NEW COURSE:
BACHELOR OF HEALTH SCIENCE

ANNA DOAB
COURSE COORDINATOR
BACHELOR OF HEALTH SCIENCE
Key information

> New for 2016
> **2016 ATAR:** 75.00
> Allows students to develop trans-disciplinary skills.
> Strong emphasis on the social model of health.
> Opportunities to focus on global health, digital health or pharmacology (or no major).
> Students undertake a practical/ field experience or internship in their final year.
> Graduates can become change agents across diverse health care contexts.
WHY HAS THIS COURSE BEEN INTRODUCED?

> Analysis revealed a range of job opportunities at one given time across not-for-profit foundations, the public health sector, the private health sector, community health centres, youth centres, and local government.

> Specific examples of places of employment include refugee health agencies, drug and alcohol agencies, youth networks, humanitarian organisations, Aboriginal health organisations, in public or private hospitals, health research agencies, government and non-government health organisations and aid organisations.
WHY HAS THIS COURSE BEEN INTRODUCED?

A variety of employment opportunities were identified in roles such as:

- Case Manager and Worker
- Child Development / Parenting Support Worker
- Clinical Applications System Administration Support Officer
- Clinical Studies Specialist/Manager
- Community Development Worker
- Community Health
- Consumer Advocate
- District Health Information Manager
- Documentation Officer
- Engagement Officer
- Female Manager – Sexual Assault Services
- Family and Community Support
- Health Officer
- Health Project Coordinator
- Health Promotion Officer
- Health Educator
- Health Services Planner
- Manager – Mental Health Services
- Manager Development Projects
- Manager Early Intervention Mental Health Team
- Mental Health Workers
- Outreach Settlement Officer
- Principal Policy Officer
- Policy Analyst
- Program Evaluator
- Programs Manager
- Project Officer
- Senior Project Manager
- Support & Advocacy Officer
- Support Facilitator
- Terminology Analyst
- Training Coordinator (Rural eHealth)
- Youth Peer Support Worker
- Youth Worker – Outreach
### 3 years full time
### ATAR: 75.00

This course is preparation for further study in graduate programs such as Pharmacy, Health Services Management (and Planning) and Public Health.

#### COURSE STRUCTURE

<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
<th>MAJORS (IN YEAR 2 AND YEAR 3)</th>
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<tbody>
<tr>
<td><strong>Introduction to Health Care Systems</strong></td>
<td><strong>Global Health</strong></td>
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<tr>
<td><strong>Interpersonal Communication</strong></td>
<td>Data Science in Health Care</td>
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<td><strong>Psychological Perspectives in Health</strong></td>
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<td><strong>Introduction to Public Health</strong></td>
<td>Achieving Universal Health Coverage</td>
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<td><strong>Evidence in Health Care</strong></td>
<td><strong>Digital Health and Analytics</strong></td>
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<td><strong>Fundamentals of Epidemiology and Population Health</strong></td>
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<td><strong>Arguments, Evidence and Intuition</strong></td>
<td>Achieving Universal Health Coverage</td>
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<td><strong>Health Project and Program Management and Evaluation</strong></td>
<td><strong>No major</strong></td>
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<td><strong>Professional Placement</strong></td>
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<td><strong>Diversity and Culture</strong></td>
<td>Epidemiology and Global Population Health</td>
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<td>*<em>Data Science in Health Care</em></td>
<td><strong>electives</strong></td>
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* + 3 electives

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* + 3 electives

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* + 1 elective
WHY STUDY THE BACHELOR OF HEALTH SCIENCE?

> It is a unique course; it combines the components of the humanistic world of healthcare and the data and technology driven world of science.

> Students can choose predominately health related content that is underpinned by a strong social model or they can focus on a predominately science based approach.

> Students can also elect to not undertake a major and can combine Health and Science subjects to suit their needs.

> This approach is significantly different to other available Health Science courses, which provide less flexibility and are often underpinned by a biomedical model.

> Health Informatics as a major subject stream is in direct response to industry and internal feedback that highlighted the demand for graduates with these skills.

> Health Informatics is offered through two other NSW universities but appears to be framed from a biomedical perspective, not from a perspective based on the social determinants of health.
GRADUATE ENTRY MASTERS

PROFESSOR CHARLIE BENRIMOJ
HEAD OF THE GRADUATE SCHOOL OF HEALTH
GEM is an intensive program focused on producing graduates that are work ready.

