SYDNEY MEDICAL SCHOOL

CLINICAL EPIDEMIOLOGY PROSPECTIVE STUDENT GUIDE 2015
Clinical epidemiology is the science of locating, evaluating and generating the best research evidence in order to apply it to patient care, thereby improving the health care of individual patients.
perform clinical research of a higher calibre. Our alumni surveys consistently show that we provide these skills, thereby equipping our graduates with the abilities needed to succeed at the top of their chosen fields.

The program is designed for people with clinical experience. Our students come from various clinical research and health professions including doctors, nurses, physiotherapists and pharmacists.

WHAT DO STUDENTS LEARN?

In the Clinical Epidemiology program clinicians and researchers will learn the principles of clinical epidemiology – the science of finding and applying best evidence in clinical practice. Our program explains theory through patient-based examples to ensure that clinical epidemiology skills can be readily integrated into the day-to-day work of students.

Some of our students want to be able to tell potential employers or specialty training programs that they have clinical research skills as well as core competencies. Others want to improve their interpretation of research and to perform clinical research of a higher calibre. Our alumni surveys consistently show that we provide these skills, thereby equipping our graduates with the abilities needed to succeed at the top of their chosen fields.

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Our program explains theory through patient-based examples to ensure that clinical epidemiology skills can be readily integrated into the day-to-day work of students.

Students have the opportunity to develop expertise across a variety of clinical research methods including studies of interventions, diagnostic tests, patient outcomes, health economic evaluations, genetic epidemiology and systematic reviews. This includes learning analysis methods and biostatistics.
WHY STUDY AT THE UNIVERSITY OF SYDNEY’S SCHOOL OF PUBLIC HEALTH?

The School of Public Health is renowned for excellence in a number of areas, including epidemiology, biostatistics, health economics, evidence-based health care, health promotion and health advocacy, as well as for its first-class research program and publication record.

Currently the largest and longest running school of its type in Australia, the School of Public Health was established in 1930 as the Commonwealth School of Public Health and Tropical Medicine, and in 1987 was incorporated into the Sydney Medicine School. Today, the School is a vibrant, multidisciplinary network of individuals and centres that provides a range of exceptional educational opportunities, and fosters a dynamic and collaborative study environment.

CLINICAL EPIDEMIOLOGY IN THE SCHOOL
The University of Sydney has offered courses in Clinical Epidemiology since 1994, with enrolments growing steadily each year.

The program is taught by practicing clinicians who are renowned as leaders in their fields, ensuring that the coursework remains firmly grounded in the current clinical reality.

Alongside their work with the program, staff are also sought out to develop and run professional development short courses tailored to particular groups that include medical colleges, medical journal editors and non-governmental organisations involved in healthcare evaluation and improvement.

Our Clinical Epidemiology program is characterised by three core features: flexibility of delivery, relevance to clinicians and clinical researchers, and standards of excellence.

FLEXIBILITY
Recognising that work and family commitments affect our students in different ways, the Sydney School of Public Health has developed a range of courses in Clinical Epidemiology to suit all student needs. Our Graduate Certificate, Graduate Diploma, and Masters courses offer students an internationally recognised qualification in clinical epidemiology within an engaging and stimulating program.

For those seeking a short-term introduction to clinical epidemiological concepts and skills, we offer a stand-alone Clinical Epidemiology Fundamentals short course.

For those wanting to upgrade their skills in a specific area it is also possible to undertake certain units of study as non-award professional development courses. If a student later decides to undertake a graduate certificate, graduate diploma or master’s degree, units undertaken as non-award can then be credited towards the new qualification.

With a wide range of units of study to choose from, full-time and part-time modes of study, and online, project based, and face-to-face unit delivery formats, our degrees and short courses are designed to allow you to tailor the pace and mode in which you study to your particular needs as a busy practitioner or researcher.

RELEVANCE
With Academic Staff that includes both practising clinicians and clinical researchers, our program is focused on teaching clinical epidemiological skills and concepts in a manner that is both relevant and applicable to students’ day-to-day employment.

Our units of study have been developed based upon their relevance to the clinical and clinical research environments – examples include Quality and Safety in Health Care, Introduction to Systematic Reviews, and Screening and Diagnostic Test Evaluation. Our units of study are constantly revised and updated with new methodology and clinical content, to ensure what you learn is relevant and current.

Our units of study remain at the forefront of clinical and research environments – examples include Quality and Safety in Health Care, Introduction to Systematic Reviews, and Screening and Diagnostic Test Evaluation. Our units of study are constantly revised and updated with new methodology and clinical content, to ensure what you learn is relevant and current.

We explain theoretical concepts through clinical examples, and achieve further relevance within our units by encouraging students to apply clinical epidemiological principles to examples from their own practice.

EXCELLENCE
Our degrees are designed to produce graduates who have the skills to locate and critically appraise evidence in order to deliver the highest-quality patient health-care, as well as graduates who possess the skills to conduct clinical research that attains a standard of excellence. As such we encourage our students to think and learn independently, and to consider their own clinical experiences in their understanding of theory and examples.

At a teaching level we annually improve and renew our units to ensure that our program remains at the forefront of clinical epidemiology teaching around the world.

CAREER PROSPECTS
A Clinical Epidemiology degree from the Sydney School of Public Health will not only improve your clinical practice, but also teach you the skills to conduct high-quality clinical research, giving you an edge in any future clinical and research endeavours.

Previous students have gone on to undertake PhDs in epidemiology, teach epidemiology to undergraduates and postgraduates, become members of the Cochrane Collaboration, be awarded NHMRC grants, and take on clinical leadership roles in their fields.
Masters students are also required to complete an additional minimum of 4 credit points from project units.

*Available Semester One only

For all sessions in 2015 can be found via this link: web.timetable.usyd.edu.au/censusDates. In order to prevent incurring fees and receiving a fail grade on the transcript. Census dates and Citizenship at www.immi.gov.au/students, and the University of Sydney’s International Office website - sydney.edu.au/internationaloffice/about.shtml

The mandatory units for full-time study are offered on Tuesday, Wednesday and Thursday evenings, but students will also be required to attend some daytime classes to meet credit-point requirements.

The Australian academic calendar is made up of two semesters. Semester One begins in late January and Semester Two commences in late July and concludes in November.

All international students are strongly recommended to start in Semester One given that Introductory Biostatistics is only offered in Semester One and this unit is a prerequisite for all the statistical analysis units available in Semester Two. For more information about starting in Semester Two please see page 8 and contact a clinical epidemiology academic prior to application.

International students are responsible for making sure they fulfill their visa requirements for full-time study and face-to-face attendance. International students studying full-time on a student visa can study up to 25 per cent of their course by online and/or distance learning, but in each semester period each student must be studying at least one unit that is not by distance or online. If you have any questions about your visa requirements, please speak to a member of the international office compliance team (see sydney.edu.au/internationaloffice/about.shtml)

The Master of Medicine (Clinical Epidemiology), the Master of Science in Medicine (Clinical Epidemiology), the Graduate Diploma in Medicine (Clinical Epidemiology) and the Graduate Certificate (Clinical Epidemiology) are available on a full-time basis for international students who hold an Australian student visa.

For more information about Australian Student Visas please see the Department of Immigration and Citizenship at www.immi.gov.au/students, and the University of Sydney’s International Office website - sydney.edu.au/internationaloffice/about.shtml

The School of Public Health welcomes postgraduate students funded by the Australian Government’s Australia Awards Scholarships programme. The Australia Awards Unit at the University of Sydney looks after around 230 Australia Awards scholarship holders from more than 30 countries. To check if you qualify for an Australia Awards Scholarship, please contact the Australia Awards Unit: australiaawards@sydney.edu.au
In order to ensure maximum flexibility for our students, it is possible to complete every clinical epidemiology degree by distance through our range of online and project-based units of study.

In addition to clinical epidemiology units, other degree programs within the School of Public Health also offer units of study in online and/or weekend workshop formats that may be of interest to clinical epidemiology students. Please note however, that clinical epidemiology students who wish to undertake non-prescribed units of study as electives must first obtain permission and consider the credit point limits that apply for non-prescribed electives.

Please see sydney.edu.au/medicine/public-health/current/coursework/resources/distancestudy.php for more information on studying by distance. Also, see “planning your study” on page 16 and “example of course structures” for suggestions about how to combine units for distance study.

DISTANCE LEARNING

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FEES AND SCHOLARSHIPS

The Clinical Epidemiology graduate certificate, graduate diploma and master’s courses are all full-fee paying and incur standard Sydney Medical School postgraduate course fees. Fees are payable in advance in semester instalments and differ between local and international students. A local student is a student who is a citizen or permanent resident of Australia or New Zealand. For local students these may be payable through FEE-HELP and fees may be tax deductible.

A list of current fees can be found at sydney.edu.au/medicine/public-health/future-student/plan-your-studies/tuition-fees.

FULL-FEE PLACES AND FEE-HELP

Full-fee places are unsubsidised and as such the student bears the full cost of the degree. FEE-HELP is a loan scheme whereby the Australian Government pays all or part of a student’s tuition fees upfront, and the student pays the loan back later through either the taxation system or voluntary contributions. Local students may be eligible to defer their fees to FEE-HELP at the time of commencement.

For more information about FEE-HELP please see the Australian Government Study Assist website - studyassist.gov.au/sites/studyassist/helppayingmyfees/fee-help/pages/fee-help-

COMMONWEALTH SUPPORTED PLACES (CSP’S) AND HECS-HELP

Commonwealth Supported Places (CSP’s) are those places that are subsidised by the Australian Commonwealth Government. Please note that CSPs are not available to Clinical Epidemiology Students.


