation of their chosen topic. For students taking this unit in association with other research training units (ACES801 Designing Educational Research, ACES803 Conducting and Communicating a Research Project), this critical review will form the basis of a research project. The product of this unit may be suitable as the basis for further work in a higher degree by research. Extensive use is made of online technologies.

### **ACES803 Conducting and Communicating a Research Project**

In consultation with an academic supervisor, students in this unit undertake a small scale research project and develop a research

report based on the data collected. For students undertaking the series of research training units contained within a masters program, or a series of research training units as a prerequisite to higher degree research, this research project will be based upon the critical review of literature conducted in ACES802 Searching and Conducting a Literature Review. The product of this unit will be suitable for use as a pilot study for a higher degree by research, or as the basis of a research proposal to support candidacy for doctoral study.

### **ACES804 Current Topics in Education 1**

From time to time, staff members offer classes in an educational topic not available elsewhere on the schedule. Students should consult with the Department for details of current offerings.

### **ACES805 Current Topics in Education 2**

Unit description is as for ACES804 Current Topics in Education 1. This unit will be taken only by students who have been approved for, or have completed, ACES804.

### **ACES806 Individual Education Project 1**

This unit allows students to develop a flexible program of study building on continuing education and professional development courses offered by employing authorities or other organisations. The component(s) of the program must be negotiated with the unit convenor.

### **ACES807 Individual Education Project 2**

This unit allows students to extend the program of study commenced in ACES806 Individual Education Project 1. The component(s) of the program must be negotiated with the unit convenor.

### **ACES808 Professional Studies in Education 1**

For details of this unit please contact the Postgraduate Co-ordinator, Department of Education.

### **ACES809 Professional Studies in Education 2**

For details of this unit please contact the Postgraduate Co-ordinator, Department of Education.

### **ACES811 Educational Psychology and Practice**

This seminar, which may be of particular interest to educationalists, focuses on recent theoretical and research findings in the field of human development.

### **ACES812 Curriculum Studies**

This unit caters for students who have not previously studied curriculum as well as for those wishing to undertake a more in-depth and specialised study of an area of curriculum interest. The nature of curriculum is explored from national and international perspectives. Curriculum design, implementation and change are considered from both theoretical and practical orientations with a focus on contemporary curriculum issues.

### **ACES813 Advanced Pedagogy**

Current debates in Australian education and public policy focus on the issues of curriculum and assessment. Central to

any discussion should be the role of pedagogy. Pedagogy is more than just teaching. It is the crafting together of teachers' professional knowledge, skills, and abilities, to create effective learning opportunities and outcomes for all students in a range of contexts. This unit explores questions such as: How can research inform pedagogical practice and enhance teacher professional development? What is the evidence base about effective pedagogy? Why are teacher quality, capability, and critical reflection important for improved educational achievement? What is the nature of the relationship between teaching and learning? How is this enacted in practice? Where does pedagogy fit with curriculum and assessment?

A teaching background is preferable for this unit because there are opportunities for students to examine and reflect critically on their own repertoire of pedagogical strategies.

### **ACES814 Assessment Issues**

This unit is designed as an introduction to issues in educational assessment with the focus on decision making rather than the technical dimensions of educational measurement. The unit investigates a range of contemporary issues in assessment including: national and international trends in curriculum, assessment and reporting; the effective use of feedback to support learning; the principles of assessment task design; and approaches to marking, grading and reporting.

### **ACES815 Evaluation of Educational Programs**

This unit explores contemporary research and practice in the evaluation of educational programs. Students will design an evaluation study appropriate for their current workplace context.

### **ACES816 Gender and Education**

The aim of this unit is to explore a range of gender issues that impact on the educational experiences and outcomes for both boys and girls. There will be an examination of the constructions of masculinity and femininity within both historical and contemporary contexts. A particular focus will be on the implications of literacy, information technology, and the selection of literary texts for study in schools. The intention is to extend students' knowledge of current theories, research and practice relevant to the impact of gender in education.

### **ACES817 Sociology and Education**

This unit has been designed for students interested in the link between society and education. It begins with an introduction to the style of teaching and learning that will be followed in the unit and a brief outline of the parameters of the field. Students will engage with some of the central concerns such as globalisation, markets in education and vocationalism.

### **ACES818 Education and Culture**

This unit begins by exploring the idea of youth culture, and responses to young people, and the ways that it shapes and is shaped by commercial interests. It operates on the notion, familiar to students of cultural studies, that members of society are both consumers and producers of culture. In fact, it is claimed that we produce ourselves through our consumptive activities. One prominent cultural product is film. The unit also looks at film as one way that students (among others) draw on cultural material.

### **ACES820 Education in a Global Society**

This unit will examine the role of education in development. The links between economic and political arrangements, educational processes and educational outcomes will be analysed. At the international level, trends towards globalisation will be considered with the focus on the changing relationship between education and development, particularly in Third World countries. At the national level, account will be taken of cultural, residential, linguistic and ethnic distinctions. Asian, African and Pacific countries may be selected for particular study.

### **ACES831 Adult Learning**

The seminar focuses on theoretical and research findings related to the nature of the adult learner, learning, instruction, and evaluation. Opportunities are provided for participants to pursue their own interests within the overall seminar structure.

### **ACES832 Education and the Workforce**

A comparative study is done of the relationship between education and the workforce in industrially advanced countries, especially the relationship between education, employment, occupational structure and income. Special attention is paid to the relationship between education and work in Japan and Australia.

### **ACES841 Educational Institutions as Organisations**

This unit seeks to establish a sound theoretical and professional basis for educational administration by exploring the organisational nature of educational settings and examining the application of organisational and administrative theories in these settings.

### **ACES842 Leadership for Learning**

This unit focuses on the nature of leadership, its relationship to management and administration, and what it means to lead for learning in a variety of educational contexts.

### **ACES843 Governance, Structure and Organisation of Higher Education**

This unit uses a comparative approach to analyse the governance, structure and organisation of higher education in Australia at both sectoral and institutional levels. It examines higher education legislative, policy and regulatory frameworks from structural, political and cultural perspectives. Students are encouraged to consider the implications of these arrangements for higher education leaders and managers.

### **ACES844 Organisation of School Education**

This unit addresses the legislative, historical, financial and structural features of school education in Australia. This leads to a study of the circumstances, opportunities and constraints influencing leaders in schools. A number of contexts are explored, including: school review and development; meeting accountability and legal obligations; and management of systems and staff. Readings relate to leadership styles that may be applied to particular contexts as well as the development of school systems in Australia.

### **ACES845 Organisation of Early Childhood Education**

This unit addresses the legal, financial and structural features of early childhood education in Australia. This will lead to a study of the

context opportunities and constraints influencing leaders in early childhood education contexts.

### **ACES846 Organisation of Education and Work**

This unit centres on vocational education and training, higher education, and adult and community education as the major forms of post-compulsory education in Australia. Students can focus their work on one of these areas, or gain a general understanding of historical and current developments across each of the areas. Readings on education policy and policy analysis provide a unifying theme throughout the unit.

### **ACES847 Human Resource Management in Education**

Strategic management of human resources is a key responsibility of leaders at all levels of educational organisations. Participants develop their understanding of the nature and inter-relationships of the HRM functions (including recruitment, induction, continuing professional development, leadership development, performance management and legislative compliance), and consider how these contribute to the development of productive work environments and attainment of their organisational goals.

### **ACES848 Legal Foundations for Leaders in Learning Institutions**

This unit presents the legal frameworks which govern the provision of education and looks at specific legislation which has an impact on matters such as employment, copyright, equal opportunity, child protection and duty of care.

### **ACES849 The Middle Years of Schooling (Years 5-9)**

This unit focuses upon the Middle Years of Schooling (Yrs 5-9). Topics include: alternative school structures, innovative pedagogies, multi-dimensional novel curricula, integration and accommodation of distinctive primary and secondary school cultures, early and mid adolescent psychological, social, emotional and physical development, student behaviour management, formation of appropriate youth identities, testing and reporting strategies.

### **ACES850 Supervision and Professional Practice**

The unit focuses on the supervisor's role in facilitating initial and ongoing professional and staff development of people within or preparing for the workforce.

### **ACES851 Innovation and Change in Educational Organisations**

This unit is designed to provide participants with the opportunity to develop a deeper appreciation of the nature of educational change and approaches to the leadership and management of change. Further, it will provide participants with the opportunity to critically reflect upon change processes within their own institution or sector, with a view to formulating recommendations for improved practice.

### **ACES852 Educational Policy Analysis in a Practical Context**

Policy in education has become an important aspect of educational change. This unit focuses on the processes through which policy is

generated and implemented, and how teachers and educators can more effectively participate in policy making.

### **ACES861 Educational Programs and Information Technology**

This unit aims to develop and extend students' understanding of historical and current issues in the areas of information and communications technology and educational programs. It is a survey course that explores teaching with ICTs and future possibilities.

### **ACES862 Designing ICT-based Courses and Learning Resources**

This unit examines e-learning from the perspective of those responsible for developing the curriculum, teaching and facilitating student learning. Through an exploration of theory and practice, participants will have the opportunity to explore the effective utilisation of information and communication technologies (ICTs) in the design of courses and learning resources.

### **ACES863 Theory of Learning Design**

This unit provides an overview of the field of learning design, including its origins, current state and likely future developments. Topics covered would include Educational Modelling Language, IMS Learning Design, other approaches to learning design, learning design and e-learning, systems for learning design, and approaches to implementing learning design with students.

### **ACES864 Learning Design using E-learning Technologies**

This unit provides an overview of applying learning design principles to the use of e-learning technology, based on the learning design standard and related work, and involving detailed case studies in the use of Learning Design e-learning technology tools such as LAMS. This unit has a special focus on the intersection of technology and pedagogy for learning designs.

### **ACES865 ICT and Classroom Practice**

Recent research into the implications of technologies for classroom teaching will be discussed and evaluated. Practical ways of applying knowledge about using ICT for educational purposes will be explored in relation to both generic and subject specific curriculum needs.

### **ACES866 Leading and Managing the Development of e-learning Environments**

This unit is designed to guide participants through an exploration of the possibilities and imperatives of new information and communication technologies for learning and teaching. The structural, human, political, and cultural issues underpinning the development of e-learning environments will be examined along with the theoretical constructs underpinning effective leadership and management strategies in this area.

### **ACES871 Learning and Teaching in Higher Education**

This unit offers an introduction to theory and research in student learning, university teaching and course design. Seminars will focus on the relationship between learning and teaching; fostering active learning; the facilitation of learning in different contexts; the role

of course design and assessment in enhancing learning; and the development of e-learning environments.

### **ACES872 Curriculum Design and Assessment in Higher Education**

This unit aims to give participants an understanding of curriculum and what influences it, alternative approaches to course design, and the importance of aligning learning goals/objectives, teaching/learning activities and assessment tasks. Seminars will deal with the impact of context upon course design and the crucial role of assessment in determining the quality of student learning.

### **ACES873 Critical Reflective Practice in Higher Education**

Throughout this unit participants explore the concept, and role, of critically reflective practice. This is applied through a project which enables a focus on the investigation of a specific issue(s) related to students' educational practice and context. Successful completion of the project will lead to an increased understanding of the educational environment and the role of critically reflective practice in bringing about change(s) aimed at improving quality: of student learning; of teaching practice and of educational contexts.

### **ACES881 Teaching and Learning about the Environment**

This unit focuses on the theory and practice of teaching and learning in environmental education and education for sustainability in schools and in the wider community. This unit will lead to an increase in understanding and development of action-oriented education practice. Students will also consider strategies for critical evaluation and assessment of teaching and learning and have the opportunity to focus on issues relevant to their own area of professional interest.

### **ACES882 Design of Environmental Education Programs**

This unit explores the wide range of environmental education programs operating in schools and in the institutions and organisations that support schools. This work will lead to formulation of methods to design, implement and critically evaluate programs that integrate environmental education and education for sustainability within and across school curriculum. Participants will have the opportunity to focus on programs of specific relevance to their own professional practice.

### **ACES884 Pedagogies in Geography**

This unit seeks to enhance the participant's professional practice through an engagement with contemporary developments in Geographical Education. Readings and seminars will focus on building an advanced understanding of developments in teaching and learning in Geography including the application of authentic and productive pedagogies.

### **ACES885 Technologies in Mathematics and Science Teaching**

This unit explores the role of new technologies and associated pedagogies in the teaching and learning of mathematics and science in schools (K-12). Participants will evaluate the use of

technological tools such as web-based learning, dynamic interactive software, digital learning objects, on-line interactive learning systems and interactive whiteboards (IWBs). Current research in the application of technological tools in mathematics and science teaching and learning will also be examined. Participants will have the opportunity to focus on a specialised area of interest. This unit complements ACES886 Contemporary Issues in Mathematics Education.

### **ACES886 Contemporary Issues in Mathematics Education**

Recent and proposed reform in mathematics teaching, curricula and assessment practices at state and national level is demanding broader professional knowledge and skills. New directions in research and curricula have focused particularly on the integration of working mathematically processes, data exploration, statistical reasoning and patterns and algebra. This unit provides students with the opportunity to examine current research and new pedagogies in the teaching and learning of mathematics from early childhood to adulthood. Current critical issues such as the impact of national and system-wide initiatives in teaching and learning mathematics will be examined. Participants will have the opportunity to focus on an issue or specialised topic relevant to their professional practice. This unit complements ACES885 Technologies in Mathematics and Science Teaching.

### **ACES887 Resources and Networks in Environmental Education**

This unit examines and evaluates the wide range of resources available for environmental education (both community based and those designed for schools). This includes electronically accessed catalogues, and the effective collection and use of resources.

## **ACTH: Cardiothoracic Surgery**

### **ACTH801 Advanced Cardiothoracic Surgical Procedures 1**

The graduate will demonstrate subspecialist expertise in undertaking clinical assessment, pre-operative workup, operative and peri-operative care of patients undergoing complex cardiothoracic surgery.

### **ACTH802 Advanced Cardiothoracic Surgical Procedures 2**

The graduate will demonstrate subspecialist expertise in undertaking clinical assessment, pre-operative workup, operative and peri-operative care of patients undergoing complex cardiothoracic surgery.

### **ACTH803 Advanced Cardiothoracic Surgical Procedures 3**

The graduate will demonstrate subspecialist expertise in undertaking clinical assessment, pre-operative workup, operative and peri-operative care of patients undergoing complex cardiothoracic surgery.

### **ACTH804 Advanced Cardiothoracic Surgical Procedures 4**

The graduate will demonstrate subspecialist expertise in undertaking clinical assessment, pre-operative workup, operative and peri-operative care of patients undergoing complex cardiothoracic surgery.

### **ACTH805 Advanced Cardiothoracic Surgical Procedures 5**

The graduate will demonstrate subspecialist expertise in undertaking clinical assessment, pre-operative workup, operative and peri-operative care of patients undergoing complex cardiothoracic surgery.

### **ACTH806 Advanced Cardiothoracic Surgical Procedures 6**

The graduate will demonstrate subspecialist expertise in undertaking clinical assessment, pre-operative workup, operative and peri-operative care of patients undergoing complex cardiothoracic surgery.

## **ACVN: Cerebrovascular Neurosurgery**

### **ACVN801 Advanced Cerebrovascular Neurosurgical Procedures 1**

The graduate will demonstrate subspecialist expertise in undertaking evaluation and pre-operative workup of patients with non-acute cerebrovascular disease.

### **ACVN802 Advanced Cerebrovascular Neurosurgical Procedures 2**

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex cerebrovascular surgery.

### **ACVN803 Advanced Cerebrovascular Neurosurgical Procedures 3**

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex cerebrovascular surgery.

### **ACVN804 Advanced Cerebrovascular Neurosurgical Procedures 4**

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex cerebrovascular surgery.

### **ACVN805 Advanced Cerebrovascular Neurosurgical Procedures 5**

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex cerebrovascular surgery.

### **ACVN806 Advanced Cerebrovascular Neurosurgical Procedures 6**

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex cerebrovascular surgery.

## **AHMC: Hospital Medical Care**

### **AHMC801 Safety and Quality in Hospital Medical Care**

The graduate will demonstrate competence in preventing iatrogenic complications and in proactively reducing the risks of hospitalisation, in fostering a safety culture in the workplace, and in participating effectively and leading multidisciplinary safety processes such as Root Cause Analysis and Morbidity/Mortality reviews.

### **AHMC802 Patient Assessment and Communication**

The graduate will demonstrate competence in standardised clinical assessment of the hospitalised patient and the formulation of prioritised management plans, as well as concise record keeping, medical handover and referral, and communication with other staff, departments, and General Practitioners.

### **AHMC803 Hospital Therapeutics**

The graduate will demonstrate competence in the safe and effective administration of a wide range of therapies and therapeutic agents used in the management of hospitalised patients.

### **AHMC804 Resuscitation and Clinical Procedures**

The graduate will demonstrate competence in the management of patients undergoing acute life-threatening events, covering the entire continuum of care: recognition of deterioration, advanced life support therapies, the transport and referral of the patient in the post-resuscitation phase; and including competence to the level of a medical specialist in a range of hospital bedside procedures.

### **AHMC805 Topics in Hospital Care 1**

The graduate will be competent to provide expert bedside medical care for the full range of patients in the institution. The graduate will be competent to integrate and coordinate the patient's overall clinical management with the treating specialist, and to contribute effectively to the functioning and management of the institution.

### **AHMC806 Topics in Hospital Care 2**

The graduate will be competent to provide expert bedside medical care for the full range of patients in the institution. The graduate will be competent to integrate and coordinate the patient's overall clinical management with the treating specialist, and to contribute effectively to the functioning and management of the institution.

## AINC: Interventional Cardiology

### AINC801 Intervention in Native Coronary Arteries

The graduate will demonstrate subspecialist expertise in undertaking percutaneous evaluation and treatment of atherosclerotic disease in native coronary arteries.

### AINC802 Intervention in Grafted Coronary Arteries

The graduate will demonstrate subspecialist expertise in undertaking percutaneous evaluation and treatment of atherosclerotic disease in coronary artery vein or arterial grafts.

