



UniSC Health Society
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THE HEALTH **HANDBOOK**

2ND EDITION

The ultimate guide to studying health at UniSC

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Health Handbook (2nd Edition)

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WELCOME TO THE HEALTH HANDBOOK!

This handbook has been created by students, for students, to help you navigate your health studies at UniSC. Whether you're just starting your journey or looking for tips to excel, this guide is packed with practical advice, course insights, and helpful resources to support your success.

The 2nd Edition aims to provide updated advice and include a wider scope of courses from more health programs. We hope these additions make the handbook even more comprehensive and useful for a broader range of students.

While every effort has been made to ensure the accuracy of the information in this handbook, the authors and editors acknowledge that academic staff may update their courses over time. Please be sure to regularly engage with your course coordinator, teaching staff as well as the course outlines, assessment rubrics and resources that they provide you.

What's Inside?

- Honest advice about each course from students who've been there.
- Tips for tackling each assessment and studying smarter.
- A guide to navigating your placement courses.

We hope this handbook makes your experience a little easier, a lot more manageable, and maybe even fun! Remember, every small step you take gets you closer to achieving your goals.

Best of luck with your studies!

The Health Society of UniSC

SERVICES AT UNISC

Don't forget that UniSC offers a range of support services to assist you in your studies. From [Student Success Advisers](#) and [Learning Advisers](#) to [Career Advisers](#) and [Student Wellbeing](#) services, there's always someone available to help you stay on track and achieve your goals.

Other UniSC services and resources that may assist you include:

- [Academic Skills Resources](#): UniSC resources to assist you with your assignments.
- [Assignment Calculator](#): Break your assignment down into manageable tasks and assign deadlines to each step.
- [Studiosity](#): Live chat with a Studiosity educator or upload their assignment for additional feedback outside of business hours (six interactions per study period)

Make the most of these resources—they're here for you!

Contents

Level 100 Introductory Courses

HLT100 Anatomy and Physiology.....	6
HLT103 Professional Health Communication.....	7
HLT140 Think Health.....	8
LFS100 Cell Biology.....	9
LFS103 Introductory Bioscience.....	10
LFS112 Human Physiology.....	11
LFS122 Human Anatomy.....	12
MLS101 Foundations in Medical Science.....	13
NUR100 Contexts of Practice: Child, Youth and Family.....	14
NUR104 Contexts of Practice: The Older Person and Family.....	16
NUR111 Practice Foundations.....	17
NUR116 Preparation for Practice 1.....	18
NUR117 Nursing Practice 1.....	19
NUR121 Health Care and the Professions.....	20
NUR131 Research Foundations for Health Practice.....	21
OCC101 Concepts in Human Occupation.....	22
OCC102 Participation in Occupation.....	23
PSY100 Introduction to Psychology A.....	24
PSY101 Introduction to Psychology B.....	25
PSY102 Current Directions in Psychology.....	26
PSY104 Research Methods and Analysis 1.....	27
PUB112 Public Health Foundations.....	28
SCI105 Introductory Chemistry.....	29
SCI110 Science Research Methods.....	30

Level 200 Developing Courses

BIM202 Medical Genetics.....	31
BIM263 Introduction to Pharmacology.....	32
CHM202 Organic Chemistry.....	33
HLT206 Neonatal and Infant Health.....	34
LFS203 Integrated Physiology.....	35

LFS251 Biochemistry.....	36
LFS261 Microbiology.....	37
LFS262 Medical Microbiology.....	38
MED202 Communication Skills for Medicine.....	39
MLS211 Medical Biochemistry.....	40
NUR222 Health, Law and Ethics.....	41
NUR226 Preparation for Practice 2.....	42
NUR227 Nursing Practice 2.....	43
NUR231 Drug Therapy.....	44
NUR241 Contexts of Practice: Health Alteration.....	45
NUR272 End of Life Care.....	46
NUR286 Preparation for Practice 3.....	47
NUR287 Nursing Practice 3.....	48
OCC201 Occupational Therapy Theory.....	49
OCC202 Therapeutic Skills.....	50
OCC212 Evaluation of Occupational Performance.....	51
OCC222 Neurological Causes of Occupational Dysfunction.....	52
OCC232 Foundational Placement Competencies in Allied Health.....	53
PSY202 Physiological Psychology.....	54
PSY206 Interpersonal and Group Skills.....	55
SCI202 Advanced Research Methods and Statistics.....	56
SPX201 Functional Anatomy.....	57

Level 300 and 400 Graduating Courses

BIM303 Clinical Trials Management.....	58
BIM331 Immunology.....	59
BIM341 Biochemical Pharmacology.....	60
BIM371 Clinical Embryology.....	61
CHM311 Medicinal Organic Chemistry.....	62
HLT301 Contexts of Practice: Mental Health Care.....	63
HLT303 Perinatal and Infant Mental Health.....	64
LFS303 Pathophysiology.....	65
LFS304/5 Clinical placement I and II.....	66
MBT301 Pharmaceutical and Food Microbiology.....	67

MBT352 Molecular Biotechnology.....	68
MBT353 Microbial Pathogenesis.....	69
MED301 Integrated Medical Science.....	70
NUR300 Nursing Internship.....	71
NUR302 Leadership in Clinical Practice.....	72
NUR303 Preparation for Practice 4.....	73
NUR304 Nursing Practice 4.....	74
NUR312 Life Crisis.....	75
NUR331 Contexts of Practice: Complex Care.....	76
NUR332 Aboriginal and Torres Strait Islander Health and Cultural Safety.....	77
OCC301 Enabling Occupation: The Child and Adolescent.....	78
OCC311 Enabling Occupation: The Adult.....	79
OCC312 Enabling Occupation: The Older Person.....	80
OCC321 Occupational Therapy in Mental Health.....	82
OCC331 Foundational Placement Competencies in Occupational Therapy.....	84
PUB361 Epidemiology and Biostatistics.....	85
SRP301 Special Research Project.....	86
OCC401 Consolidation of Occupational Therapy Practice Competencies 2.....	87
OCC402 Professional Issues in Occupational Therapy.....	88
OCC422 Occupational Therapy Thesis.....	89
OCC432 Workplace research and innovation.....	90
OCC442 Occupational Therapy Reasoning, Research & Evaluation (Project Pathway).....	91

HLT100 Anatomy and Physiology

Overview

This course serves as the foundational anatomy and physiology unit for nursing students, typically taken in the second semester. It covers a new body system each week, providing highly relevant content and introducing essential anatomical terminology. While the course is well-structured and interesting, it can be challenging due to the volume of content. Students will gain a broad understanding of the body as a whole, though the material is more surface-level compared to other advanced units like **LFS112 Human Physiology** and **LFS122 Human Anatomy**. Many students find the course engaging but note that staying on top of the coursework is crucial to success.

Assessment

Task 1 involves creating an educational brochure based on a scenario, where you will explain anatomy and physiology concepts in layman's terms. This task helps develop the skill of communicating complex information to patients, which is valuable for your future career. Task 2 is a case study in question-and-answer format, where you may be asked to link multiple body systems together—for example, analysing the impact of a man falling off a swing. Task 3 is the final exam, which has been open book in the past. However, it's important to study and revise thoroughly beforehand, as the exam requires a solid understanding of the content. Starting early, using flashcards, and keeping up with weekly notes are highly recommended strategies.

Advice

- Even if the exam is open book, you still need to study and prepare—don't rely solely on having access to your notes.
- The course moves quickly, so stay on top of the content and avoid falling behind.
- Consider using flashcards (either paper-based or apps) to help memorise anatomical terms and physiological processes. But please note that flashcards are not for everyone—other techniques may suit you better.

HLT103 Professional Health Communication

Overview

This course provides a theoretical foundation in basic communication skills, with a focus on professional and academic writing for nursing and other healthcare disciplines. It is particularly beneficial for students who are new to healthcare, as it teaches appropriate communication methods for clinical and professional settings. For those with prior experience, the course serves as a useful refresher. Students from a variety of healthcare programs study this course, making it a great opportunity to connect with peers from different fields. The skills learned here are directly applicable to future subjects and professional practice.

Assessment

Task 1 consists of mock quizzes, which are ungraded but help you prepare for the Task 2 graded quizzes. Task 2 involves online quizzes that are straightforward and provide easy marks if you engage with the course material. Task 3 is an individual 800-word reflective essay based on the UniSC Student Charter, focusing on teamwork and communication. Task 4 is another theoretical essay about communication, where you can draw on the weekly coursework and videos for support. Most students find they can achieve good results in these assignments by actively participating in the course and applying the provided resources.

Advice

- This course is a great chance to make friends with students from other allied health degrees—take advantage of group activities and discussions.
- Even though the mock quizzes are ungraded, use them to familiarise yourself with the format and content of the graded quizzes.
- Start your essays early, especially the reflective one, as it requires thoughtful consideration of your experiences and the UniSC Student Charter.

HLT140 Think Health

Overview

This is an enjoyable, foundational course that serves as an introduction to studying and working as a future health professional. The course gathers students from most of UniSC's health degrees to facilitate interprofessional collaboration and help us understand each other's disciplines. The course content provides an opportunity to reflect about your reasons for choosing to study a health program and you will have the opportunity to check-in with other students in your program to understand their motivations for study. Working in multi-disciplinary groups allows students to reflect on how they can best use their skills to contribute to a team working towards a common goal. It allows students to learn just how effective working in groups where team members bring different skill sets can be. The learning materials in this course are straight-forward to digest.

Assessment

Task 1 involves 8 quizzes based on the learning materials – so long as you keep up to date with the content this task is very achievable. Task 2 a group presentation about inter-collaborative practice where you will work together with students from other courses to investigate positive health outcomes that have emerged from working in a multidisciplinary team. This project allows you to understand how to work well with others and emulate these positive outcomes in an educational setting. Task 3 cultural reflection allows you to think more thoroughly about your skills in an academic setting and as a future professional. Here, you will identify your strengths and weaknesses and come to learn more about what experiences and factors have shaped you and your talents.

Advice

- Motivated classmates are your best bet for Task 2. Work regularly with your group and form a cohesive and productive working environment.
- Take the opportunity to reflect on what the course serves to teach you.
- Uni tip: Make friends with students in other health programs!

LFS100 Cell Biology

Overview

As the name suggests, this course provides an overview of the biology of cells. For students in the health sciences, the course provides a solid foundation for your second and third-year courses, covering topics such as cell structure and function, physiology, genetics and microbiology. Learn as much as you can. The topics for this course are generally very interesting, albeit most students tend to find the weeks covering human cell biology more interesting than the week spent on plant cell biology. Overall, this course is often a semester-favourite for many students in the medical science program.

Assessment

Some students may find the assessment items challenging, so ensure you are on your 'A-game' for exams and assignments. The practical quiz has historically been taken in-person, so be prepared! Many students find the Task 2 assignment to be marked at a high standard. Don't shy away from asking your course coordinator questions to ensure you're on the right track. As this is one of your first university assignments, ensure that you follow the assignment instructions and referencing conventions. The final exam has both multiple-choice and short-answer response questions. Many students found this exam to be incredibly short for time, so ensure you revise beforehand and use your time wisely during the exam. The laboratory assessments for this course are quite straightforward and are considered 'easy marks' if you complete them properly.

Advice

- Completing Task 2 in a group? Motivated classmates are your best bet.
- Haven't studied biology previously? Don't worry. This course starts from the very beginning, but be prepared to set aside adequate study time.

*Currently, students studying the Bachelor of Biomedical Science are given the choice to study **LFS100 Cell Biology** or **LFS103 Introductory Bioscience**. Anecdotally, this course covers topics in greater depth, though the exposure to laboratory skills and cell drawings will assist you in later courses. Some coordinators recommend accelerated students to study **LFS100 Cell Biology**.*

LFS103 Introductory Bioscience

Overview

This course is a science-heavy introduction to bioscience, covering foundational chemistry and biology concepts. While it can be challenging, particularly for students without a high school chemistry background, it is achievable with consistent engagement. Don't stress as the course starts from scratch. The course begins with basic chemistry before transitioning into biology topics from Week 5 onwards, overlapping with content from **LFS100 Cell Biology**. Weekly labs provide hands-on practical skills and can be an enjoyable part of the course. Topics include cell biology, microbiology, tissues, and chemistry, offering a broad introduction to bioscience.

Assessment

Task 1 involves completing weekly online modules, which contribute to your final grade. These are straightforward and provide easy marks if you follow the course manual. Task 2 includes a mid-semester exam and another piece of coursework, while Task 3 is the final exam. The final exam consists of multiple-choice questions and short-answer questions, with some students finding the short-answer section more challenging. Both the mid-semester and final exams are based on the theory covered in the modules, and certain topics are more likely to appear as short-answer questions in the final exam. If you're short on time, try focusing on the 'high-yield' content—the topics that you believe will come up the most in the exam.

Advice

- Stay on top of the weekly modules as they're an easy way to gain easy marks. This will give you more breathing room for the final exam.
- Pay attention to the topics that are more likely to appear as short-answer questions in the final exam.

*For students in the Bachelor of Biomedical Science, see also **LFS100 Cell Biology**.*

LFS112 Human Physiology

Overview

This may be one of the first courses in your degree that will feel directly relevant to your field of interest, along with **LFS122 Human Anatomy**. This course provides an introductory overview of the physiology governing all major body systems. Students generally enjoy this course and find the content both enjoyable and manageable in difficulty. The course is well-organised, and there are many knowledgeable teachers available to assist with any queries you may have.

Assessment

Task 1 consists of various online modules, quizzes and participation marks that are considered 'easy marks' if you stay on track. The marks from these eModules quickly add up so ensure that you're completing them throughout the semester and not leaving them to the last minute. Task 2 used to be an online mid-semester quiz, but has now been changed to a written assignment. Unfortunately, the authors of this handbook have not completed this new task. We suggest you consult the rubric and your teaching team. Task 3 is the final theory exam which primarily consists of multiple-choice questions with some short answer questions. It is worth noting that some of the questions in the final exam have been taken from the weekly revision quizzes in previous years. Students generally find these assessments to be straightforward and achievable. Therefore, it is highly recommended that you familiarise yourself with these questions as you study for the final exam. Attending the laboratory classes is also beneficial as some quiz questions are based on the learnings from these sessions.