STUDENT SERVICES AND AMENITIES FEE (SSA) AND SA-HELP

In addition to the postgraduate tuition fees, all students at the University of Sydney will be charged the SSA fee in 2015. Students will be required to pay this fee upfront each semester or obtain a SA-HELP loan, if eligible, prior to the SSA fee payable date. SA-HELP is a loan scheme whereby the payment of the SSA fee is deferred whilst studying and repaid later through either the taxation system or voluntary contributions.

For more information on the SSA and SA-HELP please see the following websites:
- University of Sydney - sydney.edu.au/current_students/student_administration/ssa_fee

AUSTUDY

Some students may be eligible for government financial help in the form of Austudy during their studies. To be eligible you must be at least 25 years of age, be enrolled full-time, be an Australian resident, and meet income and assets test requirements.

“The course gave me essential skills required to conduct my own research and having an online option made studying much easier.”

GEORGIA
MASTER OF MEDICINE
(CLINICAL EPIDEMIOLOGY)
Clinical Epidemiology alumni may apply for CPD/CME accreditation with the following colleges:

- Surgeons
- Physicians
- General Practitioners
- Radiology
- Pathology
- Obstetricians
- Emergency Medicine

In 2014, the Clinical Epidemiology program received official accreditation from the Royal Australasian College of Surgeons. The following Specialty Training Boards provided additional accreditation:

- Paediatric Surgery - Clinical Epidemiology will be granted points for Surgical Education & Training applications
- Urology - applicants who complete a Graduate Diploma (Clinical Epidemiology), Master of Medicine (Clinical Epidemiology) or Master of Science in Medicine (Clinical Epidemiology) may attain points in the Qualifications section of their CV. No points can be awarded for qualifications commenced in the year of application. All SET Urology trainees are required to undertake the Critical Literature Evaluation and Research (CLEAR) course which is provided by the RACS. SET Urology trainees could apply for exemption from the CLEAR course if they have completed the Graduate Diploma (Clinical Epidemiology), the Master of Medicine (Clinical Epidemiology) or the Master of Science in Medicine (Clinical Epidemiology)
- Vascular Surgery - applicants can be awarded points for attending Clinical Epidemiology courses.
- Plastic and Reconstructive Surgery - applicants for selection into the Plastic and Reconstructive Surgical Education and Training Program (SET) are given one point for completing a course which has been accredited by RACS.

CEPI5100 Introduction to Clinical Epidemiology has been approved by the Australasian College for Emergency Medicine for the Trainee Research Requirement.

For 2015 entry, the Sydney School of Public Health will be offering scholarships for Masters Degree students in Clinical Epidemiology studying either full time or part time. These scholarships are only available to Australian citizens and permanent residents, and are not available for those wishing to study a graduate certificate or graduate diploma. The scholarships are awarded competitively on the basis of academic merit and achievement relative to opportunity, are to a value of $10,000 per student over the duration of the Masters degree, and are paid on a pro rata basis depending on a student’s credit point load. If you meet these criteria, and you wish to be considered for a scholarship, please make this clear in your cover letter of intent that you submit with your application, and in addition, contact the clinical epidemiology team via sph.cepi@sydney.edu.au. If you do not include this detail in your cover letter, or do not alert the clinical epidemiology team, we cannot consider you for a scholarship.

As a prospective student you may also want to explore other avenues of funding for your degree. Information on Scholarships administered by the University can be found on the Scholarships Office website - [sydney.edu.au/scholarships/prospective/](http://sydney.edu.au/scholarships/prospective/).

In the past, some students have secured external funding through their employers or other external organisations.

More information on scholarships can be found at the Australian Government Study Assist website - [studyassist.gov.au/sites/StudyAssist/ScholarshipsAndAwards](http://studyassist.gov.au/sites/StudyAssist/ScholarshipsAndAwards).
MASTER OF MEDICINE (CLINICAL EPIDEMIOLOGY) IN CONJUNCTION WITH SYDNEY MEDICAL PROGRAM

For applicants who are looking for a short-term introductory course in Clinical Epidemiology, the School of Public Health offers CEPI 0000 – Clinical Epidemiology Fundamentals. The aim of this short course is to provide an introduction to important skills and concepts in clinical epidemiology and increase the influence of evidence-based medicine in students’ clinical decisions. Students will be shown how to formulate a concise clinical question, find and appraise the evidence and apply the information to patient care. The course is offered in both semester one and semester two and comprises of six online learning modules. Please note that this is a stand-alone short course and cannot be used as credit towards any of the clinical epidemiology degrees.

Interested SMP students should check here: sydney.edu.au/medicine/future-students/medical-program/combined/index.php#MD_MM for full details of how to apply.
ADMISSION REQUIREMENTS
Applicants are required to meet the following:

- A Medical degree (MD/MBBS)
- A Bachelor’s degree in a health discipline with first or second class honours.

Applicants who do not meet these requirements may be admitted on the basis of having completed equivalent work or by having substantial relevant work experience in a related field.

All students entering the program are expected to have some clinical experience. Please contact us for advice if you are interested in the program but do not have clinical experience, on sph.cepi@sydney.edu.au.

APPLICATIONS

HOW TO APPLY
All applications to the Clinical Epidemiology program must be submitted to the University through the online Sydney Student portal. For details about how to apply, including documentation requirements and English language requirements, please see the appropriate link:

International Applicants: sydney.edu.au/medicine/future-students/postgraduate/apply-enrol/international.php

Please Note: Prospective students are required to submit a “Letter of Intent” and a full Curriculum Vitae with their application. These should be uploaded in the “Supporting Documents” section of the online application form. Email medicine.pgapply@sydney.edu.au if you have any problems submitting these documents.

ACCEPTING YOUR OFFER AND ENROLMENT
Once you have been accepted into the School of Public Health’s Clinical Epidemiology program, you will want to plan your study. You have joined an elite cohort of Clinical Epidemiology students, who since the degree began in 1994, have learned from our Faculty of internationally recognised researchers and teachers. All of our students value the knowledge and skills gained from our program and our reputation for excellence continues to be reflected in our steady rise in enrolments since inception.

We hope that you will always appreciate and reflect positively on your time in our Clinical Epidemiology Program.

APPLICATION CLOSING DATES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Local</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One</td>
<td>31 January</td>
<td>31 January</td>
</tr>
<tr>
<td>Semester Two</td>
<td>3rd July</td>
<td>3rd July</td>
</tr>
</tbody>
</table>

Please Note: Late applications may be considered, however priority will be given to applications that are received on time.

NEW STUDENTS
For new students, once you have been given an offer of admission, you will be required to enrol in your course prior to commencement. Detailed enrolment instructions will be sent to you by the Postgraduate Student Services Office in advance of the enrolment day. To complete enrolment, you will need to choose the units of study that you will be undertaking during the year. To enrol you will need to provide unit of study codes, names and sessions. For questions about enrolment please see sydney.edu.au/medicine/current-students/enrolment-variations/postgraduate/enrolment.php#continuing or contact the Postgraduate student administration unit: medicine.pgassist@sydney.edu.au In choosing your units of study you should take account of the pre- and co-requisites, and timetabling. The following tables show a list of all core and elective units available, and also show some examples of how different units can be combined in different ways depending on how you wish to study

CONTINUING STUDENTS
For continuing students, you must re-enrol every year that you remain a candidate for a degree. Before commencement of each semester you will be sent an email reminding you about the enrolment task and providing you with instructions about how to complete it. You will be able to enrol via Sydney Student system, accessible through MyUni portal. Following successful enrolment you will be able to see your Financial Statements in Sydney Student.

STUDENTS RETURNING FROM SUSPENSION
Students returning from suspension will be contacted by the Faculty Student Services with information regarding their enrolment. Following this, they will be required to follow the enrolment process outlined above.
PLANNING YOUR STUDY

COURSE STRUCTURE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>STRUCTURE</th>
<th>TOTAL CPS</th>
<th>CANDIDATURE LENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
<td>Clinical Epidemiology</td>
<td>3 core units (14 credit points) Electives (10 credit points)</td>
<td>24</td>
</tr>
<tr>
<td>Graduate Diploma in Medicine</td>
<td>Clinical Epidemiology</td>
<td>3 core units (14 credit points) Electives (22 credit points)</td>
<td>36</td>
</tr>
<tr>
<td>Master of Medicine</td>
<td>Clinical Epidemiology</td>
<td>3 core units** (18 credit points) Electives (30 credit points)</td>
<td>48</td>
</tr>
<tr>
<td>Master of Science in Medicine</td>
<td>Clinical Epidemiology</td>
<td>3 core units** (18 credit points) Electives (30 credit points)</td>
<td>48</td>
</tr>
</tbody>
</table>

*Available Semester One only
** Masters students are also required to complete an additional minimum of 4 credit points from project units

ELECTIVE UNITS

Table 1 on page 17 provides the list of Clinical Epidemiology electives: that is, recommended units of study that are affiliated with the Clinical Epidemiology program. In addition to this list, students may also undertake non-clinical epidemiology electives; that is, units of study offered by the School of Public Health other than those listed in Table 1.

To undertake non-clinical epidemiology electives a student must:

1. Not exceed the maximum number of credit points allowed from non-clinical epidemiology electives limits; that is, six credit points for the master’s, four credit points for the graduate diploma, and two credit points for the graduate certificate;

2. Obtain written permission from the CEPI Course Coordinator; email the Course Coordinator via sph.cepi@sydney.edu.au explaining why the unit is relevant to your clinical epidemiology studies and retain their response email;

3. Obtain written permission from the Unit Coordinator of the unit of study you wish to take as an elective: similarly retain the response of the Unit Coordinator;

4. Mail the Postgraduate Student Administration Unit at medicine.pgassist@sydney.edu.au and request to be enrolled in the unit: the student should attach both approvals from the Course Coordinator and Unit Coordinator to their request.