### AINC803 Acute Management in a Coronary Care Unit

The graduate will demonstrate subspecialist expertise in the assessment and treatment of patients with acute or subacute cardiac conditions admitted to a Coronary Care Unit.

### AINC804 Advanced Topics in Cardiology 1

The graduate will demonstrate subspecialist expertise in diagnosis, management and care of patients with complex acute or subacute cardiac conditions.

### AINC805 Advanced Topics in Cardiology 2

The graduate will demonstrate subspecialist expertise in diagnosis, management and care of patients with complex acute or subacute cardiac conditions.

## AMED: Australian School of Advanced Medicine

### AMED801 Role of Supervisor

This unit equips the student for the role of supervision. Competencies will include adult learning, goal setting, motivation and feedback.

### AMED802 Assessment of Surgical Competency

This unit aims at the student understanding the role of the supervisor in the learning of a surgical or medical student and to acquire skills in assessment to facilitate this learning.

### AMED836 Ethics, Law and Professionalism

Surgery requires a high level of ethical and professional development for its effective and responsible practice. The practice based approach to ethics in this unit will use common clinical situations and dilemmas to explore end of life decisions, conflict of interest, consent, trust and regulation. Professionalism will encompass rights, privacy, confidentiality, advocacy, self directed appraisal and development.

### AMED884 Basic Concepts in Education and Critical Appraisal

On completion of this unit the student will have demonstrated competence in the application of basic educational and research

skills which will be required in his or her future professional career and in successful participation in continuing medical education campus sessions.

### AMED890 Medical Research Project

Independent study unit where the student is expected to pursue a course of collaborative enquiry-based learning with an advanced scholar of the Australian School of Advanced Medicine into medical or medical education research. Assessment is based on publication.

### AMED891 Basic Concepts in Medical Education

The graduate will demonstrate competence in application of the basic concepts underpinning educational practice in medicine.

### AMED892 Critical Appraisal of the Medical Literature

The graduate will demonstrate competence in critical appraisal of medical literature.

## AMIL: Military Surgery

### AMIL801 Advanced Damage Control Surgery 1

The graduate will demonstrate expertise in clinical and operational assessment in a military environment.

### AMIL802 Advanced Damage Control Surgery 2

The graduate will demonstrate expertise in the assessment and surgical management of emergencies encountered in a military environment.

### AMIL803 Advanced Damage Control Surgery 3

The graduate will demonstrate expertise in the assessment and surgical management of emergencies encountered in a military environment.

### AMIL804 Advanced Damage Control Surgery 4

The graduate will demonstrate expertise in the assessment and surgical management of emergencies encountered in a military environment.

### AMIL805 Advanced Damage Control Surgery 5

The graduate will demonstrate expertise in the assessment and surgical management of emergencies encountered in a military environment.

### AMIL806 Advanced Damage Control Surgery 6

The graduate will demonstrate expertise in the assessment and surgical management of emergencies encountered in a military environment.

## AMSM: Musculoskeletal Medicine

### AMSM801 Lower Body Musculoskeletal Pain and Dysfunction

The graduate will demonstrate competence in the diagnosis and management of patients with common and complex presentations of pain and dysfunction in the lower body quadrant.

### AMSM802 Upper Body Musculoskeletal Pain and Dysfunction

The graduate will demonstrate competence in the diagnosis and management of patients with common and complex presentations of pain and dysfunction in the upper body quadrant.

### AMSM803 Head and Neck Musculoskeletal Pain and Dysfunction

The graduate will demonstrate competence in the diagnosis and management of patients with common and complex presentations of pain and dysfunction in the head and neck.

### AMSM804 Interrelated and Global Musculoskeletal Pain and Dysfunction

The graduate will demonstrate competence in the diagnosis and management of patients with common and complex presentations of pain and dysfunction affecting global locomotor and postural control.

## ANEO: Neuro-oncology

### ANEO801 Advanced Neuro-oncological Surgical Procedures 1

The graduate will demonstrate subspecialist expertise in undertaking evaluation and pre-operative workup of patients with intracranial tumour.

### ANEO802 Advanced Neuro-oncological Surgical Procedures 2

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex neuro-oncological surgery.

### ANEO803 Advanced Neuro-oncological Surgical Procedures 3

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex neuro-oncological surgery.

### ANEO804 Advanced Neuro-oncological Surgical Procedures 4

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex neuro-oncological surgery.

### ANEO805 Advanced Neuro-oncological Surgical Procedures 5

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex neuro-oncological surgery.

### ANEO806 Advanced Neuro-oncological Surgical Procedures 6

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex neuro-oncological surgery.

## ANSG: Neurosurgery

### ANSG801 Sylvian Fissure Dissection

The graduate will demonstrate competent performance in the microsurgical dissection of the Sylvian fissure for the repair of aneurysms, applying understanding of the cerebral circulation in health and in disease.

### ANSG802 Intra-axial Tumour

The graduate will demonstrate competent performance in surgical management of intra-axial tumours, applying understanding of the pathology, clinical presentation, diagnosis and management of these conditions.

### ANSG803 Extra-axial Tumour - Supratentorial

The graduate will demonstrate competent performance in surgical management of supratentorial tumours, including tumours involving the venous sinuses, applying understanding of the pathology of meningioma and its clinical presentation, diagnosis and management of these conditions.

### ANSG804 Extra-axial Tumour - Infratentorial

The graduate will demonstrate competent performance in surgical management of infratentorial tumours, including tumours involving cranial nerves, applying understanding of the pathology of extrinsic brain tumours and their clinical presentation, diagnosis and management of these conditions.

### ANSG805 Cervical Discectomy

The graduate will demonstrate competent performance in the surgical management of anterior cervical fusion, applying understanding of the pathology and mechanism of cervical spine disease and its clinical presentation, diagnosis and management.

### ANSG806 Cerebrospinal Fluid Diversion

The graduate will demonstrate competent performance in surgical management of disorders of the circulation of cerebrospinal fluid, applying understanding of the mechanisms of these disorders, their diagnosis and management.

### ANSG807 Lumbar Laminectomy

The graduate will demonstrate competent performance of decompressive lumbar spinal surgery.

### **ANSG808 Lumbar Fusion**

The graduate will demonstrate competent performance in the surgical management of lumbar disc pathology, applying understanding of the pathology and mechanism of degenerative disc disease and its clinical presentation, diagnosis and management.

### **ANSG809 Nerve Entrapment**

The graduate will demonstrate competent performance in the surgical management of carpal tunnel syndrome, applying understanding of the mechanism of nerve entrapments, their diagnosis and management.

### **ANSG810 Stereotaxis**

The graduate will demonstrate competent performance in the planning and execution of common stereotactic procedures.

### **ANSG811 Cervical Laminectomy**

The graduate will demonstrate competent performance of decompressive cervical spinal surgery.

### **ANSG812 Craniotomy**

The graduate will demonstrate competent performance in opening and closing the skull.

## **AOHN: Otolaryngology and Head and Neck Surgery**

### **AOHN801 Advanced Otolaryngology / Head and Neck Procedures 1**

The graduate will demonstrate subspecialist expertise in the evaluation, preoperative workup, operative and peri-operative care of patients undergoing complex otolaryngology and head and neck surgery.

### **AOHN802 Advanced Otolaryngology / Head and Neck Procedures 2**

The graduate will demonstrate subspecialist expertise in the evaluation, preoperative workup, operative and peri-operative care of patients undergoing complex otolaryngology and head and neck surgery.

### **AOHN803 Advanced Otolaryngology / Head and Neck Procedures 3**

The graduate will demonstrate subspecialist expertise in the evaluation, preoperative workup, operative and peri-operative care of patients undergoing complex otolaryngology and head and neck surgery.

### **AOHN804 Advanced Otolaryngology / Head and Neck Procedures 4**

The graduate will demonstrate subspecialist expertise in the evaluation, preoperative workup, operative and peri-operative care of patients undergoing complex otolaryngology and head and neck surgery.

### **AOHN805 Advanced Otolaryngology / Head and Neck Procedures 5**

The graduate will demonstrate subspecialist expertise in the evaluation, preoperative workup, operative and peri-operative care of patients undergoing complex otolaryngology and head and neck surgery.

### **AOHN806 Advanced Otolaryngology / Head and Neck Procedures 6**

The graduate will demonstrate subspecialist expertise in the evaluation, preoperative workup, operative and peri-operative care of patients undergoing complex otolaryngology and head and neck surgery.

### **AOPH801 Advanced Ophthalmological Diagnostic Techniques 1**

The graduate will demonstrate subspecialist expertise in the investigation and diagnosis of complex ophthalmological conditions.

### **AOPH802 Advanced Ophthalmological Diagnostic Techniques 2**

The graduate will demonstrate subspecialist expertise in the investigation and diagnosis of complex ophthalmological conditions.

### **AOPH803 Advanced Ophthalmological Diagnostic Techniques 3**

The graduate will demonstrate subspecialist expertise in the investigation and diagnosis of complex ophthalmological conditions.

### **AOPH804 Advanced Ophthalmological Procedures and Management 1**

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex ophthalmic surgery.

### **AOPH805 Advanced Ophthalmological Procedures and Management 2**

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex ophthalmic surgery.

### **AOPH806 Advanced Ophthalmological Procedures and Management 3**

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex ophthalmic surgery.

### **AOPH807 Advanced Ophthalmological Procedures and Management 4**

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex ophthalmic surgery.

### **AOPH808 Advanced Ophthalmological Procedures and Management 5**

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex ophthalmic surgery.

### **AOPH809 Advanced Ophthalmological Procedures and Management 6**

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex ophthalmic surgery.

### **AOPH810 Advanced Care of Ophthalmological Conditions 1**

The graduate will demonstrate subspecialist expertise in the diagnosis and management of complex ophthalmological conditions.

### **AOPH811 Advanced Care of Ophthalmological Conditions 2**

The graduate will demonstrate subspecialist expertise in the diagnosis and management of complex ophthalmological conditions.

### **AOPH812 Advanced Care of Ophthalmological Conditions 3**

The graduate will demonstrate subspecialist expertise in the diagnosis and management of complex ophthalmological conditions.

### **AOPH813 Advanced Care of Ophthalmological Conditions 4**

The graduate will demonstrate subspecialist expertise in the diagnosis and management of complex ophthalmological conditions.

### **AOPH814 Advanced Care of Ophthalmological Conditions 5**

The graduate will demonstrate subspecialist expertise in the diagnosis and management of complex ophthalmological conditions.

### **AOPH815 Advanced Care of Ophthalmological Conditions 6**

The graduate will demonstrate subspecialist expertise in the diagnosis and management of complex ophthalmological conditions.

## **AORT: Orthopaedic Surgery**

### **AORT801 Advanced Orthopaedic Procedures 1**

The graduate will demonstrate subspecialist expertise in undertaking clinical and radiological assessment, pre-operative workup, operative and peri-operative care of patients undergoing complex orthopaedic surgery.

### **AORT802 Advanced Orthopaedic Procedures 2**

The graduate will demonstrate subspecialist expertise in undertaking clinical and radiological assessment, pre-operative

workup, operative and peri-operative care of patients undergoing complex orthopaedic surgery.

### **AORT803 Advanced Orthopaedic Procedures 3**

The graduate will demonstrate subspecialist expertise in undertaking clinical and radiological assessment, pre-operative workup, operative and peri-operative care of patients undergoing complex orthopaedic surgery.

### **AORT804 Advanced Orthopaedic Procedures 4**

The graduate will demonstrate subspecialist expertise in undertaking clinical and radiological assessment, pre-operative workup, operative and peri-operative care of patients undergoing complex orthopaedic surgery.

### **AORT805 Advanced Orthopaedic Procedures 5**

The graduate will demonstrate subspecialist expertise in undertaking clinical and radiological assessment, pre-operative workup, operative and peri-operative care of patients undergoing complex orthopaedic surgery.

### **AORT806 Advanced Orthopaedic Procedures 6**

The graduate will demonstrate subspecialist expertise in undertaking clinical and radiological assessment, pre-operative workup, operative and peri-operative care of patients undergoing complex orthopaedic surgery.

## **APRO: Prostate Surgery**

### **APRO801 Advanced Care of Prostatic Conditions 1**

The graduate will demonstrate subspecialist expertise in the diagnosis and management of complex prostatic conditions.

### **APRO802 Advanced Care of Prostatic Conditions 2**

The graduate will demonstrate subspecialist expertise in the diagnosis and management of complex prostatic conditions.

### **APRO803 Advanced Care of Prostatic Conditions 3**

The graduate will demonstrate subspecialist expertise in the diagnosis and management of complex prostatic conditions.

### **APRO804 Advanced Care of Prostatic Conditions 4**

The graduate will demonstrate subspecialist expertise in the diagnosis and management of complex prostatic conditions.

### **APRO805 Advanced Care of Prostatic Conditions 5**

The graduate will demonstrate subspecialist expertise in the diagnosis and management of complex prostatic conditions.

### **APRO806 Advanced Care of Prostatic Conditions 6**

The graduate will demonstrate subspecialist expertise in the diagnosis and management of complex prostatic conditions.

## ASPN: Spinal Surgery

### ASPN801 Advanced Spinal Surgical Procedures 1

The graduate will demonstrate subspecialist expertise in undertaking clinical and radiological assessment of patients who may require complex spinal surgery.

### ASPN802 Advanced Spinal Surgical Procedures 2

The graduate will demonstrate subspecialist expertise in undertaking preoperative, operative and peri-operative care of patients undergoing complex spinal surgery.

### ASPN803 Advanced Spinal Surgical Procedures 3

The graduate will demonstrate subspecialist expertise in undertaking preoperative, operative and peri-operative care of patients undergoing complex spinal surgery.

### ASPN804 Advanced Spinal Surgical Procedures 4

The graduate will demonstrate subspecialist expertise in undertaking preoperative, operative and peri-operative care of patients undergoing complex spinal surgery.

### ASPN805 Advanced Spinal Surgical Procedures 5

The graduate will demonstrate subspecialist expertise in undertaking preoperative, operative and peri-operative care of patients undergoing complex spinal surgery.

### ASPN806 Advanced Spinal Surgical Procedures 6

The graduate will demonstrate subspecialist expertise in undertaking preoperative, operative and peri-operative care of patients undergoing complex spinal surgery.

## AURO: Uro-oncology

### AURO801 Advanced Topics in Urogenital Oncology 1

The graduate will demonstrate subspecialist expertise in the diagnosis, management and care of patients with urological cancer.

### AURO802 Advanced Topics in Urogenital Oncology 2

The graduate will demonstrate subspecialist expertise in the diagnosis, management and care of patients with urological cancer.

### AURO803 Advanced Topics in Urogenital Oncology 3

The graduate will demonstrate subspecialist expertise in the diagnosis, management and care of patients with urological cancer.

### AURO804 Advanced Topics in Urogenital Oncology 4

The graduate will demonstrate subspecialist expertise in the diagnosis, management and care of patients with urological cancer.

### AURO805 Advanced Topics in Urogenital Oncology 5

The graduate will demonstrate subspecialist expertise in the diagnosis, management and care of patients with urological cancer.

### AURO806 Advanced Topics in Urogenital Oncology 6

The graduate will demonstrate subspecialist expertise in the diagnosis, management and care of patients with urological cancer.

## AVAS: Vascular Surgery

### AVAS801 Advanced Vascular Surgical Procedures 1

The graduate will demonstrate subspecialist expertise in undertaking clinical and radiological assessment of patients who may require complex vascular surgery.

### AVAS802 Advanced Vascular Surgical Procedures 2

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex vascular surgery.

### AVAS803 Advanced Vascular Surgical Procedures 3

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex vascular surgery.

### AVAS804 Advanced Vascular Surgical Procedures 4

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex vascular surgery.

### AVAS805 Advanced Vascular Surgical Procedures 5

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex vascular surgery.

### AVAS806 Advanced Vascular Surgical Procedures 6

The graduate will demonstrate subspecialist expertise in undertaking operative and peri-operative care of patients undergoing complex vascular surgery.

## CAUD: Clinical Audiology Units

### CAUD801 Fundamentals of Audiological Practice

This unit provides students with an overview of the breadth of audiological practice. It explores the skills necessary to prepare for clinical practice, including client management, history-taking and report writing. This unit complements CAUD802 Assessment Strategies I. Students are expected to develop their skills in critical thinking and problem solving within an audiological context and are also expected to consider a range of ethical and professional issues.

### CAUD802 Assessment Strategies I

This unit will provide students with basic audiometric and clinical skills. Students will become proficient in conducting pure tone

audiometry in the assessment of adults and older children, acoustic impedance testing and basic speech discrimination assessments for adults only.

### **CAUD803 Theoretical Bases of Audiology**

This unit provides an overview of the anatomy and physiology of the auditory system from the outer ear to the auditory cortex. It also reviews the nature of sound, the principles of sound transmission and general acoustics including acoustic calibration.

### **CAUD804 Clinical Practicum I**

This unit aims to provide students with an overview of the profession of audiology through initial observation in a variety of different clinical environments to practise in audiometric assessment in adults. Students are expected to be competent in pure tone audiometry, acoustic impedance assessment and speech discrimination testing in adults at the end of this unit.

### **CAUD805 Hearing Aids**

This unit aims to equip students with an understanding of hearing aid systems and the principles of hearing aid measurement. It aims to familiarise students with the diverse range of hearing aids that are available and to provide students with skills to determine appropriate hearing aid selection on the basis of client need. Practise in impression taking, hearing aid measurement, hearing aid verification and electronic and acoustic adjustment of hearing aids will be provided.

### **CAUD806 Objective Assessment Strategies**

This unit aims to develop skills in using objective audiological assessment for the diagnosis of hearing thresholds or site-of-lesion testing. The content of this unit includes a discussion of otoacoustic emissions and how to assess these, vestibular physiology, pathophysiology and balance testing, the origin of acoustically evoked potentials of the auditory pathway and their assessment including electrocochleography, auditory brainstem responses, middle latency potentials, mismatch negativity and both discriminatory and obligatory cortical potentials.

### **CAUD807 Paediatric Hearing Assessment**

This unit aims to build skills in the audiological assessment and clinical management of infants and children. Through lectures and clinical practicum, skills in the audiological assessment of infants and preschoolers are gained. Normal child development, including speech and language development, is explored. Causes of hearing loss in children, the effects of hearing loss and treatment options are considered. Throughout the unit, students are encouraged to consider information that is presented from a family systems perspective.

