

THE UNIVERSITY OF SYDNEY

**PROPOSAL FOR THE INTRODUCTION OF NEW AWARD
COURSE(S) OF STUDY AT THE POSTGRADUATE LEVEL**

**FACULTY OF SCIENCE
FACULTY OF MEDICINE**

SECTION A: COVER SHEET

A1. Faculty/Board of Studies contact:

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A2. Name of Award course(s):

Graduate Certificate in Bioethics (Clinical Ethics), [GradCertBEth (ClinEth)]

A3. Level at which course(s) will be offered:

Postgraduate

A4. Department/School/Centre presenting the proposal:

Unit for History and Philosophy of Science (HPS) (Faculty of Science), and Centre for Values, Ethics and the Law in Medicine (VELIM) (Faculty of Medicine)

A5. Proposal supported by:

Director of Unit for History and Philosophy of Science: Dr Hans Pols

Signature:.....Date:../.../...

Director of Centre for Values, Ethics and the Law in Medicine: A/Prof Ian Kerridge

Signature:.....Date:../.../.....

Head of Department/School: Prof Sally Andrews

Signature:.....Date:../.../...

Chair of Postgraduate Studies Committee (Science): A/Prof Neville Weber

Signature:.....Date:../.../.....

Chair of Board of Postgraduate Studies in Dentistry, Medicine and Pharmacy: Prof John Christodoulou

Signature:.....Date:../.../.....

Dean of Faculty of Science: Prof D. Day

Signature:.....Date:../.../.....

Dean of Faculty of Medicine: Prof Andrew Coates

Signature:.....Date:../.../.....

Received by CGS/...../.....

Recommendation to Academic Board/...../.....

Recommendation to Senate...../...../.....

Senate resolutions to central registry/...../.....

Proposal for Academic Development
New course or amendment to an existing course

Faculty/Board of Studies: Faculty of Science
Faculty of Medicine

Section 1

1. Name of Award course(s)

Graduate Certificate in Bioethics (Clinical Ethics)

2. Abbreviated name

GradCertBEth (ClinEth)

3. Date of introduction

March 2007

4. Purpose of the proposal

To introduce a new Graduate Certificate in Bioethics (Clinical Ethics). This course is designed to meet the growing need for clinical ethics education for clinicians, Clinical Ethics Committee members, and researchers working in medicine, nursing, allied health, psychology, social work, health law, and public policy. This course also is likely to attract students with a general interest in the relationships between clinical professional work and ethics.

The proposed Graduate Certificate in Bioethics (Clinical Ethics) will be the third graduate certificate course to be offered in the Bioethics program. It is anticipated that other graduate certificate courses may follow, offering flexible and professionally relevant specialist bioethics programs. In this way postgraduate students will be able to explore various sub-specialities within the broad academic discipline of bioethics.

Postgraduate programs in clinical ethics are becoming more common worldwide. In particular the United Kingdom and the United States of America already require clinicians and clinical ethics committee members to obtain expertise in clinical ethics. It is likely Australia will follow this trend. At the current time, however, there are no postgraduate courses in clinical ethics offered in Australia. This course will be the first of its type and will provide a necessary and 'cutting edge' credential for clinical ethics committee work. The NSW Department of Health has already recognized this need, expressing interest in the development of this program and collaborating closely in its design. As the first of its type in Australia, this program will not only fill an educational void and meet important social and institutional needs, but it will also help maintain the University's standing among progressive competitors worldwide.

The extensive national and international links that both VELIM and HPS have with leading ethicists and with institutions charged with ethics education, such as UNESCO, will ensure that the learning environment is academically rich, unique, clinically relevant and intellectually challenging.

5. Justification

The sub-discipline of clinical ethics is increasingly being recognised as an important field of study for those working in medicine, nursing, biomedical research, public health, health law, public policy, and philosophy. This is partly a result of recent rapid advances in biomedical science and technology and the increased attention that ethical issues—such as abortion, euthanasia, assisted reproduction, cloning, stem cell research, and AIDS, for example—have received in academic and public debate. The high degree of interest in clinical ethics is also a product of longstanding interest in moral questions; multiculturalism and value pluralism; medical resource constraints; the spectre of human experimentation; apparent conflict between the “rights” of patients, health care workers, and society; the importance of information disclosure and protection; discrimination; professional concerns regarding the extent of medical litigation; issues involving vulnerable populations; and issues of life and death. Recent, much publicized, ethical problems in this state and in others, most notably Queensland, suggest that there are real concerns about the maintenance of ethical standards in health care.

Though ethical conflicts are becoming increasingly common and pressing in both the health care workplace and public policy arenas, health care professionals, policy makers, and members of the interested (voting) public often lack the educational background necessary to address them adequately. Part of the difficulty of clinical ethics issues results from their deeply interdisciplinary nature. Issues in clinical ethics fall at the intersection of health and ethics; and coming to grips with them also requires appreciation of history, epistemology, linguistics, sociology, law, politics, and economics.

Clinical ethics education is being recognised worldwide as a core component of the education of most health professions. It is increasingly being incorporated into the medical school, nursing and allied health curriculum; and it has been suggested that training in clinical ethics should become a requirement for all members of clinical ethics committees. Developments such as these partly explain why this proposal is being put forward at this time. For the most part, however, clinical ethics education has occurred only in the undergraduate setting, is limited in scope, fails to provide an interdisciplinary perspective, and fails address specific professional relevant ethical issues.

The proposed course is therefore, extremely timely, and is likely to attract considerable interest from government, from within the professions, and from the humanities of science and medicine. Collectively the Unit for History and Philosophy of Science (HPS) and the Centre for Values, Ethics and the Law in Medicine (VELIM) have the expertise to develop and teach this program, particularly with the appointment of Karolyn White and a Sesqui Lecturer in Bioethics.

The proposed course directly promotes numerous strategic goals of the University, colleges, and faculties. This course, for example, involves substantial *collaboration* in curriculum development and teaching. In addition to HPS and VELIM, collaboration involves NSW Health and practitioners. We also aim to further develop international collaborations.

Our course will directly advance explicit strategic goals to promote *interdisciplinary education* and to provide education aimed at *professional development*. Our curriculum also will contribute to *policy making*, *science communication*, and the *public understanding of medical decision making*. The proposed course addresses widely recognised *social needs* for increased clinical ethics education of professionals, policy makers, and the public, and will make a significant contribution to the University’s efforts to enrich the local and broader Australian communities.

The proposed course also furthers the University's aim to increase the number of fee-paying postgraduate courses. Delivery will accommodate both part-time students (who work full-time) and allow 2nd semester entry. Seminars will usually occur during the late afternoon or early evening and/or in intensive mode in order to accommodate students working full-time.

The course will be offered at the postgraduate level primarily because of (1) its primary importance to professionals working in health disciplines and (2) the fact that advanced understanding of issues in clinical ethics generally requires (at least) an undergraduate educational background. Because University of Sydney offerings in clinical ethics are few at present, overlap with existing PG units of study will be minimal. There are no courses similar to this one currently available. HPS and VELIM currently possess the only staff members at the University with expertise in clinical ethics.

While the demand for postgraduate clinical ethics education has been increasing locally, nationally, and internationally, at present there are no other postgraduate clinical ethics offered in Sydney or elsewhere in Australia.

Developing further capacity in clinical ethics will significantly contribute to the University's existing strengths in the general area of social and humanistic aspects of medicine. Given the extent of existing related local expertise in history, social research, health law, and health policy, for example, at both the University and in the Sydney basin more generally, the potential for the University to build on existing strengths to become an internationally-recognised, major centre of expertise in this area is significant.

6. Consultation and External References

Extensive consultation has been undertaken across the university with professional colleges and with professional/academic associations in the field. In particular, there has been discussion with those faculties/departments within the University with a legitimate interest in this course. We have also consulted with past and present postgraduate students in bioethics enrolled at Monash University, NSW Health, and Chairs of clinical ethics committees in the area.

General letters of support are attached from:

Dr Alison Bashford, Faculty of Arts, Department of History, University of Sydney

Dr Rob Loblay, Department of Medicine, University of Sydney; Ethics Review Committee, Central Sydney Area Health Service (RPAH Zone)

Dr Denise Robinson, Chief Health Officer and Deputy Director-General, Population Health, NSW Health

7. Course structure

The Graduate Certificate in Bioethics (Clinical Ethics) aims to provide students with in-depth understanding of the main issues, arguments, and philosophical approaches to ethical issues arising in biological and health care contexts. The course aims to provide students with the ability to develop their own reasoned judgments about how such issues should be resolved. They will provide students with relevant historical background and make them aware of local and international legislation and guidelines. They will prepare students to better assess ethical conflicts and dilemmas arising in their own professional lives and/or to contribute to public debate and the development of social policy.