Please note: some units of study may be subject to quotas or other limitations of enrolment, or have pre- or co-requisite units. In these circumstances students should contact the unit coordinator for advice about enrolling in the unit.

UNITS OF STUDY

Table 1: Core units and approved elective units of study for the Clinical Epidemiology Program

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
<th>CREDIT POINTS</th>
<th>DELIVERY MODE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 5018</td>
<td>Introductory Biostatistics</td>
<td>6</td>
<td>F, O</td>
</tr>
<tr>
<td>CEPI 5100</td>
<td>Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>F, O</td>
</tr>
<tr>
<td>CEPI 5102</td>
<td>Literature Searching</td>
<td>2</td>
<td>O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
<th>CREDIT POINTS</th>
<th>DELIVERY MODE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI 5205</td>
<td>Doing a Systematic Review</td>
<td>6</td>
<td>P</td>
</tr>
<tr>
<td>CEPI 5206</td>
<td>Introduction - Teaching Clinical Epidemiology</td>
<td>2</td>
<td>P</td>
</tr>
<tr>
<td>CEPI 5207#</td>
<td>Advanced - Teaching Clinical Epidemiology</td>
<td>6</td>
<td>P</td>
</tr>
<tr>
<td>CEPI 5214</td>
<td>Writing and Reviewing Medical Papers</td>
<td>4</td>
<td>O</td>
</tr>
<tr>
<td>CEPI 5505#</td>
<td>Clinical Epidemiology Project 1</td>
<td>2</td>
<td>P</td>
</tr>
<tr>
<td>CEPI 5506</td>
<td>Clinical Epidemiology Project 2</td>
<td>4</td>
<td>P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
<th>CREDIT POINTS</th>
<th>DELIVERY MODE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI 5200</td>
<td>Quality and Safety in Health Care</td>
<td>6</td>
<td>O</td>
</tr>
<tr>
<td>CEPI 5300#</td>
<td>Health and Medical Research Grants: Theory and Practice</td>
<td>6</td>
<td>B</td>
</tr>
<tr>
<td>CEPI 5305</td>
<td>Translating Research Into Practice</td>
<td>2</td>
<td>BM</td>
</tr>
<tr>
<td>CEPI 5308</td>
<td>Patient Reported Outcomes Measurement</td>
<td>2</td>
<td>O</td>
</tr>
<tr>
<td>CEPI 5310</td>
<td>Advanced Statistical Modelling</td>
<td>4</td>
<td>F, O</td>
</tr>
<tr>
<td>PUBH 5520</td>
<td>Chronic Disease Prevention and Control</td>
<td>6</td>
<td>O</td>
</tr>
<tr>
<td>PUBH 5500</td>
<td>Advanced Qualitative Health Research</td>
<td>6</td>
<td>BM</td>
</tr>
<tr>
<td>BETH 5201^</td>
<td>Ethics &amp; Biotechnology</td>
<td>6</td>
<td>F, O</td>
</tr>
<tr>
<td>BETH 5204^</td>
<td>Clinical Ethics</td>
<td>6</td>
<td>BM, O</td>
</tr>
<tr>
<td>QUAL 5002</td>
<td>Qualitative Methodologies &amp; Study Design</td>
<td>6</td>
<td>BM</td>
</tr>
<tr>
<td>CEPI 5202</td>
<td>Advanced Evaluation of Diagnostic Tests</td>
<td>2</td>
<td>O</td>
</tr>
<tr>
<td>CEPI 5203</td>
<td>Introduction to Systematic Reviews</td>
<td>2</td>
<td>O</td>
</tr>
<tr>
<td>CEPI 5204</td>
<td>Advanced Systematic Reviews</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>CEPI 5211</td>
<td>Introduction to Genetic Epidemiology</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>CEPI 5306</td>
<td>Clinical Practice Guidelines</td>
<td>2</td>
<td>O</td>
</tr>
<tr>
<td>PUBH 5519</td>
<td>Cancer Prevention &amp; Control</td>
<td>6</td>
<td>O</td>
</tr>
<tr>
<td>PUBH 5532</td>
<td>Making Decisions in Public Health</td>
<td>2</td>
<td>BM, O</td>
</tr>
<tr>
<td>PUBH 5516</td>
<td>Genetics and Public Health</td>
<td>4</td>
<td>BM</td>
</tr>
<tr>
<td>PUBH 5520</td>
<td>Decision Analysis</td>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>PUBH 5526</td>
<td>Controlled Trials</td>
<td>2</td>
<td>BM</td>
</tr>
<tr>
<td>PUBH 5528</td>
<td>Screening &amp; Diagnostic Test Evaluation</td>
<td>2</td>
<td>F, O</td>
</tr>
<tr>
<td>PUBH 5521</td>
<td>Multiple Regression and Statistical Computing</td>
<td>4</td>
<td>F, O</td>
</tr>
<tr>
<td>PUBH 5512</td>
<td>Categorical Data Analysis</td>
<td>2</td>
<td>F, O</td>
</tr>
<tr>
<td>PUBH 5513</td>
<td>Survival Analysis</td>
<td>2</td>
<td>F, O</td>
</tr>
<tr>
<td>PUBH 5524</td>
<td>Advanced Epidemiology</td>
<td>6</td>
<td>F</td>
</tr>
<tr>
<td>PUBH 5532</td>
<td>Health Economic Evaluation</td>
<td>4</td>
<td>BM</td>
</tr>
<tr>
<td>PUBH 5537</td>
<td>Advanced Health Economic Evaluation</td>
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<td>BM</td>
</tr>
<tr>
<td>PUBH 5539</td>
<td>Translational Health</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>PUBH 5517</td>
<td>Injury Epidemiology Prevention &amp; Control</td>
<td>4</td>
<td>O</td>
</tr>
<tr>
<td>PUBH 5542</td>
<td>Health and Risk Communication</td>
<td>6</td>
<td>BM</td>
</tr>
<tr>
<td>BETH 5202^</td>
<td>Human and Animal Research Ethics</td>
<td>6</td>
<td>BM, O</td>
</tr>
<tr>
<td>BETH 5203^</td>
<td>Ethics and Public Health</td>
<td>6</td>
<td>BM, O</td>
</tr>
<tr>
<td>BETH 5208^</td>
<td>Introduction to Human Research Ethics</td>
<td>2</td>
<td>BM</td>
</tr>
</tbody>
</table>
OLIVIA
MASTER OF SCIENCE IN MEDICINE (CLINICAL EPIDEMIOLOGY)

“This course will benefit me in my future career in the research area as I’ve gained analytical skills, learned how to conduct a systematic review and am now able to properly read and understand clinical reports. I’m hoping I can use what I’ve learnt in this course to work in the public health sector in Hong Kong, and to improve the awareness of public health in the society.”

Table 1 cont.

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
<th>CREDIT POINTS</th>
<th>DELIVERY MODE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO9003</td>
<td>Information Technology for Health Professionals (NEW)</td>
<td>6</td>
<td>BM</td>
</tr>
<tr>
<td></td>
<td>Offered in semester one and two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH 5216</td>
<td>Introductory Analysis of Linked Data</td>
<td>6</td>
<td>BM</td>
</tr>
</tbody>
</table>

* CPS – Credit Points
** Unit Delivery Modes
- B: Blended – a combination of online & face-to-face delivery
- BM: Block Mode – involves weekend & occasionally weekday workshops
- F: Face-to-face – face-to-face only
- O: Online – online only
- P: Project – involves face-to-face/telephone/Skype meetings with a supervisor + individual student project work

Table 2: Suggested non-crosslisted elective units. Students can take maximum of 6 credit points (Masters), 4 credit points (Graduate Diploma) and 2 credit points (Graduate Certificate). Please note that other units can also be selected. See university website for full units of study descriptions.

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
<th>CREDIT POINTS</th>
<th>DELIVERY MODE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETH 5209</td>
<td>Medicines Policy, Economics and Ethics</td>
<td>6</td>
<td>BM, O</td>
</tr>
<tr>
<td>PMED 5081</td>
<td>Leadership in Medicine</td>
<td>6</td>
<td>B</td>
</tr>
<tr>
<td>MEDF5002</td>
<td>Best Practice in Health Care Education</td>
<td>6</td>
<td>B</td>
</tr>
</tbody>
</table>

EXAM PLES OF COURSE STUCTURES

The following tables are examples of how units can be combined in particular circumstances, such as for distance learning starting full-time in semester 2 and for particular learning preferences. Please note, before enrolling, students should check each individual unit of study to and pre-requisites to be sure they meet enrolment criteria, and unit of study timetables to ensure there are no scheduling clashes. Please refer to the relevant semester timetable available on the SPH website: http://sydney.edu.au/medicine/public-health/future-student/plan-your-studies/index.php

