

1987 HAND BOOK 1987 HAND BOOK 1987 HAND
ELINCOLN
INSTITUTE
OF HEALTH SCIENCES
1987 HAND BOOK 1987 HAND BOOK 1987 HAND



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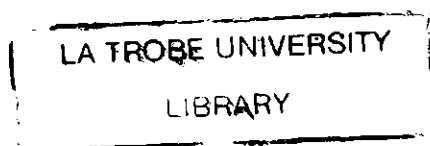
Academic Objectives and Aims of the Lincoln Institute of Health Services

The objects of the Institute are to conduct, promote, develop and encourage teaching, study, and research for the practice of disciplines, sciences, professions and services concerned with health.

To serve these objects the Institute has the following aims:

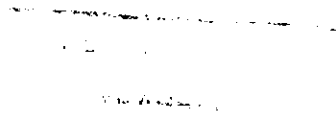
- to provide educational programmes leading to initial qualifications in the health professions. These programmes will promote the acquisition of a knowledge base, intellectual skills, a sense of professional responsibility and accountability, and the capacity for personal development. They will provide training in specific skills in preparation for health-related practice in a wide range of environments;
- to enable qualified professionals to further their development by provision of a range of programmes and activities, including those leading to an award;
- to provide activities and programmes in the health sciences whether disciplines or alternative systems of knowledge and practice suitable for health scientists and other professionals;
- to foster the development of the health science professions through promotion of professional attitudes and standards and by participation in the evaluation of current professional practice;
- to promote and facilitate interprofessional collaboration in health science education and practice;
- to provide a teaching and learning environment which will attract staff members committed to the achievement of academic excellence and will facilitate their continuing development;
- to provide resources for the conduct of research activities in order to promote staff development, to increase the body of knowledge in those disciplines related to health, and to provide an information base for decision making by the Institute and by those professions which it serves;
- to promote better health care and delivery by providing the community and public authorities with information, advice, consultation, resources and academic expertise in such areas as health education, health promotion and health policy;
- to inform the general public on health-related issues and to encourage community involvement in such areas as health education and health promotion.

Lincoln Institute of Health Sciences





Lincoln Institute of Health Sciences Handbook 1987



Lincoln: An Institute in action

The information in this book is correct as at October 1986.

Officers of the Institute

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President of Council

R.H. Day, B.Sc. *W.Aust.*, Ph.D. *Brist.*, F.A.Ps.S., F.A.S.S.A.

Deputy President of Council

J. Kennedy, O.B.E., F.C.A., Hon. F.C.N.A.

Director

B. Rechter, M.Sc., B.Ed. *Melb.*, F.A.C.E.

Acting Director (until 30 June 1987)

H. Batton, B.Sc., B.Ed. *Melb.*, Ph.D. *Stir.*

Vice-Principal (Administration)

A. O'Neill, B.A. *Qld.*

Registrar

P.E. Bailie, B. Com. *Melb.*

Heads of Schools

Behavioural Sciences: K. Patterson, B.A. (Hons.) *Syd.*, Ph.D., Dip.Ed. *Monash*, M.A.Ps.S. (Chairman)

Biological Sciences: J. Kinnear, M. Sc., Ph.D. *Melb.*, B.Ed. *La Trobe*, Grad.Dip. Computer Sim. S.I.T.

Communication Disorders: R.J. Bench, B.Sc. (Hons.) *Sheff.*, B.A. (Hons.), Ph.D. *Lond.*, M.A.Ps.S., F.B.Ps.S., F.Aud.S.A.

Health Administration and Education: R. Wellard, B.Comm. *Melb.*, M.Ed. *Monash*, T.S.T.C. *Melb.*, C.A.E.
M.Ell, B.Sc. *Notre Dame*, C.C.H.R.A. (C) (Acting Co-Heads of School)

Nursing: Judith Parker, B.A. (Hons.), Ph.D. *Monash*, R.N., F.C.N.A.

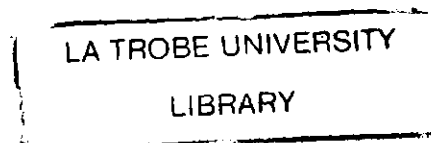
Occupational Therapy: J. Graham, M.Sc. (Ed.) *Brad.*, Dip.O.T. *Cumberland*, A.T.C.L. *Lond.*

Orthoptics: A. Pitt, D.B.O. (T). *Coventry*.

Physiotherapy: M. Nayler, M.A. *Melb.*, Dip.Physio., M.A.P.A. (Acting Head of School)

Podiatry: C. Hyde, B.A. *Open U.*, M.Ed.St. *Monash*

Prosthetics and Orthotics: D. Radford, Dip.App.Sc. (P & O), M.I.S.P., M.A.O.P.A.



Lincoln Institute of Health Sciences
625 Swanston Street,
Carlton, Victoria 3053.

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An Introduction by the Acting Director



Hugh D. Batten,
B.Sc., B.Ed. *Melb.*, Ph.D.*Stir.*

The Lincoln Institute of Health Sciences was formed in January 1973 by the voluntary amalgamation of the Schools of Occupational Therapy, Physiotherapy, and Speech Therapy. At this time the student population numbered 600. In the following years further professional schools have been initiated and with the addition of a School of Podiatry in 1978 the Institute comprised 11 School units. These units have maintained steady growth and today the student population is just over 2000.

For the Lincoln Institute of Health Sciences, 1987 represents an important year. In February, the School of Nursing will relocate its activities from Slater Street into the newly renovated Convent building at Abbotsford. Nursing links with Podiatry on this campus, and when joined by another School later in the year, about 800 students will attend the Abbotsford campus.

The remaining Schools of the Institute will continue to be located at Carlton, and for these Schools the issue of permanent and appropriate accommodation remains unresolved.

The Institute caters for a range of interests in the education of health professionals. For students interested or enrolled in degree or diploma courses designed to prepare them for entering the health professions, this Handbook provides much relevant and detailed information on subjects and courses and on a range of other matters of importance to prospective and enrolled students.

A significant and still developing aspect of our work, is the provision of graduate diplomas and higher degrees for qualified persons who wish to broaden and extend their experience, knowledge and skills. This Handbook outlines profession-specific and inter-professional and inter-disciplinary diplomas which are available both for health professionals trained at the Institute and for those trained in the health field in other institutions of higher education. Details are also included of a Masters degree by research and also the recently developed Masters programme in Nursing.

For the general public, the Handbook provides a compendium of information on the Institute, which, as one of a number of state-funded Colleges of Advanced Education in Victoria, has a responsibility to make public details of its staff, its courses and its mode of operation.

I hope that all who make reference to the Handbook will find that it meets their particular needs.

Dr. Hugh D. Batten
Acting Director.

Principal Dates for 1987

Term Dates

Institute re-opens for 1987	January 5
Orientation Week	February 16-20
Term 1 begins	February 23
Term 1 ends	May 1
Term 1 Examination Week	May 4-8
Term 1 Vacation	May 11-22
Term 2 begins	May 25
Term 2 ends	July 24
Term 2 Examination Week	July 27-31
Term 2 Vacation	August 3-21
Term 3 begins	August 24
Term 3 ends	October 23
Term 3 Study Week	October 26-30
Term 3 Examination Week	November 2-6

School of Nursing course dates vary in some instances from the above, please refer to page 84 of Nursing School Section.

Graduation Monday April 27

Open Day Sunday July 5

Public Holidays - observed by the Institute are;

New Year's Day	Thursday January 1
Australia Day	Monday January 26
Labour Day	Monday March 9
Easter	Friday April 17 - Tuesday April 21 inclusive
Anzac Day	Saturday April 25
Queen's Birthday	Monday June 8
Christmas Day	Friday December 25
Boxing Day	Saturday December 26

The Institute will be closed from December 24, 1987 to January 3, 1988.
It will reopen on January 4.

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Lincoln Institute Council and Committees

Council

Office-Bearers

President:

Professor Ross Henry Day, B.Sc. *W.Aust.*, Ph.D. *Brist.*, F.A.Ps.S., F.A.S.S.A.

Deputy-President

Jack Kennedy, O.B.E., F.C.A., Hon. F.C.N.A.

Acting Director

Hugh Desmond Batten, B.Sc., B.Ed. *Melb.*, Ph.D. *Stir.*

Members

Head of School

Judith Kinnear, M.Sc., Ph.D. *Melb.*, B.Ed. *La Trobe*, Grad.Dip. Computer Sim., S.I.T.

Elected by the Academic Staff of the Institute

June Buckenham, B.A., M.Ed. *U.N.E.*, D.N. Ed., R.N., S.C.M., F.C.N. *N.S.W.*

Appointed by the Board of Studies

Hugh Desmond Batten, B.Sc., B.Ed. *Melb.*, Ph.D. *Stir.*

Appointed by the Governor-in-Council

Barry Gerrard, B.App.Sc. *Phyt.*, Grad.Dip.ManipTher., H.D.D.T., M.M.T.A.A., M.A.P.A.

Jack Kennedy, O.B.E., F.C.A. Hon., F.C.N.A.

Mona Menzies, B.Com. *Melb.* R.N.

Winston Selby Rickards, B.Sc., M.D., B.S., D.P.M. *Melb.*,

F.R.A.C.P., F.R.A.N.Z.C.P. F.R.C.psych., A.B.Ps.S., M.A.Ps.S.

Peter Maxwell Robinson, B.Sc., Ph.D. *Melb.*

Pauline Urban, Dip.OT, V.A.O.T., A.A.O.T.

Professor Peter Louis Waller, LL.B. (Hons.) *Melb.*, B.C.L. *Oxon.*, F.A.S.S.A., Barrister and Solicitor *Vic.*

Appointed by Co-option by the Council

Frank A. Blakey, Ph.D. *Cambridge*, F.T.S.

Thelma Castles, Dip.Ed. *M.C.A.E.*, L.A.C.S.T., M.A.A.S.H.

Professor Ross Henry Day, B.Sc. *W.Aust.*, Ph.D. *Brist.*, F.A.Ps.S., F.A.S.S.A.

William Elliott Gillies, M.B., B.S. *Qld.*, D.O. *Melb.*, F.R.C.S., F.R.A.C.S., F.R.A.C.O.

Frank Incani, M.B., B.S. *Melb.*, F.R.A.C.S., F.R.C.S.

Elected by the Students of the Institute

Van Balmain

Secretary to Council: The Registrar

Peter Bailie, B.Com. *Melb.*

Standing Committees of Council

The President of Council and the Director are *ex-officio* members of all standing committees of Council.

Council has the following standing committees:

Abbotsford Campus Joint Management Committee

Board of Studies

Buildings and Site Committee

Employment Experience Fund Committee

Finance Committee

Safety Committee

Safety Committee

Senior Staff Appointments and Promotions Committee

Staff Appeals Committee

Staffing Committee

Student Appeals Committee

Student Discipline Committee

Student Services Committee

Student Loan Fund Committee

Information about the membership or activities of the above committees may be obtained from the Secretary to Council.

Board of Studies

Chairman

Jenny Graham, M.Sc. (ed.) *Brad.*, Dip.OT. *Cumberland*, A.T.C.L. *Lond.*

Deputy Chairman

Hugh Batten, B.Sc., B.Ed. *Melb.*, Ph.D. *Stir.*

Acting Director

Hugh Batten, B.Sc., B.Ed. *Melb.*, Ph.D. *Stir.*

Heads of Schools

R. John Bench, B.Sc. (Hons.) *Sheff.*, B.A. (Hons.), Ph.D. *Lond.*, M.A.Ps.S., F.B.Ps.S., F.Aud.S.A.

Jenny Graham, M.Sc. (Ed.) *Brad.*, Dip.OT. *Cumberland*, A.T.C.L. *Lond.*

Christopher Hyde, B.A. *Open U.*, M.Ed.St. *Monash*

Judith Kinnear, M.Sc., Ph.D. *Melb.*, B.Ed. *La Trobe*, Grad.Dip.Computer Sim. *S.I.T.*

Margaret Naylor, M.A. *Melb.*, Dip.Physio, M.A.P.A.

Judith Parker, B.A. (Hons.), Ph.D. *Monash*, R.N., F.C.N.A.

Kay Patterson, B.A. (Hons.) *Syd.*, Ph.D., Dip.Ed. *Monash*, M.A.Ps.S.

Alison Pitt, D.B.O.(T) *Coventry*

Don Radford, Dip.App.Sc. (P&O), M.I.S.P., M.A.O.P.A.

Rodney Wellard, B.Comm. *Melb.*, M.Ed. *Monash*, T.S.T.C. *Melb.*

Members Appointed by Council

Winston Rickards, B.Sc., M.D., B.S., D.P.M. *Melb.*, F.R.A.C.P., F.R.A.N.Z.C.P., F.R.C.Psych., A.B.Ps.S., M.A.Ps.S.

Two vacancies.

Academic Staff, Elected by the Academic Staff

June Buckenham, B.A., M.Ed. *U.N.E.*, D.N.Ed., R.N., S.C.M., F.C.N. *N.S.W.*

Sue Holliday, Dip.OT. *Edin.*, B.App.Sc. (OccTher.)

Robert Naughton, B.Sc. *Melb.*

Alexander Ward, B.Sc. (Hons.) *Syd.*, M.Sc. *Macq.*

Joyce Wickham, B.A. *LaT.*, M.S. *Mich.*, Dip.N.Ed., R.N., F.C.N.A., F.C.N. *N.S.W.*

Five vacancies to be filled late 1986.

Elected by the Students

Barry Newman

Andrew Waters

Secretary

Douglas Bishop, B.A. *Melb.*

Committees of the Board of Studies

Academic Committees

There is an *Academic Committee* in each School.

Standing Committees

Committee on Academic Planning and Resources
Committee on Admissions, Assessment, and Academic Progress
Computer Committee
Distance and Telecommunications Education Committee
Ethics Review Committee
Library Committee
Professional Development Committee
Research and Higher Degrees Committee

Information about the membership or activities of these committees may be obtained from the Secretary to the the Board of Studies.

Administration Staff

Director's Office

Director

Bernard Rechter, M.Sc., B.E. *Melb.*, F.A.C.E.

Secretary

Cate Domini

Abbotsford Planning

Robert Rudegear, B.A. *St. Vincent's Coll. Penn.*, Ph.D. *Wis.*,
(Seconded from School of Communication Disorders to
December 1987.)

Central Administration

Vice-Principal (Administration):

Arthur O'Neill, B.A. *Q'ld.*

Secretary

Marian Neal

Registry Branch

Registrar

Peter Bailie, B.Com. *Melb.*

Statistics and Project Officer

Wendy Berriman, A.I.P.S.

Secretary

Mary Diviak

Abbotsford Campus

Assistant Registrar (Abbotsford Campus):

John Stephens, B.A., B.Ec. *P.N.G.*, Grad.Dip.Ed. Admin. *A.C.A.E.*,
M.Ed. Admin. *N.E.* Commissioner for Affidavits

Computing Unit

Computer Manager

Kenneth M. Greenwood, B.Sc. (Hons.), Grad.Dip.Comp.Sci., Ph.D.
La T., A.A.C.S., M.A.Ps.S.

Administrative Analyst/Programmer

Angela V. Wilks, B.A., Grad.Dip.D.P. *Chisholm*

Academic Analyst/Programmer

James Hale, B.Sc. (Hons.) *Melb.*, Grad.Dip.Erg., M.A.I.P.,
M.E.S.A.N.Z.

Secretary

*Angela Kapnias

Student Services

Student Services Co-ordinator

Linda Jakab, B.A. (Hons.) A.N.U.

Typist

Vicki Miraglia

Staffing and Secretariat Unit

Assistant Registrar

Douglas Bishop, B.A. *Melb.* Commissioner for Affidavits.

Secretary

Lorraine Slorach

Deputy Head of Unit

Heather Russell, B.Bus. (Public Admin.) R.M.I.T.

Administrative Officer

Eileen Murray

Central Filing and Timetable Office Staff

Lorna McMaster

Tim O'Grady, Dip.Lib. R.M.I.T.

Judy Page

Receptionists

Carla Santalucia, Shirley D'Cruz

Student Administration

Manager of Student Administration Centre

Helen Davis, B.Sc. *Melb.*, Dip.Sociol *La T.*

Admissions Officer

Wendy Adams, J.P.

Administrative Officer

Julie Phillips

Administrative Assistant

Maria Serratore

Secretary

Heidi Bacher

Receptionist/Typist

Lee Byrne

School Administrative Officers

Behavioural Sciences

Peter Melville, B.A. N.S.W.

Biological Sciences

Kate Tumilty

Communication Disorders

Barbara Willis, B.A. *Monash*

Health Administration and Education

Maree Morrissey

Nursing

Dina Biancolto

Glennis Fricker

Occupational Therapy

Chris Borthwick, B.A. (Hons.) A.N.U.

Physiotherapy

Kelvin Thorogood, B.A. *Deakin*, D.M.S. *Wolverhampton*

Media and Technical Services

Tessa Flynn, B.Ed., Grad.Dip. Movement and Dance *I.E.C.D.*

Dianna French, Dip.Arts *Swinburne*, Grad.Dip.Media Stud.

Victoria Coll.

George Genitsaris

Michael Horan, Dip.Art *Phillip*

Zaita Oldfield, Dip.Art & Design *Victoria Coll.*

Adrian van Kampen, Cert.Tech. *Chisholm*, T.V.O.C.P. R.M.I.T.

Paul Groot-Obbink

Kay Schweitzer

Ann Wojczuk, Dip.Graphic Design *Chisholm*

John Yelland, B.Tech. *Adel.*

Printing

Printing Manager

John Novis

Printing Assistants

*Rhonda Brown, Mario Frosi, *Margaret Soulsby, *Anthony Syndicas,
Margaret Warland.

Business Manager's Branch

Business Manager

Brian Bainbridge, F.A.S.A., C.P.A.

Budget and Staff Records Unit

Budget Officer

Ian Dodman

Staff Records Officer

Sheila Driscoll

Staff Records Assistant

Nannette Rigoni

Secretary

Leigh Sircelj, B.A. *Melb.*

Buildings and Services Unit

Buildings Officer

Valentin Rosalion, Dip.Q.S. *R.M.I.T.*

Assistant Works/Safety Officer

Ian McAlpine

Assistant Buildings Officer

Wolfgang Siem

Buildings Administrative Officer

Susan Inglis, B.A. *La Trobe*

Typist

Ann Healey, B.A. (Hons.) *La Trobe*

Maintenance Officer

Don May

Caretakers

Tony Zraybi - Carlton

Ted Gray - Nursing

Gardeners

John Roeg, (M.C.A.E. - I.E.C.D.) Head Gardener

Gregory Brett (M.C.A.E. - I.E.C.D.)

Courier/Porter

Norman Imbesi

Cleaning Staff

Marie Albadine, Jim Gowen, Sylvia Byrne, Isabelino Gradin, Carlos Guerra, Karl Kemper, Mary Lia, Georgia Romanos, Barry Ruskin, Voula Stavropoulos, Filomena Tirabassi, Angela Vassiliou, Joe Garry, Eddy Dobes, Martin Reid, Maria Scaffo, Goodfredo Arizo, Francisco Esteve, Jihan Khallouf, Vincente Meorano, Pedro Soria, Pedro Soares, Mervyn Tuffnell, Leo Ankari, Oscar Vlahos.

Finance Unit

Assistant Accountant (Finance)

David Toleman, B.Sc. (Hons.), B.Com. *Melb.*

Computer Accounting Supervisor

Marlene Kerr

Computer Terminal Operator

Sharon Ciantar

Financial Accounting Supervisor

Lily Chiu/Lorraine Bright (Acting)

Cashier

Christine D'Angelo

Payroll and Purchasing Unit

Assistant Accountant (Payroll)

Michael O'Leary, A.A.S.A., C.P.A.

Payroll Officer

Joyce Henderson

Payroll Assistant

Despina Mouratidis

Purchasing Officer

*Ruth Andrew

Cafeteria

Catering Manager

Evelyn Brewer

Catering Staff

*Saul Quinn, *Jan Cilaura, *Peter Lendfers, *June Reed,

*Diane Berry

*Denotes Part-time

Library Staff

Institute Librarian

Cath Pivec, B.A. *Deakin*, T.S.T.C., A.L.A.A.

Carlton Campus Library

Librarians

Maxine Cuskelly, B.A., Dip.Lib. *N.S.W.*

Jennifer Gerring, B.A. *Monash*, Grad.Dip.Lib. *R.M.I.T.*

Anne F. Parkhowell, B.A. *Melb.*, Dip.Lib. *R.M.I.T.*, A.L.A.A.

*Jocelyn Scarr, B.Sc. *Syd.*, A.L.A.A.

Max G. Smith, B.A. *Chisholm*, Grad.Dip.Lib. *Melb.*, C.A.E.,
A.L.A.A.

Kerry Sullivan, Dip.Lib. *R.M.I.T.*

Dianne Zakis, B.A. *S.I.T.*, Assoc.Dip.Lib. *R.M.I.T.*

Library Technicians

Lynette Brown, Lib.Tech.Cert.

Gwenda Pittaway, Lib.Tech.Cert.

*Noeline Sherwin, Lib.Tech.Cert.

*Jill Staff, Lib.Tech.Cert.

Library Clerks

Denise Charter

Sylvia Gardner

David Janssen

Elisabeth Kauer

Jennie Kendrick

Sandra Krasts, B.A. *La Trobe*

Sue Pywell

Heather Roberts

Julieanne Slattery

Typist

*Christine McKeown

Abbotsford Campus Library

Librarian-in-Charge

Jean Leith, B.A. *Melb.*, A.L.A.A.

Librarians

Jocelyn Bradley, M.A. *Melb.*, Grad.Dip.Lib. *Melb.*, C.A.E.

Gaetano Raiti, B.A. (Lib.) *Ballarat*, A.A.F.V.L., A.S.E.T.

Library Clerks

*Dawn Goldberg

Barbara C. Toward

Dusan Viola

Fiona Salisbury

Maria Vasilakis

*Denotes part-time.

Section 1

Entry Requirements and Selection Procedures

Courtyard - Abbotsford Campus



Admission and Selection to an Undergraduate Course

1. General admission requirements

Applicants for admission to an undergraduate course must qualify in one of the categories below and have such prerequisites as are specified.

(1) Victorian Higher School Certificate (H.S.C.) Full time or equivalent

Applicants must complete:

- (a) The Victorian H.S.C. with passes in at least four Group 1 subjects or
- (b) the Victorian H.S.C. in Group 2 or a combination of Group 1 and 2 subjects or
- (c) the Tertiary Orientation Program (T.O.P.) or
- (d) the Schools Year 12 and Tertiary Entrance Certificate Group (STC) or
- (e) a Victorian Curriculum Advisory Committee (VCAB, previously VISE) approved alternative year 12 course of study including those undertaken interstate.

Full time students must complete their H.S.C. or equivalent in one year.

(2) Overseas equivalent qualification

Applicants must hold a qualification obtained overseas which is recognised by VCAB as being of a standard equivalent to the Victorian H.S.C.

(3) H.S.C. Part Time Studies

Applicants undertaking a part-time H.S.C. must complete it within four years. A part-time H.S.C. must include four Group 1 subjects.

(4) H.S.C. Mature Age

Applicants must pass three Group 1 H.S.C. subjects, one of which must be English, with at least two completed in one calendar year. Subjects must include any appropriate course prerequisites. Applicants in this category must have attained the age of 21 years by December 31 of the year in which they first presented for an H.S.C. subject.

(5) Advanced Standing

Applicants must hold an approved associate diploma, diploma or other appropriate award in the discipline in which they wish to acquire a degree or diploma. The Institute accepts applications for Advanced Standing admission to the following courses: Advanced Nursing, Medical Record Administration, Occupational Therapy, Orthoptics, Physiotherapy, Podiatry and Speech Pathology.

(6) Tertiary Transfer

Applicants must have completed, partially completed, or currently be undertaking studies at an approved Australian college or university.

(7) Special Entry

Applicants who:

- will be at least 21 years of age at the time of commencement of the proposed course of study or
 - have not satisfied the requirements of the Victorian HSC/VCAB Year 12, or equivalent, nor are attempting to complete the qualification in the year in which application is made
 - have not satisfied University Entrance Requirements under the Mature Age Provisions nor are attempting to complete the qualification in the year in which application is made, and have no previous results from studies in a degree or diploma course at a university or institute/college of advanced education may apply for entry via the Institute's Special Entry Scheme.
- Selection is based upon information provided by applicants about participation in post-primary education and/or other forms of training, participation in employment and/or involvement in child care/family responsibilities; and performance in an Aptitude Test

administered by the Institute; performance in the Institute Pre-Test administered by the Institute; and applicants' understanding of the nature of the health and health sciences professional area(s). Preference may be given to applicants who have some experience with studies at Year 12 level.

Application forms are available from the Admissions Office.

Applications close on the Friday closest to July 31 of the preceding year.

(8) Other

Persons who have other qualifications and/or experience deemed to be equivalent to the requirements outlined in the preceding paragraphs may be eligible for admission.

2. Prerequisites and Special Requirements

(1) General

(i) Prerequisites

- (a) In addition to satisfying the General Admission Requirements applicants must also, where relevant, satisfy the special requirements specified below and, for other than Special Entry, the prerequisites in 2(2) to 2(9) below.

- b) Where no year 12 prerequisite science subjects are required for entry into an Institute course **some** knowledge of secondary school chemistry, physics and mathematics is assumed for all Institute courses, including those which do not specify prerequisite science subjects for entry. Details, concerning "Assumed Science Knowledge" appear on page 17.

(ii) Course Information Sessions

Attendance is compulsory for Medical Record Administration, Physiotherapy, Podiatry and for Prosthetics and Orthotics. Attendance is recommended for Speech Pathology, Nursing, Occupational Therapy and Orthoptics. Applicants who can not, for very good reasons, attend a compulsory course information session should write to the Admissions Officer for further information.

iii) Minimum Age

While no minimum age is stipulated applicants who will be under 17 years on January 1 of the year in which they propose to enrol are advised to consult with the Selection Officer of the School in which they wish to enrol.

(2) Medical Record Administration

Prerequisites: NIL

Recommended: Year 12 Biology and a mathematics subject at a minimum of year 11 level.

(3) Nursing

Prerequisites: H.S.C. Group 1 English or equivalent and a mathematics subject at a minimum of year 10 level.

Recommended: Year 12 Biology, Physics, Physical Sciences or Chemistry.

(4) Occupational Therapy

Prerequisites: NIL but applicants who have a science background will have an advantage in coping with the course.

(5) Orthoptics

Prerequisites: One HSC science subject or equivalent.

Recommended: Year 12 Biology and/or Physics and Mathematics to year 11 level.

(6) Physiotherapy

Prerequisites: Two of H.S.C. Biology, Chemistry, Physics, Physical Sciences and Mathematics (any branch), or equivalent. Computer Science may be substituted for a branch of mathematics.

(7) Podiatry

Prerequisites: H.S.C. Biology, or equivalent.

Recommended: One of Chemistry, Physics, Physical Sciences and General Mathematics at year 12 level, or any two of those at year 11 level.

(8) Prosthetics & Orthotics

Prerequisites: One of H.S.C. Physics, Chemistry or Physical Sciences, or equivalent.

(9) Speech Pathology (Communication Disorders)

Prerequisites: HSC Group 1 English or equivalent.

3. Applications for Admission Undergraduate Courses

(1) Applications to the Victorian Tertiary Admissions Centre (VTAC)

All applications for admission with the exception of those in 3(2) below must be made to the VTAC.

(2) Applications to LIHS

Special Entry and Advanced Standing applicants may apply direct to Lincoln Institute of Health Sciences.

(3) Participation and Equity Entrance Program (PEEP) - Joint Application

An applicant currently undertaking any Victorian Curriculum Advisory Board (VCAB, previously VISE) Year 12, Tertiary Orientation Program, or STC may, in addition to applying to VTAC, apply to the Institute for admission under the scheme which is designed to encourage those whose education has been adversely affected by cultural, social or financial factors. Refer 5(4) and page 14.

4. Selection

(1) Entry Quotas

The Institute may establish entry quotas for the various categories of applicants to each course.

(2) Selection Panel

Each course shall have a selection panel comprising not fewer than three persons.

(3) Interviews and Tests

Applicants may be required to attend an interview and/or undertake such tests as the Institute deems necessary.

(4) Special Consideration

In considering applications, a selection panel may, at its discretion, also take into account:

- (i) any illness, physical disability, handicap, or hardship which may have affected the studies or examination performance of the applicant;
- (ii) any physical disability or handicap which may adversely affect the applicant's ability to successfully complete the course;
- (iii) any reports from health professionals or school principals, where those reports may assist the selection committee in evaluating the effect of factors referred to in (i) and (ii).

(5) Principles of Selection

- (a) Selection shall be based primarily on academic merit as judged by reference to the results of applicants in the Victorian examinations or equivalent.
- (b) Applicants who have alternative qualifications to the Victorian H.S.C. shall be considered according to their qualifications and accorded such standing as will enable their academic merit to be rated appropriately against that of other applicants.
- (c) In considering Special Entry Scheme applicants, account will be taken of their performance in a special aptitude test and a Science Pre-Test administered by the Institute and applicants' understanding of the nature of the chosen health sciences professional area(s). Preference may be given to applicants who have some experience of studies at Year 12 level. Those who perform sufficiently well on the basis of the aptitude test will be interviewed.

Applicants may be required to complete an essay which may be used in conjunction with the tests and interview as the basis of selection.

5. Selection Procedures

(1) Within the limitations of the institute's overall quota, each school attempts to admit applicants in the various categories and proportions listed below:

- (a) at least 50% who, as full time students, have satisfied university entry requirements at the Victorian H.S.C. (i.e. a minimum of four Group 1 subjects in one calendar year) in one or more of the six years prior to the year for which entry is sought;
and
 - have not made more than 3 full attempts at H.S.C.;
 - have not attempted any H.S.C. subjects in more than 4 of the 6 years mentioned above;
 - have not attempted any H.S.C. subject prior to the six years;
 - have not, in addition to the above, previously attempted any form of recognised post secondary education.
- (b) up to 10% Special Entry.
- (c) up to 10% PEEP.
- (d) up to 30%, within the following sub-categories:
 - H.S.C. completed by part-time studies or under the mature age provisions;
 - TOP or STC completed;
 - H.S.C. Group 2 subjects completed;
 - a VCAB approved alternative year 12 course of study completed;
 - H.S.C. completed more than six years prior to the year in which entry is sought;
 - interstate or overseas qualifications completed;
 - incomplete tertiary studies;
 - completed tertiary studies;
 - applicants satisfying such special criteria as may be determined by individual Schools.

Applicants in category (d) above are advised to discuss their application with the Selection Officer of the relevant school(s) at LIHS prior to submitting an application to the VTAC.

All applicants are advised to read the information under the heading "Assumed Science Knowledge" on page 17. In addition, applicants should note the additional course specific prerequisites, requirements and recommendations on page 17.

- (2) Applicants who have completed the Victorian H.S.C. with Group 2 subjects, a combination of Group 1 and Group 2 subjects, the T.O.P., STC., or a VCAB approved alternative year 12 course of study will be rated appropriately with other applicants in the same quota.
- (3) Applicants who have completed or partially completed a course at a college, university or any other institution will be rated in the light of their entire academic record and other relevant written information.
- (4) Applicants under the Participation and Equity Entrance Program who are deemed eligible for admission under the scheme shall be selected on the basis of academic merit as judged by reference to results in any VCAB year 12, TOP, or STC examination. Full details of the Scheme appear on page 16.
- (5) Applicants whose permanent home is, in the opinion of the Selection Panel, outside Victoria may have the availability of a course leading to a similar qualification in other states and territories of Australia taken into account.

6. Deferment

- (a) An applicant who is selected for admission to a course of the Institute may make application to defer enrolment in the course until the following year by applying on the appropriate form to the Head of School.
- (b) An application to defer must be lodged by the date of enrolment specified at the time of the offer.

- (c) Applicants granted a deferment must leave a contact address with the Student Administration Office of the Institute. The Office must be notified immediately of any change of this contact address.
- (d) Applicants who have deferred must notify the Student Administration Office in writing of their intention to take up their deferred place by no later than October 30 of the year preceding commencement.

A late application for deferment of entry or late notice of intention to take up a deferred place will only be accepted at the discretion of the Head of School.

7. Exemptions

Exemptions from course requirements may be granted where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirement or requirements concerned.

Applications for exemption must be submitted on the appropriate form to the Head of the School in which the student is enrolled. The application must be supported by documentary evidence and must be received within fourteen days of the date of enrolment.

A late application for exemption may be accepted at the discretion of the Head of School.

8. Enrolment

Each applicant offered a place in an undergraduate course must attend for enrolment at the time, date and venue detailed in the VTAC offer letter unless the School concerned approves an alternative method for accepting the offer. (Special Entry applicants will be sent a letter of offer from the Institute which will include enrolment instructions). Applicants should note that the general service fee and administration charge must be paid at the time of enrolment.

Participation and Equity Entrance Program (P.E.E.P.)

1. Objectives

The objective of the PEEP scheme is to encourage a closer match between the composition of the Australian population and that of the Institute's student population through increasing the number of entrants who are of aboriginal descent; who live in the northern and western suburbs of Melbourne or in rural areas; whose language background is other than English; who belong to lower income groups; or who have a physical or other disability.

2. Quota

Each course will admit 10% of its entrants via the PEEP scheme, subject to there being a sufficient number of eligible and qualified applicants.

3. PEEP Committee

There shall be a Committee known as the Participation and Equity Entrance Program Committee which shall be responsible for the administration of the PEEP scheme. The PEEP Committee shall comprise the Director, the Chairman of the Committee on Admissions, Assessment and Academic Progress (CAAAP), the Registrar and one member co-opted by the Committee itself. The Committee shall report to the Board of Studies via CAAAP and shall annually report on the operation of the PEEP scheme.

4. Eligibility

If an applicant has:

- (a) satisfactorily completed the requirements of a VCAB Year 12 or a Tertiary Orientation Program;
- (b) satisfied relevant prerequisite requirements;
- (c) applied through the Victorian Tertiary Admissions Centre (VTAC) for entry to an Institute course;
- (d) satisfied the PEEP Committee that he/she has been adversely affected in his/her schooling by financial difficulty, restricted access to school or study opportunities, health factors, domestic circumstances, or other reasons deemed relevant by the Committee;
- (e) in the opinion of the PEEP Committee, his/her selection would further the objective of the scheme;

such an applicant shall be declared to be eligible for admission under the scheme.

Note: The details in this section were approved by the Board of Studies in September 1986.

Assumed Science Knowledge

As part of their professional coursework, all undergraduate students at Lincoln Institute undertake subjects offered by the School of Biological Sciences. The various subjects in Biological Sciences draw from the areas of Anatomy, Physiology, Chemistry and Physics.

In pursuing any biological science or applied science course at the tertiary level a basic literacy in chemical, physical and mathematical ideas is essential for understanding the more modern descriptions and theories of the structure and function of living organisms, in particular of the human body.

Students entering the professional schools will inevitably come with different knowledge and skills and differing degrees of basic scientific literacy. Some assumption must therefore be made as to what knowledge and skills might be possessed by the majority of students entering the college and which might thus form the basis for their studies in Biological Sciences.

The list of "assumed knowledge and skills for Biological Sciences" which follows is a statement of what concepts, knowledge, abilities and skills will be taken to be possessed by students beginning their studies at Lincoln Institute.

- * The items listed are not prerequisites for undertaking Biological Sciences subjects and should not be understood to be such.
- * It must be emphasized that a profound understanding of the items listed in this document is not required for success in Biological Sciences subjects. The depth of knowledge required for the different courses varies from school to school: it should however be obvious that the greater student's understanding of this foundation the more readily they will be able to understand the concepts and skills built upon it.
- * The list should provide a useful guide to students who feel the need to undertake some prior study in preparation for their undergraduate courses.
- * The School of Biological Sciences provides bridging coursework and supplementary tutorial programmes for students whose science background is insufficient. Staff of the School are available for consultation with Lincoln Institute students and prospective students. Students are requested to contact the Secretary, School of Biological Sciences, in order to contact the appropriate staff member.

1. Chemistry

- (1) Concepts of: chemical element
chemical compound - acid
base
salt
metal
non-metal
molecular ion
valency
activity series
- (2) Concepts of: atom - nucleus
electron
molecule
ion - cation
anion
chemical bond - covalent
ionic (electrovalent)
mole
enthalpy (heat content),
temperature
bond energy
- (3) (a) Knowledge of the names and chemical symbols of the first twenty elements and other common elements.
(b) Knowledge of the usual valencies of the common elements and molecular ions.
(c) Ability to write word equations, stoichiometric (balanced chemical) equations and ionic equations for the following types of chemical reactions:
 - combustion of elements and simple organic compounds containing carbon hydrogen and oxygen.

- reaction of metals with water
- reaction of metals with dilute acids
- decomposition of carbonates and nitrates by heat
- reaction of acids on carbonates
- neutralisation of acids and bases

- (4) Ability to calculate the relative masses of chemicals involved in the types of reactions listed in 3(c) above from the balanced chemical equation for the particular reaction.

- (5) Ability to perform the following laboratory skills:

- safe use of pipette
- measure temperature of a solution to $\pm 0.1^\circ\text{C}$.
- safe use of normal glassware of the laboratory (such as beakers, test-tubes, reagent bottles, measuring cylinders, filter funnels and so on).

2. Physics

- (1) Concepts of: kinematic quantities:
 - displacement
 - velocity
 - acceleration
 - vector
 - scalar
 - dynamic quantities
 - mass
 - force
 - momentum
 - energy
 - work
 - power
- (2) Knowledge of Newton's Laws of motion.
- (3) (a) Ability to use the kinematic equations of motion to describe simple physical situations of motion in one dimension and so to solve problems involving such situations.
(b) Ability to apply Newton's Laws to the description of the motion of massive objects in one dimension.
- (4) Concepts of: electric charge
electric current
potential difference
volts
amps
electrical resistance
ohms
Ohm's Law
- (5) Ability to perform the following laboratory skills:
 - use of stopwatch
 - measurement of temperature to $\pm 0.1^\circ\text{C}$.
 - use of Vernier scale
 - estimation of percentage error (or uncertainty)
 - read voltmeters and ammeters

3. Mathematics

- (1) Concepts of: number
numeral
pronumeral, variable
reciprocal
ratio
function
logarithm
exponent or index
- (2) Knowledge of the laws of indices and the associated behaviour of logarithms
- (3) Ability to perform the following algebraic operations:
 - multiplying through brackets
 - collecting like terms
 - changing the subject of simple formulae
- (4) Ability to factorise quadratic equations by means of the formula

$$a = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$
 for the equation $ax^2 + bx + c = 0$

- (5) Ability to solve linear simultaneous equations in two variables like:
 $x + 2y = 5$
 $2x - 3y = 4$
- (6) Ability to use scientific notation for large and small numbers and to multiply, divide, add and subtract numbers written in this notation.
- (7) Knowledge of the trigonometric ratios sine, cosine and tangent and ability to determine their values for angles between 0° and 360° (0 radians and 2π radians).
- (8) Ability to draw graphs of the following kinds of relations:
 $y = mx + b$
 $y = ax^2 + bx + c$
 $y = \frac{1}{x^n}$
- (9) Ability to carry out quick and accurate computations by means of either log tables or slide rule or digital calculator.

Bridging Course in Physical Sciences

Purpose:

Students undertaking coursework with the School of Biological Sciences come from a variety of backgrounds and with varied knowledge and skills in the basic science areas of chemistry, physics and mathematics.

For a high proportion of students who are mature-age, significant time has elapsed since formal studies were undertaken. Return to study may present difficulties and the difficulties are compounded when the students' prior knowledge of basic sciences is not great.

The School offers optional-attendance Science tutorials in parallel with the formal coursework in all first year courses. This goes part of the way towards meeting the needs of students with a poor Science background. Bridging coursework is available prior to commencement of the academic year. Since 1982 the School has conducted a bridging course in Physical Sciences, which is normally held in November.

Although open to all, the target group will be Special Entry students and students entering the post-basic Nursing (degree) streams of Nurse Education and Advanced Clinical Nursing.

Objectives:

Upon completion of the course the participant will be able to demonstrate a knowledge of key concepts in chemistry, mathematics and physics and the ability to (a) perform mathematical calculations, (b) write, balance and interpret chemical equations and (c) solve problems in electricity and mechanics at a level appropriate to the formal coursework to be undertaken subsequently with the School of Biological Sciences. Students interested in undertaking the bridging program should contact the School of Biological Sciences.

How to Apply

(a) Persons Holding or Attempting Victorian HSC

Application for admission to all undergraduate courses must be made to the Victorian Tertiary Admissions Centre. VTAC information and admission procedures are detailed in its *Guide for Prospective Students*, which is available at all secondary schools or direct from the VTAC, 40 Park Street, South Melbourne 3205. The closing date for VTAC applications is normally the first Friday in October of each year. A more accurate date may be obtained by contacting VTAC or the Institute. VTAC applications received after the closing date will be considered, but will be subject to a late fee. Applicants for the Medical Record Administration, Physiotherapy, Podiatry, and Prosthetics and Orthotics courses are required to attend a Course Information Session at the Institute in the particular course or courses for which they wish to apply. Institute forms are given out at these compulsory sessions. The dates for these sessions are printed in the VTAC *Guide for Prospective Students* and are also available from the Student Administration Office of the Institute. Course information sessions for Nursing, Occupational Therapy, Orthoptics, and Speech Pathology applicants are offered on a non-compulsory basis. Those who require further information concerning these courses are advised to attend such sessions.

(b) Overseas Applicants

Persons in this category are advised to contact the nearest Australian Diplomatic Mission in their country to lodge an application for a student visa by June 30. Intending applicants are advised to contact the Overseas Students Office, P.O. Box 25, Woden, ACT., 2606. Requirements for overseas applicants are detailed in the *Guide for Prospective Students* available from the VTAC, 40 Park Street South Melbourne 3205.

(c) Special Entry Applicants

Special Entry applicants must complete an application form, write a short essay and sit for an aptitude test and a Science Pre-Test which are held at the Institute. Application forms are available from the Student Administration Office of the Institute, and all enquiries should be directed to this Office.

Special Entry applications close on the Friday closest to July 31 of each year.

NOTE: Special Entry applicants are not required to make a separate application to the VTAC.

(d) Participation and Equity Entrance Program (PEEP) Applicants

PEEP applicants must apply for entry through the VTAC for course admission and in addition submit a Lincoln application form to the Institute. PEEP application forms are available from the Student Administration Office of the Institute, and all enquiries should be directed to this Office. PEEP applications close on the second Friday of December each year.

Post-Registration Nursing Courses

Entrance Requirements

Applicants for all post-registration courses must have gained their Higher School Certificate, or its equivalent, including a pass in English, or completed satisfactorily an education entrance test. In addition applicants must fulfil the following:

DEGREE COURSE

Applicants must be currently registered in Victoria as general or mental health nurses. They must complete satisfactorily a written examination in the biological sciences and a nursing studies assignment. Each applicant's professional experience will be considered individually.

DIPLOMA COURSE

Applicants must be registered in Victoria as general and midwifery nurses and have had at least twelve months experience since graduation. They must complete satisfactorily an assignment based on a prescribed course of reading.

How to Apply

All enquiries concerning admission, application and enrolment procedures for post-registration nursing courses should be made directly to the School of Nursing, Lincoln Institute of Health Sciences, St. Hellier St., Abbotsford 3067, telephone (03) 418 6800. For further information on entrance requirements and precourse preparation, see pages 80 to 85 of this handbook.

Postgraduate Courses

Entrance Requirements

Applicants for postgraduate courses of the Institute (other than post-registration nursing courses) will normally be required to hold a degree or diploma in the health sciences or a related area. Other applicants may be considered at the discretion of the course selection committee.

Applicants may be required to attend interviews and to take such tests or examinations as the Institute may consider necessary. All enquiries concerning postgraduate courses should be directed to the Student Administration Office of the Institute or the relevant School. For further information on postgraduate courses see pages 95 to 104 of this handbook.

Section 2

General Information for Students

Artist in Residence - Occupational Therapy - Abbotsford Campus



General Information For Students

Health Requirements

- (a) All students are required to comply with the recommendations of the Department of Health, Tuberculosis Branch, as follows:
 - (i) tuberculin testing prior to attending hospital clinics;
 - (ii) if the tuberculin test is naturally positive (that is positive with no previous BCG), this indicates previous infection with TB. In this case
 - (a) for a positive reaction of less than 10mm a chest X-ray is recommended and if normal, no further action;
 - (b) for a positive reaction of 10mm or over, a chest X-ray or referral to a chest clinic.
 - (iii) if the tuberculin test is positive and previous BCG vaccination has been given, a chest X-ray is recommended for a reaction of 10mm or over;
 - (iv) if the tuberculin test is negative, a BCG vaccination is required. The tuberculin test should be repeated after six weeks. If it is still negative, a repeat BCG vaccination is recommended; the individual may have a routine chest X-ray for TB. The decision to have such an X-ray is at the discretion of the individual.
 - (b) It is recommended that all female students be immunised against rubella.
 - (c) It is recommended that all students be immunised against poliomyelitis and tetanus (in the case of tetanus, ten yearly booster immunisation is required).
 - (d) It is recommended that all students should consider immunisation against measles and influenza.
 - (e) It is recommended that all students should carefully monitor their state of general health, paying particular attention to health problems associated with smoking, drug and alcohol abuse, obesity, low levels of physical fitness, and mental stress.
 - (f) It is recommended that all students should undergo a physical examination, including blood pressure estimation, at intervals of not more than two years, with the aim of prevention or early recognition of disease.

Fees 1987

General Service Fee

A general service fee must be paid by students at the time of enrolment. The fee provides for the operation of the Lincoln Institute Student Union, certain student union facilities, and other student requirements. The 1987 general service fee for full-time students is \$150, and for part-time students \$75. There are no tuition fees for students enrolled in degree or diploma courses, but those enrolled in single subjects are required to pay a tuition fee of one dollar per contact hour, with a minimum fee of \$25. Preliminary studies for Graduate Diploma Courses is defined as a course requirement without fee.

In 1987 Students taking leave of absence or withdrawing from a course are entitled to a refund of fees as follows: Full refund if before March 1 and half refund if before June 28.

Administration Charge

The Commonwealth Government has introduced an administration charge of \$250 payable by all students, both full-time and part-time, at enrolment. This charge is in addition to the general service fee. For details of the categories of students exempt from the charge, contact the Student Administration Office, 347 6088.

Uniforms

Students in some courses will need a prescribed uniform for hospital and clinical activities. Details of these requirements will be issued by the relevant course co-ordinator.

Deferment

- (a) An applicant who is selected for admission to a course of the Institute may defer enrolment in the course until the following year by applying on the appropriate form to the Head of School.
- (b) An application to defer must be lodged by the date of enrolment specified at the time of the offer.
- (c) Applicants granted a deferment must leave a contact address with the Student Administration Office of the Institute. The Office must be notified immediately of any change to this contact address.
- (d) It is the applicant's responsibility to notify the Student Administration in writing of their intention to take up their deferred place by no later than October 30 of the year preceding commencement.

Late applications for deferment of entry or late notice of intention to take up a deferred place will only be accepted at the discretion of the Head of School.

Exemptions

Exemptions from course requirements may be granted where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirement or requirements concerned.

Applications for exemption must be submitted on the appropriate form to the Head of the School in which the student is enrolled. The application must be supported by documentary evidence and must be received within fourteen days of the date of enrolment.

A late application for exemption may be accepted at the discretion of the Head of School.

Enrolment

Applicants offered a place in an undergraduate course of the Institute must attend the enrolment at the time, date and venue detailed on their VTAC offer letter unless the School concerned approves an alternative method for accepting the offer (Special Entry applicants will be sent a letter of offer from the Institute which will include enrolment instructions.) Applicants should note that the general service fee must be paid at the time of enrolment. Enrolment procedures may be completed by proxy.

Re-Enrolment

Continuing students who have satisfactorily completed course year requirements will be mailed re-enrolment instructions together with final examination results in mid-December.

Students must re-enrol in person or by proxy at the enrolment centre of the Institute on the date specified in their re-enrolment instructions.

ID Cards

All students enrolled in a course of the Institute are issued with a student identification card bearing the student's enrolment number and photograph.

Students must present a current ID card when attending examinations, borrowing library books or claiming travel concessions. Lost ID cards can be replaced by the Student Administration Office for a fee of \$5, upon written request by the student.

Change of Name or Address

Students should notify the Student Administration Office *immediately and in writing* of any change of name, home address or term address. Forms are available for this purpose from all School Offices and the Student Administration Office, Building F. **Students should note that examination results and re-enrolment instructions are sent to the home address held by the Student Administration Office.**

Leave of Absence

A student who is enrolled in a course of the Institute may apply on the appropriate form to the Head of School for leave of absence from the course for a specified period of time. The application must contain the student's reason for seeking leave of absence. Leave may be granted at the discretion of the School concerned and for whatever period it thinks fit.

For a student to be recorded as having obtained leave of absence from a course, the duly completed 'leave of absence' form must be approved and dated by the Head of the School no later than the end of the fifth week of the third term of the year in which leave of absence is sought.

Withdrawals

An enrolled student may withdraw from any unit, subject, or course for which he or she is enrolled. Withdrawal carries no guarantee that the student will be permitted to re-enrol in the unit, subject or course from which he or she has withdrawn.

Application to withdraw from any unit, subject or course must be lodged in writing with the appropriate Head of School.

(A) SUBJECTS/UNITS

For a student's record to be amended to show 'WD' against any units or subject, the duly completed form must be approved and dated by the Head of the School no later than the end of the fifth week of the term in which the subject or unit concerned is finally examined.

In the case of a student withdrawing from a subject or unit and not officially notifying withdrawal, an assessment of NN (student did not submit for assessment) will be recorded against the subject or unit concerned. Only in special circumstances will this automatic NN assessment be waived, and then it is dependent upon written application to and approval from the Board of Examiners of the subject or unit concerned.

(B) COURSES

For a student's record to be amended to show 'WD' against an entire course enrolment, the final dates for withdrawing from any subjects or units comprising the course enrolment must not have expired. The result of any subject or unit from which a student has not officially withdrawn by the specified date will be recorded even if the student subsequently withdraws from the entire course.

Student Appeals

The regulations governing student appeals appear on page 63 of this handbook.

Special Consideration

A student whose work during the academic year or whose performance in an examination or other assessment has been affected by illness or other serious cause may apply in writing to the Head of School concerned for special consideration by the relevant Board of Examiners.

An application for special consideration must be accompanied by a medical certificate or other appropriate evidence and must be made not later than forty-eight hours after the relevant assessment date provided that the Head of School shall have discretion to accept a late application.

Part-time Studies

The Institute offers a small number of places to students who wish to take the following undergraduate courses on a *part-time* basis: Medical Record Administration, Nursing, Occupational Therapy, Orthoptics, Podiatry, Prosthetics and Orthotics, Physiotherapy and Speech Pathology. Information regarding the conditions for part-time study is available from the relevant course administrative officer. Application for part-time studies at the Institute must be made through VTAC. Other courses may also offer facilities for part-time study and those interested should contact the course authorities.

Open Day

The Institute holds an Open Day each year. All Schools are open to members of the public. Staff and students are available to provide information on admission courses and careers.

In 1987, Open Day will be held on Sunday, July 5, and will be widely publicised in daily papers and at schools and colleges.

Further details are available from the Student Administration Office (347 6088).

Travel Concessions

Certain concessions are available to full-time students for metropolitan and interstate travel. Inquiries should be directed to the Student Administration Office.

Charges for Class Materials

The Institute has a number of rules governing charges made to students for expendables/class materials supplied by Schools.

1. The Institute may charge students for expendable materials supplied to them in the following circumstances:
 - (a) where the students may wish to have continuing possession of the materials concerned, either in the form issued or following transformation into a model, crafted object, work of art or similar item; or
 - (b) where the materials are consumed by students to their direct personal benefit rather than as a course requirement or as a direct outcome of a teaching or learning activity (e.g. food).
2. The Institute may charge students deposits where non-consumable items such as audio tapes or video tapes are issued to them for temporary use. The amount of such deposits shall not exceed the value of the items concerned. A student, by agreement with the School concerned, may retain such a non-consumable item in which case a charge may be made to the student which shall not exceed the cost of the item concerned.
3. Where the Institute acts as the agent for students or groups of students in the purchase of laboratory coats or other non-consumable items it may recover the costs of such items through re-sale to students. Similarly, the costs of travel or accommodation arranged on behalf of students may be recovered through a charge made to students.
4. The Institute may recover the printing and production costs of lecture notes and other printed material issued to students via charges, provided that no student shall be compelled to acquire such an item and pay the associated charge.
5. Where a School of the Institute proposes to charge students in respect of materials or service it shall seek the approval of the Registrar, who shall inform the Committee on Academic Planning and Resources where he does not grant such approval.

Study Skills Assistance Scheme

This Scheme is intended to provide the Institute's students with study skills assistance beyond that which can readily be provided by individual members of the academic staff.

The Scheme was established in response to a need expressed by students and staff for extra assistance to be available at the Institute for students in the area of the skills involved in studying at a tertiary education Institution. It was generally agreed that all students, whether doing well with their studies or doing badly, could benefit from such assistance.

A feature of the Scheme is that the assistance is provided by a network of staff at the Institute. Six members of staff have been appointed as study skills advisors, and each is expected to be available for individual consultation with students, or for participation in short courses on study skills, for a period of three hours per week. Supporting these staff are others who are participating in the Scheme on a voluntary basis and who will provide specialist assistance as required.

Assistance is available in a range of study skills areas, including note taking, assignment writing, examination technique goal setting, time and information management, and getting the most out of lectures, tutorials and clinics.

Students wishing to make use of the Scheme, or staff wishing to obtain assistance for their studies through the Scheme, should contact any one of the study skills advisors listed here:

Pat Bingham (Bio.Sci)	ext. 312 or ext. 311
Elizabeth Brown (Bio. Sci)	ext. 369 or ext. 311
Athina Georgiou (Comm. Dis.)	ext. 296 or ext. 279
Martin Hayden (H.A.E.)	ext. 377 or ext. 330
Linda King (O.T.)	ext. 243 or ext. 240
Maxwell Mollard (H.A.E.)	ext. 333 or ext. 330
Andrew Remenyi (Beh. Sci)	ext. 386 or ext. 350
Angus Stewart (Bio. Sci)	ext. 369 or ext. 311

Insurance for Staff and Students

Where a staff member or student causes an injury,

- The Institute's Professional Indemnity insurance policy covers all staff and students of the Institute for liability arising out of bodily injury caused by error, omission or negligence in professional services rendered at any site where training occurs; i.e. all staff and students are covered by this policy whilst engaged in activities related to any Institute course.
- The policy does not provide cover in situations where staff or students are engaged in personal activities working outside the Institute as private practitioners.

Where a staff member or student suffers an injury,

- Staff members are covered against this risk by the provisions of Work Care which covers them in both the workplace and whilst travelling to and from work.
- Students are not covered by Work Care except in those instances where they are working in the paid employment of the Institute.
- Currently, there is no Personal Accident insurance cover for students.

The Institute also has a Public Liability policy which covers its' legal liability to third parties for personal injury or damage to property that may result from accidents arising in the course of the Institute's business as an educational institution.

Section 3

Student Services

Colour Vision testing at a Kindergarten - Orthoptics



Student Services

Student Services Office

The Student Services office seeks to assist students in making effective use of facilities at Lincoln and provides a range of information on student welfare needs. Information about student counselling, health, and housing services is available as well as financial assistance, and general information on Institute regulations and academic matters.

Counselling Service

The Counselling Service is available to students and staff of Melbourne University and Lincoln Institute. The service is free of charge and completely confidential. The counsellors will help people with problems directly related to their studies (ranging from developing better study techniques to help with dropping out) and with more personal concerns (which include all kinds of worries about oneself alone and oneself in relation to others).

278 Faraday Street, Carlton, telephone 344 6927/8/9 for appointments Monday to Friday, 9.00 - 5.30 pm.

Student Health Service

The Student Health Service is available to all students of Melbourne University and Lincoln Institute. Students may attend for any matter relating to health and sickness. The staff are all skilled in the particular needs and problems of students. All consultations at the Health Service are free but a small charge is made for inoculations for overseas travel. Medical records are strictly confidential and are kept at the Health Service Office. Emergencies will be seen as quickly as possible but, as the service is very busy it is advisable to make an appointment.

251 Grattan Street, Carlton, telephone 344 6904/5 Monday to Friday, 9.00 - 5.00.

Student Housing Advisory Service

The Student Housing Advisory Service is available to all students of Melbourne University and Lincoln Institute free of charge. It helps students to find suitable accommodation and offers advice on any problems related to renting including leases, bonds and repairs. The service may also assist in general accommodation matters such as setting up house, budget, domestic management and tenancy rights.

The service has available lists of rooms, houses, flats and full-board facilities. Basic information on colleges and halls of residence is also available.

The Housing Service issues a number of very useful publications, which are available from the Student Housing Service Office at 625 Swanston Street Carlton. The Student Services Office also has a list of accommodation which students have found useful in the past.

Student Housing Advisory Service; 786 Swanston Street, Carlton, telephone 344 7684 Monday 8.30 - 5.00, Tuesday 9.00 - 6.00, Wednesday 8.30 - 5.00, Thursday 9.00 - 5.00, Friday 8.30 - 6.00.

Financial Aid

Bursaries and Scholarships

Information on inquiries about scholarships and bursaries offered by various hospitals and other health care institutions should be directed to the relevant School Office at the Institute.

Student Loans

The Institute has two Student Loan Funds available to assist students in particular situations of hardship. Students may borrow up to \$1000 per year and in exceptional circumstances up to \$2,000 per year. Short-term loans of up to \$30 are also available. For details see the Student Services Co-ordinator in the Student Services Office (Carlton), or the joint LISU/Student Services Administrative Officer (School of Nursing Abbotsford).

Tertiary Education Assistance Scheme - Austudy

This scheme provides a means-tested living allowance to full-time non-bonded Australian students doing an approved course at a tertiary institution. Information booklets and application forms are available from the Student Services Office at 625 Swanston Street, Carlton and at the School of Nursing, St. Helier St., Abbotsford. All students considering applying for TEAS should consult the Student Services Co-ordinator.

Advice is also available for students who wish to appeal TEAS decisions.

Child Care

The Institute has no child care facilities but information about local services is available from the Student Services Office.

Appeals Advice

The Student Services Co-ordinator is available to assist students in the preparation of appeals on any aspect of academic matters. Students may also be assisted in interpretation of Schools' regulations and assessment guidelines.

Section 4

Lincoln Institute Student Union

Lunchtime Entertainment - Carlton



Lincoln Institute Student Union

All students at Lincoln on enrolment become members of the Lincoln Institute Student Union. The Union Executive is elected by and from the student body in annual elections held in first term. The Union is the recognised means of communication between students and other parts of the Institute. Its prime function is to act as the representative of the students' interests, which it does in a variety of ways. The Union is funded from the General Service Fee paid by all students. These funds are allocated by the Executive in the following general areas:

Student Lounge

A student lounge with free tea and coffee service is provided on the first floor of Building B, Carlton. A similar facility is provided at the Abbotsford campus.

Contact Centre

Contact Centres are located at both the Carlton and Abbotsford campuses.

They provide information on a wide variety of issues of relevance to students, as well as magazines, newspapers and games. Union windcheaters are also available from Contact.

Second-Hand Book Service

A second-hand book service operates from the Contact Centre. Books, instruments and laboratory coats are on sale.

Equipment Loan Service

The Union operates an equipment loan service for students from the Contact Centre. A wide variety of sporting, leisure, household and recreational equipment is available for hire at reasonable rates. See Carlton Contact for further information.

Activities

Social activities. Union Nights, Balls, and lunchtime entertainment are organised by the Union through an Activities Officer and Contact Centres.

Bookroom

A comprehensive bookshop run by Standish Prideaux and Pye in conjunction with LISU is available for all textbook and stationery requirements. It is located on the first floor, Building B, Carlton, just off the Student Lounge.

Clubs and Societies

There is a wide variety of recreational and sporting clubs at Lincoln, as well as School associations which deal with issues specific to each School. Further information on clubs and societies is available in the Student Diary, during Orientation Week and Contact Centres.

Publications

The student newspaper, **Missing Linc**, is published periodically during term by the Union. An Orientation handbook is also produced each year. A newsheet, **Bullsheet**, provides an update on weekly activities.

Student Diary

All new and re-enrolling students are issued with a diary produced by the Union which contains information about the Institute's facilities and services.

Lincoln Lodge

The Union manages a lodge on the Howqua River near Mansfield which can be booked by groups of students or staff at very reasonable rates.

Employment Service

The Union employment service maintains a register of part-time, casual and vacation work available to students, as well as advice and information on employment practices. This service is available via the LISU Office, Carlton.

Gym

The Union has a fully fitted gymnasium at Carlton for use by students and staff. A qualified gym instructor is available to do fitness assessments and design exercise programs.

Lockers

Lockers are available for any student who supplies a padlock and key. It is the responsibility of the student to remove the padlock no later than the end of third term.

Student Union Staff

CARLTON

President:

Alison Clarke

Executive Officer:

Marcus O'Donnell

Contact Co-ordinator:

Lynnda Heard

Administrative Assistant/Typist:

Maria Adorno-Brown

ABBOTSFORD

Student Information Officer:

*Kathy Wilson

Contact Co-ordinator:

*Jacqui McCoy

*Part-time.

Section 5

Library and Media Services Unit

Practical Lesson - Nursing Campus



Library

The Lincoln Institute Library is housed in two campuses; one in Building A, Swanston St, Carlton, and the other at the School of Nursing, Abbotsford Campus, Melbourne. The Library offers material in a variety of formats to support teaching programmes, and also material of general interest. It contains some 78,000 print volumes, and receives over 950 journals. Non-print materials include anatomical models, slides, films, filmstrips, audio cassette tapes, multi-media kits, records and video cassettes. Slide viewers, cassette players, calculators, typewriters, portable computer terminals and other equipment are available. On-line searching services are also available.

All staff, both academic and administrative, and all students at Lincoln Institute are eligible to borrow from the Library. Graduates of Lincoln Institute and other interested individuals may register as borrowers. The Library also has reciprocal borrowing and inter-library lending agreements with other institutes and organisations. Hours of opening are recorded on noticeboards in the Library foyers. Other Library noticeboards detail ongoing and forthcoming Library activities.

Orientation visits to the Library for new students take place early in first term. These are followed by programmes of instruction in library use which are intended to help students to make best use of the catalogue and other reference tools. Such programmes are usually linked to coursework in progress. Members of staff are also invited to attend library orientation programmes. A **Library Guide** is presented to all new staff and students. Library regulations are posted in the Library and detailed in this handbook on pages 64 and 65.

Media Services

Technical services provides installation, maintenance and repair services for the audio visual equipment in Lincoln Institute. As well as advice to staff on the selection of equipment suitable for their needs, advice is available on the correct use of equipment in the educational setting.

Through the equipment pool, equipment is available both for the creation and presentation of educational media.

Media production is responsible for the production of audio visual teaching materials for staff members and to this end provides a ¾ inch video production facility, sound recording area and limited photographic services. Advice and assistance is given to all staff and students regarding the production of audio visual materials.

Graphic services provides the graphic requirements for teaching plus advising on and developing illustrated materials for the Institute staff.

Section 6

Awards

Convent Building - Abbotsford Campus



Awards

Institute Awards

Margaret and Alan Hamer Research Prize

Heads of Schools may nominate undergraduate students for the prize based on the standard of a research project completed while on course. A group of students who jointly completed a research project may also be nominated. Prize value \$250.

Nominations close December 31.

Graduate Research Prize

Heads of Schools may nominate postgraduate or graduate diploma students for the prize based on completion of a research project at a meritorious standard. The prize may be awarded to an individual or to a group of students who jointly completed a project. Prize value - \$250.

Nominations close December 31.

Lincoln Institute of Health Sciences Travelling Scholarship

Available to graduates or diplomates of the Institute to travel within Australia or overseas to undertake study towards a higher degree or other award, to carry out research in an appropriate field, or to gain professional experience of a kind which is not available in Victoria. Value up to \$5,000.

Applications open in December and close March 31 each year.

Lincoln Postgraduate Scholarship

Available to a student enrolled (normally full-time) for the degree of Master of Applied Science at Lincoln Institute of Health Sciences. Those who have applied for admission to masters candidature and are awaiting the outcome, may also apply. Scholarships are normally tenable to two years. Value - not less than \$4,000 plus some travel expenses.

School-Based Awards

BIOLOGICAL SCIENCES

Ergonomics Society of Australia & New Zealand (Victorian Branch) Prize

The prize is awarded annually to the graduate of the Graduate Diploma in Ergonomics who, in the previous year, achieved the highest mark in the subject EG612 Professional Project.

Industrial Rehabilitation Service Prize

The prize is awarded annually to the graduate of the Graduate Diploma in Ergonomics who, in the previous two years, achieved the highest aggregate score in ergonomics core subjects.

COMMUNICATION DISORDERS

Australian Association of Speech and Hearing (Victorian Branch) Prize

The prize is awarded annually (provided that there is a candidate of sufficient merit) for the best paper submitted in the subjects: CD480 - Literature Review Project or CD481 - CD Directed Research Project. The prize is a \$50.00 book award.

Winston S. Rickard's Prize Medal

The medal is awarded annually (provided that there is a candidate of sufficient merit) for the best paper submitted on therapeutic principles and their application in the field of communication disorders.

COMMUNICATION DISORDERS/OCCUPATIONAL THERAPY/PHYSIOTHERAPY

Brenda Gale Award in Cerebral Palsy

Awarded annually to an undergraduate student in the School of Communication Disorders, Occupational Therapy or Physiotherapy for excellence in an independent project in or relevant to the field of cerebral palsy. The award is made available from funds provided by the Spastic Society of Victoria Limited and has a value of not less than \$150.

NURSING

Edith Hughes Jones Memorial Scholarship

Made available by the Windermere Hospital Foundation in memory of the Hospital's part-owner and matron. Awarded annually to a first year undergraduate nursing student. Tenable for three years. Value \$1,000 per year.

OCCUPATIONAL THERAPY

Francis Wade Prize

A prize in memory of Francis Wade, provided by Senior Occupational Therapists in Mental Health and Mental Retardation.

Two awards are available annually to final year Occupational Therapy students - one for excellence in Psychiatry and one for excellence in Mental Retardation. Value of each award - \$50.

Victorian Association of Occupational Therapists Inc. Award

A prize is awarded annually to a student based on excellence in clinical practice throughout the course. Value \$100. Given by the Victorian Association of Occupational Therapists.

ORTHOPTICS

J. Ringland Anderson Award

Prize awarded annually to the top final year student. Given by the Orthoptic Association of Australia (Victorian Branch).

PHYSIOTHERAPY

Johnson and Johnson Physiotherapy Award

Awarded to a final year Physiotherapy student or group of students of the Institute on the basis of excellence and achievement in the independent study unit of final year assessment. Candidates are nominated by the Head of School by December 31 each year. Value \$500.

Susanne Howsam Trust Fund

A scholarship in memory of Susanne Howsam, for the advancement of the study of Physiotherapy and, in particular the development of the potential of graduate teachers in Physiotherapy.

Awarded to Physiotherapists involved in or interested in the teaching of academic or clinical aspects of Physiotherapy on either a part-time or full-time basis.

Applications close on July 31 of each year.

Felice Rosemary Lloyd Scholarship

The purpose of the Felice Rosemary Lloyd Trust is to further the development of the Physiotherapy profession through the provision of an annual scholarship.

The Scholarship provides travel and living expenses for a graduate of the Lincoln Institute of Health Sciences School of Physiotherapy interested in pursuing post-graduate study or approved specialist experience either overseas or within Australia.

Community Health Prize

This prize has been donated by Community Health Physiotherapists, a special group of the Australian Physiotherapy Association. It is awarded to a final year student who shows outstanding ability in this field of physiotherapy. The prize will not necessarily be awarded annually.

The undermentioned prizes are awarded annually to final-year students by the Australian Physiotherapy Association.

Josephine Jennings and Edith Pratt Memorial Prize

This prize fund was donated by the members of the Australian Physiotherapy Association as a perpetual memorial to Miss Jennings and Miss Pratt who played a large part in the early training of physiotherapists in Victoria. The prize is awarded to the student who gains the highest percentage of marks over the full course.

Constance Read Memorial Prize

This prize fund was raised by a number of physiotherapist who wished to provide a perpetual memorial to Miss Constance Read. Miss Read was a member of the physiotherapy staff at the Royal Children's Hospital and was a most outstanding personality, giving inspiration to all those who had the privilege of working with her. The prize is awarded to the student who gains the highest percentage of marks in the subject of Therapeutic Movement.

Eliza McAuley Memorial Prize

This prize was donated by a member of the Association who wishes to remain anonymous, to provide a perpetual memorial to Miss Eliza McAuley, whose foresight and organisation, in the days when the profession was in its infancy, gave such a sound basis on which the course has been built. This prize is awarded to the final-year student who is most outstanding at practical work and the management of patients.

Obstetrical Physiotherapy Prize

This prize has been donated by members of the Obstetric Physiotherapy Society of Victoria, a special group of the Australian Physiotherapy Association. It is awarded to a final-year student who shows outstanding ability in this field of physiotherapy.

PODIATRY

Chiropody Registration Board of Victoria Prize

Awarded to final year student achieving the overall highest standard. Value - \$50.

Duncan C. Reilly Fund

Total value of \$1,200, one third of which shall be used to provide a prize or prizes for excellence in study by a final year student(s) - the Duncan C. Reilly Prize - and two thirds of which shall be made available for the purchase of study requisites by a student in need of financial assistance.

The Harley Award

Awarded to an outstanding final year student for excellence in the diagnosis, manufacture and presentation of orthotic devices. The value of this prize is \$50.

The John Diggle Award

This award is for excellence in anatomical studies as applied in a functional context, whether this be in the field of biomechanics or related areas or a third year elective topic. The value of this prize is \$50.

The Australian Podiatry Association (Vic.) Award for Excellence

Awarded to an outstanding final year student for excellence in Clinical Studies. The award is a 12 months subscription to the Association \$250. and Malpractice Insurance Premium \$105.

PROSTHETICS AND ORTHOTICS

International Society for Prosthetics and Orthotics (ISPO) Prize

The prize "Atlas of Limb Prosthetics-Surgical and Prosthetic Principles" is presented to the most outstanding final year student as adjudged by the results of the third year subjects PO321 Below Knee Prosthetics, PO322 Above Knee Prosthetics and PO323 Upper Extremity Prosthetics.

Australian Orthotic Prosthetic Association (AOPA) Prize

The prize "Atlas of Orthotics-Biomechanical Principles and Application" is presented to the most outstanding student in the final year unit, Design and Development Project.

Australian Orthopaedic Association (AOA) Prize

The annual award of this prize is presented to the most outstanding second year student as adjudged by the results of the subjects PO221 Below Knee Orthotics, PO222 Above Knee Orthotics, PO223 Upper Extremity Orthotics and PO224 Spinal Orthotics.

Section 7

Regulations

Communication Therapy Through Play - Communication Disorders



Organisation Regulations

Constitution of Council to Manage and Control the Lincoln Institute of Health Sciences (Extract)

1. Constitution of Council

There shall be a council known as the 'Council of the Lincoln Institute of Health Sciences' (hereinafter called 'the Council') which shall be a body corporate to manage and control the Lincoln Institute of Health Sciences (hereinafter called 'the Institute').

2. Membership of Council

- (1) The Council shall be constituted as follows:
 - (a) The President (where he is not otherwise a member of the Council) shall be a member *ex officio*;
 - (b) The Director of the Institute shall be a member *ex officio*;
 - (c) One member shall be appointed by the Council of the Victoria Institute of Colleges;
 - (d) One shall be elected by the Heads of Schools of the Institute (as defined from time to time by the Council);
 - (e) One shall be elected by the full-time academic staff of the Institute (as defined from time to time by the Council) other than the Heads of Schools from amongst their number in a manner determined by the Council;
 - (f) Where there is a Board of Studies (whether called by that or any other name) of the Institute, one member shall be a member of the Board, appointed by the Board;
 - (g) Not more than six shall be persons in or connected with the professions with which courses conducted by the Institute are associated, appointed by the Governor in Council;
 - (h) Not more than eight shall be persons associated with or having a special interest in tertiary education or the provision of health care or representing the general interests of the community of whom three shall be appointed by the Governor in Council and five shall be appointed by co-option by the Council.
- (2) The Council if it thinks fit may provide for the election of a member who shall be a student of the Institute and who shall be elected by the students of the Institute in a manner determined by the Council.
- (3) A member appointed by the Governor in Council may be removed by the Governor in Council.
- (4)
 - (a) A member of the Council elected under paragraph (d) of sub-clause (1) or sub-clause (2) of this clause shall be entitled to hold office for one year from the date of his election;
 - (b) A member of the Council elected under paragraph (e) or appointed under paragraph (f) of sub-clause (1) of this clause shall be entitled to hold office for two years from the date of his election or appointment (as the case may be); and
 - (c) Members of the Council (other than the President, the Director of the Institute and members of the Council elected or appointed under paragraphs (d), (e) or (f) of sub-clause (1) or under sub-clause (2) of this clause) shall be entitled to hold office for four years from the dates of their respective elections or appointments.
- (5) A person who is elected to be a member of the Council pursuant to paragraph (d) of sub-clause (1) of this clause shall not be eligible for election to hold office pursuant to the said paragraph (d) for the year next following any year for which he has been elected to hold office pursuant to the said paragraph (d).

- (6) Subject to sub-clause (5) of this clause, a member of the Council shall be eligible to be reappointed or re-elected (as the case may be) but no member shall be elected or appointed for more than three successive terms unless he is appointed by co-option for a further term under paragraph (h) of sub-clause (1).
 - (7) Where for any reason the Council appoints a person to be Acting Director the person so appointed shall, while holding such office, be entitled to attend and vote at any meeting of the Council and for that purpose shall have all the rights and privileges of the Director.
 - (8) If a member of the Council (other than the Director of the Institute)
 - (a) resigns his office by writing under his hand directed to the President of the Council;
 - (b) becomes of unsound mind or becomes a person whose person or estate is liable to be dealt with in any way under the law relating to mental health;
 - (c) becomes bankrupt;
 - (d) is convicted of any indictable offence;
 - (e) without special leave previously granted by the Council absents himself from four consecutive meetings of the Council;
 - (f) ceases to hold any qualification required for his becoming or being a member of the Council;
 - (g) being a member appointed by the Governor in Council is removed from office; or
 - (h) dies — his office shall become vacant so as to create a casual vacancy.
 - (9) A member appointed or elected to fill a casual vacancy shall be entitled to hold office for the unexpired portion of the original term of office only.
 - (10) Notwithstanding anything to the contrary in sub-clause (1) and (2) of this clause, the Council shall be properly constituted where there is a deficiency in the number of members or of members of any class whether originally or as the result of the occurrence of a vacancy.
- ### 3. Proceedings of Council
- The following provisions shall apply to the Council of the Institute —
- (a) Nine members of the Council shall constitute a quorum at any meeting.
 - (b) The Council shall each year (or where a vacancy occurs during any year, on the occurrence of the vacancy) elect a person to be President of the Council and the President, or in his absence another member elected to do so, shall preside at any meeting of the Council.
 - (c) The Council shall meet at least six times in each year.
 - (d) The decision of the majority of those present at any meeting of the Council shall be the decision of the Council.
 - (e) In the event of equality of votes on any question, the member presiding shall have a second or casting vote.
 - (f) The Council shall provide for the safe custody of the Seal, which shall only be used by authority of the Council, and every instrument to which the seal is affixed shall be signed by a member of the Council and shall be countersigned by the Secretary (if any) to the Council or by some other person appointed by the Council for that purpose.
 - (g) Any person who has a pecuniary interest, whether directly or indirectly, in any business of the Council or of any committee thereof shall declare the nature of his interest on every occasion when any business in which he has such interest is being considered and no person shall be entitled to vote at any meeting of the Council or any Committee thereof on any subject in which he has a direct pecuniary interest and if any such person does vote on any such subject his vote shall be disallowed.
- ### 4. Powers of Council
- The Council shall have power to —
- (a) from time to time determine the terms and conditions on which students of the Institute and any other persons may attend classes or make use of any premises or equipment of the Institute;
 - (b) employ members of the academic staff of the Institute on such terms and conditions as are for the time being fixed in respect of them by the Governor in Council on the recommendation of the Council of the Victoria Institute of Colleges;

- (c) employ members of the non-academic staff of the Institute on such terms and conditions as from time to time are determined by the Council of the Victoria Institute of Colleges;
- (d) from time to time define the duties of members of the academic teaching administrative technical and other staff of the Institute;
- (e) suspend or dismiss any member of the academic teaching administrative technical or other staff of the Institute (but, in the case of dismissal of a member of the academic staff, only on a resolution of the Council passed by a majority consisting of not less than two-thirds of the total number of members of the Council);
- (f) charge fees in connection with education provided, examinations held, and any other services provided by, the Institute;
- (g) from time to time hold examinations in the several subjects and courses offered by the Institute and award diplomas, certificates and other awards to students who reach the required standard in any subject or course, including such degrees as are specified by Order of the Governor in Council under Section 38 of the *Post-Secondary Education Act 1978*;
- (h) grant scholarships on such terms and conditions as it thinks fit;
- (i) purchase take on lease or in exchange or hire or otherwise acquire and sell mortgage lease or dispose of any real or personal property (which power to sell mortgage lease or dispose of property may, in the case of any real property, be exercised only with the consent of the Council of the Victoria Institute of Colleges) and enter into agreement for the supply of services for the Institute;
- (j) engage architects and other professional advisers, and enter into contracts, for the erection of buildings, the making of improvements or alterations, or the carrying out of repairs, on any land or buildings vested in or occupied or used by the Institute;
- (k) borrow on overdraft of current account at any bank;
- (l) invest any moneys of the Institute not immediately required for its purposes in any securities which are authorized investments within the meaning of any law relating to trustees, or, with the consent of the Council of the Victoria Institute of Colleges, in any other manner;
- (m) accept gifts of real or personal property to the Institute;
- (n) delegate, subject to such conditions as it thinks fit, any powers vested in the Council to any member or committee of members of the Council, or to any committee of persons of whom not less than one shall be a member of the Council;
- (o) do all such things as are calculated to advance the interests of the staff and students of the Institute;
- (p) do all such things as may be required to be done in order to render the Institute eligible to receive grants under any law of the Commonwealth of Australia or of the State of Victoria which provides for the making of grants to educational institutions; and
- (q) do all such other things as are necessarily incidental to the proper management and control of the Institute or the effective exercise of the powers conferred on the Council.

5. Duties of Council

It shall be the duty of the Council to invite tenders by publishing an advertisement in a newspaper circulating generally throughout the State for the supply of any goods or services or the carrying out of any work the cost of which is estimated by the Council to exceed \$5,000 except that this shall not apply in regard to the engagement of architects, consultants and other professional advisers whose charges are normally made at rates fixed and published by professional bodies.

Board of Studies Regulations

1. There shall be a Board to be known as 'the Board of Studies of Lincoln Institute of Health Sciences' (hereinafter called 'the Board') which shall be the principal academic body of the Institute.
2. **Membership**
The Board shall be constituted as follows:

- (a) the Director of the Institute and the Heads of Schools shall be members *ex officio*;
- (b) one member appointed by the Council of the Institute;
- (c) two members not being members of the full-time staff of the Institute appointed by the Council upon the recommendation of the Board;
- (d) ten members elected by all the academic staff from amongst their number, provided that not more than two such members shall be from the same School;
- (e) two full-time students of the Institute elected from amongst their number.

3. Secretary

The Registrar shall act as the Secretary of the Board and its committees.

4. Invitees

- (1) A Person may be invited by reason of expertise in a topic of discussion to attend a meeting or meetings of the Board. Such a person shall be invited by the Board on the recommendation of its Chairman, or upon prior request from at least two members of the Board.
- (2) The intention to invite a person to a meeting of the Board shall be indicated on the circulated agenda whenever possible.
- (3) At the discretion of the Chairman, the order of the agenda may be altered for the convenience of the invitee.
- (4) Persons invited to Board meetings shall not contribute to a meeting except at the discretion of the chairman, and shall have no voting rights.
- (5) The Board may invite observers to attend its meetings.

5. Chairman and Deputy Chairman

- (1) The Chairman and Deputy Chairman shall be members of the Board, appointed by the Council on the nomination of the Board.
- (2) The Chairman or, in his absence, the Deputy Chairman, shall preside over any meeting of the Board, and in the absence of both members the Chairman and Deputy Chairman, the members of the Board present shall elect a chairman of the meeting from amongst their number.

6. Terms of Office

- (1) A member *ex officio* shall remain a member until such time as he ceases to hold the office in respect of which he was appointed.
- (2) An appointed member shall be a member for such time as the Council shall determine.
- (3) All other members shall be elected to hold office for a two-year term save as provided in section 11 (eleven) hereunder.
- (4) The Chairman and Deputy Chairman shall each be appointed by the Council for a two-year term.
- (5) A member or office bearer shall be eligible for re-election or reappointment provided that he continues to be qualified.

7. Elections

Elections shall be held in accordance with election regulations as determined by the Council.

8. Meeting Procedure

- (1) The Board shall meet at least once during each academic term.
- (2) All questions which come before the Board shall be decided by a simple majority of the members present and voting; in the case of equality of votes the Chairman shall have a second or casting vote.
- (3) There shall be no voting by proxy.
- (4) No question shall be decided at any meeting of the Board unless a quorum of the members thereof shall be present. The number of members who shall constitute a quorum shall be half the membership of the Board at that time.
- (5) No proceeding of the Board shall be invalidated by reason only of there being a vacancy in the number of members of the Board at the time of such proceeding.
- (6) After each meeting the Board shall send a report of the proceedings to the Council.

9. Surrogate Members

- (1) Members holding office pursuant to paragraph 2.(a) who will be absent from a meeting of the Board may appoint any person to be a surrogate member of the Board for that meeting.
- (2) Surrogate members shall have the powers and privileges of ordinary members.

- (3) A member holding office pursuant to paragraphs 2.(b), 2.(c), 2.(d) or 2.(e) who will be absent for two or more scheduled consecutive meetings shall seek leave of absence from the Board. No surrogate members shall be appointed in such cases.

10. Powers of the Board

- (1) The Board shall be the principal academic body of the Institute; it may make recommendations to the Council on —
- all matters relating to teaching, scholarship and research and in particular the rules governing —
 - courses of study and research programmes offered by the Institute;
 - the selection, admission, enrolment and academic progress of students;
 - the conduct of examinations and other forms of student assessment;
 - the award of degrees, diplomas and certificates;
 - the admission of students *ad eundem statum*;
 - the discipline of students;
 - the procedure for appeals against decisions made by the Board or the governing bodies of Schools;
 - academic staff establishments of Schools and policy on academic staff appointments, academic promotions, and on staff development;
 - the distribution of financial and other resources allocated for academic purposes;
 - the use and location of Institute facilities, including the Library, for academic purposes;
 - the priorities for new developments within funds available to the Institute;
 - the award of degrees, diplomas and certificates.
- (2) In any case in which the Council does not accept a recommendation made to it by the Board or wishes to make substantial amendment to such a recommendation, the Council shall refer such recommendation back to the Board for its further consideration, comment and advice.
- (3) The Board shall:
- implement the academic policies of the Institute;
 - co-ordinate the academic activities of the Schools collectively;
 - review courses of study including all proposals for new courses and major changes in existing courses, including postgraduate, research and continuing education programmes;
 - consider and take action upon reports from the Schools and, at its discretion, refer matters to the Schools for consideration and report;
 - have other such duties and powers as may from time to time be assigned to it by the Council.
- (4) The Board may establish such *ad hoc* and standing committees as it deems necessary to carry out its duties and may lay down regulations for the membership of such committees. No such delegation shall prevent the exercise by the Board of any of its powers or functions.

- manage the School for such term and on such conditions as are approved by Council in each case;
 - administer the day-to-day academic business of the School;
 - direct School staff in the execution of their duties;
 - act as Chairman of the Academic Committee, except as provided in sub-section 8.(1);
 - represent School decisions and recommendations to the Council, the Board of Studies and the Director.
- (2) A Head shall be responsible to the Director for leadership, management, and the exercise of authority in the School, and for such other duties as may be specified by the Director from time to time.

5. The Academic Committee

- (1) There shall be in each School a Committee known as the Academic Committee (hereinafter called 'the Committee').
- (2) The Committee shall be the principal academic body of the School and shall be responsible to the Board of Studies.
- (3) Subject to the regulations and policies of the Institute the Committee shall:
- formulate the academic policies of the School in relation to programmes of study, other academic activities, staffing, finance and other resources;
 - determine policies on staff workload and student workload;
 - make policy on the admission of students;
 - evaluate the programmes of study offered by the School;
 - be responsible for the assessment, examination and determination of results of students undertaking programmes of study in the School;
 - consider and make decisions on the academic progress of students undertaking programmes of study in the School;
 - recommend the award of degrees and diplomas to students who have satisfactorily completed course requirements in programmes of study for which the School is responsible;
 - consider and recommend on any matter referred to it by the Board of Studies, the Council, or the Head of School.
- (4) In exercising its responsibilities pursuant to paragraphs 5.(3)(e) and 5.(3)(f) the Academic Committee shall delegate its powers to a Board of Examiners and a Committee to Review Unsatisfactory Progress, as provided for in the Assessment and Examination Regulations.
- (5) The Committee may establish sub-committees and delegate any of its powers to such sub-committees or to the Head of School as it sees fit and on such conditions as it shall determine.
- (6) Where the Council of the Institute so determines the membership of any School committee may be specified by the Council rather than by the Academic Committee; in each such case the Council shall specify the period of office of the committee and its terms of reference.
- (7) In any case where the Board of Studies does not approve a recommendation made by the Committee or suggests a significant amendment the Board will refer the recommendation back to the Committee for its further consideration and advice.

6. Membership

- (1) The Committee shall be constituted as follows:
- the Head of School, *ex officio*;
 - all members of the academic staff of the School, *ex officio*, save where the Committee recommends and the Board of Studies approves a lesser number elected by all academic staff;
 - at least two students elected according to guidelines determined by the Academic Committee and approved by the Board of Studies;
 - for each School offering programmes of study which include subjects taught by another School: a nominee of each such other School where such School wishes to make a nomination;
 - for each School teaching subjects in programmes of study offered by another School: a nominee of each such other School;
 - at least two representatives of the professions for which training is provided by the School, nominated by appropriate professional associations, appointed by the

School Regulations

- There shall be Schools of the Institute established by the Council on the advice of the Board of Studies.
- Council shall assign to each School responsibility for the conduct of programmes of study leading to approved qualifications, the teaching of subjects in such programmes of study, and subjects taught by that School in programmes offered by any other School, and the conduct of other academic activities.
- Each School shall have a Head appointed by Council and shall consist of the academic and administrative staff appointed to it by Council and the enrolled students undertaking the programmes of study for which the School has responsibility.
- The Head of School**

(1) It shall be the function of a Head of School to:

 - provide academic and professional leadership and direction for the School;

Academic Committee or, in the case of the School of Behavioural Sciences, the School of Biological Sciences and the School of Health Administration and Education, at least two persons associated with professions concerned with the School's activities, appointed by the Academic Committee;

- (g) such other persons, not being members of the academic staff of the School appointed by the Board of Studies on the nomination of the Academic Committee;
- (2) No surrogate member may be appointed without the consent of the Committee.

7. Invitees

The Committee may invite any person to attend a meeting. An invited person shall have no voting rights.

8. Chairman

- (1) The Head of School shall be Chairman of the Committee except where the Head of School chooses not to act as Chairman. In such a case or where there is no Head of School a Chairman shall be appointed by Council on the nomination of the Committee and on such terms and conditions as the Council shall determine.
- (2) In the absence of the Chairman the Committee shall elect an Acting Chairman.
- (3) The duties of the Chairman shall be to organise and conduct meetings of the Committee.

9. Terms of Office

- (1) A member *ex officio* shall remain a member until such time as he ceases to hold the office in respect of which he was appointed.
- (2) A student member shall be elected to hold office for one year.
- (3) All other members shall hold office for two years.
- (4) A student member shall cease to be a member upon ceasing to be enrolled in a programme of study of the Institute.
- (5) An elected or an appointed member shall be eligible for re-election or re-appointment.

10. Meeting Procedures

- (1) The Committee shall meet at least once during each academic term.
- (2) Any question which comes before the Committee shall be decided by a simple majority of the members present and voting. The Chairman shall have a deliberative vote and in the case of equality of votes shall have a casting vote.
- (3) No question shall be decided at any meeting of the Committee unless a quorum of the members thereof shall be present. The number of members who shall constitute a quorum shall be half the number of members of the Committee at that time.
- (4) No proceeding of the Committee shall be invalidated by reason only of there being any vacancy in the membership of the Committee at the time of such proceeding.
- (5) A meeting may be called by the Chairman or at the request of not less than one quarter of the members.
- (6) There shall be no voting by proxy.

11. Report of Meetings

The Committee shall send the minutes of its meetings to the Board of Studies together with any other document requested by the Board of Studies.

Footnote:

For the purposes of these regulations, 'academic staff' means:

- (a) staff appointed to positions of Tutor, Senior Tutor, Principal Tutor, Lecturer, Senior Lecturer, Principal Lecturer, Head of School, – full or part-time;
- (b) staff appointed to instructor or technical positions and involved in the teaching of students enrolled for courses or units offered by the School where the teaching commitment is a requirement of the appointment;
- (c) staff employed in professional librarian classifications; and does not include staff employed in Research Assistant and Research Fellow classifications.

Election Regulations

1. These regulations shall apply to all official Institute elections.
2. The Registrar shall keep a roll of electors showing their names. The roll shall be divided into classes appropriate to the electors' qualifications to vote and the roll for each class shall be in alphabetical order.
- 2A. In all elections where the class of electors is specified as 'academic staff' or 'non-academic staff' –
 - (a) 'academic staff' means all staff of the Institute, whether employed full-time or part-time and excluding staff employed for periods of less than one year or on a sessional basis, who are appointed to positions of –
 - (i) instructor, tutor/demonstrator, senior tutor/demonstrator, principal tutor/demonstrator, lecturer, senior lecturer, principal lecturer, head of school, deputy principal, or principal;
 - (ii) technicians who are engaged for a substantial proportion of their time in teaching subjects in tertiary courses;
 - (iii) professional librarian;
 - (iv) professional student counsellor;
 - (v) research assistant and research fellow;
 - (vi) computer programmer who are engaged for a substantial proportion of their time in teaching subjects in tertiary courses.
 - (b) 'non-academic staff' means all staff of the Institute, whether employed full-time or part-time and excluding staff employed for periods of less than one year or on a sessional basis, who are appointed to –
 - (i) positions of stenographer, secretary, senior secretary, typist, telephonist, senior telephonist, clerical assistant, administrative assistant, administrative officer, senior administrative officer, principal administrative officer;
 - (ii) positions in data preparation, computer operation, computer programming, systems analysis, or computer centre management not falling within the meaning of paragraph 2A.(a)(vi) above;
 - (iii) positions of library attendant, clerk, technician, or officer except professional librarians;
 - (iv) positions of laboratory assistant, technician, technical officer or laboratory manager not falling within the meaning of paragraph 2A.(a)(ii) above;
 - (v) positions governed by State or Commonwealth awards or determinations.
3. In all elections the Registrar (or his nominee) shall act as returning officer. The Registrar shall not act as returning officer in a particular election if he is eligible to vote in that election but shall appoint a nominee to act as returning officer.

Notice of Election

4. Wherever any election is to be held the returning officer shall by notice exhibited on the appropriate notice-boards at the Institute at least 28 days prior to the date of the election publish the place, date, and time for voting and call for nominations of candidates to be lodged with him on or before a day and time not less than fourteen days from the date of such notice.

Nominations

5. Nominations of persons eligible for election shall be made by two persons qualified to vote at the particular election and shall contain the written consent of the candidate to his nomination. Nominations shall specify the class of election for which the candidate is nominated and the qualification of the candidate and of the nominators.
6. If in any case the nominations received do not exceed the number of vacancies the returning officer shall declare the candidates duly elected.
7. In all cases in which the nominations of eligible persons exceed the number of vacancies to be filled votes shall be given by voting papers only in accordance with the following rules.

Voting Papers and Procedures

8. No voting paper shall be sent or issued to any person except on his application therefore to the returning officer, either verbally or in writing, provided always that the returning officer may in any election send or issue voting papers to all persons entitled to vote, without requiring such persons to make application for such voting papers.
9. Within seven days after the latest day of nomination the returning officer shall cause to be exhibited on the notice-boards of the Institute a notice setting out the names of the candidates who have been nominated for the particular election and a statement of the availability of voting papers.
10. Except as provided in section 13 below, with every voting paper there shall be issued a form of declaration and two envelopes, one envelope to be marked 'voting paper' and a second addressed to the returning officer.
11.
 - (1) Every voting paper shall contain the names of all duly nominated candidates arranged in alphabetical order of surnames and a rectangle shall be printed opposite and to the left of the name of each candidate. The names of retiring candidates shall be marked with an asterisk. The voting paper shall also specify the method by which voters shall signify their votes.
 - (2) No voting paper or declaration other than that initially issued shall be accepted provided that when any voting paper or declaration has been lost or destroyed and a written application specifying the circumstances of the loss or destruction has been lodged to the satisfaction of the returning officer a duplicate shall be supplied.
12. The declaration referred to in section 10 shall contain the full name of the voter, his signature and such particulars of his eligibility to vote as may be required by the returning officer.
13. Each voter shall post to or deliver to the office of the returning officer at any time before the close of the poll the declaration and the envelope or envelopes containing the voting paper or papers, both or all to be enclosed in an outer envelope addressed to the returning officer. Where a polling booth is provided as an alternative to posting or delivering the voting paper as aforesaid the voter may apply for the issue of a voting paper and form of declaration by the polling clerk, complete the declaration form in the presence of the polling clerk, complete the voting paper and place it in the ballot box.
14. The returning officer in the case of voting papers posted or delivered to his office shall, if satisfied that the declaration be duly signed by a qualified voter, place the accompanying envelope or envelopes containing the voting paper or papers with other similar envelopes remaining unopened. Upon the close of the poll the returning officer shall then open the envelopes containing the voting papers and where a polling booth was provided open the ballot box and ascertain the result of the poll.
15. The returning officer shall not in any way whatever directly or indirectly divulge or disclose or aid in divulging or disclosing for what candidate or in what manner any voter has voted in any election.
16. Except as aforesaid no voter shall before or after voting transfer or part with his voting paper or declaration to, or permit it to be used by, any other person.
17. No voting paper shall be taken into account at any election unless it be received by the returning officer or polling clerk not later than the hour fixed for the election.
18. The returning officer shall decide whether any voting paper shall be accepted or rejected.
19.
 - (1) The method of voting shall be as follows:
 - (a) every voter shall mark his vote for his first preference on the voting paper by placing the figure 1 in the rectangle opposite the name of one of the candidates; and
 - (b) every voter may mark additional votes on the voting paper so as to indicate by numerical sequence the order of his preference for one or more of the remaining candidates by placing the figures 2, 3, 4, and so on in the rectangles opposite such of the remaining candidates for whom he desires to indicate an order of preference.

- (2) The voting paper shall be rejected at the close of the poll if the voter has not placed the figure 1 against the name of any one candidate or has placed the figure 1 against the names of more than one candidate.
- (3) Additional votes which purport to indicate the same order of preference for two or more candidates are invalid and shall be ignored and additional votes shall take their order of preference from the valid vote next in order of preference before them.
- (4) The voting paper shall indicate clearly the method of voting as outlined in 19(1) and (2).

Counting of Votes

20. Upon the close of the poll –

- (1) The returning officer shall:
 - (a) open the ballot box and the envelopes containing the voting papers and the voting papers shall be arranged by placing in a separate parcel all those on which a first preference is indicated for the same candidate, omitting voting papers which require to be rejected;
 - (b) count all first preference votes given for each candidate respectively.
- (2) At an election where only one member is to be elected and there are only two candidates the result of the poll shall be ascertained as follows:
 - (a) if the two candidates have received an equal number of votes the returning officer shall in such case have the casting vote by lot;
 - (b) the candidate who has received the greater number of first preference votes (including the casting vote by lot of the returning officer (if necessary)) shall, by the returning officer, be declared duly elected.
- (3) At an election where only one member is to be elected and there are more than two candidates the result of the poll shall be ascertained as follows:
 - (a) The candidate who has received the greatest number of first preference votes if that number constitutes an absolute majority of votes shall, by the returning officer, be declared duly elected.
 - (b) If no candidate has an absolute majority of votes the returning officer shall:
 - (i) declare the candidate who has received the fewest first preference votes a defeated candidate;
 - (ii) distribute the voting papers counted to such defeated candidate amongst the non-defeated candidates next in order of each voter's preference; and
 - (iii) after such distribution again ascertain the total number of votes given to each non-defeated candidate.
 - (c) The candidate who has then received the greatest number of votes if such number constitutes an absolute majority of votes shall, by the returning officer, be declared duly elected.
 - (d) If no candidate then has an absolute majority of votes the process of declaring the candidate who has the fewest votes a defeated candidate and distributing the voting papers counted to such defeated candidate amongst the non-defeated candidates next in order of the voter's preference shall be repeated and the votes shall be recounted after every such redistribution until one candidate has received an absolute majority of votes and such candidate shall, by the returning officer, be declared duly elected.
 - (e) If on any count two or more candidates have an equal number of votes and one of them has to be declared a defeated candidate the returning officer shall decide which is to be declared a defeated candidate by lot and if on the final count two candidates have received an equal number of votes the returning officer shall, in such cases, have the casting vote by lot.
- (4) At an election where two or more members are to be elected the result of the poll shall be ascertained as follows:
 - (a) The first vacancy shall be filled in the manner provided in the last preceding sub-section for ascertaining the result of the poll where only one member is to be elected and there are more than two candidates; provided that for the purpose of this sub-section any reference in the last preceding sub-section to a defeated candidate or to a

non-defeated candidate shall be read and construed as if such reference were a reference to an excluded candidate or to a continuing candidate respectively.

- (b) The second vacancy shall be filled in the following manner:

- (i) The returning officer shall:
re-arrange all the voting papers other than the voting papers which require to be rejected under the names of the respective candidates in accordance with the first preference indicated thereon except that each voting paper on which a first preference for the elected candidate is indicated shall be placed in the parcel of the candidate next in order of the voter's preference; and ascertain the total number of votes given to each continuing candidate.
- (ii) The candidate who has received the greatest number of votes, if such number constitutes an absolute majority of votes shall, by the returning officer, be declared duly elected.
- (iii) If no candidate has an absolute majority of votes the returning officer shall:
declare the candidate who has received the fewest votes an excluded candidate; distribute the voting papers counted, next in order of the voter's preference; and after such distribution again ascertain the number of votes given to each continuing candidate.
- (iv) The candidate who has then received the greatest number of votes, if such number constitutes an absolute majority of votes cast shall, by the returning officer, be declared duly elected.
- (v) If no candidate then has an absolute majority of votes cast the process of declaring the candidate who has the fewest votes an excluded candidate and distributing the voting papers counted to such excluded candidate amongst the continuing candidates next in order to the voter's preference shall be repeated and the votes shall be recounted after every such redistribution until one candidate has received an absolute majority of votes and such candidate shall, by the returning officer, be declared duly elected.

- (c) Each subsequent vacancy shall be filled in the manner provided in the last preceding paragraph for filling the second vacancy provided that every voting paper on which the first preference for any elected candidate is marked shall be placed in the parcel of the continuing candidate next in order of the voter's preference.

- (d) If on any count two or more candidates have an equal number of votes and one of them has to be declared an excluded candidate, the returning officer shall decide which is to be declared an excluded candidate by lot and if on the final count for filling any vacancy two candidates have received an equal number of votes, the returning officer shall, in such case, have the casting vote by lot.