The Graduate Certificate course curriculum is based on the rationale that clinical ethics is a deeply interdisciplinary field of study that should thus be taught as such. Thus in addition to providing broad expertise in clinical ethics—by requiring all degree students to take Core Concepts in Bioethics (BETH 5000), the core unit which provides a general overview of the field, and Clinical Ethics (BETH 5204)—our program provides the opportunity for in-depth learning via relatively wide-ranging specialised elective units of study (in Ethics and Biotechnology (BETH 5201), Research Ethics (BETH 5202), and Ethics and Public Health (BETH 5203)) and foundational units (Introduction to Ethical Reasoning (BETH 5101), Philosophy of Medicine (BETH 5102), Biomedicine and Society (BETH 5103), and Bioethics, Law and Society (BETH 5104)).

Through interdisciplinary grounding, coverage of non-traditional ethical approaches, and in-depth examination of emerging and/or less-traditional issues our students will be trained to appreciate a full range of issues from a broad range of perspectives.

(2) What are the minimum credit points required to complete the qualification and, for postgraduate award courses, the expected normal length of candidature, both full time and part time.

Graduate Certificate in Bioethics (Clinical Ethics)

- 4 units; 24 credit points required
- Will normally be completed in 2 semesters part-time

(3) How will overall course coherence be achieved?

There are two compulsory units of study – Core Concepts in Bioethics (BETH 5000) and Clinical Ethics (BETH 5204). All course units of study will be stand-alone, and can thus be taken in any order. It is recommended, however, that students begin with Core Concepts in Bioethics (BETH 5000).

The overall curriculum is organised as follows:

The core unit of study, Core Concepts in Bioethics (BETH 5000), provides a broad overview of the primary issues in and philosophical approaches to bioethics. Through this unit, all degree students will achieve breadth of expertise in the field.

The Clinical Ethics (BETH 5204) unit provides students with an overview of the broader philosophical, ethical, socio-political, and cultural issues that underlie the delivery of healthcare and the foundations of clinical practice, as well as providing mediation skills.

Students are required to take two units of study chosen from the elective units of study and the foundation units of study:

The elective units of study—Ethics and Biotechnology (BETH 5201), Human and Animal Research Ethics (BETH 5202), and Ethics and Public Health (BETH 5203) provide in-depth study in areas of special importance and/or interest.

The foundational units of study include Introduction to Ethical Reasoning (BETH 5101), Philosophy of Medicine (BETH 5102), Biomedicine and Society (BETH 5103) and Bioethics, Law and Society (BETH 5104)).

For further details of and rationale behind the units of study that compose the Graduate Certificate, see existing unit of study details.

Units of Study				
Status	Code	Name	Credit Points	When Offered
Compulsory	BETH 5000	Core Concepts in Bioethics	6	S1
	BETH 5204	Clinical Ethics	6	S2
Electives (choice of two)	BETH 5101	Introduction to Ethical Reasoning	6	S1
	BETH 5102	Philosophy of Medicine	6	S1
	BETH 5103	Biomedicine and Society	6	S2
	BETH 5104	Bioethics, Law and Society	6	S1
	BETH 5201	Ethics and Biotechnology: Genes and Stem Cells	6	S2
	BETH 5202	Human and Animal Research Ethics	6	S2
	BETH 5203	Ethics and Public Health	6	S2

(4) How will students normally progress to a completed qualification?

For Graduate Certificate in Bioethics (Clinical Ethics), students must complete:

- Core unit (BETH 5000)
- Clinical Ethics (BETH 5204)
- Two additional (Foundational or Elective) units

The recommended order will be to take BETH 5000 (S1) and BETH 5204 (S1), followed by the additional units of study.

(5) What are the teaching and learning objectives of the award course? These should be related to the skills, attributes and knowledge that a graduate can be expected to achieve, as listed in the generic attributes of graduates (see 11 below).

Graduates in Clinical Ethics will:

- have in-depth understanding of major traditional issues and arguments in clinical ethics
- have a thorough and interdisciplinary understanding of alternative/emerging issues and approaches to clinical ethics
- recognise the bearing of philosophical ethics, epistemology, law, sociology, linguistics, and history on issues in bioethics
- have skills in mediation
- recognise the historical and ethical bases of local and international legislation and regulatory guidelines regarding the ethics of health care
- develop, and be able to defend, their own reasoned judgments about how ethical issues arising in health care contexts should be resolved
- be able to recognise novel, or previously unappreciated, ethical issues arising in their work as health professionals

- be able to recognise, and have an articulated framework for resolving, conflicts in value arising in clinical settings
- have general expertise in ethical reasoning
- have advanced general skills for reading, critical thinking, writing, and oral expression
- have developed an increased sense of professional responsibility

8. Proposed teaching/delivery methods

(1) Describe the teaching methods that will be used, including any distinctive features of delivery, e.g. use of Internet/WebCT.

Some units of study that contribute to the Graduate Certificate involve weekly seminars including lecture, discussion, small group work, and case analysis. WebCT will be employed to varying degrees—for making materials available to students, online discussion, and assessment assignment and submission.

Other units of study will be delivered in a two to three-day face-to-face intensive format (in mid-semester) including lectures, discussions, small group work, and case analysis. Online follow-up support, structured reading, and assessment will follow over the remainder of the semester. (Reading will also be assigned for the first half of the semester—i.e. prior to the face-to-face intensive.) Development of these units of study has drawn on existing intensive models of learning commonly used in the School of Public Health and in close consultation with the Flexible Online Learning Project team.

(2) Give details of any component(s) of the award course that involve clinical or industrial placement/experience.

N/A

(3) Is the award course to be offered in off-shore mode and/or by distance education?

If so, what process are in place to guarantee, the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

Units will be delivered in flexible, blended, student-centred learning mode which includes some on-line and distance education. The purpose of this mixed delivery method is to allow ready access to the course for professionals, students in rural Australia, and mature students. This approach is focused on learning outcomes, is highly responsive to the student perspective, and is more administratively flexible and efficient.

E-learning workshops have already been undertaken by all the academic staff responsible for delivering this course. The program has been peer reviewed and will be delivered with support via infrastructure from the Flexible Online Learning Project team.

Student assessment will be both formative and summative. Formative assessment will be self-assessed. Individual student participation in and contribution to on-line discussion groups will be continuously monitored. Summative assessment will occur in the form of essays and research projects.

9. Assessment procedures

- (1) Describe the proposed assessment regime for the award course i.e. the proportion of coursework to practical components and examinations.**

Assessment will be continuous and consist entirely of essay writing, presentations, projects, and group work. See individual BETH unit of study descriptions for further details.

- (2) Describe the use of external assessors or examiners, if relevant.**

N/A

10. Overall Student workload

Give details of the expected student workload in terms of the total time involved, including lectures, tutorials, practical experience, independent study, reading and work for assessment. (The student workload should be consistent with the credit points assigned for the units of study.)

In addition to the usual 26 hours of face-to-face seminar time (or equivalent in online and small group work) for each unit of study, students will be assigned approximately 90 hours of work outside the classroom. This will primarily consist of reading, writing, and project/presentation preparation. Each unit will require approximately 4000-6000 words of written work—or the equivalent in cases where assessment includes group work and/or presentations. Overall workload will remain the same for those units delivered in intensive or distance formats.

How does the academic courseload including the weight given to any dissertation component compare with other similar courseloads in the faculty/college/university?

Similar

What load for HECS and student load purposes should be given to each of the constituent parts or units making up the award course?

0.125

11. Attributes of graduates

Provide a statement of the generic and specific attributes and skills that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained. (Please refer to the University policy *Generic attributes of graduates*.)

Graduates of the Certificate in Bioethics (Clinical Ethics) course will approach ethical problems arising in biological and healthcare contexts in a scholarly, informed, and reflective manner. They will have interdisciplinary understanding of social/cultural, political, economic, historic, philosophical, and scientific aspects of debates in clinical ethics, and they will be open-minded critical thinkers and skilled communicators. The course has been designed to produce students who will be global citizens: responsible professionals concerned with the promotion of justice, fairness, and tolerance in healthcare at local, national, and international levels. Because the Clinical Ethics course explicitly

aims at continuing professional development, our graduates will also be accomplished, committed lifelong learners. They will have analytical and research skills—and motivation—to further their understanding of the role played by values in biomedical contexts, for recognising conflicts of value, and for resolving such conflicts when they arise. As well-informed skilled communicators (both orally and in writing), they will be able to influence public debate and the development of health policy.