Table 3 Clinical Epidemiology units available in distance learning format

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>CREDIT PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI 5200</td>
<td>Quality and Safety in Health Care</td>
</tr>
<tr>
<td>CEPI 5308</td>
<td>Patient Reported Outcomes Measurement</td>
</tr>
<tr>
<td>CEPI 5310</td>
<td>Advanced Statistical Modelling</td>
</tr>
<tr>
<td>PUBH 5018</td>
<td>Introductory Biostatistics</td>
</tr>
<tr>
<td>PUBH 5202</td>
<td>Chronic Disease Prevention and Control</td>
</tr>
<tr>
<td>BETH 5201</td>
<td>Ethics &amp; Biotechnology</td>
</tr>
<tr>
<td>BETH 5204</td>
<td>Clinical Ethics</td>
</tr>
<tr>
<td>UNIT CODE</td>
<td>UNIT NAME</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>CEPI 5100</td>
<td>Introduction to Clinical Epidemiology</td>
</tr>
<tr>
<td>CEPI 5102</td>
<td>Literature Searching</td>
</tr>
<tr>
<td>CEPI 5103</td>
<td>Advanced Evaluation of Diagnostic Tests</td>
</tr>
<tr>
<td>CEPI 5104</td>
<td>Introduction to Systematic Reviews</td>
</tr>
<tr>
<td>CEPI 5105</td>
<td>Clinical Practice Guidelines</td>
</tr>
<tr>
<td>CEPI 5106</td>
<td>Patient Reported Outcomes Measurement</td>
</tr>
<tr>
<td>PUBH 5018</td>
<td>Translational Health</td>
</tr>
<tr>
<td>PUBH 5020</td>
<td>Advanced Qualitative Health Research</td>
</tr>
<tr>
<td>BETH 5201</td>
<td>Ethics &amp; Biotechnology</td>
</tr>
<tr>
<td>BETH 5203</td>
<td>Ethics and Public Health</td>
</tr>
<tr>
<td>BETH 5204</td>
<td>Clinical Ethics</td>
</tr>
<tr>
<td>QUAL 5002</td>
<td>Qualitative Methodologies &amp; Study Design</td>
</tr>
<tr>
<td>CEPI 5200</td>
<td>Quality and Safety in Health Care</td>
</tr>
<tr>
<td>CEPI 5203</td>
<td>Introduction to Systematic Reviews</td>
</tr>
<tr>
<td>CEPI 5204</td>
<td>Clinical Practice Guidelines</td>
</tr>
<tr>
<td>CEPI 5205</td>
<td>Patient Reported Outcomes Measurement</td>
</tr>
<tr>
<td>PUBH 5020</td>
<td>Translational Health</td>
</tr>
<tr>
<td>PUBH 5031</td>
<td>Advanced Health Economic Evaluation</td>
</tr>
<tr>
<td>BETH 5201</td>
<td>Ethics &amp; Biotechnology</td>
</tr>
<tr>
<td>BETH 5203</td>
<td>Ethics and Public Health</td>
</tr>
<tr>
<td>BETH 5204</td>
<td>Clinical Ethics</td>
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<td>QUAL 5002</td>
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<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
<th>CPS</th>
<th>DELIVERY MODE</th>
<th>SEMESTER OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI 5205</td>
<td>Doing a Systematic Review</td>
<td>6</td>
<td>O</td>
<td>2</td>
</tr>
<tr>
<td>CEPI 5206</td>
<td>Introduction - Teaching Clinical Epidemiology</td>
<td>2</td>
<td>F</td>
<td>2</td>
</tr>
<tr>
<td>CEPI 5207</td>
<td>Advanced - Teaching Clinical Epidemiology</td>
<td>6</td>
<td>F</td>
<td>2</td>
</tr>
<tr>
<td>CEPI 5208</td>
<td>Writing and Reviewing Medical Papers</td>
<td>4</td>
<td>O</td>
<td>2</td>
</tr>
<tr>
<td>CEPI 5209</td>
<td>Clinical Epidemiology Project 1</td>
<td>2</td>
<td>O</td>
<td>2</td>
</tr>
<tr>
<td>CEPI 5210</td>
<td>Clinical Epidemiology Project 2</td>
<td>4</td>
<td>O</td>
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Table 5 cont.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Delivery Mode</th>
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</thead>
<tbody>
<tr>
<td>CEPI 5300</td>
<td>Health and Medical Research Grants: Theory and Practice</td>
<td>6</td>
<td>B</td>
</tr>
<tr>
<td>CEPI 5308</td>
<td>Patient Reported Outcomes Measurement</td>
<td>2</td>
<td>O</td>
</tr>
<tr>
<td>CEPI 5505</td>
<td>Clinical Epidemiology Project 1</td>
<td>2</td>
<td>P</td>
</tr>
<tr>
<td>PUBH 5018</td>
<td>Introductory Biostatistics</td>
<td>6</td>
<td>F, O</td>
</tr>
<tr>
<td>PUBH 5020</td>
<td>Chronic Disease Prevention and Control</td>
<td>6</td>
<td>O</td>
</tr>
<tr>
<td>PUBH 5500</td>
<td>Advanced Qualitative Health Research</td>
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<td>BM</td>
</tr>
<tr>
<td>BETH 5201</td>
<td>Ethics &amp; Biotechnology</td>
<td>6</td>
<td>F, O</td>
</tr>
<tr>
<td>BETH 5204</td>
<td>Clinical Ethics</td>
<td>6</td>
<td>BM, O</td>
</tr>
</tbody>
</table>

*Students must have clinical experience and unit coordinator approval.

UNIT OF STUDY OUTLINES

CEPI5100
Introduction to Clinical Epidemiology
6 Credit Points
Dr Fiona Stanaway, Dr Sharon Reid

Prohibition: PUBH5018
Offered: Semester 1, Semester 2
Classes: offered online or face-to-face (daytime tutorials)
Assessment: completion of online quizzes (50%), 1x 2000 word assignment (70%)

This unit introduces the concept of clinical epidemiology and provides students with core skills in clinical epidemiology at an introductory level. Topics covered include asking and answering clinical questions; basic and accessible literature searching techniques; study designs used in clinical epidemiological research; confounding and effect modification; sources of bias; interpretation of results including odds ratios, relative risks, confidence intervals, and p values; applicability of results to individual patients; critical appraisal of clinical epidemiological research literature; and answering questions of therapy (RCTs and systematic reviews), harm, prognosis, diagnosis, and clinical guidelines; and translating research into practice.

Textbooks: Online readings and other learning resources will be provided.

PUBH5018
Introductory Biostatistics
6 Credit Points
Dr Kevin McGeechan and Dr Patrick Kelly

Offered: Semester 1
Classes: 2 x 2hr lecture, 10 x 1hr tutorials, 11 x 2hr tutorials, 2 x 1hr and 8 x 0.5hr statistical computing self directed learning tasks over 12 weeks - lectures and tutorials may be completed online Assessment: 1x 4 page examination (30%) and 1x2.5hr open book exam (70%). For distance students it may be possible to complete the exam externally with the approval of the course coordinator.

This unit aims to provide students with an introduction to statistical concepts, their use and relevance in public health. This unit covers descriptive analyses to summarise health. This unit covers descriptive analyses to summarise health data; concepts underlying statistical inference; basic statistical methods for the analysis of continuous and binary data; and statistical aspects of study design. Specific topics include: sampling; probability distributions; sampling distribution of the mean; confidence intervals; significance tests for one-sample, two independent samples and two paired samples; and statistical methods for the analysis of continuous data and binary data; correlation and simple linear regression; distribution-free methods for two paired samples, two independent samples and correlation; power and sample size estimation in MEDLINE; useful practical tips for searching MEDLINE; methodological filters, journal citation reports, bibliometrics, and how to organise and manage references. The assignment requires students to demonstrate their search skills for clinical problems (marks allocated for how many relevant articles found, the content terms used, the methodological terms used, and the databases searched) and to demonstrate skills in the use of information tracking interfaces and Endnote.

Textbooks: Online readings and other learning resources will be provided.
CEPI5200
Quality and Safety in Health Care
6 Credit Points
Professor Merrily Watts, Dr Reema Harrison
Assumed knowledge: clinical experience strongly recommended. Offered: Semester 1; Corequisite: CEPI5100 or PUBH5010, or PUBH5208 and CEPI5203
Assessment: online participation (40%), short answer questions and word assignment (60%)
This unit has six major content areas delivered as modules covering: An understanding of Q&S in Healthcare; Professional and ethical practice; Clinical governance; Improving Healthcare. At the end of the unit students will understand the background to quality and safety in healthcare, from Australian and international perspectives; understand the nature of health care error including the methods of error detection and monitoring, and quality indicators; understand the role of good communication, and other professional responsibilities in quality and safety in healthcare; have developed an understanding of clinical governance, accountability and systems management; have considered models of improving health care such as getting research into practice, clinical practice guidelines and clinical practice improvement. This unit consists of online discussions and activities based around key provided readings and other resources.

Textbooks: Online readings and other learning resources will be provided.

CEPI5202
Advanced Evaluation of Diagnostic Tests
2 Credit Points
A/Prof Clement Loy
Corequisites: PUBH5208; offered online
Assessment: Class discussion and presentation (40%), written assignment (60%)
The aim of this unit is to critically appraise and apply, at an advanced level, the best evidence on diagnostic tests. The unit will help students to acquire advanced knowledge and skills in assessing the quality of articles about diagnostic tests; extracting useful measures of test accuracy; and determining the value of the tests for different patients. At the end of this unit students will be able to (at an advanced level): critically appraise articles assessing the validity and repeatability of diagnostic tests, and use information from diagnostic test articles to estimate the probabilities of alternative diagnoses with different test results. The principles of meta-analysis of diagnostic test studies will also be presented. The unit is based on discussion of pre-arranged readings. Assessment will be based on a paper selected for discussion in the final week.

Textbooks: Course notes are provided.