- (5) In this section:

- (a) an absolute majority of votes in any count means a number greater than one-half of the total number of voting papers (excluding voting papers which require to be rejected or are deemed pursuant to paragraph (c) of this sub-section to be exhausted) received by the returning officer or polling clerk in accordance with these rules;
- (b) a continuing candidate means a candidate not already elected or excluded from the count;
- (c) where in any count the voting papers counted to a candidate already elected or excluded have to be distributed amongst the continuing candidates and any such voting paper does not indicate the voter's next succeeding preference for a continuing candidate such voting paper shall be deemed to be exhausted;
- (d) next succeeding preference in any count means that preference which is marked on the voting paper and is next in order of the voter's preference after any prior preference or preferences given by him to any already elected or excluded candidate. Provided that where

there is any repetition of a figure or any break in the consecutive numbering of the preferences marked by a voter on his voting paper only the preference or preferences preceding such repetition or break shall be taken into account.

Scrutineers

21. Each candidate for election shall be entitled to appoint in writing a person (other than the candidate) to act as a scrutineer on his behalf. A scrutineer so appointed may attend the counting of votes to check the accuracy thereof and may inspect each voting paper to verify that it has been validly included in or excluded from the count.

Declaration of Results

22. The returning officer shall by notice on the appropriate noticeboards at the Institute publish the name(s) of the successful candidate(s). A statement of the votes cast for each candidate may be obtained from the returning officer.

Course Regulations

13. 13.1 Where any complaint is made by or on behalf of an applicant about a Selection Panel decision the Director and the Registrar shall review that decision.
- 13.2 The Director and the Registrar, in consultation with the Chairman of the Selection Panel, shall be empowered to change a Selection Panel decision where, following their review, they judge that an error has been made.

Regulations for the Degree of Bachelor of Applied Science

1. Preamble

- (1) These regulations govern the degrees of Bachelor of Applied Science with major studies in –
 - (a) Medical Record Administration (B.App.Sc.(M.R.A.));
 - (b) Occupational Therapy (B.App.Sc.(Occ.Ther.));
 - (c) Physiotherapy (B.App.Sc.(Phy.));
 - (d) Podiatry (B.App.Sc.(Pod.)); and
 - (e) Speech Pathology (B.App.Sc.(Sp.Path.)).
- (2) The Bachelor of Applied Science courses in sub-section 1.(1) shall be conducted under the authority of, respectively –
 - (a) the Academic Committee of the School of Health Administration and Education;
 - (b) the Academic Committee of the School of Occupational Therapy;
 - (c) the Academic Committee of the School of Physiotherapy;
 - (d) the Academic Committee of the School of Podiatry;
 - (e) the Academic Committee of the School of Communication Disorders.
- (3) In these regulations "Academic Committee" means that Academic Committee responsible for conducting the course in question.

2. Eligibility

- (1) **General**
To be eligible for admission to a Bachelor of Applied Science course of the Institute an applicant shall –
 - (a) have gained, in one year, passes in at least four Group 1 subjects of the Victorian Higher School Certificate examination or its equivalent; or
 - (b) have fulfilled the requirements of the Institute's special entry scheme which is open to any person who –
 - (i) is not attempting to gain the Victorian Higher School Certificate or its equivalent at the time when he applies for admission; and
 - (ii) has not attempted the Victorian Higher School Certificate or its equivalent and will be aged 20 years on 1 January of the year of commencing the course; or has failed the Victorian Higher School Certificate examination or its equivalent at least five years prior to 31 December of the year preceding that in which he wishes to commence the course; or
 - (c) have such other qualifications and/or experience as may be deemed by the Academic Committee to be equivalent to the requirements in the preceding paragraphs.
- (2) **Interviews and Tests**
An applicant for admission may be required to attend such interviews and undertake such tests or examinations as the Academic Committee may deem necessary.
- (3) **Prerequisites**
In addition to meeting the requirements of paragraph 2.(1)(a) or paragraph 2.(1)(b) and unless specifically exempted by the Academic Committee –
 - (a) it is recommended that an applicant for admission to the course for the degree of Bachelor of Applied Science in Medical Record Administration have studied Biology and a Branch of Mathematics at least to the Year 11 level of secondary schooling;
 - (b) an applicant for admission to the course for the degree of Bachelor of Applied Science in Physiotherapy must have obtained a pass grade in any two of the following Group 1 subjects of the Victorian Higher School Certificate examination or its equivalent: Biology, Chemistry,

Rules on Student Selection

1. The Institute is accountable in law for its student selection decisions. It must be able to demonstrate that proper and publicly available procedures are used to determine each application; and it must be able to justify the acceptance or rejection of each application.
2. The Institute is a participant in the Victorian Tertiary Admissions Centre (VTAC) system for processing applications to tertiary courses. Schools are obliged to observe the VTAC system rules.
3. There shall be a Selection Panel for each undergraduate course which shall be responsible to the relevant Academic Committee for student selection.
4. Selection Panels will comprise not less than three persons and will include a nominee of the Director. The appointment of members from outside of the School and also members who are not Institute staff is encouraged. Enrolled students are eligible to serve on Selection Panels.
The membership of a Selection Panel should be such as to recognise the School's accountability for selection decisions to the Institute, the applicants, and the wider community.
5. There shall be a Selection Officer for each undergraduate course who will be responsible for administering the selection process and who will be the Executive Officer of the Selection Panel.
6. Selection Panels will endeavour to achieve an intake which comprises approximately 50% NII type entrants and 50% other categories of entrants including Special Entry, E-type and Participation and Equity Entry Programme entrants.
7. Selection Panels will establish sub-quotas for each of the various categories of VTAC applicants. With the approval of the Academic Committee and the Board of Studies a Selection Panel may establish sub-quotas based on criteria other than those used by VTAC to categorise applicants. The size of such sub-quotas will reflect the number of applications received in each category provided that as provided in 6 above the sub-quota for NII-type applicants shall wherever possible be not less than 50%.
8. Selection Panels will establish criteria for selection into each sub-quota established pursuant to 7 above. Applicants in each sub-quota will be ranked by reference to those criteria.
9. Where a Selection Panel reaches a carefully considered consensus that there are no suitable applicants in a particular category, or insufficient suitable applicants to fill the sub-quota concerned, places which cannot be filled for these reasons may be added to another quota in which there is a significant surplus of qualified applicants in relation to the number of places available.
10. Where data other than HSC score is used to select N-type applicants and where E-type applicants and Special Entry applicants are being considered the criteria used to rank applicants may include:
 - academic record
 - relevant work experience
 - relevant social experience
 Judgements about the personality or appearance characteristics of applicants shall not be taken into account.
11. The Director shall be empowered to vary the procedures and requirements set out in these rules on the recommendation of a Selection Panel.
12. Selection Panels shall report to CAAAP by May each year on their activities in selecting students for that year.

Physical Science, Physics, any one branch of Mathematics and Computer Science (sat no earlier than 1984), provided that no applicant may count both Computer Science and a branch of Mathematics as prerequisite subjects; and

- (c) an applicant for admission to the course for the degree of Bachelor of Applied Science in Podiatry must have obtained a pass grade in Group 1 Biology of the Victorian Higher School Certificate examination or its equivalent and preferably also in one of the following Group 1 subjects of the Victorian Higher School Certificate examination or its equivalent: Chemistry, Physical Science, Physics, or General Mathematics (or any two of these at Year 11 level).
- (4) **Age Requirements**
Unless specifically exempted by the Academic Committee an applicant for admission to the course for the degree of Bachelor of Applied Science in
 - (a) Medical Record Administration must be at least 18 years of age by 30 June in the first year of the course;
 - (b) Physiotherapy or Podiatry must be at least 17 years of age by 31 March in the first year of the course.

3. Quotas

The Council of the Institute may from time to time impose a quota of new places in any course for a degree of Bachelor of Applied Science.

4. Selection

An applicant who meets the requirements of section 2 shall be selected for entry in order of merit based on:

- (a) rank order in the Victorian Higher School Certificate examination (or its equivalent); and/or
- (b) rank order as determined by the results of such tests, interviews, or assessments as the Academic Committee may determine.

5. Duration of Course

The courses leading to a Bachelor of Applied Science may be undertaken on a full time or part time basis. They shall be completed in not less than three years and, except with the permission of the Academic Committee responsible for the course, not more than seven years if undertaken on a full time basis or not more than nine years if taken on a part time basis.

6. Deferment

An applicant who is selected for admission to a course for a degree of Bachelor of Applied Science may apply in writing to the relevant Head of School for permission to defer enrolling in the course until the following year. Such application must be lodged by the date of enrolment specified by the Institute.

7. Enrolment

- (1) A student who is admitted to a degree course of the Institute shall conform with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
- (2) In each subsequent year of study a student shall re-enrol in accordance with the procedures of the Institute and shall pay compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.

8. Course Requirements

- (1) The subjects to be undertaken in each course for a degree of Bachelor of Applied Science shall be prescribed by the Academic Committee which shall specify in relation to each subject –
 - (a) the year of the course in which the subject is to be undertaken;
 - (b) the prerequisites for that subject;
 - (c) an outline of subject content;
 - (d) the method of assessment.
- (2) A student shall attend such classes including clinical and practical sessions and shall complete such essays, projects and other work as may be prescribed by the Academic Committee.
- (3) A student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.
- (4) The Academic Committee may where necessary schedule clinical work outside normal teaching terms, teaching hours, and guidelines on student workloads.

9. Exemptions

The Academic Committee may grant exemptions from course requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirement or requirements concerned.

†10. Progression

- (1) To pass a year of a course a student shall either:
 - (a) successfully complete the assessment in or be granted exemption from each subject of that year; or
 - (b) be granted a year pass by the Board of Examiners. A candidate granted a year pass who has failed a subject in that year shall nevertheless be recorded as having failed that subject.
- (2) In general, a student may not progress to a subsequent year of a course unless he has passed the preceding year of the course.
The Academic Committee may at its discretion:
 - (a) permit a student who has failed a subject, when that subject is not a prerequisite for any studies in the succeeding year of the course, to proceed to the succeeding year of the course and to repeat the failed subject concurrently; or
 - (b) permit a student repeating a year to enrol in a subject or subjects in the succeeding year provided that any prerequisite subjects have been obtained.

11. Grades

- (1) At the completion of each subject each student enrolled for that year shall be awarded one of the following grades: distinction, credit, high pass, pass, fail.
- (2) The only grades which may be awarded following a supplementary examination in a subject shall be pass or fail or satisfactory or fail.
- (3) Notwithstanding the provisions of sub-section (1) of this section a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory and fail.

12. Award

Upon satisfactory completion of all course requirements, a student shall be admitted to the appropriate degree of Bachelor of Applied Science.

Regulations for the Diploma in Applied Science, Nursing

1. Preamble

- (1) These regulations govern the Diploma in Applied Science, Nursing (Dip.App.Sc.(Nurs.)) (hereinafter called 'the Diploma').
- (2) The course for the Diploma shall be conducted under the authority of the Academic Committee of the School of Nursing (hereinafter called 'the School').

2. Eligibility

- (1) **General**
To be eligible for admission to the course for the Diploma of the Institute an applicant shall –
 - (a) have gained in one year, passes in at least four Group 1 subjects, including English, of the Victorian Higher School Certificate examination or its equivalent; or
 - (b) have fulfilled the requirements of the Institute's special entry scheme which is open to persons who –
 - (i) are not attempting to gain the Victorian HSC or its equivalent at the time of application for admission; and
 - (ii) have not attempted the Victorian HSC or its equivalent and will be aged at least 20 years on 1 January of the year of commencing the course; or have failed the Victorian HSC or its equivalent at least five years prior to 31 December of the year preceding that in which they wish to commence the course; or
 - (c) have such other qualification and/or experience as may be deemed by the Academic Committee to be equivalent

† Regulations governing course progression are currently under review

to the requirements outlined in the preceding paragraphs.

Proviso

Where the HSC results do not include a pass in mathematics, the applicant shall either provide evidence of a pass in a branch of mathematics at Form 4 (Year 10), or Form 5 (Year 11) level, or provide a certificate issued by the Victorian Nursing Council that the applicant has passed the Qualifying Examination in Arithmetic conducted by the Victorian Nursing Council.

(2) Interviews and Tests

Applicants for admission may be required to attend such interviews and take such tests or examinations as the Institute may deem necessary.

(3) Overseas Applicants

Overseas applicants and those who have recently arrived in Australia may be required to satisfactorily complete an education entrance test paper set by the School.

(4) Recommended HSC Subjects

There are no prerequisites for admission to the course for the Diploma. However, preference may be given to applicants who have gained a pass in at least one of the following Group 1 Science subjects of the Victorian Higher School Certificate examination or its equivalent: Biology, Chemistry, Physical Science, or Physics.

(5) Age Requirements

Applicants for admission must be at least 17 years of age in the year of commencing the course.

3. Quotas

The Council of the Institute may from time to time impose a quota of new places in the course for the Diploma.

4. Selection

Applicants who meet the requirements of section 2 above shall be selected for entry in order of merit based on –

- (a) rank order in the Victorian Higher School Certificate examination or its equivalent; and/or
- (b) rank order as determined by the results of such tests, interviews or assessments as the Academic Committee may determine.

5. Deferment

An applicant who is selected for admission to a course for the Diploma may apply in writing to the Head of School for permission to defer enrolling in the course until the following year. Such application must be lodged by the date of enrolment specified by the Institute.

6. Enrolment

- (1) A student who is admitted to the course for the Diploma shall conform with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
- (2) In each subsequent year of study a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.

7. Course Requirements

- (1) The subjects to be undertaken in the course for the Diploma shall be prescribed by the Academic Committee which shall specify in relation to each subject:
 - (a) the year of the course in which the subject is to be undertaken;
 - (b) an outline of subject content;
 - (c) the method of assessment.
- (2) A student shall attend such classes and clinical placements*, and shall complete such essays, assignments, projects and other work, as may be prescribed by the Academic Committee.
- (3) A student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.
- (4) The Academic Committee may where necessary schedule clinical placements* outside normal teaching terms, teaching hours, and guidelines on student workloads.

8. Exemptions

The Academic Committee may grant exemptions from course requirements where there is satisfactory evidence that a student has successfully completed a unit or units of study identical or substantially equivalent to the course requirement or requirements concerned.

†9. Progression

- (1) To pass a year of the course a student shall –
 - (a) successfully complete the assessment in, or be granted exemption from, each subject of that year; or
 - (b) the Academic Committee may at its discretion permit a student who has failed a subject, when that subject is not a prerequisite for any studies in the succeeding year of the course, to proceed to the succeeding year of the course and to repeat the failed subject concurrently; or
 - (c) the Academic Committee may permit a student repeating a subject or subjects to enrol in a subject or subjects in the succeeding year provided that any prerequisite subjects have been obtained.

10. Duration

An applicant shall normally complete the requirements for the award of the Diploma in a maximum of six years.

11. Grades

- (1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades: distinction, credit, high pass, pass, fail.
- (2) Notwithstanding the provisions of sub-section (1) of this section, a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.
- (3) The only grades which may be awarded following a supplementary examination in a subject shall be pass, satisfactory, or fail.

12. Award

Upon satisfactory completion of all course requirements, a student shall be admitted to the Diploma.

Regulations for the Diploma in Applied Science, Community Health Nursing (Maternal and Child Health)

1. Preamble

- (1) These regulations govern the Diploma in Applied Science, Community Health Nursing (Maternal and Child Health) (Dip.App.Sc.(CHN)) (hereinafter called 'the Diploma').
- (2) The course for the Diploma shall be conducted under the authority of the Academic Committee of the School of Nursing (hereinafter called 'the School').

2. Eligibility

- (1) **General**

To be eligible for admission to the course for the Diploma of the Institute an applicant shall –

 - (a) have gained passes in at least four subjects including English of the Victorian Higher School Certificate examination or its equivalent; or
 - (b) complete satisfactorily an education entrance test paper set by the School, and
 - (c) complete satisfactorily an assignment based on a prescribed course of reading, and
 - (d) have such other qualifications and/or experience as may be deemed by the Academic Committee to be equivalent to the requirements outlined in the paragraphs 2(1)(a), 2(1)(b) and 2(1)(c); and
 - (e) be currently registered with the Victorian Nursing Council as a general and midwifery nurse and hold a current practising certificate; and
 - (f) have a minimum of twelve months experience as a qualified nurse.
- (2) **Interviews and Tests**

An applicant for admission may be required to attend such interviews and take such tests or examinations as the Institute may deem necessary.

* Clinical placement is workplace experience in health agencies, hospitals, or other appropriate locations.

† Regulations governing course progression are currently under review.

- 3. Quotas**
The Council of the Institute may from time to time impose a quota of new places in the course for the Diploma.
- 4. Selection**
An applicant who meets the requirements of section 2 shall be selected for entry in order of completion of application procedures. Any applicant in excess of quota will be transferred to the entry list for the next academic year.
- 5. Deferment**
An applicant who is selected for admission to a course for the Diploma may apply in writing to the Head of School for permission to defer enrolling in the course until the following year. Such application must be lodged by the date on which the offer of a place is to be accepted.
- 6. Enrolment**
 - (1) A student who is admitted to the course for the Diploma shall conform with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
 - (2) In each subsequent year of study a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.
- 7. Course Requirements**
 - (1) The subjects to be undertaken in the course for the Diploma shall be prescribed by the Academic Committee which shall specify in relation to each subject:
 - (a) an outline of subject content;
 - (b) the method of assessment.
 - (2) A student shall attend such classes including *clinical placement and shall complete such essays, assignments, projects and other work, as may be prescribed by the Academic Committee.
 - (3) A student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.
 - (4) The Academic Committee may where necessary schedule *clinical placement outside normal teaching terms, teaching hours, and guidelines on student workloads.
- 8. Exemptions**
 - (1) The Academic Committee may grant exemptions from course requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirement or requirements concerned.
 - (2) Notwithstanding the provisions of sub-section 8(1), no student may be granted exemption from more than 5 points of the total points (27) prescribed for the course without the specific approval of the Academic Committee.
- 9. Grades**
 - (1) At the completion of each subject each student enrolled for the course shall be awarded one of the following grades: distinction, credit, high pass, pass, pass by compensation, fail.
 - (2) Notwithstanding the provisions of sub-section (1) of this section, a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.
 - (3) The only grades which may be awarded following a supplementary examination in a subject shall be pass, satisfactory, or fail.
- 10. Duration**
An applicant shall normally complete the requirements for the award of the Diploma in a maximum of three calendar years.
- 11. Award**
Upon satisfactory completion of all course requirements, a student shall be admitted to the Diploma.

* Clinical placement is workplace experience in health agencies, hospitals, or other appropriate locations.

Regulations for the Degree of Bachelor of Applied Science (Advanced Nursing)

- 1. Preamble**
 - (1) These regulations govern the Degree of Bachelor of Applied Science (Advanced Nursing) (BApp.Sc.(Adv.Nurs.) (hereinafter called "the degree") with major studies in one of the following –
 - (a) Nursing Administration
 - (b) Nursing Education
 - (c) Advanced Clinical Nursing
 - (d) Community Health Nursing
 - (e) Midwifery
 - (2) The degree course shall be conducted under the authority of the Academic Committee of the School of Nursing (hereinafter called 'the School').
- 2. Eligibility**
 - (1) **General**
To be eligible for admission to the degree course of the Institute an applicant shall –
 - (a) have gained passes in four subjects, including English, of the Victorian Higher School Certificate examination or its equivalent; or complete satisfactorily an education test paper, set by the School of Nursing; or have such other qualifications and/or experience as may be deemed by the Academic Committee to be equivalent to the requirements in paragraphs 2(1)(a), and
 - (b) be currently registered with the Victorian Nursing Council (hereinafter called "the VNC") in general, psychiatric or mental retardation nursing, and produce evidence of adequate recent post-registration nursing experience for a minimum of one (1) year; and
 - (c) fulfil pre-course requirements in biological sciences by –
 - passing a pre-course examination in biological sciences set by the School of Biological Sciences of the Institute; or
 - producing evidence of having achieved a satisfactory level of understanding of biological sciences; and
 - (d) have such other qualifications and/or experience as may be deemed by the Academic Committee to be equivalent to the requirements outlined in the preceding paragraphs.
 - (2) **Specific**
In addition to the requirements of Section 2(1) above, to be eligible for admission to a major stream of study and to some specific options within some major streams of study an applicant shall normally provide evidence that she or he has met professional experience requirements determined by the Academic Committee and described below:
 - (a) **Nursing Administration Major Stream**
An additional year of professional experience which preferably includes recent managerial and clinical responsibilities.
 - (b) **Nursing Education Major Stream**
An additional year of recent professional experience which preferably includes a defined area of clinical interest and competence.
 - (c) **Advanced Clinical Nursing Major Stream**
No additional requirements for this major stream but see below the specific requirements for some of the practice options:
Options:
Adult Nursing – no additional requirements *unless intending to focus on critical care nursing or operating room nursing then one year of recent experience, or a certificate, in critical case nursing or operating room nursing.*
Gerontological Nursing – no additional requirements.
Midwifery (Advanced) – registration with the VNC as a midwife, and one year of recent experience in midwifery.
Nursing of Children – one year of recent experience in paediatric nursing.
Psychiatric Nursing (Advanced) – registration with the VNC as a psychiatric nurse, and one year of recent ex-

- perience in psychiatric nursing.
- (d) **Community Health Nursing Major Stream**
No additional requirements for this major stream but see below the specific requirements for some of the practice options:
Options:
Community Mental Health Nursing – no additional requirements.
Gerontological Nursing – no additional requirements.
*Maternal and Child Health Nursing (leading to registration with the VNC as an infant welfare nurse) – registration with the VNC as a midwife or satisfy the midwifery/maternal nursing prerequisite to registration in infant welfare nursing.
Child and Family Health Nursing – registration with the VNC as an infant welfare nurse, or approved experience nursing children.
Occupational Health Nursing – no additional requirements.
Psychiatric Nursing (leading to registration with the VNC as a Psychiatric nurse) – no additional requirements.
Adolescent Health Nursing – no additional requirements.
- (e) **Midwifery Major Stream** (leading to registration with the VNC as a midwife).
A basic nursing diploma or post-registration nursing diploma or degree which includes maternity nursing.
(see summary of entrance requirements on page 70).
- (3) **Interviews and Tests**
An applicant for admission may be required to attend such interviews and take such tests or examinations as the Institute may deem necessary.
3. **Quotas**
The Council of the Institute may from time to time impose a quota of new places in the course for a degree.
4. **Selection**
An applicant who meets the requirements of section 2 shall be selected for entry in order of completion of application procedures. Any applicant in excess of quota will be transferred to the entry list for the next academic year.
5. **Deferment**
An applicant who is selected for admission to the degree course may apply in writing to the Head of School for permission to defer enrolling in the course until the following year. Such application must be lodged by the date of enrolment specified by the Institute.
6. **Enrolment**
- (1) A student who is admitted to the degree course shall conform with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
- (2) In each subsequent year of study a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.
7. **Course Requirements**
- (1) The subjects to be undertaken in the degree course shall be prescribed by the Academic Committee which shall specify in relation to each subject:
- the year of the course in which the subject is to be undertaken;
 - the prerequisites for that subject;
 - an outline of subject content;
 - the method of assessment.
- (2) The student shall attend such classes including *clinical practice and shall complete such essays, assignments, projects and other work, as may be prescribed by the Academic Committee.
- (3) The student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.
- (4) The Academic Committee may, where necessary, schedule *clinical practice outside teaching terms, teaching hours, and guidelines on student workload.

8. Exemptions

The Academic Committee may grant exemptions from subject requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirement or requirements concerned.

9. Advanced Standing

In recognition of previously completed tertiary education awards the Academic Committee may grant advanced standing of up to one academic year.

10. Proviso

Notwithstanding the provisions of sections 8 and 9, a student is required to complete the equivalent of a minimum of one academic year of the course.

†11. Progression

- (1) To pass a year of the course a student shall successfully complete the assessment in, or be granted exemption from each subject of that year.
- (2) The Academic Committee may at its discretion:
- permit a student who has failed a subject, when that subject is not a prerequisite for any studies in the succeeding year of the course, to proceed to the succeeding year of the course and to repeat the failed subject concurrently; or
 - permit a student repeating a subject or subjects to enrol in a subject or subjects in the succeeding year provided that any prerequisite subjects have been obtained.

12. Duration

An applicant shall normally complete the requirements for the award of the degree in a maximum of three full-time academic years or the part-time equivalent.

13. Grades

- (1) At the completion of each subject a student enrolled for that year shall be awarded one of the following grades: distinction, credit, high pass, pass, pass by compensation, fail.
- (2) Notwithstanding the provisions of paragraph 13(1) a subject examiner may determine that only grades to be awarded in that subject shall be satisfactory or fail.
- (3) The only grades which may be awarded following a supplementary examination in a subject shall be pass, satisfactory or fail.

14. Award

Upon satisfactory completion of all course requirements, a student shall be admitted to the degree of Bachelor of Applied Science (Advanced Nursing).

Regulations for the Graduate Diploma in Communication Disorders

1. Preamble

- (1) These regulations govern the Graduate Diploma in Communication Disorders (Grad.Dip.Comm.Dis.).
- (2) In these regulations unless the contrary intention appears "the Graduate Diploma" means the Graduate Diploma in Communication Disorders and "the Academic Committee" means the Academic Committee of the School of Communication Disorders.
- (3) The Graduate Diploma shall be conducted under the authority of the Academic Committee which will establish a Course Advisory Committee which shall –
- recommend to the Academic Committee on the academic policy for the Graduate Diploma;

* This option may be taken by a student in another major stream, excluding midwifery, provided the student meets eligibility requirements.

* Clinical Practice is workplace experience in health agencies, hospitals, or other appropriate locations.

† Regulations governing course progression are currently under review

- (b) recommend to the Academic Committee on the admission requirements for the Graduate Diploma;
 - (c) regularly review the curriculum for the Graduate Diploma and, as it sees fit, recommend to the Academic Committee any alterations to it.
- 2. Eligibility**
- (1) An applicant for admission to the Graduate Diploma course shall –
 - (a) hold the degree of Bachelor of Applied Science with major studies in speech pathology of Lincoln Institute of Health Sciences or a qualification deemed equivalent by the Academic Committee; or
 - (b) hold a Licentiate of the former Australian College of Speech Therapists or a qualification deemed equivalent by the Academic Committee.
 - (2) An applicant who does not hold the qualifications described in paragraph 2(1)(a) or 2(1)(b) may be admitted provided that such an applicant holds a degree or Graduate Diploma in a discipline related to speech pathology* deemed appropriate by the Academic Committee.
 - (3) An applicant who is admitted under paragraph 2(1)(b) or sub-section 2(2) may have such conditions imposed upon his admission and be required to undertake such preliminary studies as the Academic Committee deems appropriate. Any such applicant shall:
 - (a) provide evidence that the theoretical and clinical prerequisites of the course as determined by the Academic Committee are met; and
 - (b) provide evidence of appropriate writing ability and fluency in spoken English.
- 3. Quotas**
- (1) The Council of the Institute may from time to time impose a quota of new places in the course for the Graduate Diploma.
 - (2) The Academic Committee will give first preference in filling the quota to applicants who have met the requirements of sub-section 2(1).
- 4. Duration of the Course**
- The course for the Graduate Diploma shall be completed in not less than two consecutive years of part-time study and, except with the permission of the Academic Committee, not more than four years from the year of first enrolment.
- 5. Leave of Absence and Withdrawal**
- In all matters relating to leave of absence and withdrawal from the course for the Graduate Diploma, a student shall comply with the regulations of the Institute relating to those matters.
- 6. Enrolment**
- (1) An applicant who is admitted to the course for the Graduate Diploma shall comply with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
 - (2) In each subsequent year of study, a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.
- 7. Course Requirements**
- (1) The subjects to be undertaken for the Graduate Diploma shall be prescribed by the Academic Committee and shall specify in relation to each subject –
 - (a) the year of the course in which it is to be undertaken;
 - (b) the prerequisites for the subject;
 - (c) the objectives of the subject;
 - (d) an outline of subject content;
 - (e) the method of assessment.
 - (2) A student shall attend such classes, including fieldwork, practical, and workshop sessions, and shall complete such essays, assignments, and other work, as may be prescribed by the Academic Committee.
- 8. Exemptions**
- (1) The Academic Committee may grant an exemption from course requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirements of any subject prescribed for the Graduate Diploma course.

* Examples of such disciplines are: aural rehabilitation, audiology, psychology, linguistics, special education.

- (2) Notwithstanding the provisions of sub-section (1) of this section, no student shall be granted exemption from more than 20% of the total subject hours prescribed for the course without the specific approval of the Academic Committee.
- †9. Progression**
- (1) To pass a year of the course a student shall either –
 - (a) successfully complete the assessment in or be granted an exemption from such subject of that year; or
 - (b) be granted a year pass by the Board of Examiners. A student granted a year pass who has failed a subject in that year shall nevertheless be recorded as having failed that subject.
 - (2) In general a student may not progress to the second year of the Graduate Diploma unless he has passed the first year of the course.
 - (3) The Academic Committee may at its discretion –
 - (a) permit a student who has failed a subject, when that subject is not a pre-requisite for any studies in the second year of the course, to proceed to the second year and to repeat the failed subject concurrently; or
 - (b) permit a student repeating the first year of the course to enrol in a subject or subjects in the second year provided that any prerequisite subject has been obtained.
- 10. Unsatisfactory Progress**
- Any student who has not made satisfactory progress in the course shall be referred to the Committee to Review Unsatisfactory Progress in accordance with the provisions of the Institute's Assessment and Examination Regulations.
- 11. Grades**
- (1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades: distinction, credit, high pass, pass, fail.
 - (2) The only grades which may be awarded following a supplementary examination in a subject shall be pass or fail or satisfactory or fail.
 - (3) Notwithstanding the provisions of sub-section (1) of this section, a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory and fail.
- 12. Award**
- Upon satisfactory completion of all course requirements a student shall be admitted to the Graduate Diploma.
- 13. Amendments**
- These regulations may from time to time be changed by amendment or remaking and a student shall, except in so far as the Academic Committee may determine otherwise, comply with the regulations as changed.

Regulations for the Graduate Diploma in Occupational Therapy

- 1. Preamble**
- (1) These regulations govern the Graduate Diploma in Occupational Therapy (Grad.Dip.Occ.Ther.).
 - (2) In these regulations unless the contrary intention appears "the Graduate Diploma" means the Graduate Diploma in Occupational Therapy and "the Academic Committee" means the Academic Committee of the School of Occupational Therapy.
 - (3) The Graduate Diploma shall be conducted under the authority of the Academic Committee which shall establish a Course Advisory Committee to advise it on all matters relevant to the Graduate Diploma.
- 2. Eligibility**
- (1) An applicant for admission to the Graduate Diploma course shall:
 - (a) have qualified for an approved degree or diploma in Occupational Therapy;
 - (b) have completed two years approved clinical experience.
 - (2) An applicant who meets the requirements of sub-section(1) of this section may nevertheless be required to:
 - (a) complete such prerequisite studies for admission to the

† Regulations governing course progression are currently under review.

- course as may be prescribed by the Academic Committee;
- (b) attend such interviews and undertake such tests, examinations, or assignments as the Academic Committee deems necessary for admission.
- (3) An applicant who does not meet the requirements of sub-section 1(a) of this section may be permitted to undertake preliminary studies deemed appropriate by the Academic Committee for the purpose of meeting eligibility requirements.
- (4) An applicant who does not meet the requirements of sub-section 1(b) of this section but has at least one year's approved clinical experience and is currently working in a clinical or teaching situation may in exceptional circumstances be permitted by the Academic Committee to undertake the course.
- 3. Quotas**
The Council of the Institute may from time to time impose a quota of new places in the course for the Graduate Diploma.
- 4. Selection**
Subject to any quota which may be imposed pursuant to Section 3, applicants will be admitted to the course if they have met the requirements of Section 2.
- 5. Duration of the Course**
The course for the Graduate Diploma shall be completed in not less than two consecutive years of part-time study and, except with the permission of the Academic Committee, not more than five years from the year of first enrolment.
- 6. Deferment and Withdrawal**
In all matters relating to deferment, leave of absence or withdrawal from the course for the Graduate Diploma, a student shall comply with the regulations of the Institute relating to those matters.
- 7. Enrolment**
(1) An applicant who is admitted to the course for the Graduate Diploma shall comply with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
(2) In each subsequent year of study, a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.
- 8. Course Requirements**
(1) The subjects to be undertaken for the Graduate Diploma shall be prescribed by the Academic Committee which shall specify for each subject:
(a) the year of the course in which the subject is to be undertaken;
(b) the prerequisites for the subject;
(c) the corequisites for the subject;
(d) the objectives of the subject;
(e) an outline of subject content;
(f) the method of assessment.
(2) A student shall attend such classes, including fieldwork, practical, and workshop sessions, and shall complete such essays, assignments, and other work, as may be prescribed by the Academic Committee.
(3) A student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.
- 9. Exemptions**
(1) The Academic Committee may grant an exemption from course requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirements of any subject prescribed for the Graduate Diploma course.
(2) Notwithstanding the provisions of sub-section (1) of this section, no student may be granted exemption from more than 20% of the total subject hours prescribed for the course without the specific approval of the Academic Committee.
- †10. Progression**
(1) To pass a year of the course a student shall either:
(a) successfully complete the assessment in or be granted an exemption for each subject for that year; or
(b) be granted a year pass by the Board of Examiners. A

student granted a year pass who has failed a subject in that year shall nevertheless be recorded as having failed that subject.

- (2) In general a student may not progress to the second year of the Graduate Diploma unless he has passed the first year of the course.
- (3) The Academic Committee may at its discretion:
(a) permit a student who has failed a subject, when that subject is not a prerequisite for any studies in the second year of the course, to proceed to the second year and to repeat the failed subject concurrently; or
(b) permit a student repeating the first year of the course to enrol in a subject or subjects in the second year provided that any prerequisite subject has been obtained.

11. Grades

- (1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades: distinction, credit, high pass, pass, fail.
(2) The only grades which may be awarded following a supplementary examination in a subject shall be pass or fail or satisfactory or fail.
(3) Notwithstanding the provisions of sub-section (1) of this section, a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.

12. Award

Upon satisfactory completion of all course requirements a student shall be admitted to the Graduate Diploma.

13. Amendments

These regulations may from time to time be changed by amendment or remaking and a student shall, except in so far as the Academic Committee may determine otherwise, comply with the regulations as changed.

Regulations for the Graduate Diplomas in the School of Physiotherapy

1. Preamble

- (1) These regulations govern –
(a) the Graduate Diploma in Manipulative Therapy (Grad.Dip.Manip.Th.);
(b) the Graduate Diploma in Physiotherapy (Grad.Dip. Physio); and
(c) the Graduate Diploma in Exercise for Rehabilitation (Grad.Dip.Ex.Rehab.).
(2) The Graduate Diploma in Manipulative Therapy and the Graduate Diploma in Physiotherapy shall be conducted under the authority of the Academic Committee of the School of Physiotherapy.
(3) The Graduate Diploma in Exercise for Rehabilitation shall be conducted under the joint authority of the Academic Committee of the School of Physiotherapy and the Department of Physical Education and Recreation at the Footscray Institute of Technology.
(4) In these regulations 'the Graduate Diploma' means that Graduate Diploma specified in sub-section (1) of this section which is the Graduate Diploma in question.
(5) In these regulations 'the Academic Committee' means the body or bodies specified in sub-section (2) or sub-section (3) of this section which is or are responsible for the conduct of the Graduate Diploma in question.

2. Eligibility

- (1) An applicant for admission to a Graduate Diploma course shall –
(a) have qualified for a degree of the Institute with major studies in physiotherapy or a degree which is deemed equivalent by the Academic Committee; or
(b) have qualified for a diploma of the Institute with major studies in physiotherapy or a diploma which is deemed equivalent by the Academic Committee; or
(c) in the case of an applicant for the Graduate Diploma in Exercise for Rehabilitation, a degree or diploma with major studies in physical education which is deemed

† Regulations governing course progression are currently under review.

- appropriate by the Academic Committee.
- (2) An applicant who holds a diploma qualification shall provide evidence of having a sufficient level of academic attainment to enable him to undertake the course for the Graduate Diploma.
 - (3) Notwithstanding the provisions of sub-section (1) or sub-section (2) of this section, the Academic Committee may require an applicant to successfully complete prescribed bridging studies before he is admitted to the course for the Graduate Diploma.
 - (4) An applicant may be required to present to the Academic Committee acceptable evidence of completion of a minimum period of work experience as may be specified in the prescription of the course of studies for the Graduate Diploma.
 - (5) An applicant may be required to complete such prerequisites for admission to the course of studies for the Graduate Diploma as may be specified in the prescription of the course by the Academic Committee from time to time.
 - (6) An applicant may be required to attend such interviews and undertake such tests or examinations as the Academic Committee may deem necessary.
- 3. Quotas**
- (1) The Council of the Institute may from time to time impose a quota of new places for courses listed under sub-section 1.(i)(a) and 1.(i)(b).
 - (2) The quota for the Graduate Diploma in Exercise for Rehabilitation, sub-section 1.(i)(c), may from time to time be varied subject to approval by the Councils of the Institute and the Footscray Institute of Technology.
- 4. Selection**
- Applicants who will be admitted to the course shall be those who meet the requirements of section 2 and as determined by the results of such interviews, tests or examinations as the Academic Committee may determine.
- 5. Deferment and Withdrawal**
- (1) The course for the Graduate Diploma shall be completed in not less than one academic year and, except with the permission of the Academic Committee, not more than four years from the date of admission to the course.
 - (2) In all matters relating to deferment, leave of absence or withdrawal from the course for the Graduate Diploma a student shall conform with the regulations of the Institute relating to those matters.
- 6. Enrolment**
- (1) A student who is admitted to a course for the Graduate Diploma shall conform with the enrolment procedures of the Institute and shall pay such compulsory fees as are determined by the Institute from time to time.
 - (2) In each subsequent year of study a student shall re-enrol in accordance with the re-enrolment procedures of the Institute and shall pay such compulsory fees as are determined by the Institute from time to time and any fines that have been imposed by the Institute.
- 7. Course Requirements**
- (1) The course of study and subjects to be undertaken in each course for the Graduate Diploma shall be prescribed by the Academic Committee and shall specify in relation to each subject:
 - (a) the year of the course in which the subject is to be undertaken;
 - (b) the prerequisites for the subject;
 - (c) the objectives of the subject;
 - (d) an outline of subject content;
 - (e) the method of assessment.
 - (2) A student shall attend such classes including clinical and practical sessions and shall complete such essays, assignments, projects and other work as may be prescribed by the Academic Committee.
 - (3) A student shall sit for such tests and examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.
- 8. Exemptions**
- (1) The Academic Committee may grant an exemption from course requirements where it is satisfied that any work completed by a student before admission to the course, whether within the Institute or elsewhere, is identical or equivalent to a subject prescribed for the course for the Graduate Diploma and that the work forms part of a systematic

course of studies suitable to be credited towards the requirements for the Graduate Diploma.

- (2) Notwithstanding the provisions of sub-section (1) of this section, no student shall be granted exemption from more than 20% of total subject hours prescribed for the course without the approval of the Academic Committee. In certain cases, the Academic Committee may direct that an exemption will be granted provided that the student audits the relevant subject.
 - (3) An application for exemption must be made in accordance with requirements and procedures as set down by the Institute.
- †9. Progression**
- (1) A Graduate Diploma course may be so structured as to group subjects into specified sections of that course. To pass a section of a course for the Graduate Diploma and progress to a subsequent section a student shall either:
 - (a) successfully complete the assessment in or be granted exemption from each subject of that section; or
 - (b) be granted a section pass by the Board of Examiners. A student granted a section pass who has failed a subject in that section shall nevertheless be recorded as having failed that subject.
 - (2) Except with the permission of the Academic Committee, a student shall not undertake a subject or a section of the course for which any prerequisite is specified in the course prescription unless that prerequisite has been complied with.
 - (3) The Academic Committee may at its discretion –
 - (a) permit a student who has failed a subject, when that subject is not a prerequisite for any studies in the succeeding section of the course, to proceed to the succeeding section of the course and to repeat the failed subject concurrently; or
 - (b) permit a student repeating a section of the course to enrol in a subject or subjects in the succeeding section provided that any prerequisite subjects have been obtained.
 - (4) A student shall not be accepted for enrolment more than twice in any subject without the recommendation of the Academic Committee.

10. Grades

- (1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades: distinction, credit, high pass, pass, fail.
- (2) The only grades which may be awarded following a supplementary examination in a subject shall be pass or fail or satisfactory or fail.
- (3) Notwithstanding the provisions of sub-section (1) of this section, a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory and fail.

11. Award

Upon satisfactory completion of all course requirements a student shall be awarded the appropriate Graduate Diploma.

12. Amendments

These regulations may from time to time be changed by amendment or remaking and a student shall, except in so far as the Academic Committee may determine otherwise, comply with the regulations as changed.

Regulations for the Graduate Diploma in Community Health

1. Preamble

- (1) These regulations govern the Graduate Diploma in Community Health (Grad.Dip.Comm.Health).
- (2) In these regulations unless the contrary intention appears 'the Graduate Diploma' means the Graduate Diploma in Community Health and 'the Academic Committee' means the Academic Committee of the School of Behavioural Sciences.
- (3) The Graduate Diploma shall be conducted under the authority of the Academic Committee which shall establish a Course Advisory Committee to advise it on all matters relevant to the Graduate Diploma.

† Regulations governing course progression are currently under review.

2. Eligibility

- (1) An applicant for admission to the Graduate Diploma shall have qualified for a degree or diploma in the health sciences or in a related area deemed appropriate by the Academic Committee.
- (2) An applicant who meets the requirements of sub-section(1) of this section may nevertheless be required to –
 - (a) furnish the Academic Committee with acceptable evidence of having completed a minimum period of work experience as may be specified by the Academic Committee from time to time;
 - (b) complete such prerequisite studies for admission to the course as may be prescribed by the Academic Committee;
 - (c) attend such interviews and undertake such tests, examinations, or assignments as the Academic Committee deems necessary for admission.
- (3) An applicant who does not meet the requirements of sub-section (1) of this section may be permitted to undertake preliminary studies deemed appropriate by the Academic Committee for the purpose of meeting eligibility requirements.

3. Quotas

The Council of the Institute may from time to time impose a quota of new places in the course for the Graduate Diploma.

4. Selection

- (1) Subject to any quota which may be imposed pursuant to section 3, applicants will be admitted to the course if they have met the requirements of section 2.
- (2) Notwithstanding the provisions of sub-section (1) of this section, the Academic Committee will seek to select a balanced intake of students which reflects the diversity of disciplines represented in the area of work to which the Graduate Diploma is related.

5. Duration of the Course

The course for the Graduate Diploma shall be completed in not less than two consecutive years of part-time study and, except with the permission of the Academic Committee, not more than five years from the year of first enrolment.

6. Deferment and Withdrawal

In all matters relating to deferment, leave of absence or withdrawal from the course for the Graduate Diploma, a student shall comply with the regulations of the Institute relating to those matters.

7. Enrolment

- (1) An applicant who is admitted to the course for the Graduate Diploma shall comply with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
- (2) In each subsequent year of study, a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.

8. Course Requirements

- (1) The subjects to be undertaken for the Graduate Diploma shall be prescribed by the Academic Committee which shall specify for each subject –
 - (a) the year of the course in which the subject is to be undertaken;
 - (b) the prerequisites for the subject;
 - (c) the corequisites for the subject;
 - (d) the objectives of the subject;
 - (e) an outline of subject content;
 - (f) the method of assessment.
- (2) A student shall attend such classes, including fieldwork, practical, and workshop sessions, and shall complete such essays, assignments, and other work, as may be prescribed by the Academic Committee.
- (3) A student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.

9. Exemptions

- (1) The Academic Committee may grant an exemption from course requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirements of any subject prescribed for the Graduate Diploma

course.

- (2) Notwithstanding the provisions of sub-section (1) of this section, no student may be granted exemption from more than 20% of the total subject hours prescribed for the course without the specific approval of the Academic Committee.
- (3) An exemption will not normally be granted from an area of the course whose essential focus is interdisciplinary participation.

†10. Progression

- (1) To pass a year of the course a student shall either –
 - (a) successfully complete the assessment in or be granted an exemption from each subject of that year; or
 - (b) be granted a year pass by the Board of Examiners. A student granted a year pass who has failed a subject in that year shall nevertheless be recorded as having failed that subject.
- (2) In general a student may not progress to the second year of the Graduate Diploma unless the student has passed the first year of the course.
- (3) The Academic Committee may at its discretion –
 - (a) permit a student who has failed a subject, when that subject is not a prerequisite for any studies in the second year of the course, to proceed to the second year and to repeat the failed subject concurrently; or
 - (b) permit a student repeating the first year of the course to enrol in a subject or subjects in the second year provided that any prerequisite subject has been obtained.

11. Grades

- (1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades: distinction, credit, high pass, pass, fail.
- (2) The only grades which may be awarded following a supplementary examination in a subject shall be pass or fail or satisfactory or fail.
- (3) Notwithstanding the provisions of sub-section (1) of this section, a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.

12. Award

Upon satisfactory completion of all course requirements a student shall be admitted to the Graduate Diploma.

13. Amendments

These regulations may from time to time be changed by amendment or remaking and a student shall, except in so far as the Academic Committee may determine otherwise, comply with the regulations as changed.

Regulations for the Graduate Diploma in Ergonomics

1. Preamble

- (1) These regulations govern the Graduate Diploma in Ergonomics (Grad.Dip.Erg.)
- (2) In these regulations unless the contrary intention appears 'the Graduate Diploma' means the Graduate Diploma in Ergonomics and 'the Academic Committee' means the Academic Committee of the School of Biological Sciences.
- (3) The Graduate Diploma shall be conducted under the authority of the Academic Committee which may establish a Course Advisory Committee to advise it on all matters relevant to the Graduate Diploma.

2. Eligibility

- (1) An applicant for admission to the Graduate Diploma shall have qualified for a degree or diploma in a discipline deemed appropriate by the Academic Committee.
- (2) An applicant who meets the requirements of sub-section(1) of this section may nevertheless be required to –
 - (a) furnish the Academic Committee with acceptable evidence of having completed a minimum period of work experience as may be specified by the Academic Committee from time to time;
 - (b) complete such prerequisite studies for admission to the

† Regulations governing course progression are currently under review.

- course as may be prescribed by the Academic Committee;
- (c) attend such interviews and undertake such tests, examinations, or assignments as the Academic Committee deems necessary for admission.
- (3) An applicant who does not meet the requirements of sub-section (1) of this section may be permitted to undertake a bridging course deemed appropriate by the Academic Committee for the purpose of meeting eligibility requirements.
- 3. Quotas**
The Council of the Institute may from time to time impose a quota of new places in the course for the Graduate Diploma.
- 4. Selection**
(1) Subject to any quota which may be imposed pursuant to section 3, applicants will be admitted to the course if they have met the requirements of section 2.
(2) Notwithstanding the provisions of sub-section (1) of this section, the Academic Committee will seek to select a balanced intake of students which reflects the diversity of disciplines represented in the area of work to which the Graduate Diploma is related.
- 5. Duration of the Course**
The course for the Graduate Diploma shall be completed in not less than two consecutive years of part-time study and except with the permission of the Academic Committee, not more than five years from the year of first enrolment.
- 6. Deferment and Withdrawal**
In all matters relating to deferment, leave of absence or withdrawal from the course for the Graduate Diploma, a student shall comply with the regulations of the Institute relating to those matters.
- 7. Enrolment**
(1) An applicant who is admitted to the course for the Graduate Diploma shall comply with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
(2) In each subsequent year of study, a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.
- 8. Course Requirements**
(1) The subjects to be undertaken for the Graduate Diploma shall be prescribed by the Academic Committee which shall specify for each subject;
(a) the year of the course in which the subject is to be undertaken;
(b) the prerequisites for the subject;
(c) the corequisites for the subject;
(d) the objectives of the subject;
(e) an outline of subject content;
(f) the method of assessment.
(2) A student shall attend such classes, including fieldwork, practical and workshop sessions and shall complete such essays, assignments and other work, as may be prescribed by the Academic Committee.
(3) A student shall sit for such examinations and complete such essays, assignments and other work, as may be prescribed by the Academic Committee.
- 9. Exemptions**
(1) The Academic Committee may grant an exemption from course requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirements of any subject prescribed for the Graduate Diploma course.
(2) Notwithstanding the provisions of sub-section (1) of this section, no student may be granted exemption from more than 25% of the total subject hours prescribed for the course without the specific approval of the Academic Committee.
(3) An exemption will not normally be granted from an area of the course whose essential focus is interdisciplinary participation.
- 10. Progression**
(1) A student's progress shall be deemed unsatisfactory either –
(a) if the student accumulates failures in more than 30% (by contact hours) of subjects undertaken in any one year; or
(b) if he fails a subject twice.

- (2) In general a student may not progress to the second year of the Graduate Diploma unless he has passed the first year of the course.
- (3) The Academic Committee may at its discretion –
(a) permit a student who has failed a subject, when that subject is not a prerequisite for any studies in the second year of the course, to proceed to the second year and to repeat the failed subject concurrently; or
(b) permit a student repeating the first year of the course to enrol in a subject or subjects in the second year provided that any prerequisite subject has been obtained.
- (4) Notwithstanding the provisions of sub-section (3) of this section, a student will not be permitted to enrol in subjects resulting in a workload deemed excessive by the course coordinator.
- 11. Grades**
(1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades:
distinction, credit, high pass, pass, fail.
(2) The only grades which may be awarded following a supplementary examination in a subject shall be pass or fail or satisfactory or fail.
(3) Notwithstanding the provisions of sub-section (1) of this section, a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.
- 12. Award**
Upon satisfactory completion of all course requirements a student shall be admitted to the Graduate Diploma.
- 13. Amendments**
These regulations may from time to time be changed by amendment or remaking and a student shall, except in so far as the Academic Committee may determine otherwise, comply with the regulations as changed.

Regulations for the Graduate Diploma in Health Administration

1. Preamble

- (1) These regulations govern the Graduate Diploma in Health Administration (Grad.Dip.Health Admin.).
(2) In these regulations unless the contrary intention appears 'the Graduate Diploma' means the Graduate Diploma in Health Administration and 'the Academic Committee' means the Academic Committee of the School of Health Administration and Education.
(3) The Graduate Diploma shall be conducted under the authority of the Academic Committee which shall establish a Course Advisory Committee to advise it on all matters relevant to the Graduate Diploma.

2. Eligibility

- (1) An applicant for admission to the Graduate Diploma shall have qualified for a degree or diploma in the health sciences or in a related area deemed appropriate by the Academic Committee.
(2) An applicant who meets the requirements of sub-section (1) of this section may nevertheless be required to –
(a) furnish the Standing Committee with acceptable evidence of having completed a minimum period of work experience as may be specified by the Academic Committee from time to time;
(b) complete such prerequisite studies for admission to the course as may be prescribed by the Academic Committee;
(c) attend such interviews and undertake such tests, examinations, or assignments as the Academic Committee deems necessary for admission.
(3) An applicant who does not meet the requirements of sub-section (1) of this section may be permitted to undertake a bridging course deemed appropriate by the Academic Committee for the purpose of meeting eligibility requirements.

† Regulations governing course progression are currently under review.

3. Quotas

The Council of the Institute may from time to time impose a quota of new places in the course for the Graduate Diploma.

4. Selection

- (1) Subject to any quota which may be imposed pursuant to section 3, applicants will be admitted to the course if they have met the requirements of section 2.
- (2) Notwithstanding the provisions of sub-section (1) of this section, the Academic Committee will seek to select a balanced intake of students which reflects the diversity of disciplines represented in the area of work to which the Graduate Diploma is related.

5. Duration of the Course

The course for the Graduate Diploma shall be completed in not less than two consecutive years of part-time study and, except with the permission of the Academic Committee, not more than five years from the year of first enrolment.

6. Deferment and Withdrawal

In all matters relating to deferment, leave of absence or withdrawal from the course for the Graduate Diploma, a student shall comply with the regulations of the Institute relating to those matters.

7. Enrolment

- (1) An applicant who is admitted to the course for the Graduate Diploma shall comply with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
- (2) In each subsequent year of study, a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.

8. Course Requirements

- (1) The subjects to be undertaken for the Graduate Diploma shall be prescribed by the Academic Committee which shall specify for each subject –
 - (a) the year of the course in which the subject is to be undertaken;
 - (b) the prerequisites for the subject;
 - (c) the corequisites for the subject;
 - (d) the objectives of the subject;
 - (e) an outline of subject content;
 - (f) the method of assessment.
- (2) A student shall attend such classes, including fieldwork, practical, and workshop sessions, and shall complete such essays, assignments, and other work, as may be prescribed by the Academic Committee.
- (3) A student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.

9. Exemptions

- (1) The Academic Committee may grant an exemption from course requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirements of any subject prescribed for the Graduate Diploma course.
- (2) Notwithstanding the provisions of sub-section (1) of this section, no students may be granted exemption from more than 20% of the total subject hours prescribed for the course without the specific approval of the Academic Committee.
- (3) An exemption will not normally be granted from an area of the course whose essential focus is interdisciplinary participation.

†10. Progression

- (1) To pass a year of the course a student shall either –
 - (a) successfully complete the assessment in or be granted an exemption from each subject of that year; or
 - (b) be granted a year pass by the Board of Examiners. A student granted a year pass who has failed a subject in that year shall nevertheless be recorded as having failed that subject.
- (2) In general a student may not progress to the second year of the Graduate Diploma unless the student has passed the first year of the course.
- (3) The Academic Committee may at its discretion –
 - (a) permit a student who has failed a subject, when that subject is not a prerequisite for any studies in the second

- year of the course, to proceed to the second year and to repeat the failed subject concurrently; or
- (b) permit a student repeating the first year of the course to enrol in a subject or subjects in the second year provided that any prerequisite subject has been obtained.

11. Grades

- (1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades: distinction, credit, high pass, pass, fail.
- (2) The only grades which may be awarded following a supplementary examination in a subject shall be pass or fail or satisfactory or fail.
- (3) Notwithstanding the provisions of sub-section (1) of this section, a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.

12. Award

Upon satisfactory completion of all course requirements a student shall be admitted to the Graduate Diploma.

13. Amendments

These regulations may from time to time be changed by amendment or remaking and a student shall, except in so far as the Academic Committee may determine otherwise, comply with the regulations as changed.

Regulations for the Graduate Diploma in Health Education

1. Preamble

- (1) These regulations govern the Graduate Diploma in Health Education (Grad.Dip.Health Ed.).
- (2) In these regulations unless the contrary intention appears "the Graduate Diploma" means the Graduate Diploma in Health Education and "the Academic Committee" means the Academic Committee of the School of Health Administration and Education.
- (3) The Graduate Diploma shall be conducted under the authority of the Academic Committee which shall establish a Course Advisory Committee to advise it on all matters relevant to the Graduate Diploma.

2. Eligibility

- (1) An applicant for admission to the Graduate Diploma shall have qualified for a degree or diploma in the health sciences or in a related area deemed appropriate by the Academic Committee.
- (2) An applicant who meets the requirements of sub-section (1) of this section may nevertheless be required to –
 - (a) furnish the Academic Committee with acceptable evidence of having completed a minimum period of work experience as may be specified by the Academic Committee from time to time;
 - (b) complete such prerequisite studies for admission to the course as may be prescribed by the Academic Committee;
 - (c) attend such interviews and undertake such tests, examinations, or assignments as the Academic Committee deems necessary for admission.
- (3) An applicant who does not meet the requirements of sub-section (1) of this section may be permitted to undertake preliminary studies deemed appropriate by the Academic Committee for the purpose of meeting eligibility requirements.

3. Quotas

The Council of the Institute may from time to time impose a quota of new places in the course for the Graduate Diploma.

4. Selection

- (1) Subject to any quota which may be imposed pursuant to section 3, applicants will be admitted to the course if they have met the requirements of Section 2.
- (2) Notwithstanding the provisions of sub-section (1) of this section, the Academic Committee will seek to select a balanced intake of students which reflects the diversity of

† Regulations governing course progression are currently under review.

disciplines represented in the area of work to which the Graduate Diploma is related.

5. Duration of the Course

The course for the Graduate Diploma shall be completed in not less than two consecutive years of part-time study and, except with the permission of the Academic Committee, not more than five years from the year of first enrolment.

6. Deferment and Withdrawal

In all matters relating to deferment, leave of absence or withdrawal from the course for the Graduate Diploma, a student shall comply with the regulations of the first enrolment.

7. Enrolment

- (1) An applicant who is admitted to the course for the Graduate Diploma shall comply with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
- (2) In each subsequent year of study, a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.

8. Course Requirements

- (1) The subjects to be undertaken for the Graduate Diploma shall be prescribed by the Academic Committee which shall specify for each subject –
 - (a) the year of the course in which the subject is to be undertaken;
 - (b) the prerequisites for the subject;
 - (c) the corequisites for the subject;
 - (d) the objectives of the subject;
 - (e) an outline of subject content;
 - (f) the method of assessment.
- (2) A student shall attend such classes, including fieldwork, practical, and workshop sessions, and shall complete such essays, assignments, and other work, as may be prescribed by the Academic Committee.
- (3) A student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.

9. Exemptions

- (1) The Academic Committee may grant an exemption from course requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirements of any subject prescribed for the Graduate Diploma course.
- (2) Notwithstanding the provisions of sub-section (1) of this section, no student may be granted exemption from more than 20% of the total subject hours prescribed for the course without the specific approval of the Academic Committee.
- (3) An exemption will not normally be granted from an area of the course whose essential focus is interdisciplinary participation.

10. Progression

- (1) To pass a year of the course a student shall either –
 - (a) successfully complete the assessment in or be granted an exemption from each subject of that year; or
 - (b) be granted a year pass by the Board of Examiners. A student granted a year pass who has failed a subject in that year shall nevertheless be recorded as having failed that subject.
- (2) In general a student may not progress to the second year of the Graduate Diploma unless the student has passed the first year of the course.
- (3) The Academic Committee may at its discretion –
 - (a) permit a student who has failed a subject when that subject is not a pre-requisite for any studies in the second year of the course, to proceed to the second year and to repeat the failed subject concurrently; or
 - (b) permit a student repeating the first year of the course to enrol in a subject or subjects in the second year provided that any prerequisite subject has been obtained.

11. Grades

- (1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades: distinction, credit, high pass, pass, fail.
- (2) The only grades which may be awarded following a supple-

mentary examination in a subject shall be pass or fail or satisfactory or fail.

- (3) Notwithstanding the provisions of sub-section (1) of this section, a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.

12. Award

Upon satisfactory completion of all course requirements a student shall be admitted to the Graduate Diploma.

13. Amendments

These regulations may from time to time be changed by amendment or remaking and a student shall, except in so far as the Academic Committee may determine otherwise, comply with the regulations as changed.

Regulations for the Graduate Diploma in Rehabilitation Studies

1. Preamble

- (1) These regulations govern the Graduate Diploma in Rehabilitation Studies (Grad.Dip.Rehab.Stud.).
- (2) In these regulations unless the contrary intention appears 'the Graduate Diploma' means the Graduate Diploma in Rehabilitation Studies and 'the Academic Committee' means the Academic Committee of the School of Behavioural Sciences.
- (3) The Graduate Diploma shall be conducted under the authority of the Academic Committee which shall establish a Course Advisory Committee to advise it on all matters relevant to the Graduate Diploma.

2. Eligibility

- (1) An applicant for admission to the Graduate Diploma course shall have qualified for a degree or diploma in the health sciences or in a related area deemed appropriate by the Academic Committee.
- (2) An applicant who meets the requirements of sub-section (1) of this section may nevertheless be required to –
 - (a) furnish the Academic Committee with acceptable evidence of having completed a minimum period of work experience as may be specified by the Academic Committee from time to time;
 - (b) complete such prerequisite studies for admission to the course as may be prescribed by the Academic Committee;
 - (c) attend such interviews and undertake such tests, examinations or assignments as the Academic Committee deems necessary for admission.
- (3) An applicant who does not meet the requirements of sub-section (1) of this section may be permitted to undertake preliminary studies deemed appropriate by the Academic Committee for the purpose of meeting eligibility requirements.

3. Quotas

The Council of the Institute may from time to time impose a quota of new places in the course for the Graduate Diploma.

4. Selection

- (1) Subject to any quota which may be imposed pursuant to section 3, applicants will be admitted to the course if they have met the requirements of section 2.
- (2) Notwithstanding the provisions of sub-section (1) of this section, the Academic Committee will seek to select a balanced intake of students which reflects the diversity of disciplines represented in the area of work to which the Graduate Diploma is related.

5. Duration of the Course

The course for the Graduate Diploma shall be completed in not less than two consecutive years of part-time study and, except with the permission of the Academic Committee, not more than five years from the year of first enrolment.

6. Deferment and Withdrawal

In all matters relating to deferment, leave of absence or withdrawal from the course for the Graduate Diploma, students shall comply with the regulations of the Institute relating to those matters.

† Regulations governing course progression are currently under review

7. Enrolment

- (1) An applicant who is admitted to the course for the Graduate Diploma shall comply with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
- (2) In each subsequent year of study, a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.

8. Course Requirements

- (1) The subjects to be undertaken for the Graduate Diploma shall be prescribed by the Academic Committee in a Schedule to these regulations which shall specify for each subject –
 - (a) the year of the course in which the subject is to be undertaken;
 - (b) the prerequisites for the subject;
 - (c) the corequisites for the subject;
 - (d) the objectives of the subject;
 - (e) an outline of subject content;
 - (f) the method of assessment.
- (2) A student shall attend such classes, including fieldwork, practical, and workshop sessions, and shall complete such essays, assignments, and other work, as may be prescribed by the Academic Committee.
- (3) A student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.

9. Exemptions

- (1) The Academic Committee may grant an exemption from course requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirements of any subject prescribed for the Graduate Diploma Course.
- (2) Notwithstanding the provisions of sub-section (1) of this section, no student may be granted exemption from more than 20% of the total subject hours prescribed for the course without the specific approval of the Academic Committee.
- (3) An exemption will not normally be granted from an area of the course whose essential focus is interdisciplinary participation.

†10. Progression

- (1) To pass a year of the course a student shall either –
 - (a) successfully complete the assessment in or be granted an exemption from each subject of that year; or
 - (b) be granted a year pass by the Board of Examiners. A student granted a year pass who has failed a subject in that year shall nevertheless be recorded as having failed that subject.
- (2) In general a student may not progress to the second year of the Graduate Diploma unless the student has passed the first year of the course.
- (3) The Academic Committee may at its discretion –
 - (a) permit a student who has failed a subject, when that subject is not a prerequisite for any studies in the second year of the course, to proceed to the second year and to repeat the failed subject concurrently; or
 - (b) permit a student repeating the first year of the course to enrol in a subject or subjects in the second year provided that any pre-requisite subject has been obtained.

11. Grades

- (1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades: distinction, credit, high pass, pass, fail.
- (2) The only grades which may be awarded following a supplementary examination in a subject shall be pass or fail or satisfactory or fail.
- (3) Notwithstanding the provisions of sub-section (1) of this section, a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.

12. Award

Upon satisfactory completion of all course requirements a student shall be admitted to the Graduate Diploma.

13. Amendments

These regulations may from time to time be changed by amendment or remaking and a student shall, except in so far

as the Academic Committee may determine otherwise, comply with the regulations as changed.

Regulations for the Graduate Diploma in Neurosciences

1. Preamble

- (1) These regulations shall govern the Graduate Diploma in Neurosciences (Grad.Dip.Neurosciences).
- (2) In these regulations unless the contrary intention appears "the Graduate Diploma" means the Graduate Diploma in Neurosciences and "the Academic Committees" means the Academic Committees of the School of Behavioural Sciences and Biological Sciences.
- (3) The Graduate Diploma shall be conducted under the joint authority of the Academic Committees which shall establish a Course Advisory Committee to advise them on all matters relevant to the Graduate Diploma.

2. Eligibility

- (1) An applicant for admission to the Graduate Diploma Course shall have qualified for a degree or diploma in the health sciences or in a related area deemed appropriate by the Academic Committees.
- (2) An applicant who meets the requirements of sub-section 2(1) may nevertheless be required to:
 - (a) furnish the Academic Committee with acceptable evidence as may be specified by the Academic Committee from time to time;
 - (b) complete such prerequisite studies for admission to the course as may be prescribed by the Academic Committee;
 - (c) attend such interviews and undertake such tests, examinations, or assignments as the Academic Committee deems necessary for admission.
- (3) An applicant who does not meet the requirements of sub-section 2(1) may be permitted to undertake preliminary studies deemed appropriate by the Academic Committee for the purpose of meeting eligibility requirements.

3. Quotas

The Council of the Institute may from time to time impose a quota of new places in the course for the Graduate Diploma.

4. Selection

- (1) Subject to any quota which may be imposed pursuant to section 3, applicants will be admitted to the course if they have met the requirements of Section 2.
- (2) Notwithstanding the provisions of sub-section 4(1), the Academic Committee will seek to select a balanced intake of students which reflects the diversity of disciplines represented in the area of work to which the Graduate Diploma is related.

5. Duration of the Course

The course for the Graduate Diploma shall be completed in not less than two consecutive years of part-time study and, except with the permission of the Academic Committee, not more than five years from the year of first enrolment.

6. Deferment and Withdrawal

In all matters relating to deferment, leave of absence or withdrawal from the course for the Graduate Diploma, students shall comply with the regulations of the Institute relating to those matters.

7. Enrolment

- (1) An applicant who is admitted to the course for the Graduate Diploma shall comply with the enrolment procedures of the Institute and shall pay compulsory fees as are imposed by the Institute.
- (2) In each subsequent year of study, a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.

8. Course Requirements

- (1) The subject to be undertaken for the Graduate Diploma shall be prescribed by the Academic Committee in a Schedule to

† Regulations governing course progression are currently under review.

these regulations which shall specify for each subject –

- (a) the year of the course in which the subject is to be undertaken;
 - (b) the prerequisites for the subject;
 - (c) the corequisites for the subject;
 - (d) the objectives of the subject;
 - (e) an outline of subject content;
 - (f) the method of assessment.
- (2) A student shall attend such classes, including fieldwork, practical, and workshop sessions, and shall complete such essays, assignments, and other work, as may be prescribed by the Academic Committee.
 - (3) A student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.

9. Exemptions

- (1) The Academic Committee may grant an exemption from course requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirements of any subject prescribed for the Graduate Diploma course.
- (2) Notwithstanding the provisions of sub-section (1), no student may be granted exemption from more than 20% of the total subject hours prescribed for the course without the specific approval of the Academic Committee.
- (3) An exemption will not normally be granted from an area of the course whose essential focus is interdisciplinary participation.

10. Progression

- (1) To pass a year of the course a student shall either –
 - (a) successfully complete the assessment in or be granted an exemption from each subject of that year, or
 - (b) be granted a year pass by the Board of Examiners. A student granted a year pass who has failed a subject in that year shall nevertheless be recorded as having failed that subject.
- (2) In general a student may not progress to the second year of the Graduate Diploma unless the student has passed the first year of the course.

11. Grades

- (1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades: distinction, credit, high pass, pass, fail.
- (2) The only grades which may be awarded following a supplementary examination in a subject shall be a pass or fail or satisfactory or fail.
- (3) Notwithstanding the provisions of sub-section 11(1), a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.

12. Award

Upon satisfactory completion of all course requirements a student shall be admitted to the Graduate Diploma.

13. Amendments

These regulations may from time to time be changed by amendment or remaking and a student shall, except in so far as the Academic Committee may determine otherwise, comply with the regulations as changed.

Regulations for the Graduate Diploma in Behavioural Studies in Health Care

1. Preamble

- (1) These regulations govern the Graduate Diploma in Behavioural Studies in Health Care (Grad. Dip. Behav. Studs. in Health Care).
- (2) In these regulations unless the contrary intention appears "the Graduate Diploma" means the Graduate Diploma in Behavioural Studies in Health Care and "the Academic Committee" means the Academic Committee of the School of Behavioural Sciences.
- (3) The Graduate Diploma shall be conducted under the authority of the Academic Committee which shall establish a Course Advisory Committee to advise it on all matters relevant to the Graduate Diploma.

† Regulations governing course progression are currently under review.

2. Eligibility

- (1) The Graduate Diploma may be offered from time to time in two streams. One stream shall be open to eligible candidates from any of the health sciences. The other stream shall be open only to eligible candidates with at least a three year major in Psychology. An applicant for admission to the Graduate Diploma in the Health Science stream shall have qualified for a degree or diploma in the health sciences or in a related area deemed appropriate by the Academic Committee.
- (2) An applicant for admission to the Graduate Diploma in the Psychology stream shall have qualified for a degree with a three-year major in psychology from a programme recognised by the Australian Psychological Society for Associate Membership.
- (3) An applicant who meets the requirements of sub-section 2(1) or 2(2) may nevertheless be required to –
 - (a) furnish the Academic Committee with acceptable evidence of having completed a minimum period of work experience as may be specified by the Academic Committee from time to time;
 - (b) complete such prerequisite studies for admission to the course as may be prescribed by the Academic Committee;
 - (c) attend such interviews and undertake such tests, examinations or assignments as the Academic Committee deems necessary for admission.
- (4) An applicant who does not meet the requirements of sub-section 2(1) may be permitted to undertake preliminary studies deemed appropriate by the Academic Committee for the purpose of meeting eligibility requirements.

3. Quotas

The Council of the Institute may from time to time impose a quota for new places in the course for the Graduate Diploma.

4. Selection

- (1) Subject to any quota which may be imposed pursuant to section 3, applicants will be admitted to the course if they have met the requirements of section 2.
- (2) Notwithstanding the provisions of sub-section 4(1), the Academic Committee will seek to select a balanced intake of students which reflects the diversity of disciplines represented in the area of work to which the Graduate Diploma is related.

5. Duration of the Course

The course for the Graduate Diploma shall be completed in not less than two consecutive years of part-time study and, except with the permission of the Academic Committee, not more than five years from the year of first enrolment.

6. Deferment and Withdrawal

In all matters relating to deferment, leave of absence or withdrawal from the course for the Graduate Diploma, students shall comply with the regulations of the Institute relating to those matters.

7. Enrolment

- (1) An applicant who is admitted to the course for the Graduate Diploma shall comply with enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
- (2) In each subsequent year of study, a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.

8. Course Requirements

- (1) The subjects to be undertaken for the Graduate Diploma shall be prescribed by the Academic Committee in a schedule to these regulations which shall specify for each subject –
 - (a) the year of the course in which the subject is to be undertaken;
 - (b) the prerequisites for the subject;
 - (c) the corequisites for the subject;
 - (d) the objectives of the subject;
 - (e) an outline of subject content;
 - (f) the method of assessment.
- (2) A student shall attend such classes, including fieldwork, practical, and workshop sessions, and shall complete such essays, assignments, and other work, as may be prescribed by the Academic Committee.
- (3) A student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Academic Committee.

9. Exemptions

- (1) The Academic Committee may grant an exemption from course requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirements of any subject prescribed for the Graduate Diploma Course.
- (2) Notwithstanding the provisions of sub-section 9(1), no student may be granted exemption from more than 20% of the total subject hours prescribed for the course without the specific approval of the Academic Committee.
- (3) An exemption will not normally be granted from an area of the course whose essential focus is interdisciplinary participation.

†10. Progression

- (1) In general a student may not progress to the second year of the Graduate Diploma unless he or she has passed all first year components.
- (2) A student who has failed a first year subject or subjects may, at the discretion of the Course Advisory Committee be permitted to proceed to second year subjects provided prerequisite conditions have been met.

11. Grades

- (1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades: distinction, credit, high pass, pass, fail.
- (2) The only grades which may be awarded following a supplementary examination in a subject shall be a pass or fail or satisfactory or fail.
- (3) Notwithstanding the provisions of sub-section 11(1), a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.

12. Award

Upon satisfactory completion of all course requirements a student shall be admitted to the Graduate Diploma.

13. Amendments

These regulations may from time to time be changed by amendment or remaking and a student shall, except in so far as the Academic Committee may determine otherwise, comply with the regulation as changed.

Regulations for the Graduate Diploma in Gerontology

1. Preamble

- (1) These regulations govern the Graduate Diploma in Gerontology (Grad. Dip. Geron.)
- (2) In these regulations unless the contrary intention appears 'the Graduate Diploma' means the Graduate Diploma in Gerontology.
- (3) The Graduate Diploma shall be conducted under the authority of the Institute Board of Studies which shall establish a Course Advisory Committee to advise upon all matters relevant to the Graduate Diploma.

2. Eligibility

- (1) An applicant for admission to the Graduate Diploma shall have qualified for a recognised degree or diploma in an area deemed appropriate by the Admissions Committee, a sub-committee of the Advisory Committee.
- (2) An applicant who meets the requirements of sub-section 2.(1) may nevertheless be required to -
 - (a) furnish the Course Advisory Committee with acceptable evidence of having completed a minimum period of relevant work experience as may be specified by the Course Advisory Committee from time to time;
 - (b) complete such prerequisite studies for admission to the course as may be prescribed by the Course Advisory Committee;
 - (c) attend such interviews and undertake such tests, examinations or assignments as the Course Advisory Committee deems necessary for admission.
- (3) An applicant who does not meet the requirements of sub-section 2.(1) may be permitted to undertake preliminary studies deemed appropriate by the Course Advisory Committee for the purpose of meeting eligibility requirements.

- (4) Preference in selection may be given to applicants who have direct professional or research involvement in the area of the aged.

3. Quotas

The Council of the Institute may from time to time impose a quota of new places in the course for the Graduate Diploma.

4. Selection

- (1) Subject to any quota which may be imposed pursuant to section 3, applicants will be admitted to the course if they have met the requirements of section 2.
- (2) Notwithstanding the provisions of sub-section 4.(1), the Course Advisory Committee will seek to select a balanced intake of students which reflects the diversity of disciplines represented in the area of work to which the Graduate Diploma is related.

5. Duration of the Course

The course for the Graduate Diploma shall be completed in not less than two consecutive years of part-time study and, except with the permission of the Board of Studies, not more than five years from the year of first enrolment.

6. Deferment and Withdrawal

In all matters relating to deferment, leave of absence or withdrawal from the course for the Graduate Diploma, students shall comply with the regulations of the Institute relating to those matters.

7. Enrolment

- (1) An applicant who is admitted to the course for the Graduate Diploma shall comply with the enrolment procedures of the Institute and shall pay such compulsory fees as are imposed by the Institute.
- (2) In each subsequent year of study, a student shall re-enrol in accordance with the procedures of the Institute and shall pay such compulsory fees as may be determined from time to time and any fines which may have been imposed by the Institute.

8. Course Requirements

- (1) The subjects to be undertaken for the Graduate Diploma shall be prescribed by the Course Advisory Committee in a Schedule to these regulations which shall specify for each subject -
 - (a) the year of the course in which the subject is to be undertaken;
 - (b) the prerequisites for the subject, if any;
 - (c) the corequisites for the subject, if any;
 - (d) the objectives of the subject;
 - (e) the outline of subject content;
 - (f) the method of assessment.

- (2) A student shall attend such classes, including fieldwork, practical, and workshop sessions, and shall complete such essays, assignments, and other work, as may be prescribed by the Course Advisory Committee.

- (3) A student shall sit for such examinations and complete such other assessment tasks as may be prescribed by the Course Advisory Committee.

9. Exemptions

- (1) The Course Advisory Committee may grant an exemption from course requirements where there is satisfactory evidence that a student has successfully completed a course of study identical or substantially equivalent to the course requirements of any subject prescribed for the Graduate Diploma Course.
- (2) Notwithstanding the provisions of sub-section 9.(1), no student may be granted exemption from more than 20% of the total subject hours prescribed for the course without specific approval of the Board of Studies.

†10. Progression

- (1) To pass a year of the course a student shall either -
 - (a) successfully complete the assessment in or be granted an exemption from each subject of that year; or
 - (b) be granted a year pass by the Board of Examiners. A student granted a year pass who has failed a subject in that year shall nevertheless be recorded as having failed that subject.
- (2) In general a student may not progress to the second year of the Graduate Diploma without passing the first year of the course.
- (3) The Course Advisory Committee may -
 - (a) permit a student who has failed a subject, when that subject is not a prerequisite for any studies in the second year of the course, to proceed to the second year and

† Regulations governing course progression are currently under review.

- to repeat the failed subject concurrently; or
- (b) permit a student repeating the first year of the course to enrol in a subject or subjects in the second year provided that any prerequisite subject has been obtained.
- 11. Grades**
- (1) At the completion of each subject each student enrolled for that subject shall be awarded one of the following grades: distinction, credit, high pass, pass, fail.
- (2) The only grades which may be awarded following a supplementary examination in a subject shall be a pass or fail or satisfactory or fail.
- (3) Notwithstanding the provisions of sub-section 11.(1), a subject examiner may determine that the only grades to be awarded in that subject shall be satisfactory or fail.
- 12. Award**
- Upon satisfactory completion of all course requirements a student shall be admitted to the Graduate Diploma.
- 13. Amendments**
- These regulations may from time to time be changed by amendment or remaking and a student shall, except in so far as the Board of Studies may determine otherwise, comply with the regulations as changed.

Regulations for the Degree of Master of Applied Science

- 1. Preamble**
- The regulations govern the degree of Master of Applied Science (M.App.Sc.).
- 2. Definitions**
- In these regulations, unless inconsistent with the context or subject matter:
- 'the Institute' means Lincoln Institute of Health Sciences;
- 'the Board' means the Board of Studies of the Institute;
- 'the Committee' means the Research and Higher Degrees Committee of the Institute;
- 'the degree' means the degree of Master of Applied Science;
- 'the Registrar' means the Registrar of the Institute; and the masculine gender, wherever it appears, shall be taken to include the feminine.
- 3. Eligibility**
- To be eligible for admission to candidature for the degree a person shall:
- (a) have qualified for a bachelor's degree of the Institute or of such other institution as may be approved by the Board provided that the Board deems the degree concerned to be a suitable preparation for the applicant's proposed programme of study; or
- (b) have qualified for a diploma of the Institute or of such other institution as may be approved by the Board provided that the Board deems the diploma concerned to be a suitable preparation for the applicant's proposed programme of study; and provided that the applicant has had not less than two years of relevant professional or research experience, such as satisfies the Committee that the applicant has the capacity to study for the degree.
- 4. Admission to Candidature**
- (1) An application for admission to candidature shall be in writing on a form prescribed by the Committee and addressed to the Registrar.
- (2) An application for admission to candidature should be lodged by such dates as may from time to time be specified by the Committee.
- (3) The Committee shall consider each application and shall recommend to the Board whether the applicant should be admitted to candidature.
- (4) When considering an application the Committee shall have regard to -
- (a) the feasibility of any research project proposed by an applicant;
- (b) the availability of resources and supervisors for any research project proposed by an applicant;

- (c) the academic and other qualifications of the applicant.
- (5) When recommending the admission of an applicant to full candidature the Committee shall recommend the appointment of at least one supervisor who shall be a member of the academic staff of the Institute. The Committee may recommend the appointment of an additional supervisor who need not necessarily be a member of the staff of the Institute.
- 5. Candidature**
- A person admitted to candidature shall -
- (a) undertake such coursework and research as may be prescribed by the Committee.
- (b) submit a major thesis embodying the results of an investigation carried out by him under supervision.
- 6. Supervisors**
- (1) A person appointed as a supervisor shall -
- (a) maintain close contact with the candidate;
- (b) supervise and counsel the candidate in all aspects of the candidate's investigation and the preparation of the thesis;
- (c) monitor the candidate's progress and discuss with him proposed future work and the general planning of the thesis.
- (d) report annually to the Committee on the candidate's progress.
- (e) report to the Committee at any time if in the opinion of the supervisor the candidate is not making satisfactory progress.
- (f) at the time when the candidate submits the thesis, submit a statement certifying -
- (i) to the best of the supervisor's knowledge the extent to which the work was carried out by the candidate.
- (ii) whether in the opinion of the supervisor the thesis is properly presented and is *prima facie* worthy of examination.
- (g) be responsible to the Committee for the discharge of any responsibility imposed on the supervisor by these regulations.
- (2) A person who is also a candidate for the degree shall not be appointed as a supervisor except with the express approval of the Committee.
- 7. Duration of Candidature**
- (1) Except with the approval of the Committee -
- (a) a person admitted to candidature who enrolls as a full-time student shall submit the thesis after a period of not less than twenty-one months and not more than thirty-six months from the date of admission to candidature;
- (b) a person admitted to candidature who is enrolled as a part-time student shall submit the thesis after a period of not less than thirty months and not more than sixty months from the date of admission to candidature.
- (2) The Committee may grant a candidate intermissions of candidature provided that the total duration of any such intermissions does not normally exceed twelve months or its part-time equivalent.
- (3) The Committee may extend a candidate's period of candidature provided that the total duration of such extensions does not normally exceed twelve months or its part-time equivalent.
- 8. Unsatisfactory Progress**
- The Committee, after giving a candidate an opportunity to be heard and after considering all relevant evidence may -
- (a) terminate the candidate's enrolment for the degree on the grounds of unsatisfactory progress; or
- (b) specify conditions under which the candidate's enrolment for the degree may continue.
- 9. The Thesis**
- (1) The thesis shall demonstrate the candidate's ability to carry out research in the field with which it is concerned, shall show independence of thought, and shall demonstrate the candidate's ability to report his results.
- (2) The thesis shall in general be the original work of the candidate. If any work is not original or consists of published material written by the candidate, this shall be indicated generally in the preface or specifically in an annotation.
- (3) The thesis shall contain new work which has been submitted by the candidate pursuant to his enrolment for any other degree or similar award.

- (4) The thesis shall be typewritten or printed on paper of a size and quality prescribed by the Committee.
- (5) The thesis shall be bound in a form approved by the Committee.
- (6) Three bound copies of the thesis shall be lodged with the Registrar. One copy of any thesis which satisfies the requirements for the degree shall be lodged by the Registrar in the library of the Institute.
- (7) At the request of the author, the Registrar shall prevent or restrict access to the thesis and copying of the thesis for a period of time not exceeding three years.

10. Examination

- (1) On receiving the thesis the Committee shall nominate two examiners who shall not be members of the staff of the Institute for appointment as examiners by the Committee on Masters Degrees by Research of the Victorian Post-secondary Education Commission.
- (2) Each examiner shall provide within six weeks a detailed critical review of the thesis in a form approved by the Committee and a recommendation which shall indicate whether the thesis should be passed.
- (3) An examiner may, before completing the examiner's report, request through the Committee written or oral clarification from the candidate of any specific parts of the thesis.
- (4) After considering the reports of the examiners the Committee shall decide -
 - (a) whether the candidate has satisfied the requirements for the degree;
 - (b) whether to require the candidate to present for such oral and written examinations appropriate to the subject of the thesis as the Committee may prescribe;
 - (c) whether to require the candidate to make minor amendments to the thesis before declaring it to have satisfied the requirements for the degree;
 - (d) where the candidate has not satisfied the requirements for the degree, whether -
 - (i) to give the candidate leave to re-submit an amended thesis on such conditions as the Committee may prescribe;
 - (ii) to appoint an adjudicator, who shall not be a member of the staff of the Institute, who shall consider and report to the Committee on the thesis and the reports of the examiners;
 - (iii) no further action be taken and the candidate be deemed to have failed.

11. Admission to the Degree

Where a candidate has satisfied the requirements for the degree the Committee shall recommend to the Board that the candidate be awarded the degree.

Regulations for the Degree of Master of Applied Science (Nursing)

1. Preamble

The regulations govern the degree of Master of Applied Science (Nursing), M.App.Sc. (Nursing).

2. Definitions

In these regulations, unless inconsistent with the context or subject matter:

"the Institutes" means Lincoln Institute of Health Sciences and Phillip Institute of Technology.

"the Boards" means the Board of Studies of Lincoln Institute of Health Sciences and the Academic Board of Phillip Institute of Technology.

"the School Committees" means the Academic Committee of the Lincoln Institute School of Nursing and the School Board of the Phillip Institute School of Nursing.

"the Course Committee" means a joint Master's Degree Committee established by the Institutes to administer these regulations.

"the degree" means the degree of Master of Applied Science (Nursing).

"the Registrar" means the Registrar of Lincoln Institute of Health Sciences or the Academic Registrar of Phillip Institute of Technology.

3. Eligibility

To be eligible for admission to candidature for the degree a person shall:

have qualified for a bachelor's degree or the equivalent as may be approved by the Institutes through the School Committees and provided that the School Committees deem the degree or the equivalent suitable preparation for the person's proposed program of study;

and

be a registered general, psychiatric or mental retardation nurse;

and

be eligible to hold either a current practising certificate from the Victorian Nursing Council or be eligible for temporary registration with the Victorian Nursing Council;

and

have had a period of not less than two years of relevant professional experience.

4. Admission to Candidature

- (a) In accordance with A.C.T.A. Guidelines, entry to the course will normally be restricted to students who have demonstrated exceptional ability at the undergraduate level, or who, in pursuit of their occupation or by other means have demonstrated their ability to undertake successfully studies at the master's degree level.
- (b) Applicants who are eligible and who have been selected by the admission panel will be admitted to full candidature. Applicants who have an undergraduate qualification in a discipline other than nursing may, as a condition of admission, be required to undertake specified studies in nursing such as those currently offered in the Bachelor of Applied Science (Advanced Nursing) Courses at each Institute.
- (c) An application for admission to candidature shall be in writing on a form prescribed by the Course Committee and addressed to the Registrar.
- (d) Applications will be considered annually on a date determined by the Course Committee. The Course Committee shall determine whether the applicant should:
 - be admitted to candidature, or
 - not be admitted to candidature.

5. Conditions of Candidature

A candidate shall normally pursue over two years full time, or part time equivalent, a course of studies as may be prescribed.

6. Course of Studies

Before commencing the degree a candidate shall have the first year of the course of studies approved by a course advisor and shall secure approval for any further course of studies annually thereafter. When a candidate selects a minor thesis or project for the last year of the course the course advisor will request the Course Committee to appoint a supervisor(s) for the thesis/project and that supervisor(s) shall be responsible to the Course Committee for all matters in respect of the thesis/project.

The Course Committee may review the academic progress of a candidate and after taking into account any recommendations from the supervisor(s) and after giving the candidate an opportunity to be heard the candidature may be terminated on the grounds of unsatisfactory progress.

7. Course Advisors and Supervisors

- (a) The Course Committee shall appoint for each candidate a course advisor who shall be responsible to the Course Committee and shall:
 - maintain regular contact with the candidate;
 - monitor the candidate's progress and discuss and advise the candidate on future work loads and the general planning of work and report to the Course Committee at least once per year;
 - report to the Course Committee at anytime if in the opinion of the course advisor the candidate is not making satisfactory progress.
- (b) The Course Committee shall appoint for each candidate a supervisor(s) who shall be responsible to the Course Committee.

- for monitoring and advising candidates specifically on the work related to the minor thesis or project. The Course Committee shall ensure that each candidate has at least one supervisor with nursing expertise.
 - (c) Course advisors and supervisors shall normally hold master's degrees or the equivalent academic qualifications. One person may hold appointments as both course advisor and supervisor for the same candidate.
- 8. Examination Procedures**
- A Board of Examiners will be constituted as a Sub-Committee of the Course Committee. The Board will have responsibility for monitoring assessment and examination regulations and for determining final results for all students in the course. Results of examinations will be processed by the Course Committee. In all course work units two examiners will be appointed: one from each Institute. In the event that expertise is located in only one Institute an external examiner will be appointed.
- The pass gradings for the coursework units will be: A, B, C, D. The equivalent of 60% minimum will be considered a pass standard. Each candidate must obtain a pass in all units and in the thesis or project.
- 9. Requirements for the Degree**
- A candidate shall attend such lectures, tutorial classes and seminars and complete such exercises and practical work as may be prescribed by the Course Committee provided that if the Course Committee considers the candidate has not complied with the prescribed requirements it may refuse the candidate admission to the examinations and may specify conditions under which the candidate's enrolment for the degree may continue or may terminate the enrolment under 6 above.
- 10. Duration of Candidature**
- Except where the Course Committee permits otherwise, a candidate who is a full-time student shall complete the requirements for the degree after a period of not less than twenty-one months and not more than thirty-six months from the date of admission to full candidature.
- A person enrolled as a part-time student shall complete after a period of not less than thirty months and not more than sixty months from the date of admission to candidature.
- Where a person changes from one type of candidature to another the Course Committee shall adjust the period proportionately.
- The Course Committee may grant a candidate leave of absence for such a period and on such conditions as it deems appropriate.
- The Course Committee may extend a candidate's period of candidature, not counting leave of absence, provided that the total period of any such extension does not exceed twelve months or its part-time equivalent.
- 11. The Thesis/Project**
- (a) Guidelines for the organization of the thesis/project will be given to the candidates at the time of enrolment for the thesis/project.
 - (b) The thesis/project shall demonstrate the candidate's ability to carry out research or a project in a field of specialization and show independence of thought.
 - (c) The thesis/project shall in general be the original work of the candidate. If any work is not original or consists of published material written by the candidate, this shall be indicated generally in the preface or specifically in an annotation.
 - (d) The thesis/project shall contain no work which has been submitted by the candidate pursuant to enrolment for any other degree or similar award.
 - (e) The thesis/project shall be typewritten or printed on paper of a size and quality prescribed by the Board of Examiners.
 - (f) Three bound copies of the thesis/project shall be lodged with the Registrar. One copy of any thesis/project which satisfied the requirements for the degree shall be lodged by the Registrar in the library of the Institute.
 - (g) At the request of the author, the Registrar shall prevent or restrict access to the thesis/project and copying of the thesis/project for a period of time not exceeding three years.

12. Examination of the Thesis/Project

The Higher Degrees Committee, within each Institute, will have responsibility for overall monitoring of the thesis/project regulations and standards. On receiving the thesis/project the Board of Examiners shall nominate two examiners (one of whom shall be a member of the staff of the Institutes) for appointment as examiners by the Higher Degrees Committee within each Institute.

The Board of Examiners should provide explicit guidelines which, *inter alia*, should instruct examiners to examine the thesis or project to determine whether it demonstrates, on the part of the candidate:

- (i) a thorough understanding of the relevant field of study;
- (ii) competent work relevant to the field of study;
- (iii) some contribution towards the development of knowledge within the discipline.

Each examiner shall provide within six weeks a detailed critical review of the thesis/project in a form approved by the Board of Examiners and a recommendation which shall indicate whether the thesis/project should be passed.

An examiner may, before completing the examiner's report, request through the Board of Examiners written or oral clarification from the candidate of any specific parts of the thesis. After considering the reports of the examiners the Board of Examiners shall decide:

- whether the candidate has satisfied the requirements for the degree;
- whether to require the candidate to present for such oral and written examinations appropriate to the subject of the thesis/project as the Board of Examiners may prescribe;
- whether to require the candidate to make minor amendments to the thesis/project before declaring it to have satisfied the requirements for the degree;
- where the candidate has not satisfied the requirements for the degree, whether:
 - (i) to give the candidate leave to re-submit an amended thesis/project on such conditions as the Board of Examiners may prescribe;
 - (ii) to appoint an adjudicator, who shall not be a member of the staff of the Institutes, who shall consider and report to the Board of Examiners on the thesis/project and the reports of the examiners;
 - (iii) no further action is to be taken and the candidate be deemed to have failed.

13. Award of Degree

The degree of Master of Applied Science (Nursing) shall be awarded in one grade only.

After considering the performance of the candidate in the prescribed course of studies and the report of the minor thesis or project examiners for the candidate, the Course Committee shall decide whether:

- (a) the candidate has satisfied the requirements of the degree;
- (b) the candidate has failed to satisfy the requirements of the degree or
- (c) the candidate be required within such further period as the Course Committee may determine to complete further coursework or to resubmit an amended thesis or project.

14. Admission to the Degree

Where a candidate has satisfied the requirements for the degree, the Course Committee shall recommend to the Boards that the candidate be awarded the degree

Other Regulations

Assessment and Examination Regulations

1. Subject Assessment

- (1) There shall be a Subject Examiner for each subject who shall be responsible for assessment in that subject.
- (2) There shall be a subject assessment for each subject as prescribed by the appropriate Academic Committee on the recommendation of the Subject Examiner.

2. Assessment Programme

- (1) The assessment programme for each subject shall be promulgated on School noticeboards as appropriate not later than the first week of teaching in that subject and shall remain affixed to such noticeboards until the assessment is completed. Set topics for assignments must be notified to students at least four weeks prior to the due date.
- (2) Except as provided in sub-section (3) of this section, one month's written notice must be given of any change in form of assessment, dates of assessment, and weighting of segments of the assessment programme.
- (3) A segment of the assessment programme may be deleted without giving one month's notice provided that the consequent redistribution of weighting of segments in the assessment programme does not disadvantage students, and provided that students are notified of the change.
- (4) The examination timetable shall be published at least one month prior to each examination week.

3. Extensions

- (1) An extension beyond the date due for the submission of any assessment task shall be in writing and shall include an identification of the task concerned, the new due date, the date upon which the extension was granted, and the signature of the staff member who authorises the extension.
- (2) The written notice of extension defined in sub-section (1) of this section shall be submitted with the assessment task.
- (3) Where an extension is not granted and the assessment task is submitted late, the Subject Examiner may after giving the student concerned an opportunity to be heard declare the student to have failed the assessment task. Where a Subject Examiner so declares a student to have failed an assessment task he or she shall:
 - (a) advise the student of his or her right of appeal under the Appeals Committee Regulations; and
 - (b) inform the Registrar.
- (2) The Committee shall review the course progress made by any student referred to it by the Board of Examiners pursuant to sub-section 7.(7).
- (3) Where a Board of Examiners refers a student to the Committee pursuant to sub-section 7.(7), it shall so notify that student concurrently with the publication of results and shall include in such notification the date and time at which his progress will be reviewed. Such a review shall not take place until at least five working days after the publication of results.

- (g) 'library' means the group of libraries controlled by the Institute, including the Carlton Campus Library and the Abbotsford Campus Library;

4. Examination Conduct

- (1) The Registrar shall from time to time promulgate rules governing conduct in examinations.
- (2) Where the Registrar has *prima facie* evidence that an act of misconduct has been committed by a student he shall report the name of the student and details of the alleged act of misconduct to the Discipline Committee.
- (3) Where the Discipline Committee finds that an act of misconduct has been committed, it may impose a fine of not more than thirty dollars, annul all or part of the student's results for the year concerned, exclude the student from further partici-

pation in the course, or suspend the student from participation in the course for a fixed period of time.

5. Special Consideration

- (1) A student whose work during the academic year or whose performance in an examination or other assessment has been affected by illness or other serious cause may apply in writing to the Head of School concerned for special consideration by the relevant Board of Examiners.
- (2) An application for special consideration under sub-section (1) of this section must be accompanied by a medical certificate or other appropriate evidence and must be made not later than forty-eight hours after the relevant assessment date provided that the Head of School shall have discretion to accept a late application.

6. Final Assessment

- (1) The subject Examiner shall, after the completion of assessment in a subject, supply to the Head of School concerned results for each student in that school who is enrolled in that subject.
- (2) Where on completion of assessment in a subject the results of a student do not indicate clearly whether a pass or fail should be awarded, the subject examiner may require that student to submit to further assessment. Such assessment may take the form of a viva voce test, written test, essay, or such other work as determined by the Subject Examiner and shall be completed prior to the meeting of the Board of Examiners.

7. Board of Examiners

- (1) The Academic Committee of each School shall appoint a Board of Examiners for each course year which shall be responsible for determining final results for all students in that course year.
- (2) The Grades that may be awarded by the Board of Examiners are:

D	Distinction
C	Credit
HP	High Pass
P	Pass
S	Satisfactory, no higher grading available
N	Fail
NN	Fail - did not submit for any or all of the prescribed assessment.
NS	Fail - Supplementary examination granted
NC	Pass by Compensation
SE	Special Examination granted
EX	Exempt
WH	Result Withheld
WD	Withdrawn from subject
- (3) The membership of the Board of Examiners shall include the subject Examiners of all subjects in respect of which results are to be determined.
- (4) The Board of Examiners shall determine whether a candidate who has failed in a subject may be awarded a supplementary examination or a pass by compensation, and whether any candidate may be awarded a special examination on the grounds of special consideration.
- (5) The Board of Examiners shall consider all relevant information in respect of a candidate's performance when determining final results for the candidate.
- (6) Where students have completed the requirements for a course, the Board of Examiners will so certify.
- (7) The Board of Examiners shall refer to a Committee to Review Unsatisfactory Progress any student whom it deems to have made unsatisfactory progress.

8. Supplementary Examinations and Special Examinations

- (1) The content of any supplementary examination or special examination shall be determined by the Subject Examiner.
- (2) A supplementary examination shall normally be held no earlier than six weeks after the publication of results. A special examination shall be held at a time determined by the Board of Examiners concerned, having regard to the circumstances for which the examination was granted.
- (3) The results of any supplementary examination or special examination shall be submitted to the appropriate Board of Examiners.
- (4) The only grades which may be awarded following a supplementary examination in a subject shall be pass or fail or satisfactory or fail.

9. Unsatisfactory Progress

- (1) There shall be a Committee to Review Unsatisfactory Progress (hereinafter called "the Committee") in each School which shall be a sub-committee of the Board of Examiners, comprising such members as the Board of Examiners may determine, provided that not less than 40% of the Committee is made up of members appointed from outside the School, the appointment of two of whom shall be approved by the Registrar.
- (2) The Committee shall review the course progress made by any student referred to it by the Board of Examiners pursuant to sub-section 7.(7).
- (3) Where a Board of Examiners refers a student to the Committee pursuant to sub-section 7.(7), it shall so notify that student concurrently with the publication of results and shall include in such notification the date and time at which his progress will be reviewed. Such a review shall not take place until at least five working days after the publication of results.
- (4) A student referred to the Committee shall have the right to appear before the Committee in person and the right to present to it a written submission provided that such a submission is lodged with the relevant Head of School within five working days of the publication of results.
- (5) A school shall make available to each student, at least twenty-four hours in advance of a meeting of the Committee, all material, pertaining to his or her case, which will be available to members of the Committee.
- (6) The Committee, having considered all matters relevant to the academic progress of a student, may –
 - (a) where it is of the opinion that circumstances affecting the student's performance have become known which were not known by the Board of Examiners, and after consultation with the Subject Examiner,
 - (i) permit the student to sit for such supplementary or special examinations or complete such assessment tasks as may be recommended by the relevant Subject Examiner in any or all the subjects failed; or
 - (ii) recommend to the Board of Examiners that the student be awarded a pass by compensation in any or all the subjects failed; or
 - (b) permit the student to re-enrol under such conditions as it may determine;
 - (c) exclude the student from the course for such period of time as it may determine and specify the conditions under which the student may re-apply or be re-admitted to the course; or
 - (d) exclude the student from further participation in the course.
- (7) Notwithstanding the provisions of sub-section (6) of this section, a student shall not be required to repeat a subject in which he has already been awarded a pass without the approval of the Subject Examiner.
- (8) The decision of the Committee with respect to a student shall be communicated to that student within three days of such decision being made.

10. Appeals

In accordance with the provisions of the Appeals Committee Regulations, a student may appeal to the Appeals Committee against any decision of a Board of Examiners, a Committee to Review Unsatisfactory Progress, or the Discipline Committee.

- the appeal is concerned.
5. An appellant shall have the right to appear in person before the Appeals Committee and the right to present a written submission to that Committee.
6. The Appeals Committee shall notify an appellant in writing of its decision within three days of such decision being made.

Discipline Regulations

1. Student Conduct

- (1) Students shall conduct themselves with due regard to the rights and welfare of other members of the Institute.
- (2) Students shall not conduct themselves in a manner detrimental to the orderly functioning of the Institute and its activities.
- (3) Students shall not wilfully damage or use without authority the property of the Institute.
- (4) Students shall observe such rules and regulations pertaining to their conduct as are made from time to time by the Institute.