### **CAUD808 Clinical Practicum II**

This unit aims to develop knowledge and practical skills in audiological assessment in adults and children over the age of five years including skills in hearing assessment, acoustic impedance measurement and interpretation, adult speech discrimination testing techniques and an understanding of paediatric assessment strategies for children under the age of five years. Students will also develop skills in audiological reporting and will further develop an understanding of ABR, OAE and vestibular assessment. They will

further develop their understanding of hearing aid features and styles and their application.

### **CAUD809 Principles of Management of Childhood Deafness**

This unit will explore the normal development of speech in children and the effect of acquired hearing impairment and/or acquired language disorders on speech perception, production, and the development of oral language in children. Common acquired auditory and language disorders observed clinically will be discussed with management of medical, audiological and speech pathology issues. Issues regarding (re)habilitation and education will be addressed. This unit incorporates a number of site visits to educational facilities and services for children and adults with hearing impairment.

### **CAUD810 Community Audiology**

This unit will explore the role of audiologists in counselling parents of hearing-impaired children and adults with congenital or acquired hearing loss. Issues such as how hearing impairment can impact on the lives of family members or significant others will also be discussed. This unit will also explore the nature of the deaf community, its culture and language.

### **CAUD811 Audiology Project**

This full-year unit provides students with an opportunity to undertake a small piece of supervised original research. Students enrolled in this unit will be required to attend the first four lectures of CAUD812 Research Design Skills to assist with the development of their research project but will be exempt from the rest of the unit and will also be exempt from CAUD818 Advanced Hearing Aids held in second semester.

### **CAUD812 Research Design Skills**

This unit is designed to prepare students for clinical research. It will cover reviewing and critiquing research, developing a research question, identifying appropriate designs to address research aims and questions, data collection and analysis, and writing up research for publication in various formats. Both quantitative and qualitative frameworks will be discussed. As part of the unit, students will be required to write a research proposal.

### **CAUD813 Clinical Practicum III**

This unit aims to further develop knowledge and practical skills in audiological assessment and management of adults and children over the age of five years. Students will also develop skills in assessment of younger children and those which are more difficult to assess. Skills will be further developed in the fitting of hearing aids to adults and outcome assessments.

### **CAUD814 Strategies of Aural Rehabilitation**

This unit aims to develop skills in aural rehabilitation, counselling and management of adult clients. Consideration is given to the needs of people with congenital deafness and to the needs of those with adventitious (late onset) hearing loss. Students will develop an appreciation of services and assistive devices that are available and will develop skills in designing individual rehabilitation plans.

## CAUD816 Assessment Strategies II

This unit aims to further develop skills in the assessment, integration and clinical management of more complex cases that are seen in audiological practice. This includes management of tinnitus, auditory neuropathy, acoustic shock, non-organic hearing loss and auditory processing disorders. In addition, noise-induced hearing loss and industrial audiology will be considered.

## CAUD817 Clinical Practicum IV

This unit aims to consolidate knowledge and practical skills in audiological assessment and audiological rehabilitation. Emphasis is placed upon students using problem solving and critical analysis skills to apply the information they have gained throughout the course in a clinical setting.

## CAUD818 Advanced Hearing Aids

This optional unit aims to enable students to develop a greater understanding of hearing aid prescription, the features of hearing aids, hearing aid fitting and evaluation, cochlear implants and other implantable devices.

# ECED: Early Childhood Education

## ECED816 Early Childhood Extension Unit

The unit allows students to extend prior learning from approved postgraduate training courses outside the University by undertaking a critical review of current literature.

## ECED817 Early Childhood Philosophy and Pedagogy

This unit provides students with foundational knowledge of early childhood philosophy and pedagogy. Students will develop an awareness of the multifaceted role of an early childhood teacher through consideration of major approaches to early childhood education and participation in the equivalent of 10 half-day field visits to centres with birth to five-year-old children.

## ECED818 Health and Well-being in Early Childhood

Health practices have social, scientific, legislative and economic bases. This unit critically examines early childhood regulations in relation to community health needs and imperatives. Exploration of the differing contexts in which health related beliefs and practices emerge is also considered. Exploration of the differing contexts in which health related beliefs and practices emerge and associated pedagogy are also considered.

## ECED819 Early Childhood Development 1

Examines major theories and current issues in child development and the application of developmental theory to educational practice. This unit will give students a better understanding of how theory and cultural assumptions influence practice and how to recognise the implications of theory and research for teaching.

## ECED820 Families in Context

Traditional images of the family continue to underpin a range of political and social responses. This unit challenges prevailing

dominant views. A strengths-based approach allows exploration of family diversity. Implications for the early childhood professional will be analysed.

## ECED821 Early Childhood Professional Practice 1

This unit focuses on contemporary approaches to curriculum decision making in early childhood contexts. In addition, students are expected to articulate and critically reflect upon their personal professional philosophy as a developing teacher. The unit will include 15 days of supervised student teaching in an early childhood centre.

## ECED822 Issues in Early Childhood Politics and Pedagogy

Early childhood teaching takes place in contexts of political, philosophical and educational change. This unit enables students to analyse current practice within these contexts and to position themselves within debates regarding policy and pedagogy. While identifying current challenges on the professional early childhood landscape, students will analyse two issues in greater depth.

## ECED823 Language and Literacy in Early Childhood

This unit will focus on the role played by oral language and children's literature in fostering children's emerging understanding of literacy. Literacy development is studied in the context of the literacy practices of diverse families and communities, including Indigenous and bilingual families. Implications for early childhood educators are explored.

## ECED824 Early Childhood Development 2

National and international longitudinal studies of child development form the basis of this unit's examination of contemporary theory and research. Students will study topics on child development in context, child development and research, and child development and early childhood education.

## ECED825 Early Childhood Professional Practice 2

In this unit students will build on and extend their knowledge of early childhood theory and practice gained from their experiences in ECED821 Early Childhood Professional Practice 1. They will extend their understanding of critical reflection, analysing children's learning and the significance of pedagogical documentation in making learning visible. The unit will include 15 days of supervised professional practice, in which students develop their growing awareness of the professional role and responsibilities of an early childhood teacher.

## ECED826 Leading and Managing Early Childhood Services

This unit provides an orientation to coordination and governance of early childhood organisations through the interplay between micro and macro systems of management and leadership. It includes the exploration of diverse administrative structures, regulatory and legislative frameworks, staffing as well as ethical and professional responsibilities of early childhood educators.

## **ECED827 Learning Through Mathematics, Science and Technology in Early Childhood Settings**

This unit explores theories of learning in mathematics, science and technology for young children (birth to five years). Students will examine the role of play and conceptual development in a range of early childhood settings. Current issues in research and practice will be investigated through independent study. Students will plan, implement and evaluate learning experiences through an integrated unit of work.

## **ECED828 Creativity and the Arts: Contemporary Perspectives**

Forms of art are closely interconnected in children's experiences. In this unit, modules of drama, music and movement, and visual arts are integrated through a perspective of creativity in early childhood. Investigation of current research and practical involvement will enable students to gain insight and understanding into processes of planning and implementing arts experiences with young children.

## **ECED829 Early Childhood Postgraduate Internship**

This unit is designed to enable students to refine their role as an early childhood teacher and to take substantive responsibility for working with young children, staff and families. During the internship, students will have opportunities to develop confidence in justifying their professional decision-making and in responding to the challenges of daily work in an early childhood centre. Students will consolidate their appreciation of teacher research by demonstrating a depth of knowledge about a selected aspect of early childhood practice. The internship is based on a 30 day placement to be completed as three days a week over ten weeks. Students may complete the internship requirements in their own workplace if appropriate.

## **ECED830 Early Intervention: Theory and Practice**

The unit will provide students with opportunity to integrate their knowledge of principles of child development, developmental processes and early childhood curriculum into a framework focussing on the developmental, interactive and educational needs of younger children from the full range of disability groups. Both theory and research based practice will be emphasised, as will the needs of families and how these are met through social policy, service provision, early intervention programs and inclusive education.

## **ECED852 Research Methods in Early Childhood I**

See unit description for ACES800.

## **ECED853 Research Methods in Early Childhood II**

This unit aims to support students to develop their knowledge of, and skills in using, the advanced research techniques necessary to conduct a research project in ECED858. The work in the unit is individually tailored to each student's needs through a learning contract negotiated between the student, their supervisor and the unit coordinator. Extensive use is made of online technologies.

## **ECED854 Minor Independent Investigation I**

In consultation with an academic supervisor selected by the student for expertise in the student's chosen topic and for their willingness to act as supervisor, students enrolling in this unit will undertake a comprehensive and critical review of literature providing the theoretical foundations of thought related to the chosen topic.

The product of this review could form the basis of future research activity in related units and may be in a publishable format. For students taking this unit in association with other research training units, this critical review of the literature will form the basis of the research project to be completed in ECED858. The product of this unit may be suitable as the basis for further work in a higher degree by research.

## **ECED858 Minor Independent Investigation II**

In consultation with an academic supervisor, selected by the student either a) in an earlier research training unit (eg, ECED854), or b) for their expertise in the student's chosen topic and their willingness to act as supervisor of a research project in that same area, students enrolling in this unit will undertake a small scale research project and develop a research report based on the data collected. For students undertaking the series of research training units contained within a masters program or a series of research training units as a prerequisite to higher degree research, this research project will be based upon the critical review of literature conducted in ECED854. The product of this unit will be suitable for use as a pilot study for a higher degree by research, or as the basis of a research proposal to support candidacy for doctoral study.

## **ECED886 Image, Text and the Child**

In this unit we will explore the meaning of visual texts for children, focusing particularly on advertising and marketing. Initially the unit examines how children and childhood are represented in images throughout recent history. This provides a context for analysing images on page or screen using a variety of critical concepts.

## **ECED887 Policy and Management in Early Childhood**

This unit addresses the legal, financial and structural features of early childhood education in Australia. This will lead to a study of the context opportunities and constraints influencing leaders in early childhood education contexts.

# **LING: Linguistics**

## **LING846 Developmental Language Disorders**

This unit covers both spoken and written language disorders, and the relationship between the two. The perspective is psycholinguistic, and emphasis is placed on the discussion of underlying cognitive deficits, and the effect of communication disorder on general development.

## **LING847 Psycholinguistics and Aphasia**

In this unit a psycholinguistic perspective will be adopted to investigate language difficulties observed in aphasia. One first identifies the specific locus of the processing impairment(s) for individual aphasic patients, and secondly, considers the implications of such breakdown(s) for models of "typical" language use. Issues of theoretical and practical significance for researchers will be considered.

## **LING848 Linguistic Description of Disordered Language**

This unit explores the linguistic analysis and description of different types of disordered language from phonetic, phonological, syntactic,

semantic and pragmatic theoretical perspectives. Practical exercises are included using samples of disordered speech and computerised procedures.

### **LING873 Design and Production of Books**

This unit aims to acquaint book editors with the whole process of book production: to broaden their knowledge of typography and printing processes, as well as the pre-production design work, and the business of printing and binding. Page layouts (by both manual and electronic methods) and the use of illustrations, tables, maps and photos will also be examined.

### **LING874 Publishing and Management**

The unit provides an overview of the economics of publishing in Australia. It also deals with a variety of management issues, such as commissioning and contracts with authors (including ethical and legal issues), the planning of production schedules, liaison with suppliers, and the problems of marketing and distribution.

### **LING875 Practicum**

This unit involves a 26-hour (approximately one week) placement at a publishing operation, to observe and participate in the processes of book production. Through the collaboration of sponsor organisations, a variety of placements in industry and government publications units is available, to complement the students' experience of their customary place of employment. Some interstate placements are available.

### **LING876 Option I**

Students take one of the following: i) scientific and technical editing ii) literary editing iii) research methods.

### **LING877 Option II**

Students take either of the following: i) marketing ii) desktop publishing iii) research methods.

### **LING895 Writing in Professions and Organisations**

This unit grounds the development of writing expertise in an understanding of the social, psychological and discursive processes involved in writing in professions and organisations, and across a range of writing modes. The unit explores the inner world of the writer and analyses the structures and strategies used by successful writers, and emphasises learning how to identify and manage the constraints and opportunities that shape the writing enterprise.

### **LING900 Grammar, Meaning and Discourse**

This unit focuses on the analysis of natural discourse; language as a system for meaning and wording; the relationship between language and its social context; and the constitution of different discourse types. The emphasis is on practical analytical skills, focusing on language data from participants' work and social contexts, integrating the study of lexis, grammar, discourse and pragmatics in a coherent theory of language in use.

### **LING901 Phonetics and Phonology**

This unit focuses on key areas in phonetics and phonology, and aims to provide training in phonetic and phonological principles, enabling students to carry out phonemic and phonetic transcriptions of

spoken English. It also provides students with basic ear training of the sounds of the world's languages. The unit is divided into two sections. The first section examines the articulation of vowels and consonants as well as complex articulations, airstream mechanisms and laryngeal features and their use in languages. In addition, the sounds of Australian English are contrasted with other dialects of English. The second section introduces students to phonology through an examination of phonemes and allophones, distinctive features, syllables, word stress and intonation.

### **LING902 Language and Cognition**

Language and Cognition is an interdisciplinary unit incorporating aspects from linguistics (theories of language structure) and psychology (the representation of knowledge in the brain and the nature of the processes that are involved in acquiring and using that knowledge). Various theoretical frameworks and a range of empirical evidence will be examined.

### **LING903 Languages and Cultures in Contact**

This unit aims to provide students with the opportunity to develop a reasoned understanding of the impact of cultural patterns (beliefs and values) on an individual's verbal and non-verbal behaviours. The course focuses equally on issues related to cross-cultural communication studies and to intercultural communication studies, and theory will be balanced with practical experiences.

### **LING904 Pragmatics**

This unit is an introduction to linguistic pragmatics. Content includes speech act theory; conversational maxims; relevance implicature; communicative events and activity types; cognitive theory, scripts, schemata, frames; presupposition and mutual knowledge; conversational structure, clarification, repair and alignment; critical discourse analysis.

### **LING905 Research Methods in Language Study**

This unit focuses on general research principles, questions of validity and reliability; research styles, experimental and interpretive; the research process, defining research questions, data gathering, choice of subjects, control of variables, instrumentation, presentation, analysis and interpretation of data; disseminating research, organising reports, presenting results, effects on practice.

### **LING906 Language Testing and Evaluation**

The course aims to introduce participants to key concepts and issues in language testing and assessment and to provide them with principles and techniques for designing and evaluating language tests and assessment tools.

### **LING907 Stylistics and the Teaching of Literature**

This unit considers the use of linguistics in the study of style; the meaning of literary texts and their value in particular communities; the status of texts as literary artefacts; stylistics and the teaching of first and second language literatures; language, literature and socio-cultural background; genre and linguistic description; methods of teaching the language of literature; verbal art and cross-disciplinary issues.

### **LING908 Language Planning and Language Policy**

This unit examines language choice and language standardisation, political, social and economic contexts of language policy and planning. Effects of language planning decisions on language attitude, intergroup relations and cross-cultural communication with particular reference to Australia and the region will also be considered.

### **LING912 Second Language Acquisition**

This unit aims to explore a variety of approaches to second language acquisition in tutored and untutored environments and to examine the relevance of second language acquisition research to a variety of educational contexts.

### **LING913 Literacy**

This unit considers the meanings of literacy, numeracy; functional literacy and levels of language; ethnography of literacy; oral and written discourse; genres of writing; literacy and society, cultural change, social control, and child/adult education, principles and modes of literary instruction; standards, practices and materials, literacy and technology.

### **LING914 Dictionaries in Language Teaching**

This unit will consider the role of dictionaries in society and education. Specifically, it will investigate the variety of dictionaries available to the language learner and practitioner, their differing contents and contexts in which they are used. It will also analyse the major elements of dictionary design and identify ways of evaluating and producing dictionaries.

### **LING918 Concepts in Managing Language Programs**

This unit considers contexts of ELT operations and management; human resource management; professional development and staff appraisal; managing nonhuman resources, curricula, innovation and change; project management; financial management; marketing; organisational communication.

### **LING920 First Language Acquisition**

This unit provides an introduction to issues in first language acquisition. Content covered in the unit includes different views/theories of language acquisition; techniques for data collection/analysis; developmental stages; neuro-linguistics; cognitive and perceptual bases of early language; social and communicative bases of language; second language acquisition.

### **LING925 Language for Specific Purposes**

This unit is designed for students who are interested in teaching language for specific purposes. The focus is on analysis of text and context of particular disciplines or vocational areas, and on developing appropriate curricula, materials and assessment for teaching language for specific purposes.

### **LING927 Reading Development and Disorders**

This unit provides an introduction to theoretical perspectives and empirical data in the area of normal reading acquisition before moving on to consider developmental disorders of reading in greater detail.

### **LING928 Bilingualism**

The unit discusses bilingualism from a cognitive point of view. Topics addressed include childhood bilingualism and its relationship to cognitive development, bilingual education, language attrition, bilingualism in the ageing population, and in special circumstances (deafness and language disorders).

### **LING930 Research Methods for Communication Disorders Part A**

This unit is designed to support students' original research project topic (LING931/LING932 Special Project) by critically examining selected published studies in communication disorders to generate discussion on research methodology. Students will be asked to present papers concerned with specific aspects of their research project at intervals throughout the year. Students should enrol in both LING930 and LING940.

### **LING931 Special Project Communication Disorders Part A**

An original research project of not more than 20,000 words. Students must enrol in LING931 and LING932.

### **LING932 Special Project Communication Disorders Part B**

An original research project of not more than 20,000 words. Students must enrol in LING931 and LING932.

### **LING934 Dissertation Part A**

This unit involves a dissertation of between 10,000 and 15,000 words drawing on course work and/or the student's own research. Students must enrol in LING934 and LING935.

### **LING935 Dissertation Part B**

This unit involves a dissertation of between 10,000 and 15,000 words drawing on course work and/or the student's own research. Students must enrol in LING934 and LING935.