CEPI5203
Introduction to Systematic Reviews
2 Credit Points
Dr Sharon Reid, Dr Fiona Stanaway and Professor Jonathan Craig
Corequisite: CEPI5102
Assessment: submission of weekly tasks (90%) and assignment (100%)
This unit extends beyond the ‘Introduction to Systematic Reviews’ unit by exploring in-depth important issues around systematic reviews. At the end of this unit, students should be able to understand the advantages of individual participant data meta-analyses; critically appraise a review of observational studies; understand differences in systematic review of observational studies compared with randomized trials; understand the potential pitfalls of meta-regression; perform and interpret a sub-group and meta-regression analysis; analyse continuous data and understand the methods by which missing data can be imputed, and understand the common problems in meta-analysis of continuous data. The seminar sessions are interactive and based on discussion of reading material. Two sessions are based in the computer lab.

Textbooks: Course notes are provided.

CEPI5205
Doing a Systematic Review
6 Credit Points
A/Prof Giovanni Strippoli
Corequisite: CEPI5102
Assessment: submission of weekly tasks (90%) and assignment (100%)
This unit provides an opportunity to apply skills learnt by the students in the previous unit and develop knowledge and skills by undertaking a systematic review (ideally including a meta-analysis) in a topic area nominated by the student. Students will be supported by supervisors allocated to them by the unit coordinator. The assessment is to undertake a systematic review and present the review in the form of a paper suitable for submission to a peer reviewed scientific, academic or professional journal.

Textbooks: There are no essential readings for this unit.

CEPI5206
Intro Teaching Clinical Epidemiology
2 Credit Points
Dr Sharon Reid, Professor Jonathan Craig
Corequisites: CEPI5100 or PUBH5010, or PUBH5208 and CEPI5203
Prerequisite: CEPI5207
Assessment: 1 x 2000 word essay, course materials developed and evaluation report (100%)
This unit provides an opportunity to apply skills learnt by the student in teaching clinical epidemiology at an introductory level. Participants are expected to develop, teach and evaluate a clinical epidemiology module of at least 9 hours teaching time. They are also expected to nominate a topic in the area of Teaching Clinical Epidemiology and explore the area in an essay. By the end of this unit participants will have developed, delivered and evaluated a teaching module in Clinical Epidemiology by: developing materials about clinical epidemiology relevant to the target audience and setting; developing a method of evaluation which is relevant to the target audience and setting; developing and using an assessment tool appropriate for the teaching module; and using and developing a method of evaluation appropriate for the teaching module; and, explored, an essay, an academic area of interest in Teaching Clinical Epidemiology.


CEPI5207
Advanced Teaching Clinical Epidemiology
6 Credit Points
A/Prof Gabrielle Williams
Corequisites: CEPI5100 or PUBH5010, or PUBH5208 and CEPI5203
Prerequisite: CEPI5206
Assessment: 1 x 2500 word essay, course materials developed and evaluation report (100%)
This unit aims to further participants knowledge and skills in teaching clinical epidemiology - at an advanced level. Participants have the opportunity to develop their own teaching modules based upon the modules they have been exposed to in the Clinical Epidemiology Program at the University of Sydney. There is no additional face-to-face teaching. Participants are expected to develop, teach and evaluate a clinical epidemiology module of at least 9 hours teaching time. They are also expected to nominate a topic in the area of Teaching Clinical Epidemiology and explore the area in an essay. By the end of this unit participants will have developed, delivered and evaluated a teaching module in Clinical Epidemiology by: developing materials about clinical epidemiology relevant to the target audience and setting; developing a method of teaching which is relevant to the target audience and setting; developing and using an assessment tool appropriate for the teaching module; and using and developing a method of evaluation appropriate for the teaching module; and, explored, an essay, an academic area of interest in Teaching Clinical Epidemiology.


CEPI5211
Introduction to Genetic Epidemiology
2 Credit Points
A/Prof Clement Loy, Dr Gabrielle Williams
Corequisite: CEPI5203
Offered: Semester 2; Corequisite: PUBH5208 and CEPI5203
Prerequisite: PUBH5010; Prohibition: CEPI5207
Assessment: 1 x 2000 word assignment (70%) and class quizzes/presentations (30%)
This unit introduces the concepts and methodology used in genetic epidemiology. It begins with a refresher on molecular biology and genetics, followed by a survey of common and rare diseases. Practical implementation and statistical analysis of these studies will then be discussed. The unit concludes by exploring potential clinical and societal ramifications. By the end of this unit students will be able to...
CEPI5214
Writing and Reviewing Medical Papers
4 Credit Points
Dr Sarah White
Prerequisite: PUBH5018 and (CEPI5000 or PUBH5010). Please speak to the Unit Coordinator if you have not successfully completed these units prior to enrolling in CEPI5214.
Offered: Semester 1, Semester 2 Classes: Online - 2 self-paced modules each comprising 10 weekly lectures and corresponding discussion board sessions. Measurement of effectiveness of change implementation, and for identifying problems during implementation. By the end of this unit of study, students will be able to plan and carry out a knowledge translation project.
NB: Students enrolled in this unit of study should have some work experience in the health care setting.

CEPI5300
Health and medical research grants: theory and practice
6 Credit Points
A/Prof Clement Loy
Corequisites: (CEPI5000 or PUBH5010) and PUBH5019
Prohibition: CEPI5505
Offered: Semester 1 Classes: Blended, 12 online and 1 face-to-face workshops, 6 week online topic, online class presentations (30%); peer assessment (30%)
In this unit of study, the student will develop their own research proposal, to a standard suitable for a peer-reviewed grant application. Each section of a grant proposal (Aims, Background/Significance, Methods, Analysis) will be discussed, with the student presenting & responding to the corresponding section of their own proposal in a synchronous online workshop setting. This will be complemented by online presentations from experienced researchers on the practical aspects of clinical research followed by synchronous online discussion. Topics include: research questions, hypothesis formulation, designing studies, ethical considerations, funding application, ethical approval, publication strategies and grant administration. The unit will conclude with a one-day, face-to-face, mandatory workshop, where students will learn about budgeting, peer review of research grants, and present their completed research proposal.

CEPI5306
Clinical Practice Guidelines
2 Credit Points
Professor Jonathan Craig, Dr Martin Howell
Assumed knowledge: clinical experience strongly recommended
Offered: Semester 2a Classes: offered online Assessment: 1 x 4-page critical appraisal and barriers analysis (50%), online quizzes and resources (50%)
During this unit of study, students will evaluate guideline development; critical appraisal of guidelines; introduction to implementation and evaluation of guidelines; involvement of consumers in guidelines; examination of hospital-based and community-based guidelines. Group and individual critical appraisal work is required.
Textbooks: Online readings and other learning resources will be provided.

CEPI5308
Patient-Reported Outcomes Measurement
2 Credit Points
Professor Madeleine King, Professor Martin Stockler
Offered: Semester 1b Classes: online learning. expected student effort: 6-8 hours per week including 1.5 hour online lectures, readings and quizzes each week for six weeks Assessment: completion of online quizzes (25%), 1x300 word assignment (75%)
The aim of this unit is to enable students to appraise patient-reported outcomes measurement (PROMs) and incorporate them into clinical research. PROMs include symptoms, side-effects, health-related quality of life, satisfaction and preferences. Topics include: definitions, structure and functions of PROMs; item-generation and selection; questionnaire design, assessing validity, reliability and responsiveness to clinically important change; utilities and preferences; developing and appraising studies using PROMs. The online sessions comprise six lectures outlining the principles, with illustrative examples (approx 90 minutes per lecture), plus a series of short quizzes (approx 30 minutes). The written assignment may be one of many options (student's choice): a) a protocol for the development and validation of a new PROM b) a protocol for the validation of an existing PROM in a population in which it has not previously been validated; c) a protocol for application of an existing PROM for a specific purpose in a specific patient population and clinical context; d) an appraisal of the application of an existing PROM as an outcome in a clinical study.
Textbooks: Course notes are provided. Strainer DL, Norman GR. Health Measurement Scales: a practical guide to their development and use. 4th Ed. Oxford University Press, 2008. (course textbook)

CEPI5310
Advanced Statistical Modelling
4 Credit Points
Dr Patrick Kelly
Prerequisite: PUBH5212 Offered: Semester 1 Classes: 2x 3hr lectures x 12 weeks; also offered fully online Assessment: 2 x data analysis report (2x50%) This unit covers statistical analysis techniques that are commonly required for analysing data that arise from clinical or other health studies. Students will gain hands on experience applying model-building strategies and fitting advanced statistical models. In particular, students will learn to use a statistical software package called Stata, how to handle non-linear continuous variables, and how to analyse correlated data. Correlated data arise from clustered or longitudinal study designs, such as, cross-over studies, matched case-control studies, cluster randomised trials and studies involving repeated measurements. Statistical models that will be covered include fixed effects models, marginal models using Generalised Estimating Equations (GEE), and mixed-effects models (also known as hierarchical or multilevel models). This unit of study focuses on data analyses using Stata and the interpretation of results.
Textbooks: No mandatory text books. Course notes are provided.

CEPI5505
Clinical Epidemiology Project 1
2 Credit Points
Prof Jonathan Craig
Prerequisite: (CEPI5000 or PUBH5010) and PUBH5019 and CEPI5102
Prohibition: CEPI5300 Offered: Semester 1, Semester 2 Classes: student project under supervision Assessment: 3 meetings with supervisor (face to face or online) and 1 x 2000word assignment
This unit provides students with an opportunity to develop a Clinical Epidemiology study proposal under supervision. The proposal will include: background to the project; project plan; project significance; justification of the project; project method; budget; and ethical implication of project. At the end of the unit, the student will be proficient in writing research proposals suitable for submission to an appropriate funding body. Student self-assessment involves writing a study proposal suitable for submission to a funding body.
Textbooks: There are no essential readings for this unit.