2. Misconduct and Breaches of Discipline

- (1) Any officer of the Institute may report a student to the Registrar for misconduct or a breach of discipline.
- (2) Upon receipt of a report of an alleged act of misconduct or a breach of discipline the Registrar may –
 - (a) request the student to present for an interview to discuss the allegation, following which he may decide that no further action will be taken or that the matter will be referred to the Discipline Committee; or
 - (b) refer the matter directly to the Discipline Committee.

3. Discipline Committee

- (1) There shall be a Discipline Committee of the Institute which shall consist of the Director or his nominee, a Head of School, two members of the teaching staff, and a student member of the Board of Studies. The Secretary to the Discipline Committee shall be appointed by the Registrar.
- (2) The quorum for a meeting of the Discipline Committee shall be three members.
- (3) The Discipline Committee before hearing an allegation of misconduct or breach of discipline against a student shall give seven working days notice to that student. Such notice shall specify the nature of the allegation.
- (4) Where the Discipline Committee is to hear an allegation of misconduct or breach of discipline against a student, that student shall have the right to present a written submission and to appear before the Committee. Such a student may be represented before the Committee by such person as he may choose.
- (5) Where the Discipline Committee finds that a student has committed an act of misconduct or a breach of discipline it may –
 - (a) decide that no penalty be imposed;
 - (b) reprimand the student;
 - (c) impose upon the student a fine of not more than thirty dollars;
 - (d) in the case of misconduct relating to examinations or assessment, annul all or part of the student's results for the year concerned; or impose any other penalty provided for in these regulations or the Assessment and Examination Regulations;
 - (e) exclude the student from further participation in a course of the Institute;
 - (f) impose any combination of the penalties provided for in these regulations.
- (6) The Discipline Committee after hearing an allegation of misconduct or breach of discipline against a student shall communicate its decision in writing to that student within three days of such decision being made.

4. Appeals

In accordance with the provisions of the Appeals Committee Regulations, a student may appeal to the Appeals Committee against any decision of the Discipline Committee.

Appeals Committee Regulations

1. There shall be an Appeals Committee appointed by the Council.
2. The Committee shall be constituted as required and shall comprise the Director or his nominee, the Registrar or his nominee, one Head of School, and one member of the teaching staff.
3. Any student may appeal to the Appeals Committee against any decision directly affecting that student made by a Board of Examiners or any other committee or officer of the Institute.
4. An appeal to the Appeals Committee shall be lodged in writing with the Registrar within seven days of the decision with which

Policy and Procedures Concerning Sexual Harassment

1. Each student and member of staff of the Lincoln Institute is required to respect the right of all other such individuals to freedom from sexual harassment on the premises of the Institute and elsewhere whilst engaged in activities which are undertaken as a consequence of employment by or enrolment as a student of the Lincoln Institute.
2. Sexual harassment is recognised as repeated instances of sexual advances, requests for sexual favours, or verbal or physical conduct of a sexual nature, which are unsolicited and unwelcome and involve either –
 - (a) an actual or potential abuse of authority or responsibility vested in a person by reason of his or her position within the Institute; or
 - (b) an actual or potential interference with an individual's work or academic performance or the creation of a hostile working or academic environment.
3. Two members of staff, one male and one female, appointed by Council for a period of two years and designated Advisors to students and staff shall be responsible for the dissemination of information about the Institute's policy on sexual harassment and for dealing with enquiries about that policy.
4. Complaints about instances of sexual harassment may be referred in the first instance to an Advisor, who shall –
 - (a) endeavour to establish, together with the complainant, whether an instance of sexual harassment may be deemed to have occurred in accordance with the definition given in section 2;
 - (b) in the event of an instance of sexual harassment, forward a detailed report to the Registrar.
5. On receipt of a report of an instance of sexual harassment, the Registrar shall endeavour to resolve the situation by discussing the matter with the complainant, the Advisor, and the person or persons against whom the complaint is made. The Registrar may, if he judges such action to be appropriate, discuss the complaint with the Head of the School in which the person against whom the complaint is made is employed or enrolled.
6. If the complainant believes that the matter has not been satisfactorily resolved through the procedures described in section 5, he or she may request the Registrar (through the Advisor) to proceed with a formal complaint.
7. On receipt of a request to proceed with a formal complaint of sexual harassment, the Registrar shall forward all details to an appropriate existing committee or, if none such exists, shall establish an *ad hoc* committee for the purpose of dealing with the complaint.

Library Regulations

1. Definitions

In these Regulations –

- (a) 'borrower' means any person who is entitled to borrow library equipment and library material from the library;
- (b) 'due date' means the date upon which a loan period expires;
- (c) 'graduate' means any person who holds a degree or diploma of Lincoln Institute of Health Sciences, Lincoln Institute, the College of Nursing (Australia), the Occupational Therapy School of Victoria, the Physiotherapy School of Victoria, or the Victorian School of Speech Therapy;
- (d) 'identity card' means a current identity card or statement of identity issued by the Institute or, in the case of a person who is not a student or staff member, by the librarian;
- (e) 'Institute' means Lincoln Institute of Health Sciences;
- (f) 'librarian' means the Institute Librarian or any person authorised to act on behalf of the Institute Librarian;

- (g) 'library' means the group of libraries controlled by the Institute, including the Carlton Campus Library and the Abbotsford Campus Library;
- (h) 'library equipment' includes any and every piece of equipment forming part of the contents of the library which is designed for viewing, hearing or otherwise using; any item of library material; typing; making diagnostic tests; computing or gaining access to a computer; and any accessories to such equipment, or any article of a like nature.
- (i) 'library material' includes any and every book, periodical, newspaper, pamphlet, music score, gramophone record, picture, print, photograph, map, chart, plan, film, slide, and audiocassette, audiotape, videocassette, videotape, manuscript, microfilm, microfiche, transparency, item of computer software, model (anatomical or otherwise), poster, realia, game, or any other article of a like nature forming part of the contents of the library;
- (j) 'staff' means any person who is employed by the Institute;
- (k) 'student' means any person who is enrolled in a course of the Institute.

2. Library Users

Subject to these regulations the facilities of the library shall be available to any staff member, student, graduate, and any other person as may be approved from time to time by the librarian.

3. Entitlement to Borrow

Subject to these regulations the following persons may borrow from the library –

- (a) students, on presentation of their identity cards;
- (b) staff members, on presentation of their identity cards;
- (c) graduates and such other persons or organisations as may be approved from time to time by the librarian, on presentation of their identity cards or authorisations to borrow.

4. Registration of Borrowers

Any person, other than a staff member or a student, or any organisation who wishes to be registered as a borrower under paragraph 3(c) shall apply in writing to the librarian for approval.

5. Removal of Library Items

No item of library material or library equipment shall be removed from the library except as provided for in these regulations.

6. Items for Loan

- (1) All library material and library equipment on open access shall be available for loan except any item of library material or library equipment nominated from time to time by the librarian.
- (2) Notwithstanding sub-section 6(1), any item of library material or library equipment designated 'not for loan' may be borrowed at the discretion of the librarian and on such conditions as the librarian may determine.
- (3) At the discretion of the librarian any item or category of items of library equipment of library material may be designated as being available for loan to staff only.

7. Loan Conditions

- (1) Library material and library equipment may be borrowed only after each item has been registered in the manner prescribed by the librarian from time to time.
- (2) Before a loan is approved, a borrower shall produce an identity card or an authorisation to borrow, in accordance with section 3.
- (3) A borrower shall be responsible for the safekeeping of any item borrowed.
- (4) No item on loan shall be transferred from the borrower to any other person.

8. Loan Periods

The librarian shall from time to time determine the maximum duration of loans and shall publish such loan periods by affixing a notice to the notice boards in the library and in the vicinity of the library.

9. Extensions

A borrower may apply on or before the due date for a loan extension. One extension only may be granted. The librarian may decline to allow a loan extension if the item in question is known to be in demand.

10. Returns

- (1) Any item borrowed from the library shall be returned in the manner prescribed from time to time by the librarian.
- (2) Notwithstanding anything in these regulations, the librarian may require that an item on loan be returned before the due date.
- (3) A borrower shall be responsible for the return of any item borrowed.

11. Inter-Library Loans

Library material borrowed from another organisation shall be subject to such loan restrictions or other requirements as are imposed by the organisation of origin or by the librarian.

12. Counter Reserve

- (1) The librarian may cause certain items of library material or library equipment to be kept in a counter reserve collection and any such item shall be subject to limited access.
- (2) An item forming part of the counter reserve collection shall be available for loan for such periods and on such conditions as the librarian may determine. Such loan periods and conditions shall be published by affixing a notice to the notice boards in the library.
- (3) Any person who applies to borrow any item forming part of the counter reserve collection may be required to lodge with the librarian an identity card or, with the permission of the librarian, some other item of identification, as security for the loan.

13. Penalties for Late Return of Borrowed Items or Failure to Return Borrowed Items

- (1) If a borrowed item is not returned by the due date, a fine of \$1.00 may be imposed, plus fifty cents for each additional day or part thereof.
- (2) If a borrowed item has not been returned by two weeks after the due date, the borrower's borrowing rights may be suspended.
- (3) If a borrowed item has not been returned within two weeks of the due date, the Institute may issue the borrower with an invoice for the cost of replacing the item, a processing fee as determined by the librarian and any outstanding fine imposed on the borrower.
- (4) No student shall be permitted to re-enrol, to receive examination results, or to graduate while an invoice issued pursuant to sub-section (3) of this section or any fine imposed pursuant to sub-section (1) of this section remains outstanding.
- (5) If any invoice or fine issued to or imposed upon a staff member under sub-section (1) or sub-section (3) of this section remains outstanding for a period of one month or longer, the borrowing rights of that staff member shall be suspended and the librarian may report the staff member to the Registrar for an act of misconduct.
- (6) The provisions of this section apply to the late return of items from the counter reserve collection.

14. Rules for General Conduct

- (1) Any person who damages or defaces any item of Institute property in the custody of the library shall be required to pay the cost of repair or replacement plus, if the item is an item of library material or library equipment, a processing charge to be determined by the librarian.
- (2) Library users are required to be silent at all times in the library except in places designated as discussion areas, where quiet conversation is permitted.
- (3) No eating, drinking, or smoking is permitted in the Library.
- (4) Litter must be deposited in the receptacles provided.
- (5) Items of furniture shall not be used as steps or footrests unless they are provided for that purpose.
- (6) The Institute does not accept responsibility for the safe-keeping of property belonging to a library user.
- (7) Any person carrying library materials, library equipment, folders or containers, or other property out of the library may be required to submit them for inspection on leaving.
- (8) No poster or notice may be displayed in the library without the prior permission of the librarian.
- (9) Any person who fails to comply with a direction given by a member of the library staff in accordance with these rules of general conduct may be excluded from the library for the rest of the day.
- (10) Any contravention or failure to comply with these rules of general conduct by a student may be reported as a breach of discipline under sub-section 2.(1) of the Discipline Regulations.

- (11) Where a staff member or registered borrower persists in contravening or failing to comply with these rules for general conduct, his borrowing rights may be withdrawn or he may be forbidden to enter the library at the discretion of the librarian.

15. Hours of Opening

- (1) The hours of opening of the library shall be determined by the librarian from time to time, and advertised on notice boards in and in the vicinity of the library, and in each School.
- (2) The librarian may direct that the library or any part of the library be temporarily closed. Where possible, at least one week's notice shall be given of such closure by advertisement on notice boards in and in the vicinity of the library, and in each School.

16. Appeals

- (1) Any person may appeal against any decision which affects that person made under these regulations.
- (2) Any appeal made under sub-section (1) of this section shall be heard by a committee comprising the Director or his nominee, the Head of a School of the Institute, a member of the academic staff of the Institute appointed by the Director, and a student appointed by the President of the Lincoln Institute Association of Students.

Regulations for the Administration of the Student Loan Fund

1. Responsibilities

- (1) The Council of the Institute (hereinafter called 'the Council') through its Student Loan Fund Committee (hereinafter called 'the Committee') shall:
 - (a) receive applications in the manner prescribed in these Regulations for loans sought by a student undertaking an approved course of study at the Institute;
 - (b) investigate all matters relevant to the applications;
 - (c) make a loan in accordance with these regulations from monies held in the Institute's Student Loan Fund (hereinafter called 'the Fund');
 - (d) arrange for the execution of all necessary documents;
 - (e) receive payments made by or on behalf of borrowers.
- (2) The Council shall keep or cause to be kept proper books of account recording each transaction of monies made available from the Fund and have them audited at least once in each year.
- (3) Within thirty days after the end of each calendar year the Committee shall forward to the Council a report on its transactions for the year, including a summary of all loan applications received, the amounts applied for, the purposes of the loans made, the amount of interest added to any loans, the amounts of repayments received, and the balance of the Fund held at the end of the year.
- (4) When the Council is satisfied that, after all other avenues have been exhausted a debt is irrecoverable, the Council shall write off the debt.

2. Membership of Student Loan Fund Committee

- (1) The membership of the committee shall consist of –
 - the Registrar or his nominee;
 - the Business Manager;
 - two members of staff who shall be appointed for a two-year term by the Council; each of these shall be appointed in alternate years;
 - one student who shall be elected for a one-year term;
 - the Student Services Co-ordinator.
- (2) The Chairman shall be elected annually by the committee.
- (3) A quorum shall be any three members of the Committee.

3. Procedure for Applying for Loans

- (1) An applicant shall in the first instance consult the Student Services Co-ordinator, who shall issue him with an application form which requires the written approval of the Head of the School in which the applicant is enrolled.
- (2) An applicant shall return the application form to the Student Services Co-ordinator who shall call a meeting of the Committee within three days of receipt of the application form.
- (3) An applicant may be invited to attend the meeting when his

loan application is to be discussed.

4. Consideration of Application for Loans

When considering an application for a loan, the Committee shall take the following factors into consideration:

- (a) evidence of good prospects of completing the course;
- (b) the hardship which would be caused to the applicant or to any other person if the loan were not granted;
- (c) the general financial circumstances of the applicant and, where relevant, parents or guardians, including liabilities for educating other children;
- (d) the way in which it is proposed to spend the amount of the loan;
- (e) the period of the loan in relation to available funds;
- (f) any other matter which the Committee regards as relevant.

5. Restrictions on Loans

The amount of any loan shall not normally exceed one thousand dollars in any one year, but in exceptional circumstances the Committee may make a loan of up to three thousand dollars in any one year. A loan shall not be made to a part-time student unless, in the opinion of the Committee, special circumstances exist. Every loan shall be subject to a written agreement. A student who has a currently outstanding loan, and seeks a further loan, shall apply for a single loan which covers the total proposed borrowing from the fund.

6. Purpose of Loans

- (1) A Loan may be made for the purchase of essential books, equipment, subsistence and other purposes conducive to the applicants academic progress.
- (2) Where a borrower is an infant at law, the loan must be used for a 'Beneficial Purpose' as determined at law, and the agreement should be worded accordingly.

7. Repayment of Loans

- (1) The duration of a loan shall be as specified by the Committee or until the applicant has completed or abandoned the approved course of study, whichever is the sooner; if at that time the loan has not been repaid another agreement shall be entered into in accordance with sub-section (2) of this section.
- (2) The time for the repayment of the loan and any interest thereon shall be fixed by the Committee, provided that a loan and the interest thereon shall be repaid within twelve months of the borrower completing the course of study undertaken or, in the opinion of the Committee, exceptional circumstances exist, the loan repayment period may be extended by a period of up to four years.

8. Accrual of Interest

The Committee is empowered to impose interest on loans for all or part of the term of such loans at such a rate as it shall determine.

9. Abating of Interest

A borrower may repay the whole or any part of a loan at any time and interest on the amount so repaid shall abate accordingly; any adjustment of interest shall be calculated half-yearly.

10. Joint Borrower

- (1) For loans in excess of \$300 the Committee shall require a Form of Application and Authority and the Loan Application to be completed by both the student borrower and a joint borrower approved by the Committee.
- (2) Unless otherwise directed by the Committee, a loan of \$300 or less shall not require a joint borrower.
- (3) The Committee may in exceptional circumstances waive the requirements for a joint borrower for loans over \$300.

11. Recovery of Loans

In the interests of preserving funds for future borrowings, the Committee shall, immediately upon receipt of advice that a debt is overdue for settlement, cause action to be taken by whatsoever means it considers fit, for recovery of any outstanding loans.

Regulations for the Emergency Loan Fund for Students

1. Preamble

There shall be a fund established by the Council known as the Emergency Loan Fund for Students (hereinafter 'the Fund').

2. Monies

The Council shall make available for the purpose of the Fund such monies as it may determine on the recommendation of the Finance Committee.

3. Purposes

The purposes of the Fund shall be to make available loans to students of the Institute who are in temporary financial difficulty.

4. Maximum Loan

No loan made from the Fund shall exceed twenty dollars.

5. Administration

- (1) The Fund shall be administered by the Student Loan Fund Committee.
- (2) The Student Loan Fund Committee may delegate to its Chairman and Secretary powers such as will enable either one to grant a loan to a student in accordance with these regulations.
- (3) The Chairman and the Secretary shall report to the Student Loan Fund Committee any decisions made by either of them pursuant to sub-section (2) of this section.
- (4) The Student Loan Fund Committee shall report to the Council each year on the operation of the Fund.

6. Applications

An application for a loan from the Fund may be made at any time and shall be in a form prescribed by the Committee.

7. Evidence of Loan

A receipt signed by a borrower shall be sufficient evidence of a loan having been made and received.

8. Repayments

Repayments shall be made within one month unless the Student Loan Fund Committee decides otherwise.

9. Failure to Repay

- (1) Where a student fails to repay a loan by the due date, the Student Loan Fund Committee may recommend to the Registrar that, until the loan is repaid, the student be not permitted to re-enrol or to graduate.
- (2) Where the Registrar proposes to take action pursuant to sub-section (1) of this section, he shall first inform the student in writing and give him an opportunity to be heard.

Travelling Scholarship Regulations

1. Preamble

There shall be a scholarship known as the Lincoln Institute of Health Sciences Travelling Scholarship (hereinafter called 'the scholarship') which may be awarded in any year by the Council of the Lincoln Institute of Health Sciences (hereinafter called 'the Council').

2. Purposes

The purposes of the scholarship are to assist the development of the health sciences and health care profession in Australia by enabling graduates or diplomates of the Lincoln Institute of Health Sciences (hereinafter called 'the Institute') to travel within Australia or overseas to undertake study towards a higher degree or other award, to carry out research in an appropriate field, or to gain professional experience of a kind which is not available in Victoria.

3. Eligibility

Any graduate or diplomate of the Institute is eligible to apply for the award of the scholarship. Any person who obtained a degree or diploma in a course which had no break in continuity before it came under the jurisdiction of the Institute is also eligible.

4. Benefits

An applicant who is awarded the scholarship will receive a grant of up to \$5000 as determined by the Council.

5. Application Procedure

- (1) Applications shall be lodged with the Registrar of the Institute by 31 March each year.
- (2) An Application shall contain –
 - (a) full particulars of the applicants' academic and professional history;
 - (b) a detailed description of the course of study, research project, or proposed programme of experience to be undertaken upon award of the scholarship;
 - (c) the names of two professional referees.

6. Conditions of Award

- (1) A person to whom the scholarship is awarded shall give a signed undertaking to comply with such conditions as may be required by the Council.
- (2) A person to whom a scholarship is awarded shall upon the completion of the term of the scholarship submit to the Council a detailed report on the activities undertaken during the scholarship.

7. Selection Committee

- (1) The Council shall appoint a Selection Committee to consider applications and make recommendations to the Council concerning the award of the scholarship.
- (2) The Selection Committee shall comprise a member of Council, the Director, one Head of School in the Institute, and one member of the academic staff of the Institute.
- (3) The Selection Committee may seek advice on any application from such persons as it deems fit.
- (4) In making recommendations for the award of the scholarship, the Selection Committee may give preference to applicants who have completed a degree or diploma within the preceding five years.

Regulations Governing the Workload in Full-Time Undergraduate Courses

1. "Scheduled hours" for the purposes of these regulations comprise: that time to be taken up by lectures, tutorials and general classes, practical, laboratory and demonstration sessions, clinical practice and field visits, and set tests and examinations during term weeks.
2. Scheduled hours shall be such that no student has:
 - (a) scheduled hours (with the exception of full day clinical sessions or field placements) in excess of six(6) hours in any day;
 - (b) scheduled hours (with the exception of full day clinical sessions or field placements) in excess of twenty-seven (27) hours in any one week;
 - (c) assessment at variance with the amount approved for the appropriate year by the Board of Studies.
3. Scheduled hours shall be such that each student has:
 - (a) no scheduled hours between 1.00 p.m. and 2.00 p.m. on any day;
 - (b) no scheduled hours after 1.00 p.m. on any Wednesday;
 - (c) a minimum period of eight complete weeks of non-course time in each calendar year.
- 4.(1) The Academic Committee of each School shall ensure that the workload in the course for which the School is responsible is reviewed on a regular basis. A review of course workload shall consider existing and proposed workloads with particular regard to:
 - (a) the total scheduled hours as indicated in paragraph 1.
 - (b) the ratio of term's workload to the course year's workload and of a course year's workload to the total course;
 - (c) the length of the course year.A report of each review shall be submitted to the Committee on Admissions, Assessment and Academic Progress for subsequent transmission to the Board of Studies at or before the Board's December meeting.
- (2) The Academic Committee of each school shall ensure that the

day-to-day monitoring of course workloads is performed by appropriate co-ordinating staff.

5. Where a School considers at the time of the review referred to in sub-section 4.(1), that it shall be unable to comply with the Regulations in the following academic year, it shall make written application to the Registrar for an exemption from the relevant sections(s). The Registrar shall grant exemptions only if satisfied that circumstances prevail which cannot be resolved other than by the granting of an exemption. The Registrar shall report to the Board of Studies all decisions made under this section.
6. Should any student consider that the workload for his course year is in contravention of these Regulations a formal complaint may be lodged with a relevant member of the course coordinating staff or with the Registrar.
- 7.(1) On receiving an appeal from a student in accordance with section 6 the Registrar shall investigate the complaint and may, where he finds that a contravention exists, direct the School to remove the contravention; or where he finds that no contravention exists, inform the student accordingly.
- (2) A School or a student may appeal to the Committee on Admissions, Assessment and Academic Progress against any finding of the Registrar concerning a complaint about an alleged breach of these Regulations.

Emergency First Aid Training Programme

All undergraduate students are required to undertake a course in emergency first aid – the St. John's course or equivalent – before graduating. The course should be conducted in scheduled hours. The method of conducting the course is determined by individual Schools.

Regulations Governing the Withdrawal or Deferral of a Student from a Clinical Placement

1. Withdrawing a Student from a Clinical Placement

- (1) Preamble
As part of the course requirements for degrees and diplomas of Lincoln Institute of Health Sciences administered by various Schools of the Institute, students are placed in clinics and hospitals on the advice of the School concerned and subject to conditions established between the clinic or hospital and the Institute.
These regulations cover situations involving unsafe or unsatisfactory student performance in such clinical placements.
- 1.2 Definition of *unsafe or unsatisfactory student performance*:
A School of the Institute shall have the right to withdraw a student from a clinical placement, either for a specific period of time and subject to specific conditions, or for the remainder of the academic year, where:
 - (a) the student is consistently unable, after due instruction and guidance, to perform in clinic without an inappropriate or an unattainable degree of supervision from clinical or School personnel with respect to:
 - (i) clinical skills involving a patient's comfort or safety;
 - (ii) the performance of technical procedures already taught, demonstrated and practised in a prior clinical or practical situation;
 - (b) the student performs in a manner detrimental to the clinical experience of other students;
 - (c) the student breaches the legal, ethical or professional codes relative to clinical work;
 - (d) the student demonstrates gross negligence in the performance of an assigned duty.
- 1.3 Procedures
 - (a) Where a clinical supervisor is of the opinion that any or

all of the situations mentioned in section 1.2 above exist, he shall inform the School's Year/Level/Stream Co-ordinator for the student's year/level/stream of study.

- (b) The School's Year/Level/Stream Co-ordinator shall make arrangements for a second and independent clinical report or assessment to be made concerning the student; this second report or assessment shall be made by a School clinical supervisor.
- (c) Where the clinical supervisor is also a Year/Level/Stream Co-ordinator, the matter shall be referred directly to the Head of School who shall arrange for a second and independent report or assessment to be made concerning the student.
- (d) The School Year/Level/Stream Co-ordinator shall refer the reports or assessments to the Head of School, who may decide that the student may continue in the placement or refer the matter to a Committee which shall be constituted as set out in 1.3(f) hereunder.
- (e) The Committee shall be responsible to the Academic Committee of the School and shall have delegated powers to make the decisions provided for in section 1.3(i) hereunder and shall report to it after each meeting.
- (f) The Committee shall be constituted as follows:
 - the Head of School (Chairman)
 - the School Year/Level/Stream Co-ordinator concerned
 - two (2) members from outside the School, of whom one (1) shall be a clinician
 - the Registrar or his nominee.
- (g) The Committee shall receive and consider the following:
 - (i) the report or assessment made by the first clinical supervisor;
 - (ii) the report or assessment made by the School clinical supervisor;
 - (iii) other written evidence, including anecdotal records relative to the student's conduct or assessment;
 - (iv) reports on the student's attendance and progress in relevant pre-clinical units of study;
 - (v) any other relevant document submitted to it.
- (h) The student shall have the right to be present and to submit a written statement to the Committee.
- (i) The Committee shall come to one of the following decisions, either:
 - (i) that the student be permitted to continue the clinical placement or unit of study, or
 - (ii) that the student be permitted to recommence the clinical placement or unit of study in an alternative clinical facility, or
 - (iii) that the student be withdrawn from the clinical placement or unit of study for a specific period of time for specified remedial teaching, after which, and conditional upon the attaining of a satisfactory level of performance in a School administered assessment, the student be permitted to continue the clinical placement or unit of study or recommence the clinical placement or unit of study in an alternative clinical facility, or
 - (iv) that the student be excluded from the clinical placement or unit of study and referred to a Committee to Review Unsatisfactory Progress.
- (j) The decision of the Committee shall be conveyed to the student in writing and within three (3) days by the Registrar.

1.4 Urgent Withdrawal from a Clinical Placement

Where the Chairman of the committee is of the opinion that prima facie evidence exists to warrant the withdrawal of a student from a clinical placement as a matter of urgency, the Chairman shall have authority to withdraw the student, provided that the Chairman shall thereupon and within three (3) days call a meeting of the Committee and refer the matter to it.

2. Deferral of the Commencement of a Student in a Clinical Placement

2.1 Preamble

A School of the Institute shall have the right to defer the commencement of a student from a clinical placement where a subject or subjects which constitute prerequisite subject(s) for clinical placement have not been satisfactorily completed by the student.

2.2 Procedures

Where 2.1 is the case and where the deferral is of such a length to significantly impair the student's progress, the head of the School shall refer the student to a Committee to Review Unsatisfactory Progress to decide on action on the matter. Such Committee to Review Unsatisfactory Progress shall conduct its proceedings in the matter described in Regulation 9 of the Regulations on Assessment and Examination.

Regulations Governing Computer Use for Lincoln Institute Computer Facilities

1. Preamble

In these regulations:

- (a) The term "computer facilities" refers to all computer equipment and software, owned, leased or used under licence by the Institute and computer facilities maintained by other bodies but available for use through an agreement or agreements with the Institute;
 - (b) the term "computer user" shall mean any person using the computer facilities;
 - (c) "the institute" means Lincoln Institute of Health Sciences.
2. A computer number and password allocated to a computer user should not be devolved to any other person.
 3. The use of computer facilities is provided without any express or implied guarantees as to the accuracy of computational results and output. The Institute accepts no responsibility for any consequences arising from the inaccuracy of any information generated through use of the computer facilities.
 4. A computer user may not use the computer facilities for or on behalf of any other party for the purpose of profit-making or commercial activity, unless written permission has been obtained from the Director of the Institute or his nominee.
 5. Should the Institute decide to levy charges for use of the computer facilities, a computer user agrees to pay such charges according to the schedules issued by the Institute. Any changes to these schedules will be announced at least 90 days before they are to take effect.
 6. The Institute reserves the right to withdraw the availability of any of the computer facilities without notice and without penalty under the terms of any agreement concerning use of the computer facilities.
 7. The Institute reserves the right to upgrade any of the computer facilities as required in the manner determined by its officers. Upgrades requiring substantial operational procedure changes will be announced at least 30 days before they are to take effect.
 8. The Institute shall not be responsible for the loss of any information or software stored in the computer facilities. Although standard back-up procedures will be in operation on the computer facilities, the computer user assumes full responsibility for the maintenance of duplicates of any information or software belonging to the computer user.
 9. By use of the Institute computer facilities the computer user agrees to abide by the above regulations.

Academic Dress Regulations

1. Preamble

The academic dress of members of the Institute to be worn at all public ceremonials of the Institute and on such occasions as the Council shall determine shall be as described in the following sections.

2. Members of Council

A member of the Council shall wear the habit of his degree or, not holding a degree, a plain black Master's gown and a black cloth trencher cap with black silk tassel.

3. Academic and Administrative Staff

- (1) A member of the academic or administrative staff of the Institute being a graduate of this Institute or another institution shall wear the habit of his degree or a plain black Master's gown and a black cloth trencher cap with black silk tassel.
- (2) A member of the academic or administrative staff not being a graduate of this Institute or another institution shall wear a plain black bachelor's gown and a black cloth trencher cap with black silk tassel.

4. Masters

Masters shall wear a plain black gown similar to that worn by Masters of Arts of the University of Cambridge with a hood of the Oxford pattern of slate grey corded silk, lined with crocus* coloured silk, the lining being turned one centimetre on the outside of the cowl, and a black cloth trencher cap with black silk tassel.

5. Bachelors

Bachelors shall wear a plain black gown similar to that worn by Bachelors of Arts in the University of Cambridge with a hood of the Oxford pattern of slate grey corded silk, edged inside the cowl to a depth of ten centimetres with silk of the following colours, the edging being turned one centimetre on the outside of the cowl, viz.,

- (a) Bachelor of Applied Science in Advanced Nursing – crushed strawberry* coloured silk;
- (b) Bachelor of Applied Science in Medical Record Administration – Union Jack Red* coloured silk;
- (c) Bachelor of Applied Science in Occupational Therapy – Brunswick Green* coloured silk;
- (d) Bachelor of Applied Science in Physiotherapy – kingfisher* coloured silk;
- (e) Bachelor of Applied Science in Podiatry – Heliotrope* coloured silk;
- (f) Bachelor of Applied Science in Speech Pathology – saffron* coloured silk;

and a black cloth trencher cap with black silk tassel.

6. Diplomates

Diplomates shall wear a plain black gown similar to that worn by Bachelors of Arts in the University of Cambridge.

***Footnote:** The colours mentioned in these regulations shall be as defined in the British Colour Council Dictionary of Standard Colours 1951 edition, and the numbers which follow are those by which the Dictionary identifies the colours approved for the purpose of Academic Dress, that is to say:

Brunswick Green	B.C.C. No.104	Kingfisher	B.C.C. No.164
Crocus	B.C.C. No.177	Saffron	B.C.C. No. 54
Crushed Strawberry	B.C.C. No.158	Slate Grey	B.C.C. No.154
Heliotrope	B.C.C. No.178	Union Jack Red	B.C.C. No.210

Staff Appeals Regulations

1. A staff member may appeal against any decision directly affecting that staff member made by any committee or officer of the Institute which concerns terms and conditions of employment or the nature of duties to be performed or promotion or reclassification.
2. An appeal shall be lodged in writing with the Registrar within one month of the date of the decision with which the appeal is concerned.
3. The Registrar shall investigate the matters raised in the appeal and may discuss the appeal with the appellant and such other parties as he deems appropriate.

4. Having investigated the appeal the Registrar shall:

- (a) Refer the matter for review to the officer or committee which made the decision; or
- (b) Refer the matter to some other officer or committee which is empowered to consider the issues raised in the appeal; or
- (c) Refer the matter to the Staff Appeals Committee.
5. Notwithstanding the provisions of sections 4.1 and 4.2, an appellant shall have the right to have the appeal referred to the Staff Appeals Committee without reference to another committee or officer.
6. An appellant who is dissatisfied with the outcome of a referral under section 4.1 or 4.2 shall have the right to have the appeal heard by the Staff Appeals Committee.
7. There shall be a Staff Appeals Committee appointed by the Council (hereinafter called "the Committee").
8. The Committee shall be constituted as required and shall comprise up to four persons who have not been involved in the decision which is the subject of the appeal.
9. The Committee shall conduct its hearings in accordance with Guidelines approved by the Council.
10. Having heard an appeal, the Committee shall recommend a course of action to the Council.
11. Appeals by staff shall be dealt with by the Registrar, the Staff Appeals Committee and the Council as expeditiously as the circumstances allow.

Procedures for the Conduct of Staff Appeals

1. Preamble

- 1.1 The Staff Appeals Regulations (hereinafter "the Regulations") provide that any staff member may appeal against any decision affecting that staff member made by any committee or officer of the Institute which concerns terms and conditions of employment or the nature of duties to be performed or promotion or reclassification.
- 1.2 The following sections set out guidelines under which appeals by staff will be considered and appeals hearings will be conducted.

2. Staff Appeals Committee

- 2.1 Upon receiving an appeal from a staff member the Registrar, having fulfilled the requirements of sections 3, 4 and 5 of the Regulations, as applicable, shall if the appeal is to be heard by the Staff Appeals Committee (hereinafter "the Committee") recommend that the Committee be appointed by the Council in accordance with the Regulations.
- 2.2 Subject to the provisions of the Regulations the Committee shall comprise:
 - 2.2.1 where the appeal is by a member of the academic staff:
 - the President of Council or his nominee;
 - a Head of School;
 - the member of Council elected under paragraph 2(1)(e) of the Order in Council;
 - a member of the Staffing Committee who has been elected to that Committee by the academic staff; or
 - 2.2.2 where the appeal is by a member of the non-academic staff:
 - the President of Council or his nominee;
 - a Head of School;
 - a nominee of the Chairman of the Staffing Committee, selected from the staff of the Institute;
 - the member of the Staffing Committee who has been elected to that Committee by the non-academic staff.

- 2.3 No person shall serve on the Committee who has been involved in the decision which is the subject of an appeal or who is employed in the same School or Unit as the appellant.
- 2.4 Where for any reason the Council is unable to appoint members of the Committee under every category of membership prescribed in paragraph 2.2 above the President of Council shall be empowered to make an appointment to any such vacancy and in so doing he shall endeavour to appoint a

member with like qualifications to those required of the prescribed member.

3. Conduct of Appeal Hearings

- 3.1 The Committee when hearing an appeal shall:
- (a) cause due notice of the time and place of hearing of the appeal to be given to the parties to the appeal (hereinafter "the parties");
 - (b) receive such written and oral submissions as the parties may present;
 - (c) receive and consider any request from a party to the appeal for that party to be represented by or accompanied by another person at a hearing;
 - (d) hear evidence from any witness called by the parties;
 - (e) in its discretion call such other persons as it deems appropriate to give evidence.
- 3.2 In general the Committee will hear evidence in the presence of the parties. It will however consider applications before or during a hearing for evidence to be heard in the absence of a party or parties.
- 3.3 Any questions, remarks or representations which a party concerned in an appeal may wish to make during a hearing shall be addressed to the Chairman.
- 3.4 The Committee may retire to consider any matter *in camera* at any time during an appeal hearing. The final decision of the Committee will normally be made *in camera*.
- 3.5 The Committee shall recommend a course of action to the Council without delay and shall provide a copy of its recommendation to each party involved in the appeal.

Regulations for Postgraduate Scholarship

- 1. There shall be a Lincoln Postgraduate Scholarship which shall be available annually subject to funds being allocated for the purpose.
 - 2. The Scholarship shall be awarded to a student who is enrolled for the degree of Master of Applied Science at Lincoln Institute of Health Sciences.
 - 3. The Scholarship will normally be awarded to a student who is enrolled full-time. In special circumstances, and having regard to the financial position of applicants, the Scholarship may be awarded to a student who is enrolled part-time; such an award will carry half the financial benefits of a full-time award.
 - 4. Applications must be lodged with the Research and Higher Degrees Committee by 31 January each year, in a form which shall be prescribed by that Committee.
 - 5. The Committee in its discretion may decide in any year that the Scholarship be not awarded.
 - 6. In determining the award of a Scholarship the Research and Higher Degrees Committee shall give regard to the academic merit of candidates and their prospects of successfully completing the course.
 - 7. **Conditions of Tenure**
- 7.1 A Scholarship shall normally be tenable for two years, subject to the Research and Higher Degrees Committee being satisfied that the Scholarship holder has made satisfactory progress during the first year of the Scholarship. In the case of a part-time scholarship, the Research and Higher Degrees Committee may at its discretion extend the scholarship for up to two years following the first two years.
- 7.2 The benefits of the Scholarship shall be as follows:
- 7.2.1 **Living Allowance:** there shall be a living allowance of not less than \$4,000 per annum;
 - 7.2.2 **Thesis:** A scholarship holder may claim reimbursement of up to \$250 of costs incurred in the production of a thesis;
 - 7.2.3 **Travel:** A scholarship holder may apply to the Research and Higher Degrees Committee for assistance in meeting the costs of travel to learned conferences which are relevant to his/her field of study.

Section 8

Schools, Staff and Course Structures

Hearing Assessment - Communication Disorders



School of Behavioural Sciences

Staff

Chairperson

Kay Patterson, B.A. (Hons.) Syd., Ph.D., Dip.Ed. Monash, M.A.Ps.S.

Head of Academic Programmes

Robert Kirkby, B.Sc. Oregon, Ph.D. N.S.W., F.B.Ps.S., F.A.Ps.S.

Senior Lecturers

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Margaret Darbyshire, B.A. (Hons.) Syd., Dip.Ed. Melb., M.A.Ps.S.

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Tom Matyas, B.A. (Hons.) N.S.W., Ph.D. Macq., M.A.Ps.S.

Andrew Remenyi, M.A. Melb., T.P.T.C., A.I.E., M.A.Ps.S.

Jon Russell, B.A. Univ.Calif., M.A. Calif., Ph.D. La T., M.A.Ps.S.

Lecturers

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Colette Browning, B.Sc. (Hons.), M.Sc. Monash

Heather Gardner, B.A. (Hons.), M.A. La T.

Heather Hughes, B.A. (Hons.) Durh., Ph.D. Aberd.

Brigid McCoppin, B.A. (Hons.) Melb., M.A. La T., S.R.N., S.C.M.

Michael McGartland, M.Sc. Melb., M.A.Ps.S.

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Cynthia Schultz, B.A. (Hons.), Ph.D. Q'ld., M.A.Ps.S.

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Hal Swerisen, B.App.Sc. (Psych.), G.Dip.Psych. W.A.I.T., B.A. (Hons.), M.App.Psych. Murdoch, M.A.Ps.S.

Shane Thomas, B.A. (Hons.), Dip.Pub.Pol., Ph.D. Melb., M.A.Ps.S.

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Secretary

Rhonda Spalding

Typist/Receptionist

Lynne Barrow

Lorraine McKeon

Introduction to Behavioural Sciences

An understanding of human behaviour is central to the work of anyone involved with ill, disabled or disturbed people and therefore the School of Behavioural Sciences has an essential and an independent contribution to offer students in health sciences.

The School of Behavioural Sciences is responsible for coursework in psychology, sociology, research methods and counselling at undergraduate and postgraduate levels. The subjects and units offered by the School make up integrated and sequential programmes designed to mesh in with studies presented in the professional Schools. Through these programmes the School aims to provide learning experiences that will enable students to function more effectively in their personal life and their chosen professional role. To achieve this aim the School offers, at the undergraduate level,

an introductory year of foundation studies followed by a selection of more applied programmes from which various elements can be pursued according to the specific individual and career needs of the student. At the postgraduate level the School teaches core programmes in research methods and medical sociology and a wide range of school-specific applied psychology and sociology units. The School also conducts three postgraduate courses: Graduate Diploma in Community Health, Graduate Diploma in Rehabilitation Studies, Graduate Diploma in Behavioural Studies in Health Care, and is responsible, jointly with the School of Biological Sciences, for a Graduate Diploma in Neurosciences. The School also shares a co-ordinating responsibility for the Graduate Diploma in Gerontology. Details of the requirements for these graduate diplomas are given on pages 99 to 103.

The educational process in the School of Behavioural Sciences involves lecture, tutorial, seminar and laboratory and other investigative work undertaken by students in groups or as independent projects. Several of the subjects and units listed below specify prerequisites. Students who wish to enrol in a programme but cannot meet the prerequisites may apply to the Chairperson of the School of Behavioural Sciences and the particular lecturer involved for special entry to that programme.

Assessment: Assessment of student performance is usually made by examination, essays, seminar papers and practical assignments. Details of assessment in each subject are available from the beginning of the academic year, or the beginning of each term.

Undergraduate Subjects in the School of Behavioural Sciences

BS100	Introduction to Behavioural Sciences
BS101	Introduction to Behavioural Sciences
BS102	Communication Skills in Clinical Practice
BS105	Introduction to Research
BS106	Data Analysis
BS107	Introduction to Research
BS120	Psychological Aspects of Health Care
BS130	Developmental Psychology I
BS140	Sociological Aspects of Health Care
BS150	Behavioural Sciences in Nursing
BS151	Personality Theory and Therapies
BS201	Psychological Aspects of Nursing A
BS202	Sociological Aspects of Nursing A
BS230	Developmental Psychology II
BS234	Human Development II
BS235	Child Development
BS250	Research Evaluation
BS261	Sociology and Psychology of Health
BS270	Psychology of Illness, Disability and Rehabilitation
BS280	Interpersonal Helping Skills
BS301	Psychological Aspects of Nursing B
BS302	Sociological Aspects of Nursing B
BS331	Abnormal Psychology
BS332	Abnormal Behaviour, Neurophysiological and Biochemical Aspects
BS333	Neuropsychology
BS334	Human Development III
BS340	Communication and Interpersonal Helping Skills in Clinical Practice
BS350	Directed Research Project
BS351	Measurement and Test Theory
BS355	Research Design Seminar
BS357	Introduction to Qualitative Research
BS358	Research Design
BS370	Behavioural Sciences in Physiotherapy Practice
BS385	Interpersonal Helping Skills: Theory and Practice

Behavioural Sciences Electives

- BS430** A.I.D.S. in Context
BS432 The Politics of Health
BS440 An Introduction to Health Programme Evaluation
BS456 Women and Health
BS460 Introduction to Computers
BS466 Genetic Counselling
BS471 Drugs and Behaviour A Social, Clinical and Political Approach
BS490 Communication and Interpersonal Skills in Management Practice

Subjects jointly taught by the School of Behavioural Sciences and the School of Nursing

- NB102** Interpersonal Communication Skills
NB112 Political Studies
NB122 Analysis of Organisations A
NB132 Analysis of Organisations B
NB142 Analysis of Organisations C
NB162 Computer Based Information Systems
NB351 Health Team Functioning
NB361 Health Counselling in Nursing Practice
NB612 Behavioural Aspects of Midwifery A
NB622 Behavioural Aspects of Midwifery B

Postgraduate Subjects in the School of Behavioural Sciences

- BS501** Introduction to Graduate Research Skills
BS503 Empirical Case Design
BS504 Survey and Interview Techniques
†BS505 Computers in Health Care
BS506 Influences on Health
BS507 Professional Roles
BS508 Interprofessional Functioning
BS509 Client-professional Interactions
†BS510 Methodological Issues in the Study of Ageing
†BS511 Research for Health Administrators/Educators
BS514 Interpersonal Skills in Clinical Practice
BS515 Interpersonal Helping Skills for Health Professionals A
BS516 Interpersonal Helping Skills for Health Professionals B
BS517 Individual and Organisational Stress Management
BS520 Rehabilitation Theory
BS521 Rehabilitation Administration
BS522 Evaluative Field Experience
†BS523 Rehabilitation Psychology
BS524 The Rehabilitation Client in Society
†BS525 Socio-Political Factors in Rehabilitation
BS526 Interpersonal Counselling Skills in Rehabilitation
†BS530 Casework Management
†BS531 The Roles of Professionals in the Rehabilitation Team
†BS532 Rehabilitation Assessment
BS533 Research and Evaluation in Rehabilitation
BS535 Occupational Counselling and Placement
BS536 Counselling for Relationships and Sexuality in Rehabilitation
BS537 Counselling for Grief, Loss, and Acceptance in Rehabilitation
BS538 Group Process Techniques in Rehabilitation Counselling
BS539 Advanced Rehabilitation Counselling Skills

- BS540** Community Health Theory and Practice I
BS541 Community Needs Assessment I
BS543 Health Promotion I
BS550 Community Health Theory and Practice II
BS551 Community Health Research and Evaluation
BS552 Community Needs Assessment II
BS554 Health and the Australian Political System
BS555 Community Health Literature Review
BS562 Motor Skills
BS563 Group Processes for Health Professionals
BS567 Supervised Community Health Research Project
BS568 Epidemiology in Ergonomics
†BS572 Introduction to Psychology for the Neurosciences
†BS575 Regulatory Systems
†BS576 'Higher Function' Systems
†BS581 Introduction to Behavioural Techniques in Physical Therapy
†BS582 Sociological Aspects of Ageing
†BS583 Psychological Aspects of Ageing
BS590 Introduction to Research and Statistics
BS591 Introduction to Behavioural Sciences
BS595 Death, Dying and Bereavement
BS600 Research Methods
BS601 Methodological Evaluation Seminar
BS602 Measurement and Test Development
BS603 Statistical Analysis of Complex Designs
BS604 Applied Computing
BS605 Advanced Issues in Research Design
BS606 Research Proposal Seminar
BS607 Reading Unit
†BS610 Brain Dysfunction in the Individual A — Morphological Disorders
†BS611 Brain Dysfunction in the Individual B — Biochemical Disorders
†BS612 Working with the Brain Impaired individual
†BS614 Single Case Studies Seminar
†BS620 Research Design in the Applied Setting
†BS621 Epidemiology and Behavioural Health Risk
†BS622 Interpersonal Counselling Skills
†BS623 Medical Sciences for Psychologists (Part 1)
BS624 Medical Sciences for Psychologists (Part 2)
†BS625 Behavioural Health Care A (Part 1)
BS626 Behavioural Health Care A (Part 2)
†BS627 Psychophysiology A (Part 1)
BS628 Psychophysiology A (Part 2)
BS629 Independent Research Project
†BS630 Directed Research Project
†BS631 Behavioural Health Care B (Part 1)
†BS632 Behavioural Health Care B (Part 2)
†BS633 Psychophysiology B (Part 1)
†BS634 Psychophysiology B (Part 2)
†BS635 Foundations of Behaviour Theory
BS801 Political Perspectives of Health Care
BS802 Cross Cultural Perspectives of Health Care

Details of subjects offered by the School are listed on pages 127 to 147 under BS coding, and pages 164 and 165, under NB coding.

† Not offered in 1987

† Not offered in 1987

School of Biological Sciences

Staff

Head of School

Judith Kinnear, M.Sc., Ph.D. *Melb.*, B.Ed. *La T.*, Grad. Dip. Computer Sim. *S.I.T.*

Principal Lecturer

Owen Evans, B.App.Sc. (Hons.), Ph.D. *Melb.*

Senior Lecturers

Patricia Bingham, M.A., D.Phil. *Oxon.*

Alexander Ward, B.Sc. (Hons.) *Syd.*, M.Sc. *Macq.*

Lecturers

*Robyn Anker, S.S.St.J., B.Sc. (Hons.), Ph.D. *Monash*

Timothy Bach, M.Sc. *Simon Fraser*

Andrew Bendrups, M.Sc., Ph.D. *Melb.*

*Elizabeth Brown, M.Sc., Dip.Ed. *Melb.*

Philip Dooley, M.Sc., Ph.D. *N.E.*, Dip.Ed. *Melb.*

*Janet Guthrie, M.Sc. *Melb.*, Dip.Ed. *Monash*

Murray Lewis, M.Sc. *Melb.*, Ph.D. *Monash*

Judith McInnes, B.Sc. (Hons.) *Melb.*

*Pamela Miller, M.Sc., Dip.Ed. *Melb.*

*Robert Naughton, B.Sc. *Melb.*

Doug Rogers, B.Sc. (Hons.), Ph.D. *Melb.*

Henry Sathananthan, B.Sc. (Hons.) *Ceyl.*, Ph.D. *R'dg.*

*Bronwen Smith, B.Pharm. (Hons.), M.Sc. *Syd.*, Ph.D. *Melb.*, Ph.C. *Pharmacy Board of Victoria*

Angus Stewart, B.Sc. (Hons.), Ph.D. *Monash*

Senior Tutors

*Bruce Byrne, M.Sc. *Melb.*

*Rodney Green, B.Sc. (Hons.), Dip.Ed. *Melb.*

*Jane McCooley, B.Sc. (Hons.), Dip.Ed. *Monash*

*Susan Malcolm, B.P.H.E. *Tor.*, M.Sc. *Dal.*, Ph.D. *Simon Fraser*

Robert Paine, B.Sc. (Hons.) *Melb.*

*Cecile Riddle, B.App.Sc. (Med.Tech.) *R.M.I.T.*

Tutor

David Orr, B.Sc. *La T.*, M.Sc. *Melb.*

Administrative Officer

Kate Tumilty

Administrative Assistant

*Pricilla Jaya-Fisher, B.App.Sc. *C.I.T.*

Secretary

Sue Collins

Typist

Audrey Sungaila

Clerical Assistant

Poppy Bouhais

Laboratory Manager

Brian Rice

Technician

Paul Finlay, Dip.App.Sci. (App.Bio) *R.M.I.T.*

Laboratory Assistant

*Keith Bretherton

* Denotes part-time.

Introduction to Biological Sciences

The School of Biological Sciences teaches subjects in human biology, human histology, human physiology, human anatomy, human biomechanics, and related aspects of physics and chemistry. It also offers subjects in human pathology and areas of the medical sciences. The biological subjects aim to give students a good understanding of the structure and function of the human body as a basis for the specialised knowledge required for the branch of health science being studied. The medical sciences subjects provide a bridge between the study of normal human function and the clinical subjects in the Professional School's programmes. The aim of the subjects in physical science is to give students a basic literacy in physical and chemical ideas essential for the understanding of modern theories of the structure and functions of the human body.

The subjects are taught by means of lectures, tutorials, laboratory classes and demonstrations. Details of each individual subject are available on the School noticeboard. For some subjects, attendance at laboratory classes is compulsory.

The School also offers a programme for students who have an inadequate background in basic physics and chemistry. This programme is taught as tutorials and is available to all students who wish to attend.

Assessment:

Assessment of student performance is usually made by a combination of examinations, essays, seminar papers and practical assignments. Details of assessment in each subject are available on the School noticeboard from the beginning of the academic year, or at the beginning of each academic term.

References:

The textbooks prescribed are discussed during the first teaching session of each subject.

Graduate Diploma in Ergonomics

The aim of the course is to prepare generalist ergonomics practitioners. It is designed to train students to properly identify ergonomic problems; to verify theories by literature reviews or by research; to conduct ergonomic investigations and analysis; to work collaboratively with specialists from other disciplines; to apply relevant facts and principles to produce sound solutions to identified problems; and to properly evaluate the real effects of their solutions. On completion of the course, graduates should be well-equipped to make a valuable specialist contribution to multi-disciplinary teams in health care, design, production and management.

Details of the requirements for the graduate diploma are given on page 98.

Graduate Diploma in Neurosciences

The course is designed to meet the needs of professionals working in health related fields including those who are primarily research oriented. Specifically, the course will build on undergraduate neuroscience and medical science subjects offered in tertiary programmes. It will provide a broad yet systematic knowledge of the neuroscience disciplines, i.e., neuroanatomy, neurophysiology, neuropathology, neuropharmacology, neurochemistry, neuropsychology, and neurology, and introduce students to new areas of a specialized nature such as behavioural toxicology and orthomolecular psychiatry. In addition, the course will provide students with a substantial background in research design and investigative, assessment and rehabilitative techniques.

The course is conducted in collaboration with the School of Behavioural Sciences.

This course will not be offered in 1987.

Subjects in the School of Biological Sciences

Note that not all subjects listed below are offered in any given year. Intending students should consult their school of enrolment for details of subjects to be offered. This is particularly important for students enrolling in postgraduate diplomas. Subjects not offered on an annual basis are marked*.

BL112	Physiology 112
BL121	Human Biology
BL125	Human Bioscience I
BL151	Basic Physical Science
BL152	General Science
BL155	Applied General Science
BL160	Science for Physiotherapy
BL161	Principles of Biology
BL162	Histology
BL163	Applied Physics
BL165	Physical Science for Podiatry
BL166	Cell Biology and Histology for Podiatry
BL181	Anatomy for Podiatry
BL182	Anatomy for Prosthetics and Orthotics
BL184	Anatomy for Communication Disorders
BL185	Functional Anatomy for Occupational Therapy
BL222	Neurosciences
BL225	Human Bioscience II
BL226	Medical Physiology for Physiotherapy
BL227	Medical Physiology for Podiatry
BL253	Biomechanics for Prosthetics and Orthotics
BL254	Biomechanics for Podiatry
BL274	Medical Science for Prosthetics and Orthotics
BL276	Medical Science I
BL317	Physiology 317
BL325	Human Bioscience III
BL370	Medical Science for Orthoptics
BL372	Medicine for Podiatry
BL376	Medical Science II
*BL511	Neurophysiology A
*BL512	Neurophysiology B
*BL513	Respiration and Circulation A
*BL514	Work Physiology
*BL515	Physiology 515
*BL516	Respiration and Circulation B
BL517	Growth Development and Ageing
*BL518	Muscle Contraction and Energetics

*BL521	Cardiopulmonary Responses in Pregnancy, the Fetus and the Neonate
*BL522	Human Reproductive Physiology and Anatomy
BL523	Applied Human Bioscience
BL525	Biological Bases of Ergonomics
BL533	The Working Environment
*BL540	Physiology and Pathophysiology of Ageing
BL555	Applied General Science
*BL560	Arthrology
†BL571	Introduction to Neurobiology
†BL573	Sensory Systems
†BL574	Motor Systems
*BL580	Human Embryology
*BL584	Histology
†BL615	Research Evaluation Seminar
BL617	Growth, Development & Ageing B
BL624	Applied Human Bioscience for Midwifery
BL626	General and Clinical Pathology A
BL627	General and Clinical Pathology B
*BL639	Ergonomic Aspects of Information Technology
*BL642	Physically Demanding Work
*BL643	Displays and Controls
*BL644	Ergonomics in Design
*BL645	Ergonomics in Health Care Practice
*BL646	Fundamentals of Occupational Health and Safety Practice
*BL647	Job Analysis and Design
*BL649	Independent Study
BL671	Clinical Pharmacology
BL681	Human Embryology
BL698	Human Genetics

Details of subjects offered by the School are listed on pages 115 to 126 under BL coding, excluding those marked † which are taught in the Grad.Dip. in Neurosciences not being offered in 1987.

School of Communication Disorders

Staff

Head of School

R. John Bench, B.Sc. (Hons.) *Sheff.*, B.A. (Hons.), Ph.D. *Lond.*,
M.A.Ps.S., F.B.Ps.S., F.Aud.S.A.

Senior Lecturers

Moirá Madsen, LL.B., Dip.Crim., B.Ed. *Melb.*, M.Ed.Admin. *N.E.*,
Ph.D. *Monash*, B.App.Sc. (Sp.Path.), M.A.A.S.H.
Robert Rudegeair, B.A. *St. Vincent's Coll.*, Penn., Ph.D. *Wis.*

Lecturers

Susan Block, B.App.Sc. (Sp.Path.), M.A.A.S.H.
Gillian Clezy, B.App.Sc. (Sp.Path.), M.A.A.S.H.
Janet Doyle, B.A. *Macq.*, Dip.Aud. *Melb.*, M.Aud.S.A. (C.C.)
Norman Erber, B.S.Eng.Sc., M.A. (Aud.), Ph.D. *Washington Uni.*,
St. Louis, C.C.C.-Aud.
Andrea Goldsmith, L.A.C.S.T., B.A. *Melb.*
Jennifer Oates, B.App.Sc. (Sp.Path.), M.App.Sc., M.A.Ps.S.
M.A.A.S.H.
Carl Parsons, B.Sc., M.Sc.Ed. *N.Y.State* (Sp.Path.), Ph.D. *S.Ill.*, C.C.C.-
C.C.C.-S.P., L/L. M.A.A.S.H., M.S.R.C.D.
*Felicia Schmaman, B.A., B.A. (Sp. & H.) *Rand.*

Principal Tutors

Louise Brown, B.App.Sc. (Sp.Path.), M.A.A.S.H.
Margaret Gibson, B.App.Sc. (Sp.Path.), M.A.A.S.H.

Senior Tutors

*Georgia Dacakis, B.App.Sc. (Sp.Path.), M.A.A.S.H.,
Grad.Dip.Comm.Disord.
*Roslyn Doyle, B.App.Sc. (Sp.Path.), Grad.Dip. (Comm.Disord.),
Ass.Dip. (Speech & Drama Teaching), A.M.E.B.
*Jennifer Elliott, Grad.Dip.Rehab.Studies, B.App.Sc. (Sp.Path.).
*Athina Georgiou, B.App.Sc. (Sp.Path.), M.A.A.S.H.
Jennifer Madders, B.App.Sc., Dip.Aud. *Melb.*
*Valerie Panayiotou, B.App.Sc. (Sp.Path.)
*Elizabeth Tegar, B.App.Sc. (Sp.Path.)

Administrative Officer

Barbara Willis, B.A. *Monash*

Administrative Assistant

Lois Parkhurst, B.A. *Monash*

Secretary

Lucette Lajoie

Receptionist

Wendy Monahan

Clerical Assistant

Rina Afflitto

Typists

*Helen Cairns
*Heather Russell

Laboratory Technician

Paul Groot-Obbink (Seconded From Media & Technical Services)

*Denotes part-time.

Speech and Hearing Clinic – Abbotsford

Clinician-in-Charge

*Pamela Pearce, B.App.Sc. (Sp.Path.), Grad.Dip. Comm. Disord.,
M.A.A.S.H.

Clinicians

*Elizabeth Love, B.App.Sc. (Sp.Path.), M.A.A.S.H.
*Jan Mackenzie, L.A.C.S.T.
*Debra Dohnt, M.S. (Comm.Disord.), S.F. *State Uni.* CA.

Receptionists

*Gena Richards
*Rita Dodin

*Denotes part-time.

Bachelor of Applied Science (Speech Pathology)

Introduction to Speech Pathology

Communication, particularly through speech is an essential part of man's relationship with his world. Any difficulty in using language freely to express thoughts in speech is a disabling handicap which may have far-reaching effects on personality and behaviour. Speech pathologists treat those who suffer from such handicaps.

Communication may be impaired because of hearing loss, brain damage, poliomyelitis, cleft palate, stuttering, articulatory defects, slow speech or language development, or poor voice quality. Some conditions are due to abnormality present at birth, others to emotional causes or to disease or injury. To understand them and to plan remedial treatment, a speech pathologist must have a wide knowledge of linguistic, psychological and medical subjects.

The School of Communication Disorders is the only training school for speech pathologists in Victoria.

The Australian Association of Speech and Hearing (A.A.S.H.) is the professional body in Australia. A.A.S.H. is affiliated with the International Association of Logopaedics and Phoniatrics and members may attend its conferences. Australian speech pathologists are able to work in several overseas countries after completing the respective formalities.

Graduates in Speech Pathology may take up appointments in speech pathology clinics of general hospitals or education departments, or in the specialised fields of rehabilitation, geriatrics, education of the cerebral palsied, the hearing impaired, or the mentally retarded. Students observe and practise speech pathology in each type of clinic during training.

The academic requirements of the course are demanding and the growth of the profession calls for speech pathologists with alert critical minds and the ability to conduct scientific investigations into human communication problems. Speech pathology offers men and women an opportunity to use their knowledge in a practical and constructive way in the service of others.

Course of Study

Speech Pathology is a four-year course when studied full time.

Award

Bachelor of Applied Science (Speech Pathology).

Theory and Clinical Practice

The majority of theory classes are held at the Institute. Clinical practice is carried out within the School of Communication Disorders and allied speech pathology clinics.

Incidental Expenses in Clinical Practice

Students are required to provide a limited number of audio and video tapes for their own use and should own a white coat for use in certain hospital clinics and for use in laboratory classes. Students should be aware that they must meet travel and accommodation costs associated with clinical practice. Second, third and fourth year students will find it necessary to have a small amount of clinical equipment for use in clinical treatments. Approximately \$300 should be allowed for this.

Speech and Hearing Assessments

These are required following selection and will be conducted by the School of Communication Disorders. Advice will be offered to students with a speech or hearing problem.

Avenues of Employment

Speech pathologists are employed by hospitals, education departments, special schools, mental health departments and rehabilitation centres, whilst some clinicians practise privately. The School does not assume responsibility for the placing of speech pathologists, but newly qualified clinicians may be advised of existing vacancies and application procedures.

Assessment

The student's performance is assessed in several ways including one or a combination of: written examination, oral examination, assignment, multiple choice test and/or seminar presentation. Clinical skills are assessed through observation of student practice. Students should note that attendance at clinical sessions is mandatory.

Prerequisites

Progress to second, third and fourth years of the course is normally dependent upon satisfactory completion of the previous year.

First Year

- CD120 Language Development
- CD150 Acoustics and Introduction to Hearing Assessment
- CD160 Phonetics
- CD170 Syntax
- CD190 Clinical Orientation
- BS100 Introduction to Behavioural Sciences
- BS105 Introduction to Research
- BS130 Developmental Psychology I
- BL112 Physiology 112
- BL184 Anatomy for Communication Disorders

Second Year

- CD210 Disorders of Phonology
- CD220 Disorders of Language
- CD230 Disorders of Voice and Laryngectomy Rehabilitation
- CD250 Basic Audiology
- CD292 Child Language Clinic
- CD295 Hearing Screening Clinic
- BS230 Developmental Psychology II
- BS250 Research Evaluation
- BS351 Measurement and Test Theory
- BL222 Neurosciences

Third Year

- CD310 Communication Disorders of Neurological Origin
- CD320 Stuttering
- CD340 Therapeutic Processes
- CD350 Aural Rehabilitation
- CD380 Orofacial Disorders
- CD391 Communication Disorders of Neurological Origin Clinic
- CD393 Voice Disorders and Laryngectomy Rehabilitation Clinic
- CD395 Audiology Diagnostics Clinic
- BS331 Abnormal Psychology
- BS333 Neuropsychology
- BS385 Interpersonal Helping Skills: Theory and Practice
- plus electives**
- BS355 Research Design Seminar
- or
- BS400 Behavioural Science Seminar

Fourth Year

- CD440 Professional Issues
- CD491 Adult Speech Pathology Clinic
- CD492 Child Speech Pathology Clinic
- CD494 Fluency Clinic
- CD495 Aural Rehabilitation Clinic
- plus electives**
- CD480 Literature Review Project
- or
- CD481 C.D. Directed Research Project
- or
- BS350 Directed Research Project

Graduate Diploma in Communication Disorders

The Graduate Diploma in Communication Disorders is designed to provide graduates with specialised knowledge and increased skills which will aid in the understanding, assessment and remediation of individuals with communicative disorders. The course will provide the skills necessary for graduates to keep abreast of current advances in speciality areas and to evaluate critically the usefulness of new knowledge and techniques as they appear in the literature. This course will not be offered in 1987

School of Health Administration and Education

Staff

Head of School

Rodney Wellard, B.Comm. *Melb.*, M.Ed. *Monash*, T.S.T.C. *Melb.*, C.A.E.

Education Studies

Principal Lecturer

Rodney Wellard, B.Comm. *Melb.*, M.Ed. *Monash*, T.S.T.C. *Melb.*, C.A.E.

Senior Lecturer

Martin Hayden, B.A., M.Ed. *Monash*, M.A.C.E.

Lecturers

Simon Barraclough, B.A. (Hons) *A.N.U.*, M.A. *London*, Ph.D. *Qld.*
Helen Edwards, M.A. *Aberd.*
Maxwell Mollard, B.A., B.Ed. *Monash*, M.Ed. Admin. *N.E.*
Rae Walker, B.A. *W.A.I.T.*, B.Ed. *La T.*, A.P.T.C. *Perth Tech.*, Dip.Diet. *Royal Perth*

Tutors

Lorraine Devitt, S.R.N., B.A. *LaT.*
Teresa Tucker, B.A. *LaT.*

Medical Record Administration

Head of Department

Mary Ell, B.Sc. *Notre Dame*, C.C.H.R.A. (C)

Lecturers

Beverley Laing, R.M.R.A., Grad.Dip.Comm. Health
*Anne Peek, R.M.R.A.
*Kerin Robinson, B.H.A. *N.S.W.*, R.M.R.A.
Dianne Simpson, B.App.Sc. (M.R.A.), R.M.R.A., Grad.Dip.Erg.

Tutors

Tracy Dell'Aquila, Assoc.Dip.M.R.A., R.M.R.A.
*Heather Grain, Assoc.Dip.M.R.A., R.M.R.A., Grad.Dip.Data.Proc.
*Carol McBain, R.M.R.A.
Josephine Raw, Assoc.Dip.M.R.A., R.M.R.A., Grad.Dip.Health Admin.

Administrative Officer

Maree Morrissey

Senior Secretary

Angie Gay

Secretary

Helen Williams

*Denotes part-time.

Introduction

The responsibilities of this School include:

- undergraduate teaching in Medical Record Administration and in subjects/units offered in other undergraduate courses
- postgraduate teaching in Health Administration and Health Education and in subjects/units in postgraduate basic studies and electives
- the provision of educational development services in the form of informal advice and support plus specific programmes.

The programmes which are offered by the School include:

- Bachelor of Applied Science in Medical Record Administration
- Graduate Diploma in Health Administration
- Graduate Diploma in Health Education
- Service Teaching subjects in Undergraduate Courses
- Service Teaching subjects in Postgraduate Courses
- Programmes in In Service Education, Continuing Education and Clinical Supervision.

Department of Medical Record Administration

Bachelor of Applied Science in Medical Record Administration

Introduction to Medical Record Administration

Medical Record Administration is concerned with the development, implementation, maintenance and administration of systems for capturing, storing, retrieving and releasing patient health information.

Medical Record Administrator:

- ensures that complete records of individual patients are obtained from each member of the professional staff (surgeons, pathologists, nurses and others);
- designs medical record forms and data abstracts to facilitate collection of information required to render quality patient care;
- provides medical information to qualified users throughout the development and use of manual or electronic data processing systems;
- develops and maintains a record retention and retrieval programme capable of making each record immediately available;
- assists the health care team in monitoring the utilisation of health care facilities and the quality of patient care provided through the development and maintenance of a quality assurance programme;
- analyses and classifies records to compile health care data for planning and research purposes;
- selects, trains and supervises subordinate personnel;
- performs administrative duties, such as preparing budgets for the medical record service, selecting office equipment or supplies to be purchased, and developing procedures and position descriptions; and
- safeguards confidential patient information by developing release of information policies which conform to state and federal statutes.

In health care institutions, Medical Record Administrators generally serve as department heads, section co-ordinators (e.g. Outpatients, Admissions) or work in the specialised areas of medical statistics, coding, data processing or medical research. Administration of a Medical Record Department entails planning, directing and controlling, and it requires knowledge and ability in all the many aspects of each of these management functions. Medical Record Administrators deal with the continually increasing number of professionals involved in the complex process of medicine as a whole. They must be prepared to advance with changing trends and realise the importance of continuing education in maintaining a thorough knowledge of their speciality.

Award

A Bachelor of Applied Science (Medical Record Administration) is awarded by Lincoln Institute of Health Sciences to students on successful completion of the course. Registration with the Victorian Medical Record Association (a branch of the Medical Record Association of Australia) is obligatory on completion of this course.

Assessment

Several techniques are used including essays, short answer tests, objective tests, assignments, practical and oral assessments.

Course Outline

The provisions in the details of the number of lectures, tutorials and practical sessions are included for general guidance only, and may be modified without notice.

First Year

- AE110** Medical Record Management
- AE120** Fundamentals of Medicine and Surgery
- AE125** Australian Health Care System
- BL121** Human Biology
- AE130** Disease/Operation Classification
- AE140** Health Statistics
- BS100** Introduction to Behavioural Sciences
- AE150** Professional Practice

Second Year

- AE210** Medical Record Management
- AE211** Business Communication & Management
- AE212** Policy & Procedure Manuals
- AE213** Health Record Systems
- AE230** Disease/Operation Classification
- AE231** ICD-9

AE232	ICD-9-CM
AE265	Medical Ethics and Law
BL276	Medical Science
AE270	Quality Assurance in Health Care
AE280	Medical Information Processing
AE250	Professional Practice
BS105	Introduction to Research

Third Year

AE310	Medical Record Management
AE311	Organizational Behaviour and Management
AE312	Training and Development Needs
AE313	Ergonomics
AE314	Introduction to Budgeting
AE315	Industrial Relations and Staff Selection
AE316	Performance Appraisal
AE330	Disease/Operation Classification
AE331	ICD-9-CM
AE332	S.N.D.O.
AE333	Specialised Classifications
AE340	Epidemiology
AE350	Professional Practice
AE370	Quality Assurance in Health Care
AE380	Medical Information Processing
AE390	Health Care Services
BL376	Medical Science
BS250	Research Evaluation

Electives

AE391	Elective Studies
AE395	Office Ergonomics
AE396	Introduction to Health Care Economics
AE397	Medical Record Applications in Private Hospitals

Advanced Standing

AE355	Professional Practice (for Adv. Standing Students only)
AE356	Individual Study Project (130 hours)
AE357	Individual Study Project (260 hours)

Details of subjects offered by the School are listed on pages 106 to 114 under AE coding and pages 115 to 126 for BL coding and pages 127 to 147 for BS coding.

Education Studies

This area is responsible for the provision of educational development services in the Institute; for teaching in the areas of health administration and education and for the provision of continuing education activities in these areas.

Service Teaching Subjects

The following subjects are offered for enrolled students at Lincoln Institute of Health Science.

Postgraduate

AE500	Postgraduate Study Skills Acquisition
AE501	Quality Care and Professional Accountability
AE502	Ethical Elements of Professional Functioning
AE503	Basic Teaching Skills
AE504	Implementing Change
AE505	Models of Health Care Organisations

Educational Development Services

Educational development services are provided through informal seminars, workshops, activities and consultancy and through specific programmes.

Informal Activities

a) Teaching and learning advice and support in relation to teaching methods, assessment and evaluation, clinical supervision, etc.

b) Curriculum development and evaluation advice and support services including accreditation and re-accreditation, and the planning and evaluation of particular subjects and units in existing course.

c) Research and development activities in student performance, assessment, workload, clinical education and supervision teaching and learning, etc.

Specific Programmes

a) The Staff in Service Education Programmes.

This includes the new staff programme, the lunch time seminar programme, the other programmes designed to promote discussion about and improve the quality of teaching and learning.

b) The Clinical Supervisor's Programme.

This consists of workshops and seminars to promote discussion of issues and develop skills in clinical supervision and assessment.

c) The Continuing Education Programme.

This is a series of seminars and workshops for staff, health practitioners, and the public which are to develop understanding and skills in topics related to administration and education in health areas.

Graduate Diploma in Health Administration

Health service administration involves the acquisition and co-ordination of personnel, finance and physical resources and the adaption, development and implementation of delivery systems to provide high quality health care by the most efficient means. In health services administration, policy development and innovation in approaches and techniques are heavily dependent on the views and advice of health careers personnel who have been trained in the diagnosis, treatment, prevention and rehabilitation of health disorders.

The course focuses on the needs and requirements of health personnel who are acting in an administrative capacity. It aims to build on the knowledge and experience of such people through a study of health and health care delivery systems; management goals, functions and processes; administrative tools, techniques and information systems; and the implications of health administration for patient care.

Health personnel who undertake the course will already have knowledge and skills in management and administration. The course therefore aims to develop this knowledge into a comprehensive concept of administrative systems and processes. There will be a heavy emphasis in the course on practical issues and problems.

Full details on the course structure are on page 100.

Graduate Diploma in Health Education

The Graduate Diploma in Health Education is a course developed for health oriented professionals to have an interest or involvement in health education and who wish to develop this aspect of their professional work.

The course aims to build on the knowledge and experience of such people through a study of educational practices, and associated concepts, in a health setting. The emphasis is on diagnosis and analysis of the educational needs of particular individuals or groups, the design of relevant programmes and their implementation using appropriate teaching strategies.

These activities might relate to individual clients in a hospital, health centre or private practice groups of clients in a clinic or the community, or community education programmes.

Full details of the course structure are on page 100.

School of Nursing

Staff

Head of School

Judith Parker, B.A. (Hons.), Ph.D. *Monash*, R.N., F.C.N.A.

Principal Lecturer

June Buckenham, B.A., M.Ed. *UNE*, D.N.Ed., R.N. S.C.M., F.C.N. *N.S.W.*

Senior Lecturers

Virginia Bonawit, B.A., B.Ed., Ph.D., R.N., F.C.N.A.

Joseph Martin, M.A. *Brun.*, R.N.T., D.N. *Lond.*, R.P.N., R.N., F.C.N.A.

Kenneth Sellick, B.B.Sc., M.Psych., Dip.N.Ed., R.P.N., R.N., M.A.Ps.S., F.C.N.A.

Joyce Wickham, B.A. *La T.*, M.S. *Mich.*, Dip.N.Ed., R.N., F.C.N.A., F.C.N. *N.S.W.*

Lecturers

Yuet Oi Chee, B.App.Sc. (Adv.Nurs.), R.N., S.C.M., F.C.N.A.
Deborah Crook, B.App.Sc. (Adv.Nurs.), Dip.App.Sc. (C.H.N.),
Cert.Psych-Soc.Nurs., R.N.

Eileen Cutcliffe, Dip.N.Ed., R.N., F.C.N.A.

Glenn Gardner, B.App.Sc. (Adv.Nurs.), Dip.N.Ed., R.N., S.C.M.

Jenny Gold, Dip.C.H.N., Grad.Dip.Child Dev., Grad.Dip.H.A.,
R.N., F.C.N.A., F.C.N. *N.S.W.*, A.H.A. (Prov.)

Audrey Grant, B.Sp.Ed. *Monash*, R.N., S.C.M. F.C.N.A.

Joan Heath, B.A., Dip.Crim.M.A. *Melb.*, R.N., S.C.M., Dip.N.Ed.,
F.C.N.A.

Thomas Ho, B.Sc. (Hons.), B.Ed., R.P.N., R.N., M.B.P.S.,
F.C.N.A.

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Administrative Officers

Dina Biancotto, Basic Course

Glenn Fricker, Post Registration Courses

Administrative Assistant

Vacant

Secretary to Head of School

Marea Johannesen

Typists

*Rosemary Alphred

Julie Burton

*Sandra Johnson

Adriana Mead

Receptionist/Typist

Trish Hobbs

*Denotes part-time.

Introduction to the School of Nursing

The School of Nursing conducts three courses leading to the following awards:

- Diploma in Applied Science, Nursing
— a three-year comprehensive basic nursing course leading to registration as a nurse.
- Bachelor of Applied Science (Advanced Nursing)
— a two-year course for registered nurses who undertake study in one of four major streams: Advanced Clinical Nursing; Community Health Nursing; Nursing Administration; Nursing Education; and Midwifery which prepares nurses for registration in midwifery.
- Master of Applied Science (Nursing) by coursework (in conjunction with Phillip Institute of Technology)
— a two year course or four years part-time. Initially, students will enrol on a part-time basis (see page 88).

Location

The School of Nursing is situated in the Convent Building, St. Helli-ers St., Abbotsford 3067. Telephone 418 6800.

Diploma in Applied Science, Nursing

The purpose of the Diploma in Applied Science, Nursing Course is:

- to prepare suitably qualified full-time students as professional nurses able to provide comprehensive, individualised nursing care for people in the Australian community regardless of age, state of health, or environment in which care is given, and to plan and supervise patient care given by less qualified nursing personnel;
- to assist students in their personal and professional development so that they may make their maximum contribution to society as individuals, citizens and nurses.

Professional nursing has as its ultimate goal the conservation of life, the promotion of health, and the alleviation of suffering. Professional nursing is an activity requiring substantial judgement and skill based on specialised knowledge and application of the principles of biological, physical and social sciences.

Course of Study

The Diploma in Applied Science, Nursing is a full-time, three-year diploma course. Limited places are available for part-time students in the first two years of the course.

Award

A Diploma of Applied Science in Nursing is awarded by Lincoln Institute of Health Sciences to students successfully completing the course. Graduates are eligible for registration as nurses with the Victorian Nursing Council.

Lectures and Clinical Practice

Lectures, demonstrations, and practical sessions are held at the School of Nursing, Lincoln Institute of Health Sciences, and clinical experiences, arranged to correlate with the theoretical programme, are gained at selected hospitals and other health agencies in the Melbourne area.

Term dates for the basic course are the same as those set out in principal dates on page 4.

Uniforms

Students are required to purchase prescribed uniforms to wear while attending hospitals and other health agencies for clinical practice. Details of uniform requirements are given to students at the commencement of the course.

Financial Assistance

Students do not receive remuneration from hospitals and other health agencies for any services they provide while undertaking clinical experience. The following forms of financial assistance are available to applicants:

- Tertiary Education Assistance Scheme: Inquiries should be made to the Regional Director, Victorian State Office, Department of Education, 450 St Kilda Road, Melbourne, Victoria 3004, telephone 267 4700. Information brochures and application forms are also available from the Student Services Office, Lincoln Institute.
- Scholarships: A limited number of scholarships are available. Inquiries should be made to the Administrative Officer, Diploma in Applied Science, Nursing Course, School of Nursing, Lincoln Institute of Health Sciences, St. Heliers St. Abbotstford 3067.

Avenues of Employment

A variety of career opportunities are available for nurses following graduation. Professional nurses may select to work in hospitals or in community health agencies, in the city or in the country, in Australia and overseas. They may select to work with people of various age levels — children, adults, elderly people. They may select to work as nurse practitioners, nurse educators, or nurse administrators. It is usual for nurses who wish to specialise in a particular area of nursing following graduation to complete further nursing studies at a more advanced level; such areas would include community health nursing, domiciliary nursing, clinical care nursing, operating room nursing, psychiatric nursing, nursing care of the developmentally disabled, and midwifery.

Assessment

All units of study are assessed. Methods of assessment include interim tests, term examinations, practical work, assignments, group and classroom participation and a terminal examination designed to ensure that students are able to register as nurses with the Victorian Nursing Council.

In addition, students are assessed in clinical practice and if satisfactory, proceed on to the next unit of study. If found to be unsatisfactory in clinical practice a student's continuing clinical placement is carefully considered.

Unit Weighting in Points

Each unit offered to students enrolled in the basic nursing course has been allocated a weighting in points which reflects the number of contact hours in each unit. For theoretical hours this has been calculated on the basis of 18 hours to one point and for clinical hours on the basis of 40-45 hours to one point. Weightings for each unit are indicated in brackets against the respective unit in the course outline.

Course Outline

Details concerning the number of lectures, tutorials and practical sessions are given for guidance only. Only prescribed textbooks need be purchased. Selected references are given during the course and additional references relative to all areas of study are available in the library.

First Year

BL125	Human Bioscience I	(5.0 points)
BL155	Applied General Science	(2.0 points)
BS100	Introduction to Behavioural Sciences	(4.5 points)
BS105	Introduction to Research	(2.0 points)
NO100	Nursing I	(10.0 points)
NO101	Applied Microbiology I	(2.0 points)
NO119	Clinical Practice I	(7.5 points)
		Total points = 33

Second Year

BL225	Human Bioscience II	(4.5 points)
BS201	Psychological Aspects of Nursing A	(2.0 points)
BS202	Sociological Aspects of Nursing A	(2.0 points)
NO200	Nursing II	(7.0 points)
NO201	Applied Microbiology II	(2.0 points)
NO202	Community Health Nursing II	(4.0 points)

NO203	Legal Ethical & Professional Issues	(1.5 points)
NO206	Operating Room Nursing	(3.0 points)
NO219	Clinical Practice II	(8.0 points)
		Total points = 34

Third Year

BL325	Human Bioscience III	(2.0 points)
BS301	Psychological Aspects of Nursing B	(2.0 points)
BS302	Sociological Aspects of Nursing B	(2.0 points)
BS357	Introduction to Qualitative Research	(0.5 points)
NO300	Nursing III	(7.0 points)
NO302	Community Health Nursing III	(2.5 points)
NO304	Care of People with Developmental Disability	(5.0 points)
NO305	Maternity Nursing	(4.0 points)
NO307	Paediatric Nursing	(3.0 points)
NO308	Psychiatric Nursing	(6.0 points)

Total points = 34

Total points for course = 101

Bachelor of Applied Science (Advanced Nursing)

The School of Nursing offers a Bachelor of Applied Science Course in Advanced Nursing with major streams of study in Nursing Administration, Nursing Education, Advanced Clinical Nursing, Midwifery leading to registration, and Community Health Nursing. An option leading to registration in Infant Welfare Nursing is available in association with all major streams; an option leading to registration in Psychiatric Nursing, in association with the community health nursing major stream, is available.

Philosophy and Purpose

Post-registration study in nursing at the first degree level is designed to prepare nurses to assume positions of responsibility, innovation and leadership within current and emerging health care systems. Degree level education builds upon basic nursing education and sound post-registration experience. It both influences and is influenced by changing patterns of nursing education and practice. The School of Nursing aims to facilitate a learning environment in which the student may exercise flexibility, creativity and self-determination. Inherent in this learning process is the development of both analytical and problem-solving skills.

Objectives

The course prepares registered nurses to:

- examine current and developing theories of nursing and their implications for clinical practice in community or institutional settings, or for nursing administration or nursing education or midwifery;
 - utilise a research approach/research findings relevant to their field of practice/major area of study;
 - increase their understanding of physical, biological, psychological and social sciences relevant to their field of practice/major area of study;
 - increase their knowledge and skills to enable them to function more effectively in their current field of practice;
- and/or
- acquire knowledge and skills to enable them to practise in a new area leading to registration in midwifery or infant welfare nursing or psychiatric nursing, or in areas such as nursing administration or nursing education;
 - evaluate various approaches to change and utilise appropriate strategies for change in relation to the delivery of health care.

General Requirements for Degree

The Bachelor of Applied Science (Advanced Nursing) Course provides opportunity for registered nurses to study nursing theory and practice at an advanced level and to undertake major study in one of the following areas: Advanced Clinical Nursing, Community Health Nursing, Nursing Administration, Nursing Education, or Midwifery (leading to registration as a midwife). It is also possible to complete requirements for registration in infant welfare nursing or psychiatric nursing.

Entrance Requirements

Current registration as a general, psychiatric or mental retardation nurse, plus a higher school certificate or completion of an education entrance test. Other requirements include professional experience, study and an examination in biological sciences.

Application early in the year preceding enrolment is advised in order to complete these entrance requirements. An evening program in bioscience commences in May each year to assist intending applicants to prepare for this examination. (Please see below for further details.)

These pre-course procedures are designed to enable nurses holding certificates to gain a degree qualification in two years of full-time study or equivalent part-time. It will be appreciated that it normally takes at least three to four years of full-time study at a university or college of advanced education to complete requirements for a Bachelor's degree. The Bachelor of Applied Science (Advanced Nursing) Course was approved as a two year programme in recognition of the fact that entering students would have completed basic nursing education, and subsequent experience as qualified nurses. However, the School of Nursing is required to ensure that this education and experience is equivalent at least to the first year of a three year degree programme, and that students are able to complete requirements for the degree in two years. Thus the pre-course procedure aims to ensure that all applicants have sufficient knowledge of the biological sciences to enable them to cope with the required units of study in the programme.

Graduates of the Bachelor of Applied Science (Advanced Nursing) Course are eligible to apply to undertake subjects in one of the other streams to further their career opportunities. It should be understood however, that such studies do not lead to a new award.

Programme Design

This programme is designed to build upon the clinical and functional experience which students bring to their studies. Emphasis is placed upon (a) the development of wider conceptual understanding by exposure to a range of theoretical perspectives from various disciplines, and (b) the gaining of in-depth knowledge and skills in selected areas of interest in nursing.

Year I

The curriculum in Year I is designed around two core components:

A. NURSING STUDIES

This component is designed to provide students with:

- (a) an introduction to conceptual approaches to nursing;
- (b) a basic knowledge of research methods;
- (c) the ability to interpret and utilise nursing research findings;
- (d) increased knowledge and skills in a selected area of nursing practice, including educational functions.

B. SCIENCES - BIOPHYSICAL, BEHAVIOURAL, SOCIAL

This component is designed to enable students to gain further knowledge of physical, biological behavioural and social sciences relevant to their clinical and functional areas of special interest.

Year II

The curriculum in Year II builds upon that of Year I and prepares students in one or more major areas of study: Advanced Clinical Nursing, Community Health Nursing, Nursing Administration, Nursing Education or Midwifery (leading to registration with the Victorian Nursing Council).

Options and Electives

Some optional and elective units may not be conducted on the basis of insufficient enrolments.

Bachelor of Applied Science (Advanced Nursing) Course - Summary of Eligibility Requirements

1. General

To be eligible for admission to the degree course of the Institute an applicant shall:

- a) have gained passes in four subjects, including English, of the Victorian Higher School Certificate examination or its equivalent, or complete satisfactorily an education test paper, set by the School of Nursing, or have such other qualifications and/or experience as may be deemed by the academic committee to be equivalent to the preceding requirements,

and

- b) be currently registered with the Victorian Nursing Council (VNC) as a general nurse, a psychiatric nurse or a mental retardation nurse and produce evidence of adequate recent post registration nursing experience for a minimum of one year.

and

- c) pass a pre-course examination in biological sciences set by the School of Biological Sciences of the Institute, or produce evidence of having achieved a satisfactory level of understanding of biological sciences,

or

- d) have such other qualifications and/or experience as may be deemed by the academic committee to be equivalent to the above requirements

and

2. Specific

In addition to the requirements of section 1 above, to be eligible for admission to a major stream of study and to some specific options within some major streams of study an applicant shall normally provide evidence of having met professional experience requirements determined by the academic committee and described below:

A. NURSING ADMINISTRATION

An additional year of professional experience which preferably includes recent managerial and clinical responsibilities

B. NURSING EDUCATION

An additional year of recent professional experience which preferably includes a defined area of clinical interest and competence

C. ADVANCED CLINICAL NURSING

No additional requirements for this stream but see below the specific requirements for some of the practice options:

Adult Nursing:

None unless intending to focus on critical care nursing or operating room nursing then 1 year's recent experience, or a certificate, in Critical Care Nursing or Operating Room Nursing

Gerontological Nursing:

none

Midwifery (Advanced):

registration with the VNC as a Midwife, and 1 year's recent experience in Midwifery

Nursing of Children:

1 year's recent experience, in Paediatric Nursing

Psychiatric Nursing (Advanced):

registration with the VNC as a Psychiatric Nurse, and 1 year's recent experience in Psychiatric Nursing

D. COMMUNITY HEALTH NURSING

No additional requirements for this stream but see below the specific requirements for some of the practice options:

Community Mental Health Nursing:

none

Gerontological Nursing:

none

***Maternal and Child Health Nursing:**

(leading to registration with the VNC as an Infant Welfare Nurse)

registration with the VNC as a Midwife, or satisfy the midwifery/maternity nursing prerequisite to registration in infant welfare nursing.

Child and Family Health Nursing:

registration with the VNC as an Infant Welfare Nurse, or experience nursing children

Occupational Health Nursing:

none

Psychiatric Nursing:

(leading to registration with the VNC as a Psychiatric Nurse)

none

Adolescent Health Nursing:

none

E. MIDWIFERY: (leading to registration with the VNC as a Midwife)

A basic Nursing Diploma or post registration Nursing Diploma or Degree, which includes evidence of satisfactory completion of a component of study in Maternity Nursing

* this option may be taken by a student in another major stream, excluding Midwifery

Award

The Degree of Bachelor of Applied Science (Advanced Nursing) is awarded by the Lincoln Institute of Health Sciences on successful completion of the course.

TERM DATES

Orientation Week	February 9 - 13
First Term	February 16 - April 24
Examination Week - Year I	April 27 - May 1
Field Experience and Some Vacation - Year I	May 4 - 22
Study Leave - Year II	April 27 - May 1
Examination Week - Year II	May 4 - 8
Field Experience - Year II	May 11 - 22
Second Term	May 25 - July 24
Examination Week	July 27 - 31
Field Experience	August 3 - 14
Vacation	August 17 - 21
Third Term	August 24 - October 23
Study Leave	October 26 - 30
Examination Week	November 2 - 6
Field Experience-MCH students	November 9 - 20
Field Experience-MID students	November 9 - December 9
Field Experience-Psych students	November 9 - 27
MCH & MID Final examination in Week	November 23 - 27
Field Experience-Psych students Year II	January 11 - 29 1988

Unit Scheme

UNIT CODING

All School of Nursing units are prefixed with a five character code, following by the unit title. The following example indicates the meaning of each character for post-registration course units.

N1072	ADVANCED NURSING A
N	SCHOOL OF NURSING
1	COURSE/STREAM INDICATOR
0	UNIT NUMBER
7	
2	UNIT WEIGHTING IN POINTS

Course/Stream Indicator

- 1 = Units common to two or more Major streams
- 2 = Units specific to Advanced Clinical Nursing Major Stream
- 3 = Units specific to Community Health Nursing Major Stream
- 4 = Units specific to Nursing Administration Major Stream
- 5 = Units specific to Nursing Education Major Stream
- 6 = Units specific to Midwifery Major Stream

Subjects taught by the Biological Science and Behavioural Science School commence respectively with the codes BL and BS.

Subjects taught jointly by the School of Nursing and the Behavioural Science School commence with the code NB.

Details of all subjects offered by the School under the NB coding appear on pages 164 and 165, for N coding refer pages 166 to 180.

Unit Weighting in Points

Each unit offered to students enrolled in post-registration courses has been allocated a weighting in points. Academic units have a weighting of either one or more points. Field experience units have been allocated a weighting of three points in each year.

The exception is the midwifery stream where no points are allocated because of the unique nature of the clinical experience. This experience is valued at more than three points.

Behavioural and Biological Sciences' units have been allocated equivalent point weightings - these are indicated in brackets against the respective units in the course outlines.

Criteria for the Award

The criteria for the award of the degree is a passing grade in all compulsory subjects and elective units totalling 48 academic points and a satisfactory grading in clinical/field experience totalling 6 points. In the midwifery major stream, however, students are required to reach a pre-determined level of mastery in the clinical practice situation as well as passing grades for theoretical units with a total value of more than 54 points.

Course Outline

Year I

UNITS COMPULSORY TO ALL MAJOR STREAMS

NB102	Interpersonal Communication Skills
N1014	Nursing Research
N1042	Legal Studies (Students in the Community Health Nursing major stream will normally undertake this subject in Year II)
BL523	Applied Human Bioscience (3 points)
BS120	Psychological Aspects of Health Care (2 points)
BS140	Sociological Aspects of Health Care (2 points)

Additional units compulsory to specific major streams:

ADVANCED CLINICAL NURSING MAJOR STREAM:

N1072	Advanced Nursing A
N1082	Advanced Nursing B
N1092	Advanced Nursing C
N1022	Educational Functions of Health Professionals
N1103	Field Experience I-AN
BL555	Applied General Science (2 points)
N2002	Maternity Nursing (restricted to students intending to proceed to the midwifery major stream in Year II)

COMMUNITY HEALTH NURSING MAJOR STREAM:

N3334	Community Health Nursing Studies A
N3342	Community Health Nursing Studies B (students undertaking N1313 or NB204 will undertake this subject in Year II if completing requirements for the Community Health Nursing major stream)
N3352	Family Studies (only for students enrolling with advanced standing)
N3362	Health Education I
N1332	Family Dynamics
N1031	Applied Microbiology*
N1203	Field Experience I-CHN*

Clinical Practice Options

Students undertaking the maternal and child health nursing option (leading to registration with the Victorian Nursing Council as an infant welfare nurse) will also be required to enrol in:

N1313	Maternal and Child Health Nursing
N1303	Field Experience I-MCH

Students undertaking the psychiatric nursing option (leading to registration with the Victorian Nursing Council as a psychiatric nurse) will also be required to enrol in:

NB204	Generic Psychiatric Nursing A
N1403	Field Experience I-PSYCH

*Students undertaking this option are not required to enrol in N1031 nor N1203.

NURSING ADMINISTRATION MAJOR STREAM:

N1072	Advanced Nursing A
N1082	Advanced Nursing B
N1092	Advanced Nursing C
N1022	Educational Functions of Health Professionals
N1103	Field Experience - I-AN

NURSING EDUCATION MAJOR STREAM:

N1072	Advanced Nursing A
N1082	Advanced Nursing B
N1092	Advanced Nursing C
N5002	Educational Psychology
N1103	Field Experience - I-AN
BL555	Applied General Science (2 points)

Year II

ADVANCED CLINICAL NURSING MAJOR STREAM:

Students will select two units of Advanced Clinical Nursing. These units are designed to provide opportunities for students to explore in-depth chosen aspects of clinical nursing practice. They enable students to examine conceptual, methodological and clinical issues and may include a research project.

Field experience is related to the units of advanced clinical studies and comprises up to four weeks block placement plus intermittent days throughout the duration of the units.

- N2622** Nursing of Children A
- N2632** Nursing of Children B
- N2642** Advanced Midwifery A (for registered midwives)
- N2652** Advanced Midwifery B (for registered midwives)
- N1682** Gerontological Nursing A
- N1692** Gerontological Nursing B
- N2702** Psychiatric Nursing A (for registered psychiatric nurses)
- N2712** Psychiatric Nursing B (for registered psychiatric nurses)
- N2662** Adult Nursing A
- N2672** Adult Nursing B

plus

- N2212** Clinical Teaching A
- N2222** Clinical Teaching B
- N2232** Management of the Clinical Unit
- N2242** Issues in Clinical Nursing
- NB122** Analysis of Organisations A
- NB132** Analysis of Organisations B
- NB142** Analysis of Organisations C
- N2443** Field Experience II — ACN
- BL626** General and Clinical Pathology A (2 points)

Plus elective unit(s) as necessary to ensure that students meet the required number of points (see next column).

COMMUNITY HEALTH NURSING MAJOR STREAM:

Students in the second year will select two units of Community Health Nursing options from among the following:

- N3022** Child and Family Health Nursing A
- N3032** Child and Family Health Nursing B
- N3102** Adolescent Health Nursing A
- N3112** Adolescent Health Nursing B
- N3222** Occupational Health Nursing A
- N3232** Occupational Health Nursing B
- N3242** Community Mental Health Nursing A
- N3252** Community Mental Health Nursing B*
- N1682** Gerontological Nursing A
- N1692** Gerontological Nursing B

plus

- N1042** Legal Studies (to be taken if not completed in Year I)
- N1462** Nursing Research Project*
- N3143** Advanced Community Health Practice*
- N3132** Health Education II A*
- N3342** Community Health Nursing Studies B (to be taken by students who completed N1313 or NB204 in Year I)*
- NB122** Analysis of Organisations A*
- NB351** Health Team Functioning*
- NB361** Health Counselling in Nursing Practice
- N3453** Field Experience II — CHN
- BL617** Growth Development and Ageing (2 points)
- BL626** General and Clinical Pathology A (2 points)
- BS151** Personality Theory and Therapies (1 point)*

Students undertaking the generic psychiatric clinical practice option in association with the community health nursing major stream take the subjects marked with an asterisk * plus

- BS332** Abnormal Behaviour: Neurophysiological and Biochemical Aspects
- N1413** Field Experience — II - PSYCH

NURSING ADMINISTRATION MAJOR STREAM

- N4402** Nursing Administration A
- N4412** Nursing Administration B
- N4423** Nursing Administration C
- N4022** Health Services Administration
- N4032** Financial Management

- N4042** Industrial Relations
- NB112** Political Studies
- NB122** Analysis of Organisations A
- NB132** Analysis of Organisations B
- NB142** Analysis of Organisations C
- N4463** Field Experience II — NAD

Plus elective units as necessary to ensure that students meet the required number of points (see next column).

NURSING EDUCATION MAJOR STREAM

- N2222** Clinical Teaching B (in 1987 only)
- N5002** Educational Psychology
- N5022** Curriculum Theory
- N5031** Nursing Curricula - Development and Implementation
- N5043** Curriculum Development Projects
- N5054** Teaching - Theory and Practice
- NB122** Analysis of Organisations A
- NB132** Analysis of Organisations B
- NB142** Analysis of Organisations C
- N5473** Field Experience II — N ED
- BL626** General and Clinical Pathology A (2 points)

Plus elective units as necessary to ensure that students meet the required number of points (see below).

MIDWIFERY MAJOR STREAM

- BL624** Applied Human Bioscience for Midwifery
- NB102** Interpersonal Communication Skills
- NB612** Behavioural Aspects of Midwifery A
- NB622** Behavioural Aspects of Midwifery B
- N1442** Nursing Research Design and Analysis
- N3361** Health Education
- N6012** Care During Normal Pregnancy and Labour
- N6022** Care During Normal Puerperium
- N6112** Care of Mother and Foetus at Risk During Pregnancy A
- N6121** Care of Mother and Foetus at Risk During Pregnancy B
- N6132** Care of Mother and Foetus at Risk During Labour
- N6142** Care of Mother and Foetus at Risk During Birth
- N6152** Care of Mother and Infant at Risk During Puerperium
- N6321** Trends in Midwifery Practice
- N6311** Legal Aspects of Midwifery Practice
- N6000** Final Midwifery Examination
- N6100** Clinical Experience — Midwifery

Elective Units

Elective units may normally be selected from among the following: (Not all units will be offered in each year.)

- N1031** Applied Microbiology
- N1032** Applied Microbiology Project
- N1052** Sexuality and Nursing
- N1452** Advanced Clinical Nursing Elective
- N1462** Nursing Research Project
- N1491** Human Ecology
- N1502** Educational Technology
- N1682** Gerontological Nursing A
- N3242** Community Mental Health Nursing A
- N3272** Health Education IIB
- N4022** Health Services Administration
- N4032** Financial Management
- N4042** Industrial Relations
- N4052** Issues In Management
- N5002** Educational Psychology (Term 3)
- NB112** Political Studies
- NB132** Analysis of Organisations B
- NB142** Analysis of Organisations C
- NB162** Computer Based Information Systems
- BL517** Growth Development and Ageing (1 point)
- BL617** Growth Development and Ageing (2 points)
- BL627** General and Clinical Pathology B (2 points)
- BS400** Behavioural Science Seminar(s) (1 or 2 points)
- BL671** Clinical Pharmacology (1 point)
- BL681** Human Embryology (1 point)
- BL698** Human Genetics (1 point)

School of Occupational Therapy

Bachelor of Applied Science (Occupational Therapy)

Staff

Head of School

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 *Ruth Holan, Dip.O.T.
 *Linsey Howie, B.A. *Melb.*, Dip. O.T.
 *Mary Kennedy Jones, B.App.Sc. (Occ.Thér.)
 *Jack Miller
 *Irene Pagram, H.D.T.S., B.Ed. *Melb.C.A.E.*
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Administrative Officer

Chris Borthwick, B.A. (A.N.U.)

Administrative Assistant

Kay deKroo
 Jane Nursey, B.B.Sc. *LaT.*

Secretary to Head of School

Anne Lazos

School Secretary

*Joan Henry, S.R.N., *U.K.*
 *Barbara Coopes

School Aide

Julie Mandarino

Introduction to Occupational Therapy

Occupational Therapy is concerned with promoting people's competence - that is, their ability to adapt to the demands of their immediate environment and to cope constructively with the myriad of tasks and activities which are part and parcel of everyday life.