### **LING936 Context, Use and Analysis of the English Language: A Global Perspective**

This unit provides a broad exploration of the different situations of language use and language learning, including the interaction between language and other meaning systems in communication. Also considered is the nature, form and function of English and the analytical tools needed for language teachers.

### **LING937 TESOL in Context**

This unit is concerned with the processes of learning another language, and how interactions between teachers and learners affect the nature and quality of that learning. The unit explores the needs, motivations, social identities and learning strategies of learners.

### **LING938 Curriculum Change in TESOL**

This unit covers directions in curriculum change, political and institutional constraints in curriculum development, planning and implementing change, and evaluating the processes and products of change.

### **LING939 Special Studies in Applied Linguistics**

This unit is designed to allow students to undertake focused study of a topic of particular interest through readings, seminars and tutorials. Enrolment in the unit is subject to special approval from the Dean.

### **LING940 Research Methods for Communication Disorders Part B**

This unit is designed to support students' original research project topic (LING931/LING932 Special Project) by critically examining selected published studies in communication disorders to generate discussion on research methodology. Students will be asked to present papers concerned with specific aspects of their research project at intervals throughout the year. Students should enrol in both LING930 and LING940.

### **LING947 Discourse in Professional and Organisational Contexts**

Key concepts, issues and practices in the professional and organisational communication, drawing on studies in linguistics, discourse analysis, social theory, and the sociology of work and organisations. Practical analysis, connecting the study of workplace texts, workplace discourses, and workplace practices in different contexts and sites, explores how language use and social organisation structures are closely interdependent.

### **LING948 Evaluating Communication Systems, Processes and Products**

Introduction to principles and methodologies for evaluating the effectiveness of communication systems in a range of workplaces, how these systems give rise to particular processes of information construction, exchange and interpretation, and how a multi-modal and multi-perspectived analysis of communication events, participant behaviours, and their associated texts can be revelatory of these systems and processes.

### **LING956 Acquiring Professional Communicative Expertise**

This unit explores the nature of professional expertise—its definition and its processes of acquisition, and its relationship to the charting of professional competencies and to personal communicative capacity. It also explores how social and institutional contexts inform and are informed by narratives of experience; the nature of claims and warrants for expert behaviour; and evaluation of evidence for expert exercise of judgment in different contexts. Participants carry out their own limited research in their own organisations, focusing on data collection and analysis and aimed at drawing up role-specific training in communicative expertise.

### **LING957 Inter and Intra-cultural Communication**

This unit examines constructs of culture from theoretical and practical perspectives. The significance of the communication of cultural similarity and difference in workplace and business practice is explored. Issues of face, metaphor, verbal and non-verbal communication are analysed. The unit explores aspects of identity such as ethnicity, gender and age, and the ways that these are made relevant through communication. Discourses of power and social constructions of self and other are examined, and students are encouraged to connect the theories presented with their

everyday interactions in workplaces, business, and medical and educational settings.

### **LING958 Professional-client Communication**

In this unit participants describe, interpret and explain selected professional-client encounters in key sites; such as healthcare, law, social work, bureaucracies, firms, and public relations. The unit emphasises the explanatory value and relevance of carrying out collaborative research involving discourse specialists and professionals, leading to training and other processes which will improve professional-client communication. Ethical issues in professional-client communication are also examined. The unit takes a total situation-focused approach, drawing on principles of problem based learning and the life experiences of participants, via a range of scenarios.

### **LING959 Mediated Communication**

Introduction to a variety of methodologies for analysing and describing multi-modal communication in a range of organisational and professional settings, emphasising the impact of the deployment of new communication technologies on workplace communication practices, and participant skills. Particular emphasis is given to man-machine interaction, usability of web-mediated communication, visually presented information, collaborative message generation and document design.

### **LING960 Organisational Communication**

Realisation of organisational structure in particular patterns of discourse and language use; the impact of organisational change on modes of communication and on worker identity, particularly in response to globalisation, demands for enhanced public participation, transparency and accountability, workplace reform; how discourses of information and policy are created, re-contextualised, transformed and re-interpreted for and by different audiences in the context of work across and within organisations.

### **LING961 Essentials of Editing**

The unit introduces the domains and principles of editing, and focuses on key policy-making areas of style, inclusive language and typography; and the interaction with other parties involved in the editorial process.

### **LING962 Language and Writing Style**

The unit examines the resources of the English language and how they are used by skilled writers and editors. Issues of readability, style and authorial expression will be under discussion.

### **LING963 Structural and Electronic Editing**

This unit is concerned with the principles of structural editing, and their application to both printed and electronic media. Issues of access and navigation in electronic documents will be discussed, as well as onscreen editing and indexing.

### **LING964 Editorial Issues and Responsibilities**

The unit addresses the executive roles of the editor in relation to a manuscript, managing reviews and the rights and permissions process, commissioning of indexes and promotional writing.

### LING965 Dissertation I

This unit consists of guided reading and/or an experimental program preliminary to the writing of the dissertation. The project will be developed through a series of four individual consultations.

### LING966 Dissertation II

This unit complements LING965 and consists of the writing up of the dissertation. The dissertation will be discussed and reviewed in a series of four consultations.

### LING967 Researching Professional and Organisational Communication

This unit integrates qualitative and quantitative research methods in the description, interpretation and evaluation of professional and organisational communication. Key points of focus include: research project design and management; gathering data in context; analysis, presentation and dissemination of findings; collaborative research underpinning evidence based practice and the process of professional and organisational change.

### LING968 Computer-Mediated Communication in Second Language Acquisition

This unit will introduce students to the application of computer-mediated communication (CMC) in second language acquisition. The unit will explore asynchronous communication by email and bulletin boards as well as synchronous communication via chatlines and within MOO (multi-user domains, object-oriented) environments. Particular emphasis will be placed on the role of CMC in intercultural learning processes. Assessment will be ongoing and it will include practical as well as more theoretical components.

### LING969 Teaching English for Academic Purposes

This unit examines the origins of academic English and explores the lexicogrammatical features, the epistemic functions, and the genres that make it such a distinct and complex register. Students examine both spoken and written texts, and can (within certain limits) focus on issues of particular interest and relevance to themselves. Different pedagogical approaches are evaluated.

### LING971 Special Electives in Auslan

Please contact the Department of Linguistics for details.

### LING972 Language and Gesture

The purpose of the subject is to introduce the student to the study of gestural communication and its relationship to spoken and signed languages. The emphasis in this subject will be on the semiotic, linguistic and cultural aspects of gestural communication. Note: the unit has an obligatory and substantial face-to-face component.

### LING977 Language and Image in Media Discourse

Drawing on linguistics, communication studies and visual semiotics, this course explores media as a social, political and economic institution, genres of news and current affairs, analysis of multi-modal texts, developing and using news corpora, news and translation, modes of evaluation in news reporting, news values and ideology, new and alternative forms of media.

### LING978 Exploring Discourse in Context and Action

This unit focuses on the analysis of spoken, written and multimodal discourses in a range of real-life settings and domains. It locates such discourses in their historical, institutional, and local context presenting a range of methodologies for descriptive, interpretive and explanatory analysis. The unit emphasises application of discourse analysis to the study of professional encounters.

## PSY: Psychology

### PSY863 Research Design and Evaluation

This unit exposes students to a range of advanced quantitative statistical methods and introduces qualitative research methods. The intent of the unit is to explain underlying concepts rather than teach deeper technical detail. The unit is run as a seminar series and each seminar is followed by a practical workshop. Assumed background is undergraduate statistics for psychologists to 2nd year level. Students completing the unit should have an appreciation of when a variety of advanced statistical methods are appropriate, how to interpret the results of these analyses and to assess publications that have used these methods. Content includes a number of multivariate methods, text analysis, meta-analysis and qualitative research methods, subject to staff availability.

### PSY868 Psychotherapy

This unit will focus on the theoretical underpinnings of dynamic psychotherapy. It will explore initial concepts in analytic psychology and how they have evolved in the current practice of self psychology. The connection between presenting problems and the level of self development will form the basic building block of the unit. Students will be exposed to a number of ways of conceptualising aspects of self and a range of therapeutic interventions to strengthen the self and thus impact on the presenting problem. Integrating these tools with other therapeutic modalities will form an important part of the unit. Students will be encouraged to focus on aspects of the client-therapist relationship as a fundamental base for becoming effective therapeutic practitioners.

### PSY890 Trauma Theories and Interventions

The aims of this unit are to understand theoretical and clinical issues associated with childhood and adult trauma and to develop counselling and clinical skills in working with survivors of trauma. Students will learn theories pertaining to the psychological impact of traumatic experiences (including physical and sexual abuse, neglect, natural disasters, traumatic accidents and traumatic medical experiences), as well as empirical evidence pertaining to symptom profile and predictors of onset and maintenance of trauma (including ASD, PTSD, complex PTSD, and loss and grief). Students will also be provided with skills training in assessing trauma populations as well as training in evidence based practice in common CBT oriented therapeutic approaches in treating trauma/PTSD, which will include graded exposure, prolonged exposure combined with cognitive therapy, and cognitive processing therapy.

### PSY904 Counselling and Cultural Perspectives

This unit will focus on the skills of counselling within the interpersonal relationship between client and therapist. Special emphasis will be placed on the context of the client's world and its relationship to the presenting problems of the client, including

the cultural context. The unit will highlight the importance of the therapeutic alliance and emphasise core counselling skills to optimise the therapeutic nature of this relationship as well as self reflection to facilitate the depth of the alliance. General strategies for conceptualising client problems, with directions for intervention, will also be taught, concentrating on an integrative approach. Students will be encouraged to develop their own counselling approach based on the models presented in the unit.

### **PSY917 Therapy with Children and Families**

The objectives of this unit are to provide students with knowledge of the most common environmental and contextual factors influencing the clinical presentation and treatment of children, adolescents and families. These include family dynamics, transference and counter-transference issues, inter-agency politics and agendas. Students will be provided with: skills in the clinical assessment of family dynamics including formulation and treatment plan; skills in the preparation of assessment summaries relating to children and their families; skills in the development of therapeutic alliances with children and families; and knowledge of mandated responsibilities under current child protection legislation, as well as the implications for therapeutic relationships.

### **PSY919 Developmental Psychopathology**

This unit provides an overview of theoretical approaches to developmental psychopathology with an emphasis on attachment theory based models of assessment, diagnosis, and intervention. The nature of development in "high risk" groups (eg, low birth-weight infants) and in children with developmental disabilities and ADD is also surveyed. The specific aims are to acquire an understanding of general theories of developmental psychopathology, including developmental disabilities; to acquire an understanding of diagnosis and treatment issues relevant to developmental psychopathology, including developmental disabilities; and to acquire experience in the use of at least one assessment procedure for identifying parent-child relationship problems in at-risk families.

### **PSY926 Psychology of Health**

This unit aims to prepare students for work in clinical health psychology and to introduce health promotion and the wider interface between psychological processes and health. Presentations on the core mechanisms and processes, presentations by practicing leaders in clinical psychology on specific areas (pain management, chronic illness, clinical geropsychology, indigenous health) and small group work on case scenarios are the methods to achieve these objectives.

### **PSY927 Cognitive Behaviour Therapy II**

This unit builds on the cognitive behavioural theories and therapies taught in PSY965 Cognitive Behaviour Therapy I and includes such therapies as respiratory retraining and interoceptive exposure, graduated exposure, structured problem solving, motivational interviewing and relapse prevention, cognitive reattribution methods, rational emotive therapy, schema therapy, and brief solution focused therapy. The aims of the unit are to examine the theoretical basis, efficacy and procedures of a selection of the most significant behavioural therapies, and to develop skills in several cognitive behavioural procedures including schema therapy, cognitive restructuring, behavioural case formulation, motivational interviewing, problem solving, brief solution focussed therapy, goal setting and coaching therapy, bibliotherapy and journaling.

### **PSY928 Psychological Assessment II**

This unit covers the principles and methods of psychological assessment in the clinical context. The unit focuses on assessment for treatment planning and outcome assessment in particular clinical disorders. Specific topics include assessment of depression and suicide risk, childhood and adult anxiety disorders, substance use disorders, eating disorders, psychotic disorders, personality disorders, and ADHD. As a result of successful completion of this unit, students will be able to demonstrate knowledge of the process of selection of assessment techniques for treatment planning and outcome assessment in the clinical context, as well as identify the appropriate assessment methods for a range of clinical problems. This unit builds on knowledge acquired in PSY962 Psychological Assessment I.

### **PSY929 Clinical Psychopharmacology**

This unit provides an in-depth discussion of drug neuropharmacology and contemporary issues in clinical psychopharmacology. Students are introduced to a range of topics, including principles of drug pharmacokinetics and dynamics, drug-receptor pharmacology, neuroanalytical methodology, chemical neuroanatomy, and modern drug treatment strategies for a range of cognitive, pathological, and neurological disorders.

### **PSY930 Professional Practice**

This unit aims to teach fundamental interviewing, assessment and formulation skills related to the professional practice of Clinical Psychology. It teaches students how to think conceptually about a variety of common psychological difficulties and presentations, interview strategically so as to gather information necessary to understand a clients strengths and difficulties, identify any needs or difficulties present, diagnose the most common presenting disorders, develop a formulation, develop and negotiate a positive treatment plan with clients, learn to administer the Macquarie Diagnostic, Schema and Formulation Interview, and prepare themselves for placement in the Rod Power Psychology Clinic. One of the aims of this unit is that students develop their skills in critical analysis, problem solving and creative thinking.

### **PSY933 Research Proposal**

In this unit students work with an individual supervisor to conduct a literature review of an area and arrive at a proposed research design for their thesis. The literature review will be between approximately 5,000 and 8,000 words. It is expected that the review forms the justification to the later research project. The topic chosen is intended to be related to some issue or problem in clinical psychology however the supervisor may be chosen from among any of the members of the psychology staff. The goals of the unit are to encourage review and consideration of background literature, to prepare a draft literature overview and proposed method, and to prepare an ethics submission.

### **PSY934 Dissertation**

This unit involves the conduct of research appropriate to the discipline of clinical psychology, and requires the submission of a piece of research in the form of a journal article of 5,000-8,000 words plus a literature review in the form of a critical review paper. This work and the literature review completed in PSY933 Research Proposal are submitted together for external marking.

### **PSY935 Groups**

This unit is designed to provide students with an understanding of the dynamics of small groups, and opportunities to develop skills in leading and facilitating psycho-educational and therapeutic groups. An experiential laboratory is integral to the unit. Topics covered include stages in group development, types of leadership styles, and factors that maximise the benefits for clients of group counselling treatment. Research relevant to the therapeutic effects of group counselling is considered. Students are required to undertake a number of practical exercises regarding group dynamics and facilitating group processes during the workshop.

### **PSY936 Narrative Therapy**

This unit provides an introduction to the theory and practice of narrative approaches to social health issues which involve a socio-cultural and social justice perspective. Skills training incorporates live demonstrations, videos, didactic input, and practice.

### **PSY956 Supervised Internship I**

Candidates are required to gain experience by placement for 250 hours in each of four different clinical settings. Placements will be arranged so as to ensure that candidates have supervised experience both with adult and child/adolescent problems and with a diversity of different kinds of clinical settings (eg, psychiatric, community, general hospital, neuropsychology). This first placement is usually completed in the University's Rod Power Psychology Clinic.

### **PSY957 Supervised Internship II**

Candidates are required to gain experience by placement for 250 hours in each of four different clinical settings. Placements will be arranged so as to ensure that candidates have supervised experience both with adult and child/adolescent problems and with a diversity of different kinds of clinical settings (eg, psychiatric, community, general hospital).

### **PSY958 Supervised Internship III**

Candidates are required to gain experience by placement for 250 hours in each of four different clinical settings. Placements will be so arranged as to ensure that candidates have supervised experience both with adult and child/adolescent problems and with a diversity of different kinds of clinical settings (eg psychiatric, community, general hospital).

### **PSY959 Supervised Internship IV**

Candidates are required to gain experience by placement for 250 hours in each of four different clinical settings. Placements will be so arranged as to ensure that candidates have supervised experience both with adult and child/adolescent problems and with a diversity of different kinds of clinical settings (eg psychiatric, community, general hospital).

### **PSY961 Advanced Psychopathology**

The aim of this unit is to develop a basic understanding of the diagnosis, theories and current models of the major forms of psychopathology. Models to be discussed will be those that are scientifically testable and therefore amenable to examination of their empirical support.

### **PSY962 Psychological Assessment I**

This unit covers the principles and methods of psychological assessment in the clinical context. The unit covers general topics related to psychological assessment including: selection of appropriate assessment techniques including selecting tests for treatment planning and outcome evaluation; administration, scoring, and interpretation of assessment devices; communication of information about assessments (report-writing and feedback to clients); and ethical principles relating to assessment. The assessment tools covered in the unit include tests of intelligence, personality, and psychopathology. As a result of successful completion of this unit, students will be able to administer, score, and interpret an individual test of intelligence, measures of normal personality, general measures of psychopathology. In addition students will be skilled to report on the results of assessments in written and oral form, justify the choice of assessment techniques on the basis of scientific evidence, describe the process of assessment of outcome as a result of psychological treatment and demonstrate knowledge of the ethical principles guiding use of assessment techniques. The two-hour teaching session each week will involve theoretical coverage of the topic as well as practical skills.

### **PSY963 Coaching and Positive Psychology**

By the end of this unit participants will have knowledge of the key theories and research which underpin positive psychology and coaching psychology. They will be able to differentiate coaching from counselling, therapy, mentoring, consulting and training; identify the limits of coaching, and know when to refer and understand the skills and processes required for effective coaching. They will understand solution focused and strengths approaches and their implications for coaching; understand cognitive behavioural coaching; have employed and practiced the basic models of change and coaching; and understand the integrated developmental model of change and its implications for coaching. There will be practical supervised experience conducted coaching sessions with feedback on the experiential learning.

### **PSY965 Cognitive Behaviour Therapy I**

This unit traces the history of the development of cognitive and behaviour therapies and introduces some important and recent examples of theory and practice. It aims to give students a practical introduction to the major treatment techniques that are generally thought of as cognitive behaviour therapy, and to provide students with some of the core practical skills necessary to become a Scientist-Practitioner. In particular, the unit aims to extend students' existing searching skills to answering clinical questions such as 'which treatment is optimal for this particular client?' and 'how do I practically deliver this particular treatment?' The unit also intends to introduce students to behavioural assessment and case formulation, and to provide students with the rationale and practical skills for delivering relaxation training, breathing control, graded exposure, and cognitive restructuring for common psychological problems.