CEPI5506
Clinical Epidemiology Project 2
4 Credit Points
Prof Jonathan Craig
Corequisite: CEPI5301 or CEPI5505 Prerequisite: (CEPI5100 or PUBH5010) and PUBH5019 and CEPI5102
Offered: Semester 1, Semester 2 Classes: student project under supervision Assessment: One 4000 word assignment (100%) The aim of this unit is to conduct a clinical epidemiology project and write a report on the project in the form of a paper suitable for publication. The project will involve: refining the project proposal; data collection; data analysis; and produce a report suitable for publication. At the end of the unit, the student will be proficient in conducting and writing a report of a clinical epidemiology project. The report should be suitable for publication in a peer reviewed journal.
Textbooks: There are no essential readings for this unit.

PUBH5019
Cancer Prevention and Control
6 Credit Points
Dr Monica Robotin
Prerequisite: PUBH5010 or CEPI5005
Offered: Semester 2 Classes: 24 hours online lectures, 15 hours online discussions Assessment: 2 assignments (65%), 5 online tutorials (35%)
This unit aims to provide students with specific information on the concepts, methods and applications underpinning cancer prevention and control at population level. It is designed to address specific educational needs of students in various programs within the School of Public Health and to offer a broad-based perspective on cancer control, ranging from primary prevention, screening and early intervention, secondary prevention and palliative care. Emphasis will be given to cancers with the greatest impact at population level and where evidence demonstrates that policies and interventions are capable of reducing cancer incidence, mortality, prolonging survival and improving quality of life. Although, focusing on specific Australian conditions, the information will be presented in the context of regional and global cancer control efforts. At the completion of the unit, students will be equipped with the basic tools to design, plan, implement and evaluate cancer control programs in Australia or other countries.
Textbooks: Readings for this unit will be available on the eLearning site.
This course offers a broad-based integrated perspective on chronic disease prevention. The course reviews the epidemiology of selected chronic diseases with the highest impact at population level in Australia (cardiovascular diseases; cancer; chronic lung disease; diabetes and chronic renal disease). The information will focus on Australian settings, but presented within the context of a regional perspective on chronic disease prevention. Teaching will focus on the interrelationships between the biological and epidemiological aspects of chronic diseases, the interplay between determinants of health and chronic disease, and the balance between high risk and population based strategies for reducing disease burden, and exploring their applicability to disease prevention. Students will be involved in evaluating the effectiveness of different prevention strategies and will examine the role of health policy in developing effective and sustainable chronic disease management programs in different settings (in Australia and the region).

**PUBH5116 Genetics and Public Health**

4 Credit Points
Dr Anne Cust, Dr Gabrielle Williams

**Offered:** Intensive October Classes: 1 x 3 day workshop
**Assessment:** 3x 30min online quiz (20%), small group assignment (30%) and take home exam of 6 questions (250 words each) (50%)

This unit caters for practitioners, policy and decision-makers, students and researchers in public health, public policy, journalism, law, epidemiology, medicine, science, industry, ethics, philosophy, communication and advocacy. It gives a basic introduction to genetics and genetic epidemiology and covers issues like genetic determinants of disease, genetic testing and screening, psychosocial, legal and ethical aspects of genetics and genetic testing, genetic education and genetics and public policy.

**Textbooks:** Readings are available on the unit’s eLearning site.

**PUBH5205 Decision Analysis**

2 Credit Points
Dr Andrew Martin, Professor John Simes, Ms Hanna Carter, Dr Deme Karikios

**Prerequisite:** PUBH5018 or (CEPI5000 or PUBH5010)
**Assumed knowledge:** Recommended: PUBH5020. Health Evaluation.

**Offered:** Intensive August Classes: 5 x 2 hour sessions (comprising lectures and computer practicals)
**Assessment:** 1 x quiz (20%) and 1 x written assignment (80%)

This unit examines quantitative approaches to public health and clinical decision-making. Topics of study include: decision trees and health-related utility assessment; incorporating diagnostic information in decision making; sensitivity and threshold analysis; and application of decision analysis to economic evaluation. Students gain practical skills using decision analysis software via computer practicals undertaken within Sessions 4 and 5. The assessment quiz (20%) is conducted in the first part of Session 5. Exercises are set at the end of most sessions and are reviewed at the start of the following session. Readings are also set after most sessions. Preparation time for each session is 1-2 hours.

**PUBH5206 Controlled Trials**

2 Credit Points

Dr Andrew Martin, Ms Liz Barnes, Dr Chea Lee

**Prerequisite:** PUBH5018 Offered: Intensive August Classes: 2 x 1 day workshops
**Assessment:** 2 x 2hr short answer/multiple choice in-class exam (40%), and a take-home exam (60%)

This unit introduces the principles underpinning the design and conduct of high quality clinical trials to generate good evidence for health care decision making. The topics include: clinical trial design, randomization, sample size, measures of treatment effect, methodological issues, trial protocols and ethical principles. The unit is delivered over 2 full days via formal lectures followed by practical sessions. Lecture notes will be provided.


A list of suggested readings associated with the course will be provided to students for their interest in the course notes.

**PUBH5208 Screening and Diagnostic Test Evaluation**

2 Credit Points
Gemma Jackie

**Prerequisite:** PUBH5010 or CEPI5000 Offered: Semester 2a Classes: 1 x 2hr seminar or 2hr of online discussion per week for 7 weeks – face-to-face or online. **Assessment:** 1x 1000 word critical appraisal (30%) and 1x 1500 word final assignment (70%)

This unit is designed to develop concepts covered in the Epidemiological Methods and Uses Unit for those students seeking more detail on screening and diagnostic tests. It will cover a wider range of topics than clinical medicine alone. At the end of this unit, participants should be able to: 1. Understand the basic concepts of screening and diagnostic tests. 2. Understand the sources of biases in diagnostic test evaluations. 3. Critically appraise relevant articles on screening and diagnostic tests. 4. Understand translation of current evidence of screening in clinical practice. The unit is based on weekly discussion of material provided in the unit workbook, session outlines and pre-reading. Students will be encouraged to contribute examples for discussion. This unit is offered in online/distance mode primarily. Face-to-face tutorials may also be offered.

**Textbooks:** Course notes are provided.

**PUBH5211 Multiple Regression and Stats Computing**

4 Credit Points
Dr Patrick Kelly and Dr Tim Schlub

**Prerequisite:** PUBH5018 Offered: Semester 2a Classes: 2 x 1hr lecture, 1 x 1hr tutorial per week for six weeks. **Assessment:** face to face and distance mode. Students studying in distance mode must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS. **Assessment:** 1x 4 page assignment (30%) and 1x 10 page assignment (70%)

This unit covers simple and multiple linear regressions; one-way analysis of variance to compare more than 2 groups; analysis of covariance to compare groups adjusting for confounders; testing for effect modification; calculating adjusted means; strategies for selecting the 'best' regression model; examination of residuals; regression to the mean; associated SAS programming. Each topic is covered by a 1 hour statistics lecture, a 1 hour SAS lecture, a 1 hour SAS practical and a 1 hour statistics tutorial to discuss the interpretation of the results. Each fortnight there is an exercise on the material covered in the statistics lecture. The SAS practical allows the necessary computing to answer the questions for the statistics tutorial the following week. The assignments will involve practical analysis and interpretation of a data set and between 10% and 20% of the marks for each assignment are for the SAS computing program.

**Textbooks:** Course notes are provided.

**PUBH5213 Survival Analysis**

2 Credit Points
Dr Kevin McGeechan

**Corequisite:** PUBH5211 **Prerequisite:** PUBH5018 Offered: Semester 2a Classes: 1 x 2hr lecture, 5 x 1hr tutorials and 6 x 1hr tutorials over 6 weeks. Also available online - such students must have access to a computer running a version of Microsoft Windows compatible with the latest version of SAS. **Assessment:** 1x 3 page report (30%) and 1x 8 page report (70%)

In this unit the biostatistical concepts covered in earlier units are extended to cover analysis of epidemiological studies where the outcome variable is categotical. Topics of study include: testing for trend in a 2 x r contingency table; the Mantel-Haenszel test for the combination of several 2 x 2 tables, with estimation of the combined odds ratio and confidence limits; multiple logistic regression; Poisson regression; modelling strategy. The assignments will involve practical analysis and interpretation of categorical data. Data analyses will be conducted using statistical software (SAS).

**Textbooks:** Course notes are provided.

**PUBH5214**

2 Credit Points

Corequisite: PUBH5211 **Prerequisite:** PUBH5018 Offered: Semester 2b Classes: 1 x 2hr lecture and 1 x 1hr tutorial per week for six weeks. **Assessment:** face to face and distance mode. Students studying in distance mode must have access to a computer running Microsoft Windows. **Assessment:** 1x 3 page assignment (20%) and 1x 15 page assignment (80%)
This unit introduces the topic of linked health data analysis. This unit covers: Kaplan-Meier life tables; logrank test to compare two or more groups; Cox’s proportional hazards regression model; checking the proportional hazards assumption; and sample size calculations for survival studies. For each topic participants are given some material to read beforehand. This is followed by a lecture, then participants are given one or two exercises to do for the following week. These exercises are discussed in the tutorial at the next session before moving on to the next topic. That is, in most weeks the first hour is a tutorial and the lecture is given in the second hour. Participants are expected to run SAS programs in their own time. Preparation time for each session is 2-3 hours. The assignments both involve use of SAS to analyse a set of survival data.

Textbooks: Course notes are provided.