In the main, occupational therapists work with those whose coping abilities have been impaired by disease, physical injury, developmental abnormalities, emotional trauma, psychological problems and social disadvantage, and usually work as members of multi-disciplinary health care teams. Through the use of therapeutic "occupation" and specialized equipment and techniques they assist their clients/patients to regain lost function and to develop their existing or potential abilities in order that they may lead lives which are perceived as having direction and purpose.

From the occupational therapist's perspective "occupation" embraces a wide spectrum of activities, including such everyday activities as eating, dressing and personal care; creative activities; work; recreation; and social encounters.

Equipment commonly used by an occupational therapist includes devices for measuring functional performance, splints, and a variety of aids to daily living - for example, raised toilet seats, dressing aids, adapted kitchen utensils, wheelchairs, and computers that can help disabled people to communicate and control elements in their environment such as heating and lighting.

Specialized techniques are used for a number of different assessment, treatment and evaluation purposes. For instance, occupational therapists may show patients with heart problems ways of getting their work done with less effort, help stroke victims find the most effective way to overcome their movement problems, and assist intellectually disadvantaged people to independently manage a variety of tasks by breaking them down into simple and easily handled units.

Therapists often use a group rather than an individual activity to enhance a psychiatric patient's self-awareness and self-image, or to generally improve his/her self-presentation skills. They may also use relaxation techniques to assist both children and adults to come to grips with the fears and anxieties associated with hospitalization.

Essentially, the occupational therapist's skill lies in his/her ability to achieve a match between the demands and challenges of an activity and a client's/patient's interests and needs.

Avenues of Employment

Occupational therapists form part of the health team in general hospitals, rehabilitation centres, sheltered workshops, psychiatric clinics, and special centres for children, elderly people, and intellectually handicapped people. Occupational therapists are also involved in the development of community health services and act as consultants and co-ordinators in specialized aspects of community care.

Term Dates

First Year

Orientation Week	February 16 - 20
First Term	February 23 - May 1
Exam Week	May 4 - 8
Second Term	May 25 - July 24
Exam Week	July 27 - 31
Third Term	Aug 24 - October 23
Study Week	October 26 - 30
Exam Week	November 2 - 6
Oral Exams	November 9 - 13
Directed Professional Practice	November 16 - December 4

Second Year

First Term	February 23 - May 1
Exam Week	May 4 - 8
Second Term	May 25 - July 24
Exam Week	July 27 - 31
Third Term	August 24 - October 23
Study Week	October 26 - 30
Exam Week	November 2 - 6

Third Year

First Term	February 23 - May 1
Exam Week	May 4 - 8
Clinical Education	May 25 - July 17
Clinical Education	July 27 - September 18
Clinical Education	September 28 - November 20

Fourth Year

Academic Week	February 23 - 27
Clinical Education	March 2 - May 8
Academic Term	May 25 - August 7

(Fourth Year Students are required to be available for supplementary examination until August 28)

Course of Study

Occupational Therapy is a full-time three and a half year degree course with limited provision for part-time study in the first two years of the course.

Award

Students who successfully complete the course will be awarded a degree in applied science, Bachelor of Applied Science (Occupational Therapy), by the Lincoln Institute of Health Sciences. The course is recognised by the World Federation of Occupational Therapists and graduates may apply for membership of the Victorian Association of Occupational Therapists.

Course Outline

Details concerning the number of lectures, tutorials and practical sessions are given for guidance only. Detailed textbook lists and reading guides for all subjects are made available to students during the course.

First Year

OT110	Principles of Occupational Therapy
OT120	Intervention Processes 1
OT134	Human Development 1
OT170	Directed Professional Practice 1
OT180	Ergonomics 1
OT181	Activities of Daily Living 1
OT182	Recreation
OT190	Activity and Technical Skills 1
OT191	Computer Skills
OT192	Construction Skills
OT193	Food Skills
OT194	Horticultural Skills
OT195	Printmaking
OT196	Textile Skills 1
BL112	Physiology 112
BL185	Functional Anatomy for Occupational Therapy
BS100	Introduction to Behavioural Sciences

Second Year

OT220	Intervention Processes 11
OT242	Neuropsychology
OT250	Clinical Medicine
OT251	Pathophysiology
OT252	Orthopaedics
OT253	Paediatrics
OT254	Neurology
OT260	Clinical Psychiatry
OT270	Directed Professional Practice 11
OT280	Ergonomics 11
OT281	Activities of Daily Living 11
OT282	Work
OT283	Ergonomic Fundamentals
OT290	Activity & Technical Skills 11
OT291	Textile Skills 11
OT292	Ceramics
OT293	Creative Studies
BS107	Introduction to Research
BS234	Human Development 11
BL222	Neurosciences

Third Year

OT310	Administration and Management 1
OT320	Intervention Processes 111
OT370	Directed Professional Practice 111
OT371	Directed Professional Practice Affiliation A
OT372	Directed Professional Practice Affiliation B
OT373	Directed Professional Practice Affiliation C
OT380	Ergonomics 111
OT381	Activities of Daily Living 111
OT382	Design & Development
BS250	Research Evaluation
BS334	Human Development 111
ID103	The Health Team

Fourth Year

OT415	Management 11
OT416	Applied Occupational Therapy
OT425	Design and Development
OT460	Clinical Psychiatry
OT470	Clinical Education
BS351	Measurement and Test Theory

Subject Details

Details of subjects offered by the School of Occupational Therapy are listed on pages 185 to 191 under coding OT, for Gerontology subjects listed under GR coding appear on pages 162 and 163.

Lectures and Clinical Education

Lectures are held at Lincoln Institute and at the University of Melbourne. Clinical education is undertaken at selected teaching hospitals.

Uniforms and Equipment

Students are required to have a prescribed uniform for hospital clinics and clinical education placements. Work-coats, safety glasses and a tool kit are also required and full information covering all these items will be given in the first week of the course. A half set of bones is required for first-year Anatomy. These can usually be purchased from the students of the preceding year.

Assessment

Student performance is assessed through a variety of methods such as examinations, assignments, and practical work. Details of assessment in each subject are available on the School noticeboards from the beginning of the academic year.

Admission by Advanced Standing

Bachelor of Applied Science (Occupational Therapy)

The opportunity to convert a diploma qualification to degree level is offered to students holding a recognised diploma in Occupational Therapy.

Students are required to undertake the equivalent of one year's full time study from the undergraduate degree programme, and to prove academic equivalence to the fourth year degree standard at the completion of study.

Graduate Diploma in Occupational Therapy

The graduate diploma in Occupational Therapy is a course of study which is offered to graduate occupational therapists of at least two years standing. It aims to provide students with the opportunity to further refine and develop a theoretical and philosophical understanding of occupational therapy practice, and to enhance and develop research skills and practice skills in a selected area of application.

School of Orthoptics

Staff

Head of School

Alison Pitt, D.B.O. (T)

Lecturers

Shayne Brown, Dip.App.Sc. (Orthop), D.O.B.A.

Kaye Ferraro, Assoc.Dip.Orthop., D.O.B.A.

Kerry Fitzmaurice, H.D.T.S., *Melb.C.A.E.* Dip.App.Sc. (Orthop.), D.O.B.A.

Linda McKenzie, Dip.App.Sc. (Orthop), D.O.B.A.

Senior Tutor

Julie Green, Dip.App.Sc. (Orthop.), D.O.B.A.

Tutor

Gail Howey, Dip.App.Sc. (Orthop.), D.O.B.A.

Sessional Staff

William Gillies, M.B., B.S. *Q'ld.*, D.O. *Melb.*, F.R.C.S. *Edin.*, F.R.A.C.S.

Justin O'Day, M.B., B.S., D.O. *Melb.*, F.R.C.S. *Lon.*, F.R.A.C.S., F.R.A.C.P., F.R.A.C.O.

Robert Ramsay, M.B., B.S., D.O. *Melb.*, F.R.A.C.S., F.R.A.C.O.

Richard Stawell, M.B., B.S. *Melb.*, F.R.A.C.S., F.R.A.C.O.

Mark Lazarus, M.B., B.S., M.D., F.A.O.O.

Deborah Colville, M.B., B.S.

Administrative Secretary

Betty Bibb

Typist

Robyn McKenzie

Diploma of Orthoptics

Introduction to Orthoptics

Orthoptists are health personnel working in the area of applied ocular physiology as part of the eye health care team.

Orthoptists are trained in the assessment and treatment of patients who have defects of their eye movements and the loss or reduction in visual function that accompanies such disorders. Eye muscle disorders are common in children and patients with mental/physical delay.

Defects of the eye movements may be the first sign of a tumor and are common in patients suffering head trauma, stroke, and other neurological deficits. As well as assessment and treatment, the orthoptist works as a consultant in the rehabilitation of such patients, and in a variety of vision screening programmes designed to detect eye disorders before secondary complications occur.

The Diploma of Applied Science (Orthoptics) equips the graduate to manage patients of all ages from birth to those in the geriatric age group; patients with a mental or physical handicap, and patients from all social and cultural backgrounds. The course also equips the orthoptist with basic research skills and the graduate is expected to continually reappraise and validate all treatment and assessment techniques.

*Denotes part-time.

Orthoptists work in general hospitals, children's hospitals, private practice, centres for the physically and mentally delayed, rehabilitation centres and in conjunction with ophthalmologists. There are also some opportunities for teaching and research.

Graduates are encouraged to pursue post-graduate courses to improve their working knowledge.

Course of Study

Orthoptics is a full-time course of three year's duration.

Award

A diploma of Applied Science in Orthoptics is awarded by Lincoln Institute to students successfully completing the course. Graduates apply for registration with the Orthoptic Board of Australia.

Lectures and Clinical Practice

Lectures are given at Lincoln Institute and clinical work is undertaken at selected city, country and interstate hospitals and clinics.

The following are utilised:

Adelaide Children's Hospital
Alfred Hospital
Austin Hospital
Ballarat Base Hospital
Geelong and District Hospital
Launceston General Hospital
Mt Royal Geriatric Unit
Preston and Northcote Community Hospital
Prince Henry's Hospital
Queen Victoria Medical Centre
Royal Adelaide Hospital
Royal Melbourne Hospital
Royal Children's Hospital
Royal Hobart Hospital
Royal Victorian Institute for the Blind
Royal Victorian Eye and Ear Hospital
St Vincent's Hospital
Yooralla Society of Victoria
Melbourne City Council Kindergartens
Mercy Private Hospital

Some clinical involvement is required during the term holidays.

Assessment

Student performance is assessed through a variety of methods such as examinations, assignments and practical work. Details of assessment in each subject area are available on the School notice boards from the beginning of the academic year.

Course Outline

The provisions in the details of the numbers of lectures and tutorials are included for general guidance only and may be modified without notice.

First Year

BL112 Physiology
BL151 Basic Physical Science
OR110 Ocular Anatomy
BS100 Introduction to the Behavioural Sciences
OR120 Ocular Motility 1
OR130 Orthoptic Clinical Practice 1

Second Year

BL222 Neurosciences
OR242 Optics I
OR212 Ocular Physiology
BS105 Introduction to Research
BS235 Child Development
BS270 Psychology of Illness, Disability and Rehabilitation
BS280 Interpersonal Helping Skills
OR222 Ocular Motility 11
OR250 Ophthalmology 1
OR232 Orthoptic Clinical Practice 11

Third Year

OR300 Ocular Motility 111
OR301 Surgical Techniques
OR302 Electrodiagnosis
OR303 Optics 11
OR304 Pharmacology
OR305 Microbiology
OR307 Commonly Seen Eye Disorders and Ocular Emergencies

OR308 Research Design
OR309 Objective and Subjective Testing
OR310 Examination of Fundus and Media
OR311 Major and Minor Surgery
OR312 Orthoptics — Investigation and Management
BL370 Medical Science for Orthoptics
BS250 Research Evaluation
BS400 Behavioural Science Seminar
ID103 The Health Team

Details of subjects offered by the School of Orthoptics are listed on pages 181 to 184 under coding OR.

School of Physiotherapy

Staff

Acting Head of School

Margaret Nayler, M.A. *Melb.* Dip.Physio, M.A.P.A.

Senior Lecturers

Barbara Duncan, Dip.T.P. *S.A.I.T.*, *B.Ed.* *La T.*, Dip.Physio, M.A.P.A.
Mary Fielding, B.A. *La T.*, *B.Ed.* *Melb.* B.App.Sc. (Phty.), M.A.P.A.
Deirdre Jones, B.A. (Hons.) *La T.*, B.App.Sc. (Phty.), M.A.P.A.
Barry Stillman, Dip.Physio, F.A.C.P., M.A.P.A., M.C.S.P.

Lecturers

Patricia Bale, B.App.Sc.(Phty.), M.A.P.A.
Dawn Best, Dip.Physio, M.A.P.A.
*Elizabeth Burman, B.App.Sc. (Phty.), Grad. Dip. Physio., M.A.P.A.
Patricia Goldie, B.App.Sc. (Phty.), M.App.Sc., M.A.P.A., M.A., S.M.F.
Elizabeth Kerr, B.App.Sc. (Phty.), M.A.P.A.
Margaret Mayston, B.App.Sc. (Phty.), M.A.P.A.
*Prudence McCahey, B.App.Sc. (Phty.), Grad.Dip.Adv.Manip.Ther.
S.A.I.T., M.A.P.A., M.M.T.A.A.
Joan McMeeken, B.Sc. (Hons.) *La T.*, Dip.Physio., M.A.P.A.
Valma Robertson, B.A. (Hons.) *La T.*, B.App.Sc. (Phty.), M.A.P.A.
Patty Tam, S.R.P., Dip.T.Physio, M.A.P.A., L.M.I.A.S.
Elizabeth Tully, B.App.Sc. (Phty.), M.A.P.A.
Dorothy Wilson, B.Sc. (PT.) *Tor.* M.Sc. *W.Ont.*, M.A.P.A.
*Guy Zito, Grad.Dip.Adv.Manip.Ther. *S.A.I.T.*, Dip. Physio, M.A.P.A.
M.M.T.A.A.

Principal Tutor

Valerie Townsend, B.App.Sc. (Phty.), M.A.P.A.

Senior Tutors

*Jillian Brown, B.App.Sc. (Phty.), M.A.P.A.
*Jan Cohen, Dip.Physio, M.A.P.A.
*Judy Colquhoun, B.App.Sc. (Phty.), Grad.Dip.Manip.Th.,
M.A.P.A., M.M.T.A.A.
*Greg Cunningham, Dip.Physio. *Melb.*, B.App.Sc. (Phty.),
Grad.Dip.Manip.Th., M.A.P.A., M.M.T.A.A.
*Jennifer Ferguson, B.App.Sc. (Phty.), M.A.P.A.
*Sarah Foley, B.App.Sc. (Phty.), M.A.P.A.
*Angela Gale, Dip.P.O. *Calif.*, B.App.Sc.(Phty.), M.A.P.A.
*Helen Hands, Dip.Physio., M.A.P.A.
Helen Lane, B.A., *B.Ed.* *La T.*, B.App.Sc. (Phty.), Grad. Dip. Physio.
M.A.P.A.
*Suzanne Luxton, Dip.Physio, M.A.P.A.
Meg Morris, B.App.Sc. (Phty.), M.A.P.A.
Wendy Nickson, Dip.Physio., Grad. Dip. Physio. M.A.P.A., M.A.S.M.F.
Caroline Nicolson, Dip.Physio., M.A.P.A., M.C.S.P.
*Christine Oehr, B.App. Sc. (Phty.) M.A.P.A.
*Eileen O'Meagher, B.App.Sc. (Phty.), Grad.Dip.Physio (Sports),
M.A.P.A.
*Robin Paleg, B.App. Sc. (Phty.), M.A.P.A.
*Catherine Piggott, B.App.Sc. (Phty.), Grad.Dip. Manip. Th., M.A.P.A.,
M.M.T.A.A.
Louisa Remedios, B.App.Sc. (Phty.), Grad. Dip. Physio., M.A.P.A.
*Barbara Rix, T.T.C., Dip.Physio., M.A.P.A., M.M.T.A.A.
*Diana Spurratt, B.App.Sc. (Phty.), M.A.P.A.
*Pearl Stock, B.A. (Hons.), *B. Ed.* *Melb.*, Dip.Ed. *Monash*,
Dip. Physio., M.A.P.A.
*Kay Spencer, B. App.Sc. (Phty.), B.A., M.A.P.A.
*Diana Svendsen, B.App.Sc. (Phty.), M.A.P.A.
*Margaret Watson, B.Phty.Qld., M.A.P.A., C.P.A.
*Prudence Weeks, B.App.Sc. (Phty.), Grad. Dip. Manip. Th., M.A.P.A.
*Gillian Webb, Dip. Physio., M.A.P.A.
*Sue Wright, Dip.Physio, M.A.P.A.
*Eda Wyse, Dip.Physio, M.A.P.A.

Tutors

*Caroline Bills, B.App.Sc. (Phty), M.A.P.A.
*Karen Dodd, B.App.Sc. (Phty.), M.A.P.A.
*Lyn Howard, Dip.Ed. *LaT.*, B.App.Sc. (Phty), M.A.P.A.

Administrative Staff

Administrative Officer: Kelvin Thorogood, B.A. *Deakin*, D.M.S.
Wolverhampton
Administrative Assistant: Susy Hannah
Secretary: Irene Bruhn
Receptionist/Typist: *Anne Owens
Typists: Shirley Birchell, Clarice Price
School Aide: Martina Mugavin
*Part-Time.

Sessional Staff

Anatomy

Members of the University of Melbourne Department of Anatomy:
Christopher Briggs, M.A., Ph.D., *Oregon*, Dip. Phys. Ed. *Exe.*
Josephine Kavanagh, B.Med.Sc., M.B., B.S. *Melb.*
Coralie Kenny, Dip.Physio. *Q'ld.*, M.A.P.A.
Geoffrey Kenny, M.B., B.S., *Q'ld.*, M.Sc. *Melb.*
Richard Siemienowicz, B.Med.Sc., M.B., B.S. *Melb.*, F.R.A.C.S.,
F.R.C.S. *Edin.*
Robert Southby, M.B., B.Sc. *Melb.*, F.R.A.C.S.

Behavioural Sciences

Members of the Institute's School of Behavioural Sciences.

Biological Sciences

Members of the Institute's School of Biological Sciences.

Nursing Procedure

Members of the Institute's School of Nursing

Orthotics

Members of the Institute's School of Prosthetics and Orthotics.

Physiotherapy

Michael Fogarty, M.B., B.S., *N.Z.*, F.R.C.S., *Edin.*, F.R.A.C.S.
Professor Edmondo P. Guli, M.D. Dip.Oncology, A.A.A.N., F.R.C.
Pathology, F.R.C.P.A.
David McIntosh, M.B., B.S. *Melb.*, F.R.C.S. *London*, F.R.A.C.S.
J. Barrie Morely, M.B., B.S. *Melb.*, F.R.C.P. *Edin.*, F.R.A.C.P.
Robert Newnham, F.R.A.C.P., F.A.C.R.M.
Robert Southby, M.B.B.S., F.R.A.C.S.
Anthony Verberne, B.Sc. (Hons.), Ph.D.

Bachelor of Applied Science (Physiotherapy)

The programme of studies for 1987 as published is subject to modification. Students are required to consult the School notice boards at the commencement of the year for up to date details.

Introduction to Physiotherapy

Physiotherapy is a profession which is open both to men and women. Physiotherapists are members of the medical team assisting patients with temporary or permanent physical disability to achieve the highest possible degree of recovery.

Physiotherapists assess the patient's disabilities and carry out the appropriate treatment programme. This requires a thorough background knowledge of biological, behavioural and medical sciences.

Before any person is permitted to practise as a physiotherapist in the State of Victoria, registration with the Physiotherapists Registration Board is obligatory.

Course of Study

Physiotherapy is a full-time degree course with limited provision for part-time study in the first two years of the course.

Award

Bachelor of Applied Science (Physiotherapy).

Lectures and Clinical Practice

Lectures, demonstrations, and practical sessions are held at Lincoln Institute and the University of Melbourne. Students attend physiotherapy departments of a number of hospitals and special centres for observation and clinical practice. These include:

After Care Hospital
Alfred Hospital
Ararat and District Hospital
Austin Hospital (general hospital and spinal injuries centre)
Ballarat Base Hospital
Bendigo Home and Hospital for the Aged
Bendigo and Northern District Base Hospital
Bethesda Hospital
Box Hill and District Hospital
Bundoora Extended Care Centre
Castlemaine District Community Hospital
Caulfield Hospital
Centennial House - Freemason's Homes
Central Gippsland Hospital, Traralgon
Colac District Hospital
Coonac Rehabilitation Centre
Dandenong Hospital
Early Childhood Development Programmes
Echuca District Hospital
Fairfield Hospital
Frankston Community Hospital
Freemasons Hospital
Geelong Hospital
Gippsland Geriatric Centre, Bairnsdale
Gippsland Base Hospital, Sale
Glen Waverley Rehabilitation Centre
Goulburn Valley Base Hospital, Shepparton
Grace McKellar House, Geelong
Greenvale Geriatric Centre
Hamilton Base Hospital
Hampton Hospital
Independent Living Centre
Kingston Centre
Latrobe Valley Hospital Moe
Launceston General Hospital
Little Company of Mary Hospital
Macleod Repatriation Hospital
Manvantara Hospital
Maroondah Hospital
Mercy Maternity Hospital
Mildura Base Hospital
Mont Calm
Mount Eliza Geriatric Centre
Moorabbin Hospital
Mount Royal Hospital
Nhill Hospital
Ovens and Murray Home
Peter James Centre
Portland and District Hospital
Preston and Northcote Community Hospital
Prince Henry's Hospital
Queen Elizabeth Geriatric Centre, Ballarat
Queen Victoria Medical Centre
Repatriation General Hospital
Royal Children's Hospital
Royal Hobart Hospital
Royal Melbourne Hospital
Royal Southern Memorial Hospital
Royal Talbot Rehabilitation Centre
Royal Women's Hospital
St Vincent's Hospital
Stawell Hospital
Swan Hill Hospital
Wangaratta and District Base Hospital
Warracknabeal Hospital

Warrnambool Base Hospital
West Gippsland Hospital
Western General Hospital
Williamstown Hospital
Wimmera Base Hospital, Horsham
Wodonga District Hospital
Community Health Centres
Institutions run by:
Mental Health
Spastic Society
Yooralla Society
Private Practitioners
Various Overseas Hospitals

Term Dates

Variations to Institute Term Dates.

UNDERGRADUATE STUDIES

First Year: Nil

Second Year: Nursing Procedure/Clinical Study blocks in February and in May or August vacation

Third Year & Clinical and theoretical blocks

Fourth Year: alternatively throughout the year.

POSTGRADUATE STUDIES:

May have preliminary studies during the Summer Vacation

Assessment

Assessment is by means of continuous assessment assignments, tests and examinations. Details for each subject will be available at the beginning of the academic year. Attendance requirements for practical classes and clinics must be met in order to be eligible for assessment in these subjects/units.

Course Outline

The provisions in the details of the numbers of lectures and tutorials are included for general guidance only and may be modified without notice.

First Year

P1600 ANATOMY 1

P1700 PHYSIOTHERAPY 1

P1710 Kinesiology

P1720 Therapeutic Movement

P1770 Child Development

P1800 INTRODUCTION TO CLINICAL STUDY

BL160 SCIENCE FOR PHYSIOTHERAPY

BL161 Principles of Biology

BL162 Histology

BL163 Applied Physics

BS015 BEHAVIOURAL SCIENCES 1

BS100 Introduction to Behavioural Sciences

BS105 Introduction to Research

Second Year

P2600 ANATOMY 11

P2700 PHYSIOTHERAPY 11

P2721 Therapeutic Movement and Kinesiology

P2722 Electrotherapy

P2770 Child Development

P2800 CLINICAL STUDY

P2801 Nursing Procedure

P2802 Preliminary Clinical Studies

BL226 MEDICAL PHYSIOLOGY FOR PHYSIOTHERAPY

BS025 BEHAVIOURAL SCIENCES 11

BS250 Research Evaluation

BS261 Sociology and Psychology of Health

Third Year/Fourth Year

- P3700** PHYSIOTHERAPY 111
P3800 CLINICAL STUDY 111
ID103 THE HEALTH TEAM
BS340 COMMUNICATION AND INTERPERSONAL HELPING SKILLS IN CLINICAL PRACTICE

Elective Study in one (1) of the following:

- P3600** ANATOMY 111 (not offered in 1987)
BL317 PHYSIOLOGY 317
BS370 BEHAVIOURAL SCIENCES IN PHYSIOTHERAPY PRACTICE
P3920 PHYSIOTHERAPY ELECTIVE
P3921 Introduction to Creative Movement
P3932 Occupational Health
P3924 Alternative Philosophies in Health Care
P3925 Measurement Systems for Human Movement Assessment
P3926 Research Design in Physiotherapy

P4800 PHYSIOTHERAPY IV

Compulsory Units

- P4801** Independent Study
P4803 Professional Practice
P4830 Cardiothoracic Physiotherapy
P4840 Physiotherapy in Neurology
P4850 Physiotherapy in Orthopaedics
P4870 Physiotherapy in Paediatrics
P4880 Introduction to Obstetrics and Gynaecology
P4890 Physiotherapy in Rehabilitation

Elective Units

One (1) of:

- P4823** Physiotherapy in Community Health
P4824 Physiotherapy in Mental Health
P4825 Overseas Work Experience
P4871 Physiotherapy in Paediatrics - General
P4875 Physiotherapy in Paediatrics - Cardiothoracic
P4893 Physiotherapy in Spinal Paralysis

or Two (2) of:

- P4821** Physiotherapy in Rural Health
P4822 Physiotherapy in Private Practice
P4831 Physiotherapy in Cardiac Rehabilitation
P4873 Physiotherapy in Paediatrics - Special Schools
P4874 Paediatric Physiotherapy in the Community
P4876 Physiotherapy in Paediatrics - Neurosurgery
P4881 Physiotherapy in Obstetrics and Gynaecology
P4891 Physiotherapy in Rehabilitation - Advanced
P4892 Physiotherapy in Geriatrics
P4894 Physiotherapy in Progressive Illnesses

Prerequisite:

The prerequisite for any subject/unit in second, third and fourth year is the successful completion of the corresponding subject/unit in the previous year. Specific prerequisites are stated with individual entries.

Details of subjects offered by the School are listed on pages 192 to 200 under coding P and ER on pages 159 to 161.

Admission by Advanced Standing

Bachelor of Applied Science (Physiotherapy)

Provision has been made for persons who hold an approved diploma (or other appropriate award) in the area of physiotherapy and who wish to upgrade their qualification to Bachelor of Applied Science (Physiotherapy).

The point of entry into the undergraduate programme will be individually assessed on the basis of previous studies.

Postgraduate Studies

The School of Physiotherapy offers three postgraduate diplomas:

- Graduate Diploma in Manipulative Therapy
- Graduate Diploma in Physiotherapy
- Graduate Diploma in Exercise for Rehabilitation

Admission Requirements

Refer to Regulations on pages 44, 45, 50 and 51 and also pages 99, 101 and 103 in the Post Graduate Studies section.

Assessment

In accordance with Institute regulations the method, date and time of assessment will be confirmed at the beginning of each unit.

Prerequisites and Corequisites

Prerequisites and corequisites are stated with individual subject entries.

School of Podiatry

Staff

Head of School

Christopher Hyde, B.A. *Open U.*, M.Ed.St. *Monash*, M.A.Pod.A. (Hon.Mem.)

Lecturers

Mark Higham, Dip.Chir. *W.A.I.T.*, B.App.Sc. (Pod.)
Michael Nicol, B.App.Sc. (Pod.), Cert.Ed. *Univ. of London*, M.Ch.S.
John Osborne, M. Ch.S.
*E. Dermot Patton, M.Ch.S., M.A.Pod.A.

Senior Tutor

Meredith Wilkinson, B.App.Sc. (Pod.)

Tutors

*Ann Maree Keenan, B.App.Sc. (Pod.), M.A.Pod.A.
Clare Kinden, Dip.App.Sc. (Pod.), M.A.Pod.A.
Felicity Scaife, B.App.Sc. (Pod.), M.A.Pod.A.

Administrative Secretary

Gwenda Legge

Receptionist

Kim Wilde

Laboratory Assistant

*Lucy Minuzzo

Bachelor of Applied Science (Podiatry)

Introduction to Podiatry

The podiatrist is a health care professional who is called upon to diagnose and treat a range of abnormalities of the human foot; as such he fulfils a vital role within the general framework of the medical and allied health professions.

In addition to manual dexterity he requires a thorough understanding of physiological systems and disease processes affecting feet. He must also take an active interest in people and be highly motivated in his desire to help patients of all ages. The range of work extends from preventive medicine involving children to the curative and palliative treatment offered to geriatric patients. Between these two extremes the podiatrist is expected to treat the problems presented by a variety of patients suffering from a range of diseases. Such diseases as arthroses, diabetes, neurovascular disorders and orthopaedic problems invariably require the patient to seek intensive and skilled foot-care.

Many patients, however, will be in good general health but will be seeking advice and treatment for a range of intrinsic foot disorders. These will include the painless reduction of corns and callosities, in-growing toe nail and verruca infection. The variety of skills available which enable the podiatrist to fill his therapeutic role include clinical techniques, application of topical medicaments and the prescription and manufacture of a range of appliance devices (orthoses).

The podiatrist may work in hospitals, community health centres or other institutions concerned with health care, or may practise in the private sector either alone or in a group practice. He

may also work as part of a health team concerned with both the physical and psychological problems of patients in areas of special need and rehabilitation.

Course of Study

Podiatry is a full-time degree course of three years duration with limited provision for part-time study in the first two years of the course.

Advanced standing may be offered to suitably qualified practitioners wishing to convert their current qualifications.

Award

Bachelor of Applied Science (Podiatry) is awarded by Lincoln Institute to students successfully completing the course.

Lectures and Clinical Practice

Lectures are held both at Lincoln Institute and at the Abbotsford Campus. Clinical Practice is carried out at the School of Podiatry Clinic, St. Helliers Street, Abbotsford.

Assessment

Details of assessment in each subject area will be made available at the beginning of the year.

Equipment

Students are expected to purchase instruments through the School at a cost of approximately \$240. In addition, 2 white coats for clinical use are required and a third (coloured) coat for appliance work. (cost approx. \$20 each).

Course Outline

The provisions in the details of the number of lectures, tutorials and practical sessions are included for general guidance only and may be modified without notice.

First Year

BL165 Physical Science for Podiatry
BL166 Cell Biology & Histology for Podiatry
BL181 Anatomy for Podiatry
BS101 Introduction to Behavioural Sciences
BS102 Communication Skills in Clinical Practice
CH110 Therapeutics & Pharmacology
CH120 Microbiology for Podiatry
CH130 Podology 1
CH140 Clinical Practice 1
CH150 Orthotics 1

Second Year

BL216 Physiology for Podiatry
BL254 Biomechanics for Podiatry
BL273 Medical Science for Podiatry
BS105 Introduction to Research
CH210 Therapeutics & Pharmacology 11
CH230 Podology 11
CH231 Pathomechanics
CH240 Clinical Practice 11
CH250 Orthotics 11
CH260 Anaesthesiology

Third year

BL372 Medicine for Podiatry
BS250 Research Evaluation
CH200 Kinesiology
CH300 Podiatric Medicine
CH301 Podiatric Surgery
CH302 Radiographic Interpretation
CH303 Sports Podiatry
CH310 Therapeutics 111
CH330 Podology 111
CH340 Clinical Practice 111
CH350 Orthotics 111
CH360 Surgery
CH370 Orthopaedic Surgery
CH380 Dermatology
CH400 Podiatry Elective

Details of subjects offered by the School are listed on pages 153 to 156 under coding CH.

*Denotes part-time

**Leave of absence

School of Prosthetics and Orthotics

Staff

Head of School

Don Radford, Dip.App.Sc. (P & O), M.I.S.P.O., M.A.O.P.A.

Lecturers

S. Yan Pong, Dip.P.O., C.P.O. H.K., Cert.P.O. N.Y., F.B.I.S.T.,
F.I.S.P.O., M.A.O.P.A.

Trevor Rogers, Cert.P., Dip.Admin. N.Z., Cert.P.O. Calif., M.I.S.P.O.,
M.A.O.P.A.

Les Barnes, Dip.App.Sc. (P & O), M.I.S.P.O., M.A.O.P.A.

Principal Tutor

L. Barry Wollmer, Dip.App. Sc. (P & O), L.Th. M.C.D., M.A.Pod.A.

Senior Tutor

Damian Woolley, Dip.App.Sc. (P&O), M.I.S.P.O., M.A.O.P.A.

Tutor

Pam Krahnert, Dip.App.Sc. (P&O)

Administrative Secretary

Heather Inglis

Typist

Angie Laoumtzis

Diploma of Applied Science (Prosthetics and Orthotics)

Introduction to Prosthetics and Orthotics

The prosthetist/orthotist is responsible for the fitting, fabrication and aligning of prostheses (artificial limbs) and orthoses (brace and splint appliances) in order to restore function in patients with amputations and musculoskeletal disabilities.

The prosthetist/orthotist must be competent to consult with other health care professionals as a member of a clinic team in the examination of the patient, in advising on the types and effectiveness of prosthetic and orthotic devices and also in pre-surgical planning and the evaluation of the end result of prosthetic/orthotic treatment.

The responsibilities of the prosthetist/orthotist include the carrying out of a doctor's prescription by making and modifying plaster casts, formulating socket shapes and designing prostheses and orthoses with correctly selected component parts and materials. The materials may include plastic, wood or metal. The fabrication, modification, fitting and aligning of the prosthesis and orthosis all aim to produce maximum patient comfort and function.

On completion of the course the prosthetist/orthotist will have gained relevant medical and scientific knowledge and terminology, as well as such manipulative, mechanical and creative skills necessary to become a competent member of the health care team.

Course of Study

This course extends over a period of three years full-time study. Provision is made for those students who wish to undertake part-time study.

Award

The Diploma of Applied Science (Prosthetics and Orthotics) will be awarded by Lincoln Institute to students successfully completing the course.

Lectures and Clinical Education

In addition, during the course and as part of their clinical education programme, students spend periods of time in hospitals and other institutions in order to obtain clinical and practical experience. These clinical affiliations may be in metropolitan, country or inter-state centres, as well as in the clinic which is operated by the School of Prosthetics and Orthotics.

Term Dates

The term dates conform to the term dates for the Institute. However students are required to do some clinical practice during vacation periods.

Uniforms and Equipment

Students will be required to purchase prescribed workcoats and a tool kit for use in practical sessions. Some equipment for technical drawing will be required. Details of these requirements will be available at the time of enrolment.

Avenues of Employment

Avenues of employment are in hospitals, rehabilitation centres and prosthetic and orthotic centres.

Assessment

The student's performance is assessed in a variety of ways including essays, short answer test, assignments, practical and oral assessment, and written examinations.

Course Outline

Details concerning the number of lectures, tutorials and practical sessions are given for guidance only.

First Year

- PO110** Introduction Prosthetics and Orthotics Laboratory Techniques
- PO111** Technical Drawing
- PO112** Materials Technology
- PO121** Introduction to Orthotics
- PO122** Introduction to Prosthetics
- PO125** Clinical Education 125
- BL152** General Science
- BL182** Anatomy for Prosthetics and Orthotics
- BS100** Introduction to Behavioural Sciences

Second Year

- PO221** Below Knee Orthotics
- PO222** Above Knee Orthotics
- PO223** Upper Extremity Orthotics
- PO224** Spinal Orthotics
- PO225** Clinical Education 225
- PO226** Clinical Education 226
- PO240** Introduction to Design and Development
- PO241** Nursing Procedures
- BL112** Physiology 112
- BL253** Biomechanics for Prosthetics and Orthotics
- BL274** Medical Science for Prosthetics and Orthotics
- BS102** Communication Skills in Clinical Practice
- BS106** Data Analysis
- BS270** Psychology of Illness, Disability and Rehabilitation
- ID103** The Health Team

Third Year

- PO321** Below Knee Prosthetics
- PO322** Above Knee Prosthetics
- PO323** Upper Extremity Prosthetics
- PO325** Clinical Education 325
- PO326** Clinical Education 326
- PO327** Clinical Education 327
- PO329** Allied Health Clinics
- PO330** Administration and Management
- PO340** Design and Development
- BL222** Neurosciences
- BS400** Behavioural Science Seminars

Details of subjects offered by the School are listed on pages 209, 211 under coding PO.

*Denotes part-time.

Section 9

Post Graduate Studies

Tutorial Lesson - Nursing Campus



Master of Applied Science

The Institute offers a programme of study leading to the award of the degree of Master of Applied Science by thesis.

Candidates are required to undertake a research programme in the health sciences. To meet the research requirements of the degree the candidate will submit a thesis on an approved subject in which the person will be expected to offer evidence of original work which shows competence in the relevant methods of research, clear presentation of material, and independent judgement.

The research interests of Institute staff are broad and cover most areas of the health sciences taught at the Institute. An index of potential supervisors is available from the Secretary of the Research and Higher Degrees Committee.

The regulations governing the Masters programme are found on pages 51 and 61.

Enquiries concerning the Masters Degree should be addressed to:

The Secretary,
Research and Higher Degrees Committee,
Lincoln Institute of Health Sciences,
625 Swanston Street,
CARLTON 3053

Master of Applied Science (Nursing) by Coursework:

The School of Nursing in conjunction with the Phillip Institute of Technology, School of Nursing, will offer a Master of Applied Science by coursework on a part-time basis in 1987. The course consists of two major sections: a core of compulsory studies and an area of specialization that centres on the traditional functional areas of nursing — nursing practice, nursing administration and nursing education. Students will complete a thesis or project in their chosen area of specialization. The thesis or project represents approximately 25% of the course.

Philosophy and Purpose

This master's degree by coursework aims to provide substantial advancement in depth and breadth in a significant part of the discipline of nursing. It is expected that students will develop a high level of conceptual understanding and the ability to successfully integrate knowledge, practice and research.

The learning experiences are designed to facilitate critical thinking, creativity and a movement toward self-actualization.

The course aims to prepare graduates — for leadership roles in planning, developing, implementing, co-ordinating and evaluating health care services for patients and clients, their families and the community.

Objectives

The course will enable graduates to:

1. critically analyse extant and emerging theories in nursing and relevant research findings;
2. apply theoretical and philosophical frames of references to nursing practice;
3. select and implement research methods and techniques for

4. evaluating the delivery and effectiveness of health care; evaluate current practices and emerging trends in health care and their relationship to nursing *per se* and to selected areas of specialization within nursing;
5. analyse the variety of environmental forces influencing the delivery of nursing care within a multi-cultural society;
6. integrate knowledge and skills from a variety of perspectives — socio-economic, political, cultural — in the planning and implementation of strategies relating to the development of health policies at the local, state and national levels;
7. apply ethical principles to the making and analysis of professional judgement.

Admission Requirements

To be eligible for admission to candidature for the degree a person shall:

- have qualified for a bachelor's degree or the equivalent as may be approved by the Institutes; and
- be a registered general, psychiatric or mental retardation nurse; and
- be eligible to hold a current practising certificate from the Victorian Nursing Council or be eligible for temporary registration with the Victorian Nursing Council; and
- have had a period of not less than two years of relevant professional experience.

Award

The degree of Master of Applied Science (Nursing) shall be awarded in one grade only on successful completion of the course.

Course Outline

Subjects to be undertaken in 1987 are:

NB801 Research and Statistics — 1 unit

N8003 Theoretical Perspectives of Nursing Practice — 3 units

BS801 Political Perspectives of Health Care — 1 unit

BS802 Cross-Cultural Perspectives of Health Care — 1 unit

Regulations

The regulations governing the Master of Applied Science (Nursing) by coursework are found on pages 60.

Enquiries should be directed to:

Admissions Officer
Masters Degree by Coursework
Lincoln Institute of Health Sciences
625 Swanston Street
CARLTON 3053

Graduate Diploma Courses

Introduction

Graduate diploma courses at Lincoln Institute currently being offered are:

Behavioural Studies in Health Care (Behavioural Sciences)	
Communication Disorders	(Communication Disorders)
Community Health	(Behavioural Sciences)
*Ergonomics	(Biological Sciences)
*Exercise for Rehabilitation	(Physiotherapy)
Gerontology	
*Health Administration	(Health Administration and Education)
*Health Education	(Health Administration and Education)
*Manipulative Therapy	(Physiotherapy)
Neurosciences	(Biological Sciences)
Occupational Therapy	(Occupational Therapy)
Physiotherapy	(Physiotherapy)
*Rehabilitation Studies	(Behavioural Sciences)

*To be offered in 1987.

The overall structure for a Graduate Diploma course is:

PRELIMINARY STUDIES - Selected students may be required to take all or some of a range of preliminary studies subjects prior to the commencement of the academic year.

POST GRADUATE BASIC STUDIES - These consist of three major subject areas - Research and Evaluation, Health and Health Care, and Professional Functioning.

SPECIALIST CORE STUDIES - These represent the core studies of the post graduate course for which students enrol.

ELECTIVE STUDIES - will include further units developing the specialist area. Students will be able to make a choice from available elective studies. Advice about desirable electives may be given to students from the respective Schools responsible for courses.

Details of subjects offered by the various Schools are listed alphabetically on pages 106 to 211 in the subject details sections.

Graduate Diploma in Behavioural Studies in Health Care

Co-ordinators: R. Kirkby,
P. Foreman, School of Behavioural Sciences.

Introduction

This course focuses on the role of behaviour in the causation of, response to, and rehabilitation following, illness and disability. The course aims to provide knowledge and skills which will enable participants to design, implement and evaluate programmes of behavioural intervention for the purpose of (i) contributing to the management of persons who are physically ill or disabled; (ii) promoting healthy lifestyles; and (iii) modifying health-disrupting behaviours.

The course is offered in two streams, Stream A is for psychology graduates and Stream B for health science graduates. For students with three years training in psychology, Stream A is designed to provide an opportunity to apply psychological knowledge and skills to the health care area and to provide specific knowledge and techniques in behavioural psychology applicable to health care. Stream B is designed to provide qualified health science graduates with skills and knowledge in behavioural psychology which will complement and broaden their professional training.

Course Structure

Stream A and B have intakes in alternate years. For both streams the course is offered on a part-time basis over a minimum period of two years.

Students are required to attend two sessions per week, each of three hours duration, normally in late afternoon/evening. A further requirement is that students attend 2 or 3 full day seminars per year and undertake practical exercises either in their own work environment or in settings arranged by the School.

Admission Requirements

Applicants shall hold either:

- an appropriate diploma or degree in the health sciences (e.g., Diploma of Applied Nursing, Bachelor of Applied Science (Physiotherapy), M.B.B.S., etc.); or
- three consecutive years of studies in psychology in a course recognised by the Australian Psychological Society as equivalent to a three-year major in psychology.

Persons without such qualifications (e.g., applicants with a Bachelor of Education, Associate Diploma of Welfare Studies, etc.) may be admitted to the course through a special entry provision and, depending on academic background these students may be required to undertake preliminary studies as determined by the Admissions Committee in each case. Special entry enrolments will not exceed 20% of total course enrolments.

There is no provision for students to enrol in external studies.

Assessment

Assessment of student performance is usually by examination, essay, seminar paper and practical assignment. Attendance and participation is a requirement in some subjects.

Subjects Offered

- BS501** Introduction to Graduate Research Methods
- BS503** Empirical Case Design
- BS508** Interprofessional Functioning
- BS604** Applied Computing
- BS620** Research Design in the Applied Setting
- BS621** Epidemiology and Behavioural Health Risk
- BS622** Interpersonal Counselling Skills
- BS623** Medical Sciences for Psychologists (Part 1)
- BS624** Medical Sciences for Psychologists (Part 2)
- BS625** Behavioural Health Care A (Part 1)
- BS626** Behavioural Health Care A (Part 2)
- BS627** Psychophysiology A (Part 1)
- BS628** Psychophysiology A (Part 2)
- BS629** Independent Research Project
- BS630** Directed Research Project
- BS631** Behavioural Health Care B (Part 1)
- BS632** Behavioural Health Care B (Part 2)
- BS633** Psychophysiology B (Part 1)
- BS634** Psychophysiology B (Part 2)
- BS635** Foundations of Behaviour Theory

Elective Studies (Stream B only)

Students undertaking Stream B may choose from subjects offered by other Postgraduate Diploma courses - Health Administration, Health Education, Community Health, and Rehabilitation Studies.

Graduate Diploma in Communication Disorders

Co-ordinator Dr John Bench, Communication Disorders.

The Graduate Diploma in Communication Disorders is designed to provide graduates with specialised knowledge and increased skills which will aid in the understanding, assessment and remediation of individuals with communicative disorders. The course provides the skills necessary for graduates to keep abreast of current advances in speciality areas and to evaluate critically the usefulness of new knowledge and techniques as they appear in the literature. This course will not be offered in 1987.

Graduate Diploma in Community Health

Co-ordinator: Dr Bill Hart, School of Behavioural Sciences.

Introduction

This course focuses on a community-based approach to health, emphasising the health of populations. Consequently, it is oriented to: community needs assessment; designs and implementation of appropriate strategies of health care; social and environmental intervention and evaluation of health services. Attention is also paid to the development of skills in health education, community development, research, teamwork and inter-personal skills.

Assessment

Assessment requirements are primarily in the form of practical assignments (e.g. designing a health education course, carrying out a research project) plus essays, seminar papers and short-answer tests. Attendance and participation in classwork is also an assessment requirement.

Prescribed Texts and References

Each course participant will be issued with a booklet containing detailed information on the course aims, structure, content, texts and references. Additional reading lists will be provided by teaching staff during the course.

Preliminary Studies

Selected students may be required to undertake some or all of the following prior to the commencement of the academic year.

BS590 Introduction to Research and Statistics

BS591 Introduction to Behavioural Sciences

AE400 Post Graduate Preliminary Studies

Course Outline

Subjects taken in the course are set out below.

First Year

BASIC STUDIES

Basic Studies consist of three major subject areas:

RESEARCH AND EVALUATION

BS501 Introduction to Graduate Research Skills

BS504 Survey and Interview Techniques

HEALTH AND HEALTH CARE

BS506 Influences on Health

AE505 Models of Health Care Organisations

PROFESSIONAL FUNCTIONING

BS507 Professional Roles

BS508 Interprofessional Functioning

SPECIALIST CORE STUDIES

BS515 Interpersonal Helping Skills for Health Professionals A

BS516 Interpersonal Helping Skills for Health Professionals B

BS540 Community Health Theory and Practice I

BS541 Community Needs Assessment I

BS543 Health Promotion I

Second Year

BS550 Community Health Theory and Practice II

BS551 Community Health Research and Evaluation

BS552 Community Needs Assessment II

BS553 Health Promotion II

ELECTIVE STUDIES

Students must undertake 78 hours of elective studies. Details of elective subjects will be negotiated with individual students.

Graduate Diploma in Ergonomics

Co-ordinator: Dr Owen Evans, Biological Sciences.

Introduction

Ergonomics is the science of designing products, tasks and environments to suit human needs and capabilities, without exceeding human limitations.

Its purpose is to optimise person-machine-environment systems to maximize personal comfort, health and efficiency by adapting the machine or environment, rather than requiring people to adapt. In short, its aim is "fitting the task to the person".

It applies the methods and findings of the physical, biological and behavioural sciences to improve the design of jobs and products.

The Graduate Diploma in Ergonomics is offered on a part-time basis over two years. The course commenced in 1979 and subsequent intakes have started in 1981, (and annually since 1983).

It is currently the only specialist ergonomics course offered in Australia.

The aim of the course is to prepare competent general practitioners in ergonomics, capable of

- working within a multidisciplinary team;
- assessing functional effectiveness of equipment, environments and systems;
- contributing to design modifications to optimise human performance;
- undertaking or interpreting research in ergonomics; and
- communicating ergonomic theory and practice to others.

This course seeks to prepare the student by introducing in the first year the diverse range of tributary disciplines in order that students can proceed to second year with a common language and set of concepts. The second year develops this trend further, but allows the student to elect to follow some subject areas in more depth than others in order to combine pre-existing professional knowledge and skills with the newly acquired ergonomics outlook. In addition the second year directed project provides an opportunity for professional development to a high degree in a chosen area.

ADMISSION REQUIREMENTS

Applicants must have a degree or diploma in one of the health sciences, for example physiotherapy, occupational therapy, medicine and chiropractic, or in a profession where ergonomics is likely to be useful, such as engineering, architecture or design.

Persons without full qualifications may be admitted to the course through a special entry provision. The number of candidates in each intake entering by this provision is very limited. Such special entry applicants may be required to undertake studies prior to commencement of the course.

Each intake will be restricted in number - currently to 35 students.

Selection of students will be based on merit. Interview will be used where necessary to assist the selection process.

Assessment

Assessment of student performance is usually made by examination, essays, seminar papers and practical assignments. Attendance and participation is an assessment requirement in some subjects.

Prescribed Texts

The textbooks prescribed will be fully discussed during the first teaching session of each programme.

Course Structure

The course is offered on a part-time basis over two years. This will permit easier access by people currently at work. It is preferred that students be employed while undertaking the course; a number of units are planned around research in field settings to enable students to evaluate aspects of the facilities in which they are employed, and to conduct projects.

For the most part, students will be required to attend two evenings per week. Attendance at two or three full-day seminars during the course is also a requirement.

FIRST YEAR

Specialist Core Studies

EG511 Applied Ergonomics I
EG521 Engineering Psychology
EG531 Organisation Behaviour & Ergonomics
BL525 Biological Bases of Ergonomics
BL533 The Working Environment

Basic Studies

BS501 Introduction to Graduate Research Skills
BS504 Survey & Interview Techniques
BS568 Epidemiology for Ergonomics

SECOND YEAR

Specialist Core Studies

EG611 Applied Ergonomics II
EG612 Professional Project
EG631 Effective Professional Practice
BL647 Job Analysis & Design

Elective Studies

Students choose 4 elective studies from -

BL639 Ergonomic Aspects of Information Technology
BL642 Physically Demanding Work
BL643 Displays and Controls
BL644 Ergonomics in Design
BL645 Ergonomics in Health Care Practice
BL646 Fundamentals of Occupational Health and Safety Practice
BL649 Independent Study

Other elective studies may be approved by the co-ordinator.

Graduate Diploma in Exercise for Rehabilitation

Co-ordinator: Deirdre Jones, (Physiotherapy)

Introduction

This course of study is offered jointly by the School of Physiotherapy of Lincoln Institute and the Department of Physical Education and Recreation of Fife Institute of Technology.

Further study is undertaken in biological, behavioural and medical sciences to provide appropriate background information for planning and conducting exercise programmes in selected areas of rehabilitation.

Course Structure

The course is offered on a part-time basis over a minimum period of two years.

Students complete a total of 360 hours of formal coursework and approximately 120 hours of field/clinical experience in the second year of the course.

Subjects offered

BS508 Interprofessional Functioning
AE505 Models of Health Care Organisations
BS562 Motor Skills
ER900 Exercise for Rehabilitation
ER910 Rehabilitation
ER970 Introduction to Graduate Research Skills
ER973 Applied Physiotherapy I
ER974 Applied Physiology II
ER975 Biomechanics I
ER976 Biomechanics II
ER977 Introduction to Medical Sciences
ER978 Rehabilitation Psychology
ER980 Introduction to Rehabilitation
ER989 Field work
ER997 Relaxation Techniques and Therapeutic Applications
ER998 Interpersonal Communication Skills
ER999 Research and Evaluation in Rehabilitation Exercise

Electives

Students have the opportunity to pursue interests in particular areas of rehabilitation by choosing a relevant theme of study in the research project, the rehabilitation seminars and elective areas of clinical field work.

Graduate Diploma in Gerontology

Joint Co-ordinators: Loris Alexander (Occupational Therapy)
Deirdre Jones (Physiotherapy)
Dr. Kay Patterson (Behavioural Sciences)

The next course intake will be in 1988.

Introduction

The course has been developed in response to the perceived lack of training in the area, and the increasing demand for care of the ageing population. It recognizes in its title (Gerontology) a broader theoretical basis for study and application than the medical model which emphasizes treatment of the ill aged, and deals, additionally, with issues of the well aged, and of those who can be assisted to remain independent. The emphasis of the course is to provide a theory base for practice rather than clinical management, although clinical applications will be discussed.

Admission Requirements

Applicants must hold a recognized degree or diploma which, in the view of the Course Admissions Committee, provides an appropriate background for the course.

Persons without full qualifications may be admitted to the course through a special entry provision, although the number entering by this provision is very limited. Special entry applicants may be required to undertake studies prior to course commencement.

Assessment

Assessment of student performance is usually made by examination, essay, seminar paper and practical assignment. Attendance and participation is an assessment requirement in some subjects.

Prescribed Text

The textbooks prescribed will be discussed in the first session of each programme.

Course Structure

The course is offered on a part-time basis over two years. This will permit easier access by people currently at work. It is preferred that students be employed while undertaking the course. Course work will require attendance on two evenings per week.

Basic Studies

BS501 Introduction to Graduate Research Skills
BS503 Empirical Case Design
BS504 Survey and Interview Techniques

Specialist Studies

BS510 Methodological Issues in the Study of Ageing
BS582 Sociological Aspects of Ageing
GR102 Biological Aspects of Ageing
BS583 Psychological Aspects of Ageing
GR105 Clinical and Preventative Aspects of Health Care for the Aged
GR106 The Aged and the Environment
GR107 Educational Issues in Health and Welfare
GR108 Implications for Policy and Planning

Elective Studies

GR109 Elective Studies

Graduate Diploma in Health Administration

Co-ordinator: Maxwell Mollard (Health Administration and Education)

Introduction

Health service administration involves the acquisition and co-ordination of personnel, finance and physical resources and the adaption, development and implementation of delivery systems to provide high quality health care by the most efficient means. In health services administration, policy development and innovations in approaches and techniques are heavily dependent on the views and advice of health careers personnel who have been trained in the diagnosis, treatment, prevention and rehabilitation of health disorders.

The course focuses on the needs and requirements of health personnel who are acting in an administrative capacity. It aims to build on the knowledge and experience of such people through a study of health and health care delivery systems; management goals, functions and processes; administrative tools, techniques and information systems; and the implications of health administration for patient care.

Health personnel who undertake the course will already have knowledge and skills in management and administration. The course therefore aims to develop this knowledge into a comprehensive concept of administrative systems and processes. There will be a heavy emphasis in the course on practical issues and problems.

Assessment

Assessment requirements vary between subjects. Several techniques are employed, including essays, seminar papers, assignments and short-answer tests. Attendance and participation in classwork is also a requirement.

Prescribed Texts and References

Each course member is issued with a course information booklet containing full course details and a comprehensive list of references. Additional references will be provided by teaching staff during the course.

Preliminary Studies

Selected students may be required to undertake some or all of the following prior to the commencement of the academic year.

BS590 Introduction to Research and Statistics

BS591 Introduction to Behavioural Sciences

AE400 Post Graduate Preliminary Studies

Course Outline

Subjects taken in the course are set out below.

First Year

BASIC STUDIES

BS511 Research for Health Administrators/Educators

AE505 Models of Health Care Organizations

AE501 Quality Care and Professional Accountability

AE502 Ethical Elements of Professional Functioning

BS508 Interprofessional Functioning

SPECIALIST CORE STUDIES

AE600 Introduction to Health Administration

AE601 Management Theory and Practice

AE605 Directed Project

Second Year

AE602 Administration of Health Care Delivery

AE603 Administration of Tools, Techniques and Information Systems

AE604 Health Services Law

AE605 Directed Project

AE630 Health Economics and Planning

ELECTIVE STUDIES

Students must undertake 72 hours of elective studies from subjects made available by this and other Schools. Electives available from this School will include:

AE606 Independent Project

AE620 Budgeting and Accounting for Health Practitioners

AE503 Basic Learning Skills

AE504 Implementing Change

Health Education and Management Seminar Programme
(**AE610** Series)

For details of AE subjects see page 106.

For details of BS subjects see page 127.

Graduate Diploma in Health Education

Co-ordinator: Rae Walker (Health Administration and Education)

Introduction

The Graduate Diploma in Health Education is a course developed for health orientated professionals who have an interest or involvement in health education and who wish to develop this aspect of their professional work.

The course aims to build on the knowledge and experience of such people through a study of educational practices, and associated concepts, in a health setting. The emphasis is on diagnosis and analysis of the educational needs of particular individuals or groups, the design of relevant programmes and their implementation using appropriate teaching strategies.

These activities might relate to individual clients in a hospital, health centre or private practice groups of clients in a clinic or the community, or community education programmes.

Assessment

Assessment requirements vary between subjects. Several techniques are employed, including essays, seminar papers, assignments and short-answer tests. Attendance and participation in classwork is also a requirement.

Prescribed Texts and References

Each course member is issued with a course information booklet containing full course details and a comprehensive list of references. Additional references will be provided by teaching staff during the course.

Preliminary Studies

Selected students may be required to undertake some or all of the following prior to the commencement of the academic year.

BS590 Introduction to Research and Statistics

BS591 Introduction to Behavioural Sciences

AE400 Post Graduate Preliminary Studies

Course Outline

Subjects taken in the course are set out below:

First Year

BASIC STUDIES

Basic Studies consists of:

BS511 Research for Health Administrators/Educators I

BS506 Influences on Health

BS508 Interprofessional Functioning

AE505 Models of Health Care Organisations

AE502 Ethical Elements of Professional Functioning

SPECIALIST CORE STUDIES

AE700 Introduction to Health Education

AE701 Health Education Strategies and the Individual

BS541 Community Needs Assessment I

BS543 Health Promotion I

AE605 Directed Project

Second Year

AE702 Health Education Strategies and the Community

AE602 Administration of Health Care Delivery

ELECTIVE STUDIES

Students may undertake 78 hours of elective studies from subjects made available by this and other Schools. Electives available from this school will include:

AE606 Independent Project

AE730 Designing Learning Media Methods for Departments

AE620 Budgeting and Accounting

AE630 Health Care Economics and Planning

AE504 Implementing Change

Health Education and Management Seminar Programme
(**AE610** Series)

For details of **AE** subjects see page 106.

For details of **BS** subjects see page 127.

Graduate Diploma in Manipulative Therapy

Co-ordinator: Deirdre Jones (Physiotherapy)

Introduction

The course provides students with the opportunity to develop advanced skills in total management of the patient, including assessment, diagnosis of musculo-skeletal and related conditions, selection and implementation of appropriate treatment techniques, evaluation of techniques and awareness of the indications for, and contra-indications to, manipulative therapy.

Students develop further appreciation of the significance of clinical research and evaluation in patient management by manipulative therapy. The course also provides further knowledge in biological and medical sciences and acquaints students with key principles of behavioural psychology.

Course Structure

The course is offered on a full-time basis over one academic year. A limited number of part-time places will be offered in 1986.

Course objectives are realised through integration of study in biological, medical and behavioural sciences and manipulative therapy.

Clinical education is undertaken in major teaching hospitals.

Prescribed Texts and References

Details of appropriate texts and references will be issued by respective lecturers prior to commencement of each unit in the course.

Course Outline

P5461 Medical Sciences in Manipulative Therapy

P5563 Psychological aspects of pain management in physiotherapy practice

P5562 Biomechanics and Kinesiology

P5661 Anatomy for Manipulative Therapists

P5704 Independent Research Project: Manipulative Therapy

P5760 Theory and Practice of Manipulative Therapy

P5761 Theory of Manipulative Therapy

P5762 Practice of Manipulative Therapy

BL515 Physiology 515

BL584 Histology

BS514 Interpersonal Skills in Clinical Practice

Graduate Diploma in Neurosciences

Co-ordinator: Dr Andrew Bendrups, School of Biological Sciences

Introduction

The course is designed for health professionals, or other professionals working in health related fields, who wish to further their knowledge of the processes and mechanisms involved in central nervous system function and dysfunction. For health personnel involved in the care and rehabilitation of individuals suffering from psychiatric or neurological dysfunction of the central nervous system (CNS) the course provides knowledge and skills upon which improved health care practices can be based. The course also provides a thorough basis for research in the neurosciences.

The course builds on undergraduate neuroscience and medical science subjects offered in college or university programmes. Specifically the course provides:

1. a broad and systematic knowledge of the neurosciences disciplines, e.g. neuroanatomy, neurophysiology, and neurology;
2. systematic concepts of the interaction between CNS functioning and human behaviour;
3. knowledge of investigative, assessment and rehabilitative procedures in current use within the neurosciences;
4. recent understandings of the relationship between disorders of the CNS and the dysfunction of behaviour which may be consequent to these disorders;
5. training in the ability to assess published research and to formulate appropriate research questions and methodologies.

Assessment

Assessment varies from objective examinations to seminar presentation and participation.

Prescribed Texts and References

Each course participant will receive a booklet describing detailed information on the course aims, structure, content, assessment, texts and references prior to the beginning of each year.

Preliminary Studies

Selected students may be required to undertake one or both of the following subjects as a pre or corequisite as determined by the Course Selection Committee.

BS590 Introduction to Research and Statistics

BS591 Introduction to Behavioural Sciences

Course Outline

Subjects taken in the course are outlined below:

N.B. The course will be under review in 1987, some changes to the subject structure and content are envisaged. The next intake to the course will be in 1988.

First Year

BL571 Introduction to Neurobiology

BS572 Introduction to Psychology for the Neurosciences

BL573 Sensory Systems

BL574 Motor Systems

BS575 Regulatory Systems

BS576 "Higher Function" Systems

Second Year

BS501 Introduction to Graduate Research Skills

BS503 Empirical Case Design

BS610 Brain Dysfunction and the Individual A:
Morphological Disorders

BS611 Brain Dysfunction and the Individual B:
Biochemical Disorders

Elective Studies

Students will take **BS612** for 18 hours as well as either **BS614** or **BL615** which are presented overleaf. For **BS614** and **BL615** students may, in conjunction with the course co-ordinator take one unit in another post graduate course at Lincoln Institute as partial fulfilment for the subject.

BS612 Working with the Brain Impaired individual

BS614 Single Case Studies Seminar

or

BL615 Research Evaluation Seminar

Graduate Diploma in Occupational Therapy

Co-ordinator: Loris Alexander, School of Occupational Therapy

Introduction

The graduate diploma in Occupational Therapy is a course of study which is offered to graduate occupational therapists of at least two years standing. It aims to provide students with the opportunity to further refine and develop a theoretical and philosophical understanding of occupational therapy practice, and to enhance and develop research skills and practice skills in a selected area of application.

Course Structure

The course is offered on a part-time basis over two years. Classes will generally be held during two evenings per week. The course content consists of 60, six-hour modules.

Course Outline

BASIC CORE STUDIES

- i) RESEARCH AND EVALUATION
 - BS501** Introduction to Graduate Research Skills
 - BS503** Empirical Case Design
 - BS504** Survey and Interview Techniques
- ii) HEALTH AND HEALTH CARE
 - BS506** Influences on Health
 - AE505** Models of Health Care Organisations
 - AE501** Quality Care and Professional Accountability
- iii) PROFESSIONAL FUNCTIONING
 - AE502** Ethical Elements of Professional Functioning
 - BS507** Professional Roles
 - BS508** Interprofessional Functioning
 - BS509** Client-Professional Interaction

(Students have a choice in area iii)

SPECIALIST CORE STUDIES

Occupational Therapy
Practicum
Directed Project

ELECTIVE STUDIES (MAJOR) One of:

Neurological Basis for Occupational Therapy
Management and Administration
Occupational Health Practice
Psychosocial Rehabilitation

ELECTIVE STUDIES (MINOR) OR INDEPENDENT PROJECT

To be chosen from a list of subjects which are available out of other post-graduate courses offered by Lincoln Institute, and already accredited.

Assessment

Assessment requirements will vary between subjects. Several techniques are employed, including essay, seminar paper presentation, assignment, and short-answer tests. Attendance and participation in classwork is also a requirement.

Prescribed Texts and References

Will be fully detailed in relevant sessions for each programme.

Graduate Diploma in Physiotherapy

Co-ordinator: Deirdre Jones (Physiotherapy)

There will be no intake of new students into the course in 1987.

Introduction

The course provides postgraduate knowledge and skills in physiotherapy. Students may complete a major study in one of the following areas of clinical practice: geriatrics, neurology, obstetrics and gynaecology, orthopaedics, paediatrics and cardiothoracic and sports physiotherapy. The major objectives of the course relate to development of postgraduate knowledge in biological, behavioural and medical sciences as an adjunct to theoretical, practical and clinical studies in physiotherapy. Students develop skills in scientific method and research design at postgraduate level.

Course Structure

The course includes Basic Studies to be taken in common with students in other postgraduate courses in the Institute, Compulsory Specialist Core Studies and Elective Studies.

The course is equivalent to one academic year of full-time study and is offered at a part-time basis over two years.

The course content integrates theoretical knowledge and clinical skills acquired through study in the areas of biological, behavioural and medical sciences, and physiotherapy.

Texts and References

Details of texts and references will be issued by respective lecturers prior to commencement of each unit in the course.

Course Outline

Subjects taken in the course are set out below.

BASIC STUDIES

RESEARCH AND EVALUATION

BS501 Introduction to Graduate Research Skills

BS503 Empirical Case Design

or

BS504 Survey and Interview Techniques

PROFESSIONAL FUNCTIONING

BS507 Professional Roles

BS508 Interprofessional Functioning

BS509 Client- Professional Interactions

Students can undertake **BS508** or **BS507** and **BS509**.

SPECIALIST CORE STUDIES

Students select one of the major study streams. Each stream comprises 228 hours not including clinical education and is normally taken over two years.

In addition, students in each major stream undertake approximately 120 hours of clinical education in selected teaching hospitals or clinics.

GERIATRICS

P5435 Diagnostic Procedures

P5491 Medical Sciences: Geriatrics

P5492 Psychogeriatrics

P5541 Neuropsychology A

P5641 Neuroanatomy A

P5702 Literature Review

P5791 Physiotherapy in Geriatrics

P5792 Physiotherapy in Geriatrics: Theory

P5793 Physiotherapy in Geriatrics: Clinical

BL511 Neurophysiology A

BL513 Respiration and Circulation A

BL540 Physiology and Pathophysiology of Ageing

BS577 Psychological Processes of Ageing

BS595 Death, Dying and Bereavement

NEUROLOGY

- P5435** Diagnostic Procedures
- P5541** Neuropsychology A
- P5542** Neuropsychology B
- P5572** Growth and Development
- P5641** Neuroanatomy A
- P5642** Neuroanatomy B
- P5702** Literature Review
- P5740** Physiotherapy in Neurology
 - P5741** Physiotherapy in Neurology: Medical Management
 - P5742** Physiotherapy in Neurology: Theory of Movement Re-education
 - P5743** Physiotherapy in Neurology: Clinical Experience
- BL511** Neurophysiology A
- BL512** Neurophysiology B
- BL580** Human Embryology

ORTHOPAEDICS (Physiotherapy in Sports)

- P5435** Diagnostic Procedures
- P5454** Medical Sciences: Orthopaedics
- P5553** Sports Psychology
- P5561** Theory and Management of Pain
- P5702** Literature Review
- P5703** Independent Project
- P5750** Physiotherapy in Orthopaedics (Sports)
 - P5751** Physiotherapy in Orthopaedics (Sports): Theory
 - P5752** Physiotherapy in Orthopaedics (Sports): Clinical
- BL514** Work Physiology
- BL515** Physiology 515
- BL560** Arthrology
- BS562** Motor Skills

CARDIOTHORACIC PHYSIOTHERAPY

- P5435** Diagnostic Procedures
- P5582** Theory and Practice of Relaxation
- P5631** Anatomy and Kinesiology of Thorax
- P5702** Literature Review
- P5730** Cardiothoracic Physiotherapy
 - P5731** Cardiothoracic Physiotherapy: Theory A
 - P5732** Cardiothoracic Physiotherapy: Theory B
 - P5733** Cardiothoracic Physiotherapy: Clinical Education
- BL513** Respiration and Circulation A
- BL514** Work Physiology
- BL516** Respiration and Circulation B

OBSTETRICS AND GYNAECOLOGY

- P5435** Diagnostic Procedures
- P5481** Medical Sciences: Obstetrics, Gynaecology and Neonatology
- P5561** Theory and Management of Pain
- P5581** Sexuality in Pregnancy and the Post Partum
- P5582** Theory and Practice of Relaxation
- AE503** Foundations of Learning
- P5702** Literature Review
- P5780** Physiotherapy in Obstetrics and Gynaecology
 - P5781** Physiotherapy in Obstetrics, Gynaecology and Neonatology; Theory
 - P5782** Physiotherapy in Obstetrics and Gynaecology: Clinical
- BL513** Respiration and Circulation A
- BL521** Cardiopulmonary Responses in Pregnancy, the Foetus and the Neonate
- BL522** Human Reproductive Physiology and Anatomy
- BL580** Human Embryology

PAEDIATRICS

- P5435** Diagnostic Procedures
- P5472** Medical Sciences: Paediatrics
- P5541** Neuropsychology A
- P5572** Growth and Development
- P5641** Neuroanatomy A
- P5702** Literature Review
- P5771** Physiotherapy in Paediatrics
 - P5773** Physiotherapy in Paediatrics: Theory
 - P5774** Physiotherapy in Paediatrics: Clinical
- BL511** Neurophysiology A
- BL513** Respiration and Circulation A
- BL521** Cardiopulmonary Responses in Pregnancy, the Foetus and the Neonate
- BL580** Human Embryology

Elective Studies

Students must undertake 78 hours of Elective Study and may choose from subjects included in the compulsory Specialist Core Studies prescribed for other major streams, other postgraduate courses offered by the Institute or from units developed for the Elective Studies section of the course.

Elective Studies developed by the School of Physiotherapy include:

- P5703** Independent Project
- P5746** Hydrotherapy
- P5775** Recreational Studies for the Handicapped Child
- P5705** Graduate Seminars

Graduate Diploma in Rehabilitation Studies

Co-ordinator: Andrew Remenyi, School of Behavioural Sciences

Introduction

Graduate students who undertake the course will already have some knowledge, abilities and skills in the area of rehabilitation. The course aims to consolidate and synthesise this knowledge and integrate it with additional knowledge, skills and values into a total concept of rehabilitation. A significant emphasis will be placed on the values associated with developing a global concept of rehabilitation of the individual. This emphasis will be achieved through an integrated focus on (a) the client, (b) multi-disciplinary teamwork and (c) organisations and facilities.

Assessment

Several methods are employed, including essays, seminar papers, short-answer tests and assignments.

Prescribed Texts and References

Each course participant will be issued with a booklet containing detailed information on the course aims, structure, content, texts and references. Additional reading lists will be provided by teaching staff during the course.

Course Outline

Preliminary Studies

Some students may be required to undertake some or all of the following prior to the commencement of the academic year.

- BS590** Introduction to Research and Statistics
- BS591** Introduction to Behavioural Sciences
- AE400** Post Graduate Preliminary Studies

Course Outline

Subjects taken in the course are set out below.

First Year

BASIC STUDIES

Basic Studies consist of three major subject areas:

RESEARCH AND EVALUATION

BS501 Introduction to Graduate Research Skills

BS503 Empirical Case Design

or

BS504 Survey and Interview Techniques

HEALTH AND HEALTH CARE

BS506 Influences on Health

AE505 Models of Health Care Organisations

or

AE501 Quality Care and Professional Accountability

PROFESSIONAL FUNCTIONING

BS507 Professional Roles

and

BS508 Interprofessional Functioning

SPECIALIST CORE STUDIES

BS520 Rehabilitation Theory

BS521 Rehabilitation Administration

BS522 Evaluative Field Experience

BS524 The Rehabilitation Client in Society

BS526 Interpersonal Counselling Skills in Rehabilitation

BS533 Research and Evaluation in Rehabilitation

Second Year

BS523 Rehabilitation Psychology

BS525 Socio-Political Factors in Rehabilitation

BS530 Casework Management

BS531 The Roles of Professionals in the Rehabilitation Team

BS532 Rehabilitation Assessment

Elective Studies

Students must undertake 78 hours of elective studies. The topic areas available include:

Independent Project

Occupational Counselling and Placement

Counselling for Relationships and Sexuality in Rehabilitation

Individual and Organisational Stress Management

Client-Professional Interactions

Counselling for Grief, Loss and Acceptance in Rehabilitation

Group Process Techniques in Rehabilitation Counselling

Advanced Rehabilitation Counselling Skills

Section 10

Subject Details

This section of the handbook contains brief descriptions of all subjects offered by the various Schools. The Institute reserves the right to withdraw, add to or amend any subject or subjects at any time without notice.

The subjects are listed in alpha-numeric order, two letter codes followed by three digits and single letter by four digits.

The following identifies the School responsible for teaching a particular subject.

Subject Code	School	Page
AE	Health Administration Education	106
BL	Biological Sciences	115
BS	Behavioural Sciences	127
CD	Communication Disorders	148
CH	Podiatry	153
EG	Ergonomics	157
ER	Exercise for Rehabilitation	159
GR	Occupational Therapy (Gerontology)	162
NB	Nursing and Behavioural Sciences	164
N	Nursing	166
OR	Orthoptics	181
OT	Occupational Therapy	185
P	Physiotherapy	192
PO	Prosthetics and Orthotics	209

Requisite Subject Relationships

The following definitions are commonly used by the Schools:

Prerequisite Subject: a subject must be satisfactorily completed prior to undertaking another specified subject.

Corequisite Subject: a subject which must be undertaken at the same time as another specified subject.

Prerequisite/Corequisite Subject: a subject which must be undertaken either before or at the same time as the relevant subject.

Please note that text book lists are subject to changes and additions. Students will be notified of changes at the commencement of the relevant term.

Assessment: The Institute's regulations require that the assessment programme for each subject shall be promulgated on School notice boards not later than the first week of teaching in the subject. This notification will determine the assessment to be carried out and may vary from that shown in the handbook.

References: Those books which the subject examiner considers should be in the possession of students as an essential text or reference have been asterisked and should be purchased by the student. References suggested for reading prior to the commencement of teaching are listed with a PR coding. Such texts are not essential purchases.

Isokinetic Muscle Testing - Physiotherapy



HEALTH ADMINISTRATION AND EDUCATION

Students enrolled in the Medical Record Administration course are advised that the majority of texts for this course are available for purchase at the SPP/LISU Bookroom.

AE110 Medical Record Management

Contact Hours: 105 (80 hours lectures, 25 hours seminars)

Corequisites: AE125

Content: This subject introduces students to the profession of Medical Record Administration and the responsibilities of Medical Record Administrators within the context of total patient care. Students are given an overview of historical and recent developments in medicine and medical recording practices. The subject provides students with an understanding of the functions of a Medical Record Department and related areas within the hospital context; provides students with a detailed knowledge of medical record related procedures; introduces students to the use of computers in hospitals; familiarizes students with record content, format, value, standards and related quantitative analysis; and introduces students to the assessment and selection of equipment and facilities required for medical record systems. The subject is presented by a combination of lectures, student seminars, hospital and business visits.

Assessment: Assignments; journal article presentation; seminar paper presentation; and examination.

References: LINCOLN INSTITUTE OF HEALTH SCIENCES
DEPARTMENT OF MEDICAL RECORD ADMINISTRATION
1987 *Medical Record Management 1 Seminar guide* Melbourne Lincoln Institute of Health Sciences

HUFFMAN E. K. 1986 *Medical Record Management* 8th ed. Physicians Record Co. Illinois

MEDICAL RECORD ASSOCIATION OF AUSTRALIA 1985 *Model duty statement for medical record administrators* MRAA, Melb.

AE120 Fundamentals of Medicine and Surgery

Contact Hours: 90

(90 hours of lectures and tutorials) Several units in this subject have been developed as Computer Assisted Learning packages to support formal lectures.

Corequisite: BL121

Content: This subject helps students to develop the ability to read and understand the language of medicine in order to communicate effectively with medical, nursing and allied health personnel, and to apply knowledge of disease processes in departmental activities. Students also develop skills in pronunciation and in analyzing dictated and typed medical reports.

Assessment: Assignments and examination.

References: DEPARTMENT OF MEDICAL RECORD ADMINISTRATION *Fundamentals Workbook* 1987 Lincoln Institute of Health Sciences

DORLAND's *Pocket Medical Dictionary* 23rd ed 1982 Philadelphia Saunders

FRENAY *Medical Terminology* 1984 7th ed St Louis Catholic Hospital Association

THE CHARLES PRESS *Handbook of Current Medical Abbreviations* 2nd ed. CHARLES PRESS PUB., Philadelphia.

AE125 Australian Health Care System

Contact Hours: 30 (Lectures and presentation of student debates)

Corequisites: Nil

Content: This subject introduces students to the history, structure, function and objectives of the Australian health care system; helps students develop an understanding of governmental responsibilities towards health and health service finance; increases students' awareness of a range of major Australian community health issues and problems; describes hospital structure and organization and professional and non-government bodies and responsibilities of the Medical Record Administrator and other health professionals within the health care system.

Assessment: By assignments - submission of a newspaper folio; and participation in a team debate.

AE130 Disease/Operation Classification

Contact Hours: 44 (38 hours lectures, 6 hours practical sessions)
Practical sessions are held in metropolitan hospitals.

Corequisites: BL121, AE120

Content: This subject introduces students to the concepts and principles of disease and operation nomenclatures. Students are introduced to the history of classification systems and develop skills in classification using the International Classification of Diseases, Clinical Modification.

Assessment: Practical demonstration of skills.

References: DEPARTMENT OF MEDICAL RECORD ADMINISTRATION *Coding Workbook* 1987 Lincoln Institute of Health Sciences

COMMISSION ON PROFESSIONAL AND HOSPITAL ACTIVITIES
1980 *International classification of diseases* 9th Revision — Clinical Modification. Vols 1 2 and 3, CPHA, Michigan

AE140 Health Statistics

Contact Hours: 25 (lectures)

Corequisites: Nil

Content: The aim of this subject is to develop students' skill in the compilation and presentation of hospital and health statistics including all terms related to hospital statistics; computing hospital statistics; collecting data, preparing tables and graphs for presentation of statistical information; collecting statistical data to reflect patient care and utilization of services; developing skills in basic statistical methods; instituting procedures for completing morbidity and vital statistics; and assessing the need for statistical analysis.

Assessment: Assignments and examination.

References: AMERICAN MEDICAL RECORD ASSOCIATION 1978
Commonly computed rates and percentages American Medical Record Association

DEPARTMENT OF MEDICAL RECORD ADMINISTRATION 1987
Statistics workbook Lincoln Institute of Health Sciences

AE150 Professional Practice

Contact Hours: 189 (27 days throughout the year)

Corequisites: All 1st year subjects

Content: This subject is designed to introduce students to professional practice in the hospital setting; to help students to understand the role of the Medical Record Administrator as a systems coordinator and the roles of staff working within the system; to develop students' insight, understanding and skills in completing and analysing procedures within a Medical Record Department and affiliated areas.

Professional practice is spread evenly throughout the three terms and each student gains supervised experience at metropolitan teaching hospital(s) and health institutions.

Assessment: Satisfactory level of performance. Attendance requirement.

References: Nil

AE210 Medical Record Management

Contact Hours: 111 (Lectures, Workshops, and visits to relevant institutions).

Prerequisites: AE110, AE150, BS100

Corequisites: AE250

Content: This subject builds on AE110 and expands knowledge of the Medical Record Administrator as a manager. The subject is divided into 3 units AE211, AE212, AE213.

Assessment: Assessment by a variety of methods including assignments, participation in workshops and preparation of a policy and procedure manual.

References: LIEBLER Joan Gratto 1980 *Managing Health Records* Maryland U S A Aspen Systems Corporation
WATERS Kathleen A and MURPHY Gretchen F 1979 *Medical Records in health information* Maryland Aspen

AE211 Business Communication and Management

Contact Hours: 42

Content: This unit introduces students to topics in organisation and management including systems theory, management processes, leadership, human needs and behaviour within the context of an organisation. Students study and practise the techniques of written, verbal and non-verbal communication. The unit provides students with the practical knowledge necessary to understand, contribute to, organise, conduct and take minutes of various types of meetings.

(This unit is part of the subject AE210 Medical Record Management.)

AE212 Policy and Procedure Manuals

Contact Hours: 40

Content: This unit familiarises students with the development and use of policy and procedure manuals. Students develop skills in the writing and compiling of procedure manuals and job descriptions by class exercises and the completion of a major assignment. (This unit is part of the subject AE210 Medical Record Management.)

AE213 Health Record Systems

Contact Hours: 29

Content: This unit expands student knowledge of health information systems particularly in specialised areas outside the acute general hospital. Students study record systems in these specialised areas and develop practical skills in the design and control of health system forms.

(This unit is part of the subject AE210 Medical Record Management.)

AE230 Disease/Operation Classification

Contact Hours: 40 (Lectures, tutorials and practical sessions in hospitals).

Prerequisites: AE130, BL121, AE120

Corequisite: BL276

Content: This subject develops the knowledge and skills acquired in AE130 and introduces students to another major system namely, the International Classification of Diseases. Other adaptations of the International Classification of Diseases are also studied in this subject.

Assessment: Technical demonstration sessions; completion of assignments; and participation in practical sessions.

References: COMMISSION ON PROFESSIONAL AND HOSPITAL ACTIVITIES 1980 *International classification of diseases* 9th revision *Clinical Modification* Vols 1 2 and 3 Michigan USA DEPARTMENT OF MEDICAL RECORD ADMINISTRATION I C D -9 *Coding Workbook* 1987 Lincoln Institute of Health Sciences DEPARTMENT OF MEDICAL RECORD ADMINISTRATION I C D -9-C *M Coding Workbook* 1987 Lincoln Institute of Health Sciences

WORLD HEALTH ORGANIZATION 1977 *Manual of the international statistical classification of diseases and causes of death* Vols 1 and 2 Geneva W H O

WORLD HEALTH ORGANIZATION 1978 *International classification of procedures in medicine* Vols 1 and 2 Geneva W H O

AE250 Professional Practice

Contact Hours: 57 days (Students are rostered to two health care institution/facilities during the year. One placement is of 5 weeks and the other 6 weeks duration).

Prerequisites: All 1st year subjects

Corequisites: All 2nd year subjects

Content: This subject builds on the skills acquired in AE150. Through this experience the students develop professional competence in medical record procedures; administrative and personnel management skills; and learn to work with other members of the health care team.

Assessment: Satisfactory level of performance. Attendance requirement. All students work directly under the supervision of a qualified medical record administrator.

AE265 Medical Ethics and Law

Contact Hours: 40 (Lectures)

Prerequisites: AE110, AE125

Corequisites: AE250

Content: This subject introduces students to the ethical issues related to medical records, familiarizes students with the law relevant to medical records and to the practice of medical record administration. The subject content includes the Australian legal system: "Freedom of Information" legislation and practice; ethical theories in biomedicine; ethical issues; the law and recording requirements; some aspects of the law of tort and contract law; confidentiality considerations; medical recording and reporting requirements of health-related legislation; and medical record practice and the law.

Assessment: Assignment and examination.

References: BIBBY A E *Guidelines for the management of patient information under the Freedom of Information Act 1982 Victoria (No 9859)* (Unpublished)

O SULLIVAN J 1983 *Law for nurses and allied health professionals in Australia* 3rd ed Sydney Law Book

ROBINSON K and ELL M 1982 *Consent to treatment forms for hospitals - with guidelines* Rev ed Melbourne Lincoln Institute of Health Sciences

Freedom of Information Act 1983 Victoria (No 9859)

AE270 Quality Assurance in Health Care

Contact Hours: 60 (Lectures and classwork)

Prerequisites: AE110, AE125

Corequisites: Nil

Content: This subject examines the concept of quality and accountability in health care and presents an historical account of the development of quality assurance mechanisms in Australia and an overview of comparable developments in other developed countries. Students gain insight into the development of the Australian hospital accreditation programme; and indepth knowledge of The Australian Council on Hospital Standards (A.C.H.S.) accreditation standards and accreditation survey procedures; an understanding

of problem oriented recording of patient care information and the use of this recording method as a quality assurance tool. Students are introduced to formal methods for evaluating patient care and the various roles and responsibilities of the Medical Record Administrator in quality assurance activities. The programme is designed to develop the students' competence in quality assurance committee procedures, study design, data collection methods and data display and analysis techniques.

Assessment: Examination

References: THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS 1986 *The accreditation guide for Australian hospitals*. 5th ed A C H S Sydney

THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS 1985 *Extended care facilities supplement to the Accreditation Guide for Australian Hospitals*. Sydney A C H S

MEDICAL RECORD ASSOCIATION OF AUSTRALIA 1985 *Evaluation of medical record departments using the criteria method* MRAA. Melb.

AE280 Medical Information Processing

Contact Hours: 40 (Lectures and visits to computer installations). Students gain practical experience with the Institute's computer facilities.

Prerequisites: AE110, AE130, AE140

Corequisites: Nil

Content: This subject builds on basic computer terminology introduced in AE110. Data processing concepts, computer fundamentals, hardware and software, programming techniques, file organization, backup systems and data control are presented in depth. Current and future applications of computers in health care are explored with particular emphasis on those systems currently used in Victorian hospitals.

Assessment: Assignment and examination.

References: LEESON Marjorie M. 1985 *Computer information: a Modular system* Chicago, SRA.

AE310 Medical Record Management

Contact Hours: 100 (Lectures and group discussions)

Prerequisites: AE210, AE250

Corequisite: AE350

Content: This subject aims to expand students' understanding of the philosophy of information and communication gained in earlier years of study as well as introduce them to new topics. The subject is divided into 6 units AE311, AE312, AE313, AE314, AE315 and AE316.

Assessment: Variety of methods including assignments, examination and class demonstration.

References: LIEBLER J G 1980 *Managing Health Records* London Aspen Systems Corporation
Additional reference lists will be provided for each unit.

AE311 Organizational Behaviour and Management

Contact Hours: 27 (Lectures and group discussions.) This unit is part of the subject AE310 Medical Record Management.

Content: This unit includes study of organizational behaviour and management, theory of human motivation, time management and the Medical Record Administrator as a management consultant.

AE312 Training and Development Needs

Contact Hours: 14 (Lectures and group discussions.) This unit is part of the subject AE310.

Content: This unit includes study of training and development needs of employees through a variety of training alternatives; methods of training, training facilities and team development.

AE313 Ergonomics

Contact Hours: 18 hours (Lectures and demonstrations.) This unit is part of the subject AE310.

Content: This unit introduces students to occupational health and safety with particular reference to the problems of the office environment, anthropometry and equipment design, biomechanics, internal environment, office design and job analysis and design.

AE314 Introduction to Budgeting

Contact Hours: 15 (lectures.) This unit is part of the subject AE310.

Content: This unit is designed to give students the opportunity to study in depth aspects of budgeting with particular emphasis on budgeting within the Australian health care system.

AE315 Industrial Relations and Staff Selection

Contact Hours: 14 (Lectures.) This unit is part of the subject AE310.

Content: This unit includes study of job design, staff recruitment and selection, interviewing techniques, evaluation of selection methods, industrial awards, unions, and other matters associated with job applications.

AE316 Performance Appraisal

Contact Hours: 12 hours (Lectures and group discussions.) This unit is part of the subject AE310.

Content: This unit includes study of the historical development of performance appraisal techniques and current thought on this matter; appraisal methods of job performance, appraisal interview techniques and the implementation of performance appraisal programmes.

AE330 Disease/Operation Classification

Contact Hours: 40 (Lectures, tutorials and practical sessions in hospitals).

Prerequisites: AE230, BL276

Corequisites: BL376

Content: This subject extends students' skills in the use of I.C.D.-9.C.M. with an emphasis on problem coding. Students are introduced to the Standard Nomenclature of Diseases and Operations, and also gain knowledge of a variety of specialized classifications using the skills necessary to establish specialized classification and retrieval systems. The Diagnosis Related Groups (DRG) system of hospital funding is also discussed.

Assessment: Examination and practical assignments.

References: COMMISSION ON PROFESSIONAL AND HOSPITAL ACTIVITIES 1980 *International classification of diseases* 9th revision *Clinical modification* Vols 1 2 and 3 Michigan C P H A DEPARTMENT OF MEDICAL RECORD ADMINISTRATION/ICD-9-CM 3rd year workbook 1987 Lincoln Institute of Health Sciences
DEPARTMENT OF MEDICAL RECORD ADMINISTRATION SNDO workbook 1987 Lincoln Institute of Health Sciences

AE340 Epidemiology

Contact Hours: 20 hours (Lectures)

Prerequisites: BS105

Corequisites: BS250

Content: The subject introduces students to the concepts and techniques of epidemiology and the possible contributions which epidemiology may make to the effective and efficient delivery of health care. It develops an awareness of the sources of epidemiology data and literature available in Australia.

Assessment: Attendance requirement and examination.

References: LILIENFIELD ABRAHAM M 1976 *Foundations of Epidemiology* New York Oxford University Press

AE350 Professional Practice

Contact Hours: 350 (50 days throughout the year)

Prerequisites: All 2nd year subjects.

Corequisites: All 3rd year subjects.

Content: This subject builds on the skills acquired in AE250. Third year professional practice is comprised of one 10 week block and it is envisaged that students will contribute as part of the medical record administration team and assist in various aspects of management of the Department and related areas. This professional practice block may also include participation in a specialized project. Students are at all times responsible to a qualified supervisor.

Assessment: Satisfactory level of performance. Attendance requirement.

AE355 Professional Practice (for Advanced Standing Students)

Contact Hours: 130 (One term usually completed at normal place of employment)

Content: This is an alternative to AE350 Professional Practice, which may be required for advanced standing students.

Assessment: Satisfactory performance.

AE356 & AE357 Individual Study Project

Contact Hours: AE356 - 130
AE357 - 260

Content: Qualified Medical Record Administrators who apply for advanced standing in the degree programme will usually be required to complete either AE356 or AE357 as alternatives to AE350 Professional Practice. The topic and nature of the project would be negotiated between the individual and the School.

AE370 Quality Assurance in Health Care

Contact Hours: 40 (Lectures and classroom exercises)

Prerequisites: AE270, AE230

Corequisites: AE330

Content: This subject extends selected areas of study in AE270 and aims to expand students' knowledge and skills in the application of quality assurance methodologies. Organizational aspects of integrated quality assurance programmes are emphasized. The subject is presented as a series of lectures with a minor project. This project directly involves students in the application of quality assurance methodologies and associated management processes related to quality assurance programmes.

Assessment: Case study presentation.

References: A list of appropriate library references will be distributed by the lecturer.

AE380 Medical Information Processing

Contact Hours: 40 (Lectures and practical demonstrations)

Prerequisites: AE210, AE280

Corequisites: Nil

Content: This subject builds upon AE280 and introduces students to systems analysis in medical record settings; the role of the Medical Record Administrator in the design and analysis of medical information systems; procedural and practical measures for assuring data security; and the implementation of a medical information system including system testing, staff training and conversion planning.

Assessment: Examinations and assignment.

References: O'BRIEN James A 1985 *Computers in Business Management: an introduction* 4th ed. Illinois, Irwin.

AE390 Health Care Services

Contact Hours: 40 (Seminars)

Prerequisites: AE125

Corequisites: Nil

Content: This subject is presented in seminar format. Each student is responsible for a presentation on a topic concerning relevant health care issues in Australia and overseas; health care delivery systems in other countries; economics of health care; training of health professionals in Australia and elsewhere; alternative medicine; and other health related subject area mutually agreed upon by student and coordinating lecturer. Students gain experience in public speaking and in the use of audiovisual aids in presenting their topic.

Assessment: Individual major presentation.

References: A list of suitable contacts for all topics in the seminar programme is available from the subject coordinator.

AE391 Elective Studies

Contact Hours: 40

Content: Students must choose two electives in their final year of studies and each one must extend for 15-25 lecture hours. Electives offered by the Department of Medical Record Administration vary from year to year, consistent with students' interests. Students may select their elective studies from those offered by the Department of Medical Record Administration, other Schools at Lincoln Institute of Health Sciences, or any other tertiary institution. If subjects from institutions other than Lincoln Institute are chosen, students must submit subject details to the Advanced Standing Assessment Sub-Committee (if an Advanced Standing student) or to the 3rd Year Co-ordinator (if an undergraduate student) prior to enrolment in the subject.

AE395 Office Ergonomics

Contact Hours: 20 (Lectures and demonstrations)

Prerequisites: AE313

Corequisites: Nil

Content: This subject aims to develop an analytic approach to evaluating the design of office equipment. In particular, attention is focused on the problems associated with screen based equipment and the ergonomic strategies which may be used to prevent and manage these problems.

Assessment: Practical assignment.

AE396 Introduction to Health Care Economics

Contact Hours: 20 (Lectures)

Prerequisites: Nil

Corequisites: Nil

Content: This subject aims to develop an understanding of an economic perspective of the health care system. Elementary economic theory is introduced. The economic dimensions of the health care system will be described. Techniques of economic analysis applied to the health care system will be illustrated.

Assessment: Written assignment and reading assignments.

AE397 Medical Record Applications in Private Hospitals

Contact Hours: 20

Prerequisites: Nil

Content: Private Hospitals Association: history, function; membership; operation. Private hospital regulations. Funding arrangements of "for profit institutions" and "non profit institutions" in private sector. Hospital Accreditation in private sector; developing systems to meet the needs of the organisation; quality assurance activities or organisation in private sector. Small group, guided discussion on problem situations in private hospitals.

Assessment: Written assessment.

AE400 Post Graduate Preliminary Studies

Contact Hours: 21 (21 x 1 hour lectures)

Prerequisites: Nil

Content: The purpose of Post Graduate preliminary studies is to provide learning experience for Special Entry course members and other students which will, as far as possible, enable them to develop learning and study skills.

Assessment: In each session there will be one or more learning tasks for assessment. Assessment grading will be satisfactory or fail.

AE501 Quality Care and Professional Accountability

Contact Hours: 12 (1 unit)

Prerequisites: Nil

Content: This subject introduces students to the concepts of quality and accountability in health care. Students will gain some experience in the application of these concepts during the subject.

Assessment: Assignment relating to application of quality assurance concepts.

References: An extensive reference list will be distributed at the beginning of the subject.

AE502 Ethical Elements of Professional Functioning

Contact Hours: 6 (Lectures) The teaching format is lecture/discussion.

Prerequisites: Nil

Content: The aim of this unit is to provide students with an overview of professional ethics and to familiarise them with relevant aspects of the law relating to hospital and institutional practice. Students will also acquire professional awareness of the ability to exercise judgement in issues related to medical dilemma and ethics in clinical practice. Further knowledge will be gained concerning documentation and utilisation of medical records with relevance to confidentiality.

Assessment: A short assignment (not more than 500 words) on the application of the subject content to their professional roles.

References: BURTON A W *Medical Ethic and the Law* Sydney Australian Medical 1979

AE503 Basic Teaching Skills

Contact Hours: 12 (Lecture/discussion/activities)

Prerequisites: Nil

Content: This subject is designed for graduate students and examines the teaching and learning process and emphasises skills in diagnosing the factors influencing the learning situation including nature of the target group, learning needs, content of learning, and resources. Students will gain skills in formulating objectives, programme planning, selection and use of teaching strategies, assessment and evaluation.

Assessment: Class attendance and completion of class exercises.

References: GREEN L W et al *Health Education Planning: A Diagnostic Approach* Mayfield 1980

KIME R et al *Health Education. An Action Approach* Prentice Hall 1977

REDMAN B K *The Process of Patient Education* 5th ed Mosby St. Louis 1984

AE504 Implementing Change

Contact Hours: 12 (Lecture/discussion format).

Prerequisites: Nil

Content: This subject is designed for graduate students and involves a study of the factors and processes in implementing change in organization and work place settings. Topics include: influencing individuals attitudes to change; power and influence; organisational factors-goals, methods, participants, structures.; change models - power based, political, normative, rational; planning strategies; communication requirements; change implementation problems.

Assessment: Written assignment analysing a proposed change by course members in their work place settings.

References: KATZ D & KAHN R *The Social Psychology of Organizations* New York Wiley 1978

PRIDEAUX G *Introduction to Organization Development* Melbourne P P C 1977

Special References: issue in class

AE505 Models of Health Care Organisations

Contact Hours: 12 (Lectures)

Prerequisites: Nil

Content: This unit is intended to develop a basic understanding of the sociopolitical context of health care organisation. The issues might include private vs public control of health care, institutional vs community based organisation, differential access, health care funding and alternative definitions of health needs and health care organisation. The particular issues selected will vary from year to year.

Assessment: Course members will be required to submit an assignment which focuses on the alternative assumptions and/or models of dealing with a particular contemporary issue (approx. 1,000 words).

References: ALFORD R R *Health Care Politics: Ideological & Interest Group Barriers to Reform* University of Chicago Press 1975

OPIT L *Wheeling healing and dealing: The political economy of health care in Australia* Community Health Studies Vol 7 No 3 1983

PALMER G *Politics Power & Health: From Medibank to Medicare* New Doctor Sept-Oct 1983

PARSTON G *Planners Politics & Health Services* Groom Helm 1980

AE600 Introduction to Health Administration

Contact Hours: 12 (4 × 3 hour lectures)

Course members are encouraged to examine their own administrative styles through participation in class exercises.

Prerequisites: Nil

Content: This unit provides a foundation for subsequent studies in health administration by examining changing perspectives of administration and their application to health services; basic concepts, management, decision-making processes, organisation, structure, systems, macro and micro levels of discourse; and special characteristics of health services administration, measurement of input and output efficiency, roles and relationships between professional and administrative staff.

Assessment: A 1,000-1,500 word report which contains (i) a written or diagrammatic representation of a conceptual framework of health administration; (ii) a statement of course members administrative strengths and weaknesses and action plan.

References: HANDY C B *Understanding Organisations* Harmondsworth Penguin 1984

KEMPER T A *A Handbook of Management* Harmondsworth Penguin 1980

WELLARD R *Health Services Administration: A Primer* Carlton Lincoln Institute of Health Sciences 1984

AE601 Management Theory and Practice

Contact Hours: 48 (16 × 3 hour sessions)

Prerequisites: AE600

Content: This subject develops an understanding of organisations, individual behaviour within organisations and the role of managers. It covers administrative systems and processes including organisation design and effectiveness, organisational climate, leadership styles and motivation. The management process is evaluated, especially in relation to planning change and handling conflict constructively. Practical applications are made in personal time management, stress management, grievances and disputes, safety, selection training and development and appraisal.

Assessment:

- (i) A class paper (approximately 20 minutes duration) (33.⅓% of marks)
- (ii) Critical review of film or journal article (33.⅓% of marks)
- (iii) Final test (33.⅓% of marks).

All of these assessment tasks must be completed.

References: HANDY C B *Understanding Organisations* Harmondsworth Penguin 1984 (PR)

KOONTZ H O DONNELL C and WEINRICH H *Management* (7th edition) Tokyo McGraw Hill 1980

ROWLAND H S and ROWLAND B L *Hospital Administration Handbook* Maryland Aspen 1984

AE602 Administration of Health Care Delivery

Contact Hours: 30 (10 × 3 hour sessions) Sessions organised on a lecture then tutorial basis.

Prerequisites: AE600

Content: This unit develops a broad understanding of the pattern of provision of health services, federal, state and local level, functions and responsibilities, funding arrangements, health problems and needs and effectiveness of administrative arrangements in meeting needs; economic and political influences; contemporary issues, e.g. health insurance and private versus public health care; recom-

mendations for change; health planning and policy making; and administration of change programmes.

Assessment:

- (i) A multiple choice/short answer test is progressively administered (50%)
- (ii) Completion of a 500-700 word essay critically discussing a specific relevant topic or issue (50%).

References: GRANT C & LAPSLEY H M *The Australian Health Care System* School of Health Administration University of NSW 1983

JAMISON J (Chairman) *Report of the Commission of Inquiry into Efficiency and Administration of Hospital* Canberra A G P S 1980

SAX S A *Strife of Interests* Melbourne Allen & Unwin 1984

AE603 Administrative Tools, Techniques and Information Systems

Contact Hours: 36 (12 × 3 hour sessions)

Prerequisites: Nil

Content: This unit covers communication within organisational systems, types of information, formal and informal networks, system needs; financial and resource management information systems; accounting, budgeting and control methods; computer-based information systems; and applications in specific areas, personnel, inventory and asset control, and service standards and utilisation.