12. Marketing and recruitment

Provide a brief summary of plans to market this new development and to recruit students. Advice is available from the Marketing and Student Recruitment Unit or the relevant faculty marketing officer.

Our market for the Graduate Certificate includes existing students (in biological, health and research related disciplines), health professionals, practicing scientists, researchers, policy makers, humanities scholars, and members of the general public.

Internal marketing will primarily target the Faculties of Science, Medicine, Nursing, Law, Public Health, and Veterinary Science. External marketing (of the award programs and the individual unit of study) will target Departments of Health, Professional Colleges and Associations (i.e. of Physicians, Surgeons, and Nursing), and clinical ethics committees (via the Network of Human Research Ethics Committees and the Association of Health Ethics Committees).

Discussions are under way with the Faculties of Science and Medicine marketing offices about advertising the Graduate Certificate in University publications, on the web, at relevant events and information sessions, via direct targeted mailings, and in alumni magazines.

The general consensus is that the marketing potential of this program is high, particularly because it can be sold as a Professional Development program.

13. Course administration

(1) **If the proposed award course is part of a con-joint venture with another institution, the Director, Student Centre must be consulted in respect of student record keeping implications.**

N/A

(2) **If the teaching is shared with other departments, in what proportion is the student load to be allocated and on what basis?**

HPS and VELIM will share 50:50 responsibility for the teaching (and thus student load allocation) for all units of study.

(3) **Which department/school and faculty/college is responsible for the award course? (Note: there should be only one “owner” for administrative purposes and this should be discussed with the Director, Student Centre).**

HPS

- (4) **Is there any requirement for an interdepartmental or inter faculty committee and if so what arrangements have been made?**
(Note: In the case of a joint or combined degree, such a committee should be established).

Yes. An existing committee is comprised of Rachel Ankeny (Senior Lecturer, HPS/VELIM), Ian Kerridge (Director, VELIM and honorary, HPS), Chris Jordens (VELIM), and Karolyn White (VELIM), and the Sesqui lecturer (HPS/VELIM, tbd).

14. Plans for monitoring and evaluation

Give a clear statement of provisions for achieving, measuring and monitoring quality, and for reviewing Resolutions, content and delivery. This monitoring process should include provisions for deciding whether units of study should be added or deleted.

A working committee has already been established for the purposes of developing the BETH degree programs and curriculum. This committee is comprised of Rachel Ankeny (Senior Lecturer, HPS/VELIM), Ian Kerridge (Director, VELIM and honorary, HPS), Chris Jordens (VELIM), and Karolyn White (VELIM), and the Sesqui lecturer (HPS/VELIM, tbd). This committee will be responsible for course coherence, mechanisms for evaluating units of study each time they are offered, developing new units of study, and facilitating communication between the faculties involved. Outcome measures will employ standard methods: unit of study evaluations (USE), solicitation of student feedback on ongoing basis, and exit interviews with students completing or exiting program.

15. Planning Support Office

Indicate if the proposal has been the subject of a profile discussion with the Planning Support Office.

N/A

16. Transitional arrangements

If this proposal replaces or amends an existing award course, what transitional arrangements have been made. (eg. identification of last year of student intake, identification of year in which an existing course may be deleted, provision for enrolled students to continue under existing Resolutions etc).

N/A

17. University calendar and proposed Resolutions

Proposers must identify any new Resolutions or proposed amendments to existing Resolutions. (Please use attached templates).

See appendix 3.

Section 2

17. Availability of teaching and support staff

Provide details of the academic staffing and support staffing required to deliver the award course. (It is not necessary to provide detailed information on the names or qualifications of individual staff members.)

Academic teaching staff will primarily be provided by the Unit for History and Philosophy of Science and the Centre for Values, Ethics, and the Law in Medicine.

Key teaching and coordination staff will include:

Ian Kerridge
Rachel Ankeny
Miles Little
Chris Jordens
Karolyn White

Additional teaching support will be sought as necessary from external experts available at the university, surrounding universities, and the health professions.

What are the strengths of the department/school relevant to this proposal?

There is an existing track record in collaborative teaching and research between HPS and VELIM, which both have expertise in the interdisciplinary approaches to clinical ethics required for this program. No other departments of the university have staff members with doctoral training/specialisation in clinical ethics. Participating members in both HPS and VELIM are active members in both Australian and international bioethics and health law communities.

18. Availability of teaching space and other required facilities

Document space needs in consultation with the Pro Vice-Chancellor (College), taking account of teaching rooms, theatres, laboratories, staff offices, storage, space that will need to be rented externally etc.

What facilities, staff and equipment (including library, computer and communications resources, administration support) will be needed?

Where the mounting of a new award course is contingent upon resources being made available within a faculty or College budget a statement from the Dean or the College Pro Vice-Chancellor should be supplied even if it states no more than that consideration will be given to meeting those needs. In that case the rider may have to be entered that the award course is to be introduced subject to the availability of the necessary resources. Where there is a discrepancy between the information above and this statement, departments are required to indicate how this discrepancy will be addressed.

Departments are required to have consulted with the University Librarian about matters relating to library resources. If the Librarian indicates any concerns about library holdings, these should be addressed in the proposal. (See Appendix 1).

There are no new space implications of the proposed Graduate Certificate. Space requirements for the units of study that compose the Graduate Certificate are limited to

seminar rooms to accommodate 15-30 students, (usually in evenings) and have already been assessed. No specialised teaching facilities (e.g. laboratories, computer labs, etc.) will be required. It is expected that administrative support staff can be accommodated within available administrative space in HPS/Science (Carslaw).

19. Timetabling arrangements

Indicate whether timetable implications have been explored whether or not it is proposed to offer the award course in a standard or non-standard teaching period. (This would include consultation with the Director, Student Centre).

None expected. Most seminars will be conducted during evenings and weekends.

20. Equipment

(1) Computer Technology

Provide details of the nature and cost of new computer technology (i.e. computer hardware and software, teaching technology etc) that will be needed to support this award course.

N/A

(2) Other Equipment

Provide details of new equipment, other than computer equipment, that will be needed to support this award course, together with costs.

N/A

21. Fees

(1) Is there an expectation of full fee-paying international students and to what extent?

No.

If so, has the fee structure been approved by the International Office?

N/A.

(2) Is there an intention to charge fees to local students or is the course intended to be within the HECS system?

All students will be fee paying

If the fees are to be charged for a course, has a Course Budget Plan been prepared and approved by the Dean? Detailed instructions are available from Faculty Offices or the Planning Support Office.

Yes, as part of the unit of study proposals

If the course is to be in the HECS system, has this been requested?

N/A

22. Student numbers

- (1) **Indicate how many students are likely to enrol in each of the next three years of the award course. The numbers should be split according to whether the students are HECS-paying, Local fee-paying or International fee-paying.**

	Local (fee-paying)	International (fee-paying)
Year 1	5 – 10	0
Year 2	10 – 15	0
Year 3	15 – 20	0

Estimates are based on (1) student inquiries, (2) communication with the bioethics program at Monash about their typical intakes, and (3) professional and clinical ethics committee organisation inquiries

- (2) **Indicate whether any quotas on enrolments have been sought for the award course or for any units of study within the award course.**

To be determined as per Resolution 2. (1)

The equivalent of 9-10 full-time domestic students will be required to cover costs (as outlined in the attached budget).

- (3) **Indicate how many students are likely to be transferred from existing award course(s) to the new award course.**

Some students who begin in the Graduate Certificate in Bioethics may transfer into the specialized Graduate Certificate in Bioethics (Clinical Ethics) course.

- (4) **Indicate how many new students the total course is likely to generate. At the undergraduate level, any increase in load due to the introduction of new courses will normally have to be matched by a reduction in intake into other award courses. What is envisaged in respect of this award course?**

Nearly all students will be new.

- (5) **Will students be full-time or part-time and in what proportion?**

The majority of students are expected to be part-time.

- (6) **Do any of these details differ for international students and/or fee-paying students?**

N/A.

23. Dean's Signature

Appendix One

Availability of library resources

In consultation with the University Librarian, explain whether library resources are available to support the proposed award course. If new library resources are required, detail these and give an estimate of the annual cost.