Advice

- Strongly recommend attending the tutorial and laboratory classes for this subject as they prepare you well for the assessments and provide different diagrams for concepts that will be helpful.
- Group work with classmates that you know are motivated and high-achieving is recommended for Task 2.

LFS122 Human Anatomy

Overview

We won't sugar coat this one! You'll either love it or hate it. This can be a very challenging course for some students, with some exams having fail rates of 60%. The course focuses on your ability to recall information and will require you to put in the hours to learn then memorise the content. Many students initially find the course overwhelming due to the large amount of new anatomical terms to learn each week. Things will become easier if you stay on track and repeatedly revise the content. Overall, many students really enjoy the course.

Assessment

Task 1 mostly consists of short online quizzes that cover theoretical content. These quizzes are drawn from banks of 'Check your learning questions' found in the eModules. They're not too difficult, however, taking notes will assist with Task 3. For Task 2, there are two in-person exams. There will be a series of stations with models that have certain markings attached; you will need to identify the anatomical structures indicated. These exams are closed book and the fail rates are quite high. Fortunately, good practice and familiarising yourself with UniSC's anatomical models are paramount to doing well on these exams. So, attend your classes! Participating in the weekly in-class practice exams is highly recommended, even if you haven't done the content yet. The Task 3 final exam is an online theory exam and the question pool for this exam is drawn from the revision questions provided on Canvas. Most students find this exam achievable given the questions were ones they had encountered before.

Advice

- As the practical exams approach, attend as many lab classes as you can. Extra practice and learning from different tutors will greatly benefit you.
- Fill out the workbook, including the challenge yourself questions!
- Make or use flashcards. You can find a previous student's flashcards [here](#).
- During class, get up, walk around and interact with the models. These are the exact models that will be placed around the room during your exams.
- Form study groups with your peers. Make mnemonics. Evaluate your study and revision methods if things aren't sticking.

MLS101 Foundations in Medical Science

Overview

This course provides an introduction to laboratory science, helping students develop practical skills that are essential for their entire degree, such as operating an automatic pipette. The initial weeks cover very basic concepts (including rounding numbers and converting units), while the latter half explores more engaging topics like phlebotomy. While the course is particularly relevant for students studying medical laboratory science or pursuing a career in pathology, it also offers valuable laboratory experience for other biomedical students. Overall, the course combines foundational theory with hands-on lab work to hopefully prepare you for your second and third-year courses in the lab.

Assessment

Task 1 consists of online quizzes that are quite achievable, consisting entirely of multiple-choice questions. Answers can typically be found in the PowerPoint slides or course workbook, making preparation straightforward. Task 1 is also made up of lab worksheets that are to be submitted in class, as well as two case report assignments. These worksheets and reports have historically been marked at a high standard so be sure to closely follow the rubric, follow referencing guidelines, and ask questions if in doubt. Task 2 is an in-person, closed-book mid-semester exam that takes place in week 7. Revision of the content is recommended despite the exam being multiple choice. The task 3 final exam has historically been online. If this exam is open

Advice

- As is the case for most UniSC courses, purchasing the textbook is not necessary. Save your money and focus on the PowerPoint slides and course workbook instead.
- If you complete the laboratory exercises as a pair, ensure your partner is also someone who wants to do well.
- The mid-semester and final exams are very much based on what's on the PowerPoint slides, ensure you know these.
- While the labs can be strict, they're a great opportunity to develop practical skills that will be useful throughout your degree.

NUR100 Contexts of Practice: Child, Youth and Family

Overview

This course explores the health and development of children, youth, and adolescents, with a focus on developmental factors and milestones. It also addresses poor health indicators and their impact on these populations. While some content may not seem immediately relevant, it becomes highly valuable in second and third-year placements and coursework. Students are encouraged to absorb as much as possible and retain their notes and workbooks for future reference. Similar to **NUR104 Contexts of Practice: The Older Person and Family** but with a focus on younger populations, this course provides a strong foundation for understanding the unique health needs of children and families.

Assessment

Task 1 consists of quizzes based on the coursework from previous weeks. These are straightforward and provide an opportunity to consolidate your learning. Task 2 involves creating a health promotion poster using a provided template. You will design a program to address a chronic condition, such as childhood diabetes, using concepts from the course. Task 3 is a 1500-word case study where you will analyse a provided scenario and answer related questions. It's important to stick to the information given in the case study and avoid overcomplicating your responses. Most students find they can achieve good results by engaging consistently with the coursework.

Advice

- Don't leave assignments to the last minute—start early, especially for the poster and case study, as they require time and careful planning.
- Keep your notes and workbooks as they will be useful for future courses and placements.
- When working on the case study, focus on the information provided and avoid making assumptions beyond the given scenario.
- Use the creative artefact task as an opportunity to think creatively and apply your knowledge to real-world health promotion challenges.

NUR104 Contexts of Practice: The Older Person and Family

Overview

This course focuses on the biophysical changes that occur as people age and explores the health and social needs of older adults and their families. The content is highly relevant for aged care placements and provides a strong theoretical foundation that will assist students in their later years of study. Very similar to **NUR100 Contexts of Practice: Child, Youth and Family** but with a focus on older populations. This course equips students with the knowledge and skills needed to provide compassionate and effective care for older adults. By understanding the unique challenges and opportunities associated with aging, students will be better prepared for professional practice in aged care settings.

Assessment

The course is structured very similarly to **NUR100 Contexts of Practice: Child, Youth and Family**. Task 1 consists of quizzes, which are straightforward and provide easy marks if you engage with the course material. Tasks 2 and 3 are case studies, requiring written responses in a similar structure. These tasks involve analysing provided scenarios and applying course concepts to address the health and social needs of older adults. Most students find they can achieve decent results by consistently engaging with the coursework and following the guidelines provided.

Advice

- Don't leave assignments to the last minute—start early to give yourself enough time to plan and refine your work.
- For the case studies, focus on the information provided in the scenarios and avoid overcomplicating your responses.
- Keep your notes organised, as they may be useful for both assignments and future placements.

NUR111 Practice Foundations

Overview

This course provides students with their first exposure to nursing simulation labs, making it a fun and engaging introduction to practical nursing skills. The first half of the course is theory-based, delivered in the classroom, while the second half takes place in the simulation labs. Here, students practice foundational skills such as handwashing and introducing themselves to patients. These basic yet essential skills form the building blocks for more advanced nursing practice. The course is designed to build confidence and prepare students for real-world clinical settings.

Assessment

Task 1a involves learning how to write an assignment with guidance from teaching staff, which prepares students for Task 1b, a 1000-word essay submitted online. Task 2 is a practical assessment in the simulation lab, where individual performance is recorded. To prepare, engage actively in class and practice at home, even filming yourself to build confidence. Task 3 is a final theory exam, requiring thorough revision of course content. Most students find they can achieve good results by consistently engaging with the coursework and following the provided guidance.

Advice

- Attend early classes and participate actively when the teaching team covers Task 1a. This will help you prepare for Task 1b greatly.
- Practice your skills at home, especially filming yourself, as this can help reduce nerves during the practical exam.
- Enjoy the simulation labs. They're your first taste of hands-on nursing care and a great opportunity to build confidence.

NUR116 Preparation for Practice 1

Overview

This course is a practical and engaging introduction to the skills required for nursing placements. It is a pass/fail course, and passing it is essential to attend your first placement, so prioritise it accordingly. Students learn how to document notes, record vital signs, and use shorthand, all of which are critical skills for real-world nursing practice. The course also provides exposure to the types of nursing charts and documentation you will encounter on placement. Overall, it is a highly valuable course that prepares students well for their first clinical experience.

Assessment

Task 1 is a check-in, check-out assignment where you write a goal for what you want to achieve in class and reflect on your progress. This task is focused on participation and provides easy marks if you engage actively. Task 2 is a written case study where you are given a scenario to analyse and create a treatment plan, building on skills developed in NUR111. Task 3 is a practical exam, recorded individually in class. In previous years, students have been provided with a list of potential scenarios to familiarise themselves with the skills that may be assessed. Most students find they can achieve good results by consistently engaging with the coursework and practicing the required skills.

Advice

- Practice your skills at home while being recorded to build confidence and competence.
- Use the provided list of potential scenarios to guide your preparation for the practical exam.
- Take the opportunity to familiarise yourself with nursing charts and documentation, as these will be crucial during placement.
- Stay on top of your fit-for-placement checks! Organise these as early as possible as the worst thing you want is to have your placement be postponed. Due to the large number of nursing students, the fit-for-placement office often gets swamped at this time of year. It may be difficult to contact them at times so ensure you meet all the checks.

NUR117 Nursing Practice 1

Overview

This course provides students with a valuable opportunity to apply theoretical knowledge in a real-world clinical setting through an 80-hour, two-week placement. Placements are conducted in either aged care or hospital settings, where students observe and participate in foundational nursing practices. Key activities include monitoring vital signs, assisting with basic patient care, and supporting hygiene procedures. This placement is designed to help students develop confidence and competence in essential nursing skills while working under the guidance of experienced nursing supervisors.

Assessment

Task 1 involves completing a self-reflective practice, where you will receive feedback from your nursing supervisor. Task 2 requires using the Australian Nursing Standards Assessment Tool (ANSAT) during a meeting with your facilitator to discuss your strengths, areas for improvement, and strategies for development. The assessment is designed to be manageable, provided you remain engaged and actively participate in discussions with your facilitator.

Advice

- Actively seek advice and feedback from your nursing facilitator throughout the placement – it's a great way to learn and improve.
- Fully engage in all tasks and ask questions whenever you're unsure – this will help you meet the required standards.
- Remember, **you are not permitted to administer medications under any circumstances** during this placement.
- Stay organised and proactive – the placement is short, so make the most of every learning opportunity.

NUR121 Health Care and the Professions

Overview

This course provides an introduction to the Australian healthcare system, with a focus on social justice principles and the foundational values of healthcare. It is undertaken by both nursing and midwifery students, offering insights into how these professions integrate into the broader community. Students explore the diverse roles and responsibilities of nurses and midwives across various healthcare settings. The course also covers the requirements for professional registration, including the Nursing and Midwifery Board of Australia (NMBA) standards and code of ethics. With a strong emphasis on public health, this course equips students with a solid understanding of the social and ethical frameworks that underpin their future careers.

Assessment

Task 1 consists of online quizzes, which are straightforward and provide an opportunity to earn easy marks. Task 2 involves designing a poster about a nursing or midwifery specialty, following a provided format. This task requires referencing the NMBA standards, making it a practical way to engage with professional guidelines. Task 3 is a case study presented in a question-answer format, with a template provided to guide your responses. This task encourages further research into social determinants of health and the NMBA standards. Most students find these assessments manageable and achieve good results by actively engaging with the course material.

Advice

- Start familiarising yourself with the NMBA standards early. They are not only important for this course, but will also guide your practice throughout your career.
- Don't underestimate the quizzes in Task 1. They're a great way to build your confidence and secure marks early in the course.

NUR131 Research Foundations for Health Practice

Overview

This course introduces students to the principles of research in healthcare, focusing on evidence-based practice. The course equips students with the skills to locate, critically evaluate, and apply research findings to real-world healthcare scenarios. Through a combination of theoretical learning and practical tasks, students will develop a strong foundation in research methodologies, academic writing, and the ethical use of evidence. This course is essential for building the critical thinking and analytical skills required for professional health practice.

Assessment

Task 1 involves contributing to the discussion board, where you will write a research-based post and respond to a peer's post. Use reliable references and keep your post concise, while ensuring your responses add value to the discussion. Many students find that this is the easiest of the three assessment pieces. Task 2 is an online exam consisting of 50 multiple-choice and matching questions. To assist, we recommend reviewing lecture notes, focusing on key concepts, and practising with sample questions to prepare. Task 3 requires you to create a 1000-word research poster with an oral narration. Pay attention to the poster's layout and design, use visuals effectively, and practise your narration to stay within the time limit.

Advice

- Start working on your poster early—it's a big task, and breaking it into smaller steps makes it more manageable.
- Don't be afraid to ask for help if you're stuck. The tutors and Learning Advisers are there to support you.
- There are quite a lot of deadlines for this course so stay organised and ensure that you are submitting your assignments in the correct formats.

OCC101 Concepts in Human Occupation

Overview

OCC101: Contexts of Occupation dives into how different personal, social, and environmental factors shape the way people engage in daily activities. It covers topics like occupational justice, inclusion, and how things like disability, culture, and socioeconomic status impact participation. There's a big focus on real-world applications, with case studies and reflections helping to connect theory to practice. The course really encourages thinking about how occupational therapy can make a difference in people's lives by promoting meaningful engagement in everyday activities.

Assessment

The assessments in OCC101 are pretty manageable if you stay on top of the content. There are online quizzes that are straightforward as long as you keep up with lectures and readings. The reflective journal tasks require a bit more thought, as you'll need to connect your own experiences with course concepts. The mid-semester written assignment looks at how social and environmental factors impact occupation, so strong writing and good referencing are important. The final assessment is usually a case study or research-based task that ties everything together. Paying attention to the rubric and engaging in class discussions definitely helps with getting good marks!

Advice

- The Occupational Therapy Practice Framework: Domain and Process which is one of the required texts for this course will come in handy
- You can just watch recording of tutorial/workshop 1 if you miss it

OCC102 Participation in Occupation

Overview

OCC102: Occupational Foundations is all about the basics of occupational therapy—what OTs do, the theories behind the profession, and how people engage in daily activities. The content covers different models and frameworks that guide OT practice, and the workshops help bring it all to life. It's a good intro to the field and sets you up for understanding assessments and interventions later on. The lectures are pretty interesting, and the discussions help connect everything to real-world practice.

Assessment

The assessments in OCC102 are pretty chill if you keep up with the content. There are online quizzes that test your understanding of the main OT models and theories—nothing too tricky if you've gone through the slides and readings. There's also a group presentation where you'll explore an OT-related topic, so working well with your group is key. The final written assignment is a case study where you apply what you've learned to a real-world scenario. If you follow the rubric and make sure your referencing is solid, you should do well.

Advice

- You learn a lot of occupational therapy language in this course so I'd recommend knowing the definitions - particularly for the exam.
- Task 2 is an oral group presentation, so choose your group wisely

PSY100 Introduction to Psychology A

Overview

This course provides a comprehensive introduction to the field of psychology, offering a glimpse into key concepts that will be explored in greater depth in future courses. It examines how social and cultural factors influence human behaviour, thinking, and development. Core topics include cognitive and social development, behaviour, personality, motivation, and cultural influences. The course also introduces research methods beyond traditional laboratory settings. Workshops are highly interactive, with engaging activities and class discussions designed to reinforce key concepts. Overall, this course is informative, accessible, and well-supported by tutors and course coordinators, making it an excellent foundation for psychology students.