Assessment:

Three practical exercises are required:

- (i) a communication audit (33.⅓%)
- (ii) short answer questions on information systems including responses and cost centred accounting (33.⅓%)
- (iii) a simple computer programme (33.⅓%).

References: BLUM B (editor) *Information Systems and Patient Care*, New York Springer - Verlag 1984

GARRETT R D *Hospital Computer Systems and Procedures* Vol 1 New York Petrocelli/Charter 1976

AE604 Health Services Law

Contact Hours: 24 (8 × 3 hours lectures, discussions & case studies)

Prerequisites: AE502

Content: This unit provides an introduction to the law related to health service delivery and administration. Topics include the Australian legal system, sources of law, duty of care and negligence, law of contract, assault and false imprisonment, informed consent and disclosure.

Assessment: A written assignment on the main topics covered. This assignment is progressively administered.

References: KIESSLING U E (ed) *Health Services Law* Victoria Mulgrave UHA 1978

O SULLIVAN J *Law for Nurses* Sydney Law Book 1977

AE605 Directed Project

Contact Hours: 30 (Formal classes are limited to approximately 6 hours for planning of topics and presentation of proposals. Approval may be given for AE605 to be linked to AE606 in order to carry out the proposed project or study.

Prerequisites: AE507

Content: Course members will be expected to select a relevant project topic or research question and develop a proposal for undertaking needs analysis and planning of methods of investigation etc. Course members will be encouraged to work in task groups.

Assessment: Course members will be required to make a class presentation and submit a written proposal or report (maximum of 3,000 words).

References: Class notes will provide detailed guidelines for preparation of reports.

AE606 Independent Project

Contact Hours: 30

The subject takes the form of an independent study by students normally in year 2 of a PG1 course.

The Independent Project is normally based on a study proposal developed to meet the requirements in AE605.

Prerequisites: AE605 Directed Project

Content: Based on an approved proposal prepared in AE605, students will independently undertake data collection and analysis and will prepare and present a full report of their study. Students will be assigned supervisors for consultation and advice.

Assessment: Course members will be required to submit a written report of the study (which will incorporate the initial proposal/literature review/needs analysis prepared in AE605) and will describe and discuss the outcomes of the study or project. (Approx. 8,000-10,000 words)

References: Class notes will provide detailed guidelines for preparation of reports.

AE610 Series Health Education and Management Seminar Programme

Contact Hours: Each Seminar of 6 or 12 hours duration.

Prerequisites: AE600

Course members are to take not more than 24 hours of this programme.

Content: This programme consists of case studies, field studies, class exercises or simulations which directly involve students in the process of management, decision-making and review. Seminar topics will be designed to meet student interest and could consist of the following:

- Issues in Professional Education
- Performance Appraisal
- Conference Planning
- Learning Assessment and Evaluation
- Leadership
- Personal Time Management
- Health Education and Poverty
- Industrial Relations
- Educational Aspects of Clinical Work

Assessment: Assessment is based on attendance, contribution to discussion and completion of class exercises.

References: References for each subject are contained in the course information booklet.

AE620 Budgeting and Accounting for Health Practitioners

Contact Hours: 30 (10 x 3 hour sessions)

An inductive approach is adopted. Concrete examples are used to initiate discussion and analysis of principles and techniques.

Prerequisites: Nil

Content: This subject aims to develop knowledge and understanding of accounting and budgeting principles, requirements and practices in health institutions; topics covered include cash vs accrual accounting; analysis and interpretation of financial information cost analysis and control and budget planning.

Assessment: The completion of practical exercises commenced in class.

References: CLEVERLEY W O *Essentials of Hospitals Finance* Germantown Aspen 1978
LEVY V M *Financial Management of Hospitals* (3rd edition) Sydney Law Book Company 1985

AE630 Health Care Economics and Planning

Contact Hours: 24

Prerequisites: Nil

Content: This course aims to develop an understanding of an economic perspective of the health care system. Elementary economic theory is introduced. The economic dimensions of the health care system will be described. Techniques of economic analysis to the health care system will be illustrated. Opportunities will be provided to examine the usefulness of economic concepts and techniques to policy development, planning, and the evaluation of programmes in the health care sector.

Assessment: 4 short assignments, about 500 words each.

References: To be provided upon attendance.

AE640 Introduction to Microcomputer Applications in Administration and Education

Contact Hours: 18 (This unit is taught by a means of a combination of interactive programmed instructions, computer managed learning and a learning contract. Students work through a program and then devise and implement their learning contract using the microcomputer and a range of available application programs.

Prerequisites: Nil

Content: This unit covers the basic concepts in microcomputing; terminology in microcomputing; operating systems and commands; types of applications and programs and learning contract.

Objectives: Course members should be able to:

- a) read and analyse on an informed basis articles and literature on microcomputer applications and software;
- b) demonstrate their knowledge of microcomputer applications and uses through completion of a learning review test.
- c) draw up a learning contract which clearly states learning goals, methods and measures of satisfactory achievement of goals;
- d) demonstrate the application and relevance of a particular software item, program or programming skills to their administrative/educational role.

Assessment: Learning review test; learning contract.

References: To be advised.

AE700 Introduction to Health Education

Contact Hours: 12 (Lecture/discussion, class exercises and small group work).

Prerequisites: Nil

Content: In this subject the basic terminology and conceptual framework of health education is introduced, similarly the assumptions and aims. Participants are encouraged to identify their personal strengths and weaknesses and formulate goals and strategies for developing their knowledge and skills in health education.

Assessment: 1,000 word report on existing health education activities in the organisation in which the student works and ways in which this might develop, particularly in regard to the student's own role.

References: GREEN L W et al *Health Education Planning: A Diagnostic Approach* Mayfield 1980
GREEN W H & SIMONS-MORTON B G *Introduction to Health Education* Macmillan New York 1984

AE701 Health Education Strategies and the Individual

Contact Hours: 48 (Lecture/discussion/activities)

Prerequisites: AE700

Content: This subject explores concepts and strategies relevant to the health and health education of individuals; and the acquisition of health behaviours; theoretical underpinnings of the learning process and the assumptions underlying specific teaching strategies; educational programme planning, objectives, teaching strategies, evaluation; the application of specific teaching strategies.

Assessment: Each course member will be required to:

- submit a report on a programme including a statement of need, objectives, an outline of content, educational and evaluation strategies to be used. (60%). Approximately 2000 words).
- submit brief reports on learning from the reflective teaching sessions. (40%)

References: GREENE, W H & SIMONS-MORTON B G *Introduction to Health Education* Macmillan New York 1984
KIME et al *Health Education: An Action Approach* Prentice Hall 1977
REDMAN B K *The Process of Patient Education* 5th ed Mosby St. Louis 1984

AE702 Health Education Strategies and the Community

Contact Hours: 48 (Lecture/discussion)

Prerequisites: AE700

Content: Approaches to community health education are the focus of this subject; definition of target groups and identification of needs; programme planning; organisational resources and context; educational strategies; evaluation techniques. The emphasis will be on community education, mass media promotion and community development.

Assessment: Course members will undertake a group project in which they will research and design a programme to address a specific health issue.

References: BENSON G *Community Education Handbook* TAFE Melbourne 1983
HENDERSON P & THOMAS D N *Skills in Neighbourhood Work* George Allen & Unwin London 1980
DIGNAN M B & CARR P A *Introduction to Program Planning: A Basic Text for Community Health Education* La & Febiger Philadelphia 1981

AE730 Designing Learning Media

Contact Hours: 24 (Lecture/discussion/workshop)

Prerequisites: Nil

Content: This subject is designed to develop skills in the design and selection of learning media and includes principles of design, types of media, production and technology aspects, techniques of application in learning situations.

Assessment: Submission of an appropriate learning media package and source/resource file.

References: BROWN J W & LEWIS R B (Ed) *A V Instructional Technology Manual for Independent Study* New York McGraw-Hill 1977
BROWN J W & LEWIS R B & HARCLEROAD F F A V *Instruction and Technology: Media and Methods* New York McGraw Hill 1977
FLEMING H & LEVIE H *Instructional Message Design* Ed Tech Publications USA 1978
MEYER & VEENSTRA *Teaching Bread and Butter* McGraw Hill Johannesburg 1980
ROMIZOWSKI A *The Selection and Use of Instructional Media* Kogan Page 1974
KEMP J *Planning and Producing Audiovisual Materials* Thomas Crowell 1983
HEINICH R MOLEND A M & RUSSELL J *Instructional Media and the new technologies of Instruction* John Wiley 1982

AE750 Elective Studies

Prerequisites: Nil

Content: Post-graduate students in PG1 Health Administration and PG1 Health Education, may seek permission to undertake elective studies at any other tertiary institution. Students must submit subject details to the course co-ordinator for approval and, if granted, enrol in AE750 Elective Studies.

BIOLOGICAL SCIENCES

BL112 Physiology 112

Contact Hours: 71 (49 x 1 hour lectures, 5 x 2 hours practical 12 x 1 hour tutorial - teaching over 3 terms)

Prerequisites: Nil

Content: The study of human function is introduced with the properties of living cells and the concept of homeostasis, followed by systematic physiology. This involves the examination of organ systems and the integration of their functions in the whole human organism. Systems studied include nervous, musculoskeletal, cardiovascular, respiratory, renal, endocrine and digestive. Study of the nervous system will be limited to basic neuronal mechanisms, reflex functions and the role of the autonomic nervous system.

Assessment: End of Term I - 1 hour written examination 20%. End of Term III - two and a half hours written examination - 70%. Test at the end of each practical class (5) - 10%.

Reference: *VANDER A J SHERMAN J H and LUCIANO D S 1985 *Human Physiology: the mechanisms of body function* 4th ed New York McGraw-Hill

*Student Manuals for BL112: Manual for Term 1; Manual for Terms 2 & 3.

*Student Practical Manual for BL112

Advice on other references for this subject will be provided from time to time during the lectures.

BL121 Human Biology

Contact Hours: 59 (47 x 1 hour lectures 12 x 1 hour tutorial/demonstration - teaching over 3 terms)

Prerequisites: Nil

Content: This subject consists of an introductory study of the structure and function of the human body. It provides a functional background to the terminology taught in the subject "Fundamentals of Medicine and Surgery", and a physiological background for the pathology taught in the 2nd year subject "Medical Science" (BL276).

Assessment: Assessment will normally be by a combination of term examinations and assignment. Details of assessment will be announced in the first class, an examination at the end of Term 3 will usually count for more than 50% of the total assessment.

References: *ANTHONY C P and THIBODEAU G A 1983 *Textbook of Anatomy and Physiology* 11th ed St Louis C V Mosby Co

*Study Guide Produced by the School of Biological Sciences

BL125 Human Bioscience I

Contact Hours: 90 (60-70 1 hour lectures accompanied by tutorials, practical classes and anatomy demonstrations)

Prerequisites: Nil

Content: This subject introduces human physiology and aspects of human anatomy relevant to clinical practice. The programme comprises a series of modules covering cell biology, homeostasis, the musculo-skeletal system, excitable tissue, neural and endocrine control systems, and the structure and function of the circulatory, respiratory, digestive, renal and reproductive systems.

Assessment: Term I - Written examination - 20%
Term III - Written examination - 70%
Practical and anatomy assignments - 10%

References: *KEOGH, B. and EBBS, S. 1984. *Normal surface anatomy*. London, Heinemann.

*VANDER A J SHERMAN J H and LUCIANO D S 1985 *Human physiology - the mechanisms of body function* 4th ed New York McGraw-Hill

BL151 Basic Physical Science

Contact Hours: 50 (Two units: unit one (20 hr): 12 x 1 hour lecture (didactic), 8 hours practical, unit two (30 hr): 12 hours lecture, Practical 12 hours, Project work 6 hours)

Prerequisites: Nil

Content: This subject is taught as a combination of lecture and practical sessions and is comprised of two units. Unit one: Basic Electronics, is a one term unit and provides an introduction to electrical and electronic concepts as applied to orthoptics. Topics include electrical safety, bioelectricity and methods of electrodiagnosis. Unit two: is a two term unit and introduces the physics of light with emphasis on geometrical optics. Topics include physical optics, mirrors, prisms and lenses, both simple and compound.

Assessment:

Unit one: short tests (5 x 10 min)	70%	weighting 40%
practical reports	30%	
Unit two: practical reports	30%	weighting 60%
project:	20%	
Examination (2 hrs) at end of the year	50%	

References: *Students will be expected to purchase two lecture/laboratory manuals.

BL152 General Science

Contact Hours: 80 (46 x 1 hour lectures, 17 x 2 hour practical).

Prerequisites: Nil

Content: A programme of one hour lectures followed by two hours of practical work extending over three terms. It provides students with an understanding of some of the physical, chemical and mathematical ideas required for the biological sciences studies and aspects of prosthetics and orthotics coursework. The content is provided in six topics: biologically important molecules, basic organic chemistry, materials, fluids, electricity and biomechanics

Assessment:

Term I; - 1 hour examination	25%
Term II; - 1 hour examination	25%
Term III; - 1 hour examination	25%
practical reports:	25%

References: HORSFIELD R S SOLOMONS S and WARD A R 1981 *Physics and chemistry for the health sciences* Marrickville Science Press

HORSFIELD R S 1982 *An introduction to biomechanics* Marrickville Science Press

*Students will be expected to purchase three lecture/laboratory manuals.

BL155 Applied General Science

Contact Hours: 36 (29 × 1 hour lectures, 7 × 1 hour tutorials)
Extra voluntary tutorial offered - 1 hour per week.

Prerequisites: Nil

Content: This subject introduces the student to the fundamental principles of the physical sciences applicable to the study and practice of nursing. Selected topics in chemistry include atomic structure, chemical bonding, acids and bases, and biological molecules. Topics in physics include radioactivity and nuclear medicine, pressure, basic electricity, and electrical safety.

Assessment: Assessment will be a combination of two end of term examinations, one held at the end of term II and the other at the end of term III.

Term II examination: One and a half hour exam contributing to 60% of total assessment.

Term III examination: One hour exam contributing to 40% of total assessment.

References: Students will be advised during the course of relevant reference material.

*Students will be expected to purchase a study guide at the beginning of the first lecture.

BL160 Science for Physiotherapy

This subject comprises the following units:

BL161 Principles of Biology

Contact Hours: 56 (56 × 1 hour lectures)

Prerequisites: Nil

Content: This subject is designed to provide a foundation for the study of physiology (BL226). A general introduction to cell biology is followed by material covering physical and chemical aspects of biological systems. Topics included are: cell types and structure, organic chemistry with emphasis on macromolecules, cell membrane structure and its relation to biological role, excitable cells and the action potential, principles of chemical reactions, cellular metabolism and energetics, acid/base theory with emphasis on buffer systems, and genetics.

Assessment:

Term I; 1 hour examination 35%
Term III; 2 hour examination 65%

References: *HORSFIELD R S SOLOMONS S and WARD A R 1981 *Physics and chemistry for the health sciences*. Marrickville Science Press

*Students will be expected to purchase a study guide.

BL162 Histology

Contact Hours: 34 (18 × 1 hour lectures, 8 × 2 hour practicals)
Terms I and II - lectures. All year - practicals.

Prerequisites: Corequisite BL161

Content: A theoretical and practical programme to include an introduction to microscopy, cell ultrastructure and differentiation; basic structure and function of tissues with particular emphasis on muscle, nerve and skeletal tissues; histology of certain organs of the cardiovascular, digestive, tegumentary and genital systems; exocrine

and endocrine glands. Emphasis would be on aspects important to Physiotherapy.

Assessment: Term I - 1 hour examination - 40%
Term II - 1 hour examination - 40%
Practical records - 20 %

References: WHEATER P R BURKITT HG and DANIELS V G 1979 *Functional histology* New York Churchill Livingstone
*Histology manual

BL163 Applied Physics

Contact Hours: 46 (28 × 1 hour lectures, 9 × 2 hour practical)

Prerequisites: Nil

Content: The content is provided in four modules. Module one: biomechanics, the application of Newton's laws to normal body movement. Module two: electricity including the principles of production of pulsed and alternating current, as background for electrotherapy. Module three: fluids, covering gases, hydrostatics and hydrodynamics and background for physiology and hydrotherapy. Module four: fields and waves including the production of fields and waves and their effect on tissue.

Assessment:

Term I; - 1 hour examination 25%
Term II; - 1 hour examination 25%
Term III; - 1 hour examination 25%
practical reports; 25%

References: HORSFIELD R S 1982 *An introduction to biomechanics* Marrickville Science Press

*HORSFIELD R S SOLOMONS S and WARD A R 1981 *Physics and chemistry for the health sciences* Marrickville Science Press

*WARD A R 1985 *Electricity, fields and waves in therapy* Marrickville Science Press.

*Students will be expected to purchase a study guide/laboratory manual.

BL165 Physical Science for Podiatry

Contact Hours: 80 (46 × 1 hour lectures 17 × 2 practical)

Prerequisites: Nil

Content: A programme of one hour lectures followed by two hours of practical work extending over three terms. This subject provides students with an understanding of some of the physical, chemical and mathematical ideas required for biological sciences studies and aspects of podiatry coursework. The content is provided as six topics: biologically important molecules, basic organic chemistry, materials, fluids, electricity and biomechanics.

Assessment:

Term I; - 1 hour examination 25%
Term II; - 1 hour examination 25%
Term III; - 1 hour examination 25%
practical reports; 25%

References: HORSFIELD R S 1982 *An introduction to biomechanics* Marrickville Science Press

HORSFIELD R S SOLOMONS S and WARD A R 1981 *Physics and chemistry for the health sciences* Marrickville Science Press

*Students will be expected to purchase three lecture/laboratory manuals.

BL166 Cell Biology and Histology for Podiatry

Contact Hours: 36 (18 × 1 hour lectures 18 × 1 hour practicals teaching over terms II and III)

Prerequisites: Corequisites BL165 and BL182

Content: This subject covers work on cell structure, function, chemistry and differentiation; basic functional histology of epithelial, connective and skeletal tissues, nerve and muscle. Particular emphasis is given to the structure and functioning of the skin and related components.

Assessment: Term II 1 hour examination - 40%

Term III 1 hour examination - 40%

Practical Records - 20%

References: WHEATER P R BURKITT H G and DANIELS V G 1979
Functional histology New York Churchill Livingstone

*Histology Manual

BL181 Anatomy for Podiatry

Contact Hours: 84 (52 × 1 hour lectures, 26 × 1 hour tutorials/practicals, 3 × 2 hour demonstrations)

Prerequisites: Nil

Content: This subject comprises two terms' work covering introductory anatomical principles, then regional anatomy of the vertebral column, pelvic girdle and lower limb. Term 3 provides further detailed study of the foot. Topics covered in each region include musculature, vasculature, innervation, joints and surface anatomy. At all stages, emphasis is placed on correlating structure with function.

Assessment: Two written examinations, one of which (at the end of Term 3) will cover the whole year's work.

References: *BASMAJIAN J V 1980 *Grant's method of anatomy* 10th ed Baltimore Williams and Wilkins or

*SNELL R.S. 1981 or 1986 *Clinical Anatomy for medical students* 2nd or 3rd edition. Boston, Little Brown and Co.

Additional information on references will be given at the commencement of teaching.

*Students will be expected to purchase subject study manuals for this subject.

Additional items - A set of lower limb bones (including hipbone) and a vertebral column (including sacrum).

BL182 Anatomy for Prosthetics and Orthotics

Contact Hours: 84 (52 × 1 hour lectures, 26 × 1 hour tutorials/practicals, 3 × 2 hour demonstrations)

Prerequisites: Nil

Content: This subject comprises two terms' work covering introductory anatomical principles, then regional anatomy of the vertebral column, pelvic girdle and lower limb. Term 3 provides study of the upper limb. Topics covered in each region include musculature, vasculature, innervation, joints and surface anatomy. At all stages emphasis is placed on correlating structure with function.

Assessment: Two written examinations, one of which (at the end of Term 3) will cover the whole year's work.

References: *BASMAJIAN J V 1980 *Grant's method of anatomy* 10th ed Baltimore Williams and Wilkins or

*SNELL R.S. 1981 or 1986 *Clinical Anatomy for Medical Students* 2nd or 3rd edition. Boston, Little Brown and Co.

Additional information on references will be given at the commencement of teaching.

*Students will be expected to purchase Study Manuals provided for this subject.

Additional item - Half skeleton (excluding skull).

BL184 Anatomy for Communication Disorders

Contact Hours: 52 (34 × 1 hour lectures, 12 × 1 hour tutorials, 3 × 2 hour demonstrations - teaching over 3 terms)

Prerequisites: Nil

Content: This subject introduces basic anatomical terminology and major systems of the body and then deals in more detail with the functional anatomy of the head, neck and thorax in relation to the mechanisms of speech and hearing.

Assessment: Written examinations at the end of Terms I and II. Term II examination covers both term I and term II work. Assignment Term III.

References: *ZEMLIN W 1981 *Speech and hearing science, anatomy and physiology* 2nd ed Englewood Cliffs, New Jersey Prentice-Hall

Further advice on references for this subject will be provided at the commencement of teaching

*Students will be expected to purchase a Study Manual provided for this subject.

Additional item - skull (3rd class).

BL185 Functional Anatomy for Occupational Therapy

Contact Hours: 108 (54 × 1 hour lectures, 18 × 1 hour tutorials, 18 × 1 hour workshops, 9 × 2 hour demonstrations).

Corequisite: BL112 Physiology 112

Content: This subject presents an integrated approach to anatomy, building individually identified and located structures into functional units and those units into an understanding of the functioning of the body as a whole. Major emphasis will be placed on the musculo-skeletal system of the trunk and limbs with particular reference to surface anatomy, principles of assessment of joint and muscle function and analysis of movement and mechanical principles related to specific activities of daily life.

Assessment: End of Term I - Short laboratory test. End of Terms II & III - Written and oral examinations.

References: PEDRETTI L W 1985 *Occupational Therapy: practice skills for physical dysfunction* 2nd ed St. Louis Mosby
SNELL R S 1986 *Clinical Anatomy for Medical Students* 3rd ed Boston Little Brown & Co

Additional information on references will be given at the commencement of teaching.

*Students will be expected to purchase Study Manuals provided for this subject.

BL222 Neurosciences - Communication Disorders

Contact Hours: 31 (27 × 1 hour lectures, 2 × 2 practical sessions - teaching over 3 terms)

Prerequisites: BL112

Content: In Terms I and II of this subject the general anatomy of the central nervous system and the basic physiology of sensory and motor systems are presented.

In Term III selected aspects of neurology relevant to speech and language are considered.

Assessment: Two written examinations. One at the end of Term I and one at the end of Term III.

References: *LINDSLEY, D.F. and HOLMES, J.E. 1984 *Basic human neurophysiology* New York Elsevier
SNELL R S 1980 *Clinical neuroanatomy for medical students* Boston Little Brown and Company
KANDEL, E.R. and SCHWARTZ, J.H. (Ed.) 1985 *Principles of neural science* 2nd Ed. New York Elsevier

BL222 Neurosciences - Occupational Therapy

Contact Hours: 31 (27 × 1 hour lectures, 2 × 2 hour practical sessions - teaching over 3 terms)

Prerequisites: BL112

Content: In Terms I and II of this subject the general anatomy of the central nervous system and the basic physiology of sensory and motor systems are presented.

In Term III there is a detailed discussion of the neural connection and physiological processes involved in movement and the effects of lesions to different components of the motor system as well as the anatomy and physiology of the somatosensory system to provide an understanding of man's somesthetic ability and its impairment following common neurological problems.

Assessment: Two written examinations. One at the end of Term I and one at the end of Term III.

References: *LINDSLEY, D.F. and HOLMES, J.E. 1984 *Basic human neurophysiology* New York, Elsevier
SNELL R S 1980 *Clinical neuroanatomy for medical students* Boston Little Brown and Company
KANDEL, E.R. and SCHWARTZ, J.H. (Ed.) 1985 *Principles of neural science* 2nd Ed. New York, Elsevier

BL222 Neurosciences - Orthoptics

Contact Hours: 46 (27 × 1 hour lectures, 15 × 1 hour tutorials, 2 × 2 hour practical sessions - teaching over 3 terms)

Prerequisite: BL112

Content: In Terms I and II of the subject the general anatomy of the central nervous system and the basic physiology of sensory and motor systems are presented.

In Term III, there is a detailed discussion of the anatomy, blood supply and physiology of the visual system, autonomic reflexes of the eye and associated structures, and the anatomy and physiology involved in the control of extraocular muscles.

Assessment: Two written examinations. One at the end of Term I and one at the end of Term III.

References: MOSES R A 1981 *Adler's physiology of the eye: Clinical Application* 7th ed St Louis The C V Mosby Co
LINDSLEY, D.F. and HOLMES, J.E. 1984 *Basic human neurophysiology* New York, Elsevier
SNELL R S 1980 *Clinical neuroanatomy for medical students* Boston Little Brown and Company
KANDEL, E.R. and SCHWARTZ, J.H. (Ed.) 1985 *Principles of neural science* 2nd Ed. New York, Elsevier

BL222 Neurosciences - Prosthetics and Orthotics

Contact Hours: 31 (27 × 1 hour lectures, 2 × 2 hour practical sessions - teaching over 3 terms)

Prerequisites: BL112

Content: This subject consists of two components. One component is a series of lectures and demonstrations which presents the general anatomy of the central nervous system and the basic physiology of sensory and motor systems. The second component includes a consideration of common neurological conditions of relevance to prosthetists and orthotists and the neuroanatomy and neurophysiology relevant to treatment.

Assessment: Two written examinations. One at the end of Term I and one at the end of Term III.

References: LINDSLEY, D.F. and HOLMES, J.E. 1984 *Basic human neurophysiology* New York Elsevier
SNELL R S 1980 *Clinical neuroanatomy for medical students* Boston Little Brown and Company
MATHERS, L.H. 1985 *The peripheral nervous system* California, Addison-Wesley Publishing Co.

BL225 Human Bioscience II

Contact Hours: 90 (60 × 1 hour lectures, 30 × 1 hour tutorials, workshops, demonstrations)

Prerequisites: BL125

Content: This subject continues the study of systematic human physiology, incorporating mechanisms of integration and control of body organ systems. The approach is holistic with emphasis being placed on both the healthy and diseased states. Topics will include pathology, immunology, applied anatomy and medical genetics.

Assessment: I - 2 hour examination - 30%, take home quiz sheets - 5% - Term I

Take home quiz sheets - 10% - Term II

1 × 2 hour examination - 50%

Take home quiz sheets - 5% - Term III.

References: VANDER A SHERMAN J H LUCIANO D 1985 *S Human Physiology, the mechanisms of body function* 4th ed McGraw Hill New York
GUYTON A C 1982 *Human Physiology and Mechanisms of Disease* 3rd ed W B Saunders
ROBBINS S L COTRAN R S KUMAR V 1984 *Pathologic Basis of Disease* 3rd ed W B Saunders
ROBBINS S L ANGELL M KUMAR V 1984 *Basic Pathology* 3rd ed W B Saunders
Muir's Textbook of Pathology ed Anderson J R 1985 12th ed Edward Arnold

BL226 Medical Physiology for Physiotherapy

Contact Hours: 150 (80 x 1 hour lectures; 40 x 1 hour tutorials; 15 x 2 hour practical - teaching over 3 terms)

Prerequisites: BL160

Corequisite: P2600 Anatomy II or equivalent

Content: This subject will be presented as a combination of complementary lectures, tutorials and laboratory classes. The programme will commence with a study of the characteristics of living cells, properties which are unique to special cells of the body and general reactions of cells to disease. An introduction to the concept of homeostasis and the autonomic nervous system will be followed by study of systemic physiology and pathology. The activity of different tissues and organs in co-ordinated human function and in certain diseased conditions will be considered for the following systems: body fluids, cardiovascular system, respiratory system, gastro-intestinal tract, kidney, endocrine glands, central and peripheral nervous systems and the musculo-skeletal system. Pathophysiological functioning of these systems under conditions such as inflammation, infection, neoplasia and vascular insufficiency will be considered. Principles of general pharmacology will be introduced.

Assessment: 1 x 2 hour examination at end of term I - 35%.
1 x 3 hour examination at end of year on work of Terms II and III - 55%. Tests at the conclusion of practical classes 10%.

References: Physiology

- BERNE R M AND LEVY M N 1983 *Physiology* St Louis The C V Mosby Company or
VANDER A J SHERMAN J H AND LUCIANO D S 1985 *The Mechanism of Body function* 4th ed New York McGraw Hill or
GUYTON A C 1982 *Human Physiology and the mechanisms of disease* 3rd ed Philadelphia W B Saunders or
SCHMIDT R F AND THEWS G 1983 *Human Physiology* Berlin Springer Verlag

*Students will be asked to purchase a laboratory manual and a lecture manual prior to the first lecture.

Pathology

- ROBBINS S C ANGELL M AND KUMAR V 1981 *Basic Pathology* 3rd ed Philadelphia W B Saunders or
WALTER J B 1982 *An Introduction to the Principles of disease* 2nd ed Philadelphia W B Saunders

*Students will be asked to purchase a manual with lecture topics.

BL227 Medical Physiology for Podiatry

Contact Hours: 118 (80 x 1 hour lectures; 28 x 1 hour tutorials; 10 x 1 hour demonstration-practicals. Teaching over 3 terms)

Prerequisites: BL165; BL166; BL181

Content: This subject will be presented as a combination of complementary lectures, tutorials and demonstration sessions. The programme will commence with a study of the characteristics of living cells, properties which are unique to special cells of the body and general reactions of cells to disease. An introduction to the concept of homeostasis and the autonomic nervous system will be followed by study of systematic physiology and pathology. The activity of different tissues and organs in co-ordinated human function and in certain diseased conditions will be considered for the following systems: body fluids, cardiovascular system, respiratory system, gastro-intestinal tract, kidney, endocrine glands, central and peripheral nervous systems and the musculo-skeletal system. Pathophysiological functioning of these systems under conditions such as inflammation, infection, neoplasia and vascular insufficiency will be considered. Principles of general pharmacology will be introduced.

Assessment: End of Term I - 2 hour written examination - 40%.
End of Term III - 3 hour written examination - 60%.

References: Physiology

- BERNE R M AND LEVY M N 1983 *Physiology* St Louis The C V Mosby Company
VANDER A J SHERMAN J H AND LUCIANO D S 1985 *The Mechanism of Body Function* 4th ed New York McGraw Hill
GUYTON A C 1982 *Human Physiology and The Mechanisms of Disease* 3rd ed Philadelphia W B Saunders
SCHMIDT R F AND THEWS G 1983 *Human Physiology* Berlin Springer Verlag

*Students will be asked to purchase a lecture manual prior to the first lecture.

Pathology

- ROBBINS S C ANGELL M AND KUMAR V 1981 *Basic Pathology* 3rd ed Philadelphia W B Saunders
WALTER J B 1982 *An introduction to the principles of disease* 2nd ed Philadelphia W B Saunders

*Students will be asked to purchase a manual with lecture topics.

BL253 Biomechanics for Prosthetics and Orthotics

Contact Hours: 42 (16 x 1½ hour lectures, 9 x 2 hour laboratory practical sessions - teaching over terms I and II)

Prerequisites: BL152

Content: A series of lecture/practical sessions in biomechanics for Prosthetics and Orthotics students. Topics covered include biomechanics and kinesiology of normal human locomotion; mechanical properties of muscle, bone and connective tissue; biomechanics of joints of the lower extremity and spine. Practical emphasis is given to instrumentation and methods of human locomotion analysis and gait assessment.

Assessment: 2 x 1 hour examination at end of Terms I and II - 40% each

Bi-weekly practical reports - 10% each term

- References:** INMAN V T RALSTON H J AND TODD F 1981 *Human Walking* Baltimore Williams and Williams
FRANKEL V H AND NORDIN M 1980 *Basic Biomechanics of the Skeletal System* Philadelphia Lea and Febiger

*BL253/254 Lecture Notes and Practical Manual

BL254 Biomechanics for Podiatry

Contact Hours: 40 (16 x 1½ hour lectures, 8 x 2 hour laboratory practical sessions - teaching over Terms I and II)

Prerequisites: BL165

Content: A series of lectures/practical sessions in biomechanics for Podiatry students. Topics covered include biomechanics and kinesiology of normal human locomotion; mechanical properties of muscle, bone and connective tissue; and biomechanics of joints of the lower extremity and spine. Practical emphasis is given to instrumentation and methods of human locomotion analysis and gait assessment.

Assessment: 2 x 1 hour examinations at end of Terms I and II - 40% each.

Bi-weekly practical reports each term - 10%

- References:** INMAN V T RALSTON H J AND TODD F 1981 *Human Walking* Baltimore Williams and Wilkins
FRANKEL V H AND NORDIN M 1980 *Basic Biomechanics of the skeletal System* Philadelphia Lea and Febiger

*BL253/254 Lecture Notes and Practical Manual

BL274 Medical Science for Prosthetics and Orthotics

Contact Hours: 18 (18 × 1 hour lectures - teaching over 2 terms)

Corequisites: BL112

Content: This course is sub-divided into two parts:

- (a) General pathological processes are discussed, including inflammation, infection, neoplasia and circulatory disorders.
- (b) Systemic conditions of particular relevance to prosthetics and orthotists are discussed, including diabetes, peripheral vascular disease and diseases of bones and joints.

Assessment: Written examination at the end of terms 1 and 3.

References: ROBBINS S ANGELL M and KUMAR V 1981 *Basic Pathology* 3rd ed Saunders

KAUFMAN C and PAPPER S 1983 *Review of Pathophysiology* Little Brown and Company

CAWSON R A McCracken A W and MARCUS P B 1982 *Pathological Mechanisms and Human Disease* Mosby

WALTER, J. 1982 *An Introduction to Principles of Disease* W B Saunders

BL276 Medical Sciences I

Contact Hours: 23 (1 × 23 hour lectures teaching over Terms I and II)

Prerequisites: BL121 or equivalent

Content: This subject involves a study of general pathological processes including inflammation, neoplasia, infection and immunopathology, and the autonomic system. An introductory study of pharmacology is presented as an integral component of the management of the general pathologies discussed.

Assessment: One written examination at the end of Term II and one assignment.

References: *Society of Hospital Pharmacists of Australia* eds 1985 *Pharmacology and Drug Information for Nurses* 2nd ed W B Saunders Sydney

ROBBINS S ANGELL M AND KUMAR V eds 1984 *Basic Pathology* 3rd ed W B Saunders Philadelphia

WALTER J B 1982 *An Introduction to the Principles of Disease* 2nd ed W B Saunders Philadelphia

*In addition students will be expected to purchase a manual containing lecture material.

BL317 Physiology 317

Contact Hours: 40 (36 × 1 hour lectures, 4 × 1 hour laboratory)

Prerequisites: BL215 or equivalent

Content: The theme of this unit is exercise physiology. It will investigate neural, muscular, metabolic and cardiorespiratory responses to acute and chronic exercise. Other topics to be covered include development of an efficient training program, detraining effects, nutrition for the athlete, limiting factors for human performance and special considerations for exercise in certain pathological states.

Assessment: Take home examination with internal choice of questions.

References: ASTRAND P O AND RODAHL K 1986 *Textbook of work physiology* McGraw Hill New York 3rd ed

FOX E L 1979 *Sport Physiology* Holt Rhinehart Winston U S A
Current review articles will also be recommended throughout the course.

BL325 Human Bioscience III

Contact Hours: 36 (18 × 2 hour lectures)

Prerequisites: BL125 and BL225

Content: The nature of growth and development in pre-natal life and during childhood will be discussed. Aspects of human genetics will be considered. Physiological function of the child will be described. The physiological and patho-physiological changes which occur with ageing will be discussed, and the possible mechanisms underlying these changes will be examined.

This subject also provides a review of human physiology with particular emphasis on the integration of information. Illustrative examples from pathophysiology and pharmacology will be used where appropriate.

Assessment: 1 × 1 hour written examination

References: *Variations in Human Physiology* Ed: R M CASE 1984 Manchester University Press

Selected reference material will be provided throughout the subject

BL370 Medical Science for Orthoptics

Contact Hours: 24 (24 × 1 hour lectures, 1 hour per week during terms I, II and III)

Prerequisites: BL112

Content: This subject is subdivided into two parts. The first part discusses general pathological processes and includes inflammation, immunopathology, infection, neoplasia and vessel disorders. The second part of the subject provides a discussion of systemic disorders which have a particular bearing on anomalies of the eye and visual system, such as diabetes mellitus, endocrine disorders, hypertension, and neuro-muscular disorders.

Assessment: A written examination will be held at the end of each term.

References: ROBBINS S L ANGELL M and KUMAR V 1981 *Basic Pathology* 3rd ed Saunders

WALTER J 1982 *An introduction to the principles of disease* Saunders

CAWSON R A McCracken A W and MARCUS P B 1982 *Pathological mechanisms and Human Disease* Mosby

VAUGHAN D and ASBURY T 1983 *General Ophthalmology* Lange Medical Publications

NELSON W E 1981 *Textbook of Paediatrics* Saunders

KRUPP M A, CHATTON M J 1985 *Current Medical Diagnosis and Treatment* Lange Medical Publications

BL372 Medicine for Podiatry

Contact Hours: 18 (18 × 1 hour lectures, 1 hour per week in terms I and II)

Prerequisites: BL273, BL216, BL182

Content: This subject provides a discussion of systematic disorders that may have an effect on feet or influence the management of podiatric conditions. Topics covered include cardiovascular disorders, nervous system disorders, diabetes mellitus, disorders of bones and joints, and infectious diseases.

Assessment: Written examination and case history assignment.

References: ROBBINS S L COTRAN R S and KUMAR V 1984 *Pathological Basis of Disease* 3rd ed W B Saunders

KRUPP M A and CHATTON M J 1985 *Current Medical Diagnosis and Treatment* Lange Medical Publications

PETERSDORF R G et. al. 1983 *Harrison's Principles of Internal Medicine* 10th ed McGraw Hill

BL376 Medical Science II

Contact Hours: 40 (40 × 1 hour lectures during terms I and III)

Prerequisites: BL276

Content: This course continues on from BL276 to examine disease processes and their management within fields such as neurology, ophthalmology, psychiatry, pharmacological, otorhinolaryngology, paediatrics, obstetrics and gynaecology. The subject also aims to familiarise students with investigational modalities in common use, and with diseases and procedures commonly encountered in surgical practice.

Assessment: Written examinations at the end of Terms I and III. Written assignment to be submitted at the end of Term II.

References: SOCIETY OF HOSPITAL PHARMACISTS OF AUSTRALIA eds *Pharmacology and Drug Information for Nurses*, 2nd ed., Sydney, W B Saunders

Additional references will be suggested during the course.

BL511 Neurophysiology A

Contact Hours: 18 (1 hour lecture per week teaching over 2 terms)

Prerequisites: Pass in undergraduate physiology

Content: The subject is designed to provide students with an integrated knowledge of the function of the nervous system. This should enable an understanding of the possible physiological basis of therapeutic techniques.

Assessment: 1 × 1½ hour examination at end of lecture series

References: CARPENTER M B 1978 *Core text of neuroanatomy* Williams and Wilkins
KANDEL, E.R. and SCHWARTZ, J.H. (Ed) 1985 *Principles of neural science*, 2nd Ed New York Elsevier
MATHERS L.H. 1985 *The peripheral nervous system* California. Addison-Wesley

BL512 Neurophysiology B

Contact Hours: 18 (18 × 1 hour lectures and demonstrations per week - teaching over two terms)

Prerequisites: BL511

Content: This subject provides students with a more advanced knowledge of neurophysiology, including recent work and views concerning the possible physiological bases of therapeutic techniques.

Assessment: Assignment (2000 words)

References: Selected journal articles
KANDEL, E.R. and SCHWARTZ, J.H. (Ed) 1985 *Principles of neural science*, 2nd Ed. New York Elsevier.

BL513 Respiration and Circulation A

Contact Hours: 18 (9 × 2 hour lectures and group discussions)

Prerequisites: BL215 or equivalent

Content: The physiology of the pulmonary and cardiovascular system will be examined at rest, during posture change and exercise. Methods used to evaluate function of both respiratory and cardiovascular function will be studied. The pathophysiology of some common disorders of respiratory and cardiovascular function,

assessment of disordered function and some aspects of relevant pharmacology are included in the subject.

Assessment: Either by written examination or assignment, by arrangement with students at the first session.

References: RUSHMER R 1976 *Structure and function of the cardiovascular system* Philadelphia W B Saunders

or

BERNE R M and LEVY M N 1977 *Cardiovascular physiology* St Louis C V Mosby Co

COMROE J H 1974 *Physiology of respiration* 2nd ed Chicago Year Book Medical Publishers

WEST JB 1986 *Respiratory physiology - the essentials* 3rd ed Baltimore Williams and Wilkins

SMITH J J and KAMPINE J P 1984 *Circulatory physiology - the essentials* 2nd ed Baltimore Williams and Wilkins

BL514 Work Physiology

Contact Hours: 12 (5 × 2 hour lectures, 1 × 2 hour laboratory class)

Prerequisites: BL215 or equivalent

Content: Physiological responses to physical activity will be examined in this program, including cardiovascular respiratory and metabolic responses. Training adaptations, and methods employed in assessment of an individual's work capacity will be studied.

Assessment: Take home examination paper with internal choice of questions.

References: ASTRAND P O and RODAHL K 1986 *Text book of work physiology* 3rd ed New York McGraw Hill
FOX E.L. 1979 *Sport Physiology* Holt, Rhinehart, Winston U.S.A. Current review articles will also be suggested.

BL515 Physiology 515

Contact Hours: 18 (18 × 1 hour lecture per week, teaching over two terms)

Prerequisites: Pass in undergraduate physiology

Content: This unit examines the physiology of movement performance and includes a detailed study of the neurophysiology of sensori-motor mechanisms; the biochemical, mechanical and contractile properties of skeletal muscle; and the biochemical and mechanical properties of connective tissue.

Assessment: 1½ hour examination.

References: KAHLE W LEONHARDT H and PLATZER W 1978 *Colour atlas and textbook of human anatomy* Stuttgart George Thieme
LINDSLEY, D.F. and HOLMES J.E. 1984 *Basic human neurophysiology* New York Elsevier

BL516 Respiration and Circulation B

Contact Hours: 12 (6 × 2 hour group discussions and problem solving exercises)

Prerequisites: BL513

Content: This subject is designed to extend the student's understanding of the pathophysiological basis of common disorders of cardiovascular and respiratory function. It will be conducted as group sessions with problem solving as the emphasis of the sessions.

Assessment: By assignment based upon the material discussed.

Biological Sciences

References: SMITH J J and KAMPINE J P 1984 *Circulatory physiology - the essentials* 2nd ed Baltimore Williams and Wilkins.

Reading guides will be provided at the commencement of the course.

BL517 Growth, Development and Ageing

Contact Hours: 18 (9 × 2 hour lectures)

Prerequisites: BL523

Content: In this subject students will explore definitions of growth, development and ageing. Mechanisms and factors affecting growth, and techniques for the estimation of growth and maturity will be studied in detail. Ageing processes and possible mechanisms underlying these will be examined. Age related changes in body systems, and hence functional changes, will be discussed.

Assessment: This subject will be assessed by means of one 1500 word assignment.

References: *Variations in human physiology* Ed. R.M. CASE 1984 Manchester University Press

SINCLAIR D 1985 *Human growth after birth* 4th ed Oxford Medical Publications

TANNER J M 1978 *Foetus into man* London Open Books

Selected references will be provided throughout the subject.

BL518 Muscle Contraction and Energetics

Contact Hours: 6 (4 × 1 hour lectures, 1 × 2 hour laboratory class)

Prerequisites: BL215 or equivalent

Content: This subject is designed to reinforce and clarify basic concepts, and to introduce new information relating to factors regulating human performance. Some methods of optimising an individual's physical performance will be discussed.

Assessment: Take home examination paper.

References: ASTRAND P O and RODAHL K 1986 *Textbook of Work Physiology* 3rd ed New York McGraw Hill

FOX E L 1979 *Sport Physiology* Holt Rhinehart Winston; USA

BL521 Cardiopulmonary Responses in Pregnancy, The Fetus, and the Neonate

Contact Hours: 12 (12 × 1 hour lectures/lecture discussions)

Prerequisites: BL513

Content: This subject will present the physiology and anatomy of the pulmonary and cardiovascular systems of the fetus and the newborn. The changes in the maternal circulation which occur during pregnancy will also be studied.

Assessment: Details of the form of assessment will be announced in the first class.

References: DAWES G S 1968 *Foetal and neonatal physiology* Chicago Year Book Medical Publishers

BL522 Human Reproductive Physiology and Anatomy

Contact Hours: 12 (12 × 1 hour lectures/lecture discussions)

Prerequisites: BL215 or equivalent

Content: This unit consists of two parts: the first deals with the anatomy and physiology of the male and female reproductive systems at all stages from embryonic development to the adult; and the second examines the anatomy and physiology of pregnancy and fertility. Some aspects of pathophysiology of human reproduction will be covered in both units.

Assessment: Details of the form of assessment will be announced in the first class.

References: A list of references will be supplied at the beginning of the subject.

BL523 Applied Human Bioscience

Contact Hours: 56 (40 × 1 hour lectures, 16 × 1 hour tutorial, workshops/exam feedback sessions)

Prerequisites: Bioscience entrance examination or its equivalent.

Content: This subject is designed to both revise and extend the nursing professional's knowledge of human bioscience and involves the integrated application of anatomy, biochemistry, embryology, genetics, immunology, molecular biology, pharmacology and physiology (including clinical aspects). The emphasis will be towards both diseased and normal states of the body as a whole; relating this to fundamental concepts of structure and function.

Assessment: Three "take-home" examinations, each assessing one term's work.

References: GUYTON A C *Textbook of Medical Physiology* International Student 7th ed Tokyo Igaku-Shoin/ Saunders or VANDER A J SHERMAN J H and LUCIANO D S 1985 *Human Physiology: The Mechanisms of Body Function* 4th ed New York McGraw Hill

Advice on references for the subject will be provided at the commencement of teaching.

BL525 Biological Bases of Ergonomics

Contact Hours: 40 (20 × 1.5 hour lectures, 2 × 1 hour tutorials, and 8 hours of practical work)

Prerequisites: Nil - though a short continuing education course in basic concepts of anatomy and physiology is available before the commencement of the academic year, for the benefit of those students with a weak background in these areas.

Content: This subject aims to introduce the student to the areas of anatomy, physiology and biomechanics most relevant to ergonomics. The subject comprises (1) Applied Physiology: excitable cells and skeletal muscle. Aspects of the central nervous system; sensory, motor behaviour. Work Physiology: limits to work capacity, methodology, cardiorespiratory adjustments to work. Thermoregulation. Responses to stress. (2) Biomechanics and Kinesiology. Biomechanics and kinesiology of selected joints; static and dynamic analysis of muscle and joint forces with particular reference to locomotion and manual handling.

Assessment:

Assignments -	45%
Examination -	45%
Laboratory Report -	10%

References: ASTRAND P O AND RODAHL K 1986 *Textbook of work physiology* 3rd ed New York McGraw Hill
GRANDJEAN E 1982 *Fitting the task to the man* 3rd ed London Taylor and Francis.

Choice of general physiology texts.

BL533 The Working Environment

Contact Hours: 18 (12 hours lectures, 6 hours demonstrations)

Prerequisites: Nil

Content: This subject aims to familiarise students with the effects of environmental factors upon human performance. The unit presents a certain amount of straight-forward technology in addition to examining the effects of physical factors on performance. It covers introduction to the man-environment model; vision, lighting and colour; sound, noise and vibration; climatic factors, natural and artificial; and codes of practice. Particular requirements and demands of selected industrial processes and equipment are considered.

Assessment: Three assignments - each about 700 words.

References: GRANDJEAN E 1982 *Fitting the task to the man* 3rd ed London Taylor and Francis
SINGLETON W T 1982 *The body at work* Cambridge, Cambridge University Press

Thermal comfort at work 1981 Canberra AGPS

Artificial light at work 1981 Canberra AGPS

Advice on other references will be provided during the presentation of the subject.

BL540 Physiology and Pathophysiology of Ageing

Contact Hours: 18 (8 × 2 hour lectures, 1 × 2 hour seminar session)

Prerequisites: Nil

Content: This unit will examine theories of ageing and will discuss possible mechanisms of the ageing process. Age related changes in body systems, and hence functional changes, will be discussed. Aspects of the pathophysiology of ageing will be examined.

This unit is a part of the specialist core study for the geriatric stream of the Graduate Diploma in Physiotherapy.

Assessment: This unit will be assessed by means of a 2,000 word assignment and one 15 minute seminar presentation.

References: Advice on references for the unit will be provided at the commencement of teaching.

BL555 Applied General Science

Contact Hours: 36 (22 × 1 hour lectures, 14 × 1 hour tutorials)
Extra voluntary tutorial - 1 hour per week during the two terms - subject taught over terms I and II.

Prerequisites: Nil

Content: This subject introduces the student to the fundamental principles of the physical sciences applicable to the study and practice of nursing. Selected topics in chemistry include atomic structure, chemical bonding, acids and bases and biological molecules. Topics in physics include radioactivity and nuclear medicine, pressure, basic electricity and electrical safety.

Assessment: 2 × 1 hour examinations at the end of Terms I and II. Each contributes 50% of assessment.

References: Students will be advised during the course of relevant reference material.

*Students will be expected to purchase a study guide at the beginning of the first lecture.

BL560 Arthrology

Contact Hours: 24 (18 × 1 hour lectures, 6 × 1 hour seminar presentations)

Prerequisites: Nil

Content: This subject provides the student with a knowledge at graduate level of the following: histology and histochemistry of connective tissues and joint structures; mechanical properties of connective tissues; biomechanics of selected peripheral joints and the spine; and the effect of various therapeutic modalities on joint structures and function.

Assessment: 2 × 1,200 word assignment, 1 × 15 minute seminar presentation.

References: A reading list will be provided at the commencement of the course.

BL580 Human Embryology

Contact Hours: 12 (6 × 2 hour lectures and visual aids)

Prerequisites: Knowledge of cell and reproductive biology

Content: This subject involves the study of early human embryology from fertilisation to primary organogenesis, with emphasis on the musculo-skeletal system. Students will be introduced to some clinical aspects of early development, abnormal development and congenital malformations.

This subject has been designed for physiotherapists and students will be encouraged to research selected topics in early development relevant to Physiotherapy.

Assessment: 1 × 1½ hour examination

References: MOORE K L 1983 *Before we are born Basic Embryology and Birth Defects* 2nd ed Philadelphia W B Saunders

BL584 Histology

Contact Hours: 12 (6 × 2 hour sessions, discussions and visual aids)

Prerequisites: BL162

Content: The subject comprises the study of selected tissues including connective, skeletal, nerve and muscle with an emphasis on the fine structure, histochemistry and histophysiology, commencing with an introductory session on cell ultrastructure. The programme will be presented as a series of lectures supplemented with 35mm slides and films and the examination of both microscopic slides and electro micrographs. Students will be encouraged to research journals and reviews of selected topics relating to common pathological problems encountered by manipulative therapists.

Assessment: 2,000 word research assignment

References: WHEATER P R BURKITT H G and DANIELS V G 1979 *Functional histology* New York Churchill Livingstone
BAÇON R L GILES N R 1983 *Medical Histology* Berlin Springer-Verlag

BL617 Growth Development and Ageing B

Contact Hours: 18 (9 × 2 hour lectures)

Prerequisites: BL523

Content: In this subject students will explore definitions of growth, development and ageing. Mechanisms and factors affecting growth and techniques for the estimation of growth and maturity will be studied in detail. Ageing processes and possible mechanisms underlying these will be examined. Age related changes in body systems, and hence functional changes, will be discussed.

Assessment: 2 x 1,500 word assignments one of which requires collection and presentation of data or other appropriate information (e.g. from field work) which develops some aspect of the material covered by both the lecture course and the directed reading.

References: *Variations in Human Physiology* ed R M CASE 1984 Manchester University Press
SINCLAIR D 1985 *Human growth after birth* 4th ed Oxford Medical Publications.
TANNER J M 1978 *Fetus into man* Open Books

BL624 Applied Human Bioscience for Midwifery

Contact Hours: 66 (29 × 2 hour lectures, 4 × 2 hour student seminar sessions)

Prerequisites: BL523 or equivalent, or BL125, BL225, BL325 or equivalent.

Content: This subject consists of a study of the physiology and pathology of the mother and embryo/fetus/infant during the pre-natal, peri-natal, post-natal periods.

Assessment: Normally by a combination of a "take-home" examination, and a seminar presentation. Details of the assessment will be announced at the first class.

References: Lists of suitable references will be given by lecturers during the course.

Students are not expected to purchase a book for this subject, however, for students who wish to have a textbook the following is suitable.

BEGLEY, D.J., FIRTH, J.A., HOULT, J.R.S. 1980 *Human Reproduction and Developmental Biology*. The MacMillan Press Ltd.

BL626 General and Clinical Pathology A

Contact Hours: 27 (9 × 2 hour lectures, 9 × 1 hour tutorials, taught in term II)

Prerequisites: BL523

Content: This subject has been designed to facilitate an understanding of the causes, mechanisms and clinical manifestations of disease. Areas of study include both general and systemic pathology topics, such as inflammation, neoplasia, immunopathology, and cardiovascular, respiratory, endocrine and genetic disorders.

Assessment: Written examination at the end of term II.

References: ROBBINS S L COTRAN R S and KUMAR V 1984 *Pathologic basis of disease* 3rd ed W B Saunders
MUIR's *Textbook of Pathology* ed JR ANDERSON 1980 11th ed Edward Arnold
THOMPSON J.S. THOMPSON M.W. 1980 *Genetics in Medicine* 3rd ed. Saunders

BL627 General and Clinical Pathology B

Contact Hours: 27 (9 × 3 hour lectures in Term III)

Prerequisites: BL523

Content: The modules of this subject complement those studied in BL626, and have been designed to address current issues in pathology. Topics to be covered include occupational illnesses and injuries, diseases of ageing, infertility, Parkinson's disease, and effects of alcohol on the liver.

Assessment: Written assignment, details of which will be given at the beginning of Term III.

References: ROBBINS S L COTRAN R S and KUMAR V 1984 *Pathologic Basis of Disease* 3rd ed W B Saunders
MUIR's *Textbook of Pathology* ed JR anderson 1980 11th ed Edward Arnold

Details of more specific reference material will be given during the course.

BL639 Ergonomic Aspects of Information Technology

Contact Hours: 10 (seminars and demonstrations)

Prerequisites: EG511

Content: This subject aims to provide a critical awareness of the significant physical & psychosocial issues relating to computers and the introduction of information technology.

This subject covers physical ergonomics of computer work stations; visual display units, keyboards, workstations; the user-software interface, health and safety; organisational aspects; future directions.

Assessment: Written assignment - 1500 words.

References: CAKIR A HART D J and STEWART T F M 1982 *Visual Display Terminals* Chichester Wiley Interscience
Ergonomic Principles in Office Automation Stockholm 1983 Ericsson Information Systems
GRANDJEAN E and VIGLIANI E 1983 *Ergonomic Aspects of Visual Display Terminals* London, Taylor and Francis
NATIONAL ELECTRONICS COUNCIL 1983 *Human Factors in Information Technology* NEC London
PEARCE B G ed 1984 *Health Hazards of VDTs?* Chichester John Wiley & Sons

BL642 Physically Demanding Work

Contact Hours: 10 (lectures and laboratory work)

Prerequisites: BL525

Content: This subject involves lectures, and practical work related to case studies in physically demanding work characterised by one or more of the following:

- (i) Prolonged high energy expenditure.
- (ii) Occasional exertion of high forces.
- (iii) Frequent or continuous loading of highly localized musculoskeletal structures.

Topics will include determinants of performance; factors affecting performance; safe working limits; risk of injury; repetition injuries; individual susceptibility; assessment of the individual employee; task modification; case studies; physical training.

Assessment: Submission of laboratory report including answers to theoretical questions.

References: ASTRAND P O and RODAHL K 1977 *Textbook of work physiology* 2nd ed New York McGraw Hill
 CHENNELLS M H D 1979 *Work Physiology in Ergonomics in the Australian Workplace* Melbourne Productivity Promotion Council of Australia
 GRANDJEAN E 1982 *Fitting the task to the man* 3rd ed London Taylor and Francis
Work practices guide for Manual Lifting NIOSH Technical Report 1981.

BL643 Displays and Controls

Contact Hours: 10 (lectures and seminars)

Prerequisites: EG511

This subject aims to develop a basis for the selection, design, arrangement and use of displays and controls.

Content: The functional approach to the design of displays and controls, including inter-relationships, disposition and layout, is described. Emphasis is placed on viewing the design of such items as forming the interface in the man/machine system. Various forms of display and control are discussed in detail, including use, accuracy, form etc.

Assessment: Written assignment - 1500 words

References: CAKIR A HART D J and STEWART T F M 1980 *The VDT Manual* John Wiley and Sons
 BSS 3693 *Recommendations for the Design of Scales and Indexes*
 GRANDJEAN E and VIGLIANI E 1980 *Ergonomic Aspects of Visual Display Terminals* Taylor and Francis
 MURREL K F H 1975 *Ergonomics* Chapman and Hall
 OBORNE D J 1982 *Ergonomics at work* John Wiley and Sons
 SINGLETON W T et al 1971 *The human operator in complex systems* Taylor and Francis
 KERSHAW, B., 1977. *The Development of Ergonomic Practice in the Design of Control Rooms*. 14th Annual Conference, Ergonomics Society of ANZ, Adelaide
 KERSHAW, B., 1979. *Data Logging and Trend Analysis* I. Mech E., Australian Branch, Vic Panel
 KERSHAW, B., 1982. *Technological Change and the Systems Approach*. Proceedings of the Victorian Industrial Safety Convention, Vol.1, 259-266.
 KERSHAW, B. and COX, P. 1983. *Data Processing Systems* Proceedings, Residential School in Power Generation. University of Melbourne, 1983: 3.46-3.64.

BL644 Ergonomics in Design

Contact Hours: 10 (lecture/demonstrations with a final seminar)

Prerequisites: EG511

Content: Introduction to design terminology. Instruments for 'scoring' design quality, using check lists to highlight areas for potential redesign. Consideration of other constraints, including manufacturing/processes; costs; marketing, etc. The design process and design methods. Whole problems and sub-problems. The designers repertoire of skills and methods. A design esquisse. Review of design esquisse. Design management.

Compromise as a key factor in all design work. Communicating with designers, design teams. Writing an ergonomic-based brief for a designer.

Assessment: Progressive assessment based on weekly tasks and class review.

References: BICKNELL J and McQUISTON L eds 1977 *Design for need: The Social contribution of design* Oxford Pergamon Press
 CROSS N and ROY R 1978 *Design methods manual Man-made futures Units 13-16* Open University Press Milton Keynes U K
 PAPANEK V and HENNESSEY J 1977 *How things don't work* New York Pantheon Books

BL645 Ergonomics in Health Care Practice

Contact Hours: 10 (lectures, excursions, seminars)

Prerequisites: EG511

Content: This subject covers effects of immobilisation and problems of bed rest; the near environment of the long term care patient; ageing and performance; design of hospital wards and nurses' stations; patient transfers; hospital fire safety; operating theatre ergonomics; rehabilitation; activities for daily living; modification of the home environment; return to work; technical aid to the disabled

Assessment: A practical project, to be presented orally and in the form of a written report.

References: CANTER D and CANTER S eds 1979 *Designing for Therapeutic Environments. A Review of Research* New York John Wiley and Sons
 STANDARDS ASSOCIATION FOR AUSTRALIA 1977 AS1428 - *Design Rules for Access by the Disabled* Sydney S A A

BL646 Fundamentals of Occupational Health and Safety Practice

Contact Hours: 10 (lectures)

Prerequisites: Nil

Content: This subject is an introduction to the field of occupational health and safety with particular reference to the problems of industry.

Topics will be selected from: the nature and measurement of risk; accident causation; the pathology of occupational trauma; the measuring of occupational injury history; personal protective equipment; compensation; countermeasures; accident investigation; toxicology; groups at risk (children, the aged, patients, disabled, prone-ness); fire safety.

Assessment: Assessment will be based on presentation of a class paper (30%) and a written assignment of up to 1500 words.

References: ROWE W D 1977 *An anatomy of risk* New York Wiley
 SURREY J 1974 *Industrial accident research* Toronto University of Toronto Press
 WIGGLESWORTH E C 1979 *Injury prevention's second generation technique in Ergonomics in the Australian Workplace* Melbourne Productivity Promotion Council of Australia

BL647 Job Analysis and Design

Contact Hours: 10 (10 x 1 lectures and seminars)

Prerequisites: EG531

Content: This subject covers the application of ergonomic principles to the physical and administrative organisations of tasks and processes. Some topics to be included are: task analysis; systems ergonomics; work methods; industrial democracy; job enlargement/enrichment.

Assessment: A practical or theoretical project, to be presented in the form of a 1,500 word written report.

References: HACKMAN J R 1977 *Work Design* in Hackman J R and SHUTTLE J L eds *Improving Life at Work* Santa Monica Goodyear Publishing Co.
LANSBURY R D AND PRIDEAUX G J 1980 *Job Design* Canberra AGPS
ROHMERT W AND LANDAU K 1983 *A new technique for job analysis* London Taylor and Francis
SELL R G AND SHIPLEY P 1979 *Satisfactions in work Design: Ergonomics and other approaches* Taylor and Francis

BL649 Independent Study

Teaching Mode: 10 hours or equivalent

Prerequisites: EG511

Content: Content of this study is arrived at by negotiation between the student and the course co-ordinator. In general this is chosen to allow the student to develop specialised techniques or to study an area in greater depth or with greater specificity than is available in other subjects.

Assessment: Assessment goals specific to individual content is contracted between student and co-ordinator. Usually project or assignment.

References: References suitable to each independent study are proposed by the co-ordinator

BL671 Clinical Pharmacology

Contact Hours: 18 (9 × 2 hour lectures)

Prerequisites: BL523 or equivalent

Content: This subject covers both General Pharmacology (4) hours: drug classifications, prescriptions, schedules and formulations; pharmacodynamics; pharmacokinetics and some Systematic Pharmacology (14) hours commonly used drugs acting on the major systems of the body and drugs used in therapy of infectious, neoplastic, and immunological disorders. Emphasis will be placed on clinical aspects, such as i.v. administration, adverse drug reactions, and paediatric and geriatric pharmacology.

Subject objectives:

- (i) to increase the Advanced Nursing students' understanding of safe and effective handling and administration of drugs and of effects of drugs on patients.
- (ii) to increase their involvement in counselling patients about drugs and observing patients for possible side effects.
- (iii) to assist students in reading and keeping patient medication records.

Assessment: By short written assignment and examination.

References: HAVARD M 1983 *A Nursing Guide to Drugs, an Australasian Handbook* Melbourne Churchill Livingstone
HIPWELL C E, MASHFORD M L, AND ROBERTSON M B 1984 *Guide to Parenteral Administration of Drugs* Sydney ADIS Health Science Press
SOCIETY OF HOSPITAL PHARMACISTS OF AUSTRALIA eds 1985 *Pharmacology and Drug Information for Nurses* 2nd ed., Sydney W B Saunders

BL681 Human Embryology

Contact Hours: 18 (6 × 1½ hour lectures/discussions; 6 × 1½ hour practical work)

Prerequisites: BL527 or equivalent or knowledge of Cell and Reproductive Biology

Content: An advanced course in human embryology with an emphasis on practical and clinical aspects of early development from fertilization to primary organogenesis. It will incorporate recent advances in invitro-fertilization, embryo culture, ultrastructure and other techniques. Some biochemical and physiological aspects of normal and abnormal development will also be covered including congenital malformation.

Assessment: 1½ hour test - 60%
Practical Record - 40%

References: MOORE K L 1982 *The Developing Human: Clinically Oriented Embryology* 3rd ed Philadelphia W B Saunders
SATHANANTHAN A H TROUNSON A O WOOD C 1985 *Atlas of Fine Structure of Human sperm penetration, eggs and embryos cultured in vitro* Philadelphia Praeger Scientific

BL698 Human Genetics

Contact Hours: 18 (9 × 2 hour lecture/discussion sessions)

Prerequisites: BL523 or equivalent

Content: The subject extends basic concepts of genetics and focuses on human genetics. The subject covers some recent advances, including recombinant DNA technology, gene mapping, gene structure and function, chromosome and karyotype studies, and illustrates the application of these advances. Topics to be included are: prenatal diagnosis of genetic disorders and chromosomal aberrations; recurrent risks; carrier detection; characterisation and treatment of genetic disorders; multifactorial traits; genetic counselling.

Assessment: Based on 2 × 500 word and 1 × 1000 word 'take home' assignments; two to be submitted during the teaching term and the longer to be submitted at the end of the teaching term. Dates to be notified at the commencement of teaching. Assignment topics to be distributed during the teaching term.

References: CONNOR J M FERGUSON-SMITH M A 1984 *Essential medical genetics* Oxford Blackwell Scientific
EMERY A E H 1984 *An introduction to recombinant DNA* Chichester Wiley
HARPER, P.S. 1984 *Practical Genetic Counselling* 2nd ed. Bristol, Wright

Use will also be made of journal references, as per lists provided at the commencement of and during the teaching term.

BEHAVIOURAL SCIENCES

BS100 Introduction to Behavioural Sciences

Contact Hours: 81 (54 × 1 hour lectures; 27 × 1 hour tutorials)

Prerequisites: Nil

Content: An integrated sequence of lectures and tutorials to introduce students to foundation topics in the behavioural sciences. Where appropriate, emphasis is given to the application of the psychological and sociological principles and theories to the health area. Topics are organised into broad groupings: basic processes of behaviour (brain and behaviour relationships, sensory processes, perception, learning, memory and thinking); individuality of behaviour (genetics and behaviour, the development and assessment of individual differences in abilities and personality); social psychology (social influence, roles and attitudes); and sociology (social structure and social processes, professional socialisation, and medicine as a social institution).

Assessment: By objective and essay exam, written assignment and tutorial work.

References: *ATKINSON R L ATKINSON R C and HILGARD E R 1983 *Introduction to Psychology* Harcourt Brace Jovanovich New York

RUSSELL C and SCHOFIELD T 1986 *Where it Hurts: an introduction to sociology for Health Workers* Sydney G. Allen & Unwin

BS101 Introduction to Behavioural Sciences

Contact Hours: 54 (54 × 1 hour lectures and tutorials)

Prerequisites: Nil

Content: The subject is an alternative introduction course which is offered to students undertaking limited further studies in the behavioural sciences. As such, BS101 covers a slightly broader range of topics than does BS100, and does so in a way which seeks to illustrate and demonstrate the ways in which these topics can be applied within particular health science fields. The course is taught in a classroom setting in which students participate in lectures, discussions and a variety of learning activities. Topics covered include biological and experiential psychology, personality and social psychology, and introductory sociological studies of self, class and deviance.

Assessment: 1 × 2 hour examination, variable class-based assessment.

References: *DWORETZKY J P 1982 *Psychology* Minnesota West Publishing Co

BS102 Communication Skills in Clinical Practice

Contact Hours: 18 (18 hours of workshop)

Prerequisites and or

Corequisite: BS100 or BS101

Content: The aim of this subject is to teach communication skills which facilitate helpfulness to others in the therapist-patient milieu. The enhancing of communication skills will be based on theoretical, practical, and clinical components. The unit offers experiential learning in the small group context and in the clinical setting and is designed specifically for students of Podiatry, and Prosthetics and Orthotics.

Assessment: Based on participatory attendance and an interview report.

References: *BRAMMER L M 1985 *The Helping Relationship: Process and Skills* 3rd ed Englewood Cliffs New Jersey Prentice Hall

*EGAN G 1986 *The Skilled Helper* 3rd ed Monterey California: Brooks/Cole

*HOWE M 1978 *Developing Helping Skills* Hawthorn Victoria Swinburne College Press

School Handbook of Readings

BS105 Introduction to Research

Contact Hours: 36 (9 × 1 hour lectures; 27 × 1 hour tutorials) taught throughout the year

Prerequisites/Corequisite: BS100

Content: This subject is designed to introduce students to the skills of research in health sciences. The syllabus for each term concentrates on a different aspect of the research process emphasising the applications of these principles to health science practice. Topics include the aims and principles of research design, methods of data analysing, scales of measurement, graphs, frequency distribution, measures of central tendency and dispersion, standard scores, basic inferential statistics (t and chi-square), reading research reports.

Assessment: Multiple choice examination at the end of each term; 3 hours in total

References: A workbook covering content and revision problems can be purchased from the School of Behavioural Sciences.

A calculator will be useful for some sections of this course.

BS106 Data Analysis

Contact Hours: 15 (15 × 1 hour lectures/tutorials)

Corequisite: BS100

Content: This subject introduces the methods of analysis of the data generated by empirical research. Topics include scales of measurement, graphs and frequency distributions, measure of central tendency and dispersion, standard scores, foundations of inferential statistics and an appropriate illustrative inferential method.

Assessment: 1 × 1 hour examination.

References: A list of recommended texts and references will be provided at the commencement of the unit.

BS107 Introduction to Research

Contact Hours: 40 (40 × 1 hour lectures, tutorials, practicals)

Prerequisites: BS100

Content: This subject is based on a brief survey of the conceptual underpinnings of research methods. Principles of research and an overview of research design. Some methods of analysing data generated by field research. Statistical topics include scales of measurement, graphs and frequency of distributions, measures of central tendency and dispersion, standard scores and foundation of inferential statistics.

Assessment: 3 × 1 hour written examination or equivalent.

References: BERGER P L LUCKMAN G 1967 *The Social Construction of Reality* London Alan Lane
CAMPBELL D T and STANLEY J C 1963 *Experimental and Quasi-Experimental Designs for Research* Chicago: Rand McNally
CHALMERS A F 1976 *What is this thing called Science* St Lucia OUP
DENZIN N K 1970 *Sociological Methods* London Butterworth
ELSTER J 1979 *Explaining Technical Change* C.U.P.
PHILLIPS D S 1978 *Basic Statistics for Health Science Students* San Francisco W H Freeman
WADSWORTH Y 1984 *Do it Yourself Research* VCOS Melbourne

BS120 Psychological Aspects of Health Care

Contact Hours: 36 (18 × 1 hour lectures; 18 × 1 hour tutorials)

Prerequisites: Nil

Content: The first part of this subject will introduce basic psychological principles and concepts. The application of these to understanding an individual's health and illness related behaviour is emphasised. Topics include learning, emotions and motivation, stress, perception and attitude.

The second part of the subject will focus on developmental psychology and psychological needs of individuals at different stages of the life cycle. Emphasis will be directed also at understanding transitional stages and continuities and discontinuities in development.

Assessment: 1 × 1 hour multiple choice test and one 1,500 word essay.

References: *CRM 1983 *Psychology Today* 5th ed Delmar California Random House

Additional readings will be recommended during the unit.

BS130 Developmental Psychology I

Contact Hours: 28 (18 × 1 hour lectures; 4 × 1 hour tutorials; 6 hours practicals)

Prerequisites: Nil

Content: The main objective of the subject is to provide students with a good grasp of development processes in relation both to the biological origins and to the socio-cultural context of human development. It also provides an introduction to the research techniques with which they are investigated and to the application of developmental concepts in the clinical situation. It is hoped that students taking the course will develop skills in critically appraising research studies and be stimulated to actively research developmental issues in their own particular field.

In this subject the infant provides the subject for the study of the psychobiology of development. The objective of the subject is to present a coherent model of development that takes into account the evolutionary origins of our ontogenesis, species specific behavioural biases, perception, learning, memory and modes of higher-level information processing. The interrelationship between these processes and development in motor, cognitive, social and communication skills are discussed.

Practical sessions provide experience with observational assessment techniques in research and clinical settings.

Assessment: 1 × 1 hour examination.

References: BOWER T G R 1979 *Human Development* San Francisco Freeman

*LAWTON J T 1982 *Introduction to Child Development* Iowa Wm C Brown Company Publications

STERN D 1977 Fontana Open Books *The First Relationship: Infant and Mother*

BS140 Sociological Aspects of Health Care

Contact Hours: 36 (18 × 1 hour lectures; 18 × 1 hour tutorials)

Prerequisites: Nil

Content: In this subject, students will study health care from a number of sociological perspectives. The goal is to introduce basic sociological concepts to understand such topics as mental illness, ageing, social change, institutional and community care in the hope that students will gain a broader understanding of the social experiences and management of health and illness.

Assessment: 1 × 1 hour examination; 1 × 1,500 word essay.

References: CUFF E C and PAYNE G C 1984 *Perspectives in Sociology* 2nd ed London George Allen and Unwin

RUSSELL C AND SCHOFIELD T 1986 *Where it hurts: an introduction to sociology for health workers* Sydney George Allen and Unwin

BS150 Behavioural Sciences in Nursing

Contact Hours: 18 (18 × 1 hour lectures)

Prerequisites: BS120, N1062

Content: This subject is taken in the Diploma of Applied Science, Community Health Nursing Course. Emphasis will be on group dynamics and roles, including leadership, norms, attitudes, social perception, social influence, conflict management and teamwork.

Assessment: By essay of approximately 1,500 words.

References: *CRM 1983 *Psychology Today* 5th ed Delmar California Random House

*JOHNSON D and JOHNSON F 1982 *Joining Together* 2nd ed M S Prentice Hall

*RAVEN B and RUBIN J 1976 *Social Psychology* New York Wiley

BS151 Personality Theory and Therapies

Contact Hours: 18 (18 × 1 hour lectures and seminars)

Prerequisites: BS120

Content: This subject is designed as an extension and integration of the student's knowledge of nursing, psychology and sociology with emphasis on theories of personality, the various psychotherapies and their implications for the professional nurse counsellor in the community. The unit will include an examination of behavioural, psychoanalytic, cognitive and human relations approaches.

Assessment: By presentation of a seminar paper of up to 2,000 words.

References: *BULLBROOK M 1980 *Development of Therapeutic Skills* Boston Little Brown

*EWEN R 1980 *An Introduction to Theories of Personality* New York Academic Press

Further reading lists will be distributed at the beginning of the unit.

BS201 Psychological Aspects of Nursing A

Contact Hours: 36 (27 × 1 hour lectures; 9 hours counselling groups)

Prerequisites: BS100

Content: This subject builds onto topics introduced in BS100 Introduction to Behavioural Sciences. It provides further study of relevant areas of psychology as applied to health care, and is also intended to foster the student's personal and professional development.

Areas studied include interpersonal communication and counselling skills, life transitions, the social psychology of health care and behavioural health care as applied to current clinical experience.

Assessment: By participation in counselling skills groups, and by multiple choice and/or short answer exam.

References: To be advised including selected life-span development texts and articles in health psychology.

BS202 Sociological Aspects of Nursing A

Contact Hours: 36 (18 × 1 hour lectures; 18 × 1 hour tutorials)

Prerequisites: BS100 or equivalent

Content: This subject introduces students to the field of the sociology of health and illness. The focus of the subject is to weave a general sociological perspective in which health and illness is seen as social behaviour in the context of social structure, interaction and politics. Particular attention will be paid to understanding the relationship between social factors and health; the organisational structure of medical services; the nature of professional and interprofessional relations and the politics of medicine.

Assessment: 1 × 1,500 word essay; 1 hour examination and tutorial participation.

References: CUFF E C AND PAYNE G C P 1984 *Perspectives in Sociology* 2nd ed London George Allen and Unwin

BS230 Developmental Psychology II

Prerequisites: BS100 or BS101

Unit 1 - Childhood and Adolescence

Contact Hours: 27 (18 × 1 hour lectures; 5 × 1 hour tutorials; 4 hours practicals)

Content: The psychobiological theme developed in BS130 will be used to examine development during childhood and adolescence. The continuity of psychological processes in development is stressed.

This unit will emphasise social development, cognitive development and play. The role of the socio-cultural context in shaping development will also be explored.

Assessment: 1 × 1 hour examination.

References: *BRAINERD C 1978 *Piaget's Theory of Intelligence* Prentice-Hall

*DONALDSON M 1978 *Children's Minds* Fontana Open Books

GARVEY C 1977 *Play* Fontana-Open Books

RUBIN Z 1980 *Children's Friendships* Fontana-Open Books

Unit 2 Adulthood and Ageing

Contact hours: 24 (18 × 1 hour lectures; 6 hours practicals)

Content: The developmental tasks and various adjustments required during the stage of early, middle and late adulthood are dealt with and the role of the socio-cultural context of development is examined. Students will consider issues such as: parenting; death, dying and bereavement; and sexuality.

In addition students will be encouraged to explore the rapidly expanding literature on the psychological and psychosocial processes of ageing and to relate this to clinical practice. Topics covered will include: theories of ageing, sensory and perceptual changes, changes in learning, memory, problem-solving and the clinical implications of these changes; attitudes to ageing; the migrant aged; environmental issues; maladjustment and psychopathology in old age; and successful ageing.

Assessment: 1 × 1 hour 30 minute examination.

References: BIRREN J E & SCHAEIE K W 1985 *Handbook of the Psychology of Ageing* New York Van Nostrand Reinhold Co
PERLMUTTER M *Adult Development and Aging* 1985 N Y John Wiley and Sons

POON L W 1980 *Ageing in the 80's* Washington D C American Psychological Association

SANTROCK J W 1985 *Adult Development and Ageing* Dubuque Iowa W M Brown

BS234 Human Development II

Contact Hours: 36 (36 hours lectures/practicums)

Prerequisites: OT134 and BS100

Content: This subject continues the studies commenced in OT134 Human Development I with special examination of these topics. Motor Development and skilled performance concentrates on motor developmental in early childhood and in adulthood and ageing. Cognitive factors in motor development are also considered. The psychological processes of perception, attention, learning and memory through the life span are discussed. Students are also introduced to the theory and issues in the use of tests and measurement of human abilities and functions. Practicum classes are held in the areas of motor development and tests and measurement. The course continues in third year as BS334.

Assessment: 1 × 1 hour 30 minute examination in 3 sections relating to each term of course contributing 75% of total assessment. Test administration assignment contributing 25% of total assessment.

References: To be advised.

BS235 Child Development

Contact Hours: 18 (18 × 1 hour lectures)

Prerequisites: BS100 or BS101

Content: This is an introductory subject in child development in which the interplay of biological, cognitive and social factors throughout infancy and childhood will be explored. Emphasis will be placed on aspects of the adaptability of the child, the socialisation process and the relationship between the orthoptist and the child patient.

Assessment: 1 × 30 minute multiple choice examination and one 1500 word essay.

References: *FITZGERALD H E and WALRAVEN M G 1984 *Human Development 84/85 Annual Editions* Dushkin Publishing Group
BERNS R M *Child, Family, Community* 1985 N Y Holt, Rinehart and Winston

BS250 Research Evaluation

Contact Hours: 18 (18 × 1 hour lectures/discussions)

Prerequisites: BS105

Content: This subject aims to develop the student's ability to evaluate critically published research in the health sciences. The lecture programme elaborates concepts of research design building on the introduction provided in BS105. Further methods of statistical analysis of data are also presented. The statistical methods are given only a definitional description and computational competence is not expected. The emphasis is on recognition of the research situations for which particular methods are suitable and on interpretation of the results from them. Discussions centred on evaluation of relevant publications are used to apply the lecture content.

Assessment: Two examinations not exceeding a total of 2 hours. Additional assessment details are promulgated at the commencement of the subject.

References: A reading list will be provided in class.

BS250 Research Evaluation (OT)

Contact Hours: 18 × 1 hour lectures/discussions

Prerequisite: BS107

Content: This subject aims to develop the student's ability to evaluate critically published research in Occupational Therapy and related health sciences. The lectures elaborate the material of BS107 and apply it to specific research programmes and particular approaches in both the quantitative and interpretative traditions. The emphasis is on recognition of the research situations for which particular methods are suitable and on interpretation of the results from them.

Assessment: Two examinations not exceeding a total of 2 hours - or the equivalent in essay form. Additional details will be given when the subject begins.

References: A reading list will be supplied in class.

Suggested Preliminary Reading: DE VAUS D.A. (1985) *Surveys in Social Research* Sydney: Allen & Unwin, Parts, I & II.
TAYLOR S.J. & BOGDAN R. (1984) *Introduction to qualitative research methods*. Wiley. Part I only.

BS261 Sociology and Psychology of Health

Contact Hours: 72 (45 × 1 hour lectures; 27 × 1 hour tutorials)

Prerequisites: BS100 or BS101

Content: The aim of this subject is to make students aware of the broad range of behavioural and sociocultural factors that influence health. Term 1 is concerned with topics in health Psychology including stress, abnormal behaviour, institutionalisation and rehabilitation. Term 2 presents principals of behavioural medicine and shows how these principals can be integrated into effective physiotherapy practice. Term 3 introduces concepts of organisational behaviour so that students will be aware of the influence of organisational structure and process on both the professional and the patient. Students will be encouraged to discuss how the physiotherapist, as a health professional, can contribute to the management process of the health care agency.

Assessment: Examinations; Tutorial work

References: DAVISON A C and NEALE J M 1986 *Abnormal Psychology: An Experimental Clinical Approach* 4th ed. NY Wiley
ETZIONI A 1964 *Modern Organisations* Englewood Cliffs Prentice-Hall

KING N J and REMENYI A 1986 *Health Care: A Behavioural Approach* Sydney and New York Grune and Stratton
MCCONNELL C R 1984 *Managing the Health Care Professional* Rockville Aspen
MARTIN G and PEAR J 1978 *Behaviour Modification: What it is and How to do it* Englewood Cliffs N J Prentice-Hall
SUNDEL M and SUNDEL S 1975 *Behaviour Modification in the Human Services* New York Wiley

BS270 Psychology of Illness, Disability and Rehabilitation

Contact Hours: 18 (12 × 1 hour lectures; 6 × 1 hour group work sessions)

Prerequisites: BS100 or BS101

Content: This subject explores the psychological dimensions of illness and disability and the application of psychological principles to patient care and rehabilitation. Topics include: physical illness or injury as a stressor, psychological reactions to illness, injury or disability, social and psychological processes in treatment; age dependent responses to illness or disability; psychological techniques in illness management and rehabilitation including communication processes and adherence to therapeutic regimes; attitudes towards disability and attitude change strategies.

Assessment: Seminar presentation plus 1000 word seminar report.

References: CRATCHEL R J and BAUM A 1983 *An Introduction to Health Psychology* London Addison-Wesley
KRUEGER D W 1984 *Rehabilitation Psychology: A Comprehensive Textbook* Rockville Aspen Systems Corp.
MOOS R ed 1984 *Coping with Physical Illness* 2nd ed. New York Plenum Publishing Corporation

BS280 Interpersonal Helping Skills

Contact Hours: 13.5 (9 × 1.5 hour group work sessions)

Prerequisites: BS100 or BS101

Content: The aim of this subject is to provide a framework for developing interpersonal skills which facilitate helpfulness to others. The major focus is on the helper's task of becoming a more aware and effective person. Most of the work is experiential, utilising the small group context to enhance self-awareness and to introduce and give practice in the use of interpersonal helping skills. Participants are introduced to a model of helping.

Assessment: By participation and attendance

References: ALDER R B ROSENFELD L B and TOWNE N 1983 *Interplay the Process of Interpersonal Communication* 2nd ed New York Hold Rinehart and Winston
ALBERTI R E and EMMONS M L 1982 *Your Perfect Right* 4th ed San Luis Obispo California Impact
ANTHONY W A and CARKHUFF R R 1976 *The Art of Health Care* Amherst Massachusetts Human Resource Development
BRAMMER L M *The Helping Relationship Process and Skills* 3rd ed Englewood Cliffs New Jersey Prentice Hall
EGAN G 1985 *The Skilled Helper* 3rd ed Monterey California Brooks/Cole
STEVENS J O 1971 *Awareness Exploring Experimenting Experiencing* New York Bantam.
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BS301 Psychological Aspects of Nursing B

Contact Hours: 36 (12 × 1 hour lectures; 24 hours seminars and groupwork)

Prerequisites: BS100 and BS201

Content: This subject extends and develops previous studies in the behavioural sciences as related to health care and focuses on adaption of patients and health professionals to stress, aiming to correlate relevant psychological theories and derived therapeutic approaches with students' personal and clinical experiences. Emphasis is on a critical application of psychological approaches as working tools which can improve nurses' understanding of themselves and others, especially their patients.

Assessment: Participation in group seminar presentations and mini research project or essay - 3,000 words.

References: *BULLBROOK M 1980 *Development of therapeutic skills* Boston Little Brown & Co

*POLIT D and HUNGLER B 1978 *Nursing Research* USA Lippincott
Selected specific references will be given at the beginning of the course.

BS302 Sociological Aspects of Nursing B

Contact Hours: 36 (24 × 1 hour lectures and/or films; 12 × 1 hour tutorials)

Prerequisites: BS100 and BS202

Content: In the first part of this course students will examine some of the issues and problems facing the professional nurse-manager as she co-ordinates patient care in a health care organisation.

In the second part of the course students will study further how sociological perspectives can give insight into health beliefs and practices. The course will focus particularly on the clinical situations students encounter in their third year, including the sociology of childbirth, childhood illness and death, the social construction of accidents, and the social aspects of mental illness.

Assessment: Part 1 - 1 × 1 hour examination; Part 2 - 1,500 word essay or equivalent.

References: Reading lists will be available during the course.

BS331 Abnormal Psychology

Contact Hours: 27 (18 × 1 hour lectures; 9 × 1 hour tutorials and directed study)

Prerequisites: BS100 or BS101

Content: The subject provides a critical introduction to the study of abnormal psychology. An historical introduction to the area will be provided, followed by a consideration of the current definitions and criteria of abnormality. Particular emphasis will be placed upon the examination of various theoretical approaches to 'abnormal behaviour' especially the biomedical, psychodynamic behavioural and systems theories. Traditional psychiatric phenomena will then be studied in the light of these theories. Finally methods employed to bring about change will be briefly considered.

Assessment: 1 × 2,500 word essay and presentation of a tutorial paper to be handed in at the end of the term.

References: *DAVISON G C and NEALE J M 1986 *Abnormal Psychology an Experimental Clinical Approach* 4th ed New York Wiley

Advice on additional references will be provided at the commencement of teaching.

BS332 Abnormal Behaviour: Neurophysiological and Biochemical Aspects

Contact Hours: 27 (18 × 1 hour lecture/discussion; 9 × 1 hour tutorials)

Prerequisites: BS120, BL527, NB204

Content: Disorders associated with early stages of child development - genetic, chromosomal aberrations, endocrine and metabolic disorders, effects of toxins in foetal life. Neurological and psychiatric disorders commonly occurring in adulthood - introduction to problems in the methodology of studies in these areas. Social aspects of drug abuse.

Disorders associated primarily with the "ageing brain" including degenerative diseases.

Morphological and physiological correlates of normal ageing and clinical aspects of specific diseases.

Assessment: Multiple choice and short answer examination.

References: Advice on references for this subject will be provided at the commencement of teaching.

BS333 Neuropsychology

Contact Hours: 18 (9 × 2 hour lectures)

Prerequisites: BL222; BS351 or equivalent

Corequisite: CD310

Content: The subject provides a broad introduction to human neuropsychology: to concepts of the complex functional organisation of human brain; the cerebral structures and connections which subserve this and research on which current concepts have drawn. Methods of investigation and assessment of cognitive functions etc in brain damaged individuals are dealt with and their contribution to the articulation of clinical syndromes as well as to the diagnosis and remediation of patient deficits examined.

Assessment: 1 × 2 hour examination comprised of multiple choice neuro anatomy test and short essay answers on neuropsychological topics.

References: *KOLB B and WHISHAW I O 1985 *Fundamentals of Human Neuropsychology* 2nd ed San Francisco W H Freeman & Co

HEILMAN K M VALENSTEIN E eds 1985 *Clinical Psychology* 2nd ed New York Oxford University Press

LEZAK M D 1983 *Neuropsychological Assessment* 2nd ed New York Oxford University Press

*NOLTE J 1981 *The Human Brain: An Introduction to its Functional Anatomy* St Louis C V Mosby

BS334 Human Development III

Contact Hours: 18 (18 hours lectures/seminars)

Prerequisite: Nil

Content: This subject continues the studies commenced in OT134 Human Development I and BS234 Human Development II. This course of lectures and seminars will focus on specific developmental tasks associated with different age groups, role transitions, and stressful events throughout the life span. The emphasis throughout will be on the relation between the individual and society.

Assessment: To be advised at the commencement of the course.

References: Students will be directed to appropriate reading during the course.

BS340 Communication and Interpersonal Helping Skills in Clinical Practice

Contact Hours: 27 (small group work and practicals)

Prerequisites: BS100 or BS101

Content: The aim of this subject is to teach skills in communication and interpersonal relating which facilitate helpfulness to others in the therapist-patient milieu. The building of relationship skills will be based on theoretical, practical, and clinical components. The impact of psychological, social, and sexual factors will be considered. The subject offers experiential learning in the small group context and in the clinical setting, and is restricted to third-year Physiotherapy students.

Assessment: Based on participation, attendance, and submission of a journal based on set reading and exercises.

References: ADLER R B ROSENFELD LB and TOWNE N 1983 *Interplay The Process of Interpersonal Communication* 2nd ed New York Holt Rinehart and Winston
ALBERTI R E and EMMONS M L 1982 *Your Perfect Right* 4th ed San Luis Obispo California Impact
ANTHONY WA and CARKHUFF R R 1976 *The Art of Health Care* Amherst Massachusetts Human Resource Development
AUVENSHINE C D and NOFFSINGER A R L 1984 *Counselling An Introduction for Health and Human Services* Baltimore University Park Press
BRAMMER L M 1985 *The Helping Relationship Process and Skills* 3rd ed Englewood Cliffs New Jersey Prentice Hall
BROWER MEEKS L and HEIT R 1982 *Human Sexuality Making Responsible Decisions* Philadelphia CBS College
EDELWICH J and BRODSKY A 1982 *Sexual Dilemmas for the Helping Professional* New York Bruner/Mazel
EGAN G 1986 *The Skilled Helper* 3rd ed Monterey California Brooks/Cole
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BS350 Directed Research Project

Contact Hours: 36 (individual discussion with supervisor, practical project completion)

Prerequisites: BS250 and normally BS355

Content: At the commencement of the unit, participating students will be provided with a list of research aims. Students, under the direction of assigned staff, will review literature relevant to a given research aim, devise an appropriate research design to test the aim, participate in data collection and analysis and finally submit a research report on the project. Following lack of these major steps, the student will receive feedback from the supervisor.

Assessment: Assessment will be based on a 2,500 word report submitted by the student. In addition, notice will be made of the student's progress throughout the conduct of the research and data analysis. The final report will carry the major weighting.

References: To be advised.

BS351 Measurement and Test Theory

Contact Hours: 9 (9 × 1 hour lectures)

Prerequisites: BS250 or equivalent.

Content: The main objective of the subject is to provide students with sufficient background in basic concepts of measurement theory and principles of clinical testing to become informed users of tests in both the assessment of clients and in the evaluation of therapy within clinical settings. Topics covered include the basic characteristics of tests, the nature of measurement and the interpretation of test performance, in terms of standard scores and testage equivalent etc. Concepts of the reliability and validity of measures, how

these are determined and their relevance in clinical assessments and therapy evaluations, are also examined.

Assessment: 1 × 1 hour examination comprising a multiple choice test on topics covered and a short essay type review critically evaluating a selected test.

References: *ANASTASI A *Psychological Testing* 5th ed New York McMillan 1982

*SATTLER J M *Assessment of Children's Intelligence and Special Abilities* 2nd ed Boston Allyn and Bacon 1982.

BS355 Research Design Seminar

Contact Hours: 18 (18 hours seminars)

Prerequisites: BS250 and at least third year standing in their course.

Content: This subject provides students with experience in reviewing a field of research, deriving hypotheses, and designing an appropriate test of hypothesis. Students will be expected to prepare and submit a research proposal in consultation with an appointed supervisor. Students wishing to conduct a research project as part of their course are suggested to enrol in this subject in preparation for subsequent data collection.

Assessment: A written research proposal of no less than 2,000 words.

References: To be advised.

BS357 Introduction to Qualitative Research

Contact Hours: 10 (5 × 1 hour lectures, 5 × 1 hour tutorials)

Prerequisites: BS100

Content: This subject will explore the following areas:

1. Definitions of qualitative research, its areas of overlap and distinction from other research processes.
2. The underlying theoretical assumptions, its ethical problems and its practical application.
3. Its limitations and advantages, using the example of participant observation method as a means of obtaining knowledge qualitatively.

Through reading, students study an approach as it has been used in medical settings. They will be expected to read selected accounts in a chosen areas of health and illness and suggest how far such an approach might be useful for those working in the allied health professions.

Assessment: 1 × 1,500 word assignment or equivalent.

References: To be advised.

BS370 Behavioural Sciences in Physiotherapy Practice

Contact Hours: 40 (20 × 1 hour lectures; 20 hours seminars)

Prerequisites: BS261 or equivalent.

Content: The aim of this subject is to provide students with the opportunity to investigate in depth a small number of areas in Behavioural Sciences and to examine their relevance to, and application in Physiotherapy. Four content areas will be selected from: Issues in Loss and Grief; Pain; Practical Ethics; Psychological Development; Health Care and Delivery; Sports Psychology; Non-medical use of Drugs; Life-span Transitions and Ageing.

Assessment: 1 × 1.5 hour examination in Term I. Attendance and participation at seminar, plus seminar presentation plus essay written on the same topic - 2,000 words in Term II.

References: To be advised.

BS385 Interpersonal Helping Skills: Theory and Practice

Contact Hours: 27 (9 × 3 hour seminars/group work sessions)

Corequisites: CD390

Content: This subject aims to provide a graduated approach to the interpersonal helping process. The course includes theoretical, practical, and clinical components. Based on a model of the helping process, the areas of relationship building skills, exploring and clarifying skills and facilitating action skills, will be discussed and demonstrated. The small group context will be utilised to practice skills in interpersonal relating. Attention will also focus on the application of helping skills in clinical practice.

The subject is designed specifically for third-year Communication Disorder students.

Assessment: Based on participatory attendance and on submission of a written assignment of up to 1,500 words to be handed in at the end of term.

References: To be advised.

BEHAVIOURAL SCIENCES ELECTIVES

Prerequisites: All BS400's have BS100 or equivalent as a minimum prerequisite.

Electives are made up of a number of subjects that can be chosen as options by senior students. Each subject involves approximately 18 hours of classwork over one term. The subject involves a variety of teaching strategies including seminars, workshops, lecture-discussion formats and group and independent projects.

It is intended that:

- each group will involve a restricted number of students;
- students will take a much more active role in the teaching-learning process than is usually experienced; and
- wherever possible, the classes will be interdisciplinary in nature.

Some BS400 subjects will be available to B.App.Sci. Nursing Students as 2 credit point electives equivalent to 27 hours. Details will be provided at enrolment. However, the 18 hour subjects can still be taken by these students as a one credit point subject.

BS430 A.I.D.S. in Context

Contact Hours: 9 × 2 hour seminars

Prerequisite: None

Content: The course is designed specifically to attract those anticipating nursing, social or personal experience of the AIDS virus. More broadly, the unit considers the many changes in medical and psychosocial theory and practice wrought by HIV. Students wanting to attend but not to be assessed will be welcome.

Topics to be covered include the mechanisms of social and physical transmission of HIV; the epidemiology of HIV in Australia and overseas; the relevant psychosocial dynamics of groups at risk; the medical politics of AIDS; medical treatments of opportunistic infections and their outcome; counselling problems and psychological disorders attendant on HIV and their treatment; nursing approaches to HIV patients at home and on the ward; voluntary care of HIV patients; self-help groups for those infected; and anti-virals and the virology of HIV.

Assessment: Bases on presentation of a class paper as amended in response to class discussion.

References: Up to date reference lists will be supplied when the course begins.

BS432 The Politics of Health

Contact Hours: 18 (9 × 2 hour seminar)

Prerequisites: Nil

Content: In this subject students will examine how politics is related to the provision of health care. They will consider issues and trends in health care policy in Australia and how these are influenced by the political system and its institutions. The role of health professionals in the working of health policy is a major theme.

Assessment: One critical essay not exceeding 2,000 words.

References: JAENSCH D 1984 *An Introduction to Australian Politics* 2nd ed Melbourne Longman Cheshire

SAX S 1984 *A Strife of Interests* Sydney George Allen and Unwin
Advice on references for the subject will be provided at the commencement of teaching.

BS440 An Introduction to Health Programme Evaluation

Contact Hours: 18 (9 x 2 hour sessions)

Prerequisites: BS105 or BS511 or equivalent

Content: Participants will be introduced to the history of programme evaluation theory and method and the major approaches to programme evaluation that have evolved. Programme evaluation will be described in relation to social policy, programme and project development and planning. Particular attention will be focussed on programme evaluation standards and principles. A series of case study exercises will be used to teach participants how to evaluate small scale programmes in health settings.

Assessment: Attendance, participation and a 1500 word essay.

References: HOUSE, E.R. (1980) *Evaluating with validity*: London Sage.

PATTEN, M.Q. (1978) *Utilization focussed evaluation*: London Sage.

BS456 Women and Health

Contact Hours: 18 (seminars)

Content: This unit will examine the topic of women and health from a variety of sociological perspectives. Issues to be covered will include the position of women in society, the division of labour in health care, gender inequality, the production and reproduction of sexual inequality in the social order of Western societies, the control of women's sexuality, women as providers and consumers of health care, women's health movements.

Assessment: One essay of approximately 2000 words or its equivalent.

Recommended text books: Students will be directed to a wide range of references.

Useful pre-unit reading: EHRENREICH, Barbara and ENGLISH, Deidre. 1979. *For her own good: 150 years of the expert's advice to women*. Pluto Press Ltd., London. esp. chs. 1 and 4.

MILLET, Kate. 1972. *Sexual politics*. Abacus edition. Sphere Books, London, esp. ch.2.

OAKLEY, Ann. 1972. *Sex, gender and society*. Harper Colophon edition, London, esp. ch.6.

BS460 Introduction to Computers

Contact Hours: 18 (18 x 1 hour lecture/discussion/practical)

Prerequisites: Nil (No computer knowledge is assumed).

Content: The first component of the subject is designed to develop basic literacy in computer concepts. The following topics are addressed:

- The structure of microcomputer and mainframe computer systems from both structural and functional perspectives.
- File operations and concepts.
- Communication concepts.
- The structure and function of peripherals.
- The hardware/software distinction.
- Levels of software and their organisation i.e. operating systems, languages, applications, software etc.
- Programming concepts.

The second component of the subject is concerned with the acquisition of basic operational skills using both microcomputers and mainframe facilities. The emphasis is upon the use of provided software rather than programming, although an introduction to programming concepts is attempted. Participants are given exercises using editing facilities and running applications packages to reinforce file concepts.

The third component of the subject is concerned with the use of computers in health settings, including the following applications:

- Computer assisted medical diagnosis.
- The computer as a therapist.
- Medical records systems.
- Management information systems.
- Research databases.
- Data analysis.
- Office automation concepts.

Assessment: Successful completion of programming exercises and written work equivalent to a 1,500 word assignment.

References: *KEMBER N F 1982 *An introduction to computer applications in medicine* Arnold

*SAUNDERS D H 1977 *Computers in society* 2nd ed New York McGraw Hill

BS466 Genetic Counselling

Contact Hours: 18 (18 x 1 hour lecture-discussion)

Prerequisites: Nil

Corequisite: Nil

Content: This subject aims to provide students with an understanding of human genetics and mechanisms of inheritance to provide a basis for counselling parents and prospective parents. The subject will be taught in two parts: the theory of genetics with particular reference to human pathology and the counselling skills relevant to this situation.