Pathway to professional recognition or registration in Australia.

Require you to have a previous health/science related undergraduate degree.

**HEALTH (GEM) STUDY AREAS**

- Pharmacy
- Orthoptics
- Clinical Psychology
- Future Masters Programs
COURSE INFO: MASTER OF PHARMACY

Key details
> 2 year full time, graduate entry masters
> For local and international students
> Leads to registration as a pharmacist, following a 1 year internship

Career outcomes:
> Community Pharmacy – Owner, manager, employee, locum
> Hospital Pharmacy
> Consultancy
> Pharmaceutical Industry – Medical Information, Regulatory Affairs, Pharmaceutical Representation, Pharmacovigilance, Medico-Marketing
> Government
GETTING INTO POSTGRAD PHARMACY

To qualify for entry applicants must have:

> bachelor degree as recognised by UTS, or an equivalent or higher qualification

> satisfactory grades in previous degree (credit average or above)

> satisfied course prerequisites (within the last 10 years)

> met English language requirement, 7.5 overall
COURSE PRE-REQUISITES

1 Pharmacology subject + 2 Chemistry subjects + 1 Biochemistry subject

1 Human Physiology subject + 1 Mathematics or Statistics subject
WHY STUDY PHARMACY AT UTS?

> Innovation in education: technologically focused with a student-centered approach designed to produce practice-ready graduates

> Practice-ready graduates: connecting theory and practice through extensive clinical placements, problem-based learning, and realistic simulated environments

> Close to the profession: opportunities for students to engage with the profession throughout their degree

> Extensive clinical placements, sourced by UTS: in hospital, community and industry (approximately 520 hours across the program)

> Academic mentor initiative: students are paired with an academic mentor who provides course guidance and career advice

> Master of Pharmacy International (NEW): an Australian first, the degree integrates a one-year overseas clinical placement in Asia, Canada, Europe, South America or USA
BACHELOR OF GLOBAL STUDIES

DR JULIE ROBERT
COURSE COORDINATOR, SENIOR LECTURER
> **2016 ATAR:** 70.30

> Allows students and graduates to contribute in a world of social and cultural diversity being transformed by globalisation, drawing connections between global phenomena and local practices in work and life

> **Careers:** Roles exist in globally oriented workplaces that may include governmental agencies such as foreign affairs or the UN, non-government organisations and companies that operate globally
WHAT’S NEW?

> Renewed core subjects

> New major: Health Studies

> Health Studies will have a focus on Global Health, taught in conjunction with the UTS Faculty of Health

> Greater internship mobility from 2017: Students will be able to undertake internships in Sydney or Internationally (via the subject ‘International Internship’)
Revised core subjects were driven by:

– Student feedback
– Industry feedback to the University sector as a whole

Industry called for stronger written and oral communication skills which will be built into this core as well as general academic fundamentals.

Core subjects will better revolve around the tripartite concepts of globalisation – political, economical, cultural.

In their final core, students apply this knowledge in the workforce through a built-in internship or workshop-style subjects.
BENEFIT TO STUDENTS OF CHANGED CORE

A very cogent core that develops their knowledge about globalisation at the same time as it prepares them to put that knowledge to use in the wider world by giving them the tools (research, communication, teamwork, self-steering) to communicate the broad perspectives on globalisation they acquire through classroom study and international learning experiences. This also increases graduate outcomes.
WHY THE CHANGE – NEW MAJOR

Why Health Studies?
There is a demand globally for a combined focus on globalisation and social perspectives on health. This is the only Sydney based Global Studies course in a 3-year format with a Health Studies major.

**Health Studies major compulsory subjects:**
- Introduction to Public Health
- Principles of Primary Health Care
- Introduction to Health Care Systems
- Fundamentals of Epidemiology and Population Health
Health Studies Elective Bank:
Upon completing Health Studies subjects, students will select 4 subjects from an Health Studies elective bank:

- Epidemiology and Global Population Health
- Achieving Universal Health Coverage
- Global Human Rights and Health Equity
- Global, Sexual, Reproductive
- Maternal and Child Health
- The Environment, Health and Sustainability
- Health Project and Program Management
WHERE COULD THIS LEAD STUDENTS?