**PUBH5215 Introductory Analysis of Linked Data**

6 Credit Points

Professor Judy Simpson

Prerequisite: (PUBH5010 or BSTA5001) and (PUBH5201 or BSTA5004) Offered: Intensive June & Intensive November Classes: block/intensive mode 5 days 9am-5pm Assessment: Workbook exercises (30%) and 1x assignment (70%)

This unit introduces the topic of linked health data analysis. It will usually run in late June and late November. The topic is a very specialised one and will not be relevant to most MPH students. The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by hands-on practical exercises in the computing lab using de-identified linked NSW data files. The computing component assumes a basic familiarity with SAS computing syntax and methods of basic statistical analysis of fixed-format data files. Contents include: an overview of the theory of data linkage methods and features of comprehensive data linkage systems, sufficient to know the sources and limitations of linked health data sets; design of linked data studies using epidemiological principles; construction of numerators and denominators used for the analysis of disease trends and health care utilisation and outcomes; assessment of the accuracy and reliability of data sources; data linkage checking and quality assurance of the study process; basic statistical analyses of linked longitudinal health data; manipulation of large linked data files; writing syntax to prepare linked data files for analysis; derive exposure and outcome variables, relate numerators and denominators and produce results from statistical procedures at an introductory to intermediate level. The main assignment involves the analysis of NSW linked data, which can be done only in the School of Public Health Computer Lab, and is due 10 days after the end of the unit.

Textbooks: Notes will be distributed in class.

**PUBH5224 Advanced Epidemiology**

6 Credit Points

Professor Tim Driscoll

Prerequisite: PUBH5010 or CEPI5100 and PUBH5018 or (HPOL5001 as a prerequisite and HPOL5005 as a co-requisite) Offered: Intensive September Classes: 2x 2day compulsory workshops Assessment: assignment 1 (40%), assignment 2 (60%)

This unit aims to develop students’ knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures, class exercises.

Textbooks: A course manual will be provided to each student.

**PUBH5302 Health Economic Evaluation**

4 Credit Points

Professor Kirsten Howard

Prerequisite: (PUBH5010 or CEPI5100) and PUBH5018 or (HPOL5001 as a prerequisite and HPOL5005 as a co-requisite) Offered: Intensive September Classes: 2x 2day compulsory workshops Assessment: assignment 1 (40%), assignment 2 (60%)

This unit aims to develop students’ knowledge and skills of economic evaluation as an aid to priority setting in health care. This unit covers: principles of economic evaluation; critical appraisal guidelines; measuring and valuing benefits; methods of costing; modeling in economic evaluation. The workshops consist of interactive lectures, class exercises.

Textbooks: A course manual will be provided to each student.

**PUBH5307 Advanced Health Economic Evaluation**

2 Credit points

Professor Kirsten Howard

Offered: Intensive October Classes: 1 x 2day compulsory workshop Prerequisites: PUBH5018 and PUBH5010 or CEPI5100 Corequisites: PUBH5205 and PUBH5302 Assessment: 1x written assignment (100%)

Note: Coordinator permission required for enrolment.

The aims of this unit are to provide students with an understanding of the concepts, application and analytical techniques of more advanced methods of health economic evaluation and with practical working knowledge of how to conduct economic evaluations using stochastic and deterministic data. This unit will focus on students developing the hands-on skills of conducting economic evaluations, included detailed practical instruction in the use of decision analytic software such as TreeAge and Excel. The format will be in face to face workshops with lectures followed by computer based exercises directly relating to the lectures. The broad topic areas covered are: 1) analysis of health outcomes including survival and quality of life measures 2) analysis of costs 3) economic modeling, including conduct of sensitivity analyses (one way, multi-way and probabilistic

“I have now acquired the skills to rapidly appraise published research for validity, and this is important to help me decide which research could be applied to my patients. I have also learnt the skills to undertake a systematic review, and plan to do more of these in the future.”
This one-semester online unit teaches students about the design and implementation of injury prevention interventions, and the principles and conduct of evaluations.

Textbooks: Lecture notes, case studies and journal articles will be provided online from a password-protected site.


This unit of study introduces students to research ethics in its wider social context. It explores the ethical underpinnings of the research endeavour including the justifications for engaging in research, key concepts in research ethics and research integration. The unit also reviews the history of research and the impact of research abuse on participants, both human and animal. International and national guidelines for ethical human and animal research will be covered and participants are encouraged to develop practical skills in relation to their own research.

All assessments must be completed to pass this Unit.

Textbooks: All readings are made available via elearning.

BETH5203 Ethics and Public Health
6 Credit Points
A/Professor Ian Kerridge

Assumed knowledge: A three-year undergraduate degree in science, medicine, nursing, allied health sciences, philosophy/ethics, sociology/anthropology, history, or other relevant field, or by special permission.

Offered: Semester 2b

Assessment: 2x8hr Intensives (40%); 1x2500wd essay (40%); participation in seminars or online (20%)

This unit of study provides students with an overview of the broader philosophical, ethical, socio-political 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 examines 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 examines 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.

All assessments must be completed to pass this Unit.

Textbooks: Students are provided with a book of readings (in digital format).
This unit will provide students with an overview of the ethical issues that underlie the delivery of healthcare. Students will explore major conceptual models for ethical reasoning in the clinical context; key ethical concepts in the clinical encounter (such as consent, professionalism and confidentiality); major contexts in which ethical issues arise in clinical practice; and the design and delivery of clinical ethics consultation. The unit will also consider specific issues and populations within clinical practice, such as the care of vulnerable populations. Learning activities will include lectures (in an intensive format), facilitated discussion, case study activities, readings and weekly discussions.

All assessments must be completed to pass this Unit.

Textbooks: All readings are accessed online via elearning.

**BETH5208**

**Introduction to Human Research Ethics**

*2 Credit Points*

Dr Ainsley Newson, Dr Wendy Lipworth

Prohibition: BETH5202

Offered: Intensive July/August; September Classes: Block mode (1.5 days) and online

Assessment: 1x1500wd essay (80%); 1x 300wd task (10%); participation in class/online (10%)

This unit of study introduces students to human research ethics in a wider context. It explores the ethical underpinnings of the research endeavour including the justifications for engaging in research and research integrity. The unit also reviews the history of research and the impact of research abuse on human participants. International and national guidelines for ethical research with humans will be covered and participants are encouraged to develop practical skills in relation to their own research.

Textbooks: All readings are accessed online via elearning.

**QUAL5002**

**Qualitative Methodologies & Study Design**

*6 Credit Points*

Dr Julie Mooney-Somers

Corequisite: PUBH5500

Assumed knowledge: Basic understanding of the nature of qualitative knowledge and the processes of qualitative research.

Offered: Intensive May Classes; 2x3 full day workshop

Assessment: presentation (2x10%); peer review (2x10%); 4000wd assignment (50%)

Qualitative methodologies are historical traditions and systems for planning and justifying research methods. This intermediate unit assumes a basic understanding of qualitative research and focuses on qualitative methodologies. Qualitative methodologies are informed by theories from sociology, anthropology, philosophy and other disciplines. They shape the research questions, objectives, design and outcome of a qualitative study. This course begins with general principles of qualitative methodology and study design. We examine several qualitative methodologies in detail, including: narrative inquiry, community based participatory research, ethnography, grounded theory, arts-based, and qualitative synthesis. We consider their historical and theoretical roots, the research practices they encourage, and their current status. The final session considers how we can use methodologies as resources rather than recipes, maintaining both flexibility and coherence in our study designs.

NB: Departmental permission is required for students who have not completed PUBH5500.

**INFO 9003**

**Information Technology for Health Professionals**

*6 Credit Points*

Dr Simon Poon, Dr Clement Loy

Offered: Intensive September

Classes: Block mode

Assessment: assignment (30%), lab skills (20%), final exam (50%)

Information technologies (IT) and systems have emerged as the primary platform to support communication, collaboration, research, decision making, and problem solving in contemporary health organisations. The essential necessity for students to acquire the fundamental knowledge and skills for applying IT effectively for a wide range of tasks is widely recognised. This is an introductory unit of study which prepares students in the Health discipline to develop the necessary knowledge, skills and abilities to be competent in the use of information technology for solving a variety of problems. The main focus of this unit is on modelling and problem solving through the effective use of using IT. Students will learn how to navigate independently to solve their problems on their own, and to be capable of fully applying the power of IT tools in the service of their goals in their own health domains while not losing sight of the fundamental concepts of computing.

Students are taught core skills related to general purpose computing involving a range of software tools such as spreadsheets, database management systems, internet search engine. Students will undertake practical tasks including scripting languages and building a small scale application for managing information. In addition, the course will address the issues arising from the wide-spread use of information technology in a variety of Health areas.

Textbooks: Students are expected to purchase a guided learning workbook developed for this unit of study.

“...there were a variety of units on offer, which was excellent as many units were useful from both an ongoing research perspective and for clinical practice.”

**NICHOLA MASTERS OF MEDICINE (CLINICAL EPIDEMIOLOGY)**
CHANGING YOUR ENROLMENT

“IT’S SATISFYING REALISING JUST HOW MUCH MY KNOWLEDGE BASE HAS EXPANDED AND THAT I’VE LEARNED SKILLS THAT WILL FUNDAMENTALLY ALTER THE WAY I PRACTISE.”

RICHARD
MASTER OF MEDICINE
(CLINICAL EPIDEMIOLOGY)

SUSPENDING YOUR CANDIDATURE

If you have to interrupt your candidature at any time after you have enrolled and commenced you must apply to suspend your candidature. Suspension of candidature is permitted for two semesters or, in exceptional circumstances, for three semesters. Requests for suspension must be made in advance and not retrospectively and reasons for the suspensions must be given. All students wishing to suspend their candidature should read the policy, and check here: sydney.edu.au/medicine/current-students/enrolment-variations/postgraduate/candidature-changes.php

Please note that if you do not notify the Postgraduate Student Administration Unit of your wish to suspend and simply fail to re-enrol, your candidature will be regarded as having lapsed, and you will be required to re-apply for admission to candidature if you wish to continue your studies.