Assessment

Task 1 involves completing four open-book quizzes throughout the semester, each consisting of 20 multiple-choice questions with a 20-minute time limit. Task 2 is a group slideshow oral presentation. While group dynamics can vary, clear communication and documentation of any issues can help manage challenges effectively. Task 3 requires writing an argumentative essay, supported by a comprehensive guidebook that outlines expectations clearly—following this guide will greatly assist in achieving a strong result. Task 4 involves research participation, which is a straightforward way to earn marks while supporting honours students with their projects. It's recommended to complete this early in the semester.

Advice

- The first few weeks of this course cover content that overlaps with PSY101, so prior knowledge may be beneficial.
- Printing and binding the workbook and essay guide can be helpful. The workbook is useful for quizzes, and the essay guide serves as a valuable resource for future courses.
- Consider completing the research participation task early to manage your workload effectively.

PSY101 Introduction to Psychology B

Overview

This course closely mirrors **PSY100 Introduction to Psychology A** in structure and assessment, with overlapping content during the initial weeks. It serves as another strong introductory course, expanding into new areas of psychology as the semester progresses. The course explores how the brain and body influence human behaviour, covering topics such as sensation, learning, memory, intelligence, and psychological disorders. It also introduces experimental psychology methods and the fundamentals of writing psychological reports. Workshops are interactive and engaging, with activities and class discussions that reinforce key concepts and enhance learning.

Assessment

Task 1 involves completing four open-book quizzes throughout the semester, each featuring 20 multiple-choice questions with a 20-minute time limit. Task 2 is a group slideshow oral presentation. As with **PSY100 Introduction to Psychology A**, group dynamics can vary, so effective communication and documenting any issues can be helpful. Task 3 requires writing a laboratory report, supported by a detailed guidebook that outlines expectations clearly—following this guide will greatly assist in achieving a strong result. Task 4 involves research participation, which is an easy way to earn marks while supporting honours students with their projects. Completing this early in the semester is recommended.

Advice

- The first few weeks of this course overlap with **PSY100 Introduction to Psychology A**, so prior knowledge from that course will be beneficial.
- Staying organised and proactive in group assignments can help mitigate common challenges.

PSY102 Current Directions in Psychology

Overview

This is a really great course that covers the diverse career options available in psychology, making it particularly valuable for students still pondering their career path. Anecdotally, some students recommend against taking this course as a general elective as it is specifically targeted at psychology students. The course highlights that clinical psychology is just one of many career paths. Each week, the course delves into different areas of modern psychology, discussing recent developments, trends, and challenges. Through engaging assessments, students are encouraged to reflect on how these topics align with their personal attributes and career aspirations. Overall, this course is an excellent resource for psychology students seeking clarity and direction in their future careers.

Assessment

Task 1 consists of three online open-book quizzes, each covering seven questions from the weekly content. These quizzes are spread throughout the semester and provide an opportunity to consolidate your learning. Task 2 requires a 350-word reflection on the fields of psychology discussed in the course, focusing on how they relate to your personal beliefs, values, and interests. Task 3 builds on Task 2, requiring you to expand your reflection into a 1000-word essay. This task involves incorporating feedback from Task 2 and adding new insights, making it a valuable exercise in applying feedback and refining your work.

Advice

- In the past, tutors have recommended students to write reflections based on the learning materials of each week. Past students have reportedly found this very helpful when tackling the Task 2 and 3 assessments.
- The assessments are a good opportunity to learn how to take on feedback and apply it.

PSY104 Research Methods and Analysis 1

Overview

If you're a maths nerd, this course is definitely for you. However don't stress if you're not as you do touch on basic maths . The tutors are really good at helping students understand the concepts and supporting you through the course. The course is not as daunting as it seems! This course covers scientific research principles, basic experimental designs, statistical techniques for analyzing results, and how to report experimental studies. Overall, this is an insightful course that really details the scientific side of psychology. Teaching research methods and putting them into practice!

Assessment

There are quite a lot of assessment pieces in this course so it's best to stay organised. Task 1 involves completing weekly online quizzes to consolidate your understanding of the course content. These are 'online open book'—easy marks to accrue throughout the semester. Task 2 is a mid-semester quiz, consisting of 50 multiple-choice questions, also open-book. It assesses your knowledge of the course content up to that point. Task 3 is a 500-word report, including calculations and supplementary information. In Task 3 you will develop hypotheses, analyse datasets to test those hypotheses, and communicate the findings through the results section of a formal report. Task 4 is the final exam. It is highly recommended that you complete the practice exam on Canvas to prepare effectively.

Advice

- Tutorial attendance is a must for this course! The tutors really help you understand the equations and statistics used in the course.
- Textbooks may be handy for finding universal statistical tables.
- Practice the calculations and statistical techniques regularly to build confidence for the report and exam.

PUB112 Public Health Foundations

Overview

This course provides an introductory overview of public health and its significance. The course offers a basic understanding of public health foundations. The course is not content heavy and in some weeks, the required content can be completed in approximately 20 minutes. The course coordinators are very approachable so the tutorials are a good opportunity to ask any questions you may have.

Assessment

Many past students have found scoring well in this course to be quite achievable. The Task 1 weekly quizzes are based on the assigned readings, and most answers can be found directly in the materials. Task 2 involves a 450-word assignment in which students present epidemiological data in dot point format. While some students performed well on this task, others found the marking to be more stringent, so it is important to approach the assignment with thoroughness. Using reliable epidemiological sources is essential for this task. Task 3, the final exam, consists of multiple-choice questions and one short-answer question (approximately 100 words). The exam is regarded as straightforward, particularly as a practice exam is provided that mirrors the structure of the final exam.

Advice

- Select public health interventions for Task 2 that have ample epidemiological data available.
- Attend the tutorial classes to receive additional guidance and clarification on assessments. These sessions are useful for understanding the expected structure of short-answer questions and how to approach the marking criteria.

SCI105 Introductory Chemistry

Overview

This course provides a comprehensive revision of high school chemistry, designed to support students with little to no prior chemistry knowledge in developing a solid foundation. It covers fundamental concepts essential for health-related programs, including atomic structure, chemical bonding, reactions, and basic laboratory techniques. Students with a strong background in high school chemistry usually find the material more straightforward, while others will benefit from the opportunity to gain competence in key areas. The course integrates theoretical knowledge with practical laboratory sessions to enhance understanding and application of core chemistry principles.

Assessment

Task 1 involves a 60-minute online quiz conducted in Week 6, accounting for 25% of the final grade. This quiz covers key theoretical concepts from the first half of the semester. Task 2 consists of a series of short quizzes based on laboratory sessions, contributing a total of 15%. These quizzes are designed to reinforce practical knowledge and ensure understanding of lab procedures. Task 3 requires the completion of a scientific report, worth 20%, using data collected from one of the laboratory experiments. This task focuses on developing scientific writing and data analysis skills. Task 4 is the end-of-semester exam, weighted at 40%, which includes a variety of question types covering content from online materials, tutorials, and laboratory sessions.

Advice

- As this may be one of your first lab reports at university, be prepared for stricter marking guidelines compared to high school. Don't be discouraged if your early reports don't meet expectations; report writing is a skill that you will have ample opportunities to refine throughout your studies.
- Ensure you understand the content of each lab and complete the associated lab quizzes before attending the practical sessions.

SCI110 Science Research Methods

Overview

This course introduces the fundamental statistics that underpin scientific research, alongside an exploration of scientific research design and implementation. The syllabus aligns closely with the statistical concepts covered in Unit 4 of QCE Mathematical Methods. Students will gain insights into the planning and execution of various research methodologies. While the content is particularly beneficial for those considering future research roles, it is less frequently applied in subsequent courses within the UniSC curriculum.

Assessment

The course assessment consists of three key tasks. Task 1, worth 20% of the final grade, involves a series of quizzes designed to reinforce weekly content and ensure foundational understanding. Students are allowed unlimited attempts for these quizzes, providing ample opportunity to secure full marks and consolidate their knowledge effectively. Task 2 is a comprehensive group assignment, divided into two components. Task 2a focuses on the project plan and design, which requires detailed coordination and collaborative planning within the group to outline the study's objectives and methodology. Task 2b involves presenting the final project as a set of PowerPoint slides, showcasing the study's findings and data analysis. Task 3, the final exam, accounts for 40% of the overall grade. It consists of 40 multiple-choice questions (MCQs), assessing students' understanding of the course material. To support exam preparation, a practice exam is provided, illustrating the style and structure of the final assessment.

Advice

- Form groups with peers who share a similar work ethic to ensure effective collaboration and consistent progress on Task 2.
- The recommended textbook serves as a valuable resource for understanding course material and preparing for quizzes and the final exam.

BIM202 Medical Genetics

Overview

This course provides a comprehensive overview of genetics, coordinated by Dr. Anna Kubulla. The learning materials are designed to demonstrate real-world applications. Laboratory classes introduce practical skills, such as performing Polymerase Chain Reaction (PCR) and running a gel electrophoresis, and most laboratories follow a similar structure involving these techniques. The depth of genetics explored in this course offers valuable context for understanding the genetic basis of various diseases, which is further developed in related subjects like pathophysiology.

Assessment

The course assessment comprises 3 key tasks. Task 1 consists of 3 in-person, closed-book quizzes conducted in laboratory sessions. The questions are primarily drawn from tutorial and laboratory content, with some additional questions based on weekly learning materials. Preparation prior to these quizzes is recommended to ensure strong performance. Task 2 is a literature review where attention to detail and concise writing are critical. Starting this assignment early can help manage workload effectively, especially as its due date often coincides with assessments in other second-year courses. Task 3 is the final exam, which mirrors the format of the Task 1 quizzes but focuses solely on theoretical content covered in the weekly learning materials.

Advice

- Attending laboratory sessions regularly and listening to explanations provided by Dr. Anna Kubulla is highly recommended, as this information frequently appears in Task 1 quizzes.

BIM263 Introduction to Pharmacology

Overview

As the name suggests, this course gives an overview to pharmacology—the study of drugs and medications, how the body processes them, and how they affect the body. Many students have found this course very enjoyable and achievable. The course is run in a very similar structure to **LFS251 Biochemistry**, as both courses (at the time of writing) are coordinated by A/Prof. Fraser Russell. Fraser has been described as a fun and passionate lecturer. The content of this course is highly relevant, particularly for future courses like **LFS303 Pathophysiology**.

Assessment

Overall, the assessments in this course are achievable, but you gotta put in the work to understand the concepts and confidently apply them. Task 1 involves completing problem sheets, which are straightforward and achievable. The answers can be found in the weekly slides or discussed in tutorials, making this task an excellent opportunity to secure easy marks. Task 2 requires creating a narrated PowerPoint presentation, worth 30% of your grade. This task encourages creativity and careful planning, so start early and allow time for multiple recording takes. Task 3 is an online final exam, consisting of multiple-choice and short-answer questions. Many students find this exam time-intensive, so thorough preparation is essential.

Advice

- In the past, the final exam has occasionally assessed some material covered in the laboratory classes. We recommend taking good lab notes and brushing up on these before the exam.
- Some past students have reported Fraser sharing that he likes to see clinical studies incorporated in the Task 2 narrated PowerPoint. Take this with a grain of salt and follow the marking rubric to guide you.

CHM202 Organic Chemistry

Overview

CHM202 delivers a comprehensive overview of organic chemistry, exploring the mechanisms behind various organic reactions and synthesis pathways. This course extends beyond high school organic chemistry and is positioned as a second-year subject, although it is undertaken in the first year by medical science and accelerated biomedical students. The course content can be challenging, but the teaching team provides clear explanations that support student understanding. While the depth of chemistry covered may not be extensively revisited unless students choose to take **CHM311 Medicinal Organic Chemistry**, it lays a strong foundation for understanding organic molecules in related courses such as biochemistry and pharmacology. Laboratory classes are particularly engaging, requiring problem-solving and critical thinking skills.

Assessment

The assessment in CHM202 is designed to be achievable with the support of the teaching team. Task 1 consists of three laboratory reports, each worth 10%. These reports differ from traditional lab reports found in other courses, focusing more on practical application. Seeking feedback from the teaching team can be highly beneficial, particularly regarding the classification of unknown chemicals. The mid-semester and final exams are supported by access to past exam papers, which reflect the style and format of the actual exams. Students who thoroughly understand and can complete these practice papers typically perform well in both exams.

Advice

- Engage actively with the teaching team during laboratory sessions to receive constructive feedback on your progress and understanding. This interaction can help identify and correct mistakes, ensuring accuracy in your lab reports.
- Read and understand the laboratory instructions prior to attending the sessions, as these activities are often conducted independently and contribute to the assessment component of the course.

HLT206 Neonatal and Infant Health

Overview

This course focuses on the health and care of newborns and infants. It covers essential topics such as monitoring infant health, managing basic needs like warmth and nutrition, and addressing common health problems. Students will also explore pain management, skin care, and the importance of collaborating with families. A key component of the course is its emphasis on cultural considerations, particularly in relation to Aboriginal and Torres Strait Islander families. The course is self-paced—no weekly classes. Some students may enjoy this flexibility, while others may struggle without regular check-ins with staff.

Assessment

The assessment pieces for this course take the form of large assignments, which some students may find difficult if left to the last minute. Task 1 is a case study worth 50%, focusing on the pathophysiology of neonatal conditions. This 2000-word written piece is due in Week 4 and must follow APA referencing guidelines. Task 2 is another written piece worth 50%, focusing on the nutritional needs of infants post-discharge. This task is also 2000 words, due in Week 6, and requires APA referencing. Both tasks require a strong understanding of course content and the ability to apply theoretical knowledge to practical scenarios. We recommend staying very on top of things, especially in the first half of semester as these assignments can take some time to complete.

Advice

- The course may be self-paced, but try not to fall behind.
- Make use of weekly zoom drop-in sessions to ask the teaching staff any questions you may have.
- Start by learning the basics of normal infant growth and common health issues, such as feeding and breathing problems as this will give you a solid foundation for the rest of the course.
- Be mindful of cultural differences, especially when working with Aboriginal and Torres Strait Islander families, as this is a significant focus of the course.