At its meeting on 12 February 1997 the Academic Board agreed to advise faculties that the University Library should be allowed sufficient time to make assessments of proposals for new and major changes to courses and that proposals without the Librarian's statement would not normally be considered.

Library Impact Statement

I have examined the Library needs related to the proposal and certify that existing Library holdings, staffing, services and accommodation are, or will be, **adequate/ inadequate** to cover the demands that are inherent in it.

(If there are any concerns about library holdings, please address these.)

.....
for the University Librarian

.....
date

Further comments:

Holdings:

Services/Staffing:

Appendix Two
Entry for the UAC guide (if undergraduate)

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Appendix Three
Entry for the Faculty Handbook

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Chapter 6:

- Bioethics

Graduate Certificate in Bioethics (Clinical Ethics)

Course Overview

The University of Sydney offers several postgraduate degree courses in Bioethics, including the Graduate Certificate in Bioethics, Graduate Certificate in Bioethics (Biotechnology), Graduate Certificate in Bioethics (Clinical Ethics), Graduate Diploma in Bioethics, Master of Bioethics, and the Master of Bioethics (Honours).

The Graduate Certificate in Bioethics (Clinical Ethics) is specifically designed to meet the widely recognised growing need for clinical ethics education for professionals working in medicine, nursing, allied health, psychology, public health, health law, and public policy, as well as members of clinical ethics committees. It will also be attractive to students with general interests in relationships between clinical ethics and society, or relevant social science disciplines.

The discipline of bioethics is concerned with ethical questions arising in contexts of biological and health sciences. Clinical ethics is concerned with ethical issues in the clinic and/or pertaining to the clinic. Social concern about such issues has grown with advances in biomedical technology, as illustrated by contemporary debate over reproductive technologies, genetic engineering, cloning, and stem cell research. Traditional topics in bioethics include abortion, euthanasia, relationships between health care providers and patients, research involving humans and animals, and justice in the distribution of medical resources. Emerging topics include ethical issues related to global health.

Falling at the intersections of ethics, policy, and biomedical science, bioethics is an inherently interdisciplinary field. The University of Sydney's Graduate Certificate in Bioethics (Clinical Ethics) uniquely addresses this interdisciplinarity. In addition to the core unit of study (BETH 5000), which provides a broad survey of the field of bioethics, our core Clinical Ethics (BETH 5204) unit provides interdisciplinary grounding in life and death issues, patient-clinician relationships, and the allocation of scarce health care resources. Areas of interest are provided via elective and foundational units with focus on biotechnology (BETH 5201), research ethics (BETH 5202), human and animal research ethics (BETH 5202), and public health (BETH 5203). All of these units of study include historical components.

The Graduate Certificate in Bioethics (Clinical Ethics) can be completed by full-time students in one semester (semester 1 only each year) and part-time students over two semesters. Further details on duration of study are provided below.

Course Outcomes

The University of Sydney Graduate Certificate in Bioethics (Clinical Ethics) will provide breadth and depth of coverage of both traditional and alternative/emerging issues in and approaches to clinical ethics. Students will gain advanced understanding of the bearing of ethical philosophy, epistemology, law, sociology, linguistics, and history on issues in clinical ethics. They will develop interdisciplinary appreciation of relationships between values, health, and society. They

will develop and be able to defend their own reasoned judgments about how ethical issues arising in health care and public policy contexts should be resolved, and they will be able to recognise novel, or previously unappreciated, ethical issues arising in the professional workplace or in social policy contexts. This Graduate Certificate will contribute to the professional development of those working in health care, and provide the skills and knowledge base necessary for critical analysis in health policy making or in relevant areas of social science disciplines. All of the bioethics degrees contribute to development of general skills in research, reading, writing, and oral expression.

Admission Requirements

Applicants for the Graduate Certificate should hold an Honours or an equivalent degree (or other appropriate terminal undergraduate degree, such as a three-year nursing degree) in science, medicine, allied health sciences, philosophy/ethics, sociology/anthropology, history, law, or other relevant field.

Course Requirements

Graduate Certificate in Bioethics (Clinical Ethics)

- A total of four units of study (i.e. 24 credit points) must be completed;
- Students must complete:
 - the Core unit of study (BETH 5000)
 - Clinical Ethics unit of study (BETH 5204)
 - two additional (Foundational or Elective) units of study
- Students may not take BETH 5301 or BETH 5302
- This degree will usually be completed part-time students over two semesters.

Credit for Previous Study

Credit is available in the Graduate Certificate in Bioethics (Clinical Ethics) for postgraduate units of study which have been taken through the University of Sydney Postgraduate Program in Bioethics within the previous three years and for which no award has been conferred. Credit may be obtained for clinical ethics units of study offered through the University's Professional Master of Medicine Program so long as these same units are not counted towards another degree previously conferred or being conferred to the student.

Course Resolutions: see chapter 7

Units of Study available in 2007

It is anticipated that the following units of study will be available, though the precise scheduling may differ.

Units of Study				
Status	Code	Name	Credit Points	When Offered
Core	BETH 5000	Core Concepts in Bioethics	6	S1
	BETH 5204	Clinical Ethics	6	S1
Foundational	BETH 5101	Introduction to Ethical Reasoning	6	S1
	BETH 5102	Philosophy of Medicine	6	S1
	BETH 5103	Biomedicine and Society	6	S2
	BETH 5104	Bioethics, Law and Society	6	S1
Elective	BETH 5201	Ethics and Biotechnology: Genes and Stem Cells	6	S2 (intensive)
	BETH 5202	Human and Animal Research Ethics	6	S2 (intensive)
	BETH 5203	Ethics and Public Health	6	S2 (intensive)
	BETH5204	Clinical Ethics	6	S1

- Bioethics units of study

Core Unit of Study

BETH 5000 Core Concepts in Bioethics

6 credit points.

This unit of study provides a broad overview of the primary issues in, and theoretical approaches to, bioethics. Following an introduction to the history of bioethics and review of the major theoretical approaches to applied ethics, central debates in bioethics—surrounding doctor-patient relationships, informed consent, privacy/confidentiality, research ethics, abortion, euthanasia, genetics, cloning, stem cell research, justice and distribution of health care resources, etc.—are examined. In addition to classical cases and traditional theoretical perspectives, emerging topics and alternative perspectives are explored. The unit concludes with the topic of global public health and socio-political critique(s) of the discipline of bioethics itself. Learning activities will include 2-hour seminars (meeting twice weekly over the course of seven weeks), small group sessions, and project work. Assessment tasks will consist of three essays and a research project/presentation.

It is recommended, but not required, that BETH 5000 is taken during students' first semester in the program.

BETH 5204 Clinical Ethics

6 credit points

This unit will provide students with an overview of the broader philosophical, ethical, socio-political, and cultural issues that underlie the delivery of healthcare. Students will first explore major conceptual models for ethical reasoning in the clinical context; the design and delivery of clinical ethics consultation; and issues relating to the role of the professions. The second part of the unit will examine the foundations of clinical practice, including consent, competence, veracity, confidentiality, and decision-making. The third part of the unit will consider specific issues and populations within clinical practice, such as the care of vulnerable populations, mental health, and chronic illness. The next part of the unit will focus on skills associated with clinical ethics including analytic and mediation skills. The unit will conclude with reflections on current debates in the Australian healthcare context, particularly issues associated with healthcare rationing. Learning activities will include lectures (in an intensive format), facilitated discussion,

case study presentations, and readings. Assessment tasks will consist of essays, a portfolio/journal, and a presentation/project.

Foundational units of study

BETH 5101 Introduction to Ethical Reasoning

6 credit points.

This unit prepares students for advanced analysis of issues in bioethics by laying foundations in both critical thinking and ethical theory. Following an introduction to the construction and assessment of arguments, central issues of debate in meta ethics, normative ethics, and political philosophy are examined. Major traditional (historical, consequential, deontological, contractarian/egalitarian, and communitarian) theoretical frameworks as well as postmodern/continental perspectives are introduced and critically evaluated. The unit concludes with an introduction to applied and professional ethics. Learning activities will include 2-hour seminars (meeting twice weekly over the course of seven weeks), small group sessions, and project work. Assessment tasks will consist of three essays and a research project/presentation. It is recommended, but not required, that BETH 5101 is taken during students' first semester in the program.

BETH 5102 Philosophy of Medicine

6 credit points.