### **PSY966 Neuropsychological Disorders**

The focus of this unit is impairments of cognitive and behavioural functioning following brain damage, with an emphasis on their clinical presentation and assessment, as well as what these disorders reveal about the functional organisation of the brain. Topics include disorders of memory; language and aphasia; perception and gnosis; apraxias; attention/neglect; and the frontal lobes - impairments of executive functioning and adaptive behaviour.

## PSY967 Evidence Based Clinical Psychology

This unit covers general topics related to evidence based practice: issues in designing and implementing research in clinical practice; efficacy, effectiveness, and cost effectiveness of psychological interventions; evaluating treatment outcome for individuals and groups; procedures for using published research in informing clinical practice; barriers to implementing evidence based techniques in clinical practice. Throughout the topics taught, the focus will be on the implications of the nomothetic approach often adopted in published research for the idiographic nature of clinical practice. As a result of successful completion of this unit, students will be able to design and implement an appropriate strategy for evaluating the effectiveness of interventions for individual clients; understand the practical issues surrounding the design and implementation of research in clinical practice; access and evaluate evidence about the efficacy and effectiveness of interventions for specific problems; and understand the process of implementing evidence based techniques in clinical practice.

## PSYA: Applied Psychology

### PSYA901 Applied Psychology 1

Counselling and professional practice (topics include interviewing, counselling, ethics, legal and professional matters, diagnosis, DSM, and motivational interviewing). The unit involves 4-5 one day workshops and includes small group supervision. Students also complete psychology-related work experience each week.

### PSYA902 Applied Psychology 2

Psychological assessment and report writing (eg, intelligence, personality, memory, suicide risk assessment, reports). The unit involves 4-5 one day workshops and includes small group supervision. Students also complete psychology-related work experience each week.

### PSYA903 Applied Psychology 3

Cognitive behavioural approaches (includes basic theory and skills for working in a cognitive behavioural framework). The unit involves 4-5 one day workshops and includes small group supervision. Students also complete psychology-related work experience each week.

### PSYA904 Applied Psychology 4

Contemporary issues (eg, non-dominant cultures interpersonal therapy, psychoses, supervision, research). The unit involves 4-5 one day workshops and includes small group supervision. Students also complete psychology-related work experience each week.

### PSYA905 Applied Psychology 5

Narrative approaches (includes basic theory and skills for working in a narrative framework). The unit involves 4-5 one day workshops and includes small group supervision. Students also complete psychology-related work experience each week.

### PSYA906 Applied Psychology 6

Working with children and families (topics include engagement with children, families, attachment, developmental problems). The unit involves 4-5 one day workshops and includes small group

supervision. Students also complete psychology-related work experience each week.

### PSYA907 Applied Psychology 7

Contemporary issues (eg, trauma, mediation, grief and loss). The unit involves 3 one day workshops plus small group supervision. Students also complete psychology-related work experience each week.

### PSYA908 Applied Psychology 8

Small group work and resources. The unit involves 3 one day workshops plus small group supervision. Students also complete psychology-related work experience each week.

## PSYC: Psychology Counselling

### PSYC846 Advanced Issues in Developmental Psychology: Child Abuse and Neglect

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to, 2009. This unit introduces the topic of child abuse and neglect. The prevalence of physical, sexual, and emotional abuse and neglect is canvassed and the empirical literature relevant to all forms of abuse and neglect is reviewed. Theoretical models for conceptualising and understanding child abuse and neglect are presented. There is considerable emphasis not only on the outcomes of child abuse and neglect but also on the psychological processes that mediate these outcomes. The adequacy of prevention and intervention programs will be appraised and the operation of some of these programs in New South Wales will be considered.

### PSYC875 Health Psychology

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to, 2009. Health psychology is devoted to understanding psychological influences on how people stay healthy, why they become ill, and how they respond when they do get ill. It encompasses both health promotion and adaptation to illness. Attention will also be given to stress, pain and their management, practitioner-patient relations, coping with chronic illness, psychoneuroimmunology, and relaxation training.

### PSYC880 Introduction to Theories of Counselling

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to, 2009. This unit provides an introduction to the theory and practice of clinical and counselling psychology for a variety of emotional problems in both children and adults. There is a balanced focus on theory, research and practice throughout the unit. Major theoretical frameworks used in clinical and counselling psychology will be reviewed, using interesting case studies and real-life examples. A practical component involving role-plays and expert feedback in a small group format will be used to practice basic therapeutic strategies. There will be four workshops which will be structured as follows: lectures in the morning and then practical skills in the afternoon.

### **PSYC881 Psychological Assessment and Evaluation**

This unit is designed to provide a forum for the discussion of issues to do with the assessment of intelligence and memory. The theories of intelligence and their application to the administration and interpretation of the WAIS-III and WISC-IV, the two most commonly used IQ tests will be discussed. In addition to written assessments, students will be required to assess a volunteer participant as part of the class assignment. Please note that half of the students will be required to test children (7-16 years) and half will be required to test adults.

### **PSYC883 Professional Practice and Ethics**

This compulsory unit is designed to provide a comprehensive overview of ethical and professional issues in relation to the practice of psychology. Familiarisation with local, national and international codes of conduct will be provided.

### **PSYC885 History and Theory in Psychology**

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to, 2009. This unit will consist of two parts. The first will explore the philosophical and scientific presuppositions of psychology. An examination of the historical roots of modern psychology with a view to critiquing current models of psychology will be undertaken. The second part of the unit will explore issues related to the role of theory and conceptual analysis in modern psychology. Major concepts within psychology will be examined (eg behaviour, cognition and motivation), and common weaknesses in psychological arguments identified with an aim to developing critical thinking skills.

### **PSYC886 Research and Design**

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to, 2009.

This compulsory unit aims to prepare students to undertake survey or experimental research. Students receive lectures on survey and experimental research design, statistical and computing procedures. Students also complete either an experimental or a survey project.

### **PSYC887 Psychology at Work: Theory, Research and Application**

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to, 2009. The unit investigates methods and theories of scientific psychology as they apply to organisations. We explore such psychological issues as stress, productivity and job design along with information overload and creativity, all in the context of the modern workplace. Classes cover both research and practice issues; however, the focus is on conceptual understanding rather than professional skills.

### **PSYC890 Ethics and Psychological Assessment**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010.

This compulsory unit is designed to provide an overview of ethical, conceptual and professional issues in relation to the practice of psychology and to introduce students to the history, theoretical

and empirical bases of some of the most widely used cognitive and personality tests.

### **PSYC891 Health Psychology**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010. Health psychology is devoted to understanding psychological influences on how people stay healthy, why they become ill, and how they respond when they do get ill. It encompasses both health promotion and adaptation to illness. Attention will also be given to stress, pain and their management, practitioner-patient relations, coping with chronic illness, psychoneuroimmunology, and relaxation training.

### **PSYC892 Advanced Issues in Developmental Psychology: Child Abuse and Neglect**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010.

This unit introduces the topic of child abuse and neglect. The prevalence of physical, sexual, and emotional abuse and neglect is canvassed and the empirical literature relevant to all forms of abuse and neglect is reviewed. Theoretical models for conceptualising and understanding child abuse and neglect are presented. There is considerable emphasis not only on the outcomes of child abuse and neglect but also on the psychological processes that mediate these outcomes. The adequacy of prevention and intervention programs will be appraised and the operation of some of these programs in New South Wales will be considered.

### **PSYC893 Research and Design**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010.

The objectives of this compulsory unit are aligned to the prepare students to be cognizant of the factors that are required to complete a well designed, analysed and written up piece of Psychological research. The unit does not emphasise statistical procedures but does emphasise scientific and analytical thinking. An introduction to SPSS is covered so that students are able to use a range of introductory statistical techniques including t-tests, correlations and simple ANOVAs. The unit enables students to use the results of simple statistical procedures to analyse the scientific merit of the results of empirical investigations. Students also complete either an experimental or a survey project.

### **PSYC894 Advanced Issues in Developmental Psychology**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010.

This unit is designed to encourage students to apply developmental theories to real-world problems across the lifespan. A series of developmental predicaments will be presented and students will be required to integrate multiple theoretical perspectives and systems to explain behaviours and/or predict developmental trajectories. The unit will also introduce students to the clinical reasoning process from assessment through to theoretically informed models of intervention and identification of potential research topics.

### **PSYC895 Psychological Assessment and Evaluation**

This unit is designed to provide a forum for the discussion of issues to do with the assessment of intelligence and memory. The theories of intelligence and their application to the administration and interpretation of the WAIS-III and WISC-IV, the two most commonly used IQ tests will be discussed. In addition to written assessments, students will be required to assess a volunteer participant as part of the class assignment. Please note that half of the students will be required to test children (7-16 years) and half will be required to test adults.

### **PSYC896 History and Theory in Psychology**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010.

This unit will consist of two parts. The first will explore the philosophical and scientific presuppositions of psychology. An examination of the historical roots of modern psychology with a view to critiquing current models of psychology will be undertaken. The second part of the unit will explore issues related to the role of theory and conceptual analysis in modern psychology. Major concepts within psychology will be examined (eg behaviour, cognition and motivation), and common weaknesses in psychological arguments identified with an aim to developing critical thinking skills.

### **PSYC897 Psychology at Work: Theory, Research and Application**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010.

The unit investigates methods and theories of scientific psychology as they apply to organisations. We explore such psychological issues as stress, productivity and job design along with information overload and creativity, all in the context of the modern workplace. Classes cover both research and practice issues; however, the focus is on conceptual understanding rather than professional skills.

### **PSYC898 Advanced Issues in Social Psychology**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010.

The overall objective of this unit is to provide an understanding of the approaches used by social psychologists to investigate social phenomena. This will be achieved by presenting and attending seminars on a range of contemporary topics drawn from the scientific literature on social psychology. In addition, each student will conduct a review of the literature on a particular topic area in social psychology and distil this review into a comprehensive and up to date account of the state of the scientific knowledge on the topic. This review will be used as a basis for specific recommendations for future research in the form of a proposed study.

### **PSYC899 Advanced Topics in Physiological Psychology**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010.

The aims of this unit are to introduce and develop students' understanding and awareness of current topics in contemporary neuroscience. Students will develop the ability to critically evaluate,

present and discuss research papers. This seminar series will cover a wide range of topics in the field of neuroscience such as neural stem cell research, transgenic research, neural basis of emotions, anxiety disorders, depression and drug addiction.

### **PSYC943 Research Project**

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to, 2009. This compulsory unit will involve students working on a research project in groups of four under the direction of a staff member. Students work as a team on the project, but the staff member ensures that each student provides appropriate input. While the group may work together to search the relevant literature and collect data, students will work individually on writing the thesis including the introduction and individually presenting and interpreting results of the research in thesis style.

### **PSYC950 Advanced Issues in Developmental Psychology**

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to, 2009. This unit is designed to encourage students to apply developmental theories to real-world problems across the lifespan. A series of developmental predicaments will be presented and students will be required to integrate multiple theoretical perspectives and systems to explain behaviours and/or predict developmental trajectories. The unit will also introduce students to the clinical reasoning process from assessment through to theoretically informed models of intervention and identification of potential research topics.

### **PSYC951 Advanced Issues in Social Psychology**

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to, 2009. The overall objective of this unit is to provide an understanding of the approaches used by social psychologists to investigate social phenomena. This will be achieved by presenting and attending seminars on a range of contemporary topics drawn from the scientific literature on social psychology. In addition, each student will conduct a review of the literature on a particular topic area in social psychology and distil this review into a comprehensive and up to date account of the state of the scientific knowledge on the topic. This review will be used as a basis for specific recommendations for future research in the form of a proposed study.

### **PSYC952 Advanced Topics in Physiological Psychology**

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to, 2009. The aims of this unit are to introduce and develop students' understanding and awareness of current topics in contemporary neuroscience. Students will develop the ability to critically evaluate, present and discuss research papers. This seminar series will cover a wide range of topics in the field of neuroscience such as neural stem cell research, transgenic research, neural basis of emotions, anxiety disorders, depression and drug addiction.

### **PSYC955 Research Project**

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to,

2009. This compulsory unit will involve students working on a research project in groups of four under the direction of a staff member. Students work as a team on the project, but the staff member ensures that each student provides appropriate input. While the group may work together to search the relevant literature and collect data, students will work individually on writing the thesis including the introduction and individually presenting and interpreting results of the research in thesis style.

### **PSYC970 Advanced Issues in Personality**

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to, 2009. This unit will examine contemporary themes in personality research, including the place of personality research within psychology as a whole, the relationship between culture and personality, and recent evidence from genetic research. The unit will also examine the nature of self, identity and 'personality pathology' (eg, dissociative identity disorder). The aim is to provide a critical approach to the material and examine the contributions from various schools of thought within personality (eg, psychodynamic, humanistic and trait approaches).

### **PSYC971 Advanced Issues in Thinking and Reasoning**

This unit is available for those continuing students who commenced the Postgraduate Diploma in Psychology program in, or prior to, 2009. The focus of this unit will be on complex human cognition, reasoning, thinking and information processing. The unit will explore topics including dual process theories of human cognition, the adaptive heuristics vs biases debate, the role of the fourth heuristic (emotion) in information retrieval and manipulation and other topics in the area of human judgement and decision making.

### **PSYC972 Advanced Issues in Personality**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010. This unit will examine contemporary themes in personality research, including the place of personality research within psychology as a whole, the relationship between culture and personality, and recent evidence from genetic research. The unit will also examine the nature of self, identity and 'personality pathology' (eg, dissociative identity disorder). The aim is to provide a critical approach to the material and examine the contributions from various schools of thought within personality (eg, psychodynamic, humanistic and trait approaches).

### **PSYC973 Advanced Issues in Thinking and Reasoning**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010. The focus of this unit will be on complex human cognition, reasoning, thinking and information processing. The unit will explore topics including dual process theories of human cognition, the adaptive heuristics vs biases debate, the role of the fourth heuristic (emotion) in information retrieval and manipulation and other topics in the area of human judgement and decision making.

### **PSYC974 Introduction to Theories of Counselling**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010.

This unit provides an introduction to the theory and practice of clinical and counselling psychology for a variety of emotional problems in both children and adults. There is a balanced focus on theory, research and practice throughout the unit. Major theoretical frameworks used in clinical and counselling psychology will be reviewed, using interesting case studies and real-life examples. A practical component involving role-plays and expert feedback in a small group format will be used to practice basic therapeutic strategies. There will be four workshops which will be structured as follows: lectures in the morning and then practical skills in the afternoon.

### **PSYC975 The Psychology of Driving**

This unit is available for new students who will commence the Postgraduate Diploma in Psychology program in 2010.

The unit is concerned with the application of psychology theories in the context of driving. How do theories of perception, attention and risk-taking explain why some road accidents occur? What effect does a driver's age have on their risk of having an accident, and why? How can we develop methods to change risky attitudes and behaviours?

## **PSYN: Psychology Counselling/ Neuropsychology**

### **PSYN803 Neuropsychological Disorders**

The focus of this unit is impairments of cognitive and behavioural functioning following brain damage, with an emphasis on their clinical presentation and assessment, as well as what these disorders reveal about the functional organisation of the brain. Topics include disorders of memory; language and aphasia; perception and gnosis; apraxias; attention/neglect; and the frontal lobes - impairments of executive functioning and adaptive behaviour.

### **PSYN804 Neuropsychopharmacology**

This unit provides an in-depth discussion of drug neuropharmacology and contemporary issues in clinical psychopharmacology. Students are introduced to a range of topics, including principles of drug pharmacokinetics and dynamics, drug-receptor pharmacology, neuroanalytical methodology, chemical neuroanatomy, and modern drug treatment strategies for a range of cognitive, pathological, and neurological disorders.

### **PSYN805 Case Conference I**

Initially this unit will involve case presentations by staff and/or visiting clinicians; students will then present cases seen during their clinical placements. These will include history, formulation of presenting problem, hypotheses, assessment procedure and results, and recommendation or management plans where appropriate. Students will be expected to contribute to the discussion of these cases and to make suggestions about relevant clinical issues. Professional and ethical issues will also be addressed including the role of the clinical neuropsychologist working with other professionals and within organisations, and matters covered in the APS Code of Ethics and the CCN Standards of Professional Practice in Neuropsychology.

### **PSYN807 Cognitive Behaviour Therapy I**

This unit traces the history of the development of cognitive and behaviour therapies and introduces some important and recent

examples of theory and practice. It aims to give students a practical introduction to the major treatment techniques that are generally thought of as cognitive behaviour therapy, and to provide students with some of the core practical skills necessary to become a Scientist-Practitioner. In particular, the unit aims to extend students' existing searching skills to answering clinical questions such as 'which treatment is optimal for this particular client?' and 'how do I practically deliver this particular treatment?' The unit also intends to introduce students to behavioural assessment and case formulation, and to provide students with the rationale and practical skills for delivering relaxation training, breathing control, graded exposure, and cognitive restructuring for common psychological problems.

### **PSYN808 Developmental Neuropsychology**

This unit will focus on developmental changes in brain structure and function, and some of the neuropsychological abnormalities. It will include assessment, diagnosis and treatment/intervention for the behavioural and cognitive consequences of acquired damage to the previously normal developing brain, and developmental difficulties in acquiring cognitive abilities. Material covered will include embryology and CNS development after birth; hemispheric specialisation; review of normal cognitive development including sensorimotor, memory, language and problem solving; environmental influences such as family and school; paediatric neurological disorders including brain injury, cerebrovascular tumours, hydrocephalus, epilepsy, spina bifida; developmental disorders such as autism, attention deficit disorder, nonverbal learning disability; assessment techniques; and neuropsychological intervention.

### **PSYN809 Neuropsychological Research Seminar I**

This unit comprises a presentation and discussion of ongoing research work in neuropsychology. Each student will be expected to present a research plan for their research dissertation (PSYN825 Research Proposal) before data collection begins. Each student will also be required to present a critical analysis of a neuropsychological research article. The unit is intended to assist students to be in touch with and critically evaluate current research in neuropsychology.