LFS203 Integrated Physiology

Overview

This course is pretty much **LFS112 Human Physiology** on steroids. This course does a deep dive on major body systems. Most students would agree that this is one of the tougher courses you'll complete in your program. The course is currently led by Dr Ann Parkinson and has many opportunities for practical learning. The online material for this course is quite dense so ensure you put in the hours to keep up. Despite being challenging at times, most students find the course very enjoyable and helpful for courses like **LFS303 Pathophysiology**.

Assessment

Many find the assessment challenging, but don't let that discourage you. The assessment structure mirrors that of **LFS100 Cell Biology**. Task 1 consists of 'easy marks' you'll accrue by showing up organised: pre-laboratory questions, checkpoint quizzes, and core competencies (demonstrating practical skills in the laboratory classes). The experimental results assignment has been marked quite harshly so seek clarification from the teaching team when in doubt. To do well in the Task 2 assignment, we recommend you start early and work with motivated students if possible. As a second year assignment, the expectations regarding academic writing, presentation and referencing will be higher. Ask questions to ensure you're giving your markers what they want. In some past years, the final exam has been held in-person, where students were permitted to bring in an A4 cheat-sheet. In-person or online, dedicating adequate study time to develop a thorough understanding of the content will assist you greatly. But gaining such an understanding takes time. Many students find that their grades in this course are lower than that of other courses.

Advice

- Pre-read before attending your lab classes. The core competencies are easy marks if you're prepared. Watch others before stepping forward.
- High-achieving and motivated peers are recommended for Task 2.
- Study a little bit every day. Try not to fall behind as there is a large amount of content to learn.

LFS251 Biochemistry

Overview

This course explores the chemistry of biological systems, focusing on the chemical pathways in the human body. The first few weeks provide an introduction to biochemistry, while later weeks dive deeper into more complex biochemical processes such as cellular respiration and other biochemical cycles. While these pathways may seem challenging at first, the course coordinator, A/Prof. Fraser Russell, reassures that students are not expected to memorise them. Overall, this course provides a thorough understanding of biochemistry in a manageable format.

Assessment

Task 1 consists of two problem sheets, each worth 15% of your final grade. These sheets are not overly difficult, as you will have a few weeks to complete them and refine your answers. Task 2 is a laboratory report, and results vary among students—small mistakes can lead to significant mark deductions, so careful wording is advised. In Week 9, there is a practice exam held in the lab class to help you practise the necessary skills for the final exam. Task 3 is the final exam, worth 40%, and consists of multiple-choice questions. The questions require a solid understanding of the material, particularly for calculations, and are not easily answered through quick online searches.

Advice

- Revise laboratory content thoroughly, as it often forms the basis for several exam questions.
- The content may feel overwhelming at times, but revising before the exam will help consolidate your understanding.
- Pay attention to detail in the laboratory report to avoid unnecessary mistakes that could affect your marks.

LFS261 Microbiology

Overview

This course offers an introduction to microbiology, providing foundational knowledge of microorganisms and their role in various environments. Run by Dr. Ipek Kurtboke, the course is structured to be accessible, with assessment tasks designed to be manageable for most students. While some may find the weekly topics less engaging, the laboratory activities provide hands-on experience in techniques such as inoculating agar plates with bacteria and observing their growth. The laboratory sessions typically last the full three hours, so be prepared for a practical, immersive learning experience.

Assessment

Task 1 is a 1-hour quiz worth 5% of your final grade, held in Week 4, covering the first three weeks of content. Task 2 is a mid-semester quiz worth 25%, lasting 2 hours and covering material from Weeks 1 to 6. The practical component, worth 45%, includes 30-minute quizzes after each laboratory class and a 3000-word lab report, which accounts for 25%. The final exam, worth 25%, is a 2-hour multiple-choice assessment. It is essential to review the PowerPoint slides provided in the weekly materials, as much of the content for the final exam can be found there. Task 3, the lab report, has received mixed feedback in terms of student performance, so be sure to carefully edit your work to avoid any errors that could impact your marks.

Advice

- Taking notes directly from the PowerPoint slides has been an effective study method for many students.
- Consider obtaining a photocopy of the relevant chapters from the Lammert textbook before the semester begins. While the textbook itself may be difficult to source, the photocopied instructions are crucial for understanding the lab procedures and for preparing for quizzes.
- Having the textbook on hand for quizzes throughout the semester is also recommended to ensure you have access to the necessary reference material.

LFS262 Medical Microbiology

Overview

This course explores the transmission of infectious diseases, their progression, and the manifestation of physical symptoms. It delves into transmission routes and laboratory techniques used to identify and isolate pathogenic organisms. Building on this knowledge, the course discusses treatment methods grounded in these procedures. The assessments are designed to broaden foundational knowledge, apply it practically, and encourage exploration of areas of personal interest.

Assessment

Task 1a is an ungraded quiz designed to help you gauge your understanding of the learning materials and familiarise yourself with the question format used in Task 1b, the mid-semester exam. Using the provided tutorial questions for practice is highly recommended. Task 1c is the practical lab exam, based on intensive lab classes. It includes short answer and multiple-choice questions, requiring the integration of knowledge from both learning materials and lab sessions. Active participation in lab classes is essential for success. Tasks 1a and 1b each contribute 25% to the final grade. Task 2 is a group presentation worth 20%, allowing you to select a disease of interest and expand on its transmission, development, laboratory identification, treatment, and prevention. Assessment criteria include content quality, presentation skills, and team collaboration, making regular practice with your group important. Task 3 is the end-of-semester exam covering content from weeks 7 to 13.

Advice

- Completing all activities and questions in the lab book is essential for preparing for Task 1c, so check your work with teaching staff to ensure readiness for the exam.
- Once confident with the content, flashcards are an effective tool for memorising the many unfamiliar terms and concepts presented in this course.

MED202 Communication Skills for Medicine

Overview

This course provides an opportunity for students to develop their clinical communication skills through simulated patient scenarios. The assessments are all pass/fail, focusing on participation and the application of learned skills. The course is designed to support students as they practice simulated clinical scenarios, with a key focus on enhancing communication in a healthcare setting. The final simulated-patient scenario can cause some angst as it is a hurdle course for the entry of Medical Science students into the doctorate, but it is designed to align closely with the skills developed throughout the course and is easily passed.

Assessment

Task 1 involves participation in classes, so as long as you attend and engage with the simulated scenarios, you will successfully pass this task. Task 2 consists of three journal entries, in which you reflect on your experiences during the simulated scenarios. These entries are straightforward, and as long as you can clearly articulate your experiences, you should have no issues. Task 3 is the simulated-patient scenario, which serves as the primary assessment for the course. While this task is important for entry into the Griffith MD program, it is designed to be familiar, as it closely mirrors the practice scenarios covered throughout the course. Past students have reported that, with adequate preparation, they have had no difficulties in completing this task.

Advice

- Engage fully with the simulated-patient scenarios in class. These are essential for improving your communication skills and will help you succeed in the final assessment. There is no judgment, and these scenarios provide valuable practice for your overall development.
- Don't stress about passing this course as virtually all past students have passed. Enjoy the course while you're studying it!

MLS211 Medical Biochemistry

Overview

This course focuses on the principles of pathology and the biochemical tests used to diagnose human diseases. Students will apply theoretical knowledge in laboratory sessions, utilising a range of equipment and techniques under the guidance of teaching staff. The course introduces various calculations and formulas, which are reinforced through tutorials and practical labs. Assessments include lab reports, quizzes, and an examination, all designed to consolidate learning. The course material is detailed and requires consistent review through practice questions and problem-solving activities. Students will explore the clinical manifestations of different diseases, supported by visual learning resources.

Assessment

Task 1 involves completing laboratory reports that include calculations, short answer questions, and scenario-based analyses. Referring to diagnostic criteria from the learning materials and supporting your findings with quality references is highly beneficial. Task 2 is a review quiz covering content from weeks 1 to 5, worth 20%. Completing all concept check questions will help you become familiar with the quiz format and reinforce key concepts. Task 3 is the end-of-semester examination, accounting for 40% of the final grade, focusing on content from weeks 6 to 13. Efficiently performing calculations under exam conditions is crucial for success.

Advice

- Attend tutorials regularly, as they offer in-depth, tutor-supported problem-solving sessions that help solidify your understanding.
- Familiarise yourself with key formulas to apply them quickly and accurately under time pressure.

NUR222 Health, Law and Ethics

Overview

This course introduces nursing, midwifery and medical science students to the legal and ethical considerations involved in the provision of care. Focused primarily on nursing and midwifery students, it provides a foundational understanding of the laws, ethical frameworks, and codes that guide practice. Medical science students are provided with distinct case studies and relevant codes for their application. The course is delivered online, requiring independent learning and research, as there are limited opportunities for real-time interaction or discussion. While the content is manageable, including PowerPoint presentations and textbook readings, successful completion requires a strong ability to conduct research and apply core arguments effectively in assessments.

Assessment

The course includes two assessment tasks, each worth 50% of the final grade. Task 1 and Task 2 require comprehensive research and coherent writing. The assessments are graded by an external marker from the law faculty, which may result in stricter grading standards, particularly for medical science students. It is essential to approach these tasks with thorough research, ensuring the inclusion of relevant legislation, case law, and ethical principles. Past students have found that performing well in this course requires attention to detail and careful development of the essential arguments.

Advice

- Attend the medical science drop-in sessions for valuable advice and feedback on the assessments.
- Start the assessments early to allow ample time for research and to ensure you incorporate a variety of relevant sources, including legislation, case law, ethical codes, and academic journals.
- Focus on the weeks of learning most relevant to your case studies, as these materials provide key legislation, case law, and ethical principles essential to the assessments.

NUR226 Preparation for Practice 2

Overview

This course is designed to build your practical and theoretical knowledge to prepare you for your next placement. You will engage in a variety of activities, including individual and in-class tasks, quizzes, and practical skill demonstrations. These activities are designed to ensure your understanding and competency in key nursing procedures. The course emphasises the application of theoretical knowledge to practical scenarios, preparing you for real-world clinical settings. By the end of the course, you will have demonstrated proficiency in essential nursing skills and developed the confidence to apply these skills effectively.

Assessment

The attendance requirements and assessments for this course may feel a little daunting, but rest assured, the tutors in this course are here to ensure you are prepared for your upcoming placement. Task 1 involves active participation in class activities, which is assessed during a three-hour session. Engagement is key, as your participation contributes significantly to your overall grade. Task 2 consists of online quizzes, including a medication calculation quiz, which requires strong time management and preparation. Be sure to review key concepts and check the schedule for quiz dates. Task 3a is a hands-on assessment of your clinical and laboratory skills, conducted in Week 4. You will be evaluated on your ability to perform specific nursing procedures, so practice thoroughly to build confidence. Task 3b, due in Week 8, requires you to submit a video demonstrating your skills, similar to Task 3a. Both practical assessments emphasise the importance of preparation and attention to detail.

Advice

- Actively participate in class activities as your engagement contributes to your final grade.
- Practice your clinical skills consistently! Confidence comes from repetition and preparation.
- Don't hesitate to ask for help if you're unsure about anything. Addressing questions early can save you stress later.

NUR227 Nursing Practice 2

Overview

This course focuses on your second professional experience placement (PEP) as a nursing student, where you will provide person-centred care while adhering to quality and safety standards. The 120-hour (three-week) placement involves practising in various healthcare settings, including acute care, primary care, community care, and aged care. You will plan, implement, and evaluate evidence-based therapeutic interventions, develop your nursing skills, and engage in critical self-appraisal to support your professional growth.

Assessment

The primary assessment for this course is the completion of 120 hours of placement during the teaching period. Assessment tasks are graded on a pass/fail basis, and all assessments must be passed for successful completion of the course. The Australian Nursing Standards Assessment Tool (ANSAT) is used to monitor your progress, provide structured feedback, and identify areas for improvement throughout your placement.

Advice

- Familiarise yourself with the NMBA's standards, Code of Conduct, and Code of Ethics to ensure your practice aligns with professional guidelines.
- Continuously seek feedback from facilitators during your placement and use the ANSAT tool to support your performance evaluation.
- Maintain professionalism by being punctual, wearing the required uniform, and upholding professional behaviour at all times.

NUR231 Drug Therapy

Overview

This course focuses on pharmacology and its relationship with pathophysiology, providing the knowledge necessary to understand how drugs interact with the human body across different life stages. It is designed to promote safe medication practices and the quality use of medicines, with an emphasis on applying professional, ethical, and legal codes in medication administration. Through this course, you will develop a strong foundation in pharmacological principles, enhancing your ability to make informed clinical decisions and support patient safety in diverse healthcare settings.

Assessment

Task 1 is a 40-minute multiple-choice quiz that assesses your understanding of pharmacokinetics, pharmacodynamics, and pathophysiology. To prepare effectively, focus on mastering core concepts and practising with sample questions. Task 2 involves a 1500-word written case study where you will apply pharmacological knowledge, quality use of medicines, and professional standards to a clinical scenario. It's important to structure your case study clearly, using evidence to support your clinical reasoning. Task 3 requires a 1500-word written piece that synthesises pathophysiological and pharmacotherapeutic knowledge to develop a safe medication care plan, incorporating social justice, quality use of medicines, and ethical principles. Ensure you integrate relevant guidelines and reflect on ethical considerations in your plan.

Advice

- Using diagrams and flowcharts can help clarify complex topics.
- Connect pathophysiology to pharmacology by relating medications to the mechanisms of diseases for improved understanding and clinical decision-making.
- Utilise case studies to apply your knowledge to real-life scenarios and use clinical reasoning templates to structure your answers effectively.

NUR241 Contexts of Practice: Health Alteration

Overview

This course focuses on the pathophysiological processes that lead to health alterations throughout the lifespan. It aims to enhance your ability to assess and plan person-centred nursing care, equipping you with knowledge to support therapeutic interventions for both acute and chronic health conditions. Through a combination of theoretical and practical approaches, you will develop skills in patient assessment, care planning, and promoting recovery.

Assessment

Task 1 involves participation in an in-class activity where you will create a patient education leaflet. This task is formative, so while it doesn't contribute to your final grade, it helps you develop essential skills early on. Task 2a requires you to create a patient education leaflet based on a case study. This is a creative artefact worth 20%, with a word limit of 750 words. Task 2b builds on Task 2a, asking you to expand your leaflet by incorporating evidence-based literature to support the health promotion information in the leaflet. This written piece is worth 30%, with a word limit of 1250 words. Task 3 is a case study assignment worth 50%, requiring you to write 2000 words that apply pathophysiological knowledge and evidence-based care strategies for a selected health condition.