It is intended that the subject be taught by two lecturers, one dealing with the genetics of the situation and the other teaching counselling skills. The topics covered in genetics will include the basis of Mendelian genetics, multigene syndromes, congenital conditions, prevention and the ethical issues. The counselling area will cover counselling prospective parents and counselling parents who already have a child with a genetic disability, with a view to adjustment, identification of community resources and strengthening marital and family communication. An objective for both areas will be equipping the students to discuss complex genetic problems with people whose educational background may be limited.

Assessment: Based on attendance, participation and submission of a written assignment of up to 1,500 words.

References: To be advised.

BS471 Drugs and Behaviour: A Social, Clinical and Political Approach

Contact Hours: 18 (18 × 1 hour lectures/seminars)

Prerequisites/Corequisites: BS100 or BS101

Content: The aim of this subject is to increase students' knowledge and awareness of the clinical, social and political aspects of drug use in our society. While the use of many drugs will be discussed, emphasis will be placed upon the in depth examination of one specific drug. It is anticipated that students will spend a number of sessions out of class time visiting various relevant institutions and organisations, e.g. manufacturers, marketers, schools, law enforcement agencies, politicians, rehabilitation centres. This should provide the students with in vivo exposure to various settings related to drug use in our society. Group discussion sessions will also be interspersed to evaluate and critically discuss these experiences as well as to provide an opportunity to present related theoretical material.

Assessment: Participation in class activities, oral presentation of class paper, one 1,500 word précis to be handed in at the end of term.

References: To be advised.

BS490 Communication and Interpersonal Skills in Management Practice

Contact Hours: 18 hours (9 × 2 hour Seminars/Workshops)

Content: The aim of this subject is to introduce students to communication and interpersonal skills relevant to successful interaction in professional and management interdisciplinary health teams. The significance of interpersonal communication skills within groups will be explored through:

1. The development and facilitation of basic interpersonal relationship building skills.
2. The use of small group participations to enable participants to become aware of factors which influence successful group interaction and achievement of group goals.

Assessment: Based on participation and a 1500 word assignment.

References: JOHNSON D W & JOHNSON F P *Joining Together. Group Theory & Group Skills* Englewood Cliffs: Prentice Hall, 1975

DOUGLAS T *Group Work Practice* London: Tavistock, 1976

BENNIS, W & STEPARD, H A A *Theory of Group Development, Human Relations* Vol 7, 4, pp 415-437, 1956.

COREY C *Theory & Practice of Group Counselling* (2nd Ed) Monterey, Calif: Brooks Cole 1984.

BS501 Introduction to Graduate Research Skills

Contact Hours: 33 (33 hours small group lectures/tutorials)

Prerequisites: BS105 or equivalent

Content: This subject provides an in depth review of the principles of research design, an introduction to selected topics in measurement theory, and an overview of statistical methods of inference in these research designs. The subject emphasises the application of these concepts to the evaluation of research publications from thematically relevant areas of the health literature.

Assessment: Three evenly weighted 1 hour tests conducted in class at approximately equal intervals.

References: A reading list tailored for particular student groups will be distributed at the commencement of the unit. The following texts are frequently used:

*HUCK S W CORIMIER W H and BOUNDS W G 1974 *Reading Statistics and Research* New York Harper & Row

*NEALE J M AND LEIBERT R M 1973 *Science and Behaviour an introduction to Methods of Research* Englewood Cliffs N J Prentice Hall

*WILLIAMS F 1979 *Reasoning with Statistics* 2nd ed New York Holt Rinehart and Winston

BS503 Empirical Case Design

Contact Hours: 9 (9 hours small group lectures/discussions)

Prerequisites: BS501

Content: This subject will present principles of systematic case design, assessment-based treatment decisions and the analysis of case study data with illustrations from the health literature. Topics include problems of unsystematic case design; experimental approach to case design, quantitative methods for the description of case data; and quantitative methods for inference with case data.

Assessment: Two tutorial assignments on case design and analysis not exceeding a total of 1,500 words.

References: *KRATOCHWILL T R 1978 *Strategies to Evaluate Changes in the Single Subject Academic*

An additional list of readings will be distributed at the commencement of the unit.

BS504 Survey and Interview Techniques

Contact Hours: 9 (9 hours small group lectures/tutorials)

Content: This subject is concerned with the application of survey techniques to research and evaluate problems within the health sciences. Topics to be discussed include:

- (a) the distinction between structured and unstructured methods of data collection and the implications for data presentation and analysis.
- (b) sampling techniques with particular emphasis upon the problems of small clinical samples;
- (c) the questionnaire as a survey instrument. Questionnaire construction; techniques and pitfalls. Validation of questionnaire responses.
- (d) attitudes scales and sentiment indices including Likert, Osgood's semantic differential, Guttman and Bogardus scales;
- (e) interviewing techniques; and
- (f) the analysis and interpretation of data obtained from surveys.

An integral component of the subject is participation in practical exercise relating to the above topics. Participants will be required to conduct an interview and participate in a group project involving the construction of a questionnaire construction exercises.

Assessment: 1 × 1,500 word paper relating to interviewing practice and participation in questionnaire construction exercises.

References: MOSER C A and KALTON G 1971 *Survey Methods in Social Investigation* 2nd ed London Heinemann

Other references will be provided during the course of the unit.

BS505 Computers in Health Care

Contact Hours: 18 (18 hours lecture/discussion/practical)

Prerequisites: Nil

Content: The experiential aspect of this subject is the primary component, as the emphasis is upon skill acquisition in preference to a highly conceptual treatment of computing concepts. The following experiential exercises form this component:

- (1) Basic operating procedures for a micro-computer system including start-up, disk and file copying, execution of programs, file creation and file deletion.
- (2) The use of word processing packages, personal database packages and elementary statistical software on a microcomputer system.
- (3) Basic access and operating procedures for a timeshare computer system including logging-on, execution of programs, file creation and deletion.

Interposed with this experiential component, the following areas of discussion are considered:

- (1) The present applications for computer technology in health care settings including information systems "expert" systems and decision aids, history taking and other selected topics.
- (2) The implications of computer technology especially micro-computer developments for such applications.

Assessment: Completion of experiential exercises and attendance.

References: A set of reading materials and software and media will be distributed as necessary during the subject.

BS506 Influences on Health

Contact Hours: 18 (18 x 1 hour seminars and lectures)

Prerequisites: Nil

Content: The course will examine the ways in which sociological perspectives can contribute to an understanding of problems associated with health in societies like our own. In particular, we will focus on: the ways in which social and cultural factors influence our beliefs about health and illness; the ways in which these beliefs influence the professional delivery of health care services.

Assessment: 1,500 word essay and 500 word tutorial presentation, or its equivalent.

References: An assortment of texts will be used.

BS507 Professional Roles

Contact Hours: 6 (6 hours workshop)

Prerequisites: Nil

Content: This subject is designed to explore issues which affect all professionals in health care. On completion of this subject, participants should be able to:

- (1) Describe the aims and processes of professionalisation and the characteristics of the professions.
- (2) Communicate a model of how role behaviour is acquired, and specify the determinants of role behaviour.
- (3) Delineate the similarities and differences in the roles of individual health professions by the use of job description and other methods of role communication.

Assessment: In addition, to set tasks within class, participants will be required to complete satisfactorily a written assignment of up to 1,500 words.

References: BOREHAM P PEMBERTON A & WILSON P 1976 (Eds) *The Professions in Australia* Queensland U. of Q'land Press
KATZ D & KAHN R L 1978 *The Social Psychology of Organisations* N Y Wiley

BS508 Interprofessional Functioning

Contact Hours: 12 (12 hours workshops)

Prerequisites: Nil

Content: The nature of interprofessional functioning: Topics include: the meaning of 'teamwork' and related terms; the positive and negative claims; factors affecting teamwork at the level of the individual, at the interpersonal, and organisational levels.

Problem-solving and decision-making strategies in health teams: models of problem-solving and decision making; stages of decision-making, antecedents and consequences of decision-making; threats, defences, commitment and conflict; effective intervention.

Structured team meetings: Topics include: organising and conducting various kinds of team meetings; formal procedures, e.g. agenda recording, taking decisions, role of chairperson; group casework management.

As well as cognitive input, practical exercises and experimental activities will be included to enable experiencing and demonstration of issues and practice of skills.

Assessment: Small group tasks requiring practice of skills discussed in workshop.

Written assignment on either 'conflict resolution techniques' or 'factors influencing team functioning'.

References: BRILL N I 1976 *Teamwork: Working together in the Human Services* Philadelphia: Lippincott
DEUTSCH M 1971 *Conflict and its Resolution* In SMITH T ed 1971 *Conflict Resolution: Contributions of the Behavioural Sciences* Indiana Uni of Notre Dame Press
DUCANIS A J and GOLIN A K 1980 *The Interdisciplinary Health Care Team A Handbook* Germantown Maryland Aspen Systems Corporation
DYER W G 1977 *Team Building: Issues and Alternatives* Reading Massachusetts Addison Wesley
HALSTEAD L S 1976 *Team Care in Chronic Illness a critical Review of the Literature of the Past 25 years Archives of Physical and Medical Rehabilitation* 57 507-511
HORWITZ J J 1970 *Team Practice and the Specialist* Springfield Illinois C C Thomas
LISTER L 1982 *Role Training for Interdisciplinary Health Teams Health and Social Work* April 19-25
RUBIN I PLOVNICK M and FRY R 1975 *Improving the Coordination of Care A Program for Health Team Development* Lippincott Bellinger Publishing Co
WISE H BECKHARD R RUBIN I and KYTE A 1974 *Making Health Teams Work* Cambridge Mass Ballinger
JANIS I L and MANN L 1977 *Decision Making* New York Free Press

BS509 Client Professional Interactions

Contact Hours: 6 (6 hours workshop)

Prerequisites: Nil

Content: In this subject participants will be provided with a brief lecturette outlining several types of 'noise' which produce defensive reactions in receivers and diminish the effectiveness of communications. They will explore various communication continua. The sessions will also seek to have participants separate out their feelings in communication from the message that is being communicated and the responses that are most effective.

In addition to lecturettes, participants will be asked to respond to a series of structured trigger films. In short, the subject identifies principles of effective interpersonal communication applied to professionals and their clients, and includes consideration of special characteristics of the relationship, client and professional expectations, client rights, non-verbal communication, and basic skills of contracting.

Assessment: Written assignment on major factors involved in client-professional interactions (1,000 words maximum)

References: AGYLE M 1975 *Bodily Communication* London Methuen & Co Ltd
CORMIER W H and CORMIER L S 1979 *Interviewing Strategies for Helpers* Monterey California Brooks/Cole
deRISI W J and BUTZ G 1975 *Writing Behavioural Contracts A case Simulation Practice Manual* Champaign Illinois Research Press
EGAN G 1985 *Change Agent Skills in Helping and Human Service Settings* Monterey California Brooks/Cole
FITZPATRICK R HINTON J NEWMAN S SCAMBLER G and THOMPSON J 1984 *The Experience of Illness* London Tavistock

BS510 Methodological Issues in the Study of Ageing

Contact Hours: 9 (9 × 1 hour lectures)

Corequisite: BS501 or equivalent

Content: The aim of this subject is to examine the particular issues and problems associated with research on ageing and to evaluate commonly used research methodologies and techniques such as longitudinal, cross-sectional and cross cultural studies. Included in the course will be an analysis of the use of demographic data and epidemiological concepts as they are applied to studies of the aged. In addition, ethnographies and participant-observation studies of the aged will be reviewed, as will literary works dealing with the experience of ageing.

Assessment: 1,000 word take-home exam.

References: To be advised.

BS511 Research for Health Administrators/Educators

Contact Hours: 36 (Weekly lecture/discussion format with tutorial review sessions every 4th week approximately). Comprehensive hand-out notes will be issued to course members.

Prerequisites: (i) No specific pre-requisite; (ii) Degree or Diplomas level studies is a general requirement.

Content: The subject is structured around a logical problem solving model. Thus the topics covered include: (i) the meaning and assumptions underlying different models of research and evaluation; (ii) preliminary considerations in design; (iii) developing specific goals, questions, hypotheses and definitions; (iv) sources of information including literature reviews; (v) methods of data collection - historical, survey, experimental, and specific techniques; (vi) methods of data analysis and interpretation including descriptive statistics and inferential statistics; (vii) reporting.

Assessment: Assessment is by satisfactory completion of a folio of weekly learning tasks which include short answer questions, problems and article analysis questions. In total the assessment load should be equivalent to preparing a 5,000 word essay.

References: BAILEY K 1982 *Methods of Social Research* New York The Free Press 1982
POLGAR, S & THOMAS, S 1987 *Introduction to Research in the Health Sciences* Melbourne, Churchill Livingstone.

BS514 Interpersonal Skills in Clinical Practice

Contact Hours: 18 (9 × 2 hour seminar/group work sessions)

Prerequisites: BS515 or equivalent

Content: The aim of the subject is to increase awareness of the nature of helpful interpersonal interactions in the clinical setting. A theoretical basis to the helping process will be provided. Principles underlying interpersonal skills in relating will be examined. Case presentations by participants will be used in applying theory to practice and will form the basis for discussion of pertinent issues. The subject is designed specifically for Manipulative Therapy students.

Assessment: By participation and attendance.

References: To be advised.

BS515 Interpersonal Helping Skills for Health Professionals A

Contact Hours: 12 (4 × 3 hour group work sessions)

Prerequisites: This subject is designed specifically for those students who need to meet prerequisite requirements, before proceeding to BS516, BS563, BS514. It is also available to those wanting a refresher course.

Content: The aim of this subject is to provide some initial theory of, and practice in, interpersonal skills in relating. The small-group context is utilised to enhance participants' awareness of those factors which influence interaction in personal and professional settings. Participants are encouraged to set specific goals for personal growth during the course.

Assessment: By participation and attendance.

References: ALBERTI R E and EMMONS M L 1982 *Your Perfect Right* 4th ed San Luis Obispo California Impact
ANTHONY W A and CARKHUFF R R 1976 *The Art of Health Care* Amherst Massachusetts Human Resource Development
BRAMMER L M 1985 *The Helping Relationship Process and Skills* 3rd ed Englewood Cliffs New Jersey Prentice Hall
EGAN G 1986 *The Skilled Helper* 3rd ed Monterey California Brooks Cole
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BS516 Interpersonal Helping Skills for Health Professionals B

Contact Hours: 12 (4 × 3 hour group work sessions)

Prerequisites: BS515 or equivalent

Content: The aim of the subject is to increase awareness of the nature of helpful interpersonal interactions and to develop skills in interpersonal relating. Theoretical models of the helping process will be provided. Principles underlying interpersonal skills in relating will be examined. Case presentations by participants will be used in applying theory to practice and will form the basis for discussion of pertinent issues.

Assessment: A process report and participatory attendance.

References: COREY G 1986 *Theory and Practice of Counselling and Psychotherapy* 3rd ed Monterey California Brooks/Cole
COREY G 1986 *Case Approach to Counselling* 2nd ed Monterey California Brooks/Cole

BS517 Individual and Organisational Stress Management

Contact Hours: 18 (18 hours lectures and practical sessions)

Prerequisites: Nil

Content: This subject focuses on theory, research findings and practices related to personal and organisational stress and its management. Students will be introduced to different conceptions of stress, and sources and reasons for stressors and related problems such as conflict, especially in the work setting. Organisational and personal responses to, and strategies for, managing stress will also be broached.

Assessment: Multiple-choice questionnaire equivalent to an assignment of 2,000 words.

References: ALBRECHT K 1979 *Stress and the Manager* Englewood Cliffs N J Prentice Hall
 APPLEBAUM S H 1981 *Stress Management for Health Care Professionals* Rockville Maryland Aspen Systems
 BEECH H R BURNS L E and SHEFFIELD B F 1982 *A Behavioural Approach to the Management of Stress* Chichester Wiley
 COX T 1978 *Stress* London MacMillan
 KING N & REMENYI A (Eds) 1986 *Health Care: A Behavioural Approach* Sydney & New York Grune & Stratton
 McGRATH J E 1976 *Stress and Behaviour in Organisations* In M D Dunnette ed *Handbook in Industrial and Organisation Psychology* Chicago Rand-McNally
 McLEAN A ed 1974 *Occupational Stress* Springfield Illinois C C Thomas
 MONTGOMERY R and EVANS L 1984 *You and Stress a Guide to Successful Living* Melbourne Nelson
 SELYE H 1978 *The Stress of Life* New York McGraw Hill

BS520 Rehabilitation Theory

Contact Hours: 12 (12 hours lectures and group discussions)

Prerequisites: Nil

Content: This subject is concerned with the historical, philosophical, and practical influences in the rationale for rehabilitation services. Topics include: the nature of rehabilitation; basic definitions and distinctions; historical antecedents and stages of rehabilitation; recent and current social influences; models of rehabilitation.

Assessment: Multiple-choice examination equivalent to a written assignment of 1,500 words.

References: BITTER J 1979 *Introduction to Rehabilitation* St Louis C V Mosby
 BOSWELL D M and WINGROVE J M eds 1974 *The Handicapped Person in the Community* London Tavistock and Open University Press
 BRECHIN A and LIDDIARD P 1981 *Look at it this way new Perspectives in Rehabilitation* Sevenoaks Kent The Open University Press and Hodder and Stoughton
 GARRETT J and LEVINE E 1973 *Rehabilitation Practices with the Physically Disabled* New York Columbia University Press
 GOLDENSON R ed 1973 *Disability and Rehabilitation Handbook* New York Columbia University Press
 KERSHAW J D 1973 *Handicapped Children* 3rd ed London Heinemann
 PAN E L BECKER T E and VASH C L eds 1980 1981 *Annual review of rehabilitation* Volumes I and II New York Springer
 WRIGHT G N 1980 *Total Rehabilitation* Boston Little Brown and Co
 Students should also consult the many journals relating to rehabilitation in the library. For example:
The Archives of Physical Rehabilitation and Medicine
Journal of Rehabilitation
Australian Disability Review

There is also a very extensive micro-fiche service available on Rehabilitation and Handicapped Literature.

BS521 Rehabilitation Administration

Contact Hours: 16 (16 hours lecture/tutorials)

Prerequisites: Nil

Content: Rehabilitation organisation. Topics include, the structure of human service organisations and how they differ from, and are similar to, organisations in general; the relationship between 'official' goals and 'operative' goals and the importance of setting clear objectives; MBO; organisational processes such as communication, authority and conflict.

Students also study team management and effective participation: this topic analyses team work, conflict management, and evaluation of individuals and the team in rehabilitation services; and effective committee work, including interdisciplinary members. Policy and decision making, and programme planning and evaluation: these topics include models of policy and decision making; different styles of decision making which are appropriate to professional organisations; the importance of programme planning and evaluation in rehabilitation services and methods of planning and evaluation.

Assessment: 1 x 1,500 word written assignment.

References: EMENER W G LUCK RS and SMITS S J 1981 *Rehabilitation Administration and Supervision* Baltimore University Park Press
 HASENFELD Y and ENGLISH R A eds 1974 *Human Service Organisations* Ann Arbor The University of Michigan Press
 LANSBURY R D and SPILLANE R 1983 *Organisational Behaviour the Australian Context* Melbourne Longman Cheshire
 McCONKEY D D 1975 *MBO for Non profit Organisations* New York Amacom
 MILTON C R ENTREKIN L and STENING B R 1983 *Organisational Behaviour in Australia* Sydney Prentice Hall
 ROBBINS S P 1983 *Organisational Behaviour Concepts Controversies and Application* 2nd ed Englewood Cliffs Prentice Hall
 ROWBOTTOM R et al 1973 *Hospital Organisation* London Heinemann
 VENINGA R L 1982 *The Human Side of Health Administration* Englewood Cliffs Prentice Hall
Annual Review of Rehabilitation Australian Disability Review
 THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS 1981 *Accreditation Guide for Australian Hospitals and Extended Care Facilities* 4th ed AEPS

BS522 Evaluative Field Experience

Contact Hours: 8 hours

Prerequisites: BS520

Content: First Year: Participants will be provided with sessions aimed at describing and evaluating the functioning of health care organisations. Major criteria for evaluation will be identified. Participants will also be encouraged to make visits to a number of rehabilitation facilities with which they are not familiar. Methods and techniques used to evaluate organisations will also be discussed, as will be procedures for field workers.

Second Year: Participants will be asked to visit other agencies and centres and write a report about at least three in accordance with aims and guidelines to be established in class. The emphasis in evaluating these reports will be on whether or not participants have addressed themselves to key issues, how they have done so, and whether they are aware of the shortfalls and strengths of their investigation methods. The particular organisations visited are the medium for this learning experience; it is not the object of the exercise to undertake formal evaluation of these organisations. Reports will not be used for any purpose other than as a record of having met requirements for the unit.

Assessment: First Year: Participants will undertake a library topic search on the topic of Factors in Health Service Organisation Functioning. This exercise will be undertaken by all participants as part of a structured class exercise. Participants will submit their final topic search in accordance with provided guidelines for assessment.

Second Year: In accordance with set guidelines for presenting reports participants will be required to submit a report on three independent visits to rehabilitation agencies and centres made during the second year of their course. These reports are to be submitted for assessment and will be the equivalent of a maximum of 2,000 words.

References: THE AUSTRALIAN COUNCIL ON HOSPITAL STANDARDS 1981 *The accreditation guide of Australian hospitals and extended care facilities* 4th ed Sydney Provisional Standards Section on Rehabilitation Medicine Service

Other references will be provided during the course of the lectures and will be discovered by participants as part of their library topic search.

BS523 Rehabilitation Psychology

Contact Hours: 24 (24 × 1 hour lectures)

Prerequisites: Participants will normally be required to have completed the first year of the PG1 Rehabilitation Studies Course.

Content: The following topics will be included: motivation and the disabled; reactions to trauma and hospitalisation; institutional dependency; life pattern damage; the sick role; head injury; and psychological principles of behavioural analysis; antecedent and consequent conditions of behaviour; techniques of behaviour change; environmental manipulation; cognitive factors in behaviour change; programme planning and evaluation.

Assessment: Seminar on selected topics. It is expected that seminars will be of a high postgraduate standard in design, content and presentation. The seminars may take the form of formal papers, role plays, audiovisual presentation, taped interviews, workshop format, or similar paradigms. It is also expected that students hand in a written copy of their seminar presentation (1,500 words maximum). Participants will also be required to undertake various behavioural programme exercises in class time.

References: BANDURA A 1969 *Principles of behaviour modification* New York Holt Rinehart and Winston

COBB A B 1973 *Medical and psychological aspects of disability* Springfield Illinois C C Thomas

CRAIGHEAD W E KAZDIN A E and MAHONEY M J 1976 *Behaviour modification: Principles, issues and applications* Boston Houghton-Mifflin

DAVIDSON P ed 1976 *Behavioural management of anxiety depression and pain* New York Brunner Mazel

FOREYT J P and RATHJEN D P eds 1978 *Cognitive behaviour therapy* New York Plenum Press

JACO E G ed 1972 *Patients physicians and illness* New York Independent Edition

KATZ R C and ZLUTNICK S eds 1975 *Behaviour therapy and health care* New York Pergamon

KING N & REMENYI A (Eds) 1986 *Health Care: A Behavioural Approach* Sydney & New York Grune & Stratton

MARTIN G and PEAR J 1983 *Behaviour modification What it is and how to do it* 2nd ed Englewood Cliffs New Jersey Prentice Hall

McDANIEL J W 1976 *Physical disability and human behaviour* New York Pergamon

MELAMED B G and SIEGEL L J 1980 *Behavioural medicine* New York Springer

NEFF W S ed 1971 *Rehabilitation psychology* Washington American Psychological Association

SHONTZ F C 1975 *The psychological aspects of physical illness* New York Harper and Row

VASH C L 1981 *The psychology of disability* New York Springer

WRIGHT B A 1960 *Physical disability: A psychological approach* New York Harper and Row

BS524 The Rehabilitation Client in Society

Contact Hours: 12 hours

Prerequisites: BS520

Content: This subject examines the sociology of the client/therapist relationship considering the social characteristics of the client, such as age, sex, class position, ethnic origins, etc. Attention is also paid to the characteristics of the institutions in which many rehabilitation clients and therapists are found, and the ways that this setting affects the rehabilitation process.

Assessment: 1 × 1,500 word essay or equivalent.

References: BATES E and LAPSLEY H 1985 *The Health Machine* Ringwood Penguin

DAVIS F 1972 *Illness, Interactions and Self* California Wadsworth

FREIDSON E 1961 *Patients' View of Medical Practice* N Y Russell Sage

GOFFMAN E 1963 *Stigma* Harmondsworth Penguin

MISHLER E 1981 *Social Contexts of Health Illness and Patient Care* London Cambridge University Press

BS525 Socio-Political Factors in Rehabilitation

Contact Hours: 12 (12 hours lecture/seminar)

Prerequisites: BS524

Content: This subject examines the influences of government policies and the impact of reports of enquiries on rehabilitation services; community attitudes; the influence of interest groups; role of federal, state and voluntary agencies.

Assessment: Class paper presentation of 15 minutes, or equivalent in-class exercise.

References: HETZEL B S *Health and Australian Society* Ringwood Pelican 1971

MATTHEWS J 1985 *Health and Safety at Work* Sydney & London Pluto Press

SIMKINS J *The Value of Independent Living* New York World Rehabilitation Fund Monograph 4 1980

SYME C and TOWNSEND L *Hospital and Health Services in Victoria* Canberra Australian Government Publishing Service 1975

WOODHOUSE A O and MEARES C L D *Compensation and Rehabilitation in Australia Vol 2 Rehabilitation and Safety* Canberra Australian Government Publishing Service 1974

ZAX S *Australian Health Manpower* Canberra Australian Government Publishing Service 1975

BS526 Interpersonal Counselling Skills in Rehabilitation

Contact Hours: 24 (24 × 1 hour lectures)

Prerequisites: Nil

Content: This subject is designed to increase and improve participants' skills and theoretical knowledge in the interpersonal helping process, especially as it applies in rehabilitation. Topics include: counselling models, theories and assumptions; practical helping skills (attending, empathy, concreteness, genuineness, respect, self-disclosure, confrontation, immediacy, and advanced accurate empathy).

Assessment: Active participation in class and completion of an assignment, equivalent to 2000 words.

- References:** AUVENSHINE C D and NOFFSINGE A R L 1984 *Counseling an Introduction for the Health and Human Services* Baltimore University Park Press
- BRAMMER L 1979 *The Helping Relationship* Englewood Cliffs N J Prentice Hall
- CORMIER W H and CORMIER L S 1979 *Interviewing Strategies for Helpers* Monterey California Brooks Cole Publishing Co
- EGAN G 1982 *The Skilled Helper* 2nd ed Monterey California Brooks Cole Publishing Co
- KRUMBOLTZ J D and THORESEN C E eds 1976 *Counseling Methods* New York Holt Rinehart and Winston
- NELSON JONES R 1982 *The Theory and Practice of Counseling Psychology* London Holt Rinehart and Winston
- OSIPOW S H WALSH W B and TOSI D J 1980 *A Survey of Counseling Methods* Homewood Illinois The Dorsey Press
- ZOOG S JACOBSEN R and YARNALL S eds 1977 *New Approaches to Counseling and Communication how to Improve your Skills in Patient Care* Seattle Washington Medical Communication and Services Association

Students should also consult the many journals on counselling in the Institute library, in particular:

JOURNAL OF COUNSELLING PSYCHOLOGY
JOURNAL OF APPLIED REHABILITATION COUNSELLING
THE REHABILITATION COUNSELLING BULLETIN

BS530 Casework Management

Contact Hours: 24 (24 hours lectures and seminars)

Prerequisites: Participants will normally be required to have completed the first year of the PG1 Rehabilitation Studies Course.

Content: Topics will include: case management models in rehabilitation from system orientation to individual interventions; elements of an individualised casework management system employing the steps of behavioural analysis and single-case experimental designs to demonstrate client improvement and functional control; recording, writing up cases, including information and documentation, the use of test reports, and accountability issues.

Assessment: Document and present a report of a case study. The presentation will be of 30 minutes duration and the documented report 2,000 words (min.)

- References:** CASSELL J and MULKEY S 1985 *Caseload management Concepts and Practice* Baltimore University Park Press
- EMENER W LUCK S and SMITS S 1981 *Rehabilitation administration and supervision* Baltimore University Park Press
- FISCHER J 1973 *Is casework effective? A review* *Social Work* 18 5-20
- ROESSLER R and RUBIN S 1982 *Case management in rehabilitation counselling* Baltimore University Park Press
- SEGAL S P 1972 *Research on the outcome of social therapeutic intervention: A review of the literature* *Journal of Health and Social Behaviour* 13 3-17
- SPENCER W A BAKER R L and STOCK D D 1976 *The data-base for rehabilitation services* *Medical Care* 14 33-45
- VANDERGROOT D and WORRALL J 1979 *Placement in rehabilitation A career development perspective* Baltimore University Park Press

BS531 The Roles of Professionals in the Rehabilitation Team

Contact Hours: 18 (18 × 1 hour lectures)

Prerequisites: Participants will normally be required to have completed the first year of the PG1 Rehabilitation Studies course.

Content: This subject focuses on identifying the unique aspects of the roles of professionals in the multidisciplinary rehabilitation team. It explores the interactions of professions, their varying goals and principles of treatment, with a view to determining the commonalities, divergencies, and strengths and limitations of professional roles.

Assessment: A description and analysis of role conflicts and ambiguities of different professional role groups, or equivalent relevant task (2,000 words maximum).

- References:** BALDWIN D C ROWLEY B D and WILLIAMS V N 1980 *Interdisciplinary Health Care Teams in Teaching Practice* Reno New Health Perspectives Inc and the School of Medicine University of Nevada Reno
- BOREHAM P PEMBERTON A AND WILSON P eds 1976 *The Professional in Australia* Queensland University of Queensland Press
- DUCANIS A and GOLIN A K 1979 *The Interdisciplinary Health Care Team A Handbook* Germantown Maryland Aspen Systems Corporation
- KATZ D and KAHN R L 1978 *The Social Psychology of Organizations* 2nd ed New York Wiley
- WISE H BECKHARD R RUBIN F AND KYTE A 1974 *Making Health Teams Work* Cambridge Mass Ballinger

BS532 Rehabilitation Assessment

Contact Hours: 18 (18 × 1 hour lectures)

Prerequisites: Participants will normally be required to have completed the first year of the PG1 Rehabilitation Studies Course.

Content: This subject aims to provide participants with a sound working knowledge of those theoretical concepts and general principles seen to provide the basis for the development of appropriate assessment procedures and for use of these in the design of rehabilitation programmes.

Assessment: Critical analysis of standard assessment procedures used in casework, or equivalent relevant task (1,500 words maximum).

- References:** ANASTASI A 1968 *Psychological Testing* 3rd ed New York MacMillan
- BOLTON B and COOK D W 1980 *Rehabilitation Client Assessment* Baltimore Maryland University Park Press
- CLARKE A H 1976 *Application of a Measurement to Health and Physical Education* 5th ed Englewood Cliffs New Jersey Prentice Hall
- HERSEN M and BELLACK A 1976 *Behavioural Assessment A Practical Handbook* New York Pergamon
- POWER P 1984 *Guide to Rehabilitation Assessment* Baltimore University Park Press
- SUNDBERG N D 1977 *Assessment of Persons* Englewood Cliffs New Jersey Prentice Hall
- TRYON W W ed 1985 *Behavioural Assessment in Behavioural Medicine* New York Springer

BS533 Research and Evaluation in Rehabilitation

Contact Hours: 30 (3 × 2 hour seminar sessions during Term II, 8 × 3 hour seminar sessions during Term III)

Prerequisites: Students must have completed BS501 or be currently enrolled in the 1986 subject, which finishes at the end of Term II.

Content: Revision of issues in assessment, measurement, and research design. Consideration of the special issues in conducting research and evaluation in rehabilitation and other applied settings. Critical evaluation of research reports, including literature review, method, statistical analysis, reporting of results, conclusions reached. Design and discussion of hypothetical applied research projects. Issues in the communication and modification of research findings to enable appropriate application.

Class time will be spent largely in discussion and in student presentations, with less emphasis on didactic input.

Assessment: Assessment is in two components - participation in class exercises, and an individual assignment. Students must gain a 'satisfactory' grading in each component.

References: BARBER T X 1976 *Pitfalls in human research* New York Pergamon
BOLTON B 1979 *Rehabilitation Counselling research* Baltimore MD University Park Press
COOK T D and CAMPBELL D T 1979 *Quasi-experimentation Design and analysis for field settings* Rand McNally

BS535 Occupational Counselling and Placement

Contact Hours: 18 hours

Prerequisites: BS526 or equivalent

Content: The topics covered in this unit include the importance of workers as a determinant of lifestyle; facilitating the exploration and identification of client capabilities, attitudes and motivation relevant to employment; the effect and use of occupational information in occupational counselling; skill training techniques in occupational counselling; the role of placement as part of caseload management and community liaison skills to involve clients in self-exploration of placement and other occupational opportunities; skills, knowledge and practices required to engage employer contacts in seeking appropriate placement opportunities; skills, knowledge and practice required in liaising with, interfacing with, worker, employer, union, government and non-government groups to achieve the rehabilitation goals of placement and personal adjustment to disability and injury.

Assessment: Seminar presentation of a case study describing aspects of occupational counselling and/or placement equivalent to 2000 words.

References: AZRIN N H and BESALEL V A 1980 *Job club counsellors' manual: A behavioural approach to vocational counselling* Baltimore University Park Press
BARBEE J R and KEIL E C 1973 *Experimental techniques of job interview training for the disadvantaged: Video-tape feedback, behaviour modification and microcounselling* *Journal of Applied Psychology*
BOROW H 1964 *Man in a world at work* Boston Houghton and Mifflin
GREENWOOD R 1982 Systematic caseload management In R T Roesler and S E Rubin *Case management and rehabilitation counselling: Procedures and techniques* Austin Texas Pro-Ed
KRUGER R 1980 *Occupational information systems and their use in rehabilitation* Rehabilitation Literature

PATI G C ADKINS J I and MORRISON G 1983 *Managing and employing the handicapped: The untapped potential* Lake Forest Illinois Brace Park Press
RUBIN S E AND ROESSLER R T 1983 *Foundations of the vocational rehabilitation process* 2nd ed Austin Texas

BS536 Counselling for Relationships and Sexuality in Rehabilitation

Contact Hours: 12

Prerequisites: BS526 or equivalent

Content: This is an introductory unit to the areas of relationships and sexuality, with particular emphasis on those problems most commonly encountered in rehabilitation settings. These two areas are largely inseparable as most sexual problems directly reflect problems in relationships. It is expected that by building a wider knowledge of the mechanisms underlying relationships, and of sexuality, and by developing a sensitivity to the wants of individuals in relationships and a comfort in discussing aspects of sexuality, the student will be able to respond in more helpful ways to rehabilitation clients.

Assessment: Attendance and participation are necessary. Additionally students will be required to submit one written assignment - 2,000 word maximum.

References: BANCROFT J 1983 *Human sexuality and its problems* Edinburgh Churchill Livingstone
BELLEVEAU F AND RICHTER L 1970 *Human sexual inadequacy* Boston Little Brown
COMFORT A ed 1978 *Sexual consequences of disability* Philadelphia George F Stickley Co
JOHNSON W R 1975 *Sex education and counselling of special groups* Springfield Illinois Charles C Thomas
KING N KLEIN R AND REMENYI A 1985 *Sexual counselling with spinalcord injured persons* Australian Family Physician
LOPICCOLO J AND LOPICCOLO L eds 1978 *Handbook of sex therapy* New York Plenum Press
WOODS N F 1984 *Human sexuality in health and illness* St Louis C V Mosby

BS537 Counselling for Grief, Loss and Acceptance in Rehabilitation

Contact Hours: 12

Prerequisites: BS526 or its equivalent.

Content: The topics covered in this unit comprise a blend of theoretical and practical. The nature of loss and the process of grieving are examined within an holistic approach and draw on personal experiences of loss and grief. The facilitating of the grief process and the role of the counsellor are explored with a view to their application in rehabilitation settings.

Assessment: Attendance and participation are necessary. In addition, students submit a journal, which documents experiences and insights gained throughout the unit.

References: KALISH R A 1985 *Death, grief and caring relationships* 2nd ed Monterey California: Brooks/Cole
KUBLER-ROSS E 1975 *Death: The final stage of growth* Englewood Cliffs, New Jersey Prentice-Hall
KUSHNER H S 1982 *When bad things happen to good people* London Pan
SCHNEIDER J 1984 *Stress, loss, and grief* Baltimore, Maryland University Park Press
WESTBURG G E 1966 *Good grief* Melbourne Fortress Press
WORDEN J W 1983 *Grief counselling and grief therapy* London Tavistock

BS538 Group Process Techniques in Rehabilitation Counselling

Contact Hours: 12

Prerequisites: BS526 or its equivalent

Content: A model for observing and assessing group processes is presented. Group roles and group functions are explored, with reference to the here and now. Distinctions are made between content and process, between various group functions and between group structures. Participants are encouraged to apply the theoretical and historical insights gained to relevant personal and professional experiences in group settings, with a view to providing ample opportunity for translating theoretical knowledge into practical application.

Assessment: Attendance and participation are essential. Written work includes submission of a weekly log of reactions, ideas, and evaluation of the group experience, and a brief critique (not more than 1000 words) of a selected piece of literature in the area.

References: APPLBAUM R L, BODAKEN E M, SERENO K K & ANATOL K W E 1974 *The process of group communication*. Chicago SRA
BERKOWITZ L 1978 *Group processes*. New York Academic Press
COREY G & COREY M 1982 *Groups: Process and practice*. Monterey, California Brooks/Cole
DOUGLAS T 1978 *Basic groupwork* London: Tavistock
EGAN G 1973 *Face to face*. Monterey California Brooks/Cole
GOLDBERG A A & LARSON C E 1975 *Group communication*. Englewood Cliffs, New Jersey Prentice-Hall
SAMPSON E E & MARTHAS M S 1977 *Group process for the health professions*. New York Wiley

BS539 Advanced Rehabilitation Counselling Skills

Contact Hours: 24

Prerequisites: BS538 and at least one from BS536, BS537

Content: Sessions will progress from: A review of basic counselling skills (eg techniques of exploration in helping); practice with simulated patients of basic counselling responses and techniques; training in particular interventions utilizing counselling and behavioural techniques (ie assertion training and procedures of Goldstein's structured learning therapy; and, review and analysis of video tapes of actual counselling sessions.

Assessment: Students will be videotaped working with a client. With the videotape they will be required to submit a 1500 word analysis of approximately 15 minutes of the videotape. This analysis should incorporate a description of their aims, a critique of the procedures and an outline of future strategies with the client.

References: COREY G 1985 *Theory and practice of group counselling* 2nd ed Monterey California Brooks/Cole
CORSINI R 1979 *Current psychotherapies* 2nd ed Haskia Illinois Peacock
EGAN G 1985 *Change agent skills in helping and human service settings*. Monterey California Brooks/Cole
GOLDSTEIN A P 1973 *Structured learning theory*. New York Academic Press
LAZARYA A A 1976 *Multimodal behaviour therapy*. New York Springer
MURGATROYD S 1985 *Counselling and helping*. London & New York The British Psychological Society and Methven

BS540 Community Health Theory and Practice I

Contact Hours: 30 (30 hours seminar/workshop)

Content: This unit consists of two parts. The first part is a seminar series exploring the major theoretical issues in community health, including the different models of what constitutes a community approach to health care; the notions of health, illness and disability and their inter-relationship; modes of involving communities in health care; and the development, implementation and current status of community health in Australia. Community health is explored within the model of human service delivery emphasizing rationale, needs assessment, objective setting, programme planning and implementation, and evaluation. The second part complements, and is run parallel to, this seminar series. Students develop criteria for descriptive evaluation of community health agencies, and then undertake a fieldwork visit to an agency in order to implement such an evaluation.

Assessment: a) Presentation of a 20 minute class paper; b) 2000 word assignment.

Recommended text books: HETZEL, B.S. 1980. *Health and Australian society*. Penguin
WALPOLE, G.R.O. 1979. *Community health in Australia*. Pelican, 1979.

Students will be advised of appropriate further texts at the commencement of the unit.

BS541 Community Needs Assessment I

Contact Hours: 12 (12 × 1 hour lecture/seminar)

Prerequisites: BS501 or equivalent

Content: This subject is preparatory to the field experience in BS551. The knowledge and skills gained in BS501, BS504 and BS506 are applied to the problems involved in assessing the needs of populations. Following introductory input on issues in the definition of "health need", students critically review the methodology and conclusion of relevant needs assessments reported in the literature.

Assessment: 1 × 1,500 word assignment.

References: ABRAMSON J H *Survey Methods in Community Medicine* Churchill Livingstone Edin 1979
BENNETT F J *Community Diagnosis and Health Action* McMillan London 1979
DIGNAN M B and CARR P A *Introduction to Programme Planning* Lea and Febiger Philadelphia 1981

BS543 Health Promotion I

Contact Hours: 18 (18 × 1 hour lecture/seminar)

Corequisite: BS541

Content: The history and philosophical underpinning of health promotion are discussed. Students undertake a guided reading programme which serves as an introduction to health promotion. Topics covered include: ethical issues in health promotion; the role of legislation, environmental change, social change and behaviour change in health promotion; aims and practical strategies of health promotion, and current Australian programmes and resources.

Assessment:

- (a) Presentation of a 20 minute class paper.
- (b) Submission of a series of brief written commentaries on selected pieces of relevant literature.

References: Commonwealth Department of Health. *Health Promotion in Australia* 1978-9 AGPS Canberra 1979
GREEN L W KREUTER M W REED S G and PARTRIDGE K B *Health Education Planning* Mayfield Palo Alto 1980

BS550 Community Health Theory and Practice II

Contact Hours: 18 (18 hours lectures, workshop, seminars)

Prerequisite: BS540

Content: Casework management in community health settings is the key focus of this unit. Participants make case presentations of interventions they are currently involved in, and relate these to selected practical problems in the community health setting.

Emphasis is placed on utilizing the resources of the multidisciplinary student group to develop casework management skills. In addition, guest lecturers present material based on their special expertise.

Assessment: a) Presentation of a 20 minute class paper.
b) Submission of a 1500 word assignment.

Recommended text books: Nil

BS551 Community Health Research and Evaluation

Contact Hours: 36 (36 hours seminar)

Prerequisites: BS501, BS504, BS506

Content: This unit builds on the knowledge and skills acquired in BS501, BS504 and BS506 and is aimed at preparing students to be able to carry out their own research projects. The unit is divided into two parts: a seminar series in which students present and critically evaluate research papers in the community health area, and the development of a research proposal by students for a project of their own.

Assessment:

a) By attendance and participation.
b) Presentation of a 30 minute class paper.
c) Submission of a suitable research proposal and a critical review of a piece of relevant published research.

Recommended text books: Students are expected to make extensive use of the various Journals in community health such as: *Community Health Studies*, *Community Mental Health Journal*, *Journal of Community Health*, *Preventative Medicine* etc.

BS552 Community Needs Assessment II

Contact Hours: 24 (24 hours practical project)

Prerequisite: BS541

Content: In this unit, students take part as a group in a practical project assessing the health needs of a community.

Strategies utilized may include analysis of documentary sources such as local historical records, census data, hospital morbidity data, etc.. "key-informant" interviews; sample surveys and modified participant observation.

Assessment: By attendance and participation.

Recommended text books: A guide to further reading in this area will be available at the commencement of the unit.

BS554 Health and the Australian Political System

Contact Hours: 18 (9 x 2 hour seminar)

Prerequisites: Nil

Content: In this subject students examine the interrelationship between the structure of the Australian political system and the organisation of health care, at state and federal levels. A main objective is that health care workers should have a knowledge of the political system which is so involved in decision making about health care and how it is organised.

Assessment: One critical essay not exceeding 2,000 words or Satisfactory completion of a research report in the student's area of employment related to course topics.

References: HICKS R 1981 *Rum Regulation and Riches* Sydney R T Kelly

LUCY R ed 1983 *The Pieces of Politics* 3rd ed Melbourne Macmillan
Advice on references for the subject will be provided at the commencement of teaching.

BS555 Community Health Literature Review

Contact Hours: 27

Prerequisite: BS551.

Content: In this elective, students undertake a major critical literature review in an approved area of community health and present their findings to the class.

Assessment: 30 minute class presentation.

Recommended text books: Nil.

BS562 Motor Skills

Contact Hours: 18 (18 hours self-instruction, tutorials, seminars)

Prerequisites: BS100 or equivalent

Content: This subject is designed to (i) review the experimental psychology of motor learning and (ii) explore applications to motor re-education and therapeutic exercise.

This subject includes definitions and measurement of motor learning processes, optimisation of practice conditions, transfer of training, motor retention, the nature of motor control and implications for motor learning, perception and motor learning, arousal and motivation. In the first half students will be expected to complete set reading for each session under the guidance of the lecturer and engage in discussions of the material in class. In the second half students will present application seminars on a selected topic.

Assessment: Tutorial and seminar participation 1,500 word essay based on seminar presentation.

References: *SCHMIDT R 1982 *Motor control and learning* Champaign I E Human Kinetics Publishers
*SINGER R N 1980 *Motor learning and human performance* 3rd ed New York MacMillan

BS563 Group Processes for Health Professionals

Contact Hours: 12 (4 × 3 hour group work sessions)

Prerequisites: BS515, BS526 or equivalent

Content: The subject aims to provide some initial theory and practice in small group functioning. Procedures designed to develop specific skills and competence in accurately observing group process and group member interaction will be adopted. By means of an experiential learning approach, the processes of group interaction and group dynamics will be explored.

Assessment: Based on participatory attendance, reading reports, weekly logs, and a brief (1 to 2 paragraphs) critique of relevant literature.

References: DOUGLAS T 1978 *Basic Groupwork* New York Methuen

DOUGLAS T 1983 *Groups: Understanding People Gathered Together* New York Methuen

EGAN G 1986 *Change Agent Skills in Helping and Human Service Settings* Monterey California Brooks/Cole

BS567 Supervised Community Health Research Project

Contact Hours: 30 - 48

Prerequisites: BS501 and BS504 or their equivalent

Content: The subject is conducted throughout Year 2 under supervision. It is expected that students establish their topic and methodology in Term 1, that they implement the project in Term 2, and write a report in Term 3. The project is independent in so far as students will receive no further formal tuition, but will be scheduled for regular supervision sessions throughout the year. Depending on the breadth and depth of the topic and the time required to complete the project, students will be credited, following successful completion of the unit with 5-8 modules of study. The module length will be determined in Term 1.

Assessment: Submission of an acceptable report.

References: To be provided as required for the particular project.

BS568 Epidemiology in Ergonomics

Contact Hours: 9 (9 × 1 hour lectures)

Prerequisites: BS501, BS504 or equivalent

Content: The nature and methodology of the epidemiological approach to aetiology and evaluation relevant to ergonomics in the health sciences. The relationship of epidemiology to other research methods. Incidence and prevalence, attributable risk and other epidemiological concepts are placed in a framework of occupational health and safety. Cohort studies, case-control studies, descriptive, analytic and experimental epidemiological studies are reviewed. The interpretation of epidemiological studies in occupational health receives special attention.

Assessment: 1 × 1,500 word assignment.

References: ABRAMSON J N *Survey Methods in Community Medicine* 2nd ed Churchill Livingstone Edin 1979

BARKER D J P and ROSE G *Epidemiology in Medical Practice* 2nd ed Churchill Livingstone Edin 1979

FRIEDMAN G D *Primer of Epidemiology* McGraw Hill N Y 1974

BS572 Introduction to Psychology for the Neurosciences

Contact Hours: 24

Prerequisite: Nil.

Content: In this unit historical development of conceptualisations of brain behaviour relationships within psychology are examined. The current "functional systems" approach is discussed in this context. The various techniques used to study brain/behaviour relationships are presented once the ways in which findings from these techniques are utilised to develop understanding of the anatomical and biochemical substrates of behaviour examined. The broad issue of mind/body dualism is discussed.

References: To be advised.

BS575 Regulatory Systems

Contact Hours: 18

Prerequisites: BL573 and BL574.

Content: This unit will introduce students to the concept of behaviour regulatory systems. Examples such as circadian rhythms, eating and drinking, sexual behaviour, aggression and limbic, diencephalic and basal ganglia regulation of sensory, motor and complex cognitive tasks will be presented. Clinical material will be used to illustrate the effects on behaviour of dysfunction of these systems.

References: To be advised.

BS576 "Higher Function" Systems

Contact Hours: 42

Corequisite: BS575.

Content: This unit provides an overview and critical evaluation of current knowledge, conceptualisations and methods of studying brain-behaviour relationships with respect to our so called "higher functions". This unit will deal with topics covering hemispheric asymmetry, localized lesions to the hemispheres (e.g. speech, language and praxis), non-specific systems of the brain involved in attentional and memory functions and finally, the role of the frontal cortex in integrating sensory and voluntary movement and other specialized roles of this region.

References: To be advised.

BS581 Introduction to Behavioural Techniques in Physical Therapy

Contact Hours: 18 (18 hours small group lectures and seminars)

Prerequisites: Nil

Content: An introduction to the principles of behavioural psychology and their application to the understanding of the etiology, the treatment (integrative and adjunctive) and the prevention of physical disorders. Application skills are developed through clinical seminars where disorders with relevance to particular interest groups (e.g. PG1 Manipulative Therapy, PG1 Physiotherapy) are selected and discussed with a view to the optimisation of prevention methods and treatment methods.

Topics in behavioural psychology which are reviewed include: classical and operant learning in behaviour modification, cognitive behaviour modification, methods based on social learning theory, behavioural assessment, placebo effects, biofeedback techniques. Illustrations are selected wherever possible from the health sciences applications literature.

Assessment: 1 x 1,500 word essay plus participation in and presentation of seminars.

References: To be advised.

BS582 Sociological Aspects of Ageing

Contact Hours: 27 (27 hours lectures and seminars)

Prerequisites: Nil

Content: The focus of this subject is to assist students to understand the process of ageing from a sociological perspective and provide them with basic framework that will lay the foundation for conducting future studies on some social aspects of ageing. The lectures will introduce the perspectives sociologists use to study ageing and the seminars will apply these concepts to study issues such as family relationships, work and retirement, stereotypes, health care and death and dying.

Assessment: Group seminar presentation: 1500 word essay.

References: CUFF, E.C. AND G.C. PAYNE (1984) *Perspectives in sociology*. 2nd ed London: George Allen and Unwin.
McPHERSON B. (1983) *Ageing as a social process: An introduction to individual and population ageing*. Toronto: Butterworths.

BS583 Psychological Aspects of Ageing

Contact Hours: 27 (27 hours lectures/seminars)

Prerequisites: Nil

Content: This subject has been developed for the Diplomas of Gerontology and aims to provide students with the opportunity to study in depth the literature on the psychology of ageing and to relate the current research to his/her own area of activity. Included in this course will be:

- (a) an overview of psychological (including psychosocial) theories of ageing;
- (b) an examination of the normal and abnormal behavioural changes which occur with ageing in sensory processes; perception; sensory-motor skills; motivation; cognition in information processing; language and communication, learning, memory, problem-solving, creativity and intelligence; motivation and activity; and sleep patterns;
- (c) the relationship between biological and psychological changes will also be examined.

In addition, students will be required to review and evaluate methods of assessment of psychological functions in the elderly.

Assessment: Seminar presentation and 1500 word assignment on the presentation, class participation and leadership of discussion on a selected journal article.

References: BIRREN J E and SCHAE K W 1985 *Handbook of the Psychology of Ageing* 2nd ed N Y Van Nostrand
BUSSE E W and BLAZER D 1980 The theories and processes of ageing In E W Busse and D G Blazer eds *Handbook of Geriatric Psychology* N Y Van Nostrand Reinhold Co
KANE R and KANE R L 1981 *Assessing the Elderly A Practical Guide to Measurement* Toronto Lexington Books
POON L W ed *Ageing in the 1980s* Washington D C American Psychological Association

Further selected reference material will be provided at the commencement of the course.

BS590 Introduction to Research and Statistics

Contact Hours: This is primarily a self instruction programme, incorporating 3 x 2 hours of support tutorials.

Content: This is a 24 hour subject designed as a preliminary study unit for those students who are intending to enrol in postgraduate diplomas and who do not have the necessary prerequisites for BS501.

Content includes an introduction to the aims and principles of the scientific method; an overview of empirical and non-empirical techniques and methods of data gathering, and an introduction to elementary descriptive and inferential statistics; scales of measurement, graphs and frequency distributions; measures of central tendency; measures of dispersion; standard scores and foundations of inferential statistics.

Students will be expected to develop skills in the methodological evaluation of research in the health sciences and the ability to apply, calculate and interpret elementary statistical techniques.

Assessment: 1 x 2 hour test.

References: *POLGAR S THOMAS S and LEE C *Introduction to Research Methods in the Health Sciences* Lincoln Institute
In addition, a self-instructional document will be issued to students.

BS591 Introduction to Behavioural Sciences

Contact Hours: 24 (8 x 1.5 hour lectures; 8 x 1.5 hour tutorials)

Prerequisites: Nil

Content: This subject incorporates a guided reading programme which will require at least an additional two hours of private preparatory work each week for the duration of the subject (8 weeks).

This subject is intended for students entering graduate diploma courses who have insufficient background in psychology and sociology. The subject objectives are:

- (1) To introduce participants to key concepts and methods of enquiry in psychology and sociology;
- (2) To enable students to understand and evaluate the broad areas of psychological and sociological enquiry and their findings.

The content includes:

- A. The nature of psychology. Determinants of human behaviour theories and assumptions. The development of human behaviour. Issues in psychology - and influence of heredity and environment, learning and motivation, principles and processes of perception, personality development and assessment, psychological testing, psychological techniques and therapy.
- B. What is sociology? Sociological concepts; nature, nurture, genes and society; class status, power and property; sociological approaches to studying human behaviour.

Assessment: For the psychology segment participants will be required to write an essay under examination conditions (2 hrs) and to prepare readings as stipulated on selected topics for the sociology segment (1,500 words).

References: C R M 3rd ed 1975 *Psychology Today* New York Random House
COON D 1980 *Introduction to Psychology* 2nd ed St Paul Minn West Publishing co
HILGARD E R ATKINSON R L and ATKINSON R C 1979 *Introduction to Psychology* 7th ed New York Harcourt Brace Jovanovich Inc
KRASNER I and ULLMAN L 1973 *Behaviour Influence and Personality* New York Holt Rinehard and Winston

BS595 Death Dying and Bereavement

Contact Hours: 18 (6 × 3 hour seminars)

Content: The subject aims to give participants a broader understanding of death and related issues, by examining psychosocial, historical, and socio-cultural factors. Opportunity will be given to explore and clarify personal feelings about death and to deepen an understanding of grief and loss. Discussion of a wide range of issues and their implications for the health professional is encouraged.

Assessment: Based on attendance and participation, and on one seminar presentation written up as an assignment of up to 1,500 words.

References: To be advised.

BS600 Research Methods

Contact Hours: 150 (150 × 1 hour small group lectures, tutorials, seminars and laboratories)

Units are presented over two evening time slots except for BS601 and BS606 which are intensive seminar blocks each conducted over three days. BS601 is normally scheduled in the first half of the academic year. BS606 is normally scheduled in November. The exact schedule for BS601 and BS606 is arranged in consultation with the student group. Students need to attend classes for up to two evenings throughout the academic terms.

Content: This umbrella subject is designed to meet the needs of students enrolled in the M. App. Sc. programme. Students are expected to complete the following units within two years of part-time study: BS501, BS503 or BS504, BS601, BS602, BS603, BS604, BS605, BS606. In addition students are expected to present on completion of the project, but prior to thesis submission, a colloquium paper. The unit BS607 is optional.

BS601 Methodological Evaluation Seminar

Contact Hours: 18 (18 hours seminars)

Prerequisites: BS501

Content: In this subject students are required to conduct and present an evaluative review of the research published in a selected field of study from the health sciences and participate in discussion of their colleagues' presentations. Evaluation will be based upon the concepts enunciated in BS501.

Assessment: One essay not exceeding 2,000 words.

References: As selected by the study following an extensive literature search process.

BS602 Measurement and Test Development

Contact Hours: 9 (5 × 1 hour lectures/discussions; 4 hours seminars)

Prerequisites: BS501

Content: The subject includes an overview of general principles for the construction of measurement methods; the application of theories of scaling to the refinement of tests and measurement procedures; the design and interpretation of reliability and validity studies for the purpose of test development; and the use of item analysis techniques for this purpose.

Assessment: Students will select a measurement problem relevant to their professional discipline and/or research interests and discuss procedures to address the problem drawn from the course material. A seminar paper will be presented followed by a written paper not to exceed 1,500 words. The paper will be the basis for the assessment.

References: *NUNNALLY J C 1978 *Psychometric theory* 2nd ed McGraw Hill

BS603 Statistical Analysis of Complex Designs

Contact Hours: 18 (18 × 1 hour lectures)

Prerequisites: BS501

Content: A subject of small group lectures emphasising the problems of choice and interpretation of statistical techniques appropriate to multi-sample and multivariate research designs. Topics include regression and multiple regression; univariate and multivariate analysis of variance; analysis of covariance; and factor analyses.

Assessment: One hour examination.

References: A reading list will be provided in class.

BS604 Applied Computing

Contact Hours: 18 (18 × 1 hour lectures and practicals)

Prerequisites: BS603

Content: This subject covers the following statistical areas using data analysis packages:

- one and two sample statistics;
- multiple regression;
- univariate and multivariate analysis of variance;
- non-parametric statistics;

The packages studied include:

- SPSS-X
- GANOVA
- and other selected packages.

Assessment: Completion of practical exercises.

References: *SPSS Inc 1983 *SPSS X Users Guide* McGraw Hill. Other manuals are necessary.

BS605 Advanced Issues in Research Design

Contact Hours: 18 (18 × 1 hour lectures)

Prerequisites: BS603

Content: A subject of small group lectures intended to develop students' ability to plan more effective research through consideration of the implications of some statistical models for research design. Topics include implications from basic inferential statistics; effect of simultaneous inference and its efficient management; sensitivity and the structure of experimental designs for multi-sample problems; power analysis.

Assessment: In conjunction with BS606.

References: COHEN J 1977 *Statistical power analysis for the behavioural sciences* 2nd ed New York Academic Press
KEPPEL G 1982 *Design and analysis: A researcher's handbook* 2nd ed Englewood Cliffs N J Prentice Hall

Additional references will be presented in class.

BS606 Research Proposal Seminar

Contact Hours: 18 (18 hours seminars)

Prerequisites: BS501, BS503 or BS504, BS601, BS602, BS603, BS604, BS605

Content: A group discussion subject requiring an integrated application of skills developed in earlier units. Candidates will present for peer group discussions a paper containing title of thesis, introduction, proposed method, proposed analysis of data with illustrations of hypothetically likely outcomes, and a hypothetical discussion based on these idealised results. Candidates will submit a written version of the seminar paper at the end of the unit.

Assessment: One written assignment not exceeding 2,000 words.

References: List provided as necessary.

BS607 Reading Unit

Contact Hours: 6 (6 × 1 hour lectures)

Prerequisites: Nil

Content: An optional individualised reading subject under specialist supervision for students with problems in research methods not catered for in the other units of BS600.

Assessment: Supervisor's report following discussions with student.

References: Individual reading list will be provided as appropriate.

BS801 Political Perspectives of Health Care

Contact Hours: 30

Prerequisites: Nil

Content: This subject focuses on policy development influencing the health care delivery system. Emphasis will be placed on the role of nursing in influencing and being influenced by decisions at local, state and federal levels.

Assessment: 1 seminar presentation - 30%
1 assignment - 70%

References: To be advised.

BS802 Cross-Cultural Perspectives of Health Care

Contact Hours: 30

Prerequisites: Nil

Content: Analytical frameworks for examining the health care system in different types of societies will be evaluated. Frameworks include functionalis, structuralism, and post-structuralism. The concepts of multi-culturalism and multi-cultural health care will be analysed and their implications for the practice of nursing explored.

Assessment: Assignment - 2000 words.

References: To be advised.

COMMUNICATION DISORDERS

CD120 Language Development

Contact Hours: 63 (48 x 1 hour lectures, 15 x 1 hour workshops - taken over three terms)

Prerequisite: Nil

Content: A study of the acquisition and development of semantic, syntactic, morphologic, phonologic, and pragmatic skills in normal children. The workshops are designed to provide students with practical application of the theoretical content presented in the lectures.

Assessment:

Term 1 - a 1 hour examination in exam week (20%)

Term 2 - a 1 hour examination in exam week (25%)

- two exercises due end of examination week (15%)

Term 3 - a 1 hour examination in exam week (20%)

- 1500 word assignment due end of examination week (20%)

References: *CARROW-WOOLFOLK E and LYNCH J 1982 *An integrative approach to language disorders in children*. New York, Grune & Stratton.

*CRYSTAL D FLETCHER P and GARMAN M 1982 *The grammatical analysis of language disability*. London, Edward Arnold.

*INGRAM D 1976 *Phonological disability in children*. London, Edward Arnold.

*MADSEN M 1986 *Language development workshops*. Carlton, Lincoln Institute of Health Sciences

*MILLER J 1981 *Assessing language production in children*. Baltimore, University Park Press.

CD150 Acoustics and Introduction to Hearing Assessment

Contact Hours: 32 (18 hours lectures, 14 hours tutorials/demonstration - taken in Terms I and III)

Prerequisite: Nil

Content: In Term 1 there will be a study of basic acoustics relevant to speech and hearing. In Term 3 basic hearing assessment will be studied. Students will learn the theory and the practical skills of pure tone and impedance hearing screening.

Assessment: Term 1, Unit 1 - Projects on the derivation of the decibel scale and the operation of the sound level meter, to be submitted by the ninth week of term (10%)
1 hour written examination (40%)

Term 3, Unit 2 - Practical assignment on screening for middle ear problems to be submitted by week 9 (10%)

Written assignment of 1,500 words in exam week (40%)

References: *FRY D B 1979 *The physics of speech*. London, Cambridge University Press.

KATZ J 1978 *Handbook of clinical audiology*. Baltimore, Williams & Wilkins.

LLOYD, L and KAPLAN H 1978 *Audiometric interpretation: a manual of basic audiometry*. Baltimore, University Park Press.

CD160 Phonetics

Contact Hours: 54 (27 x 1 hour lectures, 18 x 1 hour phonetic transcription, 9 x 1 hour speech science labs - taken over three terms).

Prerequisite: Nil

Content: CD160 is a basic introduction to the study of speech sounds. The subject is divided into three sections, articulatory phonetics, acoustic phonetics, and an introduction to phonology. Laboratory work is designed to train phonetic transcription skills and develop listening skills particularly in relation to non-normal speech patterns. Speech science laboratory sessions introduce students to speech analysis instrumentation.

Assessment: Term 1 - Exam 2 hours (50%)

Term 3 - Exam 1 hour (30%)

Term 3 - Laboratory transcription ½ hour in class time (20%)

References: FRY D B 1979 *The physics of speech*. Cambridge, Cambridge University Press.

LADEFOGED P 1975 *A course in phonetics*. New York, Harcourt Brace Jovanovich.

*RUDEGEAIR R E 1983 *English phonetics and phonology*. Carlton, Lincoln Institute of Health Sciences.

CD170 Syntax

Contact Hours: 27 (27 x 1 hour lectures taken over three terms).

Prerequisite: Nil

Content: CD170 is a series of lectures on the subject of grammar. Traditional grammar is reviewed and analysed. Several modern approaches to the study of grammar are also introduced. Students are provided with exercises in sentence analysis throughout the lecture series.

Assessment: 1 final exam of 2 hours (100%)

References: *RUDEGEAIR R E 1979 *English sentence structure*. Carlton, Lincoln Institute of Health Sciences.

CD190 Clinical Orientation

Contact Hours: 45 (3 x 3 hour sessions in Term 1 & 2 hours per week in Terms II and III)

Prerequisite/Corequisite: CD120, CD160, BS130

Content: In Term 1 students will observe a speech pathologist working in a clinic with a variety of clients, and have the opportunity to discuss the role of a speech pathologist with a professional.

In Terms 2 and 3 students will attend sessions where practice will be given in the clinical skills of observation; analysis of data and report writing.

The expectations of CD I students are that they will actively participate in sessions through discussions, and develop skills in verbal and written reporting and communicating with both children and adults.

Other Relevant Information:

Term 1: Students will visit the School's internal clinics at Carlton or Abbotsford, and external clinics.

Term 2: Internal.

Term 3: A combination of internal and external experience, the latter to be arranged by each student.

Assessment: Each student will be assessed on the basis of an 800 words written assignment, due exam week of term 2 (30%), a written report of 1,500-2,000 words due in exam week of term 3 (60%), and participation in sessions (10%).

References: C.D. *Clinic Handbook 1987* Carlton, Lincoln Institute of Health Sciences.

CD210 Disorders of Phonology

Contact Hours: 27 (18 × 1 hour lectures, 9 hours of tutorials. Taken over three terms.)

Prerequisite: Nil

Content: An introductory study of assessment and intervention procedures with articulatory and phonologically impaired individuals. Principles of assessment and intervention are presented.

Other Relevant Information:

Students will be expected to have access to a tape recorder and purchase one 60 minute videotape and two 60 minute audiotapes.

Assessment:

Term 1 - 1 hour multiple choice test in exam week (25%)
Term 2 - 1 hour multiple choice test in exam week (25%)
Term 3 - 2 hours essay examination in exam week (50%)

References: *NEWMAN P CREAGHEAD N and SECORD W 1985 *Assessment and remediation of articulatory and phonological disorders*. Illinois, Charles Merrill.
*SHRIBERG L and KWIATKOWSKI J 1980 *Natural process analysis*. Brisbane, John Wiley & Sons.
*STOEL-GAMMON C and DUNN C 1984 *Normal and disordered phonology in children*. Sydney, Academic Press.

CD220 Disorders of Language

Contact Hours: 63 (54 hours lectures/workshops, 9 hours tutorials - taken over three terms.)

Prerequisite/Corequisite: CD120, BS250

Content: A detailed study of the cognitive, semantic, syntactic, morphologic, functional pragmatic and conversational skills of children with impaired language. Assessment and intervention strategies are emphasized. Students will be presented with the principles of assessment and intervention with a variety of communicatively impaired populations.

Other Relevant Information:

Students will be expected to have access to a tape recorder and purchase one 60 minute video tape.

Assessment:

Term 1 - 1 hour multiple choice test in exam week (25%)
Term 2 - 1 hour multiple choice test in exam week (25%)
Term 3 - 1 hour multiple choice test in exam week (25%) - a 15 - 20 minutes oral presentation and discussion of a client, during term 3 (25%)

References:

- DUNST C 1980 *A clinical educational manual for use with the Uzgiris and Hunt Scales for Infant Psychological Development*. Baltimore, University Park Press.
- FEY M E 1986 *Language intervention with young children*. London, Taylor & Francis.
- HEDGE M N 1985 *Treatment procedures in communicative disorders*. London, Taylor & Francis.
- HUGHES D M 1985 *Language treatment and generalization*. London, Taylor & Francis.
- LUND N and DUCHAN J 1983 *Assessing children's language in naturalistic contexts*. Sydney, Prentice-Hall.

- MILLER J 1981 *Assessing language production in children*. Baltimore, University Park Press.

Students are expected to have access to the following -

- No. 1.
- No. 2
- Either No. 3 or No. 4.
- Either No. 5 or No. 6.

CD230 Disorders of Voice and Laryngectomy

Contact Hours: 54 (54 class hours taken over three terms.)

Prerequisite: BL112, CD150, CD160

Content:

- Disorders of Voice.
A study of the perceptual, acoustic, physiologic and aetiological aspects of normal voice production. Comprehensive examination of diagnostic and evaluation procedures, and symptomatic medical and psychosocial rehabilitation approaches for psychogenic, functional and organically based vocal pathologies.
- Laryngectomy Rehabilitation.
An overview of the medical and psychosocial aspects of laryngeal cancer including aetiologies, classification and diagnosis, medicosurgical treatment, and prognosis and social/emotional/vocational implications. Detailed examination of the speech pathologist's role in pre- and post-operative counselling and speech rehabilitation procedures. Oesophageal speech and artificial larynx training procedures are emphasised with some attention to speech pathology procedures in the management of subtotal laryngectomy and tracheo-oesophageal puncture procedures.

Assessment: Term 1 - 1,500 word essay due in exam week (22%)
Term 2 - 1½ hour examination in exam week (33%)
Term 3 - a) ½ hour test in week 3 of term (12%)
b) 1½ hour exam in exam week (33%)

References: *ARONSON, A E 1980 *Clinical voice disorders; an interdisciplinary approach*. New York, Brian C. Decker.
BOONE, D. 1977 *The voice and voice therapy*. 2nd ed. Englewood Cliffs, N.J. Prentice-Hall.
*CASE J L 1984 *Clinical management of voice disorders*. Rockville, Maryland, Aspen Systems Corporation.
*EDELSON Y (ed). 1983 *Laryngectomy: diagnosis to rehabilitation*. London, Croom Helm Ltd.
KEITH, R L and DARLEY F L 1979 *Laryngectomy rehabilitation*. Houston, College Hill Press.
STEMPLE J C 1984 *Clinical voice pathology theory and management*. Sydney, Charles C. Merrill.
WILSON D K 1979 *Voice problems of children* 2nd ed. Baltimore, Williams & Wilkins.

CD250 Basic Audiology

Contact Hours: 54 (27 × 1 hour lectures, 27 × 1 hour tutorial/demonstrations - taken over three terms.)

Prerequisite: CD150

Content: Students will study components of the basic audiology test battery, causes and symptoms of hearing loss, hearing aids and communication devices for the hearing-impaired.

Assessment:

Term 1 - Written examination, 1 hour in exam. week (33%)
Term 2 - Written examination, 1 hour in exam. week (33%)
Term 3 - Written examination, 1 hour in exam. week (33%)

References: *LLOYD L and KAPLAN H 1978 *Audiometric interpretation: a manual of basic audiometry*. Baltimore, University Park Press.

Details of reading requirements will be issued to students.

CD292 Child Language Clinic

Contact Hours: 149 (3 hours per week - Term I, 3.5 hour per week Terms II & III, 1 weekend camp, 1 hour tutorial alternate week in terms I & II)

Prerequisite: CD190

Prerequisite/Corequisite: CD210, CD220

Content: Students will participate in small groups in clinical work under the supervision of a teaching clinician. Skills in data collection, analysis, planning, therapy and reporting will be practised. The caseload will comprise pre- and school-age children and their families.

Assessment: Camp report.
Continuous assessment during Term 3.

References: WARNER J A W, BYERS BROWN B and McCARTNEY E 1984 *Speech therapy: A clinical companion*. Manchester, Manchester University Press.
C.D. *Clinic Handbook* 1987. Carlton, Lincoln Institute of Health Sciences.

CD295 Hearing Screening Clinic

Contact Hours: 16 (3.5 hours per week for 4 weeks, 2 hours orientation). Taken in any one term.

Prerequisite: CD150

Content: Students will be involved in audiometric screening of children.

Assessment: Continuous assessment during the placement.

References: C.D. *Clinic Handbook* 1987. Carlton, Lincoln Institute of Health Sciences.

CD310 Communication Disorders of Neurological Origin

Contact Hours: 54 (36 × 1 hour lectures, 18 × 1 hour tutorials - taken in terms II and III).

Prerequisite: BL222

Corequisite: CD380 & BS333

Content: This subject presents the theory and management of acquired aphasia and associated disorders.

Assessment: Term 2 - 2 hours examination in exam week (35%)
Term 3 - 3 hours prepared examination in exam week (65%)

References: CHAPEY R (ed.) 1986 *Language intervention strategies in adults*. Baltimore, Williams & Wilkins, 2nd ed.
DAVIS G A and WILCOX M J 1985 *Adult aphasia rehabilitation: applied pragmatics*. San Diego College-Hill Press.
LURIA A R 1973 *The working brain*. Middlesex, Penguin.
SARNO M T (ed) 1981 *Acquired aphasia*. New York, Academic Press.
SHEWAN C M and BANDUR D L 1986 *Treatment of aphasia: A language-oriented approach*. London, Taylor & Francis.

CD320 Stuttering

Contact Hours: 45 (45 × 1 hour lectures - taken over three terms)

Prerequisite: Nil

Content: This subject includes aspects of the aetiology of stuttering as well as an introduction to various methods of treatment. The description and measurement of stuttering are discussed as is a comparison of the treatment methods. Transfer and maintenance of fluency are also covered and research into various aspects of stuttering will be discussed. In the fourth year a clinical placement will complement the lecture stream.

Assessment:

3 worksheets - Terms 1 & 2 - completed during class time (50%)
1 3 hr. examination - Term 3 (50%)
Students will be required to reach 65%.

References: INGHAM R J 1984 *Stuttering and behaviour therapy*. San Diego, College Hill Press.

VAN RIPER C 1982 *The nature of stuttering*. Sydney, Prentice-Hall.
VAN RIPER C 1973 *The treatment of stuttering*. Sydney, Prentice-Hall.

CD340 Therapeutic Processes

Contact Hours: 27 (27 × 1 hour lectures). Taken over three terms.

Prerequisite: CD220

Content: Students will be presented with methods of interactive analysis and controlled observation for specific verbal and non-verbal strategies used by both members of the communicative dyad as they interact with each other. Planning remediation, with an emphasis on counselling strategies, will be discussed. Students will be required to relate this to their coursework on specific communication disorders, and to integrate this knowledge with clinical practice.

Assessment:

Term 2 - 1,500 word Assignment, end exam week. (33%)
Term 3 - class seminar presentation. (67%)

References: CLEZY G 1979 *Modification of the mother-child interchange in language, speech and hearing*. Baltimore, University Park Press.

*LUTERMAN D 1984 *Counselling the communicatively disordered and their families*. Boston, Little, Brown & Co.

MULLER D (ed.) 1984 *Remediating children's language*. London, Croom Helm Ltd.

NATION J E and ARAM D M 1977 *Diagnosis of speech and language disorders*. St. Louis, Mosby.

CD350 Aural Rehabilitation

Contact Hours: 54 (includes lectures and tutorials taken over three terms)

Prerequisite/Corequisite: CD160, CD250 & BS385

Content: Study of communication disorders resulting from hearing loss. Diagnostic and therapeutic strategies employed with prelingually deaf children, prelingually deaf adults, and adults with acquired hearing loss. Topics include: language development and use, auditory abilities, lipreading, speech-teaching, conversation management.

Assessment:

Term 1 - 1 hour test in exam week (30%)
Term 2 - 1 hour test in exam week (30%)
Term 3 - 1 hour test in exam week (30%)
- an oral examination towards the end of term 3 (10%).

- References:** ALPNER J G (ed.) 1978 *Handbook of adult rehabilitative audiology* Baltimore, Williams & Wilkins.
 ERBER N P *Aural rehabilitation for adults* (in preparation - a draft will be lodged in the Library).
 ERBER N P 1985 *Telephone communication and hearing impairment*. San Diego, College-Hill Press.
 *LING D 1976 *Speech and the hearing impaired child*. Washington, D.C., Alexander Graham Bell Association for the Deaf.
 SIMS D G WALTER G G and WHITEHEAD R L (eds.). 1982 *Deafness and communication - assessment and training*. Baltimore, Williams & Wilkins.

CD380 Orofacial Disorders

Contact Hours: 45 (36 × 1 hour lectures, 9 × 1 hour tutorials - taken in terms I & II).

Prerequisite: CD230

Corequisite: CD310 & BS333

Content: The communication and eating disorders which occur with structural and neuromuscular disorders of the orofacial area will be discussed. Specific topics to be covered include cleft palate, cerebral palsy, oral surgery and dysarthria.

Assessment:

Term 1 - 1500 word essay due in exam week (35%)

Term 2 - 3 hour prepared examination in exam week (65%).

References: BERRY W R (ed.) 1983 *Clinical dysarthria*. San Diego, College-Hill Press.

JOHNS D F (ed.) 1985 *Clinical management of neurogenic communicative disorders*. Boston, Little, Brown & Co. 2nd ed.

LOGEMANN J 1983 *Evaluation and treatment of swallowing disorders*. San Diego, College-Hill Press.

MUSSELWHITE C R and ST LOUIS K W 1982 *Communication programming for the severely handicapped*. San Diego, College-Hill Press.

CD391 Communication Disorders of Neurological Origin Clinic

Contact Hours: 90 (3 hours per week Term I, 3.5 hours per week Terms II & III)

Prerequisite: CD292

Prerequisite/Corequisite: CD310, CD380

Content: For Term 1, students will attend the internal clinical placement in large groups while, in Terms 2 and 3, students will attend allied clinics in the metropolitan area. The emphasis of the placement is on assessment and management of individuals with communication disorders resulting from neurological origin.

Assessment: Continuous assessment of clinical practice, reporting, planning during the final 3 weeks of the placement as well as a 1 hour practical examination, normally taken during the final 3 weeks.

References: C.D. Clinic Handbook 1987. Carlton, Lincoln Institute of Health Sciences.

CD393 Voice Disorders and Laryngectomy Rehabilitation Clinic

Contact Hours:

63 (4 hours per week for one term (Voice Disorders)

3 hours per week for one term (Laryngectomy)

Prerequisite: CD230, CD292

Content: This placement emphasises the assessment and management of individuals with voice disorders and the management of speech and psychosocial aspects of laryngectomy rehabilitation in a team context. Students will attend clinic in small groups.

Assessment: Continuous assessment of clinical practice, reporting and planning during the final 3 weeks of each term. Students will be required to pass each term.

References: C.D. Clinic Handbook 1987. Carlton, Lincoln Institute of Health Sciences.

CD395 Audiology Diagnostics Clinic

Contact Hours: 14 (7 hours per week)

Prerequisite: CD250

Content: Students will be involved in audiometric diagnostics and rehabilitation management.

Assessment: Continuous assessment of clinical practice, preparation and reporting, during the final 7 hours.

References: C.D. Clinic Handbook 1987. Carlton, Lincoln Institute of Health Sciences.

CD440 Professional Issues

Contact Hours: 18 (1 hour per week of lectures/tutorials in Terms II & III)

Prerequisite: Nil

Content: This subject will discuss clinic administration, legal and ethical aspects of speech pathology practice, and the role of the Speech Pathologist in various settings.

Assessment: Term 3 - 1,500 word report, due exam week (100%)

References: Advice on references for the subject will be provided at the commencement of teaching.

CD480 Literature Review Project

Contact Hours: The equivalent of 36 lecture hours.

The student's programme will vary in timing according to the theory term/clinical term format. Beyond that, the programme allows for some flexibility as befits independent work.

Prerequisite: Successful completion of the first three years of the course.

Content: This subject aims to encourage students, working independently, to select and answer a research question by surveying published material, and to familiarise themselves with literature search methods and library indexing and cataloguing. The choice of question will be constrained by staff resources.

Communication Disorders

Assessment:

Term 1 - By seminar presentation (10%) and written outline (10%).
Term 3 - By seminar presentation (30%).

Term 3 - By submission of a 4,000 word report (50%), week 9.

References: HOLLOWAY G F and WEBSTER L M 1978 *Research and Source Guide for Students in Speech Pathology and Audiology*. St. Louis, Miss., W H Green.

LEEDY P 1980 *Practical Research Planning and Design*. New York, MacMillan.

LEIPER C and RICHARDSON M 1973 *Aids to Conducting a Literature Search, Physiotherapy Canada*, 25, 225.

SILVERMAN F H 1985 (2nd Ed.). *Research Design in Speech Pathology and Audiology*. Englewood Cliffs, N J, Prentice Hall.

CD481 Directed Research Project

Contact Hours: 36 (Individually arranged appointment times).

Prerequisite: BS355

Content: This subject is designed to be an extension of BS355. Students entering CD481 are expected successfully to have completed BS355 by formulating a research hypothesis, reviewing scientific literature and devising an appropriate design to test their hypothesis. In CD481 students are expected to conduct the experiment, compute statistics, analyse data and write a report of the results.

Assessment:

Term 1 - Data collection and conduct of experiment (20%)

Term 2 - Data analysis and interpretation (20%)

Term 3 - Final written report - not to exceed 30 double-spaced typed pages including title page, abstract, literature review, methods, results, discussion, summary and conclusions, acknowledgements, references, tables/figures, and appendices, written in A.P.A. style (60%)

References: *AMERICAN PSYCHOLOGICAL ASSOCIATION 1983. Publication manual of the A.P.A. WASHINGTON, D.C., A.P.A.
HUCK S W et al 1974 *Reading statistics and research*. New York, Harper and Row.

*McREYNOLDS L and KEARNS K 1982 *Single subject experimental designs in communicative disorders*. Baltimore, University Park Press.

*ROSSI P H et al 1983 *Handbook of survey research*. Sydney, Academic Press.

*SHEARER W M 1982 *Research procedures in speech, language and hearing*. Baltimore, Williams & Wilkins.

*SILVERMAN F H 1985 (2nd Ed.). *Research design in speech pathology and audiology*. Englewood Cliffs, New Jersey, Prentice-Hall.

*VENTRY I. and SCHIAVETTI N 1980 *Evaluating research in speech pathology and audiology*. Sydney, Addison-Wesley Publishing Company.

*Students are encouraged to purchase one of the last 5 references depending on their research question.

CD491 Adult Speech Pathology Clinic

Contact Hours: 166.5 (18.5 hours per week for 9 weeks, i.e. 17.5 hours in placement plus 1 tutorial hour per week). Taken in any one term.

Prerequisite: CD340, CD391

Content: This placement emphasises independent management of adult clients who demonstrate a range of communication disorders. In this placement students experience the real working environment of Speech Pathologists.

Assessment: Continuous assessment of clinical practice, reporting, and planning during the final 3 weeks of the placement as well as a 2 hour practical examination normally taken during examination week of the placement.

References: *C.D. Clinic Handbook 1987*. Carlton, Lincoln Institute of Health Sciences.

CD492 Child Speech Pathology Clinic

Contact Hours: 166.5

(18.5 hours per week for 9 weeks, i.e., 17.5 hours in placement plus 1 tutorial hour per week)

Prerequisite: CD340, CD292

Content: This placement emphasises the development of independent management of child or adolescent clients who demonstrate a range of communication disorders. In this placement students experience the real working situations of Speech Pathologists.

Assessment: Continuous assessment of practice, reporting, and planning during the final 3 weeks of the placement as well as a 2 hour practical examination normally taken during the final 3 weeks of the placement.

References: *C.D. Clinic Handbook 1987*. Carlton, Lincoln Institute of Health Sciences.

CD494 Fluency Clinic

Contact Hours: 75 (1 week intensive program plus 2.5 hours per week for 8 weeks)

Prerequisite: CD292, CD320

Content: This placement emphasises intensive management of fluency disorders as well as offering experience in case history taking, client reviews, and counselling.

Assessment: Continuous assessment of clinical practice, reporting and planning during the final 3 weeks of the placement.

References: *C.D. Clinic Handbook 1987*. Carlton, Lincoln Institute of Health Sciences.

CD495 Aural Rehabilitation Clinic

Contact Hours: 84 (8 hours per week for 9 weeks, 8 hours observation and 4 hours audiology)

Prerequisite: CD340, CD350, CD292, CD395, BS385

Content: The placement emphasises development of independent management skills. Students will participate in aural rehabilitation therapy with children and adults who exhibit a range of hearing disorders.

Assessment: Continuous assessment of planning, practice and reporting during the placement.

References: *C.D. Clinic Handbook 1987*. Carlton, Lincoln Institute of Health Sciences.

PODIATRY

CH110 Therapeutics/Pharmacology I

Contact Hours: 37 (37 × 1 hour lectures: taught over three terms).

Corequisite: CH130

Content: A detailed study of Antiseptic Action, Asepsis and Sterilization followed by an indepth study of the inflammatory process, blood clotting and wound healing and the treatment of inflammatory states. This subject also introduces terminology, types of preparations of medicaments and actions of commonly used Podiatric medicaments.

Assessment:

Written Examination Term 1 - 2 hours 40%

Written Examination Term 3 - 3 hours 60%

References: R PASSMORE J S ROBSON 1980 *A Companion to Medical Studies* Volume 2. Blackwell Scientific Publications.
DONALD NEALE 1981 *Common Foot Disorders*. Churchill Livingstone.
READ P J 1975 *Introduction to Therapeutics for Chiropractors*. Actinic Press.

CH120 Microbiology for Podiatry

Contact Hours: 18 (18 × 1 hour lectures).

Corequisites: BL166, CH130

Content: This subject is designed to develop an understanding of Microbiology consistent with the requirements of the practising podiatrist. Topics covered include Microbes and disease, Bacteriology, Mycology, Virology, Cutaneous microbial populations and Sterilization.

Assessment: 1 hour written examination at the end of Term 3.

References: WISTEIGH G A & LECHTMAN M D 1976 *Microbiology & Human Disease*. Glencoe.
NOBLE W C 1981 *Microbiology of Human Skin*.

CH130 Podology I

Contact Hours: 47 (47 × 1 hour lectures)

Corequisite: CH110

Content: Students are introduced to a variety of topics which include the theoretical aspects of Clinical Practice, the usage, sterilization and care of instruments, and the application of Padding and Strapping Materials. The structure and function of normal skin is taught, followed by certain pathological states such as hyperkeratosis, helomata, sweat and nail disorders.

In addition, some of the physical and physiological factors which influence Human Locomotion are introduced in this section.

Assessment:

Written examination Term 2 - 2 hours 40%

Written examination Term 3 - 3 hours 60%

References: HYDE C C *Padding & Strapping Techniques for Podiatrists*. Lincoln Institute.
ROOK EBLING & WILKINSON, *Textbook of Dermatology in General Medicine*.
NEALE Donald. *Common Foot Disorders*. 2nd Edition.

CH140 Clinical Practice I

Contact Hours: 216 (3 × 2 hours practical sessions per week plus 48 hours consolidated clinical experience.)

Corequisites: CH110, CH130, BS102.

Content: This section of the first year consists initially of pre-patient training in which padding, strapping and scalpel techniques are taught together with application of medicaments and patient handling techniques. Later students are able to treat simple podiatric conditions presented by patients of the School.

Assessment: Viva Voce and Practical Examination involving the treatment of one patient at the end of Term 3. The examination is of 3 hours duration.

References: To be advised.

CH150 Orthotics I

Contact Hours: 56 (28 × 2 hour practical sessions).

Corequisites: BL181, BL165, CH110, CH130, CH140.

Content: In this course the students learn the basic techniques of measuring and taking impressions of feet in order to produce simple orthotic devices.

Assessment: Viva Voce and assessment of seven orthotic devices manufactured during the year. Assessment occurs at the end of Term 3, and is approximately 20 minutes durations.

References: NEALE D 1981. *Common Foot Disorders Diagnosis & Management*. Churchill Livingstone.

CH200 Kinesiology

Contact Hours: 18 (18 × 1 hour lectures)

Prerequisite: BL181, BL254, CH230, CH231, BS105.

Corequisite: BS250

Content: This subject is a detailed study of the functional joints of the foot at the ankle and sub-talar joints. The subject describes techniques for determination of the relevant axes of motion, their inter-relationship with each other and the lower limb, and the clinical significances of pathological variations.

Assessment: By assignment of approx. 1,500 words length to be completed by the end of Term 3 of the third year.

References: INMAN, 1976 *The Joints of the Ankle*. Williams & Wilkins.

CH210 Therapeutics and Pharmacology II

Contact Hours: 37 (9 hours Pharmacology & 28 Therapeutics - taught over three terms)

Prerequisite: CH110, CH130, CH140, CH150.

Corequisite: CH230, BL216.

Content: This subject is intended to provide a sound theoretical knowledge of podiatric therapeutic methods including the use of systemic drugs. It is intended to complement the student's skills gained in clinical practice and consolidate first year work. Topics covered are treatment of Hyperkeratotic conditions, Viral and Fungal infections, nail disorders, structural foot problems, and the role of orthoses, footwear modifications and physical therapies. Pharmacokinetics, Pharmacodynamics and Drugs and the Immune system are covered in Pharmacology.

Assessment:

1st Term 3 hr examination - 20%

3rd Term 3 hr examination - 80%

References: READ P J 1978. *Therapeutics for Chiropodists*. Actinic Press.

NEALE D 1981. *Common Foot Disorders: Diagnosis & Management*. Churchill Livingstone.

GRAHAM J D P 1979. *An Introduction to Human Pharmacology*. (O.U.P.)

CH230 Podology II

Contact Hours: 81 (81 × 1 hour lectures - taught over three terms).

Prerequisite: CH110, CH130, CH140, CH150.

Corequisite: CH210, BL216.

Content: This subject is designed to develop a comprehensive knowledge of the diagnosis, etiology and pathology of various podiatric infections and functional and structural foot problems. Topics include: Vasospastic conditions, Synovial membrane disorders, Connective tissue disorders, Structural disorders and superficial infectious states. It is a complementary course to CH210 Therapeutics and Pharmacology.

Assessment: There will be a 2 hr examination at the end of Term 2 and Term 3 with a weighting of 40% and 60% respectively.

References: NEALE D 1981 *Common Foot Disorders, Diagnosis & Management*. Churchill Livingstone.

KLENERMAN L 1982 *The foot and its disorders*. Blackwell Scientific Publications.

HELFET A J GRUEBEL LEE D M 1980 *Disorders of the Foot*. C J B Lippincott Company.

CH231 Pathomechanics

Contact Hours: 9 (9 × 1 hour per week in Term III)

Prerequisite: BL181, BL165, CH130, CH150.

Corequisite: CH230, BL254.

Content: This subject is designed to provide students with a detailed knowledge of normal and pathological gait patterns and foot function. Topics covered are gait analysis, abnormal motion of the foot, abnormal sub-talar joint pronation and supination, specific lesions and kinematics of the foot.

Assessment: This will be by presentation of an assignment at the end of Term 3.

References: ROOT M L ORIEN W P WEED J N 1977 *Normal and abnormal Function of the Foot*. Clinical Biomechanics Corp.

SGARLATO T E 1971 *A Compendium of Podiatric Biomechanics*. California College of Podiatric Medicine.

INMAN V T RALSTON H J AND TODD F *Human Walking*. Williams & Wilkins.

CH240 Clinical Practice II

Contact Hours: 216 (2 × 3 hour sessions per week plus 48 hours consolidated clinical experience).

Prerequisite: CH140, BL181, CH130, CH110, CH150.

Corequisites: CH210, CH230, BL216.

Content: In the second year clinical practice students consolidate skills learned in the first year, and undertake treatment of more complicated conditions. Practical application is made of knowledge gained from Podology and Therapeutics lectures, as well as anatomy, microbiology and physiology.

Assessment: Demonstration of a satisfactory standard of clinical skills over 3 Terms. 3 hrs clinical examination at the end of Term 3.

References: As for CH230 Podology II and CH210 Therapeutics & Pharmacology II.

CH250 Orthotics II

Contact Hours: 56 (2 hour sessions per week - taught over three terms)

Prerequisite: CH150, CH140.

Corequisite: CH210, CH230, CH240.

Content: The practical sessions allow students to be more closely involved in total patient care by using skills and techniques developed in the first year to be applied in the management of patients foot problems.

Assessment: Assessment will be continual throughout the year and a viva voce examination will be held at the end of Term 3.

References: COATES T T 1983 *Practical Orthotics of Chiropodists*. Actinic Press.

CH260 Anaesthesiology

Contact Hours: 18 (9 × 1 hour lectures, 9 × 1 hour Clinical Practice).

Prerequisite: BL181, CH110, CH120, CH130, CH140.

Corequisites: BL265, CH210, CH230, CH240, BL216.

Content: This subject comprises the theoretical basis of regional anaesthesia and covers topics such as: Chemical structure of anaesthetics, absorption distribution mechanism and mode of action of local anaesthetics, techniques of administration, regional anaesthesia, maximum dosage adverse patient reactions and patient assessment. Clinical application of techniques learnt.

Assessment:

1 hour written examination at the end of Term 2.

1 hour practical examination at the end of Term 2.

References: COVINO B VASSALLO H *Local Anaesthetics*. deJONG R *Local Anaesthetics*.

GOODMAN & GILMAN. *The Pharmacological Basis of Therapeutics*.

CH300 Podiatric Medicine

Contact Hours: 48 (27 × 1 hour lectures, 7 × 3 hour clinical practice sessions).

Prerequisite: BL216, BL254, BL273, CH230, CH231, CH240, CH260.

Corequisites: CH310, CH330.

Content: This subject is a composite one covering specific topics. The subjects involved are CH301 Podiatric Surgery, CH302 Radiographic Interpretation & CH303 Sports Podiatry. The topics are nail surgery techniques, sporting injuries and radiographic interpretation, with the former requiring students to observe, assist in and undertake a variety of nail surgical techniques. Sporting injuries cover the more common podiatric disorders resulting from sporting activities, whilst radiographic interpretation describes X-ray appearances of bony disorders affecting feet.

Assessment: Each topic is assessed by a 1 hour written examination. Nail surgery techniques also have a continual assessment component.

References: To be advised.

CH310 Therapeutics III

Contact Hours: 28 (1 hour per week - taught over three terms)

Prerequisite: CH210, CH230, CH240.

Corequisites: CH330, CH340, CH350.

Content: Particular attention is given here to the concept of total case management of high risk patients. This includes those suffering from vascular disturbances, endocrine disorders, neurological disorders and various arthroses. Special emphasis is placed on paediatric and geriatric management.

Assessment: This will be in the form of a 3 hour examination held at the end of term 1 and term 3 worth 20% and 80% respectively.

References: As for CH330.

CH330 Podology III

Contact Hours: 108 (4 hours per week over three terms).

Prerequisite: CH230, CH240, BL216, BL273.

Corequisites: CH310, CH340, CH350, CH380, BL372.

Content: This subject is devoted to the study of podiatric manifestations of systemic disorders, paediatrics and specific foot pathologies such as the osteochondroses, pscavus and talipes conditions. Specific sub units cover Practice Management, finance and accounting at the end of term 3.

Assessment: This will be in the form of a 2 hr. examination held at the end of Term 2 and Term 3 worth 40% and 60% respectively.

References: NEALE D (ed) 1981 *Common Foot Disorders, Diagnosis and Management*. Churchill Livingstone.
YALE I 1981 *Podiatric Medicine*. Williams & Wilkins.
GIANNISTRAS N J 1976 *Foot Disorders, Medical and Surgical Management*. Lea & Febiger.

CH340 Clinical Practice III

Contact Hours: 252 (3 × 3 hour sessions per week over three terms).

Prerequisite: BL273, BL254, BL216, CH210, CH230, CH231, CH240, & CH260.

Corequisites: CH300, CH310, CH330, CH360, CH370, CH380, CH400, BL372.

Content: In this subject advanced clinical treatments are undertaken. A wide range of clinical conditions are seen including systemic, neurological and dermatological disorders. In conjunction with CH350 structural and functional foot pathologies are treated. In addition both new patient and biomechanical evaluations are carried out in special Diagnostic Clinics.

Assessment: Assessment is by satisfactory clinical performance throughout the year and by 2 × 3 hr examinations at the end of term 3.

References: As for CH330.

CH350 Orthotics III

Contact Hours: 112 (2 × 2 hour sessions per week - taught over three terms).

Prerequisite: BL254, CH230, CH231, CH240, CH250.

Corequisites: CH300, CH310, CH330, CH340.

Content: The close relationship between clinical treatment and the role of orthoses in total patient care is emphasised and reinforced in this subject. In addition to consolidation of the first two years work, students make functional orthoses based on biomechanical principles involving moulded shoe modifications and alterations are also taught.

Assessment: Assessment is continuous throughout the year, and a viva voce examination is held at the end of Term 3.

References: As for CH310, CH330 and CH250.

CH360 Surgery

Contact Hours: 18 (9 × 2 hour lectures).

Prerequisite: BL181, BL216, BL273.

Corequisites: CH370, CH380, CH330, BL372.

Content: This subject deals with the fundamentals of surgery and surgical conditions. Topics covered are inflammation, traumatology, vascular disorders, ulceration, neoplastic conditions and nervous system disorders.

Assessment: 1 hour written examination at the end of the term in which the subject lectures are completed.

References: TAYLOR S COTTON L A *A Short Text Book of Surgery*. E.U.P.

CH370 Orthopaedic Surgery

Contact Hours: 14 (7 × 2 hour lectures).

Prerequisite: BL181, BL216, BL273.

Corequisites: CH360, CH380, CH330, BL372.

Content: This subject looks at more specific areas than CH360 and includes topics such as bone disorders, disorders of the spine and joints of the lower limb, foot deformities, surgical techniques and radiographic interpretation.

Assessment: As for CH360 Surgery.

References: DUCKWORTH T *Lecture notes on Orthopaedics and Fractures*.
CRAWFORD-ADAMS J *Outline of Orthopaedics*.

CH380 Dermatology

Contact Hours: 18 (9 × 2 hour lectures)

Prerequisite: BL181, BL216, BL273.

Corequisite: CH330, CH360, CH370, BL372.

Content: This subject is designed to acquaint the student with a wide variety of dermatological conditions, particularly those affecting the lower limb. Topics include psoriasis, infections and infestations, lichen planus, bullous diseases disorders of pigmentation, purpura, vasculitis and cutaneous manifestations of systemic disease.

Assessment: 2 hr written examination at the end of the term in which the lectures are given.

References: GIBBS Richard C 1979 *Skin diseases of the feet*. Warren H. Green Inc.
SAMMITZ M H 1981 *Cutaneous disorders of the lower extremities*. J B Lippincott Co.

CH400 Podiatry Elective

Contact Hours: 56 (2 × 2 hours per week over three terms).

There is no formal teaching in the subject, but students are allocated time for private study as above.

Prerequisite: All 1st & 2nd year subjects.

Corequisites: BS250, CH300, CH330, CH340, CH350.

Content: This subject takes the form of a major project to be completed by students during the third year of the course. The subject area of the topic is chosen by the student and submitted to the School during Term 1, and must have some relevance to the profession. The format of the topic may be a literature survey and synthesis of the published work of interest to the student, or may take the form of a small research project.

Assessment: Is in the form of an assignment of not less than 4,000 words, to be presented by the end of Term 3 of the third year of the course.

References: To be advised depending upon selected topic.

ERGONOMICS

EG511 Applied Ergonomics I

Contact Hours: 24 (lectures, laboratory classes, seminar, site visit)

Corequisites: BL525, EG521.

Content: This subject provides an introduction to major topics in ergonomics including:

- physiology and nature of ergonomics
- systems design: implications for ergonomics practice
- ergonomic criteria for design of workstations, tools and equipment
- displays and controls
- applied anthropometry: data bases, application
- biomechanics of work movements and postures
- working posture and workplace layout - optimisation
- occupational musculoskeletal overuse injuries: types, causes, prevention
- work physiology: energy production and expenditure; fatigue; static muscle loading; circulatory stress; fluid, electrolyte and heat balance; work rate and schedule; rest breaks - frequency and duration
- ergonomic job analysis; checklists
- case studies and special problems in ergonomics.

Assessment: Carry out and present a written report on a project applying ergonomics principles and techniques to a practical problem. Format and length of the report depends on the nature of the project, which should involve 24 hours work in total. Group projects are permitted.

References: BAILEY R W 1982 *Human Performance Engineering - a guide for Systems Designers* Prentice-Hall
CRONEY J 1971 *Anthropometrics for designers* London B T Batsford
DAMON A et al 1974 *The human body in equipment design* Cambridge Mass M I T Press
DIFFRIENT N et al 1974 *Humanscale* Cambridge Mass M I T Press
DREYFUSS M 1967 *The measure of man* 3rd ed New York Whitney
GRANDJEAN E 1982 *Fitting the task to the man* London Taylor and Francis 3rd ed
MEISTER D 1971 *Human Factors: Theory and Practice* New York Wiley
PANERO J AND ZELNICK M 1979 *Human dimension and interior space* London Architectural Press
PRODUCTIVITY PROMOTION COUNCIL OF AUSTRALIA 1979 *Ergonomics in the Australian Workplace* Melbourne PPCA
ROEBUCK J et al 1975 *Engineering anthropometry methods* New York Wiley
SHACKEL B ed 1974 *Applied Ergonomics Handbook* Guildford Surrey IPC Press
SINGLETON W T 1972 *Introduction to Ergonomics* Geneva W H O
SINGLETON W T 1982 *The body at work* Cambridge University Press
TICHAUER E R 1978 *The biomechanical basis of ergonomics* New York Wiley

EG521 Engineering Psychology

Contact Hours: 27 (lectures, demonstrations, laboratory classes)

Prerequisites: Nil

Content: This subject covers discrimination and signal detection theory, perception, memory and attention, time sharing and workload, information theory and reaction time motor skill and ageing and stress effects.