This unit of study introduces students to the broader philosophical issues and epistemological structures that underlie medicine and the biomedical sciences. The unit will begin by introducing students to the philosophy of science and medicine, epistemology and the concepts of health, illness and disease. The second part of the unit will review debates regarding disease causation and the social construction of disease. Students will then consider issues relating to the generation and use of knowledge and evidence, and the differences between conventional and alternative/non-Western approaches to illness and healing. The final part of the unit will focus on diagnosis, nosology and classification of disease, with particular reference to mental illness. Learning activities will include 2-hour weekly seminars, small group sessions and project work. Assessment tasks will consist of two essays and a research project/presentation.

BETH 5103 Biomedicine and Society

6 credit points.

This unit introduces students to the complex relationships between biomedicine and society utilising several disciplines including philosophy, ethics, sociology, anthropology and linguistics. Students will consider issues such as power in the biomedical professions and industries; the illness experience; the role of the healer; biomedicine and indigenous cultures and non-western notions of illness and care. Learning activities will include 2-hour weekly seminars and readings. Assessment tasks will consist of an essay, a presentation/ project and a personal reflection exercise.

BETH 5104 Bioethics, Law and Society

6 credit points.

The unit of study will begin by introducing students to interrelationships between health care, ethics, and the law. In particular students will explore the moral basis of law and the means by which law influences moral norms, clinical practice, and health policy. Students will be shown how to critically read and analyse primary sources of law relevant to bioethics. Students will then examine a number of areas of law that have particular significance for bioethics and society including the law of tort (consent and standards of care), contract (confidentiality), criminal law (euthanasia and abortion), public health law, administrative law and law reform. Assessment consists of two essays worth 50% each.

Elective units of study

BETH 5201 Ethics and Biotechnology: Genes and Stem Cells

6 credit points.

This unit introduces students to the broader social/political, ethical/philosophical and legal/regulatory issues that underlie genetics, stem cell research and the emerging biotechnologies. The unit will provide a brief overview of the relevant science before considering scientific, cultural and religious understandings of life and human identity. The second part of the unit will review the political, regulatory and commercial context of biotechnology and the control of information. Students will then review the history of genetics and eugenics and the ethical issues that arise in clinical and population genetics, stem cell research and cloning. The final part of the unit will explore the boundaries of research and knowledge and the issues raised by emerging biotechnologies, such as nanotechnology and proteomics. Students will be able to concentrate on stem cell research, clinical or molecular genetics or other biotechnologies according to their clinical and scientific interests and experience. Assessment tasks will consist of two essays and a presentation/project. The face-to-face component of this unit will be delivered in a two-day intensive format (in mid-semester) including lectures, discussions, small group work, and case analysis. Follow-up support, structured reading, and assessment will follow, online, over the remainder of the semester. (Reading will also be assigned for the first half of the semester—i.e. prior to the face-to-face intensive.)

BETH 5202 Human and Animal Research Ethics

6 credit points.

This unit introduces students to research ethics in its social context. Students will first analyse the philosophical underpinnings of the research endeavour, including the justifications for engaging in research, research priorities and research integrity. The unit will then review the history of research and research abuses, the evolution of research ethics and the regulation of research in Australia. The second part of the unit will focus on issues arising in the conduct of research including: the protection of research subjects (both human and animal), consent, confidentiality and risk/benefit analysis. Learning activities will include 2-hour weekly seminars and readings. Assessment tasks will consist of essays and a mock research ethics application.

BETH 5203 Ethics and Public Health

6 credit points.

This unit will provide students with an overview of the broader philosophical, ethical, sociopolitical and cultural issues that underlie public health and public health research. Students will first review the history of public health and examine the values that underpin health promotion and disease prevention. The second part of the unit will critique the place of facts and values in public health and the construction and use of information, with particular reference to evidence-based-medicine. The third part of the unit will examine the cultural, moral and social context of public health including the social determinants of health, the construction of health services, the determination of research priorities and issues relating to human rights and global health. Learning activities will include 2-hour weekly seminars and readings. Assessment tasks will consist of essays and a presentation/project.

Chapter 7:

- Bioethics

Graduate Certificate in Bioethics (GradCertBEth)

Graduate Certificate in Bioethics (Biotechnology) (GradCertBEth [BTech])

Graduate Certificate in Bioethics (Clinical Ethics) (GradCertBEthClinEth), Graduate Diploma in Bioethics (GradDipBEth)

Master of Bioethics (MBEth)

Master of Bioethics (Honours) (MBEth [Hon])

Resolutions

Eligibility for Admission

1. The Dean of the Faculty of Science, on the recommendation of the appropriate committee, may admit to candidature for:
 - (i) the GradCertBEth, GradCertBEthBTech, **GradCertBEthClinEth**, GradDipBEth, and MBEth
an applicant who is the holder of the degree of Honours or any equivalent degree (or other appropriate terminal undergraduate degree, such as a three year nursing degree) in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, law, or other relevant field;
 - (ii) the MBEthHon
an applicant who has completed at least 4 units of study in the University's Postgraduate Program in Bioethics and who holds at least a distinction average for units of study taken in the University's Postgraduate Program in Bioethics.

Availability

2. (1) Admission to candidature may be limited by quota. In determining the quota, the University will take into account:
 - (i) availability of resources including space and computing facilities; and
 - (ii) availability of adequate and appropriate supervision.(2) In considering an application for admission to candidature the Dean shall take account of the quota and will select, in preference, applicants who are most meritorious in terms of section 1 above.

Method of progression

3. (1) A candidate for the course shall proceed by completing units of study as prescribed by the Faculty.
 - (2) A unit of study shall consist of such lectures, seminars, essays, exercises, practical work, or project work as may be prescribed. In these resolutions, 'to complete a unit of study' or any derivative expression means:
 - (i) to attend the lectures and the meetings, if any, for seminars or other instruction;
 - (ii) to complete satisfactorily the essays, exercises, practical and project work if any; and
 - (iii) to pass any other examination of the unit of study that may apply.

Time limits

4. A candidate may proceed on either a full-time or a part-time basis.
5. (1) A candidate for the GradCertBEth shall complete the requirements for the award in a minimum of one semester and a maximum of five semesters, and (in the event of suspension) except with permission of the Dean within three calendar years of admission to candidature.

- (2) A candidate for the GradCertBEth(BTech) shall complete the requirements for the award in a minimum of two semesters and a maximum of five semesters, and (in the event of suspension) except with permission of the Dean within three calendar years of admission to candidature.
- (3) A candidate for the GradCertBEth(ClinEt)h shall complete the requirements for the award in a minimum of one semester and a maximum of five semesters, and (in the event of suspension) except with permission of the Dean within three calendar years of admission to candidature.**
- (4) A candidate for the GradDipBEth shall complete the requirements for the award in a minimum of two semesters and a maximum of eight semesters, and (in the event of suspension) except with permission of the Dean within five calendar years of admission to candidature.
- (5) A candidate for the MBEth shall complete the requirements for the award in a minimum of two semesters and a maximum of 10 semesters, and (in the event of suspension) except with permission of the Dean within six calendar years of admission to candidature.
- (6) A candidate for the MBEthHon shall complete the requirements for the award in a minimum of three semesters and a maximum of 12 semesters, and (in the event of suspension) except with permission of the Dean within 7 calendar years of admission to candidature.

Requirements for the courses

6. (1) Candidates for the GradCertBEth are required to complete satisfactorily units of study granting a minimum of 24 credit points selected from units of study approved from time to time by the Faculty. They must complete BETH5000 and three Foundational units of study.
- (2) Candidates for the GradCertBEth(BTech) are required to complete satisfactorily units of study granting a minimum of 24 credit points selected from units of study approved from time to time by the Faculty. They must complete the BETH5000, one Foundational unit, BETH 5201, and BETH 5202.
- (3) Candidates for the GradCertBEth(ClinEth) are required to complete satisfactorily units of study granting a minimum of 24 credit points selected from units of study approved from time to time by the Faculty. They must complete BETH5000 and BETH 5204, and two Foundational or Elective units of study.**
- (4) Candidates for the GradDipBEth are required to complete satisfactorily units of study granting a minimum of 36 credit points selected from units of study approved from time to time by the Faculty. They must complete BETH5000, three Foundational units, and 2 additional units of study (Foundational or elective).
- (5) Candidates for the MBEth are required to complete satisfactorily units of study granting a minimum of 48 credit points selected from units of study approved from time to time by the Faculty. They must complete the BETH5000, four Foundational units, and three Elective units of study.
- (6) Candidates for the MBEthHon are required to complete satisfactorily units of study granting a minimum of 60 credit points selected from units of study approved from time to time by the Faculty. They must complete the BETH5000, four Foundational units, three Elective units, and two Research Project units of study.
- (7) Candidates (for all degrees) with appropriate background/experience may substitute (a maximum of two) other units of study for specifically required units upon approval of the course coordinator and Dean
- (8) Candidates (for all degrees) with special aims/interests may be permitted to substitute one relevant non-BETH postgraduate unit of study (in History, Medical Humanities, or Law, for example) for specifically required units upon approval of the course coordinator and Dean.
- (9) In no case shall a candidate (for any degree) be permitted to substitute more than two units

of study in total.