Advice

- Understanding pathophysiology is key so practice linking disease processes to clinical symptoms and treatment.
- Always keep person-centred care at the forefront of your work, tailoring your assessments and interventions to the individual.
- Familiarise yourself with the National Safety and Quality Health Service (NSQHS) standards and NMBA codes, as they are vital to your clinical decision-making.

NUR272 End of Life Care

Overview

This course focuses on palliative and end-of-life care, preparing students to support individuals with life-limiting illnesses and their families. Using a case-based approach, students will apply various care models across clinical settings, with an emphasis on person-centred care, communication, and symptom management. By the end of the course, students will develop the skills necessary to provide compassionate and holistic care for those at the end of life.

Assessment

Task 1 involves two quizzes, due in Weeks 3 and 5, each worth 25%. These quizzes test your understanding of key principles in end-of-life care, with 25 multiple-choice questions in each. Task 2 is a case study worth 50%, where you will apply your knowledge to a written report. This report, which should be 2000 words in length, is due in Week 8 and must be formatted in APA7 referencing style. The case study requires you to assess and plan person-centred care, demonstrating your understanding of the course content.

Advice

- Focus on core concepts, such as palliative care, communication, and symptom management, to perform well in the quizzes.
- Start your case study early to thoroughly understand the patient's holistic needs and apply evidence-based care strategies.

NUR286 Preparation for Practice 3

Overview

This course is designed to develop your skills in planning and implementing therapeutic interventions for patients with complex health issues. The focus is on clinical deterioration, particularly in respiratory, cardiovascular, and neurological contexts. Students will learn to recognise and manage deteriorating patients, applying knowledge to different clinical scenarios. Practical and simulation-based assessments will help refine clinical decision-making and nursing skills, preparing you for real-world healthcare settings.

Assessment

Task 1 is a quiz due in Week 6, testing your knowledge of safe medication administration. Multiple attempts are allowed, but you must score 100% to pass. Task 2, due in Week 7, involves a practical/laboratory skills assessment with peer feedback, where you'll engage in a scenario-based clinical assessment. Task 3 is a simulation in Week 8, requiring you to demonstrate nursing skills in a 15-minute scenario. You must pass this task to pass the course. Task 4 involves participating in weekly nursing lab sessions during Week 8, focusing on the check-in/check-out process and providing evidence of active participation.

Advice

- Be well-prepared for quizzes and simulations, particularly focusing on medication calculations and clinical scenarios.
- Engage in the weekly Check In/Check Out assessments to track your progress.

NUR287 Nursing Practice 3

Overview

This course centres on your second professional experience placement (PEP) as a nursing student. The 120-hour (three-week) placement provides the opportunity to practice person-centred care while adhering to quality and safety standards in a variety of healthcare settings, including acute care, primary care, community care, and aged care. During this placement, you will plan, implement, and evaluate evidence-based therapeutic interventions, develop key nursing skills, and engage in critical self-appraisal to refine your practice.

Assessment

The course involves a 120-hour placement, which is a pass/fail assessment. All assessments must be passed to complete the course. You will receive ANSAT (Australian Nursing Standards Assessment Tool) feedback throughout the placement to monitor your progress and identify areas for improvement.

Advice

- Maintain professionalism by being punctual, adhering to the required uniform, and demonstrating professional behaviour at all times.
- Manage your time effectively to balance self-directed learning with practical experience.
- Be mindful of health and safety risks during your placement and follow university guidelines for safe practices.

OCC201 Occupational Therapy Theory

Note that this course is being replaced by OCC100 Occupational Therapy Theory (first offering Semester 2 2025) as part of a curriculum change.

Overview

Occupational Therapy Theory provides a foundational understanding of occupational therapy models and their role in clinical reasoning and intervention planning. This course explores how occupational therapists assess and analyse occupational performance, emphasizing goal setting and evidence-based practice. Key concepts include understanding occupational engagement, the person-environment-occupation model, and the influence of biopsychosocial factors on function.

Assessment

Task 1 consists of online quizzes, worth 10%, which are straightforward and typically based on lecture slides and the course workbook. These are easy marks if you review the materials thoroughly before attempting them. Task 2 is a 90-minute, in-class exam in Week 11, accounting for 40% of the final grade. This exam is closed-book and requires a solid understanding of theoretical concepts, so consistent revision and practice with past questions can be helpful. Task 3 is a 2500-word written piece, worth 50%, which requires strong academic writing and critical analysis. Carefully following the rubric and referencing guidelines is essential for maximising marks. Engaging with course materials, participating in discussions, and seeking clarification from lecturers can significantly enhance your performance across all assessments.

Advice

- The recommended readings each week I found weren't necessary to do. The content we needed to know was repeated during the pre-recorded learning and classes.
- The online test in week 4 is really easy if you have been keeping up to date with each week's work.

OCC202 Therapeutic Skills

Overview

Therapeutic Skills is all about developing the practical skills you need as an occupational therapist to work directly with clients. The course focuses on communication, building rapport, and using therapeutic techniques to support client outcomes. You'll learn how to engage clients, conduct assessments, and implement interventions effectively. There's a mix of theory and hands-on practice, with plenty of opportunities to build your confidence in applying therapeutic skills. It's a really practical course that prepares you for working with people in a therapeutic setting.

Assessment

Task 1 is a 10-minute practical skills assessment in Week 4, where you demonstrate competency in therapeutic techniques. This is a straightforward assessment if you practice beforehand and follow the instructions closely. Task 2 includes both a practical and a written component, where you present a 5–10 minute oral demonstration of specific competency skills and submit a short written piece (500 words) with each competency. Engaging with the course materials and practising the skills will make this task more manageable. Task 3 spans the duration of your placement and involves developing a plan related to your therapeutic approach. This task requires thoughtful application of concepts learned in class, so reflecting on your experiences and seeking feedback will be beneficial. Staying organised, preparing for practical assessments, and applying feedback to improve your skills will set you up for success.

Advice

- This course is fun, you finally get to physically learn and practice several OT interventions. They give you plenty of opportunity to practice each week so take advantage of that.
- Have in mind several questions to ask your client during the initial interview for task 1.
- Learn a little script for each professional competency that includes the things you have to say or do to pass. Know all the professional competencies as you could get any of them.

OCC212 Evaluation of Occupational Performance

Overview

Evaluation of Occupational Performance dives into how OTs assess a person's ability to engage in meaningful activities. In this course, you'll get to grips with the various tools and methods used to evaluate a client's performance in daily life. You'll learn how to select the right assessment tools, interpret the results, and understand how these assessments guide the interventions you'll use in practice. The content is pretty hands-on, with a focus on real-world application, so it's a great way to build confidence in using assessment tools that you'll rely on in your OT career.

Assessment

Task 1 involves a practical skills assessment (20%), where you'll conduct an occupational performance evaluation using one of the tools covered in class. It's a short task (10-15 minutes), so practicing with different tools will help you feel more confident. Task 2 consists of a group oral and written piece (30%), requiring a 1500-word report analysing assessment methods. Make sure to divide the work evenly and use the provided template to stay on track. Task 3 is the final individual report (50%), a 2500-word assessment where you'll interpret evaluation results and recommend interventions, due in Week 13—starting early will save you stress. There's also a written exam testing your ability to choose the right OT assessment tools for different clients, so understanding why each tool is used will make this much easier.

Advice

- I would highly recommend keeping copies of the Occupational therapy assessments they provide you. During placement it was so helpful to refer back to assessments I'd learnt in this course.

OCC222 Neurological Causes of Occupational Dysfunction

Overview

Neurological Causes of Occupational Dysfunction covers the way neurological conditions impact a person's ability to function in daily life. In this course, you'll learn about the most common neurological disorders, such as stroke, brain injuries, and neurodegenerative diseases, and how these affect occupational performance. It's all about understanding the link between the brain and everyday tasks, and how you, as an OT, can help people adapt and regain independence. This course gives you the knowledge needed to assess, plan, and implement interventions for people with neurological conditions, and is a key part of understanding the OT process.

Assessment

Task 1 is a 30-minute online quiz worth 15%, which is a great opportunity to secure easy marks by reviewing lecture content and key readings. Task 2 is a 60-minute written exam in Week 9, focusing on neurological conditions and their impact on daily function. Since this is worth 45%, thorough revision of key concepts and case studies is essential. Task 3 is a 15-minute oral presentation during the exam period, where you will analyse a case study, discuss how a neurological condition affects occupational performance, and propose interventions. Practising your presentation skills and structuring your response clearly will help you perform well. Staying engaged with case studies and applying theoretical knowledge to real-life scenarios will be beneficial for all tasks.

Advice

- This is definitely one of the trickier OT courses. As long as you complete the pre-work and show up to class (or catch up if you missed one) then you'll know all the content and be fine.
- I'd recommend making flash cards throughout the semester based on the Task 3 exam blueprint to help with the in-person exam.

OCC232 Foundational Placement Competencies in Allied Health

Overview

Foundational Placement Competencies in Allied Health is all about putting theory into practice. It's your chance to start building the core skills needed for working as an allied health professional. You'll complete a placement where you get to apply what you've learned so far, work directly with clients, and get hands-on experience in a real-world setting. This course helps you develop your clinical skills, professionalism, and confidence. It's all about learning by doing and getting feedback from experienced practitioners to help guide your growth.

Assessment

Task 1 is the Code of Conduct (individual), which you'll complete from enrolment through to the end of your placement. It's due in Week 1 and submitted via SONIA. Task 2 involves 104 hours of activity participation, including practice education, community-based learning, and mentoring. These hours are assessed during the exam period and also submitted via SONIA. Task 3 is a plan that spans the duration of your placement, submitted at the end of the exam period. Throughout the course, you'll demonstrate your skills through a competency-based assessment, submit reflective journals showing how you apply OT knowledge in practice, and show your ability to work effectively in the field. Engage with feedback, stay open-minded, and use this time to build your confidence for future placements.

Advice

- The SCHI sessions for this course can be a drag but just remember the teachers are assessing you during class for your task 2 mark, so be mindful of your professional behaviour and mannerisms.
- There are no hard assessments for this course, it's just to teach you about professional OT skills.
- Get your mentor to help you with your PDP and update it multiple times throughout the semester so you don't have to rush to do it at the end.

PSY202 Physiological Psychology

Overview

This course explores the complex relationship between the brain, nervous system, and biological factors influencing behaviour, thoughts, and emotions. While it is content-intensive, it is not as daunting as initially perceived. Workshops and tutorials are not recorded, and while the 1-hour tutorials are helpful for understanding key concepts, they may feel brief. The 2-hour workshops, however, primarily focus on reading from slides, which are available independently. This may limit opportunities for deeper exploration of the material, or avenues to ask questions, leaving some students to find alternative study methods. Despite this, the course remains highly engaging for those interested in physiological psychology.

Assessment

Task 1 (25%) involves completing five open-book quizzes throughout the semester. These quizzes are relatively simple and resemble those from previous psychology courses like PSY100 and PSY101. Task 2, worth 35%, requires writing an essay on Traumatic Brain Injury, which involves examining the psychological impact of brain injuries. This task is both interesting and engaging, as it involves creating two versions of the report: one for an academic audience and one in layman's terms. The final exam (40%) is also open-book and, while it may seem intimidating initially, it is not as challenging as expected.

Advice

- The 1-hour tutorials are very helpful, so make sure to attend those.
- Reviewing the slides independently as an alternative to attending the workshop is an effective approach to the course.
- The textbook is a valuable resource, particularly for the open-book quizzes, so make sure to keep it handy during assessments.
- Stay on top of the content as the course is quite content-heavy and it's easy to fall behind if you don't keep up with the material.

PSY206 Interpersonal and Group Skills

Overview

This course was introduced to address a gap in the skills identified for graduates, particularly focusing on interpersonal communication. As the first cohort to take the course, students had limited expectations, but the support from the course coordinator and tutors was exceptional. The course covers practical strategies to improve communication, a critical skill for all professionals, particularly those in interpersonal roles. Additionally, the course includes a detailed exploration of qualitative research and thematic analysis. The integration of communication skills with qualitative research throughout the course provides a comprehensive learning experience.

Assessment

Task 1 involves developing a research question and topic guide. This task is straightforward and is completed in class with one-on-one guidance from tutors and the course coordinator. Task 2 requires students to complete a video interview, perform a thematic analysis, and submit a self-reflection essay. The skills practised in triads during workshops are essential for this assignment, which can take more time than expected. Task 3 is a Work Integrated Learning communication report, which is designed to be a practical addition to your resume. As long as you're placed in a collaborative work group, this assignment should be manageable.

Advice

- Attend workshops as they are essential for mastering the skills needed for assignments. If you miss any, catch-up Zoom meetings are available to help you make up for missed content.
- Workshops also provide valuable time for working on assignments, so make the most of this.
- This course is a great opportunity to develop interpersonal communication skills, which are beneficial for both your career and personal growth.

SCI202 Advanced Research Methods and Statistics

Overview

This course extends foundational knowledge in statistics from SCI110, introducing students to SPSS software for advanced statistical analysis. The course emphasises practical application through group work, where students collaborate on written assignments, combining diverse skills to interpret survey findings. A key focus is understanding how demographic factors influence responses. The teaching staff are approachable and provide valuable feedback to support learning. The comprehensive course materials require consistent practice with provided questions to build confidence and deepen statistical understanding.

Assessment

Task 1 is a group survey proposal, worth 20%, where you will apply knowledge of survey design, focusing on ethical, unbiased question wording. Clear guidelines and supportive feedback from teaching staff make this task straightforward. Task 2 weighs 40% and is a group scientific report involving data analysis using SPSS. You will present visual summaries of your survey results and discuss them in detail. It is beneficial to source high-quality research early to support your findings. Task 3 is the final exam, which requires a solid understanding of various statistical tests. Working through solutions from workshops helps consolidate the processes needed for different statistical scenarios.

Advice

- Attend all in-person computer labs and workshops, as each session introduces new statistical analysis techniques applied using SPSS. Practicing these in a group with tutor support is key to mastering them.
- Leading up to assessments, attending multiple lab and tutorial sessions can be particularly beneficial with tutor guidance.