Assessment: 1 x 1.5 hour examination; 1 x 1,500 word assignment; Laboratory exercises.

References: ANDERSON J R 1980 *Cognition Psychology and Implication* San Francisco W H Freeman
BAILEY R W 1982 *Human Performance Engineering - a guide for Systems Designers* Prentice-Hall
GIBSON J J 1979 *An ecological approach to perception* Boston Houghton and Mifflin
McCORMICK E J & SAUNDERS M S 1981 *Human factors in engineering & design* 5th ed New York McGraw-Hill
McNICOL D 1972 *A Primer of Signal Detection Theory* London Allen & Unwin
SCHMIDT R A 1982 *Motor Control and Learning* Champaign Illinois Human Kinetics
WELFORD A T (ed) 1974 *Man Under Stress* London Taylor & Francis
WELFORD A T 1976 *Skilled Performance* Glenview Illinois Scott Foresman
WICKENS C D 1984 *Engineering Psychology and Human Performance* Columbus Ohio Charles Merrill

EG531 Organisation Behaviour and Ergonomics

Contact Hours: 18 (18 x 1 hour lecture/seminar)

Prerequisites: Nil

Content: The general aim of this subject is to introduce ergonomics students to the social organisation of work; organisation behaviour; theories of design and the design criteria commonly used for work systems and the factors influencing the effectiveness of ergonomics practice within an organisation. On completion of this subject participants should be able to describe organisational structure and processes, analyse and utilize different approaches to effectiveness in the performance of organisation members and enhanced job satisfaction.

Assessment: Assignment of approximately 2000 words requiring application of the topic/s studied to the work situation.

References: CUMMINGS T G & SRIVASTRA 1977 *Management of Work a socio-technical systems approach* San Diego University Associates
LANSBURY R D & SPILLANE R 1983 *Organisational Behaviour: the Australian Context* Melbourne Longman Cheshire
MILTON C R ENTREKIN L & STENING B R 1983 *Organisational Behaviour in Australia* Sydney Prentice-Hall
ROBBINS S P *Organisational Behaviour Concepts Controversies and Applications* 2nd ed Englewood Cliffs Prentice-Hall

EG611 Applied Ergonomics II

Contact Hours: 45 (seminars and site visits)

Prerequisites: EG511

Content: Content will be dictated by the issues current at the time of presentation, the available speakers and sites, and the student backgrounds. A wide range of topics is always sought.

Assessment: Class paper presentation. Site visit reports. Reports.

References: There are no specific references, although suitable reading lists are recommended by individual lecturers.

EG612 Professional Project

Contact Hours: 60 hours, seminars, projects.

Prerequisites: EG511

Content: The directed project is a contracted arrangement between the student and the supervisor, and forms the primary basis of final assessment. Projects will normally be drawn from the real work places of students, and will be directed towards the solution of specified problems by the application of sound ergonomic theory, and the use of suitable methods of investigation and analysis. Students will be required to make presentations on the progress of the projects during the course of the year, and to submit a report to agreed standards on completion. Part of the contract will require, where appropriate, the student to arrange for the implementation of their solutions, and the design of an evaluative process.

Assessment: Interim report - required but not included in final assessment. Oral presentation - 30%. Written presentation - 70%.

References: Individual project supervisors recommend to their students references appropriate to the project topics.

EG631 Effective Professional Practice

Contact Hours: 24 (lectures, seminars, workshops)

Prerequisites: EG511, EG531

Content: This subject includes professional roles — professionalization; characteristics of the ergonomist as a professional. Implementing change — content of change; planning of change; strategies and tactics. Consulting in Ergonomics — roles; consultant — client relationship; project: proposals management and implementation. Ethics and standards in ergonomics; professional communication.

Assessment: Class attendance and participation; written assignments not exceeding 2,400 words in total.

References: BOREHAM P PEMBERTON A AND WILSON P eds
1976 *The Professions in Australia* Queensland: University of Queensland Press
DUNPHY D C AND DICK R 1981 *Organisational Change by choice* Sydney McGraw-Hill
KATZ D AND KAHN R L 1978 *The Social Psychology of Organisations* 2nd ed New York Wiley
KUBR M ed 1985 *Management Consulting* Geneva ILO
LIPPITT G AND LIPPITT R 1978 *The Consulting Process in Action* California University Associates
PRIDEAUX G 1977 *Introduction to Organisation development* Melbourne Productivity Promotion Council of Australia

EXERCISE FOR REHABILITATION

ER900 Exercise for Rehabilitation

Contact Hours: 70 (20 x 2 hour lectures/workshop during Term 1; 10 x 3 hour lectures/workshop during Term II)

Corequisites: ER910

Content: This unit provides a range of movement experiences in the areas of Dance and Movement. Games, gymnastics, hydrotherapy, aquatics and adaptation of these for use in rehabilitation. In addition students discuss programming principles (including progression of activities and programmes and motivational and learning factors) involved in mounting successful Exercise Therapy programmes.

Assessment:

Class practical examination 50%.
Take home written examination 50%.

References: Selected readings will be distributed during the course.

ER910 Rehabilitation

Contact Hours: 72 (28 x 2 hour sessions including lectures, slides, demonstrations, student class papers; 4 x 4 hour seminars)

Prerequisite: ER977 or equivalent

Corequisite: ER900

Content: To enable physiotherapists and physical educators to plan and conduct exercise programmes for the prevention and rehabilitation of illness, injury or disability. The subject provides knowledge of: applied anatomy, biomechanics, physiology, pathophysiology relevant to cardiac respiratory, orthopaedic and neurological disorders. The student gains awareness of clinical signs and symptoms, contradictions and indications for exercise, the role of exercise in overall programmes of management, and of principles of prevention and treatment used by medical and other health practitioners. A series of seminars enables students to apply knowledge to specific areas of rehabilitation, for example, care of the aged, children with disability, persons with head injuries, sports injuries, cardiac and respiratory disorders and in community and occupational health.

Assessment: Class presentation - 60%
2,500 word written assignment - 40%

References: Advice on references will be provided at the commencement of teaching.

ER970 Introduction to Graduate Research Skills

Contact Hours: 20 (10 x 1 hour lectures; 10 x 1 hour tutorials)

Prerequisite: BS105 or equivalent.

Content: This unit provides an integrated overview of the purpose, calculations and interpretation of basic parametric and non parametric statistical methods.

- An indepth overview of the principles of scientific method and empirical research design.
 - Information to enable critical evaluation of published research.
- This unit emphasises the application of these skills and concepts to exercise rehabilitation.

Assessment:

Tutorials:

1. Statistical Problems
2. Computer use
3. Article critiques

Lecture:

1. Present the theoretical rationale and design of a research problem associated with the exercise rehabilitation area.
2. Take home final exam.

References: KERLINGER F N 1979 *Foundations of Behavioural Research* 2nd ed New York Holt-Saunders

ER793 Applied Physiology I

Contact Hours: 20 (7 x 2 hour lectures; 3 x 2 hour laboratory sessions)

Prerequisite: A basic course in the structure and function of the cardiorespiratory muscle and energy systems.

Content: This unit provides further knowledge of short term physiology and anatomical effects of transitory exercise regimes and the physiological and anatomical factors which limit exercise. Topics include concepts of work output significance of nutrition and weight control in exercise and basic concepts of fitness relative to age and sex differences.

Assessment:

1. Laboratory Reports
2. An indepth literature review of topic associated with applied physiology
3. Take home final exam.

References: McARDLE W D KATCH F I KATCH V L 1981 *Exercise Physiology Energy Nutrition and Human Performance* Philadelphia Lea and Febiger

ER974 Applied Physiology II

Contact Hours: 30 (10 x 2 hour laboratory; 10 x 1 hour lectures)

Prerequisite: ER973

Content: This unit provides knowledge of physiological mechanisms in the rehabilitation process, factors and environments which may cause tissue damage through negative physiological mechanisms and increases skills in assessing disability or dysfunction in the laboratory setting. Topics include energy consumption, cardiovascular dynamics, muscle dynamics, muscle dynamics and body composition. Students gain experience also in quantitative assessment of function.

Assessment:

1. Laboratory Notebook
2. Practical Exam
3. Take home final exam

References: POLLOCK M L WILMORE J H FOX S M III 1984 *Exercise in Health and Disease - Evaluation and Prescription for Prevention and Rehabilitation* Philadelphia W B Saunders

ER975 Biomechanics I

Contact Hours: 20 (6 × 2 hour lectures; 4 × 2 hour laboratory work)

Prerequisite: Nil

Content: This unit provides an overview of the biomechanical principles and concepts as applied to human movement. Content of the subject is in the areas of kinematic analysis, Newtonian laws as well as the Biomechanics of fitness and exercise.

Assessment:

Laboratory reports 40%
Class paper presentation 40%
Class notes 20%

References: Advice on references will be provided at the commencement of teaching.

ER976 Biomechanics II

Contact Hours: 20 (6 × 2 hour lectures; 4 × 2 hour laboratory work)

Prerequisite: ER975 or its equivalent.

Content: This unit will introduce the student to the basic methodologies employed in quantitative Biomechanics. Content of the subject will include kinetic analysis, cinematography, force transducer analysis, computer simulation and body segment parameters as well as electromyography.

Assessment:

Laboratory practical reports 40%
Class paper presentation 40%
Class tests 20%

References: Advice on references will be provided at the commencement of teaching.

ER977 Introduction to Medical Sciences

Contact Hours: 36 (18 × 2 hour lectures, including slide presentations and class discussions)

Prerequisite: Basic course in human physiology including human cell physiology, cardiorespiratory, cardiovascular and neurological systems.

Content: This unit provides basic knowledge of the aetiology, pathology and clinical presentation of selected illnesses, injuries and disabilities. The syllabus focuses on basic principles of diagnostic procedures, medical, surgical and pharmacological management of selected illnesses, disabilities and indications for and contraindications to exercise programmes.

Assessment: 2 × 1.5 hour written examinations.

References: To be distributed during class.

ER978 Rehabilitation Psychology

Contact Hours: 18 (10 × 1 hour lectures; 8 × 1 hour tutorials)

Prerequisite: Nil

Content: This unit examines the psychological aspects of injury and disability and the application of psychological principles to rehabilitation. Topics include injury as a stressor, psychological reactions to injury or disability; social and psychological processes in treatment and rehabilitation; psychological techniques relevant to rehabilitation including behavioural approaches; adherence; communication processes; pain management.

Assessment: Seminar presentation plus 1500 word report.

References: DAVIDSON P ed 1976 *Behavioural Management of Anxiety Depression and Pain* New York Brunner-Mazel
MOOS R H 1984 *Coping with Physical Illness* New York Plenum Press
KRUEGER D W 1984 *Rehabilitation Psychology: A comprehensive textbook* Rockville, Aspen Systems Corporation
GOLDEN C (Ed) 1984 *Current topics in Rehabilitation Psychology* New York, Grune and Stratton Inc.

ER980 Introduction to Rehabilitation

Contact Hours: 12 (12 × 1 hour lectures including class discussion)

Prerequisite: Nil

Content: This unit provides knowledge of general concepts of socio-economic and cultural factors in rehabilitation. Students increase their awareness of principles of professional conduct, codes of ethics medico-legal responsibilities in clinical practice, rehabilitation team roles and team management in selected rehabilitation contexts.

Assessment: Class attendance and participation 1,000 word written assignment.

References: Advice on references will be provided at the commencement of teaching.

ER989 Fieldwork

Contact Hours: 120 (Practical experience in clinical settings, consultations with clinical resource persons/supervisors as required by individual students).

Prerequisites: ER900, ER910

Content: This unit provides opportunity for students to apply theoretical knowledge in selected rehabilitation settings. Students become aware of the organisation of clinical departments; the role of other health practitioners, referral and communication pathways, and medical records systems. Students also gain experience in assessing the needs of patients, designing, conducting and evaluating effectiveness of exercise programmes for specific disabilities on an individual basis or in group work.

Assessment:

Clinical supervisor's report;
Log book;
1 hour practical examination;
Students must achieve satisfactory standard in each component of assessment.

References: Advice on references will be provided at the commencement of teaching.

ER997 Relaxation Techniques and Therapeutic Applications

Contact Hours: 18 (9 × 2 hour sessions including lectures, class discussion and practical experience)

Prerequisite: Nil

Content: This unit increases knowledge of the physiology and psychology of relaxation and demonstrates and develops skills in selected relaxation techniques. It provides up to date information of therapeutic application of relaxation techniques, and published evidence pertaining to claims of effectiveness.

Assessment:

Practical examination 50%

1,500 word written assignment 50%

References: Advice on references will be provided at the commencement of teaching.

ER998 Interpersonal Communication Skills

Contact Hours: 18 (6 × 3 or 9 × 2 hour group work sessions)

Prerequisite: Nil

Content: The aim of this unit is to provide a framework for understanding and developing interpersonal counselling skills. Theoretical models of the helping process form the basis for skills practice in an experimental setting. Counselling techniques and their application to the clinical milieu are explored.

Assessment: By participation and attendance.

References: ANTHONY W A CARKHUFF R R 1976 *The Art of Health Care* Amherst Massachusetts in Human Resource Development

BRAMMER L M 1985 *The Helping Relationship: Process and Skills* 3rd ed Englewood Cliffs New Jersey Prentice-Hall

EGAN G 1982 *The Skilled Helper* 2nd ed Monterey California: Brooks/Cole

ER999 Research and Evaluation in Rehabilitation Exercise

Contact Hours: 18 (9 × 2 hour seminar)

Prerequisite: ER970

Content: This unit covers a comprehensive review of literature relevant to an area of rehabilitation studied during the course. Students present a seminar paper discussing and evaluating methodology and findings of recently published research.

Assessment:

Presentation of seminar paper 40%

Submission of literature review 60%

References: Selected readings will be distributed during class.

GERONTOLOGY

GR102 Biological Aspects of Ageing

Contact Hours: 27 (9 × 2 hours lectures; 9 × 1 hour seminars).

Prerequisite: Students will be expected to have followed the "Guide to Pre-Reading for the Biological Aspects of Ageing".

Content: A model of physiological function will be reviewed with particular reference to implications for ageing of the organism.

Theories of the biological processes of ageing will be discussed. Age-related changes in function from molecular, cellular and extracellular levels, to those of the various systems will be described, and the implications for function of the individual as a whole discussed.

The distinction between physiological and pathophysiological age-related changes will be examined and the bases for and prevalence of age-related disease discussed. Experimental techniques in ageing research, and the possibility of modification of ageing processes will be addressed.

Assessment: A seminar presentation and either a two hour examination or a 3,000 word assignment. Assessment details are to be negotiated with the lecturer during the first week of teaching.

References: HALL David A 1984 *The Biomedical Basis of Gerontology*. Bristol, Wright P.S.G.

Advice on other references for the subject will be provided at the commencement of teaching.

Additional Items:

The "Guide to Pre-Reading for the Biological Aspects of Ageing" will be available from the School of Biological Sciences from December 1985.

GR105 Clinical and Preventative Aspects of Health Care for the Aged

Contact Hours: 36 (9 × 1 hour lectures, 9 × 3 hour seminars).

Prerequisite: Nil

Content: This subject examines the physical and clinical implications of normal and pathological ageing. Other factors considered include those which interact with normal and pathological biological changes including psychosocial, nutritional, environmental, iatrogenic, and implications for preventive and/or therapeutic interventions.

A multidisciplinary problem solving approach will be taken covering aspects of assessment, diagnosis, treatment programme design and evaluation. The unit is not designed to teach clinical skills.

Assessment: Class attendance and participation 5,000 word group written assignment.

References: To be advised.

GR106 The Aged and the Environment

Contact Hours: 27 (lectures, field visits)

Prerequisite: Nil

Content: This subject will consider and evaluate the needs of the elderly population, in order to provide students with a knowledge of human/environment relations that form the basis for planning a range of special environments and related transport and access needs.

Consideration will also be given to aids to independence and mobility for the aged.

Assessment: 3,000 word assignment or group project.

References: To be advised.

GR107 Educational Issues in Health and Welfare

Contact Hours: 27 (lectures, practical sessions).

Prerequisite: Nil

Content: This subject provides students with the opportunity to consider and analyse the need for education of and information for aged persons and/or their caregivers in relation to general aspects of health and welfare such as relevant resources, legal and protective measure and attitudes to ageing.

Assessment: Class paper and 1,500 word assignment.

References: To be advised.

GR108 Implications for Policy and Planning

Contact Hours: 27 (lectures/seminars)

Prerequisite: Nil

Content: This subject is designed to provide students with the opportunity:-

- to examine the literature on social policy and ageing;
- to study the development of policies for aged care in Australia in the past and their influence on future planning;
- to develop a knowledge of the present patterns of service provision;
- to acquire skills in critical analysis of information relating to policy issues;

An examination will be undertaken of the purpose of policy, the way policy is implemented, the outcomes of implementation and issues which are relevant to future policy implementation and planning. These will be discussed with reference to issues such as:

- income support, including an analysis of the impact of an ageing population on the social security system; and
- the planning and delivery of services, focusing on relationships between institutional and community care.

Assessment:

- a) By attendance and participation.
- b) A one and a half hour written examination.

References: HOWE A L (ed) 1981 *Towards an Older Australia*. St. Lucia: University of Queensland Press.

Students will be provided with a list of reference material, at the commencement of the course.

GR109 Elective Studies

Contact Hours: 100 (lectures and directed learning, clinical experience depending on option chosen).

Prerequisite: Successful completion of Year 1.

Content: This subject provides the opportunity for graduate students to apply knowledge gained in previous subjects to clinical practice, or to undertake research in a selected aspect of ageing.

Three options will be available. In the first, students take relevant subjects/units from other postgraduate courses offered by the Institute, together with an approved project. In the second, students undertake an approved research project and submit a written report. The third offers an opportunity for practitioners with health service backgrounds to undertake clinical experience in a selected area of care of the aged.

Assessment:

Option I

- a) satisfactory completion of subjects taken
- b) written assignment/report

Option II written report.

Option III

- a) clinical examination
- b) written report on clinical placement.

References: To be advised according to option taken.

NURSING - BEHAVIOURAL SCIENCES

NB102 Interpersonal Communication Skills

Contact Hours: 27 (Group work and experiential learning - teaching in Term I).

Prerequisite: Nil

Content: The subject includes concepts, principles, theories and models of the helping relationship. Practice interviews applying these theoretical concepts to holistic health care.

A three day workshop focussing on self awareness and interpersonal sensitivity will be held during the 4th or 5th week of term. The cost of the residential workshops will be approximately \$70.00. Non-residential workshops are also available.

Assessment: Active participation at the workshop and in the weekly sessions.

References: Readings and references will be available in a student manual for a minimal cost.

NB112 Political Studies

Contact Hours: 27 (9 × 3 hour lectures and tutorials; films where appropriate, teaching in Term I).

Prerequisite: BS140

Content: In this subject students examine the form and functioning of the Australian political system, especially as it bears on the process of health care policy making. Students analyse health care policy as the outcome of various institutional arrangements and of the influence of many interested groups.

Assessment: One analytical essay of approximately 2,000 words.

References: JAENSCH D *An introduction to Australian Politics* 2nd ed Melbourne Longman Cheshire 1984

NB122 Analysis of Organisations A

Contact Hours: 36 (9 × 2 hour lectures/films and 9 × 2 hour tutorials - teaching Term I).

Prerequisites: BS120, BS140

Content: Critical examination of appropriate literature from organisation behaviour, organisation theory and management relevant to the study of structure and processes in organisations with emphasis on health care organisations. Content includes the context for study of organisations and evolution of organisation society; values, roles, motives and perceptions in organisations; structure, processes, goals, purposes, power and authority and influence.

Assessment: Assignment of 2,000 - 2,500 words due end of term.

References: *MINTZBERG H *The structuring of organisations* Englewood Cliffs Prentice Hall

*MILTON C R ENTREKIN L and STENING B R 1983 *Organisational behaviour in Australia* Sydney Prentice Hall

or

*ROBBINS S P 1983 *Organisation behaviour: concepts, controversies and applications* 2nd ed Englewood Cliffs Prentice Hall

Advice on additional references for the subject will be provided at the commencement of teaching.

NB132 Analysis of Organisations B

Contact Hours: 36 (9 × 2 hour lectures/films and 9 × 2 hour tutorials - teaching Term II).

Prerequisite: NB122

Content: This subject builds on material examined in NB122 and includes leadership and group processes; conflict in organisations; decision making models and processes; organisation design and influencing factors; structural configuration and their implications with emphasis on professionals in bureaucracy.

Assessment: Assignment of 2,000 - 2,500 words due end of term.

References: *MINTZBERG H 1979 *The structuring of organisations* Englewood Cliffs, Prentice Hall

*MILTON C R ENTREKIN L and STENING B R 1983 *Organisational behaviour in Australia* Sydney Prentice Hall

or

*ROBBINS S P 1983 *Organisation behaviour: concepts controversies and applications* 2nd ed Englewood Cliffs Prentice-Hall

Advice on additional references for the subject will be provided at the commencement of teaching.

NB142 Analysis of Organisations C

Contact Hours: 36 (18 × 1 hour lectures/films, 18 × 1 hour tutorials - teaching Term III).

Prerequisite: NB132

Content: This subject builds upon NB122 and NB132 and focuses on people and organisations in charge. It includes contexts of change; ideologies and planned change; politics, industrial democracy and change; socio-technical change; personal change; change and organisational development; "user" participation and change.

Assessment: Assignment 2,000 - 2,500 words due end of term.

References: Advice on references for the subject will be provided at the commencement of teaching.

NB162 Computer Based Information Systems

Contact Hours: 27 (9 × 3 hours lectures/discussions/films/practical work and visit(s) - teaching Term II).

Prerequisite: Nil - No computer knowledge is assumed.

Content: Concepts of information systems in health care organisations are examined with special emphasis on computers in nursing; basic operational skills are developed. Topics include systems analysis, systems design, programming principles, evaluation of software and hardware for applications relevant to nursing care, management, education and other areas of health care. Practical work includes skill exercises in wordprocessing, simple programming and use of data bases and/or statistical packages, and spreadsheets.

Assessment: Progressive assessment - four or five practical assignments equivalent to 2,000 - 2,500 words.

References: Advice on references for the subject will be provided at the commencement of teaching. Students will be required to purchase their own "floppy" disks. Available from School.

NB204 Generic Psychiatric Nursing A

Contact Hours: 63 (39 × 1 hour lectures/seminars, 24 × 1 hour tutorials - teaching over 3 terms).

Prerequisite: Nil

Content: Historical introduction, definitions of theories of abnormal behaviour and methods used in order to change abnormal behaviour.

The psychiatric health care system, the concept of the therapeutic milieu, therapeutic relationships, facilitating self-care, therapeutic groups.

Conceptual frameworks for psychiatric nursing, disintegrative, disturbed and disruptive life patterns, psychiatric nursing with children, adolescents and elderly people.

Assessment: A written assignment, preparation of nursing care plans, preparation and presentation of seminar/ tutorial papers.

References: SAINSBURY M J 1973 *Key to Psychiatry* A and N Z Book Co Sydney

*WILSON H S and KNEISL C R 1979 *Psychiatric Nursing* Addison Wesley U S A

Advice on further references will be provided at the commencement of teaching.

NB214 Generic Psychiatric Nursing B

Contact Hours: 36 (18 × 1 hour lectures/seminars, 18 × 1 hour tutorials taught over terms I and III).

Prerequisite: NB204

Content: Psychiatric treatments - somatic, psychological, social and behavioural crisis intervention, re-integration into the community, follow-up care and domiciliary care. Social forces influencing mental health practice, the elderly in the community, alcohol and drug abuse. Personal and professional development in the psychiatric nurse's role, accountability and rights, the philosophy and science of caring.

Assessment: Two written assignments. Preparation and presentation of seminar/tutorial papers.

References: SAINSBURY M J 1973 *Key to Psychiatry* A and N Z Book Co Sydney

*WILSON H S and KNEISL C R 1979 *Psychiatric Nursing* Addison Wesley U S A

Advice on further references will be provided at the commencement of teaching.

NB351 Health Team Functioning

Contact Hours: 18 (9 × 2 hour lectures - teaching in Term II).

Prerequisites: BS120, NB102

Content: This subject involves an extension of knowledge and skills acquired in earlier subjects, utilised further and applied to nurses' participation in multidisciplinary health teams. The content includes attitude measurement, cognitive dissonance, conflict management, group decision making and problem solving.

References: ABERCROMBIE M L J 1975 3rd ed *Aims and techniques of group teaching* London Society for Research into Higher Education

FREEDMAN SEERS & CARLSMITH 1978 3rd ed *Social psychology* New Jersey Prentice-Hall

WISE BECKHARD RUBIN & KYTE 1974 *Making health teams work* USA Dallinger

NB361 Health Counselling in Nursing Practice

Contact Hours: 18 (9 × 2 hour didactic teaching sessions, demonstrations, video practise and process recall, and clinical interviews). Teaching over Term II.

Prerequisites: NB102, BS120, BS151 or equivalents

Content: This subject extends students' interpersonal communication skills, basic knowledge of psychological concepts and principles, personality theories and derived therapies. Major emphasis is given to the development of skills and knowledge of health counselling applicable to a variety of community health nursing contexts. Ethical and professional issues are explored.

Assessment: Based on participation in practice sessions and the process recall from a taped clinical interview.

References: None

NB612 Behavioural Aspects of Midwifery A

Contact Hours: 18 (9 × 2 hour lectures, taught over Term I).

Prerequisites: BS120 or equivalent

Content: This subject includes behavioural aspects of care of the family during normal pregnancy and birth. It explores the family's perceptions of the reproductive process, clarification of values, feelings and responses to pregnancy and childbirth, communication skills and family relationships.

References: To be advised.

NB622 Behavioural Aspects of Midwifery B

Contact Hours: 36 (18 × 2 hour lectures, taught over Term II)

Prerequisite: NB612

Content: This subject includes the behavioural aspects of care of the family when mother and infant are at risk during pregnancy, labour and puerperium. Areas of studies include psychological stress, strategies of conflict resolution, sexual identity, family relationships, the grieving process, self-esteem, and post-natal depression.

References: To be advised.

NB801 Research and Statistics

Contact Hours: 30

Content: The focus is on development and implementation of research design with the emphasis on the methods of collection of qualitative and quantitative data. Critical evaluation of nursing research studies will prepare students for thesis/project proposal. Opportunity will be provided for students, individually or in groups, to pursue the statistical methods required for analysis of data associated with their thesis/project.

Assessment: Critique of a research report - 40%.
Data collection/analysis exercises - 60%.

References: To be advised.

NURSING

NO100 Nursing I

Contact Hours: 180 (Lectures, group discussions, tutorials, demonstrations and laboratory practice).

Corequisites: All other 1st year subjects.

Content: Course material progresses from an emphasis on health to disease. It is organised around the concepts of individual differences, the age spectrum, basic needs, homeostasis and disequilibrium. The focus is on the role of the nurse in facilitating the client's adaptation to stressors arising from his environment.

The content of the course consists of several facets of theory fundamental to the students' understanding of the current role of the professional nurse in both hospital and community health settings. The problem-solving process is introduced as the means by which the student determines the need for nurse intervention in a variety of health/disease situations.

Students are introduced to the history, philosophy, and purpose of professional nursing, to the basic concepts of health and development, the needs of individuals and their families, and the modification of these needs during illness. The role and functions of nurses, as members of the interdisciplinary health team in providing comprehensive nursing care are emphasised.

Theoretical material presented in the classroom setting is intended only to provide an introduction to the area of study and students are expected to be self-directed in reading widely, using other resource material, and in using the opportunities provided for discussion and practice in the laboratory.

This course is presented as three sequential modules; each incorporating NO119 Clinical Practice I. Experience in clinical nursing is provided to enable students to apply concepts and develop skills in caring for the individual with selected health problems, both in the community and in hospitals.

Assessment: This subject is assessed throughout the year and a satisfactory standard must be gained in all assessed areas in order to gain an overall pass. Assessment is based on class and tutorial participation, assignments and end of term examinations as follows:-
Term I: Submission of Communication studies diary.
2 hour examination at the end of term.

Term II: Nursing studies assignment.

Term III: 3 hour examination at the end of term.

References: *HENDERSON V. 1969, *Basic principles of nursing care*. International Council of Nurses

MOSBY. 1986. *Medical and Nursing dictionary*. St. Louis, Mosby
*Either POTTER P A & PERRY A G 1986 *Fundamentals of Nursing*.
St. Louis, Mosby

or SORENSON K C & LUCKMANN J 1986 *Basic Nursing* Philadelphia, Saunders

NO101 Applied Microbiology I

Contact Hours: 36 (14 × 2 theoretical, 8 × 1 practical)

Corequisites: NO100, NO119

Content: This subject introduces students to the classification of micro-organisms the pathogenesis of major causal agents; the complexities of host-parasite relationship are highlighted, and principles relating to disinfection, sterilisation and other measures taken to minimise nosocomial infection are discussed. An introduction to immunology and epidemiology serves as a foundation for later studies in nursing. Laboratory work is used to reinforce selected aspects of theoretical and clinical work.

Assessment:

Laboratory Reports - 20%
Terminal Examination - 80%

References: Outline notes provided at commencement of unit.
Laboratory coat essential.

NO119 Clinical Practice I

Contact Hours: 315 (Teaching is conducted in selected hospitals and other health agencies throughout the year)

Corequisite: All other 1st year subjects.

Content: This subject provides the students with opportunities to apply the various theoretical concepts introduced in other units of Year I. The selection of clinical agencies is designed to ensure maximum correlation of theory and practice.

Assessment:

Assessment is progressive through the year and will include the following:

- clinical performance;
- written work such as nursing care plans, patient case studies, nursing histories;
- contribution to post clinical conferences.

A satisfactory grade in all experiences is necessary to gain an overall pass in the year.

References: As for NO100

NO200 Nursing II

Contact Hours: 126 (3 modules distributed over 35 weeks)

This unit is taught concurrently with NO219 Clinical Practice and the two subjects are incorporated into three modules (4, 5 and 6).

Prerequisites: All first year subjects.

Prerequisites and/or corequisites: BL225, BS201, BS202

Corequisites: NO219, NO201, NO202, NO203, NO206

Content: This area of study is devoted to the theory and application of principles of nursing care for people experiencing common illnesses. Nursing is studied as a problem solving activity directed towards promotion of health relief of pain discomfort and distress in the individual and his/her family. Emphasis is given to the assessment of individuals and their families experiencing physiological and behavioural changes associated with common disease conditions. Students learn to plan, implement and evaluate nursing actions designed to promote adaptation necessary to achieve optimal health.

The use of learning activity packages and critical incident problem solving exercises aims at facilitating acquisition of knowledge and skills and self direction in learning. This unit continues the emphasis on problem solving as a cognitive skill introduced in NO100 Nursing I. The skill is developed progressively throughout the year and is specifically directed towards nursing interaction to promote adaptation to stressors associated with common illnesses and towards the acquisition of knowledge, skills and attitudes which contribute to competence in clinical practice. Analysis of nursing research specific to each area of nursing studied is emphasised.

Assessment: This subject is assessed throughout the year and a satisfactory standard must be gained in all assessed areas in order to gain an overall pass. Assessment is based on class and tutorial participation, assignments and end of term examination as follows:

Term I - 2 hour examination;

Term III - 3 hour examination.

References: Selected text and journal references are given during the course and further references relative to this area are available in the library.

NO201 Applied Microbiology II

Contact Hours: 36 (25 × 1 hour theory, 11 × 1 hour tutorials)

Prerequisite: NO101

Corequisite: NO200

Content: This subject is designed to both broaden and deepen the student's knowledge of those aspects of microbiology which are related to nursing practice but also to introduce the student to the mechanisms of microbial infection and pathogenicity and such phenomenon as "over immunization". The epidemiology, manifestations of, diagnostic tests used in certain infectious diseases will be examined together with a discussion of principles of care, modes of prevention/reduction, of their occurrence. Tutorials wherein problem centred case studies will be discussed are an integral part of this unit.

Assessment:

Terminal written examination weighting - 90%

Tutorial input weighting - 10%

References: JAWETZ E et al *Review of Microbiology* 16th ed 1984 or
SMITH A *Principles of Microbiology* 10th ed 1985
Current journal articles will be available in the library.
Problem-oriented case studies are available for use in tutorials.

NO202 Community Health Nursing II

Contact Hours: 116 (18 × 2 hour lectures and tutorials, 2 × 1 week clinical placements)

Corequisite: NO200

Content: This unit of study to introduce students to the notion of normal community functioning. Students will be introduced to the diversity of groupings and networks within the Community. An emphasis will be on health, wellbeing and preventive care. Identification of illness and disease states will be discussed together with their aetiology and community management. The role of institutional care in supporting the individual/family at times of health crisis will be discussed within the concepts of illness, stress and adaption to changed health and social status.

Assessment: 2 × 1500 word assignments. Participation in classroom and clinical activities.

References: LOGAN BB, DAWKINS, CECILIA *Family Centred Nursing in the Community*
GORDON DOUGLAS *Health, Sickness and Society* Queensland University Press 1979

NO203 Legal Ethical and Professional Issues

Contact Hours: 27 (lectures, tutorials and discussions)

Prerequisites: NO100, NO119

Corequisite: NO200

Content: This subject explores basic legal ethical and professional issues within the context of a technological, scientific and dynamic society. It is designed to ensure that the nurse recognises and promotes the concepts of justice and fairness in her professional practice as they relate to herself, to clients and to other professionals.

Assessment: One written assignment. Class and tutorial participation.

References: O'SULLIVAN J *Law for Nurses* The Law Book Company Sydney Melbourne

NO206 Operating Room Nursing

Contact Hours: 98 (18 hours lectures and demonstrations, 80 hours clinical experience)

Prerequisites: All first year subjects.

Corequisite: NO200

Content: This subject is conducted over one term and provides students with the opportunity:

- 1) To appreciate and understand the experience which patients undergo during surgery and in the immediate pre/post operative periods.
- 2) To gain knowledge of the various roles of all members of the surgical team and the functions of the nurse as a member of that team.
- 3) To apply scientific principles from various disciplines in a problem solving approach to the care of the patient undergoing surgery.
- 4) To gain selected supervised experience in the various facets of operating room nursing.

Assessment: Performance in the clinical setting. A written nursing care study integrating pre-peri and post-operative nursing care.

References: Selected book and journal references are given during the unit and additional references are available in the library.

NO219 Clinical Practice II

Contact Hours: 322 (In selected hospitals and community health agencies)

Content: This subject provides opportunities for students to apply the theoretical concepts introduced in NO200 in appropriate clinical settings. The clinical agencies have been selected to ensure maximum correlation of theory and practice. A period of night duty may be undertaken during the year.

Assessment:

Assessment is progressive throughout the year and will include the following:

- clinical performance;
- written work such as nursing care plans, patient case studies, nursing histories;
- contribution to post clinical conferences

A satisfactory grade in all experiences is necessary to gain an overall pass in the subject.

References: To be advised.

NO300 Nursing III

Contact Hours: 214 (54 hours lectures, group discussions, demonstrations and laboratory practice; 160 hours clinical practice in selected health agencies)

Prerequisites: All 2nd year subjects.

Corequisites: Normally all other year 3 subjects.

Content: This subject, which includes related theoretical and clinical components, provides students with the opportunity to develop nursing skills in specific contexts such as accident and emergency units and those units which provide intensive care for critically ill patients. Attention in this unit is also paid to the students' management skills and their preparation for the registered nurse role.

Assessment: Assessment is progressive throughout the year and will be based on class and tutorial participation, clinical performance, written work related to clinical practice and a three hour examination at the end of term III.

A satisfactory grade in all assessments is necessary to gain an overall pass in the subject.

References: Selected references to book and journal articles will be given and many are available in the library.

NO302 Community Health Nursing III

Contact Hours: 56 (7 × 3 hours theory; 5 × 7 hour visits to select community health agencies).

Corequisite: NO300

Content: Students will be given an opportunity to learn something of the major maturational and situational crises faced by a family unit during the life cycle. In particular, focus will be given to such major stressors as child abuse, the possible sequelae of divorce and domestic violence. Students will visit a variety of agencies so that they will be aware of some of the resources available for helping vulnerable individuals or families in this community.

Assessment: Assignment

References: List supplied at commencement of this unit. Outline notes supplied.

NO304 Care of People with Developmental Disability

Contact Hours: 156 (28 × 1 hour lectures, 4 × 2 hour group work sessions) 120 hours clinical experience.

Corequisite: NO300

Content: This subject, designed as a continuation of studies in years one and two, is directed towards the promotion of care for developmentally disabled people and their families. The nursing perspective emphasizes normality, the promotion of independence, education and meeting the health needs of developmentally disabled people and their families. The nature of care is in the context of developing and integrating interventions based on the identification and assessment of the individual's needs and barriers to development.

Assessment: A two hour written examination.

A project undertaken through a learning contract between each student and the lecturer.

References: BAILEY R D 1982 *Therapeutic nursing of the mentally handicapped* Oxford University Press
O'NEILL S M 1977 *Behavioural approaches to the children with developmental delays* C V Mosby
WOLFENBERGER W 1983 *Passing* National Institute on Mental Retardation Canada

NO305 Maternity Nursing

Contact Hours: 36 (36 hours lectures, group discussions, tutorials and demonstrations)
80 hours of clinical experience.

Corequisite: NO300

Content: This subject introduces students to the care of the mother and newborn infant and draws upon theoretical concepts of embryological, foetal and infant growth and development taught in BL325. Unit content includes introduction to pregnancy and normal delivery, and care of the puerperal woman and the neonate. The emphasis is on the mother and child as members of a family unit. Students have the opportunity to gain relevant experience in selected clinical agencies.

Assessment:

Will be based on:

- participation in classes, tutorials and clinical conferences;
- clinical performance;
- written work related to clinical practice;
- written examination.

A satisfactory grade in all assessments is necessary to gain an overall pass in the subject.

References: Selected references to books and journal articles are given during the unit and additional references are available in the library.

NO307 Paediatric Nursing

Contact Hours: 18 (18 × 1 hour lectures, group discussions, tutorials, demonstrations and laboratory practice).
(80 hours clinical practice in a paediatric clinical unit).

Corequisite: NO300

Content: This subject builds on concepts of normal growth and development introduced in the first year of the course. The unit includes an introductory component concerned with concepts basic to the nursing care of children from infancy to adolescence, as well as a component concerned with the care of children suffering from common paediatric medical/surgical conditions. Students have the opportunity to apply these theoretical concepts in the relevant clinical setting.

Assessment:

Will be based on:

- participation in classes, tutorials and clinical conferences;
- clinical performance;
- written work, related to clinical practice;
- 1 × 2 hour examination;

A satisfactory grade in all assessments is necessary to gain an overall pass in the subject.

References: Selected references to book and journal articles are given during the unit and additional references are available in the library.

NO308 Psychiatric Nursing

Contact Hours: 36 (24 × 1 hour lectures, 6 × 2 hour group work sessions) 160 hours clinical experience;

Content: This subject is based upon the concepts of mental health and mental illness introduced in years one and two. It incorporates aspects of prevention, nursing care, treatment, health education and rehabilitation.

Assessment:

- 1 x 3 hour written examination;
- clinical performance using a clinical evaluation tool based on specific objectives;
- written work related to clinical practice;
- patient interview.

References: HABER J et al 1978 *Comprehensive Psychiatric Nursing* McGraw-Hill Inc USA

LANCASTER J ed 1984 *Adult Psychiatric Nursing* 2nd ed Medical Examination Publishing Co

N1014 Nursing Research

Contact Hours: 72 (1 x 2 hour lectures and 2 hour tutorial/group session per week over terms II and III).

Prerequisites: Nil

Content: This subject is an introduction to nursing research and the process of conducting a research study. Topics include types of research approaches, research design and methodology. Included is an emphasis upon a quantitative approach and a study of descriptive and inferential statistics.

Assessment: Progressive assessment - includes satisfactory completion of tutorial exercises, the submission of one laboratory report and a research proposal, and a take home exam.

References: POLIT and HUNGLER

N1022 Educational Functions of Health Professionals

Contact Hours: 27 (9 x 3 hours lectures, seminars and group work)

Content: This subject examines the knowledge and skills required for an effective teaching-learning process in a variety of health care settings. The focus will be on a systematic approach to designing, implementing and evaluating learning outcomes.

Assessment: A project equivalent to approximately 2000 words.

References: Advice on references for the subject will be provided at the commencement of teaching and suggested pre-reading indicated.

N1031 Applied Microbiology

Contact Hours: 18 (10 x 1 hour lectures; 8 x 1 hour tutorials). Tutorial sessions examine case studies.

Content: Emphasis is on aspects of infectious diseases of interest to community health nursing: areas of study involve: epidemiological aspects, microbial physiology, immunology, infection control, preventive and educational measures in the community.

Assessment: 1 x 1 hour multiple choice examination.

References: Laboratory notes x 2 volumes. Journals and books cited in laboratory notes and given during lectures.

N1032 Applied Microbiology Project

Contact Hours: 27 (Individual project, independent work, objective set by lecturer).

Prerequisite: BL527

Content: This subject is designed to give students the opportunity to study in depth aspects of microbiology and infection control in the units in which they are working or intend to work.

Assessment: Project - assignment 3,000 words.

References: Bibliography given 1st session of class. Additional references depend on student project needs.

N1042 Legal Studies

Contact Hours: 27 (9 x 3 hour lectures/discussions).

Prerequisites: Nil

Content: This subject includes fundamental principles of the Australian legal system with the interpretation and application of statute and case law at a basic level. Its aim is to direct students to aspects of law which are relevant and important to nursing management and practice in health care organisations, and to assist them to understand the implications of those laws for their practice.

Assessment: Assignment 1,500 words. 4 short tests.

References: DERHAM D P MAHER F K H and WALLER P L 1977 *An introduction to law* 3rd ed Melbourne Law Book Co
O'SULLIVAN J 1983 *Law for nurses* 3rd ed Melbourne Law Book Co
STAUNTON P 1985 *Nursing and the Law* Sydney, Saunders.

Further advice on references will be given at the commencement of teaching.

N1052 Sexuality and Nursing

Contact Hours: 27 (Group work, experiential learning and a minimum of lectures).

Content: This subject includes a study of sexuality across the life cycle, attitudes, values and beliefs and the implications of these for the nurses role in health care service delivery. Opportunities will be made to relate the topics to particular areas of clinical interest.

Assessment: To be negotiated.

References: To be advised.

N1072 Advanced Nursing A

Contact Hours: 27 (9 x 3 hour lectures, seminars)

Content: This subject is designed to give students the opportunity to undertake critical analysis of the conventional models of health and illness and to develop an appreciation of the impact and necessity of the conceptual models in health care. The major emphasis will be on the development of conceptual models in nursing and the application of these models in nursing assessment.

Assessment: 1 x 2,000 word assignment.

References: To be advised.

N1082 Advanced Nursing B

Contact Hours: 27 (9 × 3 lectures, seminars and Nursing Arts Laboratory)

Prerequisite: N1072

Content: This subject is designed to enable students to pursue an holistic approach to nursing assessment through the application of health concepts to the physical and psychological assessment of individuals and families.

Assessment: Two or three clinical/laboratory projects.

References: Advice on references for the subject will be provided at the commencement of teaching.

N1092 Advanced Nursing C

Contact Hours: 27 (9 × 3 lectures and seminars)

Prerequisites: N1072, N1082

Content: This subject takes a life-span approach and explores issues and trends in nursing care. Students will have the opportunity to examine a therapeutic modality in nursing.

Assessment: 2,000 word assignment.

References: Advice on references for the subject will be provided at the commencement of teaching.

N1103 Field Experience I - AN

Corequisites: N1072 and N1082

Content: Field experience comprises five intermittent days and a two week block placement. It provides opportunities for students to practise a problem-oriented approach to nursing. Emphasis will be placed on interviewing skills, physical examination and nursing diagnosis.

Assessment: To be advised.

References: To be advised.

N1203 Field Experience I - CHN

Content: Field experience comprises two block placements of one week and two weeks, plus intermittent days and provides opportunities for students to observe and work with practising community health nurses; to participate in community health centre activities, and to undertake a family care study, health education assignments and other planned experiences.

Assessment: To be advised.

References: To be advised.

N1303 Field Experience I - MCH

Contact Hours:

21 intermittent days and 6 weeks block placement.

End of term I - 1 week child day care

1 week community health agency

End of term II - 1 week child day care

1 week infant welfare centre

End of term III - 2 weeks infant welfare centre

Prerequisites:

Content: The intermittent days combine seminars and demonstrations at the School of Nursing, visits to community agencies and visits to an assigned infant welfare centre.

Assessment: To be advised.

References: To be advised.

N1313 Maternal and Child Health Nursing

Contact Hours: 63 (lectures, seminars, tutorials, group work, demonstrations and experiential learning)

The clinical option leading to registration as an infant welfare nurse.

Prerequisites: Midwifery registration with the Victorian Nursing Council is a prerequisite for infant welfare registration. N3334 and N3362 should be undertaken either previously or concurrently.

Content: Topics covered include health assessment of the infant and young child, psycho-social assessment of the child's environment including the family, common paediatric conditions and intervention strategies aimed at assisting optimal development of the child and family.

Assessment: A growth and development assignment extending over 3 terms and 2 hour examination at the end of term 3.

References: To be advised.

N1332 Family Dynamics

Contact Hours: 27 (Group work, role play, experiential learning and a minimal amount of didactic teaching).

Prerequisites: NB102, BS120 and BS140 or equivalents.

Content: Studies encompass families across the life cycle using theoretical frameworks and data collection scheme currently used in clinical practice where the family is seen as the context rather than an individual in isolation.

Assessment: To be advised.

References: To be advised.

N1403 Field Experience I - PSYCH

Contact Hours: 560

Prerequisite: Nil

Content: The field experience component is specifically designed to provide opportunities for correlating theoretical content with clinical practice in a variety of care settings, including acute, longer term and community facilities.

Through professional clinical experiences students should progress in creative application of knowledge, development of skills and internalisation of professional interests, attitudes, values and adjustments. These clinical experiences may include seminars and involvement in consultative work, as well as supervised direct patient contact.

Assessment: To be advised.

References: To be advised.

N1413 Field Experience II - PSYCH

Contact Hours: 560

(Experience is arranged with health agencies and the placement is in 2, 3 or 4 week blocks). This field experience 'spans' two academic years.

Corequisites: NB204 and NB214

Content: Skills in observation, interviewing, assessment and therapeutic interventions.

Ability in applying the nursing process in organising care for mentally ill people.

Ability in planning, conducting and evaluating therapeutic group activities.

Competencies in participating treatment programmes in a variety of settings.

Ability to identify psychiatric emergencies and initiate appropriate action.

Ability to work with members of the mental health team.

Assessment:

Interaction recordings;

Critical incident report analysis;

Written case study of 2,000 words;

Demonstration of psychiatric nursing assessment skills;

Attendance at and conducting of interviews and clinical presentation and discussions;

References: SAINSBURY M J 1973 *Key to Psychiatry A and N Z* Book Co Sydney

*WILSON H S and KNEISL C R 1979 *Psychiatric Nursing* Addison Wesley USA

Advice on further references will be provided during the field experience.

N1442 Nursing Research Design and Analysis

Contact Hours: 27 (9 × 2 hour lectures, 9 × 1 hour tutorials/practical sessions)

Prerequisites: An introductory research unit.

Content: This subject is designed to introduce students to basic principles, statistics and their application to nursing research. Topics include principles of research design, methodology, descriptive and inferential statistical procedures. Particular focus is given to application to specific area of nursing practice.

Assessment: Progressive assessment - includes satisfactory completion of tutorial exercises and a take-home exam.

References: To be advised.

N1452 Advanced Clinical Nursing Elective

Contact Hours: 27 (learning contract, individual study)

Students set own learning objectives in area of interest by negotiation with lecturer.

Prerequisite: Nil

Content: In this subject students are able to define and explore a particular area of interest impinging on, or directly related to their chosen nursing specialisation. This subject is undertaken by contract and may include special interest conferences, seminars and programmes available in the community.

Assessment: Learning contract

References: Developed by students as part of learning contract.

N1462 Nursing Research Project

Contact Hours: 27

(Extends over 3 terms and involves selecting and refining a research question, designing and implementing the study and writing up the final report.)

Prerequisites: N1014 or equivalent.

Content: In this subject students apply their knowledge of the investigative process to a nursing issue amenable to research analysis and conduct a research project.

Assessment: Presentation of final research report.

References: To be advised.

N1491 Human Ecology

Contact Hours: 18 (10 × 1 hour lectures, 8 × 1 hour seminar papers)

Prerequisite: Nil

Content: This subject introduces the concept of the ecosystem and the ways in which human population may be studied. It includes critical examination of the implications of the information gathered for man interacting with his environment and for the role of health workers in contemporary society.

Assessment: 2,000 word assignment.

References: To be given out in first class.

N1502 Educational Technology

Contact Hours: 27 (9 × 3 hour lectures, taught in term II).

Prerequisites: N5054 or equivalent.

Content: The aims of this subject are to enable students to use with confidence any educational teaching model and instructional design, or audio visual equipment for specific educational purposes, students will also evaluate learning packages, either an academic project or educational teaching models and instructional design or in the audio-visual medium, including their basis for learning theory within the context of Nursing.

Assessment: Assignment/Project of 1500 words.

References: To be advised.

N1682 Gerontological Nursing A

Contact Hours: 27 (9 × 3 hour lectures and seminars)

Prerequisite: Nil

Content: The central theme of this subject focuses on the need for comprehensive data collection in the assessment of ageing persons in Australian society. Issues such as stereotyping, attitudes towards the aged; myths and realities of ageing in Australia and various perspectives on ageing are discussed. A variety of data collecting instruments are critically examined particularly in relation to their relevance in the practice of gerontological nursing.

Assessment: 2,000 word assignment.

References: Advice on references for the subjects will be provided at the commencement of teaching.

N1692 Gerontological Nursing B

Contact Hours: 27 (9 × 3 hour seminars)

Prerequisite: N1682

Content: This subject is designed as an extension of N1682. Opportunities are given for students to investigate one or two areas of interest in depth.

Assessment: Assignment/project.

References: Advice on references for the subject will be provided at the commencement of teaching.

N2002 Maternity Nursing (Restricted to Students Intending to Proceed to the Midwifery Major Stream in Year II)

Contact Hours: 27 (9 × 3 hour seminars)

Prerequisite: Nil

Content: This subject includes study of human growth and development, pregnancy, labour and care of the normal neonate. Field experience comprises two weeks block placement as well as intermittent days equivalent to one week.

Assessment: To be advised.

References: To be advised.

N2212 Clinical Teaching A

Contact Hours: 27 (seminar/tutorial format)

Prerequisite: N1022

Corequisite: N2443

Content: This subject provides opportunities for students to further their understanding of the teaching-learning process and to assist them in applying this knowledge to patient/client education and to the educational guidance of nurses within the nursing unit. It also provides opportunities to develop further their skill in preparing, conducting and evaluating teaching-learning sessions relevant to their field of clinical nursing practice.

Assessment:

Diagnostic tool patient learning needs × 2

Assessment tool patient learning × 2

Assessment tool staff learning × 2

Assessment teaching session × 2

References: Given to students at first class session.

N2222 Clinical Teaching B

Contact Hours: 27 (Student presentation seminar papers)

Prerequisite: N2212

Corequisite: N2443

Content: This subject provides opportunities for students to explore creative approaches to clinical teaching and considers, in more depth, issues impinging on clinical teaching.

Assessment: 3,000 word assignment and tutorial presentation.

References: Developed according to issues of interest to student chosen from objectives.

N2232 Management of the Clinical Unit

Contact Hours: 36 (9 × 4 hour lectures, discussion, films and group work)

Prerequisite: Nil

Content: This subject assists students to apply theoretical concepts and principles to the management of units in health care settings. Emphasis is placed on management of staff and physical resources, with co-ordinator of support services, in order to provide nursing services.

Assessment: 2,000 - 2,500 word assignments.

References: GILLIES D A 1982 *Nursing Management: A Systems Approach* Philadelphia Saunders

STEVENS B 1983 *First-line patient care management* Rockville, Maryland, Aspen

SHERIDAN D R et al 1984 *The new nurse manager: a guide to management development* Rockville, Maryland, Aspen.

N2242 Issues in Clinical Nursing

Contact Hours: 27 (Student seminar paper presentation)

Prerequisite: Nil

Content: This subject provides an opportunity for students to analyse and discuss current issues confronting the clinical nurse primarily in hospital settings. Topics such as exploring the present and future role of the clinical nurse, considering a career ladder for the clinical nurse, dealing with ethical dilemmas in the clinical setting, recognising and respecting patients' rights will probably be discussed. However, students will be asked to participate in the actual selection of topics to ensure that they are relevant to their learning needs.

Assessment: Take home questions 1 week prior to 3 hour essay - examination.

References: Contemporary journals and books according to issues selected by students.

N2443 Field Experience II - ACN

Contact Hours:

2 weeks block placement May

2 weeks block placement August - individual days as needed.

Prerequisites: N2662, N2672, N2212, N2222

Content: Field experience provides opportunities for students to achieve objectives related to the main areas of study taken in the second year of the programme.

Assessment: As part of assessment for above co-requisite units.

References: Not applicable.

N2622 Nursing of Children A

Contact Hours: 27 (9 × 3 hour lectures)

Prerequisite: Nil

Content: This subject includes appraisal of approaches to normal child growth and development, and common paediatric problems; trends in management, and the implications for children, families and paediatric nursing practice in Australia.

Assessment: To be advised.

References: To be advised.

N2632 Nursing of Children B

Contact Hours: 27 (9 × 3 hour lectures)

Prerequisite: N2622

Content: This subject is designed as an extension of N2622 to enable students to explore a specific area of interest in greater depth.

Assessment: To be advised.

References: To be advised.

N2642 Advanced Midwifery A (For Registered Midwives)

Contact Hours: 27 (9 × 3 hour lectures in term II)

Prerequisite: Nil

Content: This subject provides opportunity to study specific areas of interest within the conceptual framework of midwifery practice as it affects care of the family during the child-bearing process. Students are asked to participate in the selection of topics to ensure that they are relevant to the students needs. Emphasis will be placed on exploring professional issues as they affect midwifery and education. This subject is suitable for students aiming to practise within a clinical setting or in midwifery education.

Assessment: Seminar presentation of a learning contract (2,000 words approximately).

References: To be advised.

N2652 Advanced Midwifery B (For Registered Midwives)

Contact Hours: 27 (9 × 3 hour lectures during Term III)

Prerequisite: N2642

Content: This subject is designed as an extension of N2642 to enable students to explore a specific area of interest in greater depth.

Assessment: Seminar presentation of a learning contract (approximately 2,000 words).

References: To be advised.

N2662 Adult Nursing A

Contact Hours: 27 (Individual study: learning contract, students set own learning objectives in area of interest by negotiation with lecturer).

Corequisite: N2443

Content: Includes the study of nursing of patient problems related to any area of adult nursing e.g. acute settings (including critical care, operating room) long term and rehabilitation settings and/or any disorder or constellation of disorders of interest to the student.

Assessment: Learning contract.

References: Developed by students as part of learning contract.

N2672 Adult Nursing B

Contact Hours: 27 (Individual research or investigatory project - protocol for study developed by student with guidance from lecturer).

Prerequisite: N2662

Corequisite: N2443

Content: This subject is designed as an extension of N2662 to enable students to explore a specific area of interest in greater depth and involves an investigatory research project.

Assessment: Individual contract.

References: Developed by students as part of learning contract.

N2702 Psychiatric Nursing A (For Registered Psychiatric Nurses)

Contact Hours: 27 (Contract learning - taught in Term II)

Prerequisite: Nil

Content: This subject is designed to enable students to explore in depth chosen aspects of psychiatric nursing practice in order to build upon units studied previously.

Examples of topics/issues - Group therapies, counselling, individual psychotherapy, pharmacotherapy, culturally related problems, in psychiatry, child psychiatry, psychiatric nursing practice issues in Australia.

Assessment: Individual contracts will be negotiated.

References: Students are encouraged to establish their own reference lists and to share these with other students in this unit.

N2712 Psychiatric Nursing B (For Registered Psychiatric Nurses)

Contact Hours: 27 (Contract learning, taught in Term III)

Prerequisite: N2702

Content: This subject is an extension of N2702 to enable students to explore a specific area of interest in greater depth.

Assessment: Individual contracts will be negotiated.

References: Students are encouraged to establish their own reference lists and to share these with other students in this unit.

N3022 Child and Family Health Nursing A

Contact Hours: 27 (Learning contract and group work)

Prerequisite: N1313 or experience in the nursing care of children

Content: This subject relates to the students area of clinical practice - community or institution - and previous experience. The infant to pre-adolescent child in the context of family and community can be studied with a focus on particular issues or age groups.

Assessment: To be negotiated.

References: To be advised.

N3032 Child and Family Health Nursing B

Contact Hours: 27 (Learning contract)

Prerequisite: Nil

Content: This subject follows on from N3022 and allows the student to study issues of interest related to child and family nursing in some depth.

Assessment: To be advised.

References: To be advised.

N3102 Adolescent Health Nursing A

Contact Hours: 27 (9 × 3 hour lectures and tutorials)

Prerequisites: The provision of relevant services, for this age group will be addressed.

Content: Primary health care provides the major focus of this subject. Students are offered the opportunity to examine the growth and development of adolescents and to study and discuss their health needs. Health services currently provided for adolescents will be reviewed and potential gaps examined. The examination and development of skills appropriate and the provision of relevant services for this age group will be addressed.

Assessment: To be negotiated with participants.

References: To be provided at commencement of subject.

N3112 Adolescent Health Nursing B

Contact Hours: 27 (9 × 3 hour tutorials)

Prerequisite: N3012

Content: This subject is an extension of N3012. Students will have the opportunity to develop work commenced in the previous subject, in greater detail focusing on an area of special interest to them.

Assessment: Individual learning contracts.

References: To be provided at commencement of subject.

N3132 Health Education IIA

Contact Hours: 29 (9 × 3 hour sessions. Lectures, group work and seminar activity - taught over Term I).

Prerequisites: N3362 or N1022 or equivalent.

Content: This coursework will include the examination of models necessary for the initiation, supplementation and evaluation of health, promotion activities and health education programmes for particular community groups. Attention will be divided to the application of principles of epidemiology and review of research relevant to the analysis of health problems that lead to the development of health education programmes.

A second area will focus on the development of skills necessary to the role of Health Educator. Finally there will be entire analysis of the major psychosocial, cultural and ethical influences on the development of health education/promotion activities in and for a community.

Assessment: Submission of a written health education project (equivalent to approximately 2,500 words) based upon and reflecting the health education needs of a particular community group.

References: To be advised.

N3143 Advanced Community Health Practice

Contact Hours: 54 (2 hours per week for 27 weeks - teaching over terms I, II and III).

Prerequisites: N3334 and N3342

Content: This subject aims to help students develop and integrate a network of concepts and skills from theories, models and strategies necessary for the effective delivery of community health nursing care. Included is the analysis of community health care programmes and service delivery at the macro level, policy and programme planning, community development, change and evaluation. Attention will be directed to the analysis of the current status and future directions of community health care and the professional role of the community health issue.

Also included are issues of quality assurance, professional accountability and ethical problems. Finally, management and administration approaches to service delivery will be analysed.

Assessment: Progressive assessment - including the submission of seminar papers and a project as well as field placement evaluation.

References: To be advised.

N3222 Occupational Health Nursing A

Contact Hours: 27 (lecture, tutorial, group work, field visits and field placement, taught in Term II).

Prerequisite: Nil

Content: This subject will examine the historical significance and the changing nature and meaning of work in relation to the health of a workforce. The field of occupational health nursing will be explored as well the worker as client, the environment and professional roles and relationships. Finally the principles of assessment, decision making planning and evaluation of occupational health nursing practice and service delivery will be included.

Assessment: Project - to be negotiated with each student - equivalent to 2,500 words.

References: To be advised.

N3232 Occupational Health Nursing B

Contact Hours: 27 (Individual learning contract to be negotiated with lecturer before completion of 2nd term). Unit is conducted in 3rd term of 2nd year.

Prerequisite: Nil

Content: This subject provides opportunities for the students to negotiate an individual learning contract, that will enable the student to focus on their own special learning needs and skill development in their role as an Occupational Health Nurse.

Assessment: To be negotiated as part of learning contract and completed by end of 3rd term.

References: To be advised.

N3242 Community Mental Health Nursing A

Contact Hours: 27 (9 × 3 hour lectures/seminars)

Prerequisite: Nil

Content: This subject introduces and explores the field of community mental health nursing. Topics include prevention of mental illness, common mental health problems and current trends in assessment and management. Particular emphasis is given to factors conducive to mental health of individuals, families and groups in the community.

Assessment: Participation in seminar activity and presentation of a paper on a relevant community mental health issue.

References: To be advised.

N3252 Community Mental Health Nursing B

Contact Hours: 27 (9 × 3 hour lecture/seminar or by learning contract)

Prerequisites: N3242 or equivalent

Content: This subject is designed as an extension of N3242 and enables students to explore a specific area relevant to community mental health in greater depth.

Assessment: To be negotiated during first week of subject.

References: To be advised.

N3272 Health Education IIB

Contact Hours: 27 (9 × 3 hours taught in term III)

Prerequisites: N3362 and N3132

Content: This subject provides the student with the opportunity through the use of an individualised learning contract to focus on a particular area of Health Education/Health Promotion.

Assessment: To be negotiated as part of the Learning Contract.

References: Self selected as part of Learning Contract.

N3334 Community Health Nursing Studies A

Contact Hours: 54 (1 × 2 hour lectures and 1 × 1 hour tutorials per week over terms 1 and 2)

Prerequisite: Nil

Content: This subject examines the expanding role and practice of the community health nurse within the Australian health care system. Content includes conceptual approaches to health and nursing, plus assessment and intervention strategies used in nursing care of individuals and families across the life cycle. Emphasis is placed on life change events and how they influence health and health behaviour. Concepts of health and illness, stress and adaptation and loss and grief are utilised in a problem-based learning strategy.

Assessment: Presentation of an essay on a selected community health nursing topic and completion of a family care study.

References: To be advised.

N3342 Community Health Nursing Studies B

Contact Hours: 27 (7 × 1 hour lectures; 10 × 2 hour group work per week taught during term III).

Prerequisite: N3334

Content: This subject is an extension of N3334 and focuses on the community as the recipient of health care. Emphasis is given to an epidemiological approach to the assessment of community health needs, health planning and primary prevention.

Assessment: To be advised.

N3352 Family Studies

Contact Hours: 25 (9 × 2 hour lectures, 7 × 1 hour tutorials - taught in term 2)

This unit is offered only to students with advanced standing.

Prerequisites: An introductory unit to community health nursing.

Content: This unit presents a family-centred approach to community health nursing practice. Emphasis is given to the application of a theoretical framework when working with families. Content areas include theories and models of family nursing, health needs and problems of specific families, and major issues of family-centred care (e.g. nutrition, sexuality, mental health).

Assessment: Submission of a family care study.

References: To be advised.

N3361 Health Education

Contact Hours: 18 (9 × 2 hour lectures during term II)

Prerequisite: Nil

Content: This subject is designed to enable midwifery students to develop and expand their knowledge and skills necessary to their role as a health educator in a midwifery context both institutional and community. Focus will be upon the assessment of client's learning needs including the family throughout the periods of ante-natal delivery and post-natal care, the systematic approach to designing, implementing and evaluating health education activities and programmes.

Assessment: Submission of a project - equivalent to approximately 1,500 words.

References: To be advised.

N3362 Health Education I

Contact Hours: 36 (18 × 2 hour lectures during Terms II and III)

Prerequisite: Nil

Content: This subject is designed to enable students to develop their knowledge and skills in the process of teaching-learning and its application in their role as health educators within a community health context. It includes the use of systematic approach to assessing clients' learning needs, designing implementing and evaluating a range of health education activities/programmes for particular community groups. Students have opportunities to apply their knowledge and skills in the practical setting.

Assessment: To be advised.

References: To be advised.

N3453 Field Experience II - Community Health Nursing

Content: Field experience provides opportunities for students to achieve objectives related to the main areas of study taken in the second year of the programme.

Assessment: To be advised.

References: To be advised.

N4022 Health Services Administration

Contact Hours: 27 (9 × 3 hour lecture/discussion/seminars)

Prerequisite: Nil - May be taken as an elective unit by students in streams other than nursing administration.

Content: Overview of the organisation and delivery of health care services both overseas and in Australia. Examination of the role of governments in matters of policy and finance within the health care field, and implications for services, administrators, health care providers and the community. Relationships within and between health care organisations are also examined.

Assessment: Assignment 2,000 - 2,500 words; or take home examination equivalent to 2,000 words; or seminar presentation plus submission of a paper equivalent to 1,500 words.

References: Advice on references for the subject will be provided.

N4032 Financial Management

Contact Hours: 27 (9 × 3 hour lectures/group discussion)

Prerequisite: Nil

Content: This subject includes an introduction to basic accounting methods and the analysis of simple financial statements and hospowder data. It prepares nurse administrators to participate in budgeting, costing, cost-centre accounting and relating decision making.

Assessment: 2,000 words paper and 1 test.

References: LEVY V 1985 *Financial Management of Hospitals* 3rd ed Melbourne Law Book Co
SEAWELL L V 1977 *Introduction to hospital accounting* Oakbrook, Illinois, Healthcare Financial Management Association.

N4042 Industrial Relations

Contact Hours: 27 (9 × 3 lectures and group discussions)

Prerequisite: Nil

Content: This subject explores the development and current status of industrial relations in Australia, with discussion of problems encountered in health care organisations and nursing services.

Assessment: 2,500 word assignment.

References: DEERY S AND PLOWMAN D 1985 *Australian industrial relations* Sydney, McGraw-Hill

N4052 Issues in Management

Contact Hours: 27 (9 × 3 contract work, seminars)

Prerequisite: N4402 and N4412

Content: This subject is designed to allow groups of students to investigate in some depth an issue relevant to managers in health services, e.g. quality assurance programs or personnel functions in business, industry, another service organisation or government. Each group will present a seminar paper.

Assessment: Conduct of a seminar plus seminar paper 2,500 words.

References: To be advised.

N4402 Nursing Administration A

Contact Hours: 36 (2 sessions of 2 × 9 weeks in lecture/discussion/films/group work/experiential sessions)

Corequisite: NB122

Content: This subject incorporates relevant theoretical frameworks and concepts from management, nursing administration and related literature, and practical problem-solving of decision making and verbal skill development activities. To facilitate this a hypothetical situation is outlined. Content includes the changing role of the nurse executive and key aspects of nursing management such as formulation of philosophy, objectives and policy for the nursing division, nursing care management issues, quality assurance program, and administrative communication.

Assessment: One administrative document equivalent to 500 words during term and one assignment of 2,000 words due at end of term.

References: *STEVENS B J 1980 *The nurse as executive* Wakefield Mass Contemporary Publishing.

Advice on additional references for this subject will be provided at the commencement of teaching.

N4412 Nursing Administration B

Contact Hours: 36 (2 sessions of 2 hours × 9 weeks lecture/discussion/films/group work/experiential sessions)

Prerequisite: N4402

Corequisite: NB132

Content: This subject builds upon N4402 and uses the same hypothetical situation to consider human resources management policies, procedures and issues. Content includes human resources, planning, determining nursing workload, recruiting, selecting and retaining staff, and performance appraisal.

Assessment: One administrative document equivalent to 500 words during term and one assignment of 2,000 words due at end of term.

References: *STEVENS B J 1980 *The nurse as executive* Wakefield Mass Contemporary Publishing.

Advice on additional references for this subject will be provided at the commencement of teaching.

N4423 Nursing Administration C

Contact Hours:

45 (9 × 1 during term II

9 × 4 during term III; group work and class presentations).

Prerequisite: An introductory research unit.

Content: This subject requires students to use a research approach to investigate administrative problems and issues. It enables students to further explore concepts and principles from theoretical units, to apply knowledge gained from research subjects previously undertaken and to develop practical skills in survey research.

Assessment: Proposal, timetable, budget, written report and seminar presentation.

References: POLIT D HUNGLER B 1983 *Nursing Research: Principles and methods* 2nd ed New York Lippincott
SHELLEY S I 1984 *Research methods in nursing and health* Boston, Little, Brown

N4463 Field Experience II - Nursing Administration

Contact Hours: 2 weeks and 2 weeks plus intermittent days; Block experience in May and August, taken in conjunction with Nursing Administration A & B.

Prerequisites: N4402 and N4412

Content: Field experience provides opportunities for students in the second year of the course to visit agencies in Victoria and interstate in order to investigate and analyse existing administrative practices and policies in relation to current theory. Students are expected to set specific objectives for these visits.

Assessment: Self rating of objectives and participation in discussion of field experience.

References: To be advised.

N5002 Educational Psychology

Contact Hours: 36 (18 × 1 hour lectures;
18 × 1 hour small group work, taught during Term I)

Prerequisites: BS120, N1022

Content: Aims and methods of educational psychology, learning theories and their applications, student characteristics - intelligence, development, personality, motivation and individual differences. Understanding classroom behaviour. Behavioural modification, theory and techniques of Adlerian psychology. Theory and practice of Humanistic Psychology.

Assessment: Multiple choice examination. Extended type examination questions. Keeping of a personal journal.

References: BALSON M *Understanding Classroom Behaviour* ACER Ltd Hawthorn Vic 1982

BUHLER C and ALLEN M *Introduction to humanistic psychology* California Brooks/Cole 1972

CAGE N L and BERLINGER D C *Educational Psychology* Rand McNallin 1979

JOURARD S *The transparent self* New York Van Nostrand 1971

MASLOW A *Toward a psychology of being* New York Van Nostrand 1968

MEADOR B and ROGERS C *Client-Centred Therapy in CORNINI R Current psychotherapies* Illinois Peacock 1975

N5022 Curriculum Theory

Contact Hours: 27 (18 × 1 hour lectures;
9 × 1 hour seminar presentations - taught during term I)

Prerequisite: Nil

Content: Introduction to educational studies of the wider context of teaching. Purposes of schools, philosophy of nursing education. Socio-political perspectives. Models of curriculum development. Needs assessment. Curriculum design issues. Evaluating curricula-consensus and models..

Educational change - differentiation and diffusion processes.

Assessment: Assignment - seminar presentation or article review.

References: BEVIS E O 1978 *Curriculum building in nursing* St Louis Mosby

*BRADY L 1983 *Curriculum development in Australia* Englewood Cliffs N J Prentice-Hall

GOLBY M ed 1975 *Curriculum design* London Croom Helm

*STENHOUSE L 1977 *An introduction to curriculum research and development* London Heineman

STEVENS B J 1979 *Nursing Theory* Boston Little Brown

WATSON J 1980 *Nursing the philosophy and science of caring* Boston Little Brown

N5031 Nursing Curricula - Development and Implementation

Contact Hours: 18 (2 hours per week lecture and group work, taught during term I)

Prerequisites: N5022 or equivalent.

Content: This subject begins the process of exploring the major factors, problems and arguments that shape the development of nursing curriculum and their implementation. Attention is directed to models of curriculum their components and organising principles, the assumptions underlying different approaches to curriculum development. Included is a first analysis of the nature of the subject nursing, knowledge, beliefs, theories, explanations and evidence. Finally consideration is given to the inclusion of the bio-sciences, behavioural and social sciences in nursing curriculum as well as arguments about the place of the liberal arts.

Assessment: Submission of a 1st stage curriculum proposal for a nursing course - equivalent to 1,500 words (approx.)

References: To be advised.

N5043 Curriculum Development Projects

Contact Hours: 36 (36 × 1 hour small group work, plus project completion - taught in term III)

Prerequisites: N5022 and N5031

Content: Concepts and principles underlying curriculum reform and change. Strategies for curriculum change. Developing and evaluating curriculum in schools of nursing, health agencies and other professional educational institutions.

Preparation of submissions for new proposals as for modification of an area in nursing curricula.

Assessment: Successful completion of a submission prepared by individual or small groups - as proposed in learning contract.

References: BEVIS E O 1978 *Curriculum building in nursing* St Louis Mosby

*BRADY L 1983 *Curriculum development in Australia* Englewood Cliffs N J Prentice Hall

GOLBY M ed 1975 *Curriculum design* London Croom Helm

*STENHOUSE L 1977 *An introduction to curriculum research and development* London Heineman

STEVENS B J 1979 *Nursing theory* Boston Little Brown

WATSON J 1980 *Nursing the philosophy and science of caring* Boston Little Brown

N5054 Teaching - Theory and Practice

Contact Hours: 72 (lectures, study sessions with exercises, micro-teaching sessions, small group work, tutorials, seminars - teaching during term II)

Prerequisite: Nil

Content: Conceptualisation of teaching events, their settings and their management, i.e. planning organizing, conducting and evaluating. Activities fostering the development of teaching competencies. The subject is organized at two levels and students will work either at 'beginning' or at 'continuing' level. Topics are selected according to their value in promoting learning in the following areas: *A beginning level* of study includes introduction to instructional design, focus on teaching competencies, using learning resources and measurement and evaluating in education. *A higher level* of study for advanced standing students focuses on the nurse teacher and educational innovation and teacher development and staff appraisal.

Assessment: Depends on modules taken - assignments, practical tests, seminar presentations, literature reviews, syndicate work and presentation, work-shop planning and team teaching.

References: Due to the wide spectrum of topics covered in the modules, extensive references are provided for each at the commencement of teaching.

N5473 Field Experience II - N ED

Contact Hours: 4 weeks (10 days intermittent practice in teaching during term II;

10 days placement in a School of Nursing in August)

Corequisite: N5054

Content: Observations - participation in the activities of a School of Nursing in the processes of planning implementing educational programmes and the management of teaching/learning environments.

Development of teaching competencies. Experience of advisory - pre and post teaching - conferences.

Preparations for entry to the role of the nurse educator.

Assessment: Evaluation of a minimum of eight practice sessions.

Evaluation of clinical teaching experience.

Evaluation of 'block' (10 days) placement.

References: Due to the wide spectrum of topics covered in the modules, extensive references are provided for each at the commencement of teaching.

N6000 Final Midwifery Examination

Contact Hours: 3 hours

Prerequisite: Nil

Content: There is a final integrating/synthesising examination in midwifery which students are required to pass in order to be eligible for the degree and to register as midwives with the Victorian Nursing Council.

N6012 Care During Normal Pregnancy and Labour

Contact Hours: 36 (Taught during term I)

Prerequisite: Maternity nursing or equivalent.

Content: This subject focuses upon the family during the pre-natal period and labour. It includes the general principles and rationale for pre-natal and labour care, and emphasises the skill components necessary for effective management of labour and immediate post partum care of mother and infant.

Assessment: Seminar presentation of a learning contract, 1,500 words.

References: To be advised.

N6022 Care During Normal Puerperium

Contact Hours: 38 (Taught during term 1)

Corequisite: N6012

Content: This subject is concerned with the care of the mother and infant during the normal puerperium. It includes parent education and infant care with emphasis on feeding.

Assessment: Seminar presentation of learning contract (approximately 1,500 - 2,000 words)

References: To be advised.

N6100 Clinical Experience

Contact Hours: 633

Content: Clinical practice follows and is closely correlated with theory and is supervised by suitably qualified midwifery clinical teachers. It meets the Victorian Nursing Council's requirements.

During clinical and field experience assessment of student's performance to a pre-determined level of mastery is made by clinical midwifery teachers. Assessment is undertaken during all periods of practice and at the end of each block of field experience to determine:

- problem solving skills and clinical judgement
- competency in the skills specific to midwifery
- need for immediate corrective feedback.

A variety of assessment methods and tools are utilised for the evaluation of the student's performance, including studies of case history reports, clinical performance rating scales, checklists and programme evaluation by goal attainment. Students are also helped to develop skill in evaluating their own performance.

Assessment: To be advised.

References: To be advised.

N6112 Care of Mother and Fetus at Risk During Pregnancy A

Contact Hours: 36 (Teaching over terms II and III)

Corequisite: N6022

Content: This subject is concerned with disorders specific to pregnancy and conditions which complicate pregnancy. It includes maternal disorders and disorders of fetal growth and development and infective disorders and surgical conditions complicating pregnancy.

Assessment: Interim test (2 hour)

References: To be advised.

N6121 Care of Mother and Fetus at Risk During Pregnancy B

Contact Hours: 18 (Teaching during terms II and III)

Prerequisite/Corequisite: N6112

Content: This subject is concerned with disorders aggravated by pregnancy and special situations complicating pregnancy. It includes cardiac, haematological, hormonal and metabolic disorders aggravating pregnancy, and special situations of pregnancy requiring special monitoring and management.

Assessment: Interim test 1 hour.

References: To be advised.

N6132 Care of Mother and Fetus at Risk During Labour

Contact Hours: 40 (teaching during terms II and III)

Prerequisite/Corequisite: N6121

Content: This subject is concerned with care of the mother and family while the mother is in labour and deals with the varying situations and conditions of labour which place mother and fetus at risk. It also deals with the management of the mother and fetus under such conditions.

Assessment: Seminar presentation of learning contract (2,000 words)

References: To be advised.

N6142 Care of Mother and Fetus at Risk During Birth

Contact Hours: 42 (teaching during terms II and III)

Prerequisite/Corequisite: N6132

Content: This subject is concerned with care of the mother and family during the birth process and deals with appropriate methods of delivery under varying situations and conditions of delivery which place the mother and infant at risk. It also deals with management of the mother and fetus under such conditions and emphasises obstetrical emergencies.

Assessment: Interim test - 2 hours

References: To be advised.

N6152 Care of Mother and Infant at Risk During the Puerperium

Contact Hours: 48 (Teaching during terms I, II and III)

Prerequisite/Corequisite: N6142

Content: This subject considers conditions complicating the puerperium and neo-natal period. Included are infections and genitourinary complications affecting the mother and congenital and other disorders, such as respiratory, cardiovascular, metabolic, neurological, etc. of the new born infant. It also deals with the appropriate management of the mother and infant in each of these conditions and emphasises problems/difficulties of infant feeding.

Assessment: Learning contract 1,500 word test 1 hour.

References: To be advised.

N6311 Legal Aspects of Midwifery Practice

Contact Hours: 18 (taught during term III)

Prerequisite: Nil

Content: This subject includes fundamental principles of the Australian legal system and how interpretation of statute case law affects the practice of midwifery. It includes statute and criminal law and law of torts. Nurses' Act, 1958 and Midwifery Regulations, 1966, and all subsequent amendments; essential notification of birth, neo-natal and maternal death.

Assessment: Seminar presentation of 1,000 word paper.

References: To be advised.

N6321 Trends in Midwifery Practice

Contact Hours: 18 (Taught during term II)

Prerequisite: Nil

Content: This subject includes the early history of midwifery, the history of obstetrics and midwifery in Australia and changing trends in midwifery care.

Assessment: Seminar presentation of a 1,000 word paper.

References: To be advised.

N8003 Theoretical Perspectives of Nursing Practice

Contact Hours: 90 hours

Prerequisites: Nil

Content: This subject focuses on contemporary theoretical frameworks for nursing. The development, implementation and evaluation of theory will be analysed for application to professional nursing practice in a changing health care delivery system.

Assessment: 3 assignments - 20%, presentations - 40%.

References: To be advised.

ORTHOPTICS

OR110 Ocular Anatomy

Contact Hours: 28 (28 × 1 hour lectures)

Prerequisites: Nil

Content: This subject is designed to give the student a thorough knowledge of the structures of the eye; The ocular adnexa; The skull and central nervous system, and their relation to each other. The subject also provides relevant background to ocular embryology.

Assessment: Short tests throughout year - 40%
1 × 2 hour final written paper - 60%

References: JAKOBIEC F A 1982 *Ocular Anatomy Embryology and Teratology* Philadelphia Halper and Row
STEPHENSON R S 1973 *Anatomy Physiology and Optics of the Eye* 2nd ed London Kimpton
WOLFE E rev R J LAST 1968 *The Anatomy of the Eye and Orbit* 6th ed London Lewis and Co

OR120 Ocular Motility I

Contact Hours: 118.5 (56 × 1 hour lectures;
25 × 1 hour tutorials;
25 × 1.5 hour seminars)

Corequisite: OR130

Content: This subject introduces the historical appreciation of orthoptics, the role of the orthoptist and the relationship to other professions. Introduction is made to the normal function of the eye, ocular movements, visual acuity and binocular vision. Included also is aetiology, classification and investigation of concomitant strabismus with introduction to management.

Assessment:
9 essays (500 words each) - 20%
1 × 2 hour written assessment end of term 2 - 20%
1 × 2 hour written assessment end of term 3 - 60%

References: BREDEMEYER H C and BULLOCK K 1968 *Orthoptics, Theory and Practice* St Louis Mosby
CASHELL G T W and DURRAN I M 1971 *Handbook of Orthoptic Principles* 2nd ed Edinburgh Churchill Livingstone

OR130 Orthoptic Clinical Practice I

Contact Hours: 218
(3 vision screening sessions per term for 3 terms; 3 clinical tutorials, 63 hours instrumentation seminars, 1 clinical block of 9 sessions per week for 4 weeks).

Corequisite: OR120

Content: This subject provides the opportunity to apply the knowledge gained in theoretical subjects. The student will acquire a detailed knowledge of all the instruments used in the investigation and treatment of concomitant squint. In the clinical situation the student should become familiar with the skills required in the investigation and treatment of these deviations.

Assessment:

1 × 1 ½ hour written assessment - 30%
Final practical assessment - 70%
Evidence of attendance at minimum 85% of time tabled hours is a prerequisite for pass in this subject.

References: BREDEMEYER H C and BULLOCK K 1968 *Orthoptics Theory and Practice* St Louis Mosby
CASHELL G T W and DURRAN I M 1971 *Handbook of Orthoptic Principles* 2nd ed Edinburgh Churchill Livingstone.

OR212 Ocular Physiology

Contact Hours: 28 (28 × 1 hour lectures)

Prerequisite: OR110

Content: This subject aims to provide an understanding of visual function from the formation of optical images in the eyes to the presentation of visual percepts in the mind.

Assessment: 3 × 1 hour written assessments; each one at the completion of each term unit. Equal weighting.

References: DAWSON H 1982 *Physiology of the Eye* 4th ed Edinburgh Churchill Livingstone

OR222 Ocular Motility II

Contact Hours: 140
(56 × 1 hour lectures;
28 × 2 hour seminars;
28 × 1 hour tutorials)

Prerequisites: OR120 and OR130

Corequisite: OR232

Content: This subject focuses on major theoretical concepts and skills in the investigation and management of parietic eye movement disorders. It is intended that this theory form the foundation for the practical skills to be learned in Orthoptic Clinical Practice II and III.

Assessment:
4 essays (500 words) - 15%
1 × 2 hour written assessment end of term 2 - 25%
1 × 3 hour written assessment end of term 3 - 60%

References: DUKE ELDER SIR S 1973 *System of Ophthalmology* Vol VI London Kimpton
LEIGH R J and ZEE D S 1983 *The Neurology of Eye Movements* Philadelphia F A Davis

OR232 Orthoptic Clinical Practice II

Contact Hours: 312
(27 × 1 hour seminar instrumentation;
4 × 3 hour clinical placements per week, two terms;
3 × 3 hour clinical placements, one term.)

Prerequisites: OR120 and OR130

Corequisite: OR222

Content: This subject forms the second part in the core subject area of orthoptic clinical practicum and allows the student to build on experience gained in Orthoptic Clinical Practice I.

Orthoptics

Assessment: Evidence of attendance at minimum 85% of allotted clinical placements is a prerequisite for a pass in this subject.

Unit I: Student Report (written and verbal)	10%
1 × 2 hour written assessment	30%
Final practical assessment	60%

Unit II and III: Practical assessments during term III.

References: DUKE ELDER SIR S 1973 *System of Ophthalmology Vol VI* London Kimpton

DUKE ELDER SIR S 1971 *System of Ophthalmology VOL XII* London Kimpton

LEIGH R J and ZEE D S 1983 *The Neurology of Eye Movements* Philadelphia F A Davis

OR242 Optics I

Contact Hours: 28

(20 × 1 hour lectures;

4 × 2 hour clinical demonstrations

Prerequisite: BL151

Content: This subject is designed to provide the student with a general introduction into the ophthalmic clinical, investigatory and treatment procedures based on optical principles.

Assessment: Three essays - 20%

1 × 2 hour final written examination paper - 80%

References: ABRAMS D 1978 *Duke-Elder's Practice of Refraction* 9th ed Edinburgh Churchill Livingstone

HARTSTEIN J 1971 *Practice of Refraction* St Louis Mosby

MICHAELS D 1980 *Visual Optics and Refraction: a Clinical Approach* 2nd ed St Louis Mosby

OR250 Ophthalmology I

Contact Hours: 28 (28 × 1 hour lectures)

Prerequisite: OR110

Content: This subject introduces the students to the areas of Ophthalmology where it may be necessary for the graduate orthoptist to capably and efficiently assist in the clinical setting, evaluation and treatment of many medical conditions with ocular problems.

Assessment: 3 × 1 hour written assessments, each at the end of the term in which each unit is taught. All units have equal weighting.

References: REED H and DRANCE S M 1972 *The Essentials of Perimetry* 2nd ed London Oxford University Press

HARRINGTON D D 1981 *Visual Fields* 5th ed St Louis Mosby

ANDERSON D R 1982 *Testing the Field of Vision* St Louis Mosby

OR300 Ocular Motility III

Contact Hours: 188

(1 × 3 hour tutorials per week;

1 × 2 hour seminar per week;

48 hours individual/group literature research.)

Prerequisites: OR222 and OR232

Content: This subject focuses on problems of case management, applying all the theoretical and clinical knowledge gained in Years I and II, stimulating further individual and group research into all areas of orthoptic practice and encouraging the awareness of the orthoptist's role in interdisciplinary health care.

Assessment:

1 × 2 hour problem-based written assessment at the end of term

2 - 25%

1 × 3 hour problem-based written assessment at the end of term

3 - 55%

Assignments - 20%

References: To be advised.

OR301 Surgical Techniques

Contact Hours: 9 (9 × 1 hour lectures)

Prerequisites: OR222 or OR110

Content: This subject familiarises the students with current surgical techniques used in the management of strabismus and other ophthalmic disorders.

Assessment: 1 × 1 hour written assessment.

References: DORELL E D 1978 *Surgery of the Eye* Oxford Blackwell Scientific Publications

HELVESTON E M 1977 *Atlas of Strabismus Surgery* 2nd ed St Louis C V Mosby

PARKS M M 1983 *Atlas of Strabismus Surgery* Philadelphia Harper and Row

OR302 Electrodiagnosis

Contact Hours: 9 (5 × 1 hour lectures;

2 × 2 hour clinical demonstrations)

Prerequisites: BL151 and OR212

Content: This subject introduces the general concepts of the ophthalmic uses of electrodiagnostic techniques.

Assessment: 1 × 1 hour written assessment.

References: COLEMAN D J LIZZI F L and JACK R L 1977 *Ultrasonography of the Eye and Orbit* London Kimpton

DALLOW ed 1979 *Ophthalmic Ultrasonography comparative techniques* Boston Little Brown and Co

GALLOWAY N R 1981 *Ophthalmic Electrodiagnosis* 2nd ed Lloyd Duke Medical Books

OR303 Optics

Contact Hours: 9 (9 × 1 hour lectures)

Prerequisite: OR242

Content: This subject gives a comprehensive study of the clinical management of contact lenses and intraocular lenses.

Assessment: 1 × 1 hour written assessment.

References: BIER N and LOWTHER G E 1979 *Contact Lens Corrections* 2nd ed Sydney Butterworths

HARSTEIN J 1973 *Questions and Answers on Contact Lens Practice* 2nd ed St Louis C B Mosby

OR304 Pharmacology

Contact Hours: 6 (6 × 1 hour lectures)

Prerequisite: OR212

Content: This subject is an introduction to ocular pharmacodynamics.

Assessment: 1 × 1 hour written assessment.

References: DAVIES P H 1981 *The Actions and User of Ophthalmic Drugs* 2nd ed London Butterworths
ELLIS P P 1977 *Ocular Therapeutics and Pharmacology* 5th ed St Louis C B Mosby

OR305 Microbiology

Contact Hours: 5 (5 × 1 hour lectures)

Prerequisite: BL112

Content: This subject describes the micro-organisms responsible for ocular disease and the main characteristics of the disease.

Assessment: Written assignment.

References: DUGUID J P MARMION B P and SWAIN R H 1981 *Medical Microbiology VOL I Microbial Infections* 13th ed Edinburgh Churchill Livingstone
GREEN C H 1979 *Ocular Pathology* 3rd ed Oxford Blackwell Scientific Publications

OR307 Commonly Seen Eye Disorders and Ocular Emergencies

Contact Hours: 9 (9 × 1 hour lectures)

Prerequisite: OR250

Content: This subject is an introduction to the most commonly seen eye disorders and ocular emergencies.

Assessment: 1 × 1 hour written assessment.

References: GOMBOS G M 1977 *Handbook of Ophthalmic Emergencies* 2nd ed Edinburgh Churchill Livingstone
FREEMAN H M 1979 *Ocular Trauma* New York Prentice-Hall

OR308 Research Design

Contact Hours: 18 (9 × 2 hour discussion groups)

Prerequisite: BS105

Corequisite: BS250

Content: This subject focuses on the design and implementation of clinical research projects, complementing the earlier units of BS105, Introduction to Research Methodology and BS250 Research Evaluation.

Assessment: Group research article participation. Individual research design (1,000 words).

References: To be advised.

OR309 Objective and Subjective Testing

Contact Hours: 90 (36 hours clinical tutorials)
(54 hours clinical practice)

Prerequisites: OR242 or OR323

Corequisite: OR303

Content: This subject focuses on the skills required in the investigation and management of patients with refractive errors.

Assessment:

1 × 1 hour written assessment - term II - 25%

On-going clinical assessment,

Term II & III - 60%

Final viva-voce assessment - term III - 15%

References: ABRAM'S D 1978 *Duke-Elder's Practice of Refraction* 9th ed Edinburgh Churchill Livingstone
HARSTEIN J 1971 *Review of Refraction* St Louis C V Mosby
MICHAELS D D 1980 *Visual Optics and Refraction* 2nd ed Saint Louis C B Mosby

OR310 Examination of Fundus and Media

Contact Hours: 90 (90 hours clinical practice)

Prerequisites: OR212, BL211, OR232 and OR250

Content: This subject focuses on the testing procedures used in the investigation of disorders of the media, fundus and visual pathology.

Assessment:

On-going clinical assessment - 70%

Final viva-voce - 30%

References: ANDERSON D R 1982 *Testing the Field of Vision* St Louis C B Mosby
ELTENBERGER C 1980 *Perimetry Principles Techniques and Interpretation* New York Raven Press
REED H and DRANCE S M 1978 *The Essentials of Perimetry Static and Kinetic* 2nd ed Oxford Oxford University Press

OR311 Major and Minor Surgery

Contact Hours: 28 (28 hours clinical observation)

Prerequisite: OR232

Corequisite: OR301

Content: This clinical subject familiarises the student with the current ophthalmic surgical procedures.

Assessment: By attendance at clinical observation.

References: To be advised.

OR312 Orthoptics - Investigation and Management

Contact Hours: 120 hours of clinical practice.

Prerequisites: BL211, OR212, OR242, OR222, OR250, OR232

Corequisite: OR300

Content: This subject provides the opportunity to apply the objectives of the theoretical subject OR300 Ocular Motility III in a clinical situation, further consolidating the clinical experience gained in Years I and II, and increasing expertise in the skills required for the competent management of orthoptic patients.

Assessment:

On-going assessment at clinical placements (85%)

Final viva-voce (15%)

References: To be advised.

OCCUPATIONAL THERAPY

OT110 Principles of Occupational Therapy

Contact Hours: 49

(22 x 1 hour lectures;
22 x 1 hour tutorials;
1 x 3 hour practical session;
1 x 2 hour practical session)

Prerequisite: Nil

Content: This subject is an introduction to the profession of Occupational Therapy, the role of activities in human functioning, and the theoretical basis for the use of activities in therapy. The subject explores the professional skills of data collecting, professional responsibility, problem solving, teaching, activity analysis and safe practice. It also includes a classification of the Australian health and welfare services and the role of the occupational therapist in these.

Assessment:

1 x 750 word tutorial report - 15%
1 x 1500 word essay - 50%
1 x 750 word tutorial report - 35%

References: References for this subject will be provided at the commencement of teaching.

OT120 Intervention Processes I

Contact Hours: 40

(15 x 1 hour lectures;
4 x 1 hour tutorials;
9 x 1.5 hour practicals;
4 x 1 hour films;
3.5 hours directed learning)

Corequisites: OT110, BS100

Content: Introduction to concepts of normality, mental health and mental illness and psychosocial history and epidemiology. Introduction to basic approaches to psychosocial health care, including the medical, behavioural, psychoanalytic, social-interpersonal and competence models. The helping process - characteristics of helpers; helping models; specific strategies/techniques and occupational therapy application.

Assessment: 75% attendance at tutorials/pracs. 1 x 1,400 word essay - 100%

References: WILSON H S and KNEISL C R 1983 *Psychiatric Nursing* 2nd ed Medlo Park Addison Wesley
HOWE M 1982 *Developing Helping Skills* Melb. Shillington House

OT134 Human Development I

Contact Hours: 36

(1 x 24 hour lectures;
3 x 2 hour practical sessions;
6 x 1 hour tutorials)

Prerequisite: Nil

Content: This subject provides an introduction to life-span psychology, aiming to highlight the continuity of human development at every stage of life. Attention will be given to methodological and theoretical issues of life-span psychology. Emphasis will be placed on social, cognitive, emotional and physical aspects of development across the life-span and the relationship of changes in these areas to the development of competence.

Assessment:

Life-cycle observation - Assignment 2,500 to 3,000 words;
- submitted end of term II - 60%
¾ hour examination,
during exam week term III 40%.

References: *PETERSON CANDIDA C 1984 *Looking forward through the life span* Sydney Prentice Hall Australia Pty Ltd

Students will be given other references as relevant throughout the subject.

OT170 Directed Professional Practice I

Contact Hours: 106

(1 x 1 hour lecture;
105 hours practical)

Prerequisite: Completion of coursework in Year one subjects.

Content: This is an orientation period of three weeks duration, arranged to enable the student to observe the work of an Occupational Therapist and a health care team and to practise the application of some skills learnt in the first academic year. This three week period falls at the end of the first year of the course.

Assessment:

Full time attendance at the clinical setting;
Overall satisfactory level of performance as rated by both the field and the school tutor from observation of student performance, and appraisal of written assignment.

References: Advice on references for the subject will be provided at the commencement of teaching.

OT180 Ergonomics I

Contact Hours: 44

(13 x 1 hour lectures;
1 x 1 hour practical class;
(8 x 1.5 hour practical class;
2 x 2 hour practical class;
1 x 3 hour practical class;
1 x 2 hour seminar;
3 x 3 hour seminar)

Content: This subject introduces students to the analysis of selected daily tasks. Aspects of human disability and disadvantage are examined along with their relative effects on the performance of daily living activities. Alternative techniques and environmental adaptations are introduced to achieve and maintain maximum personal independence. Concepts of recreation and leisure and their value in daily life are introduced. The role of the Occupational Therapist working in recreation for the disabled, using community facilities and the principles of leisure counselling and programme planning are examined. Students gain experience in a range of recreational activities. This subject is made up of OT181 and OT182

Assessment: Students must gain a pass in both units to pass this subject.

OT181 Activities of Daily Living I

Contact Hours: 24

(12 x 1 hour lectures;
8 x 1.5 hour practical)

Prerequisite: Nil

Corequisite: OT110

Content: Refer OT180

Occupational Therapy

Assessment:

1 × 15 minute oral - practical examination to assess practical skills and application of theoretical knowledge - 100%
Eligibility to attend the examination will be determined by attendance at 75% of the practical classes.

References: *HALE G 1983 *The New Source Book for the Disabled* Heinemann London

*STANDARDS ASSOCIATION OF AUSTRALIA ASE 1428 1977 *Design Rules for Access by the Disabled*

Available from the School of Occupational Therapy.

Students will be required to purchase a 3 metre retractable steel tape measure.

OT182 Recreation

Contact Hours: 20 (6 × 2 hour seminars, 4 × 2 hour practical)

Prerequisite: Nil

Corequisite: Nil

Content: Refer OT180

Assessment: 1 × 1,400 word assignment - 100%

References: *CHAMPION P and DAVISON B 1985 *Recreational Activities* School of Occupational Therapy Lincoln Institute of Health Sciences

*DALEY-SMITH P 1980 *Activities for all ages and abilities* W A Association of Occupational Therapists (Available from the School of Occupational Therapy).

OT190 Activity and Technical Skills I

Contact Hours: 97

This subject is made up of

OT191 Computer Skills

OT192 Construction Skills

OT193 Food Skills

OT194 Horticultural Skills

OT195 Printmaking

OT196 Textile Skills

Distribution of hours will be advised at the commencement of teaching)

Content: OT190 is a six part subject that will provide students with detailed instruction in a wide variety of practical and theoretical skills and techniques that may be utilised in the treatment process by the Occupational Therapist. Each part is assessed separately.

While contact hours for the subject will remain constant at 97, different units from this group may be offered from year to year.

OT191 Computer Skills

Prerequisite: Nil

Content: Refer OT190

References: CLARKE E N (ed) 1986 *Microcomputers: Clinical Applications* New Jersey Slack Inc.

SANDERS D H 1977 *Computers in Society* 2nd ed New York McGraw Hill

OT192 Construction Skills

Prerequisite: Nil

Content: Refer OT190

Assessment: Completion of three set practical projects, each of equal weighting to evaluate skill acquisition and the therapeutic potential of woodworking activities.

References: Advice on references for the subject will be provided at the commencement of teaching.

SIME S M 1984 *Construction Skills* Melbourne Lincoln Institute.

OT193 Food Skills

Prerequisite: Nil

Content: Refer OT190

Assessment: 1 × 500 word assignment to assess application of theoretical knowledge.

References: Advice on references for the subject will be provided at the commencement of teaching.

OT194 Horticultural Skills

Prerequisite: Nil

Content: Refer OT190

Assessment: In class presentation of basic horticultural skills and techniques;

Participation in practical assignments;

Compilation of a resource folder; including 5 book/journal projects.

References: EDMANSON J STRAKER A & PAGRAM I 1985 *Simply Horticulture: Sowing the Seeds for a Gardening Program* Melbourne Education Department

OT195 Printmaking

Prerequisite: Nil

Content: Refer OT190

Assessment: Completion of a folio of 4 practical projects to evaluate skill acquisition;

Compilation of a resource folder for use in therapeutic setting.

References: Advice on references for this subject will be provided at the commencement of teaching.

OT196 Textile Skills I

Prerequisite: Nil

Content: Refer OT190

Assessment: In class presentation of one decorative sewing procedure;
Presentation of completed practical work to demonstrate skill acquisition.

References: Advice on references for this subject will be provided at the commencement of teaching.

OT220 Intervention Processes II

Contact Hours: 210

(71 x 1 hour lectures;
1 x 2 hour lecture;
11 x 2 hour practical;
18 x 1.5 hour practical;
15 x 3 hour practical;
5 x 2 hour clinic;
2 x 3 hour clinics;
25 x 1 hour tutorials)

Prerequisite: All first year subjects.

Corequisites: All second year subjects.