Examination

7. On completion of the requirements for the course, the Faculty shall determine the results of the candidature.

Progress

8. (1) Candidates shall be governed by the rules in 8(3), 8(4) and 8(5);
(2) The Dean may:
 - (a) advise a student when his or her performance has been such that a rule would normally be applied and call upon that student to show good cause why the rule should not be applied; and
 - (b) where the student does not show good cause, apply the rule.
- (3) A student who has failed a cumulative total of 12cp at any stage of enrolment in the Master of Bioethics or Master of Bioethics (Honours) will be required to show good cause why he or she should be allowed to re-enrol and, if good cause has not been established, the student's enrolment will be transferred to the Graduate Diploma in Bioethics;
- (4) A student who has failed a cumulative total of 18cp at any stage of enrolment in the Master of Bioethics and/or Master of Bioethics (Honours) and/or the Graduate Diploma in Bioethics will be required to show good cause why he or she should be allowed to re-enrol and, if good cause has not been established, the student's enrolment will be transferred to the Graduate Certificate in Bioethics;
- (5) A student who has failed a cumulative total of more than 18cp in the Master of Bioethics and/or Master of Bioethics (Honours) and/or the Graduate Diploma in Bioethics and/or the Graduate Certificate in Bioethics and/or the Graduate Certificate in Bioethics (Biotechnology) **and/or the Graduate Certificate in Bioethics (Clinical Ethics)** will be required to show good cause why he or she should be allowed to re-enrol and, if good cause has not been established, the student will not be permitted to re-enrol.

Credit

9. (1) Credit is not available in the GradCertBEth, GradCertBEth(BTech), **GradCertBEth(ClinEth)**, GradDipBEth, MBEth and MBEthHon for postgraduate study which has not been undertaken at the University (either within the Postgraduate Program in Bioethics or through the University's Professional Master of Medicine Program) within the past 3 years, except at the discretion of the Dean.
 - (2) A candidate who has qualified for the award of GradCertBEth, GradCertBEth(BTech), **or GradCertBEth(ClinEth)** may transfer, within three years, to the GradDipBEth and receive credit for up to 24 credit points from the GradCertBEth, GradCertBEth(BTech), **or GradCertBEth(ClinEth)**.
 - (3) A candidate who has qualified for the award of GradCertBEth, GradCertBEth(BTech), **or GradCertBEth(ClinEth)** may transfer, within three years, to the MBEth or MBEth(Hon) and receive credit for up to 24 credit points from the GradCertBEth or GradCertBEth(BTech). (To transfer to MBEth(Hon) the candidate must satisfy admission requirements in 1. (ii).)
 - (4) A candidate who has qualified for the award of GradDipBEth may transfer, within three years, to the MBEth or MBEth(Hon) and receive credit for up to 36 credit points from the GradDipBEth. (To transfer to MBEth(Hon) the candidate must satisfy admission requirements in 1. (ii).)
 - (5) A candidate who has qualified for the award of MBEth may transfer, within three years, to the MBEth(Hon) and receive credit for up to 48 credit points from the MBEth. (To transfer to MBEth(Hon) the candidate must satisfy admission requirements in 1. (ii).)

- (6) A candidate who has completed Bioethics units of study offered through the Postgraduate Program in Bioethics (whether or not the student was enrolled in a Bioethics degree course) or through the University's Professional Master of Medicine Program within the previous three years, but has not qualified for a degree towards which these units have contributed may receive credit for the units of study completed.

Table x : Full-Time Enrolment Pattern, Master of Health Informatics

Units of Study	Credit Points	A: Assumed Knowledge P: Prerequisites Q: Qualifying C: Corequisites N: Prohibition	Session
Course Code XXXXX			
Credit Points for award: 96			
Full-time, 4 semesters			
YEAR 1: Semester 1			
Information Systems in Healthcare	6		Sem 1 and 2
Health Informatics Principles	6		Sem 1 and 2
Research and Enquiry in Health Professions	6		Sem 1 and 2
Elective	6		Sem 1 and 2
Total Credit Points	24		
YEAR 1: Semester 2			
Statistics for Clinical Research	6	A: Students must have access to a PC to load and use the statistical packages SAS or SPSS	Sem 2
Relational Database Management Systems	6		Sem 2
Professional Practice in Health Informatics	6		Sem 1 and 2
Elective	6		Sem 1 and 2
Total Credit Points	24		
YEAR 2: Semester 1			
Health Informatics Applications	6		Sem 1
Health Informatics Evaluation	6		Sem 1
Project Management	6		Sem 1 and 2
Elective	6		Sem 1 and 2
Total Credit Points	24		
YEAR 2: Semester 2			
Integration of Health Informatics	6		Sem 2
Health Systems Data Analysis	6	P: Statistics for Clinical Research	Sem 2
Health Informatics Research Project	6	P: Research and Enquiry in Health Professions	Sem 2
Elective	6		Sem 1 and 2
Total Credit Points	24		

Table x : Part-Time Enrolment Pattern, Master of Health Informatics

Units of Study	Credit Points	A: Assumed Knowledge P: Prerequisites Q: Qualifying C: Corequisites N: Prohibition	Session
Course Code XXXXX			
Credit Points for award: 96			
Part-time, 8 semesters			
YEAR 1			
Information Systems in Healthcare	6		Sem 1 and 2
Health Informatics Principles	6		Sem 1 and 2
Research and Enquiry in Health Professions	6		Sem 1 and 2
Elective	6		Sem 1 and 2
Total Credit Points	24		
YEAR 2			
Professional Practice in Health Informatics	6		Sem 1 and 2
Elective	6		Sem 1 and 2
Statistics for Clinical Research	6	A: Students must have access to a PC to load and use the statistical packages SAS or SPSS	Sem 2
Relational Database Management Systems	6		Sem 2
Total Credit Points	24		
YEAR 3			
Health Informatics Applications	6		Sem 1
Health Informatics Evaluation	6		Sem 1
Project Management	6		Sem 1 and 2
Health Systems Data Analysis	6	P: Statistics for Clinical Research	Sem 2
Total Credit Points	24		
YEAR 4			
Elective	6		Sem 1 and 2
Elective	6		Sem 1 and 2
Integration of Health Informatics	6		Sem 2
Health Informatics Research Project	6	P: Research and Enquiry in Health Professions	Sem 2
Total Credit Points	24		

Table x : Full-Time Enrolment Pattern, Master of Health Informatics (Honours)

Units of Study	Credit Points	A: Assumed Knowledge P: Prerequisites Q: Qualifying C: Corequisites N: Prohibition	Session
Course Code XXXXX			
Credit Points for award: 96			
Full-time, 4 semesters			
YEAR 1: Semester 1			
Information Systems in Healthcare	6		Sem 1 and 2
Health Informatics Principles	6		Sem 1 and 2
Research and Enquiry in Health Professions	6		Sem 1 and 2
Elective	6		Sem 1 and 2
Total Credit Points	24		
YEAR 1: Semester 2			
Statistics for Clinical Research	6	A: Students must have access to a PC to load and use the statistical packages SAS or SPSS	Sem 2
Relational Database Management Systems	6		Sem 2
Professional Practice in Health Informatics	6		Sem 1 and 2
Elective	6		Sem 1 and 2
Total Credit Points	24		
YEAR 2: Semester 1			
Health Informatics Applications	6		Sem 1
Health Informatics Evaluation	6		Sem 1
Project Management	6		Sem 1 and 2
Dissertation A	6	P: Research and Enquiry in Health Professions	Sem 1 and 2
Total Credit Points	24		
YEAR 2: Semester 2			
Integration of Health Informatics	6		Sem 2
Health Systems Data Analysis	6	P: Statistics for Clinical Research	Sem 2
Dissertation B	12	P: Dissertation A; Research and Enquiry in Health Professions	Sem 1 and 2
Total Credit Points	24		

UNITS OF STUDY FOR STUDENTS ENROLLED IN THE MHI PROGRAM

In sequence of occurrence in full-time mode.