### **PSYN810 Advanced Psychopathology**

The aim of this unit is to develop a basic understanding of the diagnosis, theories and current models of the major forms of psychopathology. Models to be discussed will be those that are scientifically testable and therefore amenable to examination of their empirical support.

### **PSYN811 Cognitive Neuropsychology**

The aim of this unit is to familiarise students with the cognitive-neuropsychological approach to the understanding and assessment of acquired and developmental disorders of cognition.

### **PSYN813 Neuropsychological Recovery and Rehabilitation**

This unit offers an introduction to: developmental and acquired brain impairment and how this can affect day to day functioning; emotional and psychological reactions to brain impairment; the neuropsychologist's role in intervention; recovery and rehabilitation following acquired brain impairment; models and theories of rehabilitation; and developing and evaluating intervention programs using various methods including environmental manipulation, cognitive processing techniques, behavioural methods and

cognitive-neuropsychological rehabilitation. The unit covers both child and adult neuropsychological intervention.

### **PSYN814 Neuropsychology Research Seminar II**

Comprises a presentation and discussion of ongoing research work in neuropsychology. Each student will be expected to present a research plan for their research dissertation (PSYN825 Research Proposal) before data collection begins. Each student will also be required to present a critical analysis of a neuropsychological research article. The unit is intended to assist students to be in touch with and critically evaluate current research in neuropsychology.

### **PSYN815 Supervised Internship I**

Candidates are required to gain experience by placement for a minimum of 250 hours in each of four different clinical neuropsychology settings. Placements will be so arranged as to ensure that candidates have supervised experience with a range of different kinds of clinical settings (eg, child, geriatric, head injury, rehabilitation, stroke, and neurology/neurosurgery).

### **PSYN816 Supervised Internship II**

Candidates are required to gain experience by placement for a minimum of 250 hours in each of four different clinical neuropsychology settings. Placements will be so arranged as to ensure that candidates have supervised experience with a range of different kinds of clinical settings (eg, child, geriatric, head injury, rehabilitation, stroke, and neurology/neurosurgery).

### **PSYN817 Supervised Internship III**

Candidates are required to gain experience by placement for a minimum of 250 hours in each of four different clinical neuropsychology settings. Placements will be so arranged as to ensure that candidates have supervised experience with a range of different kinds of clinical settings (eg, child, geriatric, head injury, rehabilitation, stroke, and neurology/neurosurgery).

### **PSYN818 Supervised Internship IV**

Candidates are required to gain experience by placement for a minimum of 250 hours in each of four different clinical neuropsychology settings. Placements will be so arranged as to ensure that candidates have supervised experience with a range of different kinds of clinical settings (eg, child, geriatric, head injury, rehabilitation, stroke, and neurology/neurosurgery).

### **PSYN821 Psychological Assessment I**

All students must pass the administration of the WAIS-III, WMS-III and WISC-IV which is mandatory for the completion of the unit. This will include a psychometric report. Failure on a second attempt on any of the pass-outs or psychometric report will result in the student being required to show cause to the Dean of Faculty as to why candidature in the degree should not be terminated. Full details on what is expected will be provided in class before the pass-out examination.

### **PSYN822 Psychological Assessment II**

The main aim of this unit is to build on the content of PSYN821 Psychological Assessment I by focusing on assessment of neuropsychological conditions and the selection of test batteries for particular conditions. For example: assessment of dementia, traumatic brain injury, stroke, sports-related concussion, and

malingering. Full use of clinical case material and exposure to a wide range of tests is provided. Students are expected to research a particular battery and present the findings in class or at a workshop. Introduction to the MMPI-2 is also included.

### **PSYN823 Neuropsychopathology**

A range of neuropathological conditions which the clinical neuropsychologist is likely to encounter will be discussed in terms of pathology, neuropsychological presentation, course of disease, assessment and treatment. These will include head injury, dementia, alcohol-related brain damage, epilepsy, cerebrovascular disease, anoxia, cerebral tumour, hydrocephalus; M.S., AIDS infectious diseases, and psychopathology (including schizophrenia, depression, anxiety, and PTSD).

### **PSYN824 Neuroanatomy for Neuropsychologists**

In this unit students explore the human brain, and examine the neuroanatomical and behavioural consequences of brain damage. The unit adopts the standard correlative neuroanatomy approach, discussing development of the nervous system and the anatomy of the mature nervous system (the brain stem and associated structures, diencephalon, and telencephalon; blood supply; white matter pathways; ventricles and meninges).

### **PSYN825 Research Proposal**

In this unit students work with an individual supervisor to conduct a literature review of an area and arrive at a proposed research design for their thesis. The literature review will be between 5,000 and 8,000 words. It is expected that the review will form the justification and background to the later research project. The topic chosen is intended to be related to some issue or problem in clinical psychology, however the supervisor may be chosen from among any of the members of the psychology department staff.

### **PSYN826 Dissertation**

Note: This unit is only for students who enrolled before 2005.

This unit involves the conduct of research and its submission in the format of a journal article, usually between 5,000 and 8,000 words.

### **PSYN829 Case Conference 2**

Initially this unit will involve case presentations by staff and/or visiting clinicians; students will then present cases seen during their clinical placements. These will include history, formulation of presenting problem, hypotheses, assessment procedure and results, and recommendation or management plans where appropriate. Students will be expected to contribute to the discussion of these cases and to make suggestions about relevant clinical issues. Professional and ethical issues will also be addressed including the role of the clinical neuropsychologist working with other professionals and within organisations, and matters covered in the APS Code of Ethics and the CCN Standards of Professional Practice in Neuropsychology.

### **PSYN830 Case Conference 3**

Initially this unit will involve case presentations by staff and/or visiting clinicians; students will then present cases seen during their clinical placements. These will include history, formulation of presenting problem, hypotheses, assessment procedure and results, and recommendation or management plans where appropriate. Students will be expected to contribute to the discussion of these cases and

to make suggestions about relevant clinical issues. Professional and ethical issues will also be addressed including the role of the clinical neuropsychologist working with other professionals and within organisations, and matters covered in the APS Code of Ethics and the CCN Standards of Professional Practice in Neuropsychology.

### **PSYN831 Case Conference 4**

Initially this unit will involve case presentations by staff and/or visiting clinicians; students will then present cases seen during their clinical placements. These will include history, formulation of presenting problem, hypotheses, assessment procedure and results, and recommendation or management plans where appropriate. Students will be expected to contribute to the discussion of these cases and to make suggestions about relevant clinical issues. Professional and ethical issues will also be addressed including the role of the clinical neuropsychologist working with other professionals and within organisations, and matters covered in the APS Code of Ethics and the CCN Standards of Professional Practice in Neuropsychology.

### **PSYN832 Dissertation**

This unit involves the conduct of research appropriate to the discipline of clinical neuropsychology, and requires the submission of a piece of research in the form of a journal article of 5,000-8,000 words plus a literature review in the form of a critical review paper.

## **PSYO: Psychology Counselling/ Organisational**

### **PSYO914 Industrial and Organisational Psychology**

This unit aims to provide students with a set of methodologies commonly used in I/O psychology and considers current issues in I/O practice. The unit covers applications of research to such practical matters as job design, stress management and personality at work. The unit aims to bring together theory, methodology and workplace issues, and to provide a sound underpinning for professional practice.

### **PSYO915 Organisational Change and Development**

This unit provides students with the advanced theoretical and practical knowledge and skills to improve organisational performance through organisational development interventions. During the semester we will discuss theoretical issues at the individual, group and organisational levels, and link these with skills and practices through group activities, case studies and assignments.

### **PSYO919 Training in Organisations**

This unit explores employee training and development in the modern workplace context. Students will also gain expertise in training needs analysis, the development of training material, and training evaluation. The practical components of the unit focus on assessing need for, developing and evaluating training programs. This unit will provide students with up-to-date knowledge about theories and practical perspectives on training and other forms of employee development in organisations. Students completing this unit should be capable of assessing training needs, designing training programs, or evaluating the success of training.

## **PSYO920 Human Factors and New Technology**

This unit involves the study of human machine/system interaction and is aimed at changing the workplace or wider environment to suit the needs and limitations of the operator. A human factors' perspective is an important one for organisational psychologists who sometimes too readily opt for interventions targeted at the person rather than the environment. The aim of this module is to provide students with an introduction and overview of the modern field of human factors. As a result of completing this unit, students should gain a greater appreciation of job, equipment and systems design and be able to use a range of methodologies in the assessment of usability.

## **PSYO921 Applied Psychology in Human Resource Management**

This unit provides an introduction to industrial/organisational psychology by exploring theories of human behaviour in the workplace and an examination of the organisational context in which psychology is applied. Discussion will cover the role of psychologists in meeting an organisation's needs through the application of psychological knowledge and techniques.

## **PSYO930 Supervised Placement I**

This unit will introduce students to advanced psychological issues of relevance to the field of work.

## **PSYO931 Supervised Placement II**

Students will be required to obtain a minimum of 250 hours of supervised practice as part of each placement requirement. A considerable degree of flexibility will be permitted in approving the nature of the work that can be carried out as part of the practical placement experience, but supervision must be undertaken by a professional organisational psychologist. Although the Department assists students in finding suitable placements to fulfil this component of the course, sometimes students identify opportunities for which on-site supervision is not available, such as their existing place of work etc. If such a placement is deemed suitable by the course director, outside supervision can be arranged at the student's expense.

## **PSYO932 Supervised Placement III**

Students will be required to obtain a minimum of 250 hours of supervised practice as part of each placement requirement. A considerable degree of flexibility will be permitted in approving the nature of the work that can be carried out as part of the practical placement experience, but supervision must be undertaken by a professional organisational psychologist. Although the Department assists students in finding suitable placements to fulfil this component of the course, sometimes students identify opportunities for which on-site supervision is not available, such as their existing place of work etc. If such a placement is deemed suitable by the course director, outside supervision can be arranged at the student's expense.

## **PSYO933 Supervised Placement IV**

Students will be required to obtain a minimum of 250 hours of supervised practice as part of each placement requirement. A considerable degree of flexibility will be permitted in approving the nature of the work that can be carried out as part of the practical placement experience, but supervision must be undertaken by a professional organisational psychologist. Although the Department assists students in finding suitable placements to fulfil this component

of the course, sometimes students identify opportunities for which on-site supervision is not available, such as their existing place of work etc. If such a placement is deemed suitable by the course director, outside supervision can be arranged at the student's expense.

## **PSYO934 Professional Practice I**

This unit aims to keep students up to date with topical applied issues that may arise in their placements and future work in organisations. Emphasis is given to developing practical skills that can be applied in organisations. In addition to exposing students to state of the art ideas, from practicing organisational psychology professionals, these units are designed to provide students with virtual placement experiences, prior to embarking on a live placement, which duplicate a Supervised Placement in a safe and structured teaching environment where essential skills and useful feedback can be gained.

## **PSYO935 Professional Practice II**

This unit aims to keep students up to date with topical applied issues that may arise in their placements and future work in organisations. Emphasis is given to developing practical skills that can be applied in organisations. In addition to exposing students to state of the art ideas, from practicing organisational psychology professionals, these units are designed to provide students with virtual placement experiences, prior to embarking on a live placement, which duplicate a Supervised Placement in a safe and structured teaching environment where essential skills and useful feedback can be gained.

## **PSYO936 Professional Practice III**

This unit aims to keep students up to date with topical applied issues that may arise in their placements and future work in organisations. Emphasis is given to developing practical skills that can be applied in organisations. In addition to exposing students to state of the art ideas, from practicing organisational psychology professionals, these units are designed to provide students with virtual placement experiences, prior to embarking on a live placement, which duplicate a Supervised Placement in a safe and structured teaching environment where essential skills and useful feedback can be gained.

## **PSYO937 Professional Practice IV**

This unit aims to keep students up to date with topical applied issues that may arise in their placements and future work in organisations. Emphasis is given to developing practical skills that can be applied in organisations. In addition to exposing students to state of the art ideas, from practicing organisational psychology professionals, these units are designed to provide students with virtual placement experiences, prior to embarking on a live placement, which duplicate a Supervised Placement in a safe and structured teaching environment where essential skills and useful feedback can be gained.

## **PSYO939 Team Factors in the Workplace**

This unit will introduce students to basic principles and techniques of counselling. Preliminary sessions will cover general theoretical principles and an introduction to theories of counselling. Later sessions will be practice-based and will aim to apply principles and techniques to a variety of organisational situations.

### **PSYO940 Psychological Assessment and Evaluation**

This unit covers the principles of psychological testing and overviews tests used in organisational settings, test administration and interpretation and report writing.

### **PSYO944 Research Proposal**

In this unit students work with an individual supervisor to conduct a literature review of an area and arrive at a proposed research design for their thesis. The final literature review will be approximately 8000 words. It is expected that the review will be related to the later research project. The topic chosen should be related to some issue or problem in organisational psychology. However the supervisor may be chosen from among the members of the Department of Psychology staff.

### **PSYO945 Dissertation**

This unit involves the conduct of research and its submission in the format of a journal article, usually between 5,000 and 8,000 words. Students are required to conduct a research project that provides a contribution to theoretical or applied knowledge. The research can use quantitative or qualitative methodology, and will result in a written thesis.

### **PSYO946 Performance Assessment of Organisations and Employees**

This unit is designed to acquaint students with the theory and practice of organisational and employee performance assessment, from both a psychological and a financial perspective. Topics include the rationale for measuring performance and the practical techniques and problems associated with the assessment of employees and organisations. In addition, participants are introduced to the language of money, basic business and accounting principles and the theory of remuneration and incentive systems.

## **PSYS: Psychology Counselling/ Social Health**

### **PSYS803 Working with Groups**

This unit is concerned with theory of group processes and skills training in group leadership. Experiential group as both participant and group leader.

### **PSYS805 Narrative Approaches to Social Health**

This unit is an introduction to the theory and practice of narrative approaches to social health issues which involves a socio-cultural and social justice perspective. Skills training using live demonstrations, videos, didactic input and practice.

### **PSYS811 Working with Families**

This unit includes theory and skills training in a variety of approaches (including systemic and narrative) to working with families and parts of families when one or more family members are experiencing social health issues. Videos, case illustrations, skills practice.

### **PSYS812 Cognitive Behavioural Approaches**

This unit is an introduction to the theory and methods of cognitive behavioural treatment in relation to social health problems. It includes assessment, case formulation, development of a treatment program and evaluation of the intervention. Offered as a four day workshop.

### **PSYS813 Child Abuse and Neglect**

The aim of this unit is to cover social, economic and psychological factors associated with the physical, sexual and emotional abuse of children; methods of public education prevention, intervention and treatment; and legal and criminological issues.

### **PSYS821 Working with Youth**

This unit explores the major factors in the morbidity and mortality in young people. Topics may include: suicide, violence, sexual and reproductive health, nutrition, mental health, criminal activity, marginalisation, resilience, and the interface between youth and health and other services. It includes skills training in various interventions approaches.

### **PSYS822 Lifespan Development**

This unit provides theoretical models of lifespan development with particular emphasis on those that adopt an interactive approach featuring both the person and the situation. Relationships with parents, peers and children across the lifespan in relation to social health issues will be examined, as will approaches to healthy ageing and provision of appropriate supports and care.

### **PSYS823 Working with Children**

This unit focuses on the acquisition of skills in interviewing, engaging, assessing and counselling children and their families. Students will gain an understanding of some of the major familial influences upon the emotional, cognitive and behavioural development of children.

### **PSYS824 Drugs and Social Health I (Context and Effects)**

This unit is concerned with the social, political, economic and historical contexts of drug use, including the construction of deviancy, processes of social control and social policy, fundamentals of the pharmacology, therapeutics and pharmacokinetics of drug use with focus on commonly used substances, issues of drug use and effects, and the implications for special needs of non-dominant groups.

### **PSYS825 Drugs and Social Health II (Interventions)**

This unit is concerned with issues of detoxification, maintenance, rehabilitation and safer using practices skills training in a variety of intervention strategies appropriate to clients with drug related problems. It addresses issues such as abstinence vs controlled drinking, drugs in sport, methadone programs and drop out reduction and motivational interviewing.

### **PSYS826 Evidential Interviewing**

This unit is concerned with theoretical and skills training in interviewing individuals, especially children, regarding alleged traumatic experiences. Expert testimony.

### **PSYS829 Narrative and Community Interventions**

The unit further develops narrative theory and skills, especially reflecting teams and written narratives. It explores theory and practice of narrative approaches in community settings. This is a new field and students will contribute to identifying potential practices.

### **PSYS830 Trauma: Legacies and Interventions**

This unit is concerned with theoretical and empirical evidence on the legacies of childhood trauma (physical, sexual and emotional abuse and neglect) and adult trauma (dispossession, disaster, violence, torture, refugees), loss and grief, Post Traumatic Stress Disorder, complex PTSD and common behavioural concomitants (such as dissociation, self-mutilation, violence and drug abuse). Skills training in various approaches to intervention.

### **PSYS831 Advanced Counselling**

This unit offers further development of counselling skills relevant to social health issues. Theoretical and skills training in further counselling approaches such as self psychology.

### **PSYS832 Invitations to Responsibility**

The unit reviews attribution of responsibility commonly made by offenders (eg violence in the home, crime, drug abuse, drunk driving, sexual abuse) and examines various intervention approaches. Skills training in inviting individuals to take responsibility for their actions.

### **PSYS833 Social Health Perspectives**

This unit is an exploration of various approaches to the construction of health, wellness, illness, abnormality and deviancy with a focus on sociocultural perspectives. It offers a critical evaluation of current prevention policies and educational and program strategies and their delivery.

### **PSYS834 Counselling and Professional Practice**

This unit provides theoretical and skills training in counselling practice with a focus on the counsellor's contribution to the counselling alliance. Issues and skills training in the recognition and classification of psychological distress, the assessment and management of high risk behaviours and appropriate referral. Codes of ethics/professional practice in the context of hypothetical presentations and current work are discussed.

### **PSYS836 Organisational Change and Development**

This unit is concerned with the social psychology of work organisations, with particular emphasis on organisational change and development. It includes theories of organisational change, factors that facilitate change, organisational culture, organisational communication, power and conflict, and measures of organisational effectiveness.