Content: This subject builds on students' knowledge of the normal structure, function and behaviour of the individual and of Occupational Therapy Theory and Practice. It focusses on the impact of physical and psychological dysfunction, on an individual's life style. Students are exposed to a wide range of assessment and intervention processes. They gain experience in applying these with stimulated patients prior to clinical experience under the supervision of experienced staff.

Assessment:

2 x 1,400 word clinic reports - 20%
1 x 2 hour practical/written examination - 15%
1 x 1500 word assignment - 15%
1 x 3 hour written examination - 50%

References: *HEMPHILL B J ed 1982 *The Evaluative Process in Psychiatric Occupational Therapy* New York Charles B Slack
HOPKINS H SMITH H eds 1983 *Willard and Spackman's Occupation Therapy* 6th ed Philadelphia J P Lippincott
HOWE M C & SCHWARTZBERG S L 1986 *A Functional approach to Group Work in Occupational Therapy* Philadelphia J.B. Lippincott

*PEDRETTI 1985 *Occupational Therapy Practice Skills for Physical Dysfunction* 2nd ed St. Louis CV Mosby

*WILSON S KNEISL C 1983 *Psychiatric Nursing* 2nd ed Menlo Park California Addison Wesley

OT242 Neuropsychology

Contact Hours: 9 (9 x 1 hour lectures)

Prerequisites: BS100, OT140, BL112, BL185

Corequisite: BL222

Content: In this subject students will study the neuropsychological basis and clinical presentation of a selection of common cognitive disorders, including disorders of memory, praxis language, perception and adaptive behaviour.

Assessment: 1,500 word assignment

References: HEILMAN K and VALERSTEIN E 1985 *Clinical Neuropsychology* Oxford University Press 2nd ed
WALSH K *Neuropsychology - A clinical approach* 1978 Churchill Livingstone

OT250 Clinical Medicine

Contact Hours: 54 (54 x 1 hour lectures)

This subject is made up of the following units:

OT251 Pathophysiology 18 x 1 hour lectures;

OT252 Orthopaedics 12 x 1 hour lectures;

OT253 Paediatrics 12 x 1 hour lectures;

OT254 Neurology 12 x 1 hour lectures;

Content: Students are taught the outline of basic disease processes and mechanisms of injury and how these may affect clients. They learn diagnostic procedures, clinical assessment, healing and recovery processes, and the medical and surgical intervention relevant to a range of diseases and traumatic conditions commonly treated by occupational therapists. The subject also addresses the ways in which this treatment affects the functional abilities of the clients and the ways in which this may interact with occupational therapy intervention.

All units must be successfully completed to pass the subject.

OT251 Pathophysiology

Contact Hours: 18 x 1 hour lectures;

Prerequisites: BL112, BL185

Corequisite: OT220

Content: Refer OT250

Assessment: 1 x 1 hour written examination.

References: ROBBINS S ANGELL M KUMAR V 1981 *Basic Pathology* W B Saunders Philadelphia

SPECTOR W G 1980 *An Introduction to General Pathology* 2nd ed Churchill Livingstone Edinburgh

WALTERS J B 1982 *An introduction to the Principles of disease* 2nd ed W B Saunders Co Philadelphia

WIDMANN F K 1978 *Pathobiology How Disease Happens* Little Brown and Co Boston

Students may also be required to purchase a manual prepared by Lincoln Institute staff.

OT252 Orthopaedics

Contact Hours: 12 (12 x 1 hour lectures)

Prerequisites: BL112, BL185

Corequisite: OT220, OT251

Content: Refer OT250

Assessment: 1 x 1 hour written examination.

References: APLEY G 1982 *Systems of Orthopaedics and Fractures* 6th ed London Butterworth and Co Ltd

ADAMS J C 1981 *Outline of Orthopaedics* 9th ed Churchill Livingstone Edinburgh

OT253 Paediatrics

Contact Hours: 12 (12 × 1 hour lectures)

Prerequisites: BL112, BL185, BS100, OT134

Corequisite: BL222, BS234

Content: Refer OT250

Assessment: 1 × 1 hour written examination

References: Advice on references for the subject will be presented at the commencement of teaching.

OT254 Neurology

Contact Hours: 12 (12 × 1 hour lectures)

Prerequisite: BL112, BL185

Corequisite: OT220

Content: Refer OT250

Assessment: 1 × 1 hour written examination

References: Advice on references for the subject will be provided at the commencement of teaching.

OT260 Clinical Psychiatry

Contact Hours: 26 (25 × 1 hour lectures, 1 × 1 hour tutorial)

Prerequisites: OT120, BS100

Corequisite: OT220

Content: Concepts of psychological illness; issues in social psychiatry; aetiology, symptomatology and treatment methods.

Assessment: 1 × 2,000 word essay - 20%
1 × 2 hour examination - 80%

References: * ROWE M D 1981 *An Outline of Psychiatry* Dubuque, Iowa Wm. C. Brown Co.

OT270 Directed Professional Practice II

Contact Hours: 30

(30 hours of clinics which are incorporated in hours allocated to the subject OT220).

Prerequisites: All first year subjects -

Corequisite: All second year subjects.

Content: This subject builds on knowledge acquired in all first year and concurrent second year subjects. It is designed to give students the opportunity to apply theoretical material under direct supervision. Content will vary according to the setting but will include - observation, implementation and evaluation of the occupational therapy process; application and evaluation of skills learned in OT220; collection and presentation of information in written and oral form.

Assessment: Skills assessed in OT220.

References: Advice on references for the subject will be provided at the commencement of teaching.

OT280 Ergonomics II

Contact Hours: 57

(This subject is made up of:

OT281 Activities of Daily Living II - 24 hrs

OT282 Work - 18 hours

OT283 Ergonomic Fundamentals - 15 hours)

Content: This subject examines further aspects of activities of daily living and work within an ergonomic perspective. Students learn how to improve home management and budgeting skills, and how to assess and prescribe suitable mechanical aids; the role of work in rehabilitation, the planning and adaptation of the working environment, and the development of work programs; and principles and practices of ergonomics.

OT281 Activities of Daily Living II

Contact Hours: 24

Prerequisite: OT180

Content: Refer OT280

Assessment: 2 × 500 word assignment.

References: *HALE G 1983 *The New Source Book for the Disabled* Heinemann London

OT282 Work

Contact Hours: 18

(lectures, demonstrations and class exercises)

Prerequisite: Nil

Content: Refer OT280

Assessment:

1 × 1 hour examination; or 1,500 words of written work.

Participation in and satisfactory completion of class exercises.

References: Advice on references for this subject will be provided at the commencement of teaching.

OT283 Ergonomic Fundamentals

Contact Hours: 15 (15 × 1 hour lectures)

Prerequisite: OT180

Content: Refer OT280

Assessment: Written assignment (approx. 1,200 words) due at the end of the term in which the subject is timetabled.

References: GRANDJEAN E 1973 *Ergonomics of the home* London Taylor and Francis

GRANDJEAN E 1982 *Fitting the task to the man* London Taylor and Francis

OT290 Activity and Technical Skills II

Contact Hours: 72

(This subject is made up of the following units:

OT291 Textile Skills - 24 hours workshop

OT292 Ceramics - 24 hours workshop

OT293 Creative Studies - 24 hours workshop)

Prerequisite: Nil

Content: This subject develops student skills in a range of basic creative crafts and teaches students how these are employed for therapeutic purposes and what resources are needed for practical implementation of craft programs.

While contact hours for the subject will remain constant at 72, different units from this group may be offered from year to year.

OT291 Textile Skills II

Contact Hours: 24**Prerequisite:** Nil

Content: Refer OT290

Assessment: Folio of four practical projects; Resource folder.

References: Advice on references for the subject will be provided at the commencement of teaching.

OT292 Ceramics

Contact Hours: 24**Prerequisite:** Nil

Content: Refer OT290

Assessment: Folio of four practical projects; Resource folder.

References: Advice on references for the subject will be provided at the commencement of teaching.

OT293 Creative Studies

Contact Hours: 24**Prerequisite:** Nil

Content: Refer OT290

Assessment: Folio of four practical projects; Resource folder;

References: Advice on references for the subject will be provided at the commencement of teaching.

OT310 Administration & Management 1

Contact Hours: 21

(6 x 3 hour practical;

1 x 2 hour lecture/group work;

1 x 1 hour lecture

Prerequisites: Nil

Content: This subject aims to introduce students to the importance of the management of occupational therapy service delivery within a human service organization. It focusses on the various informal

and formal mechanisms that are available to plan, organize and communicate occupational therapy throughout an organization.

Assessment:

1 x 1500 word submission

participation in a debate

1500 word assignment.

References: Advice on references for the subject will be provided at the commencement of teaching

OT320 Intervention Processes III

Contact Hours: 87 (lectures, tutorials, practicals, clinics)

Prerequisites: All 2nd year subjects.

Corequisite: ID103, OT380, BS334

Content: This subject extends the student's awareness of the theoretical, practical and clinical applications of occupational therapy applied to neurological disorders and psychosocial dysfunction in both children and adults.

It covers:

- intervention processes related to cognitive, sensori-motor, psychosocial and behavioural aspects of neurological conditions;
- techniques of behaviour therapy and working with families;
- problems encountered in activities of daily living;
- experience in planning assessment and treatment sessions.

Pre-clinical focus studies in the areas of geriatrics, intellectually disadvantaged people, paediatrics and community work investigate the philosophy of O.T. intervention strategies.

Assessment: 1 x 2,000 word case study - 75%

Class participation - 25%

References: Students will be advised of texts to be used at the commencement of lectures.

OT370 Clinical Education III

Contact Hours: 746

(This subject is made up of 3 x 8 week placements plus 4 x 1 hour lectures.)

OT371 Affiliation A - 8 weeks physical aspects

OT372 Affiliation B - 8 weeks psychological aspects

OT373 Affiliation C - 8 weeks speciality area)

Prerequisite: All 2nd year academic subjects.

Corequisites: All 3rd year academic subjects.

Content: Students undertake twenty-four weeks of supervised clinical practice: 8 weeks with emphasis on the physical aspects of Occupational Therapy, 8 weeks with emphasis on the psychological aspects of Occupational Therapy, and 8 weeks with emphasis on Occupational Therapy in one of the following areas — geriatrics, paediatrics, intellectual disability and community health.

Assessment: Satisfactory level of performance as rated by the designated clinical supervisor.

Full-time attendance. Clinical Report.

A student must attain a satisfactory level in each, in order to pass the placement.

All placements must be passed in order to pass the subject.

Assessment details will be given at the beginning of the year.

References: Advice on references will be supplied at the commencement of teaching.

OT380 Ergonomics III

Contact Hours: 38

(This subject is made up of:

OT381 Activities of Daily Living III - 28 hours

OT382 Design and Development I - 10 hours)

Content: In this subject students develop skills in technical drawing: in assessing and making recommendations for the removal of environmental barriers; and in the prescription of manual wheelchairs. They will become familiar with the features of commonly used electric wheelchairs, hoists and applications of computer technology to activities of daily living.

The subject is also about objectively defining the real needs of disabled people (as opposed to the assumed need); recognising inherent and harmful ergonomic factors in equipment, teaching and therapeutic processes used by the occupational therapy profession. The students also learn investigatory and research techniques appropriate to the preparation of a design objective. There is instruction in the art of creative and lateral thinking related to the process of design problem solving and the students are made aware of appropriate test procedures for clinical evaluation of new ideas.

Assessment: Students must pass each unit to pass the subject.

References: HALE G 1983 *The New Source Book for the Disabled* Heilmann, London

STANDARDS ASSOCIATION OF AUSTRALIA AS 1428, 1977 *Design Rules Access by the Disabled* Available from School of Occupational Therapy

JONES J 1976 *Design Methods: Seeds of Human Futures* J Wiley and Sons

DeBONO E 1977 *Lateral Thinking* Penguin Books

PAPANEK V and HENNESSEY J 1974 *How Things Don't Work* Pantheon

Students will require a 3 metre retractable steel tape measure.

OT381 Activities of Daily Living III

Contact Hours: 28

(4 x 1 hour lectures; 3 x 2 hour seminars; 9 x 2 hour practical)

Prerequisite: OT280 Ergonomics II

Content: Refer to OT380.

Assessment: Attendance and participation in practical classes and seminars. 1 x 500 word written assignment and technical drawing making recommendations to remove environmental barriers as assessed on a home visit - 100%.

OT382 Design and Development I

Contact Hours: 10 (10 x 1 hour lectures)

Prerequisite: OT280 Ergonomics II

Corequisite: OT370 Directed Professional Practice III

Content: Refer to OT380.

Assessment: 1 x 100 word project plan of an observed client need as the starting point for a design project to be completed in OT480 Design and Development II.

OT415 Management II

Contact Hours: 17

(7 x 2 hour lecture/workshops;

1 x 3 hour practical class)

Prerequisites: OT310, OT370

Content: In this subject students are introduced to a variety of issues concerning the management and delivery of occupational therapy services within the health system. Administrative mechanisms are suggested to assist with these issues, with particular emphasis on the need for effective resource management.

Assessment:

1 x 2,000 word assignment - 100%

References: BAIR J & GRAY M (Ed) 1985 *The Occupational Therapy Manager* Maryland, The American Occupational Therapy Association.

OT416 Applied Occupational Therapy

Contact Hours: 80

(20 x 3 hour seminars;

5 x 1 hour lectures;

5 x 3 hour seminars/workshops;

20 x 3 hour seminars are student presentations (3-4 students per seminar)

Prerequisites: Successful completion of all year 3 subjects.

Content: An indepth investigation of broad areas of health care. Students are required to present formally their theoretical and practical knowledge of selected topics e.g. Death and Dying, Sexuality. This is achieved through seminar presentation and a literature review.

Assessment:

1 x 1,500-2,000 word literature review - 40%

Seminar presentation (3 hours) - 60%

75% attendance requirement

Seminar presentations are in groups of 3 - 4.

References: To be advised.

OT425 Design and Development

Contact Hours: Variable, according to individual student requirements, up to 5 hours.

Prerequisite: OT380

Corequisite: OT470

Content: Individual instruction or small group seminars providing specific direction for the attainment of the learning objectives and design skills associated with individual projects, that were approved as part of OT382 Design and Development.

Assessment: Completion of the design project as proposed and approved in Ergonomics III - approx. 2,500 words. Documented with survey questionnaires and photographic records where applicable.

References: Provided to suit individual student requirements.

OT460 Clinical Psychiatry

Contact Hours: 24

(8 x 1 hour lectures;

8 x 2 hour practical/experiential classes)

Prerequisite: OT320

Content: This subject aims to extend and develop the individual student's skills in occupational therapy in psychiatry. The subject provides a number of elective units and is a balance of theoretical and experiential work. Different approaches and techniques are explored and critically evaluated for relevance and application in treatment. Students take one of the following electives:

- (1) Working with Individuals;
- (2) The Psycho-Educational Approach to Treatment and Rehabilitation;
- (3) Expressive Group Therapies;
- (4) Community Mental Health and Families and Family Therapy;

Assessment:

1 x 1,500-2,000 word essay;

Compulsory attendance at all lectures and classes;

References: Advice on references for this subject will be provided at the commencement of teaching.

OT470 Clinical Education IV

Contact Hours: 318

(1 hour lecture introduction;

315 hours practical;

2 hours evaluation seminar)

Prerequisite: OT370

Content: Students will undertake ten weeks clinical practice with minimal supervision. The area of Occupational Therapy practice may be elective, or allocated to ensure that each student experiences a broad range of clinical practice. There is opportunity to undertake this subject overseas.

Assessment:

Satisfactory level of performance;

Attendance requirement.

References: Advice on references for this subject will be provided at the commencement of teaching.

PHYSIOTHERAPY

P1600 Anatomy I

Contact Hours: 208 (208 hours lectures, demonstrations and practical work)

Prerequisite: Nil

Content: This unit consists of lectures, demonstrations, and practical work during first, second and third university terms in accordance with detailed timetables to be published each year in the Department of Anatomy of the University of Melbourne. The unit includes detailed anatomy of the upper and lower limbs; detailed anatomy of the muscles, bones, and joints of the trunk; a general account of the abdominal contents; and surface anatomy of the limbs and abdomen. The practical programme gives every opportunity to dissect such parts of the human body as decided by the Chairman, Department of Anatomy. There are also practical classes in osteology and demonstrations of radiological anatomy.

Assessment:

Term 2 - Osteology (Flag Race) test 10% plus oral exam - 10%
Term 3 - Oral exam 10% plus 3 hour written exam - 70%

References: SAUERLAND E K *Grant's Dissector* 9th ed 1983 Williams and Wilkins
MOORE K L 1980 *Clinically oriented anatomy* Baltimore Williams and Wilkins
WILLIAMS P L and WARWICK R eds 1980 *Gray's anatomy* 36th ed Edinburgh Longman

Additional Items:

Resources (Anatomy I and II)
Dissecting
Half set of bones
White coats (drill, long-sleeved, full length)

P1700 Physiotherapy I

Contact Hours: 161

Prerequisite: Nil

Content: This subject introduces the students to an understanding of normal movement and its development, therapeutic movement and its application.

It comprises the following units:

P1710 Kinesiology;
P1720 Therapeutic Movement;

P1710 Kinesiology

Contact Hours: 60
(20 × 1 hour lectures;
22 × 1 hour tutorials;
12 × 1.5 hour practical sessions)

Corequisites: P1600; P1720; BL163

Content: This unit is an introduction to the study of normal human movement and functional anatomy through a theoretical component and practical sessions.

Assessment: The practical components of the unit are assessed at the same time as P1720 - 20%
1 written exam - 60%
1 assignment - 20%

References: *KAPANDJI I A 1972 *The physiology of joints* 2nd ed Vols 1 2 and 3 Edinburgh Livingstone
*NORKIN C and LEVANGIE P 1982 *Joint structure and function* Philadelphia Davis
*Practical Manual (to be purchased from the School of Physiotherapy)
*BRUNNSTROM S 1982 *Clinical Kinesiology* 4th ed Philadelphia Davis
HOPPENFELD S 1976 *Physical examination of the spine and extremities* New York Appleton Century Crofts
MacCONNAILL M A and BASMAJIAN J V 1969 *Muscle and movements a basis for human kinesiology* Baltimore Williams and Wilkins
*REID D C 1979 *Functional anatomy and joint mobilisation* Edmonton University of Alberta Press
WILLIAMS M and LISSNER H R 1962 *Biomechanics of human motion* Philadelphia Saunders
WILLIAMS P L and WARWICK R eds 1980 *Gray's anatomy* 36th ed Edinburgh Longman
Further references will be provided at the commencement of teaching.

P1720 Therapeutic Movement

Contact Hours: 78 (6 × 1 hour lectures;
4 × 1 hour tutorials;
68 hours practical work)

Corequisites: P1600, P1710

Content: This unit covers a practical and theoretical study of techniques of therapeutic movement and their application. The syllabus includes assessment, exercise, passive joint movement, massage and introductory orthotics. These are considered in terms of safety (patient and therapist), kinesiology and anatomy, techniques of application and recording.

Assessment: To be advised.

References: GARDINER M D 1981 *The principles of exercise therapy* 4th ed London Bell and Hyman
KISNER C and COLBY L A 1985 *Therapeutic exercise* Philadelphia F.A. Davis & Co.

First Year Practical Manual Lincoln Institute

Further references will be provided at the commencement of teaching.

P1800 Introduction to Clinical Study

Contact Hours: 2 (2 × 1 hour visits to hospitals)

Corequisite: P1700

Content: Each student makes two clinical visits in patient observation and where applicable has the opportunity to perform certain practical physiotherapy skills.

Assessment: Attendance only

P2600 Anatomy II

Contact Hours: 168 (168 hours of lectures, demonstrations and practical work)

Prerequisite: P1600

Content: This unit consists of lectures, demonstrations and practical work during first, second and third university terms in accordance with detailed timetables to be published each year in the Department of Anatomy of the University of Melbourne. The syllabus includes the detailed topographic anatomy and the applied anatomy of the thorax and head and neck as well as a general account of the brain and spinal cord. In addition demonstrations of radiological anatomy will be given.

Assessment:

Term 2 - oral exam 10%

Term 3 - oral exam 10% plus three hour written exam - 80%;

References: CUNNINGHAM D J (rev G J ROMANES) 1976 *Manual of practical anatomy* 14th ed Vols 2 3 London Oxford University Press

MOORE K L 1980 *Clinically oriented anatomy* Baltimore Williams and Wilkins

or
WILLIAMS P L and WARWICK R eds 1980 *Gray's anatomy* 36th ed of Edinburgh Longman

NOLTE J 1981 *The Human Brain* C V Mosley

P2700 Physiotherapy II

Contact Hours: 237

(237 hours of lectures, demonstrations, discussions, tutorials, practical classes and clinical study)

Prerequisite: P1700

Content: This aspect of the course is aimed at introduction, development, and integration of techniques of assessment and treatment prior to clinical training in the third and fourth years of the physiotherapy programme.

The subject comprises the following units:

P2721 Therapeutic Movement and Kinesiology;

P2722 Electrotherapy;

P2770 Child Development;

P2721 Therapeutic Movement and Kinesiology

Contact Hours: 140 (23 × 1 hour lectures;

27 × 1 hour tutorials;

60 × 1.5 hour practical sessions)

Prerequisites: BL163 or equivalent, P1700

Corequisites: P2600, P2800

Content: This unit covers a practical and theoretical study of techniques of therapeutic movement and their application to spinal and peripheral joints, posture, locomotion, balance and co-ordination. The movement component includes assessment, exercise, passive joint movement, massage, use of apparatus, classwork, orthotics and functional training.

These are considered in terms of: safety (patient and therapist), physics (particularly mechanics), anatomical bases, physiological effects, indications, contra-indications, dosage, techniques of application, recording (techniques and results of assessment and treatment) and care of apparatus.

The kinesiology component emphasises posture, locomotion and normal movement of the vertebral column together with the physiological bases of therapeutic techniques included above.

Assessment: To be advised.

References: GALLEY P M and FORSTER A C 1982 *Human movement* Edinburgh Churchill Livingstone

KISNER C and COLBY L A 1985 *Therapeutic exercise* Philadelphia, F.A. Davis & Co.

INMAN V T, RALSTON H M and TODD F 1981 *Human Walking* Baltimore Williams and Wilkins

NORKIN C and LEVANGE P 1982 *Joint Structure and function* Philadelphia F.A. Davis & Co.

Therapeutic Movement and Kinesiology practical manual, Lincoln Institute.

Further references will be provided at the commencement of teaching.

P2722 Electrotherapy

Contact Hours: 81 (27 × 1 hour lectures;

27 × 2 hour practical sessions)

Prerequisites: P1600, P1710, P1720, BL160

Corequisites: P2600, BL215, BL271

Content: This unit covers a practical and theoretical study of the principles and practice of treatment and diagnosis by electrical and allied forms of energy. The syllabus includes: electrical safety, therapeutic heat, therapeutic cold, electromagnetic radiation, electrical stimulation, interferential therapy and myoelectric feedback.

The techniques are considered in terms of: physics, biophysics, physiological effects, indications, contra-indications, dosage, principles and techniques of application, recording (techniques and results of assessment and treatment) and care of the apparatus.

Assessment: Written examination; Practical assessment.

References: *Lincoln Institute electrotherapy manual 1987.

LEHMAN N F ed 1982 *Therapeutic heat and cold* 3rd ed Baltimore Williams and Wilkins

STILLWELL G K ed 1983 *Therapeutic electricity and ultraviolet radiation* 3rd ed Baltimore Williams and Wilkins

WADSWORTH H H and CHANMUGAN A P P 1983 *Electrophysiological agents in physiotherapy* Marrickville Science Press

WARD A R 1986 *Electricity fields and Waves in therapy* 3rd ed Marrickville Science Press

WOLF S L ed 1981 *Electrotherapy* New York Churchill Livingstone

Further references will be provided at the commencement of teaching.

P2770 Child Development

Contact Hours: 22 (16 × 1 hour lectures;

6 × 1 hour tutorials)

plus 3 baby visits each approximately 1 hour, plus time to write up (5-6 months, 8-9 months, 10-11 months).

Prerequisite: Nil

Content: This unit is designed to develop skills in observation and analysis of normal patterns of movement in babies. It is a study of the development of normal co-ordination which is a necessary prerequisite for understanding normal variations in the overall development of the child. It also forms a background to the study of conditions resulting in abnormal co-ordination which the student will encounter in years three and four. All aspects of development are studied from conception to the age of 5, with the emphasis on the development of movement and normal postural reactions.

Assessment: Written assignment including 3 baby visits - 65% practical examination - video analysis - 35%

- References:** BOBATH K 1980 *A Neurophysiological Basis for the treatment of cerebral palsy* London Heinemann
- ROSENBLOOM L and HORTON M E 1971 *The maturation of fine prehension in young children in Developmental Medicine and Child Neurology* 13 3-8
- *SHEPHERD R 1980 *Physiotherapy in Paediatrics* 2nd ed London Heinemann *Children's Developmental Progress from Birth to five years*
- *SHERIDAN M D 1975 *The Stycar Segverxes* 3rd ed NFER Publish Co Ltd Windsor U K
- SHERIDAN M D 1979 *Spontaneous Play in early childhood* NFER Publishing Company Ltd
- STONE L J and CHURCH J 1979 *Childhood and adolescence* 4th ed New York Random House
- *VAN BLAKENSTEIN M et al 1975 *The development of the infant* London Heinemann

P2800 Clinical Study

Contact Hours: 100 (100 hours of theoretical material and clinical practice. Experience is gained in both adult and paediatric areas).

Prerequisite: P1700

Content: This unit comprises the following units:
P2801 Nursing Procedure;
P2802 Preliminary Clinical Studies

P2801 Nursing Procedure

Contact Hours: 48 (10 hours lectures and demonstrations at the School of Nursing and 38 hours clinical experience in allotted hospitals)

Content: This unit provides students with an appreciation of basic nursing techniques (a knowledge of which is necessary to carry out physiotherapy procedures), and understanding of the nursing needs of patients and an appreciation of ward routines and procedures.

Assessment: Attendance

References: Advice on references will be provided at the commencement of teaching.

P2802 Preliminary Clinical Studies

Contact Hours: 52

Content: (a) One week full-time clinical placement. Students work in a physiotherapy clinic assisting with aspects of patient management. These activities are appropriate to the expectations of a physiotherapy aide. Students have the opportunity to develop their skills in such areas as communication, observation and basic exercise prescription.

(b) Clinical tutorials

Students participate in small group tutorials including observation of patient treatment and supervised practice of selected physiotherapy techniques.

Assessment: Attendance

References: Advice on references will be provided at the commencement of teaching.

P3700 Physiotherapy III

Contact Hours: 191 (61 hours of lectures, 93 hours of practical work, 22 hours of seminars, 15 hours of workshops)

Prerequisites: P2600, P2700, P2800, BL215, BL271, BS025

Content: This subject aims to prepare students for practice as physiotherapists. Against a background of pathology, pathophysiology and medical science, students learn to perform assessments and develop programmes of management for persons presenting with problems related to the musculoskeletal, cardiovascular respiratory, neurological and reproductive systems. Attention is also given to the special needs of children and the aged. Some of the course-work entails review and integration of work introduced previously but new techniques of assessment and treatment are introduced together with learning about aids for independence.

In parallel with the academic content of the subject, students learn about the ethics of practice, develop insight into the clinical decision-making process and learn the principles of record keeping.

The content is presented in lectures, practical sessions, seminars and workshops.

Assessment: 6 hours of written assessment.

References: Advice on references will be provided at the commencement of teaching.

P3800 Clinical Study III

Contact Hours: 252 (252 hours clinical teaching)

Prerequisites: P2700, P2800

Corequisite: P3700

Content: This subject comprises the application of knowledge and practical skills gained in the proceeding components of the course within the clinical setting.

Emphasis is placed on the acquisition of basic skills of patient assessment and treatment, and an appreciation of the processes of clinical problem solving.

Students are also introduced to the importance and technique of patient record keeping.

Assessment: 2 clinical reports (each worth 15%) - 30%
Practical test (1 hour duration) - 70%

References: DUNPHY J and WAY L 1977 *Current surgical diagnosis and treatment* 3rd ed California Lange Medical

GOODMAN L and GILMAN A 1980 *The pharmacological basis of therapeutics* 6th ed New York MacMillan

LAURENCE D 1973 *Clinical pharmacology* 4th ed Edinburgh Churchill

MACLEOD J ed 1977 *Davidson's principles and practice of medicine* 12th ed London Churchill Livingstone

P3920 Physiotherapy Elective

Contact Hours: 40

Prerequisite: Nil

Content: This subject comprises the following units:

P3921 Introduction to Creative Movement

P3923 Occupational Health

P3924 Alternative Philosophies in Health Care

P3925 Measurement Systems for Human Movement Assessment

P3926 Research Design in Physiotherapy

P3921 Introduction to Creative Movement

Contact Hours: 20 (20 hours of lectures, demonstrations, tutorials and practical sessions)

Content: This unit introduces students to the principles of the creative movement approach, providing the ability to analyse and vary movement within the elements of space, time, weight and flow, to relate creative movement to specific physiotherapy treatments for individuals and groups, and to heighten students' personal kinaesthetic awareness.

Assessment: Attendance and participation in sessions. Preparation of class notebook. Written assignment not exceeding 1,000 words.

References: CAPLOW-LINDNER E et al 1979 *Therapeutic dance-movement* New York Human Sciences Press

EXINER J and LLOYD P 1973 *Teaching creative movement* Sydney Angus and Robertson

LABAN R 1963 *Modern educational dance* 2nd ed London Macdonald and Evans

LABAN R 1971 *The mastery of movement* 3rd ed London Macdonald and Evans

LABAN R and LAWRENCE F C 1963 *Effort* London Macdonald and Evans

Further references will be provided at the commencement of teaching.

P3923 Occupational Health

Contact Hours: 20

Prerequisite: Nil

Content: This unit provides the students with an awareness and understanding of concepts of disease and health in the workplace, roles of the members of the occupational health team, and the function of the physiotherapist in this team in the areas of prevention, health promotion and education; ergonomics and workplace design; screening; treatment and rehabilitation of disabled workers.

Assessment: Based on attendance and written presentation of a class seminar.

References: Advice on references will be provided at the commencement of teaching.

P3924 Alternative Philosophies in Health Care

Contact Hours: 40

Prerequisites: P2721, BL215 and BL271

Content: The main format of the unit will be discussion. Contributions will be made by guest speakers, experts in their field introducing techniques which are based on philosophies other than of traditional western health care.

Assessment: Oral presentation.

References: Advice on references will be provided at the commencement of teaching.

P3925 Measurement Systems for Human Movement Assessment

Contact Hours: 40

Prerequisite: BL163, P1710, P1720, P2721, P2600

Content:

- A systematic approach to the subjective assessment of normal and clinical gait. This includes the functional phases of the gait cycle and gait recording systems currently used by clinicians. Practice in the use of videotape to record and assess gait. Experience with assessing amputee and neurological gait.
- Use of biomechanical measurement systems for assessing normal and clinical gait.
 - a. temporal and spatial aspects of gait in normal and clinical subjects.
 - b. kinematic aspects of gait. Cinematography will be used to analyze the pathway of lower extremity landmarks during normal and clinical gait. Electrogoniometry will be used to analyze joint angles during normal and clinical gait.
 - c. kinetic aspects of gait — ground reaction forces, joint moments and muscle activity during gait of normal and clinical subjects. Demonstrate with force platform and force visualization systems.
 - d. energetic aspects of gait. Principles of mechanical work, energy, and power; determination of segmental energies and mechanical expenditure in walking; determination of metabolic energy expenditure; factors affecting movement efficiency.
- Gait retraining methods — use of videotape, feedback devices, limb load monitor.
- The effect of prosthetic and orthotic devices on gait.
- Cybex will be used to demonstrate an objective muscle testing system.
- Subjective evaluation of balance in normal and clinical subjects.
- Quantitative measurement systems for evaluating postural balance — measurement of responses to perturbation, pedobarograph, techniques that measure body displacement, force platforms. The use of platforms for retraining balance.
- Seminar presentations by staff and clinicians who are currently using biomechanical measurement systems in research and clinical practice.

Assessment:

- 20 minute class presentation summarizing the current literature relating to the use of a measurement system for evaluating human movement in clinical or normal subjects. 15 minutes will be allowed for formal presentation and 5 minutes for discussion.
- Written paper (1,500 - 2,000 words) reviewing the use of a measurement system for evaluating human movement in normal or clinical subjects.

References: AMERICAN PHYSICAL THERAPY ASSOCIATION 1984 *Biomechanics Physical Therapy* 54 (12), 1805-1902
 ATHA J 1984 Current techniques for measuring motion, *Applied Ergonomics* 15 (4) 245-257
 GRIEVE D W, MILLER D, MITCHELSON D, PAUL J and SMITH A J 1975 *Techniques for the analysis of human movement* London, Lepus Books
 WINTER D A 1979 *Biomechanics of human movement* New York Wiley

P3926 Research Design in Physiotherapy

Contact Hours: 40

Prerequisites: BS250, P2700

Content: This unit is jointly taught by the Schools of Physiotherapy, Behavioural Sciences and Biological Sciences. This unit will enable students to select a research project from a list of prepared topics or submit for approval a topic of their own choice. The unit will include methods of literature search and reinforcement of the major principles of research design (as learnt in BS105 and BS250) with reference to the published research literature in physiotherapy.

Assessment: Verbal presentations. Written research proposal not in excess of 2,000 words.

References: The references will be selected by students and supervisors as appropriate to the project.

P4800 Physiotherapy IV

Contact Hours: 1061

(830 clinical hours, supported by 231 hours of lectures, demonstrations and practical classes.)

Content: This subject comprises the following units:

Compulsory units:

- P4801 Independent Study
- P4803 Professional Practice
- P4830 Cardiothoracic Physiotherapy
- P4840 Physiotherapy in Neurology
- P4850 Physiotherapy in Orthopaedics
- P4870 Physiotherapy in Paediatrics
- P4880 Introduction to Obstetrics and Gynaecology
- P4890 Physiotherapy in Rehabilitation

Elective Units:

One (1) of:

- P4823 Physiotherapy in Community Health
- P4824 Physiotherapy in Mental Health
- P4825 Overseas Work Experience
- P4871 Physiotherapy in Paediatrics - General
- P4875 Physiotherapy in Paediatrics - Cardiothoracic
- P4893 Physiotherapy in Spinal Paralysis

or Two (2) of:

- P4821 Physiotherapy in Rural Health
- P4822 Physiotherapy in Private Practice
- P4831 Physiotherapy in Cardiac Rehabilitation
- P4873 Physiotherapy in Paediatrics - Special Schools
- P4874 Paediatric Physiotherapy in the Community
- P4876 Physiotherapy in Paediatrics - Neurosurgery
- P4881 Physiotherapy in Obstetrics and Gynaecology
- P4891 Physiotherapy in Rehabilitation - Advanced
- P4892 Physiotherapy in Geriatrics
- P4894 Physiotherapy in Progressive Illnesses

P4801 Independent Study

Contact Hours: 60

(Subject undertaken by individual study/research with the opportunity to discuss the topic with the student supervisor.)

Prerequisites: P3926 or its equivalent for the research stream only.

Content: This unit provides students with the opportunity to carry out an in-depth study of their own choice in a topic relevant to Physiotherapy. It can be undertaken in either of two ways: (i) a literature review, or (ii) a guided research project as either (a) a continuation of the project undertaken in P3926 Research Design in Physiotherapy or (b) an approved topic for which the student has the appropriate prerequisites.

Assessment:

Literature review:	
Dissertation (20 minutes)	65%
Annotated bibliography	20%
Critical review	15%
Research project:	
Dissertation (20 minutes)	65%
Written report (not in excess of 2,000 words)	35%

References: Advice on references will be provided at the commencement of teaching.

P4803 Professional Practice

Contact Hours: 42 (lectures, seminars, discussions and workshops)

Prerequisite: Nil

Content: This unit provides students with the opportunity to gain further understanding and knowledge of clinical decision making and the legal and ethical responsibilities of professional practice involving record keeping skills, quality assurance and management practices.

Students will also be introduced to the structure of the physiotherapy profession and the function of the various professional bodies.

Assessment: Three practical exercises, commenced in class.

References: O'SULLIVAN J 1983 *Law for nurses and allied health professionals in Australia* 3rd ed. Sydney, The Law Book Company Limited.

Further references will be provided at the commencement of teaching.

P4821 Physiotherapy in Rural Health

Contact Hours: 95 (3 week full time clinical placement)

Prerequisites: P3700, P3800

Content: This unit is designed to enable the students to develop knowledge and skills related to the practice of physiotherapy in a rural or provincial setting, and to gain an understanding and awareness of the role of the physiotherapist and other professionals in the provision of Health Services within a rural section of the community. Students will participate in Base or District Hospital activities and itinerant work to outlying parts of the region.

Assessment:

Clinical assessment (Hospital Supervisor)	55%
Three (3) clinical experience reports (Hospital Staff)	20%
Paper presentation (School and Hospital Staff)	25%

References: *Supplementary Statistical Tables*, 1984 Department of Community Welfare Services 19 Volumes.

Further references will be provided at the commencement of teaching.

P4822 Physiotherapy in Private Practice

Contact Hours: 95 (3 week full-time clinical placement)

Prerequisites: P3700, P3800

Content: This unit gives students knowledge and skills related to physiotherapy in private practice. Students are affiliated with a private practitioner and assist in the treatment of patients in a variety of situations e.g. rooms, private hospitals, sports practices, industrial facilities.

Opportunity is also provided for students to investigate the processes of practice management.

Assessment:

Clinical report	60%
Student self assessment	20%
Assignment	20%

References: BAUERSTOCK & EVE, D 1980 *Practice management - a business manual for all professions and staff* Sydney, Australia & New Zealand Book Company

Further references will be supplied at the commencement of teaching.

P4823 Physiotherapy in Community Health

Contact Hours: 190 (6 week full-time clinical placement)

Prerequisite: P3700, P3800

Content: This unit gives students knowledge and skills relating to physiotherapy and community health. Students will be affiliated with a Community Health Centre as part of their studies. During the affiliation students will participate in preventative health programmes and individual treatment programmes, work with other health professionals, be required to investigate the composition of the community and the centre services, and will be exposed to some of the methods involved in health service planning.

Assessment:

Clinical assessment (Health Centre Staff)	50%
Student self assessment	10%
Oral test	40%

References: HEALTH COMMISSION May 1985 *Ministerial Review of Community Health*

HETZEL B S 1980 *Health and Australian society* Ringwood, Penguin

SHAW M W ed. 1984 *The challenge of ageing*. Melbourne Churchill Livingstone

WALPOLE R ed 1979 *Community Health in Australia* Ringwood, Penguin

P4824 Physiotherapy in Mental Health

Contact Hours: 190 (6 week full-time clinical placement)

Prerequisites: P3700, P3800

Content: This unit provides students with an introduction to physiotherapy in the area of mental health. Students are affiliated with a psychiatric hospital and gain knowledge of the structure and function of psychiatric services, the role of physiotherapy and other health disciplines and the legal and ethical responsibilities pertaining to this area of health care. Emphasis is placed on acquiring a basic knowledge and understanding of the aetiology and treatment of selected patients and the skills related to the competent physiotherapy treatment of these patients. Tutorials, ward rounds and visits to specialist units serve to give the students a broad overview of patient management.

Assessment:

Clinical report	55%
Oral test of 20 mins. duration	25%
Case presentation	20%

References: GIBBONS J L 1983 *Integrated Clinical Science: Psychiatry* London Heinemann Medical Books Ltd

HARE M 1986 *Physiotherapy in psychiatry* London, Heinemann

P4825 Overseas Work Experience

Contact Hours: 190 (6 week full-time clinical placement)

Prerequisites: P3700, P3800

Content: Students will be affiliated with an approved overseas physiotherapy unit for six weeks during which time they will participate in selected specialist programmes e.g. orthopaedics, cardiothoracic, neurology, burns. Students will be provided with the opportunity to visit other centres unique to that country and where possible to spend time with health science students to gain some insight into their training programmes.

Assessment:

Clinical report	70%
Written report (not in excess 3,000 words)	30%

References: Reference reading will be provided by the student supervisor(s) specific to the areas of work in which the student participates.

P4830 Cardiothoracic Physiotherapy

Contact Hours: 186 (26 hours theory and practical, 160 hours clinical placement [5 weeks])

Prerequisites: P3700, P3800

Content: Theory - comprises the pathology, aetiology incidence, signs and symptoms, complications and aims and physiotherapeutic techniques, and medical and surgical management of selected pulmonary disorders not covered in P3700 and of cardiac conditions in adults and children. The theoretical aspects of burns and connective tissue massage are included in this unit.

Clinical - the clinical component gives students an appreciation of the role of physiotherapy in cardiac and respiratory conditions. Includes intensive care, medical respiratory conditions, cardiac and thoracic surgery, coronary care, respiratory care of patients undergoing general and other special surgery. Students apply and integrate knowledge gained in the theoretical component of this unit and that gained throughout the previous years, including anatomy, physiology and pathology.

Assessment:

Clinical report (Hospital Supervisor)	35%
Clinical test	30%
Written examination	35%

A satisfactory standard must be achieved in both the theoretical and clinical components of the assessment.

References: DOWNIE P A 1983 *Cash's textbook of chest, heart and vascular disorders* 3rd ed. London, Faber and Faber

McKENZIE C F, GIESLA N, IMLE N, KLEMIC C 1981 *Chest physiotherapy in the intensive care unit* Baltimore, Williams and Wilkins

STURRIDGE M F and TREASURE T 1985 *Belcher's thoracic surgical management* 5th ed. London, Bailliere Tindall

P4831 Physiotherapy in Cardiac Rehabilitation

Contact Hours: 95 (3 week full-time clinical placement)

Prerequisite: P3700, P3800

Content: During this unit, students will develop knowledge and skills in the management of patients following myocardial infarction with the emphasis on the rehabilitative stages. Students will gain insight into the team approach to health care in this field.

Assessment:

Clinical reports (Hospital Supervisor)	75%
Paper presentation	25%

References: AMUNDSEN L R 1981 *Cardiac Rehabilitation* New York Churchill Livingstone

Further references will be provided at the commencement of teaching.

P4840 Physiotherapy in Neurology

Contact Hours: 188 (28 hours theory and practical, 160 hours clinical placement [5 weeks])

Prerequisites: P3700, P3800

Content: The pre-clinical component consists of information gathering and skill development in relation to the management of spinal cord injury, head injury, and parkinsonism. This material is addressed in a variety of ways including seminars, discussions, simulated patient workshops and practical sessions.

During the clinical component, students apply a range of skills, under supervision, as they provide physiotherapy for people with neurological disorders.

Assessment:

Clinical report (Hospital Supervisor)	25%
Clinical test	25%
Case presentation	10%
Written assignment (not in excess of 2,500 words)	40%

References: BROMLEY I 1976 *Tetraplegia and paraplegia* Edinburgh, Churchill Livingstone

CARR J and SHEPHERD R 1980 *Physiotherapy in disorders of the brain* London Heinemann

DeMYER W 1980 *Techniques of the neurological examination* 3rd ed New York McGraw Hill

Further references to appropriate books, articles, films, audio and video tapes are provided in the guide to neurological physiotherapy provided at the commencement of P3700 Physiotherapy III.

P4850 Physiotherapy in Orthopaedics

Contact Hours: 180 (20 hours theory and practical, 160 hours clinical placement [5 weeks])

Prerequisite: P3700, P3800

Content:

Theory & Practice - Extension of P3700 in relation to orthopaedic disorders with the emphasis on the overall patient management and theory and practice of physiotherapy techniques in the acute and chronic stages. Management of musculoskeletal conditions of the spine and selected conditions, not previously covered, will be included and more advanced concepts introduced.

Clinical - The unit gives the student greater understanding of the role of physiotherapy for patients with orthopaedic disorders. Includes fractures, degenerative joint disease, peripheral and spinal musculoskeletal problems. Student skills in patient assessment treatment are further developed with overall appreciation of total management for both in-patients and out-patients.

Assessment:

Clinical report (Hospital Supervisor)	35%
Clinical examination	25%
Written examination	30%
Skills examination	10%

References: ADAMS J C 1983 *Outline of fractures* 8th ed. Edinburgh, Churchill Livingstone

and

ADAMS J C 1981 *Outline of orthopaedics* 9th ed. Edinburgh, Churchill Livingstone

or

APLEY A G 1982 *Apley's system of orthopaedics* 6th ed. London, Butterworths

CYRIAX J 1982 *Textbook of orthopaedic medicine. Vol. 1: diagnosis of soft tissue injuries* 8th ed. London, Bailliere Tindall

HOPPENFELD S 1976 *Physical examination of the spine and extremities* New York, Appleton - Century - Crafts

MAITLAND G D 1977 *Peripheral manipulation* 2nd ed. London, Butterworths

MAITLAND G D 1977 *Vertebral manipulation* 4th ed. London, Butterworths

Further references will be supplied at the commencement of teaching.

P4870 Physiotherapy in Paediatrics

Contact Hours: 103 (23 hours of theory and practical, 80 hours clinical placement)

Prerequisites: P3700, P3800

Content: The student will gain skills in assessing and managing children of all ages with chronic disabilities. Emphasis will be on accurate assessment of children with neurologically related disabilities e.g. Cerebral Palsy and primary or secondary Intellectual Disability. The student gains practical experience with handling children with neurological problems in the clinical placement.

The student will also gain some insight into working in a multi-disciplinary team and realising the importance of this for the total needs of the child and family.

Assessment:

Clinical assessment (Hospital Supervisor)	60%
Written assignment (not in excess of 1,500 words)	30%
Log book	10%

A satisfactory standard must be achieved in both clinical and theoretical components of the assessment.

References: BOBATH K and BOBATH B 1975 *Motor development in the different types of cerebral palsy* London, Heinemann

FINNIE N 1974 *Handling the young cerebral palsied child at home* 2nd ed. London, Heinemann

LEVITT S 1982 *Treatment of cerebral palsy and motor delay* 2nd ed. Oxford, Blackwell Scientific

SHEPHERD R 1980 *Physiotherapy in paediatrics* 2nd ed London, Heinemann

Further references will be provided at the commencement of teaching.

P4871 Physiotherapy in Paediatrics: General

Contact Hours: 190 (6 week full-time clinical placement)

Prerequisites: P3700, P3800

Content: Students will gain skills in assessment and management of children with acute and chronic conditions, choosing from a number of the following conditions — juvenile rheumatoid arthritis, haemophilia, oncology, spinal muscular dystrophy, dermatomyositis, myopathy/dystrophy, peripheral neuropathy, cerebral palsy, orthopaedics, medical thoracic and burns. Students will also gain insight into the roles of other professionals concerned with the care of the paediatric patient. Students will further expand their knowledge of the aetiology, pathology, medical/surgical and pharmacological treatment of conditions seen.

Assessment:

Clinical assessment (Hospital Supervisor)	65%
Clinical test (L.I. Staff)	25%
Log book	10%

- References:** BLANKENSTEIN, M. VAN 1975 *The development of the infant: the first year of life in photographs* London, Heinemann
 FINNIE N 1974 *Handling the young cerebral palsied child at home* 2nd ed. London, Heinemann
 ROBERTSON J 1970 *Young children in hospital* 2nd ed. London, Tavistock
 SCRUTTON D 1984 *Management of the motor disorders of children with cerebral palsy* London, Heinemann
 SIEGEL I M 1977 *The clinical management of muscle disease: a practical manual of diagnosis and treatment* London, Heinemann

Further references will be provided at the commencement of teaching.

P4873 Physiotherapy in Paediatrics: Special Schools

Contact Hours: 95 (3 week full-time clinical placement)

Prerequisites: P3700, P3800

Content: The student develops skills in the physiotherapy assessment and management of pre-school and school aged children with chronic physical disabilities including cerebral palsy, spina bifida and muscular dystrophy. Students develop an awareness of the roles of other professionals in the multi-disciplinary team and develop an appreciation of the child's total needs. Students begin to appreciate the paediatric physiotherapist's role as consultant and educator.

Assessment:

Clinical assessment (Hospital Supervisor)	60%
Clinical presentation	30%
Log book	10%

- References:** ANDERSON E M and SPAIN B 1977 *The child with spina bifida* London, Methuen
 BLANKENSTEIN M VAN 1975 *The development of the infant: the first year of life in photographs* London, Heinemann
 BOBATH K and BOBATH B 1975 *Motor development in the different types of cerebral palsy* London, Heinemann
 FINNIE N 1974 *Handling the young cerebral palsied child at home* 2nd ed. London, Heinemann
 LEVITT S 1982 *Treatment of cerebral palsy and motor delay* 2nd ed. Oxford, Blackwell Scientific
 SCRUTTON D 1984 *Management of the motor disorders of children with cerebral palsy* London, Heinemann
 SIEGALL I M 1977 *The clinical management of muscle disease: a practical manual of diagnosis and treatment* London, Heinemann

Further references will be provided at the commencement of teaching.

P4874 Paediatric Physiotherapy in the Community

Contact Hours: 95 (3 week full-time clinical placement)

Prerequisites: P3700, P3800

Content: The student develops skills in the physiotherapy assessment and management of children in the community. Venues include homes, playgroups, schools, infant welfare centres and day care centres. Within these settings the student will gain experience of a broad range of children's health problems both chronic and acute. Students will be involved in a multi-disciplinary team gaining insight into the importance of this for the total needs of the child and his/her family. Students also gain experience of the community paediatric physiotherapist's role as consultant and health care educator.

Assessment:

Clinical assessment (Hospital Supervisor)	65%
Case presentation	25%
Log book	10%

- References:** BLANKENSTEIN, M VAN 1975 *The development of the infant: the first year of life in photographs* London, Heinemann
 SHEPHERD R 1980 *Physiotherapy in paediatrics* 2nd ed. London, Heinemann

P4875 Physiotherapy in Paediatrics - Cardiothoracic

Contact Hours: 190 (6 week full-time clinical placement)

Prerequisites: P3700, P3800

Content: Students will have experience in paediatric intensive care, cardiology, thoracic medicine and thoracic surgery. Students will gain skills in assessment and management of children in the acute and rehabilitation stage of their recovery. Students will further expand their knowledge of aetiology, pathology, medical/surgical and pharmacological treatment of conditions seen. Students will also gain insight into the roles of other professionals concerned with the care of the paediatric patient.

Assessment:

Clinical assessment (Hospital Supervisor)	65%
Case presentation	25%
Log book	10%

- References:** ROBERTSON J 1970 *Young children in hospital* 2nd ed London, Tavistock
 SHEPHERD R 1980 *Physiotherapy in paediatrics* 2nd ed London, Heinemann

P4876 Physiotherapy in Paediatrics - Neurosurgery

Contact Hours: 95 (3 week full-time clinical practice)

Prerequisites: P3700, P3800

Content: Students will gain skills in assessment and management of children in the neurosurgery department during the acute and rehabilitation stage of their recovery. Students will also gain insight into the roles of other professionals concerned with the care of the paediatric patient. Students will further expand their knowledge of the pathophysiology of the conditions. Conditions to be seen will include head injuries, brain tumours, hydrocephalus and various spinal anomalies.

Physiotherapy

Assessment:

Clinical report (Hospital Staff)	65%
Case presentation	25%
Log book	10%

References: SHEPHERD R 1980 *Physiotherapy in paediatrics* 2nd ed. London, Heinemann

Further references will be provided at the commencement of teaching.

P4880 Introduction to Obstetrics and Gynaecology

Contact Hours: 15

Prerequisites: P3700, P3800

Content: A basic introduction to physiotherapy in obstetrics and gynaecology comprising lectures, discussion and practical work presenting the physiotherapy for pregnancy, parturition and the puerperium and for selected gynaecological conditions.

Assessment: An 'in class' practical assignment with a small written component.

References: WILLIAMS M and BOOTH D 1985 3rd ed. *Ante-natal education: guidelines for teachers* Edinburgh, Churchill Livingstone

Further references will be provided at the commencement of teaching.

P4881 Physiotherapy in Obstetrics and Gynaecology

Contact Hours: 95 (3 week full-time clinical placement)

Prerequisites: P3700, P3800

Content: Students conduct ante and post-natal classes, treat problems related to pregnancy and the post partum period amenable to physiotherapy. Assist women with skills during labour, care for women who have had caesarean birth, care for those experiencing discomfort following episiotomy and for those with breast engorgement. Treat women with gynaecological problems amenable to physiotherapy. Teach baby massage and observe the treatment of incubated neonates. Attend special clinics and observe other therapists working in the field to gain an overview of the scope of physiotherapy in the field.

Assessment:

Clinical assessment - 70%
Oral test - 30%

References: Advice on references will be provided at the commencement of teaching.

P4890 Physiotherapy in Rehabilitation

Contact Hours: 97 (17 hours of theory and practical, 80 hours clinical placement)

Prerequisites: P3700, P3800

Content: This unit covers the theory and practice of techniques used by the physiotherapist in rehabilitation. It also gives the student an understanding of the function of rehabilitation centres and their places in long-term health care, together with the role of the physiotherapist and other personnel in the rehabilitation team. Clinically students are based in a centre to gain an overview of total patient care by attending team meetings and ward rounds. They will assess patients and plan treatment programmes under supervision. Hydrotherapy sessions will be arranged if facility is available.

Assessment:

Case presentation (Hospital Supervisor)	40%
Case presentation	40%
Theoretical assessment	20%

References: ADAMS R, DANIEL A and RULLMAN L 1975 *Games, sports and exercises for the physically handicapped* 2nd ed. Philadelphia, Lea and Febiger

BASMAJIAN J and KIRBY R L (eds) 1984 *Medical rehabilitation* Baltimore, Williams and Wilkins

BASMAJIAN J 1978 *Therapeutic exercise* 3rd ed. Baltimore, Williams and Wilkins

BOLTON E and GOODWIN G 1974 *Pool exercise* 4th ed. Edinburgh, Churchill Livingstone

NICHOLS P J R 1980 *Rehabilitation medicine* 2nd ed. London, Butterworths

SKINNER A T and THOMSON A N 1983 *Duffield's exercise in water* 3rd ed. London, Balliere Tindall

P4891 Physiotherapy in Rehabilitation - Advanced

Contact Hours: 95 (3 week clinical placement)

Prerequisites: P3700, P3800

Content: Students will spend 3 weeks in a general rehabilitation unit treating people with a wide range of long term and/or multiple pathologies. They will attend team meetings, ward rounds and tutorials, and will gain a better appreciation of the roles of the different health team members. They will have some practical experience of hydrotherapy; they will go on a home visit where possible, and will spend 1 day with the R.D.N.S. They will learn of community resources and sporting facilities for the disabled.

Assessment:

Clinical assessment (Hospital Supervisor)	70%
Paper presentation	30%

References: BASMAJIAN J and KIRBY R L eds. 1984 *Medical rehabilitation* Baltimore, Williams and Wilkins

KOTTE F L, STILLWELL K and LEHMANN J F eds. 1981 *Krusen's handbook of physical medicine and rehabilitation* 3rd ed. Philadelphia, Saunders

O'SULLIVAN S, CULLAN K and SCHMITZ T 1981 *Physical rehabilitation* Philadelphia, F.A. Davis Co.

P4892 Physiotherapy in Geriatrics

Contact Hours: 95 (3 week full-time clinical practice)

Prerequisites: P3700, P3800

Content: This unit aims to provide the student with a broad understanding of physiotherapy in geriatrics, with emphasis on a team approach towards management of physical, psychological and social problems relevant to the elderly. Students are based in a geriatric centre and may gain experience in rehabilitation, acute or extended care or domiciliary physiotherapy

Assessment:

Clinical assessment (Hospital Supervisor)	70%
Paper presentation	30%

References: ANDERSON W F and WILLIAMS B 1983 *Practical management of the elderly* London, Blackwell

BROCKLEHURST J C 1978 *Textbook of geriatric medicine and gerontology* 2nd ed. Edinburgh, Churchill Livingstone

JACKSON O S A 1983 *Physical therapy of the geriatric patient* New York, Churchill Livingstone

SHAW M W 1984 *The challenge of ageing* Churchill Livingstone

P4893 Physiotherapy in Spinal Paralysis

Contact Hours: 190 (6 week full-time clinical placement)

Prerequisites: P3700, P3800

Content: Students will develop special knowledge skills and insight into the role of the physiotherapist as a member of a team responsible for the management of clients with spinal paralysis.

Experience will be gained in both the acute and rehabilitation stages of care, including participation in clients' sporting activities. Students will also be exposed to client education sessions.

Assessment:

Clinical reports	80%
Oral test	20%

References: BANNISTER R (ed.) 1978 *Brains' clinical neurology* 2nd ed. Oxford, Oxford University Press

BEDBROOKE G 1981 *The care and management of spinal cord injuries* New York, Springer Verlag

BROMLEY I 1981 *Tetraplegia and paraplegia: a guide for physiotherapists* 2nd ed. Edinburgh, Churchill Livingstone

CIBA, Clinical Symposia 1982 *Comprehensive management of spinal cord injury* 34,2 London, Ciba

P4894 Physiotherapy in Progressive Illnesses

Contact Hours: 95 (3 week clinical placement)

Prerequisites: P3700, P3800

Content: A unit designed to provide the student with further knowledge and skills related to physiotherapy in the management of patients with progressive illnesses. It introduces the student to the physical, social and psychological aspects of the progressively ill patient and their implications for the short and long term management of these patients.

Assessment:

Clinical assessment (Hospital Supervisor)	70%
Case presentation	30%

References: MATTHEWS W B ed. 1985 *McAlpine's multiple sclerosis* Melbourne, Churchill Livingstone

Further references will be supplied at the commencement of teaching.

P5435 Diagnostic Procedures

Contact Hours: 6 (6 × 1 hour lectures)

Prerequisite: Nil

Content: This unit extends student's knowledge of the principles of techniques used in specific investigations. The limitations of certain diagnostic procedures, the rationale for choice of selected procedures and the relevant implications for physiotherapy management.

Assessment: Class attendance

References: Advice on references will be provided at the commencement of teaching.

P5454 Medical Sciences: Orthopaedics

Contact Hours: 50

(50 × 1 hour lectures/demonstrations; 18 hours will contribute towards the Elective Studies)

Prerequisite: Nil

Content: This unit consists of the pathology of the musculo-skeletal system with special emphasis on sports related conditions. Medical and surgical management of these conditions are presented by medical practitioners, i.e. orthopaedic surgeons, radiologists and general practitioners with special interests in sports medicine.

Assessment: 1 × 3 hour written examination.

References: Advice on references will be provided at the commencement of teaching.

P5461 Medical Sciences - Manipulative Therapy

Contact Hours: 50 (50 × 1 hour lectures, class discussions)

Content: This unit provides further knowledge of the aetiology, pathology and clinical presentation of musculo-skeletal and related disorders, and of relevant pharmacological, medical and surgical management. Students will acquire further knowledge of indications for differential diagnosis and contra-indications to management by manipulative therapy. Topics include pathological basis for common disorders including digestive diseases, trauma, inflammation, neoplastic, congenital conditions, neurological and vascular conditions.

Assessment: 1 × 3 hour written examination.

References: Advice on references will be provided at the commencement of teaching.

P5472 Medical Sciences: Paediatrics

Contact Hours: 36 (32 × 1 hour lectures; 2 × 2 hour demonstrations)

Prerequisite: Nil

Content: This unit extends students' knowledge and understanding of the aetiology, pathology, signs and symptoms, medical, pharmacological and surgical management of selected paediatric, orthopaedic, cardio-thoracic and neurological disorders. In addition the unit covers clinical and pathological processes associated with burns and reconstructive surgery, haematological and mesenchymal disorders in the paediatric patient. Students acquire further knowledge and understanding of diagnostic procedures and medical technology particularly relevant to intensive care.

Assessment:

Assignment -	75%
Peer presentation -	25%

References: Advice on references will be provided at the commencement of teaching.

P5481 Medical Sciences: Obstetrics Gynaecology and Neonatology

Contact Hours: 24

(Mainly made up of 1 hour lectures from members of the medical and allied professions. Some tutorial and seminar work).

Content: This unit is designed to extend the student's knowledge of the medical, surgical and pharmacological management of pregnancy, parturition, the puerperium, gynaecological disorder and disorders of the neonate, and to gain a greater understanding of the relevant medical technology.

Assessment:

Log book with bibliography - 75%

Reading diary - 25%

References: Advice on references will be provided at the commencement of teaching.

P5491 Medical Sciences: Geriatrics

Contact Hours: 24 (24 × 1 hour lectures)

Prerequisite: Nil

Content: This unit extends students' knowledge and understanding of the aetiology and pathology of selected musculo-skeletal, neurological, vascular and cardiothoracic conditions commonly presenting in the elderly and the total management of these conditions, including diagnostic procedures, pharmacological, medical and surgical management.

Assessment: 1 × 3 hour written examination prepared short answer questions.

References: Advice on references will be provided at the commencement of teaching.

P5492 Psychogeriatrics

Contact Hours: 12 (12 × 1 hour lectures)

Prerequisite: Nil

Content: This unit further develops knowledge and awareness of psychological impairment associated with ageing processes, principles of management and implications for physiotherapy management. Includes classification and signs and symptoms of selected disorders, organic and functional states, principles of medical treatment, social therapy, psychotherapy, rehabilitation programmes, overview of community resources and a review of current research.

Assessment: 2,000 word assignment

References: Advice on references will be provided at the commencement of teaching.

P5541 Neuropsychology A

Contact Hours: 12 (6 × 2 hour lectures including class discussion)

Corequisites: BL511, P5641

Content: This unit provides a conceptual model for the study of brain behaviour relationships, and gives an introduction to methods of patient assessment and data analysis used in clinical neuropsychology. Recent research findings concerning cognitive functions of the central nervous system are reviewed.

Assessment: 1 × 1.5 hour written examination.

References: Advice on references will be provided at the commencement of teaching.

P5542 Neuropsychology B

Contact Hours: 18

(9 × 2 hour lectures including clinical case discussion)

Prerequisite: P5541

Content: This unit provides an introduction to modern clinical psychology and review of recent clinical research findings concerning disturbances of higher cognitive functions and lesions of the central nervous system.

Assessment: 1 × 2 hour written examination.

References: Advice on references will be provided at the commencement of teaching.

P5553 Sports Psychology

Contact Hours: 18

(9 × 2 hour lectures including class discussion and case presentations)

Prerequisites: An understanding of behavioural sciences equivalent to second year undergraduate level.

Content: This unit explores psychological aspects of training, performance, competition and rehabilitation following injury or illness. The subject investigates the role of games and sports in development of personality, the concept of self and social development; factors which influence motivation and performance; the concept of stress in relation to performance, and psychological reaction to injury, ageing and ill-health.

Assessment: 2,500 word written assignment.

References: Advice on references will be provided at the commencement of teaching.

P5562 Biomechanics and Kinesiology

Contact Hours: 30 (20 × 1 hour lectures;
2 × 1 hour and 2 × 2 hour laboratory sessions;
4 × 1 hour student presentations)

Corequisite: P5661

Content: This unit gives students detailed knowledge of kinesiology and biomechanics as a basis for clinical expertise in manipulative therapy. Includes study of physical concepts and quantities, tissue rheology, joint lubrication, MacConaill's geometry and regional kinesiology of spinal and peripheral joints.

Assessment:

Seminar presentation - satisfactory/unsatisfactory
1,200 word written report - satisfactory/unsatisfactory
laboratory report 1,200 words - satisfactory/unsatisfactory
Students must achieve a satisfactory standard in each component.

References: Advice on references will be prodded at the commencement of teaching.

P5563 Psychological Aspects of Pain Management in Physiotherapy Practice

Contact Hours: 18 (lectures, discussions)

Prerequisites: Nil

Content: This unit increases students' knowledge of psychological factors that influence pain experience and approaches to pain management. The unit includes social aspects of pain; learning processes; measurement of pain; relaxation hypnosis and biofeedback in pain management and placebo effects.

Assessment: 1,500 word assignment.

References: ELTON D, STANLEY G and BURROWS G 1983 *Psychological control of pain* Sydney, Grune and Stratton
EVANS F J 1974 *The placebo response in pain reduction* In J.J. Bonica (ed.) *Advances in Neurology* 4 289-296
FLOR, H HAAG, G TURK, D C and KOEHLER H 1983 *Efficacy of EMG biofeedback, pseudo therapy and conventional medical treatment for chronic rheumatic back pain* *Pain* 17 21-31
NOWEN A and BUSH C 1984 *The relationship between paraspinal EMG and chronic low back pain* *Pain* 20 109-123

Further references will be provided at the commencement of teaching.

P5572 Growth and Development

Contact Hours: 12 (6 × 2 hour lectures including class discussion)

Prerequisite: BL584

Content: This unit provides advanced knowledge of development and function of biological systems from foetal life to adulthood: repair, regeneration and maturation processes; measurement of growth and biological indices of maturity; and biological factors affecting growth and development of the individual as a member of the family. Topics covered include prenatal factors affecting family development, parent and parent/baby interaction, and psychological and social growth and development.

Assessment: Written assignment 1,500 words.

References: Advice on references will be provided at the commencement of teaching.

P5581 Sexuality in Pregnancy and the Post Partum

Contact Hours: 6 (3 × 1 hour lectures;
1 × 3 hour seminar)

Prerequisite: BL522

Content: This unit is designed to enable the student to gain an understanding of sexuality during pregnancy and the post partum, and the usual variations in sexuality during those periods and the ability to relate to patients with empathy and sensitivity.

Assessment: 1,500 word assignment.

References: BING E and COLEMAN L 1977 *Making love in pregnancy* New York Bantam
KITZINGER S 1983 *Woman's experience of sex* London Dorling Kindersley
LUMLEY J 1980 *Sexual feeling in pregnancy and after birth* *British journal of sexual medicine*, May
MACOURT D 1979 *Sexuality in pregnancy Patient Management* March
NAEYE R L 1981 *Coitus and antepartum haemorrhage* *British journal of obstetrics and gynaecology*

P5582 Theory and Practice of Relaxation

Contact Hours: 18

(9 × 2 hour sessions comprising lectures discussions and practical work)

Prerequisite: Nil

Content: This unit introduces the student to various theoretical concepts of anxiety, stress and relaxation. Enables the student to interrelate theoretical principles with the practice of relaxation and other stress management methods. Enables the student to use selected relaxation techniques and methods in patient management.

Assessment: Practical examination - 40%
1,500 written assignment - 60%

References: Advice on references will be provided at the commencement of teaching.

P5631 Anatomy and Kinesiology of the Thorax

Contact Hours: 12 (6 × 2 hour lectures)

Content: This unit advances knowledge of the anatomy and kinesiology of the thorax and the mechanics of respiration. Provides a detailed review of thoracic musculo-skeletal and pulmonary anatomy, radiological anatomy of the thorax, and kinesiology of the respiratory muscles and ultrastructure of the lungs.

Assessment: Will be determined following consultation with the students.

References: Advice on references will be provided at the commencement of teaching.

P5641 Neuroanatomy A

Contact Hours: 12

(4 × 2 hour lectures including slide presentations and use of anatomical models, 2 hour demonstrations of brain dissection)

Prerequisite: Nil

Content: This unit provides an overview of neuroanatomical methods, regional neuroanatomy, relevant blood supply and systems. Also provides a neuroanatomical basis for further study in neuropathology and neuropsychology.

Assessment: 1,500 word written assignment.

References: Advice on references will be provided at the commencement of teaching.

P5642 Neuroanatomy B

Contact Hours: 18 (9 × 2 hour lectures including slide presentation and class discussion)

Prerequisite: P5641

Content: This unit provides knowledge of structure and parallel processing in the cerebral cortex, lateralisation of brain function, limbic system and hypothalamus brain, development and nutrition, neuroanatomical studies on mental states, ageing and dementia and principles of recent advanced in neural tissue transplants in deficiency states.

Assessment: 2,500 word written assignment

References: Advice on references will be provided at the commencement of teaching.

P5661 Anatomy for Manipulative Therapists

Contact Hours: 90 (90 hours practical work)

The main form of teaching is through weekly student led demonstration/tutorials on selected topics. Some format lectures and radiology workshops are provided by anatomy teaching staff, and students will dissect the human body in accordance with the timetable listed in the Department of Anatomy of the University of Melbourne.

Content: This unit is an advanced study of the skeleton, nervous system and locomotor apparatus. Students study the vertebral column and associated muscles; the spinal cord and its nerves including their plexuses and branches, the brain stem, and thoracic inlet.

Includes a general review of the joints of the body with particular reference to those of the upper and lower limbs; the major nerves of the limbs, including their distribution and function; and the applied anatomy of the back. Practical work is undertaken on one afternoon per week.

Assessment: 2 × 3 hour written examinations plus oral examination.

References: WILLIAMS P L and WARWICK R eds 1980 *Gray's anatomy* 36th ed Edinburgh Longman

ROMANES G J 1977 *Cunningham's manual of practical anatomy* 14th ed Oxford University Press Vols 1 2 3

LAST R J 1984 *Anatomy regional and applied* 7th ed Edinburgh Churchill Livingstone

P5702 Literature Review

Contact Hours: 30

(Independent review in consultation with supervisor)

Prerequisite: BS501

Content: A literature research project on a topic relevant to students' elected major study, which facilitates ability to read, critically analyse and discuss literature pertinent to clinical practice.

Assessment: 3,500 - 4,000 word written report.

References: Advice on references will be provided at the commencement of teaching.

P5703 Independent Project

Contact Hours: 30

(Independent empirical research in consultation with supervisors from the School of Physiotherapy, and either the School of Biological or the School of Behavioural Sciences.)

Prerequisites: BS501

Students may elect to undertake P5702 in conjunction with P5703. This unit is a compulsory subject for all candidates undertaking the Sports Orthopaedics Stream.

Content: This unit provides the opportunity for students to carry out an empirical study of a problem previously identified in P5702 or in clinical practice. This is an elective subject for all students except for those enrolled in the sports orthopaedics stream of the course.

Assessment: 4,000 word written report.

References: Advice on references will be provided at the commencement of teaching.

P5704 Independent Research Project - Manipulative Therapy

Contact Hours: 60

(Independent empirical research project supervised jointly by a staff member from the School of Physiotherapy and either a staff member from the School of Biological or Behavioural Sciences).

Corequisite: P5760

Content: This unit provides skills in critical analysis, evaluation and discussion of research literature relevant to clinical practice in manipulative therapy. The unit enables students to design and carry out an empirical project, to gain skills in scientific report writing and in presenting a scientific paper in an academic forum.

Assessment: 5,000 word written report.

References: Advice on references will be provided at the commencement of teaching.

P5705 Graduate Reading Seminars

Contact Hours: 18

(Directed reading and preparation of a seminar paper)

Prerequisite: Nil

Content: An elective unit which enables students to study literature in an area pertinent to their major study under supervision and to prepare and present seminar material for discussion with their peer students.

Assessment:

Class presentation;

Submission of written report - 2,000 words.

Students must achieve a satisfactory standard in each component.

References: Advice on references will be provided at the commencement of teaching.

P5730 Cardiothoracic Physiotherapy

Contact Hours: 246

Content: This subject comprises the following units:

P5731 - Cardiothoracic Physiotherapy - Theory A

P5733 Cardiothoracic Physiotherapy - Theory B

P5732 Cardiothoracic: Clinical Education

P5731 Cardiothoracic Physiotherapy: Theory A

Contact Hours: 54

(Seminars, discussions, student presentations, lectures, practical sessions, self-directed learning)

Prerequisite: Nil

Content: This unit extends the student's knowledge of the aetiology, pathophysiology, clinical presentation, diagnostic procedures and treatment of selected medical disorders of the respiratory system, pulmonary conditions requiring surgery, and cardiovascular disorders. Students study the mechanical and physiological responses to thoracic surgery.

Advances students' knowledge and skills in relation to the physiotherapy management of cardiopulmonary disorders. The physiological basis and effects of techniques are studied and an evaluation and comparison of techniques is made together with their application to specific conditions. Students increase knowledge and expertise in the use of relevant therapeutic technology. A compulsory 6 hour segment on relaxation is included in the unit. It comprises advanced knowledge of relaxation techniques and their therapeutic application.

Assessment: This will be determined in the first week of the unit following consultation with the students.

References: Advice on references will be provided at the commencement of teaching.

P5732 Cardiothoracic Physiotherapy: Clinical Education

Contact Hours: 120 (Clinical experience)

Prerequisites/Corequisites: P5731

Content: This unit provides the student with the opportunity to further develop clinical skills in the management of cardiac and pulmonary disorders. The clinical experience is tailored to meet the needs of the individual student.

Assessment: Clinical report; case study or log book.

References: Advice on references will be provided at the commencement of teaching.

P5733 Cardiothoracic Physiotherapy Theory B

Contact Hours: 72

Prerequisite: Nil

Content: A continuation of P5731 - Cardiothoracic Physiotherapy: Theory A

Assessment: This will be determined in the first week of the subject following consultation with the students.

References: Advice on references will be provided at the commencement of teaching.

P5740 Physiotherapy in Neurology

Contact Hours: 204

Prerequisites: All units, other than Physiotherapy, are either prerequisites or corequisites.

Content: This subject comprises the following units:

P5741 Physiotherapy in Neurology: Medical Management

P5742 Physiotherapy in Neurology: Theory of Movement Re-education;

P5743 Physiotherapy in Neurology: Clinical Experience.

P5741 Physiotherapy in Neurology: Medical Management

Contact Hours: 24

(24 hours lectures, discussions and seminars as determined by the class.)

Content: In relation to selected neurological disorders students further their knowledge of pathology, pathophysiology, medical, surgical and pharmacological management, diagnostic procedures and interpretation of results, and the implications of these for physiotherapy. Topics addressed include: space occupying lesions, trauma, infections and cerebrovascular conditions affecting the nervous system, acute management of brain and spinal cord trauma and surgical patients, epilepsy.

Assessment: Seminar paper(s) and/or essay as determined by the class.

References: HARRISON M (Ed) 1983 *Contemporary Neurology* London Butterworths

VINKER P J and BRUYN G W (Eds) *Handbook of Clinical Neurology* Amsterdam, Elsevier

P5742 Physiotherapy in Neurology: Theory of Movement Re-Education

Contact Hours: 60

(60 hours of seminars, discussions, demonstrations and clinical experience)

Content: This unit exposes students to major issues in neurological rehabilitation and practise a variety of measurement and handling skills. Particular emphasis is placed on measurement and recording of movement and the application of learning theory in rehabilitation.

Assessment: Seminar paper(s) and/or essay(s) as determined by the class.

References: UMPHRED D A (Ed) 1985 *Neurological Rehabilitation* St Louis, C.V. Mosby
HELPESEN A S and FUHRER M J (Eds) 1984 *Functional Assessment in Rehabilitation* Baltimore, Paul H Brookes
SCHMIDT R 1982 *Motor Control and learning* Illinois, Human Kinetics
CARR J and SHEPHERD R 1982 *A motor relearning program for stroke* London, Heinemann
DAVIES P M 1985 *Steps to follow: a guide to the treatment of adult hemiplegia* Berlin, Springer-Verlag

P5743 Physiotherapy in Neurology: Clinical Experience

Contact Hours: 120 (120 hours of clinical experience)

Prerequisites/Corequisites: P5741, P5742

Content: This unit is designed with regard to the individual student's needs. It is arranged as a contract between the Physiotherapy School, the clinic and the student.

Assessment: As determined for each student after consultation between the Physiotherapy School, the clinic and the student concerned.

References: Advice on references will be provided at the commencement of teaching.

P5746 Hydrotherapy

Contact Hours: 18 (3 × 2 hour lectures, lecture/demonstrations and 6 × 2 hour practical classes in water)

Content: This unit provides knowledge of principles of hydrodynamics, the use of water as a medium for therapy and recreation, water safety, pool design and special equipment, physiological effects of water and water temperature, indication and contraindications for hydrotherapy. Methods covered include Hallewick and Badragaz.

Assessment:

1,000 word written assignment (satisfactory/unsatisfactory);

1 hour practical examination (satisfactory/unsatisfactory)

Students must achieve a satisfactory standard in both.

References: Advice on references will be provided at the commencement of teaching.

P5750 Physiotherapy in Orthopaedics (Sports)

Contact Hours: 145

Prerequisite: Nil

Content: This subject comprises the following units:
P5751 Physiotherapy in Orthopaedics (Sports): Theory
P5752 Physiotherapy in Orthopaedics (Sports): Clinical

P5751 Physiotherapy in Orthopaedics (Sports): Theory

Contact Hours: 25

(1 hour or 1.5 hours lectures/demonstrations/discussions)

Content: This unit consists of advanced Physiotherapy management of various sporting injuries: acute, chronic and post-surgical. Rationale for treatment is presented by physiotherapists, physical educationalists and biomechanics.

Assessment: 1 × 2 hour written examination.

References: Advice on references will be provided at the commencement of teaching.

P5752 Physiotherapy in Orthopaedics (Sports): Clinical

Contact Hours: 120

(2 hour or 3 hour demonstrations/practical sessions; 72 clinical hours in a sports injury practice; 24 clinical hours in a manipulative therapy practice).

Prerequisites/Corequisites: P5751

Content: Practical classes focus on the rationale and development of advanced skills related to the assessment and treatment of soft tissue and joint pathology.

Assessment:

Clinical exam: 35%

Clinical Report: 35%

Practical Exam (Manipulative Therapy/Electrotherapy: - 30%

Cybox and Strapping tests - satisfactory/unsatisfactory;

References: Advice on references will be provided at the commencement of teaching.

P5760 Theory and Practice of Manipulative Therapy

Contact Hours: 304

Prerequisites: The following subjects must be taken either as prerequisites or corequisites:

P5461

P5562

P5661

Content: The unit is designed to give students the opportunity to develop advanced skills in the total management of patients with musculo-skeletal conditions. It embraces areas of assessment, differential diagnosis, selection and implementation of appropriate treatment techniques, as well as evaluation of the effectiveness of the techniques and awareness of the indications and contraindications to mobilisation and manipulation. It comprises the following:-

P5761 Theory of Manipulative Therapy

P5762 Practice of Manipulative Therapy

References: CYRIAX J 1978 *Textbook of orthopaedic medicine* vol 1: *Diagnosis of soft tissue injuries* 7th ed London Balliere Tindall
 MAITLAND G D 1976 *Peripheral manipulation* 4th ed London Butterworths
 MAITLAND G D 1977 *Spinal manipulation* 2nd ed London Butterworths

P5761 Theory of Manipulative Therapy

Contact Hours: 76

(Lectures, lecture demonstrations and case presentations)

Corequisite: P5762

Content: Theoretical knowledge required for the application of advanced clinical skills to enable students to develop a systematic and analytical approach to the management of patients with musculo-skeletal conditions. Students develop skills in examination, differential diagnosis, treatment selection and progression, planning on-going programmes as well as taking accurate patient records. Though strong emphasis is on mobilisation and manipulation of spinal and peripheral joints, an integrated approach to management is encouraged.

Assessment:

1 x 3 hour written examination 80%

Class presentation 20%

References: Advice on references will be provided at the commencement of teaching.

P5762 Practice of Manipulative Therapy

Contact Hours: 228

(3 half days per week in outpatient clinics under supervision)

Corequisite: P5761

Content: Application, in the clinical situation, of knowledge and skills acquired in P5761 - Theory of Manipulative Therapy. Students learn examination procedures for musculo-skeletal disorders, and develop finesse with respect to palpation and treatment techniques. Skills are practised both in the School setting, and in the clinical situation where patients with selected musculo-skeletal disorders are examined and treated under supervision.

Assessment:

Clinical examinations - 80%

Techniques examinations - 20%

References: Advice on references will be provided at the commencement of teaching.

P5771 Physiotherapy in Paediatrics

Contact Hours: 186

(66 hours theory;

120 hours clinical)

Content: This subject comprises the following units:

P5773 Physiotherapy in Paediatrics: Theory

P5774 Physiotherapy in Paediatrics: Clinical

P5773 Physiotherapy in Paediatrics: Theory

Contact Hours: 66 (66 x 1 hour lectures)

Prerequisite: Nil

Content: Students acquire both theoretical knowledge and expert proficiency in the application of the various methods of physiotherapy treatment of paediatric neurological, cardiothoracic, and orthopaedic conditions, and neonatal conditions. Students acquire proficiency in the physiotherapy management of children with haematological, mesenchymal and other medical disorders and conditions following burns and reconstructive surgery.

Assessment:

Assignments - 75%

Peer presentations - 25%

References: Advice on references will be provided at the commencement of teaching.

P5774 Physiotherapy in Paediatrics: Clinical

Contact Hours: 120

(30 hours each, neonatal, intensive care, orthopaedics/general; neurological; neurological project)

Prerequisite/Corequisite: P5773

Content: Students have the opportunity to reinforce in a clinical setting the knowledge gained in the theoretical component of the course. The programme will be a contract between the student, the School and the clinic, designed to fit the needs of the individual student.

Assessment:

Clinical examination - 25%

Neonatal Intensive care, Orthopaedics general - 25%

Neurology - 25%

Written assignment - 25% on Neurology (specialisation)

References: Advice on references will be provided at the commencement of teaching.

P5775 Recreation for the Handicapped Child

Contact Hours: 18 (18 x 1 hour lectures)

Prerequisite: Nil

Content: This unit develops the awareness of the role of recreation in promoting and maintaining health and well being; provides awareness of community resources and segregated and integrated recreational programmes; provides skills in assessment of needs, planning, conducting appropriate programmes for individual children and the design, construction and improvisation of aids and equipment relevant to different recreational activities.

Assessment:

Assignment - 75%

Peer presentation - 25%

References: Advice on references will be provided at the commencement of teaching.

P5780 Physiotherapy in Obstetrics and Gynaecology

Contact Hours: 162

Content: This subject comprises the following units:

P5781 Physiotherapy in Obstetrics and Gynaecology and Neonatology: Theory

P5782 Physiotherapy in Obstetrics and Gynaecology: Clinical

P5781 Physiotherapy in Obstetrics and Gynaecology and Neonatology: Theory

Contact Hours: 42

(42 hours of lectures, tutorials, practical work and discussions)

Prerequisite: Nil

Content: This unit will help the student in planning, conducting and evaluating ante-natal, post natal and relaxation classes; treating biomechanical problems resulting from pregnancy, parturition and the puerperium; assisting women with skills for use in labour; assessing and treating the neonate; treating gynaecological problems and communicating effectively with members of the health care team and support agencies.

Assessment:

Class presentation - 30%

Log book - 70%

References: Advice on references will be provided at the commencement of teaching.

P5782 Physiotherapy in Obstetrics and Gynaecology: Clinical

Contact Hours: 120

(120 hours of practical participation, lectures, tutorials, attendance at operations and different hospital departments).

Prerequisite/Corequisite: P5781

Content: Students have the opportunity to reinforce in a clinical setting the knowledge gained in the theoretical component of the subject. The programme is a contract arranged by the student, the School and the clinic, designed to fit the needs of the individual student.

Assessment:

Class taking - 40%

Individual paper - 30%

Log book - 30%

References: Advice on references will be provided at the commencement of teaching.

P5792 Physiotherapy in Geriatrics: Theory

Contact Hours: 54

(50 × 1 hour lectures and demonstrations;

2 × 2 hour visits to clinics)

Prerequisite: Nil

Content: This unit integrates knowledge of ageing processed in different body systems and enables students to formulate and administer appropriate assessment, treatment, and evaluative principles in cases of multiple pathology, in programmes for maintenance of health or rehabilitation in institutions and in community settings. Includes a component of domiciliary physiotherapy focussing on the topics: organisation of domiciliary programmes, assessment, treatment and evaluation of management in the home and family context. Reinforces students' knowledge of the roles of other health care professionals, their goals and methods in the overall management of geriatric patients. Introduces students to perceptual problems of the aged, and the effects on physiotherapy management.

Assessment:

3 × 2,500 - 3,000 word assignments (1 each term - 33% each)

References: Advice on references will be provided at the commencement of teaching.

P5793 Physiotherapy in Geriatrics: Clinical

Contact Hours: 120

(120 hours of clinical experience)

Prerequisite/Corequisite: P5792

Content: In clinics, students develop and consolidate knowledge gained during the theoretical subject. Students consult and communicate with staff on overall programmes of management of the geriatric patient.

Assessment:

Log book for each placement - 40%

Clinicians' report (satisfactory/unsatisfactory)

Clinical examination - 60%.

P5791 Physiotherapy in Geriatrics

Contact Hours: 174

Content: This subject comprises the following units:

P5792 Physiotherapy in Geriatrics: Theory

P5793 Physiotherapy in Geriatrics: Clinical

PROSTHETICS AND ORTHOTICS

PO110 Prosthetics and Orthotics Laboratory Techniques

Contact Hours: 132 (lectures, demonstrations, practical classes).

Prerequisite: Nil

Content: Work methods are reinforced by student participation in use of tools, techniques and machines that are common to the prosthetics/orthotics laboratory. There will be a strong emphasis on safety in this subject.

Assessment:

Class projects
1,000 word assignment
1½ hour exam

References: Printed notes may be purchased from the School of Prosthetics and Orthotics.

PO111 Technical Drawing

Contact Hours: 21 (lectures and drawing practice).

Prerequisite: Nil

Content: A subject designed to give an understanding and allow development of drawing skills. There is emphasis on pictorial and diagrammatic communication relevant to prosthetics and orthotics.

Assessment: Folder of class drawings.

References: Advice on references for the subject will be provided at the commencement of teaching.

PO112 Materials Technology

Contact Hours: 36 (lectures and laboratory classes).

Prerequisite or Corequisite: BL152

Content: This subject along with BL152 (General Science) is designed to give students a theoretical and practical understanding of a range of materials used in prosthetics and orthotics. Aspects include safety when using materials, structure and properties of materials, and how these are affected by fabricating processes and use in prosthetic and orthotic devices.

Assessment:

1,500 word assignment.
2 hour exam

References: Advice on references for the subject will be provided at the commencement of teaching.

PO121 Introduction to Orthotics

Contact Hours: 135 (lectures, demonstrations and laboratory classes).

Prerequisite or Corequisite: PO110

Content: Students will receive instruction and develop skills relevant to their functioning in the orthotic laboratory. Emphasis is given to the use of equipment and materials in fabricating and finishing processes.

Assessment:

Class projects.
1,000 word assignment and oral presentation.
1½ hour exam

References: Advice on references for the subject will be provided at the commencement of teaching.

PO122 Introduction to Prosthetics

Contact Hours: 145 (lectures, demonstrations and laboratory classes).

Prerequisite or Corequisite: PO110

Content: Students will receive instruction and develop skills relevant to their functioning in the prosthetic laboratory. Emphasis is given to the use of equipment and materials in fabricating and finishing processes.

Assessment:

Class projects
1,000 word assignment and oral presentation
1½ hour exam

References: Advice on references for the subject will be provided at the commencement of teaching.

PO125 Clinical Education 125

Contact Hours: 35 hours of clinical placement.

Prerequisite: Nil

Content: Students are allocated to hospitals and prosthetic/orthotic centres for block clinical placements in which they are familiarised with clinical practice in prosthetics/orthotics. Practical skills are to be expanded during these placements.

Assessment: Satisfactory performance during placement and completion of a diary of activities.

References: Advice on references for the subject will be provided at the commencement of teaching.

PO221 Below Knee Orthotics

Contact Hours: 153 (lectures, demonstrations and clinical/laboratory classes).

Prerequisite: PO121

Content: Students gain specialised knowledge of specific areas of casting, measuring, fabricating, fitting and aligning of below knee orthoses. This subject includes applied anatomy and biomechanics relevant to the level of dysfunction.

Assessment:

Classwork including clinical assessment and projects.
1,500 word assignment and oral presentation
2 hour exam

References: NEW YORK UNIVERSITY, 1981 Revision. *Lower limb orthotics with supplement*, New York.

PO222 Above Knee Orthotics

Contact Hours: 153 (lectures, demonstrations and clinical/laboratory classes).

Prerequisite: PO121

Content: Students gain specialised knowledge of specific areas of casting, measuring, fabricating, fitting and aligning above knee orthoses. This subject includes applied anatomy and biomechanics relevant to the level of dysfunction.

Assessment:

Classwork including clinical assessment and projects.
1,500 word assignment and oral presentation
2 hour exam

References: NEW YORK UNIVERSITY, 1981 Revision. *Lower limb orthotics with supplement*, New York.

PO223 Upper Extremity Orthotics

Contact Hours: 83 (lectures, demonstrations and clinical/laboratory classes.)

Prerequisite: PO121

Content: Students gain specialised knowledge of specific areas of casting, measuring, fabricating, fitting and aligning upper extremity orthoses. This subject includes applied anatomy and biomechanics relevant to the levels of dysfunction.

Assessment:

Classwork including clinical assessments and projects.
1,500 word assignment and oral presentation
2 hour exam

References: Advice on references for the subject will be provided at the commencement of teaching.

PO224 Spinal Orthotics

Contact Hours: 70 (lectures, demonstrations and clinical/laboratory classes).

Prerequisite: PO121

Content: Students gain specialised knowledge of specific areas of measuring, fabricating and fitting spinal orthoses. This subject includes applied anatomy and biomechanics relevant to the levels of dysfunction.

Assessment:

Classwork including clinical assessments and projects.
1,500 word assignment and oral presentation
1½ hour exam

Reference: NEW YORK UNIVERSITY, 1975 Revision. *Spinal orthotics with supplement*, New York.

PO225 Clinical Education 225

Contact Hours: 70 hours of clinical placement.

PO226 Clinical Education 226

Contact Hours: 70 hours of clinical placement.

Prerequisite: PO125

Content: Students are allocated to hospitals and prosthetic/orthotic centres for block clinical placements. Students participate under supervision in clinical activities, patient treatments and laboratory work.

Assessment:

Performance during placements.
500 word assignment for each of PO225 and PO226.

References: Advice on references for the subject will be provided at the commencement of teaching.

PO240 Introduction to Design and Development

Contact Hours: 9 (lectures).

Prerequisite: Nil

Content: This subject provides the student with an introductory knowledge of ergonomics and the principles of design in preparation for an independent development project in third year.

Assessment: 1,500 word assignment and oral presentation.

References: Advice on references for the subject will be provided at the commencement of teaching.

PO241 Nursing Procedures

Contact Hours: 20 (lectures and practical classes).

Prerequisite: Nil

Content: This subject provides an introduction to ward and theatre procedures, sterilisation and patient handling procedures.

Assessment: 1,500 word assignment.

References: Advice on references for the subject will be provided at the commencement of teaching.

PO321 Below Knee Prosthetics

Contact Hours: 149 (lectures, demonstrations and clinical/laboratory classes).

Prerequisite: PO122

Content: Students gain specialised knowledge of specific areas of casting, measuring, fabricating, fitting and aligning below knee prostheses. The subject includes applied anatomy and biomechanics relevant to below knee amputations.

Assessment:

Classwork including clinical assessments and projects.
1,500 word assignment and oral presentation
2 hour exam

References: NEW YORK UNIVERSITY, 1982 Revision. *Lower limb prosthetics with supplement*, New York.

PO322 Above Knee Prosthetics

Contact Hours: 153 (lectures, demonstrations and clinical/laboratory classes.)

Prerequisite: PO122

Content: Students gain specialised knowledge of specific areas of casting, measuring, fabricating, fitting and aligning above knee prostheses. The subject includes applied anatomy and biomechanics relevant to above knee amputations.

Assessment:

Classwork including clinical assessments and projects.
1,500 word assignment and oral presentation
2 hour exam

References: NEW YORK UNIVERSITY, 1982 Revision. *Upper limb prosthetics with supplement*, New York.

PO323 Upper Extremity Prosthetics

Contact Hours: 120 (lectures, demonstrations and clinical/laboratory classes.)

Prerequisite: PO122

Content: Students gain specialized knowledge of specific areas of casting, measuring, fabricating, fitting and aligning upper extremity prostheses. The subject includes applied anatomy and biomechanics relevant to upper limb amputations.

Assessment:

Classwork including clinical assessments and projects.
1,500 word assignment and oral presentation
2 hour exam

References: NEW YORK UNIVERSITY, 1982 Revision. *Upper limb prosthetics with supplement*, New York.

PO325 Clinical Education 325

Contact Hours: 70 hours of clinical placement.

PO326 Clinical Education 326

Contact Hours: 105 hours of clinical placement.

PO327 Clinical Education 327

Contact Hours: 105 hours of clinical placement.

Prerequisites: PO225, PO226

Content: Students are allocated to hospitals and prosthetic/orthotic centres for block clinical placements. While students continue to work under supervision, they are expected to show initiative and ability in the areas of clinical activities, patient treatments and laboratory work. Awareness of the Centre's functioning and management is to be developed.

Assessment:

Performance during placement.
500 word assignment for each of PO325, PO326 and PO327.

References: Advice on references for the subject will be provided at the commencement of teaching.

PO329 Allied Health Clinics

Contact Hours: 60 (clinical placement).

Prerequisites: PO225, PO226

Content: Students are allocated to allied health departments in hospitals for interdisciplinary professional experience. At the end of the programme students will have a knowledge of professional/clinical conduct of allied health professionals and their interaction in the Australian Health Care System.

Assessment: Performance during placement and completion of a log book of activities.

References: Advice on references for the subject will be provided at the commencement of teaching.

PO330 Administration and Management

Contact Hours: 24 (lectures).

Prerequisite: Nil

Content: This subject develops the student's knowledge and understanding of the theory and techniques of management, and of principles and types of organizational structure for communication, direction and control. It introduces factors affecting management decisions such as costing, stock control and work study, as well as governmental, legal and ethical aspects in the delivery of prosthetic/orthotic clinical health care services.

Assessment:

1 x 1,500 word assignment.
1 hour exam

References: Advice on references for the subject will be provided at the commencement of teaching.

PO340 Design and Development

Contact Hours: 88 (lectures and clinical/laboratory classes).

Prerequisite: PO240

Content: This subject develops the student's ability to apply principles of design, analysis, evaluation in carrying out an independent practical prosthetic/orthotic project.

Assessment:

Project presentation.
2,000 word assignment.

References: A list of annual reports and journals will be provided at the commencement of teaching.

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Lincoln Institute of Health
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Handbook.

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Lincoln Institute of Health Sciences is at two locations; the addresses are as follows:

Main Carlton campus:

625 Swanston St., Carlton 3053 Phone: 342 0222

Abbotsford campus:

School of Podiatry and Speech and Hearing Clinic.
St Heliers St., Abbotsford 3067 Phone: 418 6800

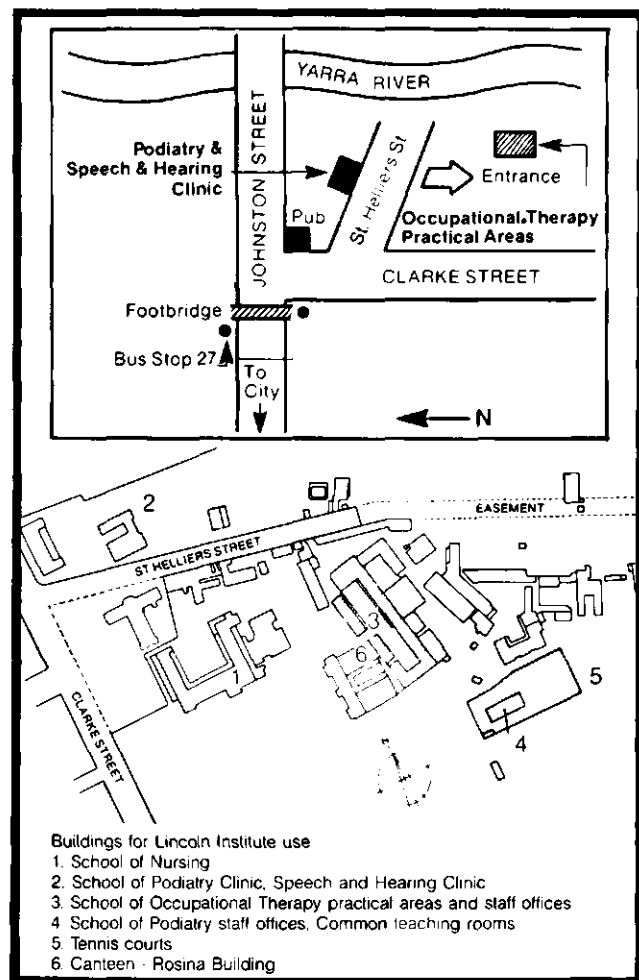
School of Nursing:

School of Nursing, 2-6 Slater St., Melbourne 3004
Phone: 269 1700

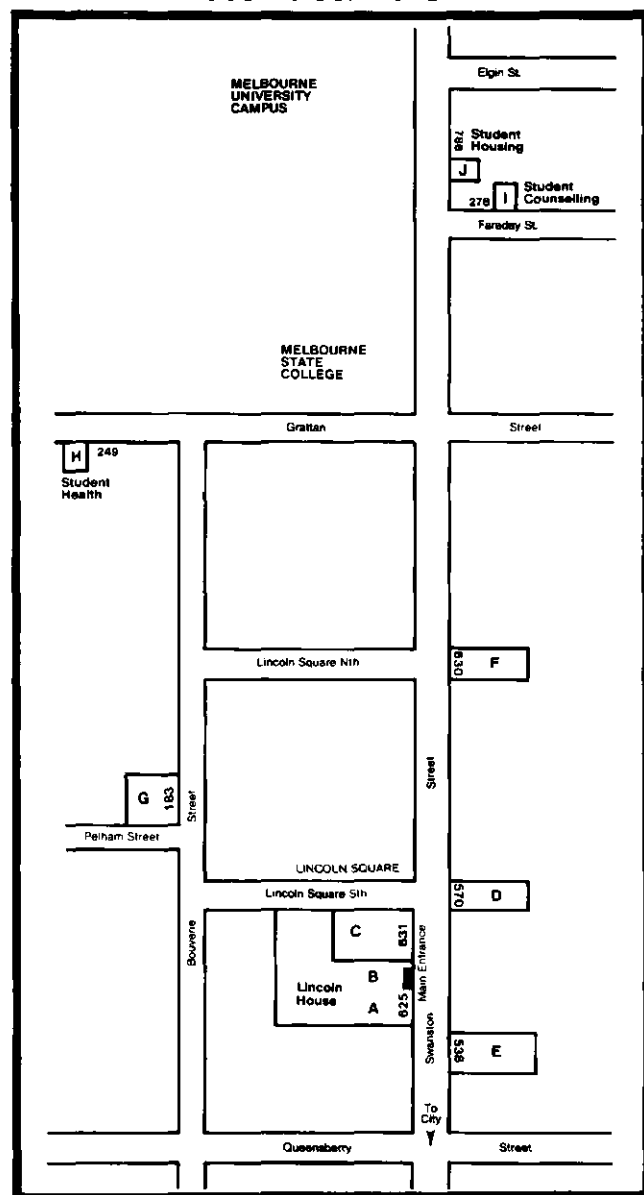
Enquiries about courses should be directed to:

Student Administration and Admissions Office.
Lincoln Institute of Health Sciences, 625 Swanston St.,
Carlton 3053 Phone: 347 6088

ABBOTSFORD CAMPUS



CARLTON CAMPUS/STUDENT COUNSELLING, HEALTH AND HOUSING SERVICES



BUILDING A

Ground Floor
First Floor
Second Floor
Third Floor
Fourth Floor

Central Administration
Library
School of Occupational Therapy
School of Physiotherapy
School of Communication Disorders

BUILDING B

Ground Floor
First Floor

Cafeteria
Student Services Office, Student Union
Office, and Student Lounge

BUILDING C

Ground Floor

School of Orthoptics

BUILDING D

Ground Floor

School of Prosthetics and Orthotics

BUILDING E

Ground Floor

School of Health Administration and
Education

Second Floor

School of Behavioural Sciences

BUILDING F

First Floor

Student Administration and Admissions
Office

Accounts and Pay Office

BUILDING G

School of Biological Sciences

BUILDING H

Student Health

BUILDING I

Student Counselling

BUILDING J

Student Housing

NOT FOR LOAN