SPX201 Functional Anatomy

Overview

This course provides a comprehensive overview of the joints of the human body and their role in facilitating movement. Designed with aspiring physiotherapists in mind, it covers the structures associated with different joints and how they contribute to various movements. The course content is delivered through concise, informative videos that summarise key concepts, and some students find using the transcript of the videos more efficient for note-taking than pausing and rewinding. While some students may find the material less engaging, those interested in physiology and movement mechanics will find this course valuable.

Assessment

The course assessment is divided into three main tasks. Task 1 involves quizzes based on the learning materials, with questions often directly derived from the video transcripts. Task 2 consists of several smaller components, including literature comprehension questions and a range of motion assessment, where students demonstrate their ability to assess a patient's range of motion in small groups. To prepare for this assessment, it is recommended to use the laboratory sessions for practice and to carefully review the marking guidelines for explicit instructions on what is expected. Task 3 is the final exam, which is considered achievable, and the course coordinator, Dr. Max Stuelcken, provides practice questions to aid in exam preparation.

Advice

- For the Range of Motion Assessment, choose to be a part of a group with students that you know relatively well as it does require being comfortable with proximity during lab sessions
- Use the written transcript of the lecture videos to prepare effectively for quizzes and exams.

BIM303 Clinical Trials Management

Overview

This course introduces the principles of clinical research and regulatory affairs essential for roles as a Clinical Research Coordinator (CRC). It covers the need for clinical trials, their stages, data collection, and the laws and ethics governing clinical trials in Australia and globally. The course begins with in-person tutorials held before the mid-semester break (six workshops over three weeks), followed by a field trip to the nearest UniSC Clinical Trial Centre (Sippy Downs or Moreton Bay). The remainder of the course involves self-directed online learning through Praxis Modules. Completing these modules earns Good Clinical Practice (GCP) certification from Praxis, which is beneficial when applying for clinical trial roles.

Assessment

The course includes 4 assessments. Task 1 is an in-person quiz in Week 3, worth 20%, consisting of 50 multiple-choice questions covering content from the first 3 weeks. It requires memorisation of legal and historical facts, including dates, abbreviations, and codes of conduct. Task 2 is a written assignment on Human Research Ethics (30%) based on a case study, with two scenarios to choose from. This assignment is similar in structure to those in NUR222: Health, Law and Ethics. Task 3 involves completing the Praxis modules, which are comprehensive, require around three hours each, and a pass mark of 80% to earn 10% of the course grade. Task 4 is the final exam, worth 40%, conducted via Zoom and comprising multiple-choice and short-answer questions.

Advice

- This course includes substantial legal content similar to NUR222, so be prepared for detailed regulatory material.
- Much of the content from workshops is revisited in the Praxis modules, reducing the need for extensive new learning after workshops.
- Completing your ethics assignment before the final in-person workshop (Week 3) can provide an opportunity to receive valuable feedback from the course coordinator.
- Scoring 80% in all Praxis modules secures the full 10% for your grade, but achieving 100% is necessary to obtain Praxis certification.

BIM331 Immunology

Overview

This course provides a comprehensive and rigorous overview of immunology, building on foundational knowledge from courses such as LFS112 Human Physiology and BIM202 Medical Genetics. The initial weeks can feel overwhelming due to the extensive content and specialised immunology terminology. However, as the course progresses, the material becomes more cohesive and easier to understand. Student experiences with immunology are often polarising, largely depending on their engagement with the content. This course is particularly beneficial for students intending to progress into medical school, where immunology is typically covered early in the curriculum.

Assessment

Task 1a (25%) consists of three quizzes featuring both multiple-choice questions (MCQs) and short-answer questions (SAQs). These quizzes are generally well-timed and of reasonable difficulty. Task 1b (10%) is the laboratory portfolio, which includes pre-laboratory quizzes with unlimited attempts and documentation of all laboratory activities in the lab book. Task 2 (25%) is a poster assignment, offering a more creative approach compared to many other undergraduate assessments. While engaging, this assignment is often marked rigorously, so attention to detail and high-quality work are essential. Task 3 (40%) is the final exam, which is similar in structure and difficulty to the Task 1a quizzes, comprising both MCQs and SAQs.

Advice

- Dedicate time to thoroughly learn the content discussed in laboratory and tutorial sessions, as these topics frequently appear in Task 1a quizzes and the final exam.
- Focus on understanding the foundational topics presented in the early weeks, as they are crucial for grasping more advanced concepts later in the course.

BIM341 Biochemical Pharmacology

Overview

Biochemical Pharmacology is essentially an extension of Introduction to Pharmacology and provides students with an opportunity to learn about more types of drugs such as anticancer drugs, anxiolytic drugs, antidepressants, and antimicrobial drugs. In the first four weeks of the course, there is a large focus on pharmacokinetics and pharmacodynamics, which includes a heavy mathematical component. While the mathematics used in the course is not difficult, students who do not enjoy the use of formulas and mathematics may find this challenging. Biochemical Pharmacology is very similar in structure to other courses run by the course coordinator, Professor Fraser Russell.

Assessment

The assessment for Biochemical Pharmacology consists of three tasks. Task 1a, the first problem sheet, is worth 15% and contains some challenging questions; however, students will have ample time to prepare thorough answers. Task 1b, the second problem sheet, also accounts for 15% and follows a similar format with questions that encourage critical thinking and application of course concepts. Task 2 is an informative poster assignment, worth 30%, where most students perform well due to the creative approach and application of pharmacological principles. Task 3, the final exam, includes both multiple-choice questions (MCQs) and short answer questions (SAQs); while some questions can be difficult, with adequate preparation and study, this exam is manageable and achievable.

Advice

- Be sure to attend the laboratory and tutorial classes as these often form a lot of the questions in the final exam.
- Performing general research on each of the topics for the poster assignment before settling on a topic is beneficial, as some of the options do not have a great deal of research available.

BIM371 Clinical Embryology

Overview

This course provides comprehensive coverage of Assisted Reproductive Technology (ART) as applied in in-vitro fertilisation (IVF) practices. A significant focus is placed on laboratory skills, which serve to consolidate the theoretical knowledge acquired throughout the course. Students will practice and refine techniques using state-of-the-art equipment commonly employed in IVF laboratories, all while considering relevant ethical principles. The teaching team delivers engaging content and offers invaluable support in helping students develop and perfect their laboratory techniques.

Assessment

Task 1, the Practical/Laboratory Skills Portfolio, accounts for 50% of the final grade. This task requires students to practice ART laboratory procedures, solve practical problems, and maintain a detailed record of progress and results in a portfolio format. These are the easy marks you'll get from attending class. Task 2, the Mid-Semester Examination, evaluates theoretical knowledge through multiple-choice and short-answer questions. Utilising provided practice questions is highly recommended for effective preparation. Time management is crucial during the short-answer section. Thankfully, this exam is usually held before the Christmas/New Year break. Task 3 involves an Oral Presentation, which can be completed individually or in pairs, focusing on a chosen ART technique. Assessment criteria include depth of knowledge, presentation skills, and creativity. Students are encouraged to be informative and use engaging visuals to enhance the presentation's impact.

Advice

- For Task 3, consider innovative approaches to presentation. The teaching team values creativity and enjoys diverse methods of audience engagement.
- Utilise supplementary videos and diagrams provided by the teaching team to enhance comprehension. Online resources, particularly videos related to the anatomy and physiology of ART, can also be highly beneficial for visualising complex concepts.

CHM311 Medicinal Organic Chemistry

Overview

This course builds on the concepts covered in CHM202 Organic Chemistry, extending knowledge to areas such as heteroaromatics, stereochemistry, asymmetric synthesis, retrosynthesis, natural products, drug design, and drug discovery. While it is a third-year course, it is not significantly more challenging than CHM202. The course is primarily self-directed, but the course coordinator, Dr. Trong Tran, provides thorough explanations of the key concepts. Guest lecturers are featured in the final weeks of the course, though their content is not assessed in the final exam. Some past students have noted that many of the topics covered are useful for preparation for the GAMSAT.

Assessment

Task 1a, 1b, and 1c are lab reports (10% each) for the three projects completed throughout the semester. These labs differ from those in CHM202, as some reactions take time to occur, requiring the completion of two projects in a single lab session. Each lab typically spans 2-3 sessions. The reports follow a standard format: abstract, experimental procedure (similar to methods and results), discussion, and conclusion. Task 2 (20%) is a mid-semester exam, taken during a tutorial class, which covers topics 1-7, with a focus on electrocyclic reactions. Task 3 is the final exam (40%), which covers all topics, with a greater emphasis on areas not covered in the mid-semester exam, such as cycloaddition and sigmatropic rearrangement.

Advice

- Attend the tutorials, as they are helpful for understanding the material, and they cover previous exam questions.
- Pay attention to how answers were structured in past exams. Visual aids, like drawings, are often useful for explaining concepts and mechanisms.
- The lab projects are completed in pairs and span 2-3 sessions. Ensure you attend all sessions so you can record measurements and keep track of progress. Missing labs can make it difficult to complete the reports accurately.

HLT301 Contexts of Practice: Mental Health Care

Overview

This course explores mental health and mental illness, highlighting their significance as global, national, and regional health priorities. It combines theoretical knowledge with practical skills, focusing on mental health promotion and the care of individuals and families experiencing conditions such as anxiety, depression, and schizophrenia. Students will develop an understanding of mental health concepts, recovery-oriented practices, and trauma-informed care, equipping them with the skills to support mental well-being in diverse contexts.

Assessment

Task 1, worth 10%, consists of two in-class quizzes held in Weeks 2 and 3, designed to test knowledge of workshop content. Task 2 involves completing a Mental State Examination Workbook, where you will analyse a mental illness case video, assess potential risks, and outline appropriate care pathways. This 2000-word assignment is due in Week 5 and is worth 40%. Task 3 is a 2000-word assessment that requires a critical exploration of a chosen mental disorder, examination of its symptoms, associated risks, and evidence-based interventions. Task 3 is worth 50% of the overall grading for the course.

Advice

- Focus on understanding the principles of recovery-oriented and trauma-informed care, as they are central to the course.
- Start your written assessments early, allowing time for critical analysis and integration of evidence-based practices.

HLT303 Perinatal and Infant Mental Health

Overview

This course equips students with the knowledge and skills to support women and families experiencing perinatal and infant mental health challenges. Emphasising psychosocial assessments, students will learn to identify risk and protective factors and explore health promotion, evidence-based treatment strategies, and the importance of early interventions. The course highlights the socioemotional and cultural influences on mental health, the impact of trauma, perinatal loss, and the role of care planning. A strengths-based approach is central to the course, framing the development of effective, holistic care strategies for the perinatal period.

Assessment

Task 1 is a summative assessment that involves completing an online quiz with 20 multiple-choice questions based on the required readings. This is designed to check your theoretical knowledge of perinatal and infant mental health. Task 2 is the Mental State Examination, where you will assess a woman's mental health during the perinatal period through a video case study. This assessment is worth 50%, requires a 2000-word report and is due in Week 4. Task 3 (50%) is a Critical Exploration of a Perinatal Mental Health Disorder, where you will analyse a mental health condition during the perinatal period and develop a comprehensive care plan for the woman, baby, and family. This 2000-word assignment is due in Week 8.

Advice

- Prepare for assessments early, as they require detailed analysis and careful planning.
- Focus on developing cultural competency, as this is a key component in understanding diverse perspectives in perinatal mental health.

LFS303 Pathophysiology

Overview

Pathophysiology builds on the knowledge gained in LFS112 Human Physiology and LFS203 Integrated Physiology, focusing on the physiological mechanisms underlying diseases and pathologies of various body systems. For students in the Bachelor of Medical Science, this course is considered one of the most relevant in preparation for medical school. While it is not as rigorous as LFS203, the course contains a considerable amount of content, most of which is engaging and interesting. The teaching team is highly proficient and supportive, ensuring students receive high-quality instruction throughout the course. Both Immunology and Pathophysiology complement each other well, though they can be time-consuming.

Assessment

The assessment for this course consists of three components. Task 1 (25%) includes six quizzes, issued fortnightly, each containing 15 multiple-choice questions (MCQs). Students are allowed two attempts per quiz, and most find them manageable. Task 2 (25%) is the mid-semester exam, which is generally considered achievable and of a reasonable level of difficulty. Task 3 (50%) is the final exam, which raises the level of difficulty compared to the earlier assessments. This exam primarily covers weeks 7-13 and includes a significant writing component with several short-answer questions (SAQs). Due to the time pressure, thorough preparation is essential to perform well.

Advice

- Take the time to thoroughly learn the material discussed in laboratory and tutorial sessions, as this content appears frequently in assessments.
- Review how the SAQ questions are marked in the example questions used in tutorials, as this will help guide your responses to achieve full marks in both the mid-semester and final exams.

LFS304/5 Clinical placement I and II

Overview

This course offers students the opportunity to engage in a workplace learning placement, providing a welcome break from academic study while gaining practical, hands-on experience in a professional setting. LFS304 involves completing 96 hours of unpaid clinical work, while LFS305 requires 192 hours, all under the supervision of an experienced professional. This placement enables students to build confidence in patient interactions and see the realities of professional life. Most students who undertake this course enjoy it.

Assessment

The assessment for this course consists of three tasks, but the overall grading is a pass/fail system, so the course will not contribute to your GPA. Task 1 involves a mock job application for the position you will be undertaking during your placement. You will respond to job interview questions related to key values fundamental to a career in the health field. This task is split into Task 1a (pre-placement) and Task 1b (post-placement), with Task 1b being the only component that contributes to your grade. Task 2 requires your supervisor to submit a report detailing the activities you completed and evaluating your performance. The report assesses your competence in theoretical knowledge, professional conduct, patient interactions, initiative, and feedback-seeking for self-improvement. It also includes a record of your 96 placement hours. Task 3 involves submitting weekly self-reflections (max 250 words each), where you describe the tasks you completed, new learning, challenges encountered, and how you addressed them. This task is generally straightforward.

Advice

- Start looking for a placement location early, as the process of securing and organising the placement requires ongoing communication with the university and can take time.
- Keep in mind vaccination schedules, as these may take months to complete before the placement starts.
- Choose a placement that aligns with your interests to gain a true understanding of what the role may involve in the future.