### **PSYS837 Research Project I**

This unit involves developing a research plan, gaining ethics approval and collecting data in preparation for PSYS838 Research Project II (data analysis and thesis completion). The project can employ qualitative, program evaluation, survey or experimental methodology and can relate to any aspect of social health.

### **PSYS838 Research Project II**

Completion of the research project started in PSYS837 Research Project I. The report should be in the form of a journal article, prepared in accordance with the requirements of the chosen journal. Students are encouraged to submit their article for publication.

### **PSYS839 Research Case Study**

This unit involves a case study report on work with a client presenting with a social health issue. The purpose is to develop skills in single case study methodology and theoretical clinical understanding of presenting problem.

### **PSYS840 Psychological Testing**

This unit is concerned with theoretical and skills training in administration, scoring and reporting of psychological tests. This unit is available only to students who hold conditional registration with NSW Psychologists Registration Board.

### **PSYS841 Contemporary Issues in Social Health**

This unit includes special topics and contemporary issues in social health (eg, grief and loss, critical incidents, older client, supervision and consultation).

### **PSYS842 Professional Placement I**

Supervised placement in a workplace with the opportunity to gain experience in applying the skills learnt in other theory/training units.

### **PSYS843 Professional Placement II**

Supervised placement in a workplace with the opportunity to gain experience in applying the skills learnt in other theory/training units.

## **SLP: Speech and Language Processing**

### **SLP804 Research Methods in Speech and Language Processing**

A prerequisite to the Research Project in SLP813, this unit offers advice on the selection and design of the project as well as how the results should be reported.

### **SLP813 Project in Speech and Language Processing I**

A major research project on a topic relating to the course material. Students will be encouraged to develop original ideas and implement working models where appropriate.

### **SLP814 Project in Speech and Language Processing II**

This unit continues a project commenced in SLP813 on a research topic in speech and language processing. This topic will have been selected at the start of SLP813 in consultation with the program coordinator and potential supervisors.

### **SLP816 Speech Processing Topic I**

Students will select a speech processing topic that has not already been completed. Topics may include: Australian English phonetics

and phonology, speech physiology, speech perception and psychoacoustics, text-to-speech and speech synthesis, speech recognition, advanced phonetics and phonology, second language phonetics and phonology.

### **SLP817 Speech Processing Topic II**

Students will select a speech processing topic that has not already been completed. Topics may include: Australian English phonetics and phonology, speech physiology, speech perception and psychoacoustics, text-to-speech and speech synthesis, speech recognition, advanced phonetics and phonology, second language phonetics and phonology.

### **SLP818 Speech Processing Topic III**

Students will select a speech processing topic that has not already been completed. Topics may include: Australian English phonetics and phonology, speech physiology, speech perception and psychoacoustics, text-to-speech and speech synthesis, speech recognition, advanced phonetics and phonology, second language phonetics and phonology.

## **SPED: Special Education**

### **SPED801 Key Research Issues and Methods in Special Education**

This unit examines the key principles and practices of research generally, and as it relates to special education. Students will gain both an understanding of a range of research methodologies and an ability to write academically and critically evaluate literature and research at an introductory level.

### **SPED802 Effective Instruction for Students with Special Education Needs**

This unit provides an overview of instructional technology in special education. It focuses on empirically verified generic instructional methods and approaches that have broad application and may be seen to provide the foundation for contemporary special education.

### **SPED803 Curriculum and Instruction for Individuals with High Support Needs**

This unit focuses on students with high support needs and examines curriculum issues and instructional technologies. It provides a practical introduction and guide to developing relevant and meaningful educational programs for students with high support needs.

### **SPED804 Effective Literacy Instruction**

This unit is designed to provide students with the information and skills necessary to guide their instruction of students at risk of failure in the area of literacy. It focuses on current research-based theoretical, conceptual and pedagogical components of literacy.

### **SPED805 Effective Numeracy Instruction**

This unit is designed to provide students with the information and skills necessary to guide their instruction of students at risk of failure in the area of numeracy. It focuses on current research-based theoretical, conceptual and pedagogical components of numeracy.

### **SPED806 Behaviour Problems and Classroom Management**

This unit provides a comprehensive introduction to the management of students with significant communication problems and/or challenging behaviour, as well as students who are generally described as behaviour disordered. This unit focuses upon identification and assessment issues, with a strong practical emphasis on program development and intervention.

### **SPED807 Communication for Individuals with High Support Needs**

This unit addresses communication in persons with high support needs. Specifically considered are theoretical and conceptual issues related to communication, communication options, assessment approaches and intervention strategies.

### **SPED808 Early Intervention**

This unit examines the theoretical and practical aspects of providing early intervention programs for infants and young children in need of special education services, and their families. General topics covered will be models of service delivery, approaches to assessment and program development, early intervention research, transitions, integration, and collaborating with families and professionals.

### **SPED810 Current Issues in Special Education**

This unit examines current issues in special education research and practice. Students will gain an understanding of current research in special education, particularly research carried out at Macquarie University and other Australian organisations. Students will be encouraged to critically consider the application of research to classroom practice, program design and policy in contemporary special education.

### **SPED901 Special Education Project Stage I**

In consultation with a MUSEC academic staff member, students will undertake a major review of the research literature on a selected topic of interest and write an academic review article in a form suitable for submission to a refereed journal. A supervisor must be negotiated before enrolling in this unit.

### **SPED902 Special Education Project Stage II**

Following consultation with the academic supervisor for SPED901, students will implement a small scale research project. Projects will normally involve an intervention, but surveys, policy analysis and program evaluation may also be appropriate. This stage will be an extension to SPED901, using as the foundation for the project the information arising from the literature review. A supervisor must be negotiated before enrolling in this unit.

## **SPH: Speech and Hearing**

### **SPH800 Speech Pathology I: Developmental and Acquired Speech and Swallowing Disorders**

In this unit, disorders of articulation, phonology and swallowing that occur developmentally or through acquired disorders will be presented. The focus will be on assessment and treatment planning and implementation for speech disorders in both children and adults

in relation to articulation and phonological disorders and dysphagia. Speech disorders resulting from cranio-facial abnormalities also will be included.

### **SPH801 Speech Pathology IIA: Developmental and Acquired Language Disorders**

In this unit disorders of language that occur developmentally or through acquired disorders will be presented. The focus will be on description, assessment, differential diagnosis and treatment of developmental language disorder and aphasia, and reading disorders.

### **SPH802 Speech Pathology IIB: Developmental and Acquired Language Disorders**

In this unit, pragmatic problems associated with aphasia and head injury in adult populations and developmental disorders will be presented. Students will learn to use varied functional and discourse analysis procedures, with samples from child and adult speakers, and to identify appropriate management strategies.

### **SPH804 Speech Pathology IV: Disorders of Voice and Fluency**

This unit will be divided into (1) voice disorders and laryngectomy, and (2) stuttering. The voice disorder component will focus on the characteristics, epidemiology and etiology of functional and organic voice disorders and laryngeal cancer. The stuttering component will cover theories of etiology and definition/description, models of intervention and current best practice.

### **SPH805 Practicum I**

Students will attend clinic placements (on campus and/or off campus) in which they will engage in observation of clinical work, assessment and intervention planning, implementation under supervision, and case discussion with clients, their families and relevant professionals. Placements will provide experience with paediatric and adult communication disorders, with an emphasis on the areas of articulation/phonology, language and swallowing.

### **SPH806 Practicum II**

Students will attend clinic placements (on campus and/or off campus) in which they will engage in observation of clinical work, assessment and intervention planning, and implementation under supervision, and case discussion with clients, their families and relevant professionals.

### **SPH807 Neurosciences for Speech Pathology**

This unit will cover the principal neural mechanisms involved in the control and maintenance of body functions. The focus will be on basic cellular neurophysiology and functional integration of the nervous system, particularly in regard to sensory-motor integration involved in speech and language.

### **SPH810 Research in Human Communication Disorders**

The focus of this unit is on the knowledge and practical skills required in critiquing and conducting research. The unit will cover reviewing and critiquing research, developing a research question, identifying appropriate designs to address research aims and

questions, data collection and analysis, and writing up research for publication in various formats.

### **SPH811 Aural Rehabilitation**

This unit studies the assessment, treatment and management of children and adults with hearing impairment. Problems associated with developmental and acquired hearing loss will be presented. Students will learn to use appropriate assessment procedures, to interpret the results, plan appropriate intervention, and to link research to clinical practice.

### **SPH812 Audiology for Speech-Language Pathologists**

In this unit students will learn about different types of hearing losses and the assessment of child and adult hearing. The focus will be on understanding the use and interpretation of basic audiological procedures such as pure tone and impedance audiometry, VROA, otoacoustic emissions, tympanometry, and speech audiometry.

### **SPH813 Professional Practice I**

This unit will provide an overview of the practice of speech pathology, the range, nature and implications of communication disorders, and will introduce students to various resources available to assist in their skill development and in the delivery of speech pathology services. Basic assessment and intervention management of clients with communication disorders, as required in concurrent clinical placements, will be discussed. In addition, students will be introduced to basic sign language skills and the use of assistive devices, including low and high technology augmentative and alternative communication.

### **SPH814 Professional Practice II**

In this unit, assessment and diagnosis, management planning and intervention, charting client progress and report writing as required in the practice of speech pathology will be dealt with in detail. Skills in these areas will be developed through exercises relating to cases presented on video, CD Rom, or from students' own clinical placements. Models of consultation and service delivery of relevance to the Australian context will be discussed and contrasted to models used overseas. In addition, the role of health professionals in fields associated with speech pathology will be discussed within a philosophy of collaborative consultation.

### **SPH815 Professional Practice III**

In this unit, the skills developed in SPH813 and 814 (Professional Practice I and II) will be discussed in relation to working with specialist populations, including: intellectual disability, autism, hearing impairment, developmental reading disorder, traumatic brain injury, cerebral palsy, ADD/ADDHD and clients from multicultural backgrounds. In addition, issues related to applying assessment and intervention principles in specialist settings (eg early intervention facilities, special and regular schools, rehabilitation units, ICUs) will be covered. Students will be introduced to specialist technologies, such as AAC and technical aids for the disabled.

### **SPH816 Professional Practice IV**

The focus of this unit is on issues relating to continued professional development of students beyond graduation and on issues impacting on the profession of speech and language pathology as

a whole. Students will engage in discussion and debate relating to workplace reforms, and time and case management. The provision of community education, evaluation of professional practice and program evaluation will be explored through project work.

### **SPH817 Medical/Surgical Speech Pathology**

The unit is designed to cover medical and surgical knowledge related to a number of clinical areas serviced by speech pathologists. One component will focus on craniofacial anomalies, including cleft lip and palate. The second component will focus on relevant clinical aspects related to cardiothoracic disorders, neurosurgery, head and neck surgery and geriatrics. Tracheostomy management will also be discussed.

### **SPH818 Clinical Linguistic Analysis**

In this unit, students will become proficient at a number of linguistic analyses used for clinical purposes. The analyses can be applied to spontaneous language samples of disordered children and adults and cover syntactic approaches, psycholinguistically-based semantic ones and discourse frameworks.

### **SPH819 Speech Pathology III: Alternative and Augmentative Communication and Severe Communication Impairment**

In this unit, students will be introduced to a variety of alternative and augmentative communication options available to individuals with severe communication impairment. Systems for both children and adults whose speech, gestural and handwritten communication is restricted due to either developmental or acquired etiology will be discussed.

### **SPH820 Neuroanatomy for Speech Pathologists**

This unit explores the human brain, and examines the behavioural consequences of brain damage. The unit adopts the standard correlative neuroanatomy approach, discussing development of the nervous system and the anatomy of the mature nervous system (the brain stem and associated structures, diencephalon, and telencephalon; blood supply; white matter pathways; ventricles and meninges). A reading list will be supplied each week.

### **SPH821 Speech Pathology Project**

This optional unit requires students to conduct an original research project, with a written report of around 10,000 words to be submitted. The topic will be negotiated with lecturers within the program and supervision of projects will be arranged with appropriate specialists in the subject area.

## **TRAN: Translating and Interpreting**

### **TRAN812 Computing and Translation**

This unit is concerned with the use of computational resources in the context of translation and interpreting. It introduces a wide range of techniques and skills that are relevant to using computational tools such as translation aids, and explores how various computational resources (such as corpora, terminology tools and translation

memories) can be used to help increase translation efficiency and productivity.

### **TRAN816 Introduction to Translation Theory and Practice**

This unit comprises two hours a week lecture/workshop focusing on linguistic and cross-cultural aspects of achieving equivalence in translation and interpreting, plus four hours a week language specific lectures and translation practice involving translation from English into LOTE and from LOTE into English of selected texts illustrating equivalence problems. The focus in Auslan-specific tutorials is on working between Auslan and written English. The unit is available externally for Auslan students only.

### **TRAN818 Advanced Language Studies**

The unit assists students in expanding of vocabulary and teaches handling specialist terminology (glossaries for specific areas and use of specialist reference books). Students will also be introduced to terminology management software and will have to do assignment work using it on campus.

### **TRAN819 Introduction to Text Analysis and Translation**

This unit is concerned with the nature of text, and with the strategies for analysing text in a given language as an instance of the systems of meaning in that language. It explores how text analysis can be applied to various aspects of the process of translation and interpreting, including: 1) source texts to give us insight into what translation problems they may pose; 2) target texts to help us assess the effectiveness and naturalness of the translation; and 3) comparable texts in the source language and the target language as a way of developing resources that can be used in the process of translation.

### **TRAN820 Translation Practice**

The unit is a translation practicum and involves the translation of various types of texts. Students discuss problems encountered in the course of translation such as text analysis and stylistics, register, language usage as well as equivalence at different levels. It is aimed at introducing strategies to solve such problems and leading students to establish their own strategies.

### **TRAN821 Interpreting Techniques**

The unit aims to introduce to students all necessary interpreting skills. In addition to the regular classes, special workshops are organised by top practitioners in the areas of health and legal interpreting. For Auslan students the focus is on free and literal interpreting techniques. The unit is available externally for Auslan students only.

### **TRAN822 Interpreting Practice**

The unit aims to provide intensive and extensive practice in consecutive interpreting in a variety of situations. The unit is an interpreting practicum helping students to master note taking and providing extensive practice in consecutive interpreting from LOTE into English and from English to LOTE. For Auslan students, the focus is on simultaneous interpreting practice and ethnical practices. The unit is available externally for Auslan students only.

### **TRAN823 Language Transfer in the Media**

The unit introduces students to types of audiovisual language transfer in the media, with the main focus on subtitling for different types of media, the semantics of audiovisual language transfer and types of language reductions in subtitling (two hours a week).

### **TRAN824 Literary Translation**

The unit explores the creativity, techniques and strategies involved in translating literary texts and their complex and multi-layer stylistic structure. Students will analyse the art of aesthetic translation and the ways stylistic and symbolic equivalents between the original literary work and the translation can be achieved.

### **TRAN825 Dictionaries in Translating and Interpreting**

Students concentrate on ways in which dictionaries can best respond to a professional translator's and interpreter's needs. Aspects of semantic analysis and basic principles and methodology of dictionary-making are at the core of this unit. The creation and use of terminological databases is discussed within the context of the special requirements of translation and interpretation.

### **TRAN826 Community Based Interpreting**

This unit focuses on the description, interpretation and explanation of discourse practices in situations where community interpreting and translating are required with particular emphasis on the links to be made.

### **TRAN827 Research Methods in Translation and Interpreting**

The unit introduces students to research issues and methods in translating. The particular orientation of the unit is on the active participation of students in the research process and the unit thus prepares them to design, implement and evaluate their own research.

### **TRAN830 Dissertation**

The unit requires students to undertake a specific supervised research task in any of the areas covered by core or optional units and submit a dissertation (not more than 15,000 words) presenting the results of the project.

### **TRAN831 Theory of Translation**

A critical survey of past and present theories of translation with a strong focus on available empirical evidence of their relevance to professional tasks undertaken by advanced translators.

### **TRAN832 Public Speaking**

The unit is designed to enhance interpreting students' public speaking skills through pronunciation and intonation practice, delivering speeches and debating (two hours a week).

### **TRAN833 Advanced Writing Skills for Translators**

The unit is designed to improve translators' writing skills at an advanced level, including advanced work on grammar, stylistics and written text creation.

### **TRAN834 Advanced Translation Practice 1**

This unit provides students with opportunities to practice translation of the most up-to-date technical texts, especially focusing on economic and financial areas. Students will be given a chance to combine their translation skills with concepts of economics and business.

### **TRAN835 Advanced Auslan Interpreting**

The unit provides interpreting students with the opportunity to practice interpreting skills in linguistically sophisticated and potentially challenging arenas, which would be expected of them at professional interpreter level. Each topic area will concentrate on issues of working from Auslan to English and English to Auslan.

### **TRAN836 Advanced Translation Practice 2**

Extensive practice in translating technical/scientific and medical texts from and into English. Students will work on a number of projects simulating real life tasks of advanced translators, learning to research for the job and produce a high quality target text.

### **TRAN837 Topics in Translation**

The unit deals with more specific areas of translation that have not been covered in TRAN834 and TRAN836 and will involve guest lecturers working in specialised, yet popular, areas such as pharmaceutical, engineering, etc texts.

### **TRAN838 Auslan Interpreting in Legal Settings**

The aim of this unit is to provide Auslan interpreting students with the opportunity to discuss and practice advanced interpreting skills in one specialised area of community interpreting, that is, legal interpreting. Students will analyse the complex linguistic, cultural and ethical challenges of interpreting in legal settings, with consideration given to a range of issues. Students will explore the theoretical foundations of the law. Legal terminology and roles of various participants in the legal system, as well as interpretation issues faced specifically by Auslan interpreters.

### **TRAN839 Introduction to Simultaneous Interpreting**

This unit provides a firm foundation for the further development of professional skills in consecutive interpreting, building on skills practised at the Postgraduate Diploma level. This provides grounding in simultaneous interpreting through preparatory exercises on active listening, concentration skills and memory.

### **TRAN840 Simultaneous Interpreting into LOTE 1**

This unit aims to consolidate the techniques learned in TRAN839 Introduction to Simultaneous Interpreting. The students polish their delivery and language analysis by interpreting into LOTE speeches on topics from daily life, current events and media and general areas of personal interest to students.