The Health Studies major could lead into roles within government, NGOs or private industries with a global focus.

Graduates exit with strong understanding of global processes such as migration, governance and cultural attitudes coupled with knowledge about health in a global context.

Health specific careers may include working in major international organisations such as the Red Cross, Fred Hollows, Cancer Council, Medicare, Department of Health, Australian Institute of Health and Welfare or various community health initiatives.
## COURSE STRUCTURE

3 years full-time  
**2016 ATAR:** 70.30

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<th>SESSION 1</th>
<th>SESSION 2</th>
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<tr>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
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<tr>
<td><strong>Core:</strong> Globalisation in a Historical Perspective</td>
<td><strong>Core:</strong> Contemporary Global Economy</td>
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<tr>
<td>+ <strong>Major:</strong> Introduction to Public Health</td>
<td>+ <strong>Core:</strong> Cultures of Globalisation</td>
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<tr>
<td>+ <strong>Sub-Major</strong> OR <strong>Elective</strong></td>
<td>+ <strong>Major:</strong> Principles of Primary Health Care</td>
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<tr>
<td><strong>OR an Academic English subject</strong></td>
<td></td>
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<tr>
<td><strong>Year 2</strong></td>
<td><strong>Major:</strong> Fundamentals of Epidemiology and Population Health</td>
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<tr>
<td><strong>Core:</strong> Global Governance</td>
<td>+ <strong>2 x Health Electives</strong> from elective bank</td>
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<tr>
<td>+ <strong>Major:</strong> Introduction to Health Care Systems</td>
<td><strong>NOTE:</strong> If student wants to do exchange, here</td>
</tr>
<tr>
<td>+ <strong>Sub-Major</strong> OR <strong>Elective</strong></td>
<td>they do 24cp of Exchange Electives + travel</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td><strong>Core:</strong> Global Work Project</td>
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<tr>
<td><strong>Core:</strong> Global Problem Solving</td>
<td>OR <strong>Sub-Major</strong></td>
</tr>
<tr>
<td>+ <strong>Sub-Major</strong> OR <strong>Elective</strong></td>
<td>OR <strong>Elective</strong> (which could include</td>
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<td>the International Internship Elective)</td>
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<tr>
<td><strong>NOTE:</strong> Returned exchange students will</td>
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<tr>
<td>undertake a Health subject here</td>
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BACHELOR OF MUSIC & SOUND DESIGN

Key information

> **2016 ATAR:** 70.70 (75.00 with International Studies)

> **Careers:** sound design or production across a diverse range of media, communication and design outlets including music, animation, web applications, gaming, product design, exhibition design and architecture.

> **Roles:** sound designers, new media/interactive media artists, installation artists/sound sculptors, computer musicians, electronic music composers, product audio designers, software or new sonic interface designers.
**WHAT’S NEW?**

- **Course Name:** B Music and Sound Design
- New Major Subjects
- New Professional Development Subjects

The course structure remains the same:

- 6 major subjects + 3 Professional Development Stream subjects + 3 Core Communication subjects + 6 Electives
The new focus is on popular music, sound and screens (film, TV, internet, games, online) – the course is no longer fine/experimental music focused.

Graduate opportunities will be tied to various media and music industries, including sound design, music for film and TV, location sound and live sound techniques.

This course will appeal to students whose musical interests are in popular music genres and who are technology driven.

**What scope do students have in the creative field?**
Those who want to create and design sound for various contexts but you don’t necessarily want to perform.

**What the course is not**
A traditional music degree or a TAFE audio engineering course.
MAJOR SKILLS LEARNT

> Audio Cultures
> Audio and Music Production
> Singing and Vocality
> Composing with Sound
> Synthesis and Sound Design
> Sound Project
PROFESSIONAL DEVELOPMENT PROGRAM

Songwriting and Composing for Context
A workshop based course involving input from established songwriters and composers and students creating original song and instrumental materials to briefs.

Screen Soundtrack Production
A production orientated subject requiring students to collaborate with a visual media producer to produce a soundtrack for a time-based visual text and to document and analyse this through a production log and exegesis.
Music Business and Professional Practice
– A subject that explores business models and operations within the new musical industries. It also equips students with essential knowledge of business practices and professional practices relevant to the music and sound industries.