MBT301 Pharmaceutical and Food Microbiology

Overview

MBT301 focuses on microbiological processes that are critical on an industrial scale, particularly within the food and pharmaceutical industries. The course emphasises controlling contamination and ensuring safe food handling practices. It is ideal for students interested in food microbiology, though pharmaceutical microbial processes are covered less extensively. While the laboratory techniques may seem dull to some, particularly if food biosafety is not your main interest, it is rewarding to observe bacterial growth on an agar plate as a clear indicator of the success or failure of your experiments.

Assessment

The assessment for this course includes four tasks. Task 1 is a quiz in week 4, lasting one hour, which is purely summative and tests students' knowledge. Task 2 is the mid-semester exam, held in week 7, and is worth 20% of the final grade. Task 3 evaluates students' practical and laboratory skills, accounting for 50% of the course grade. This task consists of two parts: five short quizzes, submitted throughout the semester, and a 3000-word report. For the quizzes, you only need to study the lab manuals, as no further reading is required. The quizzes are short-answer style, focusing more on understanding the overall processes than on minute details. The 3000-word report requires careful attention to detail, especially in areas such as the correct use of italics and binomial naming conventions for microbes, with strict marking criteria leading to varying results. Task 4 is the final exam, lasting two hours and worth 30%. The essay questions in both the final and mid-semester exams are relatively predictable and can be easily prepared for.

Advice

- Some students found reading directly from the lecture slides and study the review documents as a more effective study tool than note taking from the lectures
- Prepare thoroughly for the first laboratory exam, as students often score the lowest in this initial assessment.

MBT352 Molecular Biotechnology

Overview

This course builds on foundational knowledge of DNA structure and the genetic code, applying it to advanced techniques in genetic engineering and biotechnology. It covers a substantial amount of content, introducing intriguing topics that reflect the rapid advancements in technology and scientific research. While some concepts may be unfamiliar, maintaining an open mind and a willingness to engage with the material will make this course both enjoyable and rewarding. Students will gain insights into cutting-edge biotechnological applications and develop a deeper understanding of genetic manipulation techniques.

Assessment

Task 1 consists of quizzes based on laboratory classes and content from the course manual. These quizzes include both multiple-choice and short-answer questions, making it essential to engage actively in lab sessions and seek guidance from lab staff to ensure thorough preparation. Task 2 is a mid-semester exam that assesses knowledge from lectures, tutorials, and laboratory work. A solid grasp of lab content will be particularly beneficial. Task 3 is the final exam, accounting for 40% of the grade, where familiarity with tutorial content and a clear understanding of key concepts are crucial. Consulting tutors for clarification on challenging material is highly recommended.

Advice

- Attend tutorial sessions regularly and take detailed notes to prepare effectively for exams. Discussing questions in class helps reinforce understanding and improve short-answer responses.
- Make use of additional resources, such as databases and supplementary content, to deepen your understanding of complex topics, especially those that are less familiar.

MBT353 Microbial Pathogenesis

Overview

This course examines bacterium-host relationships, focusing on virulence factors that promote the colonisation and survival of infecting microorganisms, as well as those that damage the host. The course covers experimental approaches for investigating these interactions, including the use of cultured cell lines and lab animals in studying microbial pathogenicity. It also addresses the challenges of vaccine development and antibiotic discovery. The molecular pathogenesis of selected pathogens, along with the role of normal microbiota and probiotics, is explored. While the content is similar to medical microbiology, this course delves deeper into specific topics with a more focused scope.

Assessment

The assessment for this course consists of 4 tasks. Task 1 is an ungraded quiz designed to help you assess your understanding of the course materials and become familiar with the types of questions that will appear in Task 2. Task 2 (30%) is a short-answer exam, and the teaching team recommends practising with the provided tutorial questions, as the exam questions are often based on these resources. Task 3a (20%) is a group presentation where each group is assigned a high-level research paper, summarising the key findings of the investigation. Task 3b (10%) requires students to prepare a written piece, including a title and abstract for the article presented in Task 3a. Task 4 (35%) is the end-of-semester exam, which covers weeks 7-13 and includes multiple-choice, fill-in-the-blank, and short-answer questions. A solid understanding of the content from the earlier tasks will greatly benefit you in this exam.

Advice

- Use online resources like Quizlet to help memorise key material.
- Keep your answers direct and simple; markers appreciate clarity and precision. Avoid overly complicated language, as it won't impress and may even detract from your response.

MED301 Integrated Medical Science

Overview

MED301 is designed for Bachelor of Medical Science students and integrates various study areas covered during the undergraduate degree, presenting them through a clinically-focused perspective. The course involves four case studies in small groups, addressing topics in genetics, haematology, respiratory pathology, and cancer pathology. The course is delivered in a case-based learning (CBL) format, similar to the team-based learning (TBL) model used in the Griffith Doctor of Medicine program, providing students with a glimpse into the learning style of medical school. MED301 is generally well-regarded by students and runs across an eight-week block in Session 6. The course is graded as pass-fail.

Assessment

The assessment for MED301 consists of three tasks, but is overall a pass/fail grading system. Task 1 involves a preparation and participation mark for each of the four case studies. This mark is achievable, as long as you actively contribute to the group discussions. Task 2 consists of two small assignments based on two of the case studies, each involving short responses to six questions. Most students find it achievable to pass this assessment component. Task 3 is the final exam that consists of 100 multiple-choice questions (MCQs), many of which are similar to those in the practice exam available on Canvas. While some questions may be more challenging, the required 80% pass mark is usually manageable for students.

Advice

- Actively engage with the case studies and contribute to group discussions. This is an excellent opportunity to develop skills that will be valuable for TBL in the following year.
- Take advantage of the experience and knowledge of the designated tutors by asking questions about medical school and medicine in general.

NUR300 Nursing Internship

Overview

The final stretch of your studies is indeed the perfect opportunity to showcase all the hard work, knowledge, and skills you've gained throughout your program. This course serves as the final professional experience placement (PEP), designed to prepare you for the transition into the role of a registered nurse. It involves an 8-week (320-hour) supervised placement in various healthcare settings, including acute care, specialty care, primary and community care, or aged care.

Assessment

Performance is evaluated using the Australian Nursing Standards Assessment Tool (ANSAT), with both continuous and final assessments conducted by clinical facilitators and preceptors. Feedback will be provided throughout the placement to support ongoing improvement. The course is graded on a pass/fail basis.

Advice

- 8 weeks is a very long time to be on placement. Take care of yourself.

NUR302 Leadership in Clinical Practice

Overview

This course focuses on developing essential leadership capabilities for clinical practice. Leadership is vital for delivering safe, high-quality care, and this course prepares nursing students to take on both formal and informal leadership roles. Students will engage in theoretical analysis and practical application to deepen their understanding of clinical leadership, supervision, delegation, and collaborative teamwork.

Assessment

Task 1 involves activity participation and written reflection, where you will engage in collaborative discussions on registered nurse (RN) leadership and develop SMART goals for your personal leadership growth. This task is worth 20% of your final grade. Task 2 is a case study in which you will critically appraise RN leadership in a clinical scenario, with a focus on care prioritisation, delegation, and supervision. This task contributes 40% to your grade. Task 3 is an essay that requires you to analyse RN leadership within collaborative teams and its impact on patient outcomes, proposing learning goals for your professional development. This assignment is also worth 40%.

Advice

- Focus on self-reflection, link leadership to NMBA standards, and prioritise patient outcomes in all tasks.
- Stay organised and engage actively in discussions

NUR303 Preparation for Practice 4

Overview

This course builds on your previous knowledge to plan and deliver evidence-based, safe, and person-centred care for individuals with complex health needs. It explores leadership in nursing and quality assurance, aiming to enhance your clinical decision-making, problem-solving, and ability to collaborate within a multidisciplinary team. The course emphasises safe medication practices and care planning for complex patients, focusing on therapeutic interventions, prioritisation of care, and adherence to nursing standards.

Assessment

Task 1 involves activity participation, tracked through a check-in/check-out system. To pass this task, you must participate in 6 hours of nursing laboratories. Task 2a is a formative Safe Medication Practice Peer Assessment, where you will engage in peer appraisal and then complete a short self-reflection. Task 2b is a summative Safe Medication Practice Assessment, graded on a pass/fail basis. In a simulated environment, you will be required to prepare, plan, perform, administer, evaluate, and monitor the administration of medication.

Advice

- Actively participate in the labs and focus on practising safe medication administration.
- Reflect on your actions during each task to identify areas for improvement.
- Keep patient-centred care as your primary focus for all assignments.

NUR304 Nursing Practice 4

Overview

This course, Professional Experience Placement (PEP), is designed to apply your learning in real-world healthcare settings. During this 160-hour placement, you will gain practical experience by planning, prioritising, and managing person-centered care for patients with complex health needs. You'll be expected to work under the guidance of experienced practitioners and interact with multidisciplinary teams. Similar to the rest of the other placements you've taken.

Assessment

The assessment for this course is the same as the placement courses you have done in the past. You'll be assessed on a pass/fail grading scale, and your performance will be assessed by your facilitator based on the NMBA Registered Nurse Standards for Practice.

Advice

- The clinical placement is an opportunity to apply what you've learned in real settings. Take initiative to learn from your supervisors and peers.
- Regularly assess your own practice to identify areas of improvement.
- Always ensure your practice aligns with professional standards, ethics, and conduct.
- Effective communication with your multidisciplinary team will be key in managing patient care.

NUR312 Life Crisis

Overview

This course focuses on providing care and support during life crises from a healthcare professional's perspective. Using a case-based approach, students will explore real-world situations that impact health and wellbeing, such as domestic violence, environmental disasters, forensic nursing, pandemic responses, rural and remote health issues, and refugee health. The course encourages reflective practice and highlights the role of social justice in healthcare provision, offering a valuable opportunity to deepen your understanding of healthcare in crisis situations.

Assessment

The assessment consists of three parts. Task 1 includes 2 quizzes, each worth 25%, consisting of 25 multiple-choice and short-answer questions based on course content. These quizzes will test your understanding of the legal and ethical responsibilities in healthcare during crises, as well as the role of healthcare professionals in such situations. The quizzes are held in Week 3 and Week 6, each lasting 90 minutes. Task 2 is a written piece worth 50%, where you will complete a 2500-word assignment analysing a life crisis scenario and reflecting on your role as a healthcare professional. This assignment is due in Week 8.

Advice

- Stay engaged with the online materials and discussions to enhance your knowledge of legal, ethical, and social justice frameworks.
- Take time to reflect on the case studies and use the feedback from the quizzes to strengthen your critical thinking.
- In your written assignment, ensure you clearly demonstrate how the concepts learned can be applied to real-life scenarios, with a focus on your role as a healthcare professional during a crisis.

NUR331 Contexts of Practice: Complex Care

Overview

This course presents a comprehensive exploration of complex clinical cases, requiring a deep understanding of both the clinical and social aspects of care. You will apply pathophysiology to real-life situations, addressing both acute and chronic conditions while ensuring that management strategies align with national health priorities. While the course is challenging, it provides an opportunity to refine your skills in some of the most critical areas of nursing practice.

Assessment

There are 2 assessment components for this course, each contributing 50% to the final grade. Task 1 is a 1000-word poster presentation, with a 10-minute annotation, due in Week 4. This task focuses on pathophysiology, patient assessment, and nursing care. Task 2 is a 2500-word written assignment, due in Week 8, where you will analyse a complex patient case study. This assignment requires a focus on evidence-based practice, ensuring that your assessments and care plans are informed by current research and clinical guidelines.

Advice

- Actively engage with the tutorials, online materials, and peer collaborations to strengthen your understanding of complex care practices.
- Be mindful of culturally safe practices when applying care models to diverse patient populations.
- Start preparing early for both assessments. The poster presentation requires clear, concise information, while the written case study demands critical analysis and application of theoretical knowledge.

NUR332 Aboriginal and Torres Strait Islander Health and Cultural Safety

Overview

This course focuses on addressing the health inequities experienced by Aboriginal and Torres Strait Islander populations in comparison to mainstream Australians. It equips students with the skills to provide culturally safe care, acknowledging the impact of colonisation, past government policies, and ongoing challenges faced by these communities. The course integrates these issues with the National Health Plan and Closing the Gap initiatives, ensuring students understand and critically analyse practices that improve health outcomes for Indigenous Australians. Emphasising cultural safety, person-centred care, and socially just healthcare practices, this course encourages students to engage with these topics in a meaningful and informed way.

Assessment

Task 1 is an online quiz worth 20%, assessing knowledge of cultural safety, professional standards, and relevant terminology. This quiz is due in Week 3 and lasts 40 minutes. Task 2 involves creating a digital poster (worth 30%), which focuses on a specific health issue affecting Aboriginal and Torres Strait Islander peoples, while incorporating cultural safety and Closing the Gap principles. This task is due in Week 6 and requires a 1000-word submission. Task 3 is a 2000-word written assignment, worth 50%, in which you will explore the impact of past government policies on Indigenous health, addressing racism and integrating cultural safety into practice. This assignment is due in Week 12.

Advice

- Continuously refer to cultural safety principles in all assignments, especially when discussing Aboriginal and Torres Strait Islander health.
- Use credible academic sources to support your analyses, particularly for Task 3, which focuses on the impact of historical government policies.

OCC301 Enabling Occupation: The Child and Adolescent

Overview

OCC301 dives into occupational therapy for children and adolescents, covering key developmental milestones, play-based interventions, and family-centered practice. This course is super hands-on, with plenty of opportunities to develop practical skills in assessing and supporting young clients. There's a strong focus on understanding the impact of disabilities and other challenges on participation in daily activities, so expect to build on your clinical reasoning and intervention planning. The content is engaging, and if you enjoy working with kids, this subject will be a highlight.

Assessment

Task 1 is a 30-minute online quiz in Week 3, worth 15%. This is a good opportunity to secure easy marks by reviewing the course materials and key concepts beforehand. Task 2 is a 10-minute oral presentation in Week 6, worth 35%. In this assessment, you will demonstrate your practical skills in assessing and engaging with a child in a therapeutic context. Preparing and practising your oral presentation will be key to success here. Task 3 is a 2500-word report due in Week 12, worth 50%, where you analyse a child's occupational needs and develop a therapy plan. This task requires critical thinking and detailed planning, so starting early and structuring your report well will help you manage it effectively. Regular engagement with course content and practising your assessment skills will set you up for success.