### **TRAN841 Simultaneous Interpreting into English 1**

This course aims to consolidate the techniques learned in TRAN839 Simultaneous Introduction to Interpreting. The students polish their delivery and language analysis by interpreting a wide variety of speeches into English on general topics.

### **TRAN842 Simultaneous Interpreting into LOTE 2**

This course advances the simultaneous interpreting into LOTE techniques acquired in TRAN840. This deals with more difficult speeches that are derived from professional settings and will be used for intensive practice. Students also practice interpreting with text. The ultimate goal for the unit is to develop students' interpreting skills to a professional level.

### **TRAN843 Simultaneous Interpreting into English 2**

This course advances and consolidates the simultaneous interpreting into English techniques acquired in TRAN841, dealing with speeches of considerable difficulty and complexity.

### **TRAN844 Mock Conference 1**

This unit familiarises students with actual conference situations. They practice with interpreting equipment, while mastering smooth delivery. Under a coordinator's guidance in organising a conference, students are required to prepare and practice delivering speeches in front of a large audience.

### **TRAN845 Mock Conference 2**

Following TRAN844 Mock Conference 1, students practice interpreting speeches delivered by the first semester students. They will also develop abilities to perform relay interpreting in multiple languages and interpret the proceedings.

### **TRAN846 Special Topics for Conference Interpreters 1**

The subject is taught with a focus on boosting students' background knowledge for interpreting. The teaching materials are selected from various sources, largely dealing with the development of current economic and political affairs, both domestic and international.

### **TRAN847 Special Topics for Conference Interpreters 2**

This unit provides second semester students with opportunities to practice interpreting in real situations with little intervention by lecturers and peers who will provide critical feedback on their performance afterwards.

### **TRAN848 Action Research in Interpreting**

This course aims to help students critically review their own interpreting and conduct action research projects based on the theoretical study done in the Introduction to Interpreting, thereby consolidating their skills acquired in practical courses.

### **TRAN849 Advanced Consecutive Interpreting 1**

This course teaches consecutive interpreting by requiring students to present and interpret extemporaneous speeches, thereby improving their understanding of the structural organisation of those speeches. The course also refines notetaking techniques and levels up to the students' ability to perceive key ideas.

### **TRAN850 Advanced Consecutive Interpreting 2**

This course deals with interpreting of commercial, technical and political speeches. Students are required to research topics and prepare speeches before class. Students continue to refine their

interpreting skills by analysing and correcting their problems from listening and notetaking through delivery, while managing increasingly difficult and challenging materials.

### **TRAN851 Discourse Analysis for Auslan Interpreters**

Students will analyse discourse features of Auslan texts and be encouraged to consider how Auslan is used in different contexts of situation. Students will develop fundamental language analysis skills needed in interpreting, as well as Auslan skills development.

### **TRAN852 Auslan Interpreting in Educational Settings**

The aim of this unit is to provide Auslan interpreting students with the opportunity to discuss and practice advanced interpreting skills in the specialised area of educational interpreting. Students will analyse the complex linguistic, cultural and ethical challenges for interpreting in educational settings at primary, secondary and tertiary level with consideration given to a range of issues. Students will explore the theoretical foundations of the role of the interpreter, duty of care, preparation techniques and interpreting strategies.

### **TRAN853 Auslan Interpreting in Medical Settings**

The aim of this unit is to provide Auslan interpreting students with the opportunity to discuss and practice advanced interpreting skills in the specialised area of medical interpreting. Students will analyse the complex linguistic, cultural and ethical challenges of interpreting in medical settings such as doctor-patient appointments, hospitals, and mental health counselling sessions, with consideration given to a range of issues. Students will explore the theoretical foundations of the role of the interpreter, duty of care, preparation techniques, medical terminology and interpreting strategies.

### **TRAN854 Linguistics of Signed Languages**

The aim of this unit is to introduce the student to the linguistics of signed languages, with particular reference to Auslan (Australian Sign Language). This unit focuses on issues related to signed language phonology (the structure of signs), morphology (how signs are formed and modified), syntax (the structure of signed phrases and sentences), and semantics (how meaning is expressed in signed languages). Some of the major findings related to signed language variation and use (sociolinguistics) will be explored, as well as aspects of signed language change (historical linguistics). In addition, an overview of the first language acquisition literature (how children learn signed languages) and the most recent research in psycholinguistics (how signed languages are processed in the brain) will be included.

### **TRAN855 Contrastive Language Studies**

The aim of this unit is to introduce students to methods used in contrastive language studies and then sensitise them to differences between their languages A and B in the area of lexis, morphology, syntax and discourse.

### **TRAN856 Contemporary Translation and Interpreting Theory**

This unit introduces students to recent developments in translation and interpreting theory. These contemporary theories will be set against the background of the disciplinary origins and evolution of theories in the field of translation studies and more recently interpreting studies. Contemporary theories encompass linguistic, sociolinguistic and psycholinguistic models of human communication.



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### **TRAN857 Pedagogical Approaches to Teaching T & I**

This unit introduces students to the most recent pedagogical approaches that are considered to be the benchmark in teaching translation and interpreting. The course is underpinned by international research findings into pedagogy more generally and pedagogy in the context of translation and interpreting. Students will be encouraged to reflect on the application of the approaches to practice and in particular to their own teaching.

### **TRAN858 Teaching Translation**

This unit introduces students to pedagogical approaches that are considered to be the benchmark in teaching translation. The course is underpinned by international research findings in translation studies on the cognitive process, skills and techniques used by translators. The course will also focus on aspects of quality in translation and both summative and formative methods of evaluation of quality in translation. Students will be encouraged to reflect on the application of the relevant pedagogical approaches and research findings to practice and in particular to their own teaching.

### **TRAN859 Teaching Consecutive Interpreting**

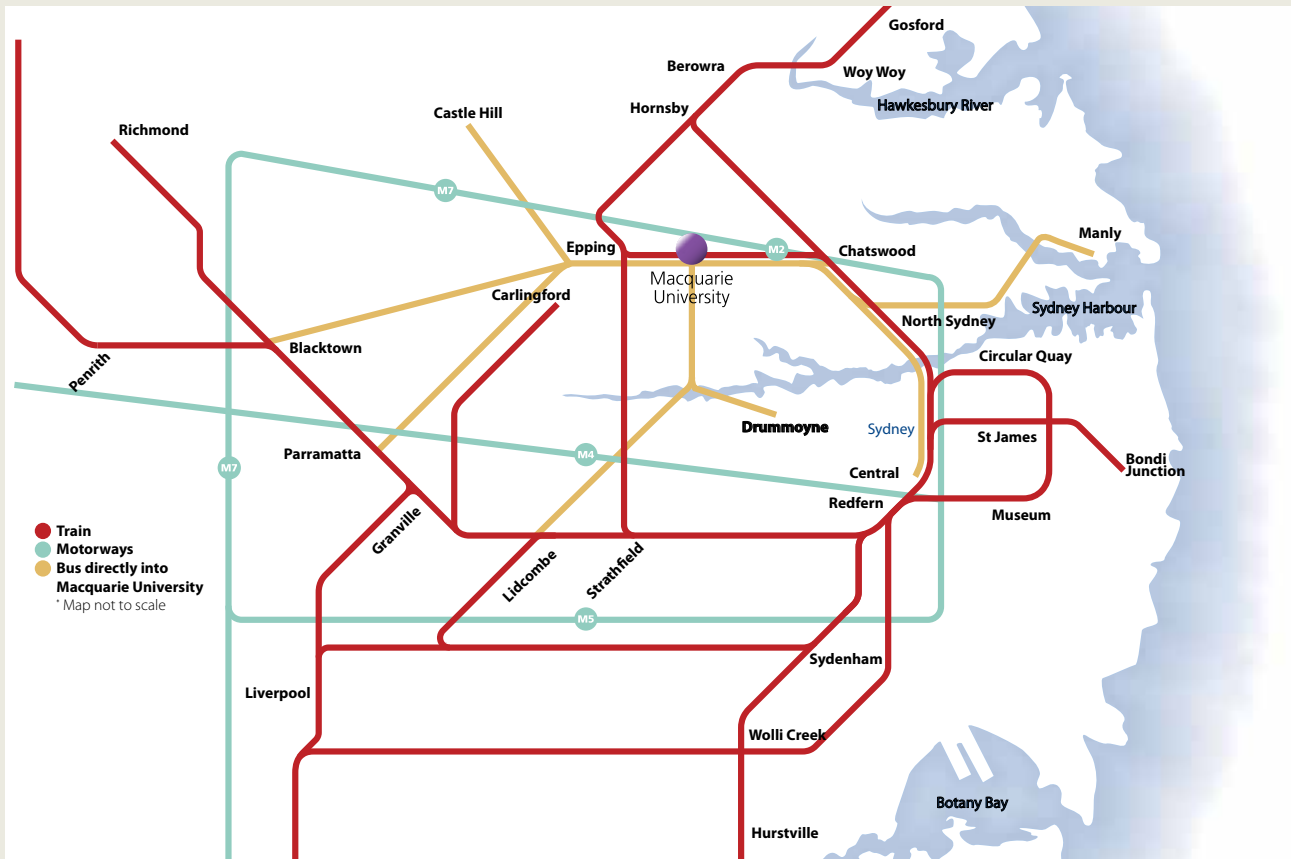
This unit introduces students to pedagogical approaches that are considered to be the benchmark in teaching consecutive

interpreting. The course is underpinned by international research findings in interpreting studies on the cognitive process, skills and techniques used by interpreters working in this mode. The course will also focus on aspects of quality in interpreting and both summative and formative methods of evaluation of quality in interpreting. Students will be encouraged to reflect on the application of the relevant pedagogical approaches and research findings to practice and in particular to their own teaching.

### **TRAN860 Teaching Simultaneous Interpreting**

This unit introduces students to pedagogical approaches that are considered to be the benchmark in teaching simultaneous interpreting. The course builds on the work undertaken in TRAN859 Teaching Consecutive Interpreting and is underpinned by international research findings in interpreting studies on the cognitive process, skills and techniques used by interpreters working in this mode. The course will also focus on aspects of quality in interpreting and both summative and formative methods of evaluation of quality in interpreting. Students will be encouraged to reflect on the application of the relevant pedagogical approaches and research findings to practice and in particular to their own teaching.

# Travel to Macquarie



Bus services to Macquarie are provided by both Sydney Buses and private bus companies. Buses travel to Macquarie from the city, Manly, Woolwich, Parramatta, Ryde, Mona Vale, Mt Druitt, UWS Kingswood/Werrington/Nirimba, and Castle Hill.

Train and other passengers can also connect with buses to Macquarie at Town Hall, Wynyard, Epping, Eastwood, West Ryde, Beecroft, North Sydney, St Leonards, Blacktown, Chatswood, Lindfield, Gordon, and Roseville stations.

Information about bus routes serving Macquarie is available at [www.timetables.mq.edu.au](http://www.timetables.mq.edu.au). For specific timetable information telephone State Transit on 131 500 or the appropriate private bus company, or visit [www.131500.com.au](http://www.131500.com.au).

Public transport fare concession forms are available from the Coursework Student Enquiry Service once you have enrolled.

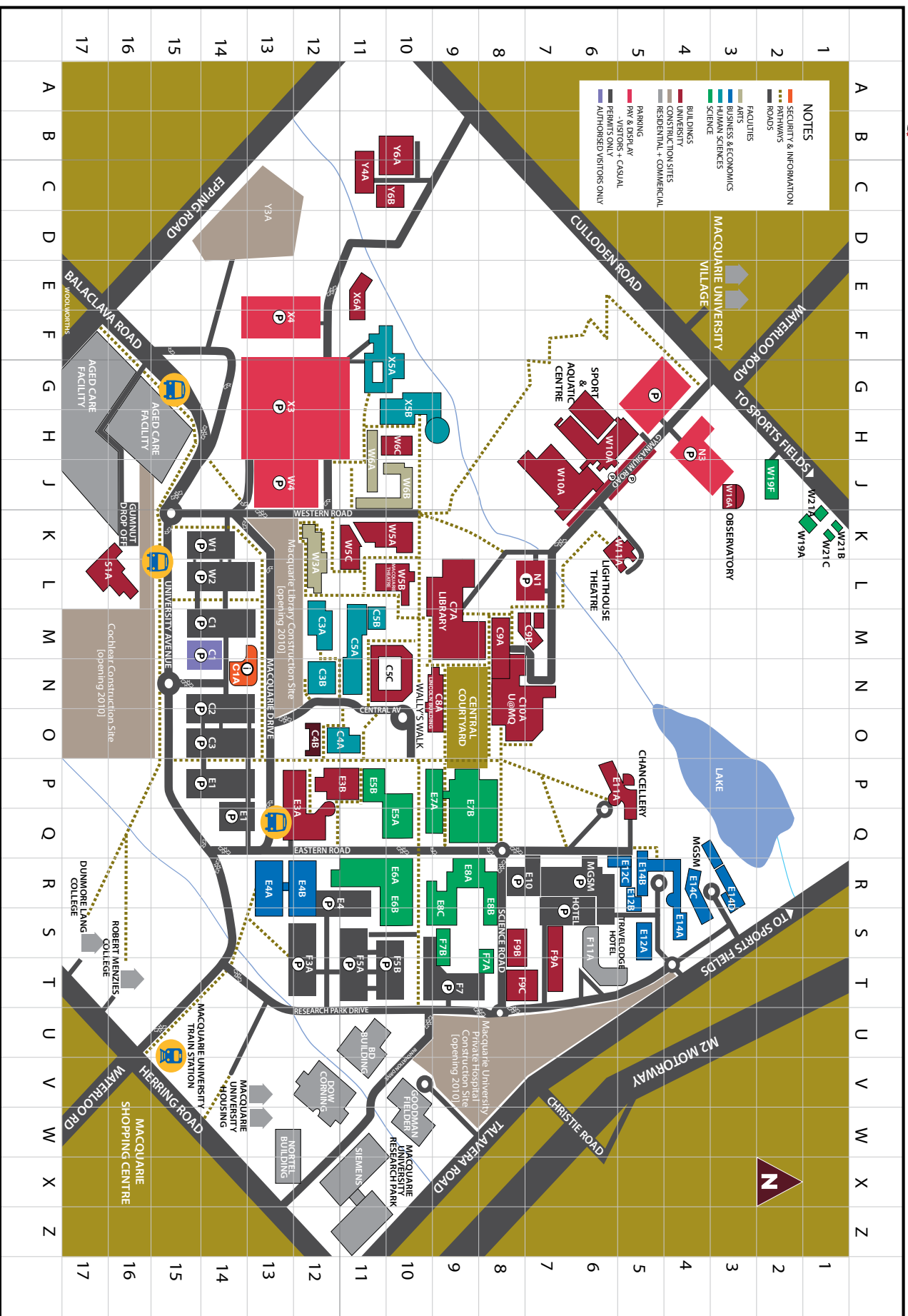
The **Macquarie University Train Station** opened in early 2009. The new underground passenger rail service links the Northern line at Epping with the North Shore line at Chatswood via North Ryde.

## Travel by car

For those travelling by car, parking facilities are available on campus. An annual parking sticker entitles you to unlimited use of the parking facilities. Otherwise, you can pay casual parking rates each time you enter. Penalties apply to unpaid parking rates.

# MACQUARIE UNIVERSITY

Issued by Office of Facilities Management May 2009



<b>31 October 2009</b>	Closing date for first round applications for postgraduate programs (internal and external programs) for first half-year 2010
<b>11 December 2009</b>	Final closing date for applications for external/distance postgraduate programs for first half-year 2010
<b>8 January 2010</b>	Final closing date for applications for internal/on campus postgraduate programs for first half-year 2010 (applications only considered if places remain)
<b>February 2010 (TBA)</b>	Enrolment for new local students (including current students enrolling into new programs)
<b>22 February 2010</b>	Classes commence for first half-year 2010
<b>31 March 2010</b>	CENSUS DATE
<b>28 May 2010</b>	First and final closing date for applications to all external/distance postgraduate programs for second half-year 2010 First closing date for applications for internal/on campus postgraduate programs for second half-year 2010
<b>30 June 2010</b>	Final closing date for applications for internal/on campus postgraduate programs for second half-year 2010 (applications only considered if places remain)
<b>July 2010 (TBA)</b>	Enrolment for new local students (including current students enrolling into new programs)
<b>2 August 2010</b>	Classes commence for second half-year 2010
<b>31 August 2010</b>	CENSUS DATE

#### Enquiries

Phone: **(02) 9850 6410**  
 Fax: (02) 9850 7340  
 Email: [coursework@mq.edu.au](mailto:coursework@mq.edu.au)  
 Web: [www.mq.edu.au](http://www.mq.edu.au)

#### Postal address

Coursework Studies Section - Postgraduate  
 Lincoln Building  
 Macquarie University, NSW 2109

#### Visit in person

Student Enquiry Service  
 Level 1, Lincoln Building  
 Balaclava Road, North Ryde, NSW

Every reasonable effort has been made to ensure the accuracy of the information in this booklet. However, the information is subject to change from time to time. The University reserves the right to vary, without notice, any information relating to the provision of courses or units of study including the content, mode or time or offering of such courses or units, the withdrawal of any course or unit for whatever reason, and the fees applicable to enrolment in any course or unit of study.

#### Booklets available

**ARTS**

**BUSINESS AND ECONOMICS**

**HUMAN SCIENCES**

**SCIENCE**

**HIGHER DEGREE RESEARCH PROGRAMS**

**POLICING, INTELLIGENCE AND  
COUNTER TERRORISM**

For copies of the above booklets please contact:

#### Student Enquiry Service

Level 1, Lincoln Building  
 Macquarie University, NSW 2109

Phone: **(02) 9850 6410**  
 Fax: (02) 9850 7340  
 Email: [coursework@mq.edu.au](mailto:coursework@mq.edu.au)

The above booklets are also available electronically on the University's website at [www.postgradandbeyond.mq.edu.au](http://www.postgradandbeyond.mq.edu.au)

Produced by the Macquarie University Marketing Unit

ISSN 1442-7486  
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