CORE UNITS OF STUDY

HIMT XXXX

Credit points:

Session:

Delivery mode:

Description:

Information Systems in Healthcare

6

Semester 1 and 2

BM

This unit of study introduces students to the concepts of health information, its management and importance. The unit provides a thorough coverage of concepts, methodologies and techniques available to support patient care processes through the use of information technology. The foundation concepts of data, information and knowledge are introduced as well as definitions of systems and models. International, national and local data collections will be reviewed. Electronic health records, electronic medical records and computerised personal health records will be investigated. Students will gain exposure to a range of systems in use in healthcare including administrative, clinical and financial information systems

Corequisites:

Classes:

Assessment:

Health Informatics Principles

Intensive, compulsory block mode (6 x 4 hrs) plus individual and small group independent learning and e-learning activities; Cumberland campus 3 x 2000 word assignments

HIMT 5057

Credit points:

Session:

Delivery Mode:

Description:

Health Informatics Principles (previously HIMT 5057 Introduction to Health Informatics)

6

Semester 1 and 2

BM

This unit introduces students to the concepts and philosophies which are foundations underlying current and future directions of health informatics practice. Concepts to be addressed will include: privacy and security, language and terminologies, standards and interoperability, decision support systems, health informatics specialties such as consumer, nursing and bioinformatics

Corequisites:

Classes:

Assessment:

Information Systems in Healthcare

Intensive, compulsory block mode (6 x 4 hrs) plus individual and small group independent learning and e-learning activities; Cumberland campus 2 x 2000 assignments and 1x 2 hr exam

BACH 5268

Credit points:

Session:

Delivery mode:

Description:

Research and Enquiry in Health Professions (previously BACH 5268 Developing a Research Project)

6

Semester 1 and 2

DE and NE

This unit provides an overview of the research process and focus on the formulation of a research proposal. It provides students with an opportunity to review and update their knowledge of research methods, and introduce the research electives which concentrate on a particular methodology or aspect of the research process. Basic research design issues are considered. Various methods of data collection are examined together with their suitability for investigating different types of research questions. Students explore the use of quantitative and qualitative data, longitudinal and cross-sectional designs, and data resulting from experimental interview, observation, single case and survey research methods in addition to content analysis and secondary data analysis.

Emphasis is placed on the issues of validity and reliability of data collection techniques. Basic statistical procedures are briefly reviewed and applications such as epidemiology and evaluation research are introduced.

Classes: Off campus for distance mode; 3 hrs/week (evening classes) throughout semester for on-campus mode; Cumberland campus
Assessment: 3 x assignments for distance mode; 2 x assignments for on-campus mode

BACH 5068

Credit points:

Session:

Delivery mode:

Description:

Statistics for Clinical Research

6

Semester 2

DE

This unit aims to introduce students to basic statistical principles relevant to the manipulation and analysis of clinical data. Students will be exposed to concepts of sampling, distributions of scores, summaries of data, and treatment of categorical and quantitative data. This last topic will include chi square analysis, calculation of confidence intervals, tests for differences in the locations of samples (including t-tests and tests for non-normally distributed data), correlation and regression, sample size estimation and an introduction to survival analysis. It is expected that at the conclusion of the unit students will be able to: appraise published statistical analyses; perform simple statistical tests by hand and with the assistance of a computer package SAS or SPSS; and present statistical data

Classes:

Assessment:

Off campus

4 x assignments, total length 6000 words equivalent

COMP 5138

Credit points:

Session:

Delivery mode:

Description:

Relational Database Management Systems

6

Semester 2

NE

This unit of study will provide a comprehensive conceptual and practical introduction to managing large relational databases. Relational and normalisation theory will be emphasized along with a focus on relational query language (SQL). Objectives in this unit are that students will develop the ability to: understand the foundations of database management; strengthen their theoretical knowledge of database systems in general and relational data models and systems; create robust relational database designs; understand the theory and applications of relational query processing and optimization; study the critical issues in data and data administration; explore the key emerging topics in database management

Classes:

Assessment:

1x 2 hr lecture and 1x 1 hr tutorial per week (evening classes); Camperdown campus

2 x assignments 1 x 2hr examination

HIMT XXXX

Credit points:

Session:

Delivery mode:

Description:

Professional Practice in Health Informatics

6

Semester 1 and 2

PP

This unit of study will engage students in the process of exploring health informatics in practical settings. Appropriate opportunities to learn within interdisciplinary teams will be available and students will undertake facilitated peer discussions via electronic media. At the completion of this unit of study, students will be able to discuss the capabilities of health

informatics specialists, and engage in professional discourse regarding their own learning needs.

Classes: On-campus preparation and debriefing. 5 days supervised fieldwork. Additional e-learning tasks and electronic industry links
Assessment: 100% assessment based on performance, written material, communication skills, organisational skills and professionalism

HIMT 5058

Credit points:

Session:

Delivery mode:

Description:

Health Informatics Applications

6

Semester 1

BM

This unit of study utilizes case study analysis, review of contemporary literature and presentations to explore different health informatics topic areas. Students are provided with the opportunity to develop and enhance their information seeking and critical appraisal skills as they investigate and report on key themes, issues and trends in health informatics. A focus of the unit will be reviewing and investigating current and future technology applications such as: telemedicine and health in the home, web-based applications, cyber-consultations and wireless technology

Classes: Intensive, compulsory block mode (6 x 4 hrs) plus individual and small group independent learning and e-learning activities; Cumberland campus
Assessment: 1 x 2000 word literature review and 2x 2000 word assignments

HIMT XXXX

Credit points:

Session:

Delivery mode:

Description:

Health Informatics Evaluation

6

Semester 1

BM

This unit provides an overview of approaches to evaluating health informatics interventions. A broad range of methods and techniques for measuring the impact that health informatics applications have on the delivery of health services, patient outcomes, health professionals' work and organizational efficiency will be covered. Students will be introduced to theoretical perspectives of evaluation as well gain practical skills in designing evaluation and benefit realization projects. The unit focuses on the use of multi-method models which incorporate both quantitative and qualitative techniques.

Classes: Intensive, compulsory block mode (6 x 4 hrs) plus individual and small group independent learning and e-learning activities; Cumberland campus
Assessment: 3 x 2000 word assignments

HIMT 5065

Credit points:

Session:

Delivery mode:

Description:

Project Management

6

Semester 1 and 2

BM

This unit covers all the nine knowledge areas of the Australian Project Management competency standards including planning and scheduling, quality, risks and status reporting. Team and people management issues, managing external dependencies and costs are also covered. Workshop groups use exercises based around a case study from healthcare to apply principles to various situations.

Classes: Intensive, compulsory block mode (4 days, 9am-5pm); Cumberland campus
Assessment: Multiple choice questions/quiz daily in class, 1 x 2000 word case study and 1 x 2500 word workplace portfolio

HIMT 5060
Credit points:
Session:
Delivery mode:
Description:

Integration of Health Informatics

6
Semester 2
BM

This unit aims to provide an understanding of the organizational, people and social issues related to the successful implementation and use of health information systems in health care organizations. In this unit there is an analysis of relevant theories and principles as an understanding of these frameworks is essential for the successful diffusion of health information systems. Information and communication technology integration is challenging as healthcare organizations are complex and diverse with a variety of professionals working within them. This unit will cover issues that are often seen as barriers to information diffusion such as: organisational culture; communication; change management and work flow

Classes: Intensive, compulsory block mode (6 x 4 hrs) plus individual and small group independent learning and e-learning activities; Cumberland campus
Assessment: 3 x 2000 word assignments

HIMT XXXX
Credit points:
Session:
Delivery mode:
Description:

Health Systems Data Analysis

6
Semester 2
BM

This unit of study covers the major health systems databases and how they can be analysed to provide information for strategic planning, ongoing program management, monitoring, evaluation and research purposes. These include different analytical approaches and reporting formats for the different purposes. By working with real data and real problems, students will learn basic tools and methods of data analysis and data mining

Prerequisites: Statistics for Clinical Research
Classes: Combination of lecture/lab/tutorial/online modalities; Cumberland campus
Assessment: 3 x 2000 word assignments

HIMT 5079

Health Informatics Research Project (old HIMT 5079 Health Informatics Project)

Credit points:
Session:
Delivery mode:
Description:

6
Semester 2
BM

Students will undertake a research project in health informatics over the course of the semester. Preference is given to real-life health informatics projects being planned or underway in the workplace. Students will be supported to work independently and will make regular reports to key stakeholders on progress. This project will be completed either individually or as part of larger teams. This unit of study will provide opportunities for formal and informal inter-professional learning. E-learning tasks, based around peer support and moderated peer learning, will assist in the extension and deepening of the application of health informatics theory to practice

Prerequisites: Research and Enquiry for Health Professions
Classes: On-campus preparation and debriefing. Fieldwork and concurrent e-learning tasks
Assessment: 1 x 1500 word progress plan and 1 x 3000 word final report

HIMT 5062
Credit points: 6
Session: Semester 1
Delivery mode: ND
Description: Honours students will develop a proposal to undertake an investigation in an area of specialised interest in health informatics
Prerequisites: Research and Enquiry for Health Professions
Classes: Supervised research activity with on-campus presentation; Cumberland campus
Assessment: 1 x 1500 word progress plan and 1 x 20 minute presentation

HIMT XXXX
Credit points: 12
Session: Semester 2
Delivery mode: ND
Description: During this unit Honours students will complete the investigation begun during HIMT5062 Dissertation A. The student will prepare a written report suitable for submission to a refereed journal for publication. Full details of the requirements for this report can be found in the (Health Informatics) (Honours) Guidelines, Policy and Procedures.
Prerequisites: Dissertation A and Research and Enquiry for Health Professions
Classes: Supervised research activity with on-campus presentation; Cumberland campus
Assessment: 1 x 5000 word thesis and 1 x 30 minute presentation

ELECTIVE UNITS OF STUDY

Electives can be chosen from across the University of Sydney, including offerings from the Schools of Public Health and Information Technologies, with approval from MHI Course Coordinator

POSSIBLE ELECTIVES

HIMT 5023
Credit points: 6
Session: Semester 2
Delivery mode: OL
Description: This unit is designed to provide the student with the knowledge necessary to understand the information contained in health records. Within each body system, the student will study anatomy and physiology, disease processes and their treatment, and medical terminology disease titles, symptomatic terms, surgical terms and investigations. The unit also includes diagnostic tests, diagnostic procedures, radiology, nuclear medicine, radiation therapy and an introduction to pharmacology, pathology and cancer research.
Classes: Web-based; no on-campus attendance required
Assessment: Assignments and examination

HIMT 5050
Credit points: 6
Session: Semester 1
Delivery mode: BM
Description: This unit is designed to enable the student to classify diseases using ICD-10-AM and procedures using MBS-Extended. It includes the historical development of clinical classification systems and students will make comparisons between ICD-9-CM and ICD-10-AM. The focus of the unit is to develop the student's practical coding skills.
Classes: Intensive, compulsory block mode (6 x 4 hrs) plus individual and small group independent learning and e-learning activities; Cumberland campus
Assessment: Assignments and examination

HIMT 5051
Credit points: 6
Session: Semester 2
Delivery mode: BM
Description: This unit builds on both theoretical and practical issues studied in HIMT5050 and allows the student the opportunity to code using hospital medical records. The student will also become familiar with computer-assisted coding and indexing systems. Casemix measurement systems will be reviewed in detail.
Prerequisites: International Disease Classification A (HIMT 5050)
Classes: Intensive, compulsory block mode (6 x 4 hrs) plus individual and small group independent learning and e-learning activities; Cumberland campus
Assessment: Assignments and examination

HIMT 5059
Credit points: 6
Session: Semester 2
Delivery mode: BM
Description: This unit introduces the student to the concepts of organising health information in a logical way to interface with an electronic information system. The importance of terminologies such as the Unified Medical Language System will be investigated along with issues related to comparing coding systems, including mapping. A review of the structure of a range of current health classification systems such as International Classification of Diseases (ICD), the Systematised Nomenclature of Medicine (SNOMED), Read Codes, the International Classification of Primary Care (ICPC) and casemix (DRGs, RUGs, AVG) will be undertaken
Classes: Intensive, compulsory block mode (6 x 4 hrs) plus individual and small group independent learning and e-learning activities; Cumberland campus
Assessment: 1 x 1500 word assignment, 1 x 2000 word essay and 1 x 2hr examination

HIMT 5067
Credit points: 6
Session: Semester 1 and 2
Delivery mode: BM
Description: Greater demands are being placed upon health care practitioners and managers to adopt evidence-based practice. This requires a systematic

appraisal of the best available evidence. The rapid expansion of information in the health sector should result in increased knowledge and more effective health care. However it is common for practitioners to feel overwhelmed by the volume and different types and quality of information available. This unit includes concepts relating to adopting an evidence-based decision making approach in the health sector. Issues covered include what constitutes evidence, levels of evidence, searching for evidence and critical appraisal.

Classes: Intensive, compulsory block mode plus individual and small group independent learning and e-learning activities; Cumberland campus
Assessment: 3 x 2000 word assignments

HIMT 5069

Credit points:

Session:

Delivery mode:

Description:

Health Care Systems

6

Semester 1 and 2

NE

This unit provides an introduction to health care systems with an emphasis on the Australian health care system. Topics covered include Commonwealth and State responsibilities for health with a particular focus on funding issues, healthcare expenditure, the structure and organisation of health insurance, health care facilities and the health workforce. The health of the Australian population is considered and compared internationally, and the health of indigenous Australians is reviewed in depth. The unit encourages a critical appraisal of current health arrangements and policies and an appreciation of the pluralistic nature of the health system. Students will participate in the Health Care Game, an interactive web-based program, as part of the unit of study

Classes: Lecture/lab/tutorial on-campus 2 hrs per week throughout semester (evening classes); Cumberland campus;

Assessment: 1x 1500 word essay, 1 x Health Care Game assignment and 1 x 2hr examination

BACH 5255

Credit points:

Session:

Delivery mode:

Description:

Qualitative Research Methods

6

Semester 2

ND

In this unit students will learn about qualitative research techniques such as in-depth interviewing and participant observation which focus on the investigation of people's experiences and their interpretation of events. This unit examines the types of research questions for which these methods are best suited, and provides training in data collection methods and analysis. The unit is conducted as a seminar in which students actively participate; students also work on a research project of their choice throughout the semester

Classes: Lecture/lab/tutorial on-campus 3 hrs per week (day classes) throughout semester; Cumberland campus;

Assessment: Assignments and examination

BACH 5338

Credit points:

Session:

Delivery mode:

Description:

Cyberpsychology and Online Health

6

Semester 2

ND

Cyberpsychology and e-Health aims to educate those seeking careers in allied health on how societal and individual health is both affected and resourced

by the Internet. The unit of study will be based on current research and policy guidelines set by the Australian and American Medical Associations, the American Psychological Association and Australian Psychological Society for the use of Information technology in the following areas: 1. Informing allied health professionals of online resources for their profession. 2. How types of ICT functions may affect the behaviour of youth and the elderly. 3. Ethics and viability of delivering general health and mental health resources online. 4. The evolution of Telemedicine and Cyber-pharmacology practices. 5. Provision of psychological therapy over the Internet. 6. General health and mental health research and testing online. 7. Quality control and assessment of general and specific online health resources. 8. Future directions of Information Technology and its application to health.

Classes: Lecture/lab/tutorial on-campus 2 hrs per week (day classes) throughout semester, plus 2 hrs practical fieldwork; Cumberland campus;
Assessment: Assignments and examination

BACH XXXX

Credit points:

Session:

Delivery mode:

Description:

Social Dimensions of Biotechnology

6

Semester 1 or 2

ND

This unit examines the social dimension of biotechnology and its role in medicine and health. It focuses on the promises and limitations of biotechnology, the ethical implications, and its representation in the media. Students will explore notions of the 'genetic underclass'; genetic determinism in media representation; the changing nature of traditional institutions such as the family and the workplace in light of our increasing knowledge about genes, heredity, and genetic risk; and the reconstitution of social and individual identities through biotechnology. Students will be introduced to social issues surrounding cutting edge technologies including the human genome project, gene therapy, stem cell research, cloning, xeno transplantations, reproductive technologies, and the various types of DNA tests now available including presymptomatic, predictive, and diagnostic tests; population (mass) screenings; pre-implantation diagnosis; and forensic DNA fingerprinting.

Prerequisites: Health, illness and Social Inquiry or Introduction to Health Sociology or Foundations of Health Sociology

Classes: Lecture/lab/tutorial on-campus 2 hrs per week (day classes) throughout semester; Cumberland campus;

Assessment: 1 x journal club assignment, 1 x 1000 word assignment, 1 x 2000 word essay and workshop participation