Advice

- If you want a placement in paediatrics or want to get into paediatrics when you graduate, I'd save a list of the assessments and interventions with notes as it will be helpful in the future.
- For assessment task 3 it's easy to forget to reference because it's a lot of your personal clinical reasoning so remember to include this.

OCC311 Enabling Occupation: The Adult

Overview

OCC311 focuses on occupational therapy for adults, covering a range of conditions and settings, from hospitals to community care. This course is all about applying theory to real-world practice, so expect to deepen your understanding of assessment tools, intervention planning, and goal-setting with adult clients. You'll explore how different health conditions impact occupational performance and learn strategies to support independence and well-being. There's a good mix of lectures, case studies, and hands-on learning, making it a great prep for placement.

Assessment

Task 1 is a quiz (individual, 5%), lasting 20 minutes and due in Week 3. While it may be online, make sure you still review the content before taking it. Task 2 is an exam (individual, 45%) in Week 9, covering theories, frameworks, and interventions. It's a 90-minute online exam, so managing your time will be crucial. Task 3 is a written piece (individual, 50%), a 2000-word assignment due in the exam period. You'll need to analyse a case and develop a detailed intervention plan for an adult client. Throughout the course, staying on top of weekly content and practising your clinical skills will make these assessments a lot more manageable.

Advice

- For the task 2 exam, listen carefully during class when they specify what should be included in the answers, particularly making the answers SMART goals and using the name of an approach type.
- No need to buy the textbook, course reading chapters are provided online.

OCC312 Enabling Occupation: The Older Person

Overview

OCC312 dives into occupational therapy for older adults, covering the physical, cognitive, and psychosocial changes that come with aging. You'll explore ways to promote independence, safety, and quality of life for older clients in various settings, from aged care to home modifications. This course highlights common conditions like dementia, stroke, and arthritis, with a strong focus on person-centered care. Expect a mix of theory and practical skills making it super relevant for anyone interested in working with this population.

Assessment

Task 1 is a 20-minute in-class quiz in Week 4, which is worth 0% but provides useful practice to test your understanding of the course material. Task 2a is an artefact and written piece worth 40%, where you'll analyse an older client's occupational needs and create an intervention plan. This task requires creativity and a strong understanding of intervention strategies, so start early. Task 2b is a 5-minute oral presentation in Week 7, worth 10%, where you will justify your clinical reasoning based on your intervention plan. Practise your oral presentation skills beforehand. Task 3 is a 20-minute oral presentation during the exam period, worth 50%, covering theories, frameworks, and interventions for older adults. This is a significant assessment, so focus on reviewing key theories and frameworks thoroughly. Task 4 is a 20-hour activity participation component that is a practical application of your learning, and you will need to submit documentation of your hours. Engaging in class activities will enhance your understanding and support your success in all assessments.

Advice

- Ensure that your infographic for task 2 is readable and looks aesthetically appealing.
- Use your reading and preparation time for task 3. Write down the key, important things for your answer to meet the criteria. Take your time

answering and ask for some time to think about your answer if you need to.

OCC321 Occupational Therapy in Mental Health

Note that this course is being replaced by OCC200 Occupational Therapy in Mental Health (first offering Semester 1 2026) as part of a curriculum change.

Overview

Occupational Therapy in Mental Health focuses on how OTs work with people who have mental health challenges to support their participation in daily activities. This course covers mental health conditions, treatment approaches, and how OTs use interventions to improve well-being and engagement in meaningful occupations. There's a strong emphasis on understanding the mental health system and the role of occupational therapy within it. The lectures and workshops are engaging and help you connect theory to practice, especially with case studies and real-world examples.

Assessment

Task 1a is an online quiz (individual, 5%) lasting 20 minutes, due in Week 2. It focuses on mental health conditions and OT interventions, so staying on top of your readings will help. Task 2a is a group written piece (30%) of 2500 words, due in Week 4, submitted online and in class. This task involves a case study analysis where you'll apply your knowledge to a mental health scenario, so make sure you approach it from a person-centred perspective. Task 2b is a group oral (20%) of 45 minutes, also in Week 4, assessing your presentation skills. Task 2c is an individual activity participation (10%), requiring two pages using a provided template, due in Week 7. Finally, Task 3 is an individual quiz (35%) lasting 2 hours, due in Week 8, covering key course content.

Advice

- Personally, I didn't buy either of the textbooks (although you can get them on canvas) and never completed the weekly readings but managed fine. Just do the pre-work and show up to class.
- Task 2a and 2b take up a lot of the semester, so choose people to be in your group that you work well with and won't butt heads.

- Task 2b seems intimidating but is actually really fun to deliver to your peers, so just be creative and have fun with it.

OCC331 Foundational Placement Competencies in Occupational Therapy

Overview

OCC331 is all about professional practice and preparing for your final placements. This course helps you develop critical reasoning, ethical decision-making, and reflective practice skills to transition smoothly into working as an OT. You'll explore professional identity, teamwork, and evidence-based practice, with a strong focus on problem-solving real-world clinical scenarios. It's a great chance to build confidence before heading into full-time placements.

Assessment

Task 1 involves completing a Code of Conduct, similar to your past placements. This task is required to be submitted through SONIA. Task 2 is based on placement performance and includes a total of 70 hours: 6 hours of online learning, 4 hours of preparation (including briefings), 10 hours of pre-placement self-directed learning, and six 8-hour placement days. Additionally, there are two hours of reflective practice to be completed. Your placement performance will be assessed based on the activities completed and your engagement throughout. Task 3 is a plan that spans the duration of your placement, submitted through SONIA, where you will outline your approach to meeting placement requirements. It's essential to stay organised and focused on completing these tasks in a timely manner to ensure success. Active engagement in the placement and reflective learning will greatly help you excel.

Advice

- Keep your week free other than this course as it's intensive and can be quite tiring.
- If you're struggling, don't be afraid to talk to your tutor as early as possible to make a plan to complete all your work and pass.
- Make a plan at the start of each day with time-frames to complete each task. Me and my partner did this and we didn't have to do any work outside of the hours at SCHI.

PUB361 Epidemiology and Biostatistics

Overview

PUB361 Epidemiology and Biostatistics builds on the knowledge gained in SC1110 Scientific Research Methods, with a stronger emphasis on health-related research and epidemiology. While it may not seem directly relevant to biomedicine, the course offers valuable insights into research practices and how to critically evaluate research, even from ostensibly credible sources. The content delivered is relatively light, and many students find the weekly materials to be straightforward. The primary learning comes from the weekly tutorial classes and completing the assessment tasks.

Assessment

The assessment for PUB361 consists of three tasks. Task 1 is a quiz with multiple-choice and short-answer questions. Students have access to the quiz questions a couple of weeks before the due date, providing sufficient time for preparation. Task 2 (35%) is an article critique, where students apply a framework to evaluate a published journal article. Task 3 (45%) is a 1000-word public health report, where students use published data to propose a research question and investigate the relationship between two variables. In this task, students revisit Jamovi to develop the necessary statistics for their analysis. Overall, the assessment tasks are considered straightforward, and most students perform well in the course.

Advice

- Attend the weekly tutorial classes, as they provide useful guidance for completing the assessment tasks effectively.

SRP301 Special Research Project

Overview

SRP301 provides students with an opportunity to engage in a research project under the supervision of a designated researcher. This course is ideal for those interested in pursuing a career in research or gaining valuable research experience. The course is designed to be self-paced, allowing students to manage their time and progress according to the project requirements. Depending on the specific project, laboratory work may be involved. This course not only helps develop key research skills but also offers opportunities for building professional connections in the biomedical and medical research fields. Additionally, students may have the chance to pursue publications based on their research outcomes.

Assessment

Assessment for this course includes three key tasks. Task 1 (20%) typically involves either a literature review or a laboratory portfolio, depending on the project and supervisor's preferences. Task 2 (50%) is a scientific report that summarises the findings of the research conducted during the course. Task 3 (30%) is an oral presentation, where students present their research findings in a 15-20 minute format, either through a narrated PowerPoint or an in-person delivery.

Advice

- To enrol in SRP301, it's essential to first contact a supervisor at UniSC. It's recommended to organise this well in advance, as supervisors are often in high demand.
- Reach out to students who have previously completed the SRP to get insights into the supervisors they worked with. Finding a supervisor who is supportive and aligned with your research interests is crucial for success in this course.

OCC401 Consolidation of Occupational Therapy Practice Competencies 2

Overview

OCC401 is your final placement, where you'll put everything you've learned into practice in a real-world setting. It's a full-time, hands-on experience where you'll develop your clinical reasoning, professional identity, and independence as an OT. You'll work closely with clients, supervisors, and other health professionals while gaining the confidence to transition into the workforce. This is where it all comes together!

Assessment

Task 1 is the Code of Conduct, submitted via SONIA. Task 2 is the placement performance assessment (SPEF-R), evaluated throughout your placement, assessing your competency in key OT skills like assessment, intervention, communication, and professionalism. Task 3 is the plan, which spans the duration of your placement and is also submitted via SONIA. Task 4 involves 400 hours of activity participation, with each placement day being 8 hours (including meal breaks), and is submitted through SONIA. Throughout, you'll complete a professional portfolio reflecting on your development and readiness for practice. Being proactive, open to feedback, and engaging in all learning opportunities will set you up for success!

Advice

- Make time for self-care and rest outside of your long block placement.
- When you get home don't do extra work and switch your mind off from thinking about your placement.

OCC402 Professional Issues in Occupational Therapy

Overview

OCC402 is all about wrapping up your OT degree with a deep dive into professional reasoning and reflective practice. This course helps you critically analyse your experiences from placement, refine your clinical reasoning, and prepare for your transition into the workforce. You'll explore real-world challenges OTs face, including ethical dilemmas, complex cases, and evidence-based decision-making, so you feel confident stepping into your career.

Assessment

Task 1 is a portfolio, which requires you to critically reflect on your development as an occupational therapist. You'll link your experiences to the relevant competency standards, and the portfolio is worth 40% of your grade. It's essential to start early and reflect deeply on your learning experiences to create a comprehensive submission. Task 2 is a group assignment, where you'll collaborate on a presentation and a written script. This task focuses on your ability to apply professional reasoning in practice, and will involve analyzing a complex client scenario. The presentation should be between 10-12 minutes, accompanied by a 1200-1500 word script, and is worth 35%. Collaboration and clear communication will be key to success in this task. The final assessment is activity participation, where you'll demonstrate engagement throughout the course. This will be reflected in a 1500-word equivalent submission. Active participation in discussions and seeking feedback will support you in enhancing your professional reasoning and preparing for future practice.

Advice

- This is a great course to guide you through maximising your CV/resume.
- Save your STAR statements somewhere to refer back to for interviews as these are good examples of you demonstrating OT skills.

OCC422 Occupational Therapy Thesis

Overview

OCC422 is the final step in your Honours research journey, where you bring together everything you've learned to complete your occupational therapy thesis. This course is all about conducting independent research, analyzing data, and writing up your findings in a formal thesis format. It's a challenging but rewarding experience that helps develop critical thinking, problem-solving, and academic writing skills—key for evidence-based OT practice.

Assessment

As a research course, you can expect the assessments to consist of large word counts and research presentations. Task 1 is a report (5%) of 2 A4 pages, due in Week 2 and submitted online. Task 2 is an oral presentation (15%), where you'll present for 15 minutes with a 5-minute question time, due in Week 10 and also submitted online. Task 3 is the Honours thesis (80%), a 4000-6000-word assignment due in Week 13. In this task, you'll present your research findings, including methodology, results, and discussion, showcasing your understanding of the topic. It's a significant task, but it's a valuable experience for anyone wanting to make a contribution to the occupational therapy field.

Advice

- You're in for the long haul if you choose the research pathway (lol), but this is also very rewarding for those interested in academia. You got this!

OCC432 Workplace research and innovation

Overview

OCC432 is all about thinking outside the box and exploring innovation in occupational therapy. This course challenges you to critically reflect on emerging trends, new technologies, and creative approaches that can enhance OT practice. It's a great opportunity to dive into areas like service development, leadership, and advocacy while considering how OTs can drive change in healthcare settings.

Assessment

The assessments in this course focus on applying innovative thinking to OT practice. Task 1a is a formative activity where you'll gather and synthesize 2000 words of research sources. Task 1b involves group participation throughout the course. Task 2, a group assignment, consists of an 800-word poster and a 2-minute oral presentation. Task 3 is a 7000-word (oh my gosh) report on OT practice, due in Week 13. This is obviously a big group project, so start early and work well as a team. The final task, Task 4, is an individual oral presentation (15 minutes) during the exam period, worth 40%. To do well, stay engaged in group work, focus on clear communication in your presentations, and ensure your report and final presentation demonstrate innovative thinking and leadership in OT.

Advice

- Such a great course, you really finish your degree with a bang!
- It's overwhelming at the beginning of the semester but you just need to trust the process.
- It's easy to want to jump ahead but just take the course coordinators directions each week and complete what they say at the right time.
- Don't be scared to shift your project in a different direction if it needs to.

OCC442 Occupational Therapy Reasoning, Research & Evaluation (Project Pathway)

Overview

This course explores how research and evaluation inform clinical reasoning in occupational therapy. Students will learn to apply various health research methodologies, including both quantitative and qualitative approaches, to professional practice. The course provides a strong foundation for conducting an innovation project in occupational therapy and serves as a stepping stone for further research and practice-based learning. By engaging with research concepts and evaluation techniques, students will develop the analytical skills necessary for evidence-based practice.

Assessment

Task 1a involves activity participation and is a hurdle requirement with no weighting, but attending and engaging in discussions will help reinforce key concepts early on. Task 1b is a 2000-word written piece, due in Week 5, where students critically engage with research concepts. This task requires strong academic writing and referencing skills, so starting early and seeking feedback can improve your grade. Task 2 assesses practical and laboratory skills, along with a written component, and is worth 10%. This is a relatively easy mark if you follow the provided guidelines and ensure your submission meets the required format. Task 3a is another activity participation requirement, which is straightforward as long as you complete the template correctly. Task 3b is a 2500-word written piece, due in Week 12, and makes up 50% of the final grade. Breaking this task into smaller sections and applying feedback from earlier assignments will make it more manageable. Staying organised and consistently engaging with course materials will help you succeed.

Advice

- The lessons that teach you about critical appraisals and completing literature reviews is helpful for task 3. It's a long process, but a good skill for analysing articles which you'll use later in your research career.