WITHDRAWING FROM YOUR DEGREE PROGRAM

If your circumstances are such that you are unable to anticipate when you will be able to resume your candidature you should seek to withdraw from your candidature. Should you be able to resume at a later date you would have to re-apply for admission. Some credit might then be given for work that you had completed prior to your withdrawal, but you would, in effect, be commencing a new candidature. All students wishing to withdraw their candidature should read the policy, and check here: sydney.edu.au/medicine/current-students/enrolment-variations/postgraduate/candidature-changes.php

SYDNEY STUDENT

Sydney Student is the University’s new online student self-administration service. You will now have your own secure and private portal in which to manage most of the admin relating to your studies.

Sydney Student means you will have:

- one central, University-wide student administration system
- consistent administration processes across all faculties and schools
- reliable and secure 24/7 online access to self-manage your candidature
- improved access to online information and services
- user-friendly administrative support
- less paperwork
- the ability to make requests, as well as track progress from submission to approval.

You can access Sydney Student through MyUni and you can find out more about Sydney Student here: http://sydney.edu.au/current_students/student_administration/sydney_student.shtml

Download a guide to selecting units of study in Sydney Student (PDF 311KB)

UNIT OF STUDY VARIATIONS

You can add, withdraw and discontinue from units of study online through Sydney Student by the relevant deadline. Please note discontinuation from a subject after the census incurs a financial liability and the unit will remain on your transcript, possibly with a fail grade.

If you are thinking of making changes to your enrolment, for example, dropping subjects or withdrawing from your program, please be sure to do so before the Census Date. To find out what the census dates are for each session, please go to: web.timetable.usyd.edu.au/censusDates.jsp

CANDIDATURE VARIATIONS

If you need to vary or alter your enrolment, for instance by changing from full-time to part-time enrolment, please visit the Sydney Medical School coursework candidature changes page on the website, here:

sydney.edu.au/medicine/current-students/enrolment-variations/postgraduate/candidature-changes.php

If you have to interrupt your candidature at any time after you have enrolled and commenced you must apply to suspend your candidature. Suspension of candidature is permitted for two semesters or, in exceptional circumstances, for three semesters. Requests for suspension must be made in advance and not retrospectively and reasons for the suspensions must be given. All students wishing to suspend their candidature should read the policy, and check here: sydney.edu.au/medicine/current-students/enrolment-variations/postgraduate/candidature-changes.php

Please note that if you do not notify the Postgraduate Student Administration Unit of your wish to suspend and simply fail to re-enrol, your candidature will be regarded as having lapsed, and you will be required to re-apply for admission to candidature if you wish to continue your studies.

TRANSFERRING YOUR CANDIDATURE TO ANOTHER DEGREE

In some cases it is possible to transfer from one degree program to another and obtain credit for work already completed. The Clinical Epidemiology program is regarded as an embedded program which means that subject to satisfactory progress and approval, it is possible to upgrade to a higher degree level while retaining credit for units of study already completed. Conversely if you are unable to fulfil all requirements for a higher degree it is also possible to downgrade to a lower degree. All students wishing to transfer their candidature should read the policy, and check here: sydney.edu.au/medicine/current-students/enrolment-variations/postgraduate/candidature-changes.php
Throughout your studies the University will communicate with you via your University email account, MyUni and Blackboard eLearning. It is your responsibility to ensure that the University has the correct contact details for you. You will be able to update your details in one of the following ways:

**ONLINE**
Go to MyUni (sydney.edu.au/myuni) and select 'Update your contact details' from the sidebar. Follow the prompts to update your details.

**IN PERSON**
Student Centre
Darlington Campus
Level 3, Jane Foss Russell Building

**BY MAIL**
Student Centre
Jane Foss Russell Building, G02
The University of Sydney
NSW 2006

**UNI KEY**
When you enrol at the University you are provided with an eight character UniKey account username and password. This account is the key to accessing the University's services and resources. For more information about your UniKey please see sydney.edu.au/ict/student/unikey/.

**YOUR UNIVERSITY EMAIL ACCOUNT**
Every student at the University of Sydney is issued with a Sydney Mail email account. To access your inbox you will need to login using your email address which is in the format @uni.sydney.edu.au. For more information on Sydney Mail please see sydney.edu.au/ict/student/sydney-mail/.

The University will only email information to your student email account. Your student email account will be used to contact you about assessments and examination related matters such as supplementary exams. For this reason it is imperative that you check your account regularly. Failure to read and respond where necessary to formal University communication could mean that you fail to correctly maintain your enrolment, which may lead to unnecessary financial and/or academic liability.

**DIVERTING YOUR EMAIL**
If you do not wish to use the university email as your primary email account, please follow the simple instructions on the IT website in order to forward your student emails to your personal email: sydney.edu.au/ict/student/email-storage/redirect.shtml.

**MyUni**
The MyUni student portal is your gateway to online student resources. It is located at sydney.edu.au/myuni and can be accessed using your UniKey login and password. Through MyUni you will be able to manage your enrolment, update your contact details, and find links to important information.

**LMS eLEARNING**
Most units of study in the School of Public Health are accompanied by an online eLearning site through LMS eLearning. Each unit of study site will provide links to unit resources, assessment and course outlines, announcements, and a grade centre used for uploading assignments. LSM can be accessed through your MyUni site or at elearning.sydney.edu.au using your UniKey and password. For more information please see sydney.edu.au/elearning/student/.

**SCHOOL OF PUBLIC HEALTH COMPUTER LAB**
The School of Public Health has a large computer lab situated on the third floor of the Edward Ford Building (A27). The Lab, available for students studying at the School, has networked PCs with a range of word processing, spread sheet and statistical software. Students also have access to the Physiology Computer Lab, located in the Anderson Stuart Building (F13). These labs are often booked for classes - so please check the timetables. For more information and links to the timetables please see sydney.edu.au/medicine/public-health/current/coursework/it.php.

**USEFUL IT LINKS**
- Student IT in the School of Public Health - sydney.edu.au/medicine/public-health/current/coursework/it.php
- Student IT Portal - sydney.edu.au/ict/student/
- Access Labs in the University - sydney.edu.au/ict/student/locations/city-campus.shtml

"The clinical epidemiology course came highly recommended but was even better than I anticipated. Epidemiology and biostatistics is taught extremely well and the assignments were very relevant to my work."

BRADLEY
MASTER OF MEDICINE (CLINICAL EPIDEMIOLOGY)
STUDENT GUIDES
- Current Students Webpage - sydney.edu.au/current_students/index.shtml
- Sydney Medical School and The Sydney School of Public Health Postgraduate Guide sydney.edu.au/medicine/future-students/pdfs/postgraduate-guide.pdf

LIBRARY AND RESEARCH
- University of Sydney Library - sydney.edu.au/library/

UNIVERSITY OF SYDNEY POLICIES
- Sydney Medical School Policies and Forms - sydney.edu.au/medicine/current-students/policies-forms/index.php
- Policy Online Website - fmweb01.ucc.usyd.edu.au/pol/

SCHOOL OF PUBLIC HEALTH TIMETABLES

GENERAL INFORMATION AND SUPPORT SERVICES
For information about academic support and appealing against academic decisions please see sydney.edu.au/medicine/current-students/essential-information/postgraduate/index.php.

The University of Sydney provides a host of Student Services to ensure that you are supported throughout your time at the University:
- Aboriginal and Torres Strait Islander Students - sydney.edu.au/current_students/student_services/indigenous_support.shtml
- Accommodation - sydney.edu.au/current_students/accommodation/index.shtml
- Career Guidance - sydney.edu.au/careers/
- Chaplains - sydney.edu.au/chaplains/
- Child Care - sydney.edu.au/stuserv/child_care/
- Counselling and Psychological Services - sydney.edu.au/current_students/counselling/
- Disability Services - sydney.edu.au/stuserv/disability/
- International Office - sydney.edu.au/internationaloffice/
- Scholarships - sydney.edu.au/scholarships/
- Student Safety - sydney.edu.au/current_students/student_services/safety

CONTACT FOR ENQUIRIES REGARDING INFO/EMAIL PHONE
Clinical Epidemiology Administrative Officer General course enquiries sph.cepi@sydney.edu.au +61 2 9351 5994
Clinical Epidemiology Course Coordinator Requests to undertake non-recommended elective units of study fiona.stanaway@sydney.edu.au +61 2 9351 5994
Unit of Study Coordinator Unit content, assessments, extensions etc. See Unit of Study Outlines on page 25 for applicable coordinator
Postgraduate Student Administration Unit Changes to your candidature or enrolment medicine.pgassist@sydney.edu.au +61 2 935 15760
LMS eLearning Support Problems with LMS eLearning sph.onlinesupport@sydney.edu.au
HECS and Fee Office Local Fees and HELP Information hecs.office@sydney.edu.au +61 2 8627 8239
International Office International applications; fees and loans; student advisors; visas sydney.edu.au/internationaloffice/ +61 2 8627 8300

FURTHER INFORMATION
If you have any questions about postgraduate study in Clinical Epidemiology with the School of Public Health, please contact us or visit our website.

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ACKNOWLEDGEMENT OF COUNTRY

The School of Public Health acknowledges the traditional owners of Country, the Gadigal peoples of the Eora nation, upon whose land the University of Sydney now stands. As we learn from one another and share our knowledge, teaching and research practices at the University today, may we also pay respect to the knowledge embedded forever within the Aboriginal custodianship of Country.

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Produced by the School of Public Health, the University of Sydney, November 2014
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